

LCS Digital Academy

Weekly Structure for Pre-K Students with Disabilities

*3rd Wednesday Update Module Content for the coming month

Monday	Tuesday	Wednesday	Thursday	Friday
Live Lessons to introduce the week: work up to 15 minute sessions	Facilitate one on one student lessons to work on IEP goals	Live Lessons to introduce the week: work up to 15 minute sessions	Facilitate one on one student lessons to work on IEP goals	Student progress monitoring.
Whole group parent meeting to discuss the expectations for the week. - prerecorded	Return phone calls, emails	Facilitate small group lessons	Return phone calls, monitor student progress, data collection for FL Early Learning Standards (TS GOLD)	Connect with parents on student progress for the week and determine supports to assist with instruction and emotional well being for the upcoming week.
Guidance counselor, assistant principal, and appropriate IEP team member(s) communication on struggling students to seek interventions	Related Service	Related Service	Related Service	Update "Announcements" on Canvas
				Send weekly email update to all parents/students that defines the schedule for the week, and teacher expectations

LCS Digital Academy
 Weekly Structure for Pre-K Students with Disabilities
 Suggested Student Schedule

		Monday	Tuesday
Choice: Tech or Fine Motor	1	Complete Sign in Log and picture	
		Pre-Recorded Video -Lesson Introduction (5 mins)	
	2	Parent guided coversation/activity on foundation of unit -scripted (adpted from Creative) 5-10 minutes	Parent Facilitated Play
		Adapted Intentional Teaching Card: Literacy/Math	Literay/Math Whiteboard Activity (pre-recorded)
		Pre-Recorded Read Alouds (Digital Academy Teacher) *e-reader Creative Curriculum	
		Fine Motor Activity (found in materials kit)	Instructional Tech

Materials kit:
 Sign in Log -composition notebook
 Pre-printed name tag
 Schedule Checklist
 Fine motor skills activity

Ashley: Parent guided conversation
 Linzee -pre-recorded videos
 Kim -Intentional Teaching Cards, whitebo

Wednesday	Thursday
Harmony: Morning Message, Social Story	
	Parent Facilitated Play
Literary/Math Whiteboard Activity (pre-recorded)	
Instructional Tech	Instructional Tech

card lessons

Friday
Virtual Field Trip?

274-0375

August 2020						
◀ Jul 2020						Sep 2020 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19 FIRST DAY BY- Focus Question 1 Day 1	20 BY- Focus Question 1 Day 2	21 BY- Focus Question 1 Day 3	22
23	24 BY- Focus Question Day 4	25 BY- Focus Question 1 Day 5	26 BY- Focus Question 2 Day 1	27 BY- Focus Question 2 Day 2	28 BY- Focus Question 2 Day 3	29
30	31 BY- Focus Question 3 Day 1	Legend <ul style="list-style-type: none"> BY = (Creative Curriculum) Beginning the Year Study 				

Digital Academy for Leon County School's PreK



Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
Focus Question 1, Day 1				

Digital Academy for Leon County School's PreK



Monday	Tuesday	Wednesday	Thursday	Friday
	1 Focus 1, Day 2	2 Focus 1, Day 3	3 Focus 1, Day 4	4 Focus 1, Day 5
7 NO SCHOOL	8 Focus 2, Day 1	9 Focus 2, Day 2	10 Focus 2, Day 3	11 Focus 3, Day 1
14 Focus 3, Day 2	15 Focus 3, Day 3	16 Focus 3, Day 4	17 Focus 3, Day 5	18 Focus 4, Day 1
21 Focus 4, Day 2	22 Focus 4, Day 3	23 Focus 5, Day 1	24 Focus 5, Day 2	25 Focus 5, Day 3
28 NO SCHOOL	29 Focus 5, Day 4	30 Focus 6, Day 1		

Digital Academy for Leon County School's PreK



Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
			Focus 6, Day 2	Focus 6, Day 3
5	6	7	8	9
Focus 6, Day 4	Focus 6, Day 5	Mini, Day 1	Mini, Day 2	Mini, Day 3
12	13	14	15	16
Mini, Day 4	Mini, Day 5	Start Trees Study Focus 1, Day 1	Focus 1, Day 2	Focus 1, Day 3
19	20	21	22	23
Focus 1, Day 4	Focus 1, Day 5	Focus 2, Day 1	Focus 2, Day 2	Focus 2, Day 3
26	27	28	29	30
Focus 2, Day 4	Focus 2, Day 5	Focus 3, Day 1	Focus 3, Day 2	Teacher Planning Day

Digital Academy for Leon County School's PreK



Monday	Tuesday	Wednesday	Thursday	Friday
2 Focus 3, Day 3	3 Focus 3, Day 4	4 Focus 3, Day 5	5 Focus 4, Day 1	6 Focus 4, Day 2
9 Focus 4, Day 3	10 Focus 4, Day 4	11 No School -Veterans Day	12 Focus 4, Day 5	13 Focus 5, Day 1
16 Focus 5, Day 2	17 Focus 5, Day 3	18 Focus 5, Day 4	19 Focus 6, Day 1	20 Focus 6, Day 2
23 Focus 6, Day 3	24 Focus 6, Day 4	25 Thanksgiving Holiday	26 Thanksgiving Holiday	27 Thanksgiving Holiday
30 Focus 6, Day 5				

Digital Academy for Leon County School's PreK



Monday	Tuesday	Wednesday	Thursday	Friday
	1 Focus 7, Day 1	2 Focus 7, Day 2	3 Focus 7, Day 3	4 Focus 7, Day 4
7 Focus 8, Day 1	8 Focus 8, Day 2	9 Start Buildings Focus 1, Day 1	10 Focus 1, Day 2	11 Focus 1, Day 3
14 Focus 1, Day 4	15 Focus 1, Day 5	16 Focus 2, Day 1	17 Focus 2, Day 2	18 Focus 2, Day 3
21 Holiday	22 Holiday	23 Holiday	24 Holiday	25 Holiday
28 Holiday	29 Holiday	30 Holiday	31 Holiday	

Digital Academy for Leon County School's PreK



Monday	Tuesday	Wednesday	Thursday	Friday
				1 Holiday
4 Holiday	5 Focus 3, Day 3	6 Focus 3, Day 4	7 Focus 3, Day 5	8 Focus 4, Day 1
11 Focus 4, Day 2	12 Focus 4, Day 3	13 Focus 4, Day 4	14 Focus 4, Day 5	15 Focus 5, Day 1
18 Holiday	19 Focus 5, Day 2	20 Focus 5, Day 3	21 Focus 6, Day 1	22 Focus 6, Day 2
25 Focus 6, Day 3	26 Focus 6, Day 4	27 Focus 6, Day 5	28 Focus 7, Day 1	29 Focus 7, Day 2

Digital Academy for Leon County School's PreK



Monday	Tuesday	Wednesday	Thursday	Friday
1 Start Balls Focus 1, Day 1	2 Focus 1, Day 2	3 Focus 1, Day 3	4 Focus 1, Day 4	5 Focus 1, Day 5
8 Focus 2, Day 1	9 Focus 2, Day 2	10 Focus 2, Day 3	11 Focus 3, Day 1	12 Focus 3, Day 2
15 Holiday	16 Focus 3, Day 3	17 Focus 4, Day 1	18 Focus 4, Day 2	19 Focus 5, Day 1
22 Focus 5, Day 2	23 Focus 5, Day 3	24 Focus 5, Day 4	25 Focus 5, Day 5	26 Focus 6, Day 1

Digital Academy for Leon County School's PreK



Monday	Tuesday	Wednesday	Thursday	Friday
1 Focus 6, Day 2	2 Start Signs Study Focus 1, Day 1	3 Focus 1, Day 2	4 Focus 1, Day 3	5 Focus 1, Day 4
8 Focus 1, Day 5	9 Focus 2, Day 1	10 Focus 2, Day 2	11 Focus 2, Day 3	12 Focus 2, Day 4
15 Spring Break	16 Spring Break	17 Spring Break	18 Spring Break	19 Spring Break
22 Focus 2, Day 5	23 Focus 3, Day 1	24 Focus 3, Day 2	25 Focus 3, Day 3	26 Focus 3, Day 4
29 Focus 3, Day 5	30 Focus 4, Day 1	31 Focus 4, Day 2		

Digital Academy for Leon County School's PreK



Monday	Tuesday	Wednesday	Thursday	Friday
			1 Focus 4, Day 3	2 Spring Holiday
5 Teacher Planning	6 Focus 4, Day 4	7 Focus 5, Day 1	8 Focus 5, Day 2	9 Focus 5, Day 3
12 Focus 5, Day 4	13 Mini, Day 1	14 Mini, Day 2	15 Start Reduce, Reuse, Recycle Study Focus 1, Day 1	16 Focus 1, Day 2
19 Focus 1, Day 3	20 Focus 1, Day 4	21 Focus 1, Day 5	22 Focus 2, Day 1	23 Focus 2, Day 2
26 Focus 2, Day 3	27 Focus 3, Day 1	28 Focus 3, Day 2	29 Focus 3, Day 4	30 Focus 4, Day 1

Digital Academy for Leon County School's PreK



Monday	Tuesday	Wednesday	Thursday	Friday
3 Focus 4, Day 2	4 Focus 4, Day 3	5 Focus 5, Day 1	6 Focus 5, Day 2	7 Focus 5, Day 3
10 Focus 5, Day 4	11 Focus 5, Day 5	12 Focus 6, Day 1	13 Focus 6, Day 2	14 Focus 6, Day 3
17 Mini, Day 1	18 Mini, Day 2	19 Start Sand Study Focus 1, Day 1	20 Focus 1, Day 2	21 Focus 1, Day 3
24 Focus 1, Day 4	25 Focus 1, Day 5	26 Focus 2, Day 1	27 Focus 2, Day 2	28 Focus 2, Day 3
31 Memorial Day				

Digital Academy for Leon County School's PreK



Monday	Tuesday	Wednesday	Thursday	Friday
	1 Focus 2, Day 4	2 Focus 2, Day 5	3 Focus 3, Day 1	4 Focus 3, Day 2
7 Focus 3, Day 3	8 Focus 3, Day 4	9 Focus 3, Day 5	10 Mini, Day 1	11 Teacher Planning
14 Teacher Planning	15	16	17	18
21	22	23	24	25
28	29	30		

- 8:30 AM Morning Routine/Breakfast/Independent Skills/Journal**
(E.g. Toileting, dressing, folding PJS, making the bed, cleaning up from breakfast, journal/handwriting)
- 9:00 AM Daily Introduction Video**
- 9:05 AM Parent/Student Discussion**
- 9:20 AM Brain Break**
(gonoodle, get water, stretch, snack, etc.)
- 9:30 AM Live Morning Meeting- Literacy/Math Activity**
(Pick 1 math or literacy activity from online lesson plan to complete)
- 10:00 AM Social Interaction/Developmental Play**
Teacher led small groups – Time TBA
(online read aloud story, video, song, parent led play, student led play)
- 11:00 AM Story Time**
(Pre-K website: [Listening Library](#))
- 11:25 AM Brain Break**
(gonoodle, get water, stretch, snack, etc.)
- 11:30 AM WATERFORD (COMPUTER)**
(Sign in through CLASS LINK)
- 12:00 PM Lunch**
- 12:30 PM Rest/Quiet Time**
- 1:30 PM Literacy/Math Activity**
(Pick 1 math or literacy activity from online lesson plan to complete)
- 2:00 PM Motor/Art/Science Activity**
(Pick 1 from activity list)
- 2:30 PM Developmental Play**
(Physical Development, Outdoor/Indoor Play, Educational Programing on TV)
- TBA VIRTUAL MEETING WITH DIGITAL ACADEMY MEETING**

Daily Activities

- Introduction Video to start the day- 5 mins
- Parent/Student Discussion- 10 mins
- Literacy and Math Activity- 10 mins
- Developmental Play/Social Interaction- 1 hr
- Read Aloud- 15 mins
- Motor/Art/Science Activity- 15 mins
- Computer Academics-15 mins

Digital Academy PK

Fine Motor Development Activity Kits

Large Pencils (sharpened)

Crayola Marker Set

Dry Erase Marker

Laminated First/Last names on Cardstock

Playdough

Laminated Traceable Shapes/Pictures/Lines

Safety Scissors

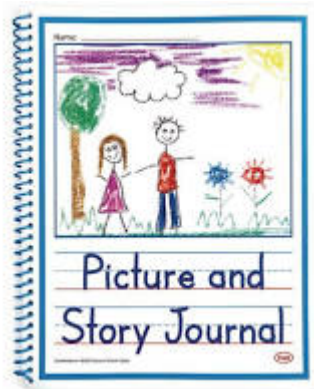
Printed Dotted Lines/Shapes on Cardstock (cutting activity)

Laminated Letter Cards

Laminated Number Cards

Laminated Shapes

10-20 connecting cubes for counting



Composition Notebook

Virtual Field Trip- Distance Learning Opportunities

1. **Slime in Space** [https://www.youtube.com/watch?v=aLWFcwzFetA\[/embedyt\]](https://www.youtube.com/watch?v=aLWFcwzFetA[/embedyt])
2. **The Panda Cam at Zoo Atlanta**
<https://www.youtube.com/watch?v=6wbfVWVv8Q&feature=youtu.be>
3. **San Diego Zoo** <https://kids.sandiegozoo.org/videos>
4. **Georgia Aquarium Ocean Voyager**
<https://www.georgiaaquarium.org/webcam/ocean-voyager>
5. **Jelly Cam-** <https://www.montereybayaquarium.org/animals/live-cams/jelly-cam>
6. **National Aquarium** <http://samuraivirtualtours.com/example/nadc/index.html>
7. **The Maritime Aquarium** <https://www.maritimeaquarium.org/virtual-programs>
8. **Field Trip to the Farm** <https://www.farmfood360.ca/>
9. **Eggs in School American Egg Board-** <https://www.aeb.org/eggs-in-schools/classroom/farm-to-table-virtual-field-trips>
10. **The Planeterium** <https://stellarium-web.org/>
11. **Volcanoes in the US** <https://avo.alaska.edu/activity/Spurr.php>
12. **Nature Lab- 11 virtual labs in one location- click the link The Nature Conversancy**
<https://www.natureworkseverywhere.org/resources/filter/type/virtual-field-trip-video/>
13. **Yellowstone National Park-**
<https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm>
14. **The Great Lakes** <https://www.greatlakesnow.org/educational-resources/virtual-field-trip/>
15. **Discovery Education**
<https://www.discoveryeducation.com/community/virtual-field-trips/>

16. Boston's Children Museum

<https://www.bostonchildrensmuseum.org/museum-virtual-tour>

17. The Smithsonian <https://naturalhistory.si.edu/visit/virtual-tour>

18. Metropolitan Museum of Art <https://artsandculture.google.com/partner/the-metropolitan-museum-of-art>

19. Google Arts and Culture <https://artsandculture.google.com/>

20. The Great Wall of China <https://www.thechinaguide.com/destination/great-wall-of-china>

21.

Literacy and Mathematics

Focus Question 1

Beginning the Year

Day 1: Active Listening

Background Information for Parent: Active listening helps you to know children why letting them know that you care about them. As you listen, you model empathy and good listening skills for the children to help them build successful relationships with peers.

1. **Notice when children are experiencing strong emotions** e.g., frustration, anger, excitement, sadness, and elation.
2. **Move close to the child and move your body to his or her level.**
3. **Make eye contact and offer gentle touch, as appropriate, (such as a squeeze on the shoulder, touch of the hand, rub the back) to let the child know you are listening.**
4. **Repeat back what you hear the child telling you through words or actions. Use a soft, gentle voice as you speak with the child.**
5. **Name and explain children’s feelings accurately, e.g., *frustrated, annoyed, disappointed, excited, proud, or embarrassed.***

What you should do:

“You are frustrated because your tower fell. You spent a lot of time building it.”

You are really sad because your mommy just left.”

“I can tell you are excited about our trip to the zoo today!”

Make eye contact and ask the child questions they can respond to with yes or no. Make sure to give the child enough time to understand the question and answer it.

Use pictures of faces showing various feeling as you talk about them.

Literacy and Mathematics

Focus Question 1

Beginning the Year

Day 2: Guided Discussion: Intentional Teaching Cards (ITC)

Mighty Minute: Hello Friends

Background Information for Parent: This objective will establish and sustain positive relationships with adults.

What you should do:

Sing the following song to the tune of “Goodnight Ladies.”

Insert child’s name in the []. Have them stand up on the first verse.

Wave, shake hands, or hug as you sing.

Child will sit back down as you sing the final verse.

Hello [Jaiden]! Hello [Jaiden]! Hello [Jaiden]!

And how are you today?

Sit down [Jaiden]! Sit down [Jaiden]! Sit down [Jaiden]!

We’re glad you came today.

*You may challenge the children to move and dance in different ways when it is their turn, e.g.,
dance on one foot, dance fast, dance slow, turn around.*

Literacy and Mathematics

Focus Question 1

Beginning the Year

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What you should do:

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And how are you today?

Sit down [Jaiden]! Sit down [Jaiden]! Sit down [Jaiden]!

We're glad you came today.

*You may challenge the children to move and dance in different ways when it is their turn, e.g.,
dance on one foot, dance fast, dance slow, turn around.*

Literacy and Mathematics

Focus Question 1

Beginning the Year

Day 4: Mighty Minute: Bounce

- Background: This objective will explore dance and movement concepts.

What You Should Do

Sing to the tune of "Row, Row, Row Your Boat."

Use the children's ideas for movements and incorporate them into the song, e.g., bounce, dance, twist, turn, march, kick, fly.

*Bounce, bounce, bounce around
Bounce around the floor.*

*Bouncing, bouncing, bouncing, bouncing
More and more and more.*

*Fly, fly, fly around
Fly around the floor.
Flying, flying, flying, flying
More and more and more.*

*Count, count, count to 1
Count to 1, my friend.
One, one, one, one
You are now done.*

*Count, count, count to 2
Count to 2 my friend, 1,2,1,2,1,2,1,2
You can count to 2!*

*Count, count, count to 3
Count to 3 my friend,
1, 2, 3, 1,2,3, 1,2,3, 123
Now you're at the end.*

Literacy and Mathematics

Focus Question 1

Beginning the Year

Day 5: **Mighty Minute: Move to the Beat.**

Background Information for Parent: Explores musical concepts and expressions.

What You Should Do

Play a slow rhythmic beat on a drum. SAY: "listen to the slow beat of the drum. Try to move your body to match the beat. Move very slowly."

Repeat using a fast rhythmic beat. SAY: "I'm going to speed up the beat, so listen and move your body faster to match it."

Give gentle instructions about how children may safely perform their fast movements.

Alternate between fast, medium, and slow rhythms while children move their bodies accordingly.

More ideas: Play a soft rhythmic beat on a drum and softly sing a simple familiar tune. Have children sing along using their soft or quiet voices. Repeat using loud rhythmic beat and a loud voice. Then alternate between loud and soft beats while children change their voice accordingly.

If children struggle with noticing when the loudness of the music changes, create a simple sign that tells them to switch to their soft voice.

Invite the children to play rhythm instruments along with you, copying your rhythms.

You do not need a drum to do this activity. A coffee can with a lid, a plastic bowl with a lid or anything else that you can make a beat on. Use a wooden or plastic utensil to be the drumstick.

Guided Conversation

Focus Question 1

Beginning the Year

Day 1:

- Parent: “Do you know the rhyme Humpty Dumpty?” (Wait for student response)
 - If student says yes, “Can you say it with me?” and begin the rhyme.
 - If student says no, “I can’t wait for you to hear it. Listen as I say it aloud.” and begin the rhyme.

*Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king’s horses and all the king’s men,
Couldn’t put Humpty together again!*

- Parent: “Humpty Dumpty is such an interesting name for an egg. Everyone in our house has an interesting name, too. Let’s learn about each other’s names!”

Activity:

1. Make a list of all your family members.
 - Note: Make sure to include the child’s name.
2. Substitute the child’s name in the rhyme wherever you see *Humpty Dumpty*. Repeat with different family member’s names.

_____ *sat on a wall.*
_____ *had a great fall.*
All the king’s horses and all the king’s men,
Couldn’t put _____ together again!

3. Parent: “Can you point to your name on our list?”
 - If your child has difficulty finding their name give them clues to the first letter in their name.
 - “Can you find the letter that has 2 straight lines? The lines look like this (make a ‘T’ with your arms or fingers).”

Center Activities- Week 1

Choose 1 to complete each day. You can go in any order!

Activity 1	<p><u>Yarn and Sand paper (Writing/Fine Motor)</u> Materials: various colors of yarn; sandpaper; gallon baggie.</p> <ul style="list-style-type: none">• Start by cutting up lots of strips of yarn – the more colors and sizes, the better.• Then grab a standard sized sheet of sandpaper. 60 grit works. Just keep in mind, the lower the number the better the stick factor.• Have your child make designs, lines, shapes, alphabet letters, and numbers.• When you're all done, slip the yarn into a gallon baggie and stash everything away for another day.
Activity 2	<p><u>Match the Letters (Literacy)</u> Materials: cookie sheet, 2 pieces of white paper to fit on the cookie sheet; magnetic alphabet letters (upper and lower case); marker.</p> <ul style="list-style-type: none">• On one white piece of paper write at least 10 upper case letters. On the other piece of paper write at least 10 lower case letters.• Put the magnetic letters out for your child to match the letters that are on the cookie sheet.• You may use more paper to put other letters on or write their first name or if they know words you can use words.
Activity 3	<p><u>Clothespin Counting with Uno Cards (Math)</u> Materials: clothes pins; uno cards.</p> <ul style="list-style-type: none">• Shuffle the cards and set them upside down in a pile. Have your child pick up one card at a time, and clip the correct number of clothespins onto the card.
Activity 4	<p><u>What Will Sink Or Float: Science</u> Materials: a large bowl (plastic) that will hold water; go around your house and find small items that can go in water. You want some that float and some that won't.</p> <ul style="list-style-type: none">• SAY: "do you know that some things will float in water and some things will sink? Why do you think this happens? Pick an object and ask the child if it will float or sink? After showing them how to do the center you may let them see what sinks and floats.• You may want to do this activity outside. It is messy but so much fun!!
Activity 5	<p><u>Color Mixing on Coffee Filters (Art)</u> Materials: washable markers; cookie sheet and coffee filters.</p> <ul style="list-style-type: none">• Fold a plain white coffee filter into fourths.• Fill the coffee filters with dots, dashes, any kinds of marks using markers.• Make marks slowly, so the ink really has time to sink into the four layers of the filter. It is totally acceptable to leave plenty of white space between marks. The next step will fill it all in!• Encourage your child to experiment with the primary colors red, yellow and blue.

Center Activities- Week 1

Choose 1 to complete each day. You can go in any order!

- | | |
|--|---|
| | <ul style="list-style-type: none">• Lay colored and folded coffee filters on scrap paper or paper towels.• Allow kids to spray their coffee filters with water. Really spray them as the water needs to soak through <i>all</i> the layers so the color soaks through all the layers.• White space is quickly filled in, colors swim together and new colors and shapes are made! This part was FUN for the kids to witness!• You've got these wet little wads of awesome color. Now what?• Let 'em dry, at least for a little bit. It's so tempting to unfold them right away. But when they're wet the coffee filters are super fragile and all that color that's swimming around needs to settle down before you unfold them.• It takes a couple hours for them to dry, overnight is even better! |
|--|---|