Belmont Community Day Care Center

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Memo #2 Next Steps / Remote Teaching March 23, 2020

Good Afternoon

Plan of Action regarding Emergency Closing

Next Steps

**Week of March 16-20, 2020 Pre-K Activity Packages &Launched YouTube Channel**

Belmont Administration and Teaching staff supplied our families with a Pre-K package filled with developmentally appropriate activities and additional home to school resources via the internet that are available inclusive of programmatic codes.

The Administration has launched a YouTube channel specifically for our children and families. Daily we have been uploading and sharing videos via the remind App. The administration has been collecting feedback on this mode of sharing educational materials and activities that align with Pre-K standards and our current curriculum.

Parent Feedback

* “Children are excited to see teachers and staff.”
* “Children think the staff can see them.”
* “Please keep the videos coming the children love them and they miss you guys so much.”
* “I show one video at a time.”

**Week of March 23-27, 2020 Remote Teaching**

Lead Teachers

Step 1: Attached you will find a planning template to be utilized during the emergency closing. The template is inclusive of Morning Meeting Discussion, Video interactions and Home to School follow-up Activities.

* Templates are to be sent out each Monday via remind, preparing parents for the weeks Activities

**Planning Tool:**

**Morning Meeting Discussion:**

* Utilizing Class Dojo- Video Morning Meeting Question
* Incorporate anchored videos, text, etc…
* Additional information will be required

**Interactive Video:** Lead Teachers/ Assistant Teachers

* Record a video. 1-3 a week
* Please share all videos, so children have a variety of topics
* Videos can be as creative as you would like them to be
* Videos are to address educational topics of our current curriculum (Life Cycles Insects, humans (Babies) Plants (fruits Vegetables), farm/Zoo Animals, Community Workers, sight words, Literacy Connections, Dr. Seuss, Eric Carl, etc…
* Address different Learning domains – Social Emotional, Literacy, Social Studies, Science,
* Utilize materials, props, puppets, read a story, perform a physical activity, provide visuals, cooking activities.

What we have learned from our feedback about video interactions:

* Videos don’t have to be perfect; they should be realistic.
* Please feel free to utilize your children, husbands, and pets in the videos
* Don’t spend time editing over and over
* Keep in mind that the videos are for the children and they love you the way you are!!!! They are just so excited to see you!!!
* Don’t make them too Long – keep in mind children’s attention span.

The children believe you can see them ---

Things to try:

* Ask Questions – Open ended
* pause as if you are waiting for a response
* Give positive praise – Great job!
* Point out Key Vocabulary

All the video’s so far look great!

**Home to School Activity:**

* Align with the lesson for the day / Morning Discussion
* Developmentally Appropriate
* Keep in mind Parent Resources (At home items!)
* Student Work -Pictures and videos will be able to be shared via Class Dojo

**Pre-K Standards**

* Identify the standards that are being addressed with the listed activities.

**Later this Week:**

Step 2: Lead and Assistant Teachers will receive a zoom invite for additional information regarding the Class Dojo App.

**Resources and Materials:**

Staff who would like to come into the building, to pick up materials and resources please make us aware so we can schedule a time.

**Questions**

Please email bcdaycare@verizon.net with any questions.

Belmont Community Planning Tool Unit: \_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday  | Tuesday  | Wednesday | Thursday  | Friday  |
| Morning Discussion: Anchored\_\_\_\_\_\_\_\_\_\_: |  |  |  |  |
| Video: (3-15 minutes) | Prep. for video |  Video: (3-15 minutes) | Prep for video | Video: (3-15 minutes) |
| Home to School Activity:  |  |  |  |  |
| Pre-K Standards |  |  |  |  |