

**VIRTUAL LEARNING
AND COVID-19:
RESOURCES FOR
TEACHERS AND FAMILIES**



TABLE OF CONTENTS |

Resources Created by City Year

Recommended Resources for Vetting Online Resources	1
Recommended Resources for Talking to Students about COVID-19.....	2
Recommended Resources for Virtual Instruction	5
Social Emotional Support in Virtual Settings	9
Homeschool Resources for Families: Pre-K – 12 th Grade.....	10
Leveled Literacy Intervention: Using Texts in the Virtual Space	12

Resources Created by Other Organizations and Shared with City Year

BetterLesson – Guide to Starting with Distance Learning
GreatSchools – Coronavirus School Closure Support
LEAP Innovations – COVID-19: Curated Edtech Tools
Teach for America – Virtual Learning, Facilitation, and Engagement Resources

RESOURCES CREATED BY CITY YEAR

[BACK TO TABLE OF CONTENTS](#)

RECOMMENDED RESOURCES |

for Vetting Online Resources

There may be times when schools do not provide materials, and City Year AmeriCorps members are asked to select their own materials or resources for working with students virtually. This guide will provide both vetted resource libraries and a set of questions to consider when vetting your own instructional resources for use with students on a virtual platform. These questions provide a framework for selecting high-quality resources that meet City Year standards in the following areas: student/ACM privacy, DBIE, asset-based Youth Development practices, and academic challenge. Sites may choose to include additional guiding questions based on school and district priorities, and ACMs should consult with their IM if questions arise.

Selection Criteria

Use the following questions to guide your selection of high-quality instructional resources:

OVERALL, ARE RESOURCES:

- Allowing free access (or is it provided through school licenses) and do they meet the CY Student and ACM Privacy Policy standards?
- Providing ACMs with guidance or video tutorials on how to deliver content to students?
- Using inclusive language, examples and activities that support DBIE and CLOVER practices?
- Supporting ACMs in creating meaningful and joyful learning experiences for students?

ARE THE SEL RESOURCES:

- Grounded in City Year's approach to youth development and student engagement?
- Aligned with [CASEL](#) SEL competencies?
- Providing videos that are appropriate for age cohort?
- Including reflection questions?
- Require no more than 20 minutes per lesson?

ARE THE ACADEMIC RESOURCES:

- Supportive of or aligned to grade level standards (CCSS, TEKS, etc.)?
- Including student practice or problem sets that align to the instructional materials?

IF YOU HAVE ONLINE RESOURCES YOU'D LIKE TO USE WITH STUDENTS, USE THIS PROCESS

Is this resource on the [vetted list](#), or provided by your site or partner teacher for use with students?

Yes?

Go forth!

No?

Use the criteria questions!

If it meets the criteria...

Go forth!

If it does not...

Scrap it. Use a recommended resource from [the list](#).

Featured Resource Libraries

These resources fit the above criteria and are a centralized place for academic (literacy, math, etc.) and SEL support.

★ Khan Academy

DESCRIPTION	GRADES
Khan Academy offers practice exercises and instructional videos on grade level math skills and a variety of literacy concepts.	K-12

★ Curriculum Associates

DESCRIPTION	GRADES
Provides free printable at home packets and online iReady Math & Reading content	K-8

★ Brain Pop (Academic Lesson Planning, Health & SEL)

DESCRIPTION	GRADES
Provides lesson plans (differentiated by grade levels) to support a variety of math, literacy, health & SEL concepts. Includes animated videos and activities.	K-12

RECOMMENDED RESOURCES |

for Talking with Students about COVID-19

As public conversations and media coverage around COVID-19 increase, City Year AmeriCorps members may serve as a trusted adult who supports students in making sense of what they hear and experience. These resources are provided so that ACMs feel better prepared should they have to participate in or lead such a conversation. ACMs should preview these resources before they need them so that the tips, guidelines, and instructional materials build confidence for creating a supportive space for this conversation and learning.

NOTE: If a student shares concerns about their family's basic needs including shelter, meals or fear a family member may have COVID-19 or die from the disease, connect with your partner teachers or school's administration right away. As in face-to-face service, the ACM should support the student in the moment and immediately report any well-being concerns to school personnel.

AGE APPROPRIATE EXPLANATIONS OF COVID-19

SOURCE: [NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS](#)

For all children, encourage them to verbalize their thoughts and feelings. Be a good listener!

AGE GROUP	EXPLANATION
Early Elementary School Children	Provide brief, simple information that balances COVID-19 facts with appropriate reassurances that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people make every day to stop germs and stay healthy, such as washing hands. Use language such as "adults are working hard to keep you safe."
Upper Elementary and Early Middle School Children	This age group often is more vocal in asking questions about whether they indeed are safe and what will happen if COVID-19 spreads in their area. They may need assistance separating reality from rumor and fantasy. Discuss the efforts national, state, and community leaders are doing to prevent germs from spreading.
Upper Middle and High School Students	Issues can be discussed in more depth. Refer them to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Engage them in decision-making about family plans, scheduling, and helping with chores at home.

LOCAL CONTEXT GUIDANCE

As every state, city, school district and school are providing different levels of guidance, supports and messaging, be sure to check out what is being recommended at the local level.

WEBSITES TO CONSULT	EXAMPLES
Partner School District:	Detroit Public Schools - COVID Messaging
Mayor's Office:	City of Chicago: Mayor Lightfoot's Office
State Dept of Education:	Colorado Department of Education - COVID Resources
County/City Health Dept:	Seattle King County Health Dept

ACM GUIDANCE

The following resources provide tips and recommendations to help you feel prepared to talk to your students about COVID-19.

RESOURCE	DESCRIPTION	GRADES	GUIDANCE
NASP – Helping Children Cope with Changes Resulting from COVID-19	The National Association of School Psychologists’ tips and resource links for talking to kids about COVID-19. <i>Link includes Spanish, Amharic, Chinese and Korean versions</i>	K-12	ACMs can review the tips for guidance before a conversation with students about the coronavirus
Morningside Center for Teaching Social Responsibility – Guidelines for Addressing Coronavirus	Students need a chance to share their thoughts and feelings about the coronavirus—even if our classes have gone online. Resource includes guidelines for creating a supportive space for this conversation	K-12	Reference document ACMs can review before conversations with students about COVID-19
UNICEF – How teachers can talk to students about COVID-19	Tips for having age appropriate discussions to reassure and protect students.	K-12	ACMs can review suggestions about how they can engage students of different ages on preventing and controlling the spread of COVID-19 and other viruses.
Search Institute – Building Developmental Relationships During the COVID-19 Crisis	Free checklist for 19 ways to connect with young people during this time.	K-12	Partner resources includes a framework to support developmental relationships with students during the COVID-19 crisis.

STUDENT SPECIFIC RESOURCES

These resources provide videos, articles and explanations about COVID-19 and the efforts being made in the medical and science fields to help combat this pandemic.

RESOURCE	DESCRIPTION	GRADES	GUIDANCE
☆ Brain Pop – Coronavirus Movie	5-minute movie - It can be scary to hear about a disease outbreak but learning the facts can help ease your mind.	3-8	Review the video with students. Resource includes discussion prompts and video pause points as well as a fears and facts graphic organizer.
World Health Organization – How to protect yourself against the coronavirus	2-minute video describing how to protect yourself against COVID-19	3-12	Short video ACMs can watch with students that highlights how students can protect themselves against COVID-19
The Kid Should See This – Videos about Coronavirus	6 videos that range from making your own soap to learning about what Social Distancing is	3-12	Videos that ACMs can watch with students and then explore together the additional information following the videos and discuss what they learn.

ADDITIONAL ARTICLES AND RESOURCES

RESOURCE	DESCRIPTION	GRADES	GUIDANCE
What you need to know about COVID-19 English Spanish Chinese	Frequently asked questions about the coronavirus from the Center for Disease Control (CDC)	3-12	FAQ Resource
New York Times - How to Talk to Kids About Coronavirus	Article		Also a Podcast answering kid's questions about the Coronavirus.
Education Week - How Teachers Are Talking to Students About the Coronavirus	Article		There are additional articles and links to resources embedded throughout this article.

RECOMMENDED RESOURCES |

for Virtual Instruction

There may be times when schools do not provide materials, and City Year AmeriCorps members are asked to select their own materials or resources for working with students virtually. This resource describes vetted online materials that can be used by ACMs with students on a school's virtual platform, can be recommended to teachers for using with students, or can be a resource for ACMs to share with schools for families to access from home. Their inclusion should help students develop integrated academic and social emotional skills, broaden content experience, aid personal reflection, and find joy in learning.

COMPLEMENTARY RESOURCES TO TEACHER INSTRUCTION IN MATH & LITERACY

While ACMs should prioritize using any resources provided by the teacher first, here are vetted resources that could complement teacher instruction with additional practice or tutorials.

SUBJECT AREA: MATHEMATICS

RESOURCE	DESCRIPTION	GRADES	GUIDANCE
☆ Khan Academy	Khan Academy offers practice exercises and instructional videos on grade level math skills.	K-12	These instructional videos are a great tool to use during your lessons with students to have a visual explanation of math skills and strategies. The practice problem sets are a way for students to gauge their understanding and track their own progress along the way.
Greg Tang Math	Math games that build on Number Sense and Operations. Games are self-directed. Video directions to how to play the games is not included. There is a word problem generator that can help you with creating word problems to support teacher instruction.	K-6	As you learn what content/skill focus your teacher wants for your students, utilize these activities to provide extra practice and extension to the skills.
Solve Me Puzzles - Algebra Puzzles	Students can solve and build three different types of Algebraic puzzles to help them build their understanding of variables and balancing equations.	6-12	You and your students can practice balancing equations, solving for variables and creating logic puzzles. Great extension to algebra work or can be used as an enrichment activity.
Wolfram Alpha - Online Calculator for Algebra and Chemistry	Online database that provides visual calculations, problem generator and printable worksheet generator for a variety of math concepts including algebra.	5-12	If you are looking for additional practice to provide your students, this tool creates online questions and worksheets based on the skill you are focusing on. Also, this website provides a way to do algebraic and graphing calculations.

RESOURCE	DESCRIPTION	GRADES	GUIDANCE
Eureka Math Resources Provided through Great Minds	Following Eureka Math (formerly Engage NY), Great Minds provides daily instructional videos that coincide with the Eureka math modules and activities. Printable problems sets are also available, but it is possible for students to just use pencil and paper and follow along with the video instructor.	K-12	This resource gives a variety of options for you to provide additional skills practice to your students as well as instructional videos that can help explain the “how-to” of solving different math challenges.
Math is Fun	Online resource that provides definitions, tutorials and practice for a variety of math concepts. Each topic follows an “I do, we do, you do” format to help students build understanding.	K-12	This website is an awesome resource to guide you and your students through the conceptual understanding of a math skill to the building procedural fluency with that skill.

SUBJECT AREA: LITERACY

Most websites providing leveled reading resources require a virtual classroom to be set up. City Year does have a list of these resources to share if ACMs are being asked to support in this way.

RESOURCE	DESCRIPTION	GRADES	GUIDANCE
☆ Khan Academy	Khan Academy offers practice exercises and instructional videos for a variety of literacy concepts.	K-12	Use ELA Beta lessons to target specific skills with small passages and focused questions.
☆ BrainPop Lesson Planning	Provides lesson plans (differentiated by grade levels) to support a variety of literacy concepts. Includes animated videos and activities.	K-12	Use detailed lesson plans to extend learning goals from classroom or support identified skill needs in small groups.
☆ Curriculum Associates	Provides free printable at home packets and online iReady Reading content	K-8	Use printable at-home packets as additional resources for students—highlighting language to guide instruction.

SUBJECT AREA: SEL (TEAMBUILDERS, WARM-UPS, AND VIRTUAL ENGAGEMENT)

RESOURCE	DESCRIPTION	GRADES	GUIDANCE
☆ Social Emotional Support in Virtual Spaces	One-page list of City Year warm-ups, energizers and check-in questions	K-12	Use these familiar strategies to warm up, energize and reflect with your virtual learning groups.
Search Institute – Building Developmental Relationships During the COVID-19 Crisis	Free checklist for 19 ways to connect with young people during this time.	K-12	Partner resources includes a framework to support developmental relationships with students during the COVID-19 crisis.

RESOURCE	DESCRIPTION	GRADES	GUIDANCE
Just for Kids: A Comic Exploring the New Coronavirus	From NPR's global health and development blog, <i>Goats & Soda</i> , here's a comic for kids that explains the COVID-19 virus.		Opportunity to share age-appropriate information about COVID-19. Includes comic illustrations.
Google Forms Tutorial (YouTube) Daily Check-In/ Pulse Check	Facilitate a daily check in question. Offering space for students to share their mood and emotions	K-12	An opportunity within Google Classroom. Collaborate with partner teacher to create survey. Aligned with CY standards and guidance, discuss how you or your partner teacher will follow up with students who need additional support.
Flocabulary SEL Videos	Learning program that uses educational hip-hop videos to engage students and increase academic achievement and SEL skills. Topics and skills are sorted by grade level	K-12	Pick a topic or skill to review with an individual student or virtual group. Make sure to preview videos and activities ahead of time to check and prep work that may be needed.
☆ Brain Pop Health and SEL	Engaging learning games, animated movies and activities designed with relevance, depth and humor to encourage students on their unique academic and SED learning paths.	K-12	Pick an SEL topic. Preview movies and activities ahead of time. Each movie topic includes a lesson plan, worksheet, vocabulary list and content quiz.
Overcoming Obstacles – Life Skill Lessons for Remote Learning	Lessons offer engaging activities to use with secondary school students while they are learning from home. The activities will help your students identify their strengths, make better decisions, achieve their goals, develop a positive attitude, respect themselves as well as others, and handle the stress in their lives	6-12	Pick a topic to review objective and lesson ahead of time to check for relevancy, adaptations and any prep work that may be needed.

ENRICHMENT RESOURCES FOR STUDENTS

These resources are great for warm-ups, community and relationship building, and other creative opportunities for students to engage in learning.

SUBJECT AREA: STREAM [SCIENCE, TECHNOLOGY, READING, ENGINEERING, ART, & MATH]

RESOURCE	DESCRIPTION	GRADES	GUIDANCE
The Kids Should See This	STEAM, history, and culture-focused videos for kids of all ages	K-12	Short videos featuring a wide variety of topics that could be used just for fun or for small group discussions.
New York Times Learning Network	Free access; provides daily writing prompts based on NYT articles, pictures and data visuals for students 13 and older.	Ages 13 and older	Use an article as a prompt for group discussion or connect to a topic being studied with the class.

RESOURCE	DESCRIPTION	GRADES	GUIDANCE
NWS with Owlie	Resources from the National Weather Service that provide fun facts about weird weather, blogs from meteorologists, and tips for weather safety.	K-5	“Weird Weather” articles could be used as a non-fiction text and could generate interesting discussions among students. Weather Safety could be beneficial for students in certain geographic areas that may be expecting a season of severe weather.
Wonderopolis	Choose from a variety of topics that are all geared toward the question: “what do you wonder about ____?” Each topic provides guiding questions, a video, informational text, and additional activities that students can continue to explore.	K-12	Pick one topic per day for you and your students to learn something new. Make sure to preview videos and activities ahead of time to check for relevancy and any prep work that may be needed.
Bill Nye	Free access to all Bill Nye, The Science Guy videos.	K-12	Opportunity to share specific videos with students and then have online discussions questions where students can share their learnings
NASA STEM Engagement	Variety of resources from NASA that includes online and at home experiments and activities, as well as videos and articles about STEM and space.	K-12	Select a video or activity to share with your teacher and students. There are many to choose from and specific to grade levels.

SUBJECT AREA: INTEGRATED ENRICHMENT (VIRTUAL FIELD TRIPS)

RESOURCE	DESCRIPTION	GRADES	GUIDANCE
Discovery Virtual Field Trips	Short videos ACMs can show students with the option to use the guided discussion questions throughout the video	K-12	Utilizing virtual field trips with your students could be an opportunity to learn and explore alongside your students, share excitements, learnings and reflections.
Google Arts and Culture	Tour museums, cities, and landmarks around the world through videos and pictures.	K-12	

SOCIAL EMOTIONAL SUPPORT |

in Virtual Settings

City Year AmeriCorps members serve an important role in helping students return to a sense of normalcy as school partners gear up for distance learning. The familiar face of a City Year AmeriCorps member, coupled with recognizable greetings, routines and norms will help ease the transition to virtual learning environments.

City Year culture and Power Tools are foundational to our service. These engagement strategies positively support belonging, security and connection; essential elements in maintaining positive relationships with students.

POWER GREETING: Set the tone by welcoming students with a familiar City Year song or chant.

READINESS CHECK: Lead, or ask a student to lead, a readiness check.

JOYS & RIPPLES: Open the space with Joys and Ripples, or site specifics like JRAWs (adding Appreciations and Whoopsies).

CHECK IN QUESTIONS & WARM UP ACTIVITIES: Use open-ended questions and warm-up activities to build community in a quick and lively way:

- What sport would you compete in if you were in the Olympics?
- What's one thing that brings you energy and joy?
- If you could only eat one food for the rest of your life, what would it be?
- Facilitate Adaptive Schools Strategies inclusion activities: [Clearing](#) or [Check In](#)

ENERGIZERS: Facilitate a brain break to offer Clover balance in the virtual setting.

- **Virtual Dice:** Roll a virtual dice and create moves for each number. 1 = clap two times, 2 = touch your toes, 3 = wave your hands in the air, etc.
- **Dance Party:** Play a [catchy song](#) and let students freely dance. Every so often, pause the music and have students freeze on the spot, likely resulting in fun or comical poses.
- Access online resources from Playworks or Go Noodle for age-appropriate activities:
 - Playworks Games: [Stretch It Out Warm Up](#), [Up, Down, Stop, Go](#) and [Play at home videos](#). Make time to preview the videos.
 - Go Noodle [Madison Keys: Jump, Squat, Turn Around](#) (2-minute energizer, K-12)
 - Go Noodle [Peanut Butter in a Cup](#) (2-minute energizer, K-6)
 - Go Noodle [Strengthen Your Focus](#) (4-minute yoga video, K-12)

CLOSING, REFLECTION AND LOOKING FORWARD: Close and reflect on your time together.

- **Spirit Break** Invite a student to share a word and action to close out your time together.
- **Roses and Thorns** Invite students to share a rose (something positive) and a thorn (something that is not going as well or as expected).
- **Meditation Break** GritX [Catch Your Breath](#): Invite students to customize the look and sound of a reflection space (grades 3-12). Preview and facilitate [Starfish Breath](#) with any group of students
- **Reflection** Create space for students to pause and reflect.
 - [GritX Reflection Prompts \(grades 7-12\)](#),
 - [Teach Thought reflection questions \(K-12\)](#)
 - [40 reflection questions from Edutopia \(grades 3-12\)](#)
 - [Paths Program My Feelings Journal \(grades K-5\)](#)

HOMESCHOOL RESOURCES FOR FAMILIES |

PreK - 12th Grade

Just a few ideas for parents and caregivers supporting students. If you have additional ideas, please share!

Academic Resources for Families

These free* resources have been vetted as appropriate for recommending to families or educators. They have been arranged by grade level and can be used with phones and/or computers. The list is not an exhaustive one but includes a wide variety of quality academic supports for students of all ages.

*Please be cautious of any website or app that requires credit card information up front. This indicates a free trial period, but you will be charged after the trial is over.

PreK - Elementary

EDUCATIONAL WEBSITES	APPS	OTHER
Scholastic Learn at Home	Splash Math	Mo Willems Lunch Doodles
PBS Kids	Monkey Preschool	Facebook Live Events including: <ul style="list-style-type: none">• Pete the Cat Read-Aloud• Drawing with the author of Narwhal and Jelly Jolt Try searching for a favorite book or author for scheduled times of read alouds or other hosted events.
ABCya!	Disney Math World	Virtual Field Trips - Populated List from TODAY show
BrainPop Jr. Critical Thinking Skills; Asking Questions & Making Connections (Ages 5-9)		Journal Buddies - Prompts for writing
BrainPop Animated Education: Science, Social Studies, English, Math, Arts & Music, Health and Technology		YouTube for Read Alouds of favorite books
ABC Mouse Free 30 day trial Online curriculum for ages 2-8		Kids Cooking Shows
National Weather Service with Owlie Weather science and safety with the National Weather Service		
Curriculum Associates Free printable at home packets and online iReady Math and Reading content		
inquirED A free interdisciplinary distance learning curriculum that offers weekly inquiry-based lessons based on the them, "How can we stay together when we're apart?"		

Middle School - High School

EDUCATIONAL WEBSITES	APPS	OTHER
Coursera.org -Free Online University Classes	Duolingo - Learn a Language	Shedd Aquarium Tour with Penguins
Khanacademy.com -Free Online Courses and Daily Schedules	Sudoku - Number Puzzle	#togetherathome - Concert Series by musicians like John Legend and Chris Martin
Wolfram Alpha -Online Calculator for Algebra and Chemistry	WordScapes - Unscramble Words	Discovery Virtual Field Trips
Newsela -Online News Articles leveled at Lexile Reading Level	Libby - Online Public Library (need a library card)	
IXL Learning -Providing Resources for At Home Learning grades K-12	Podcasts - Wide variety of stories to listen to	
Purplemath -Test Prep and Study Skills		
Solve Me Puzzles -Algebra Puzzles		
Cool Math Games		
New York Times Learning Network Free access; provides daily writing prompts based on NYT articles, pictures and data visuals for students 13 and older. Moderated comments feature for class or open discussion.		

Additional Math & Literacy Resources

Read Across America:

- [Recommended Book Lists](#)
- [Summer Reading List](#)
- [Raising Readers: What Parents Can Do](#)

Pi Day Activities:

- [Exploratorium](#)
- [Edutopia](#)
- [NASA Celebrates Pi Day](#)
- [Scholastic Fun with Pi](#)

Hour of Code: Computer Science Activities

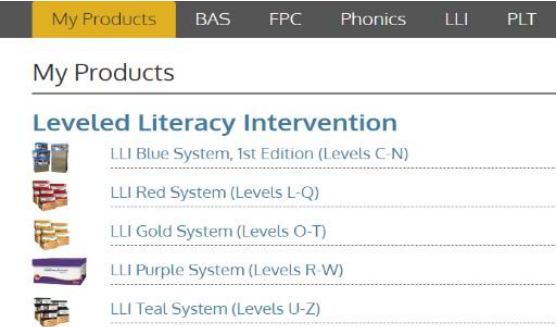

- [Hour of Code Recommended Tutorials](#)

LEVELED LITERACY INTERVENTION |

Using Texts in the Virtual Space

In the current and virtual state of supporting students, LLI is not intended to be used as an intervention program. However, access to digital LLI texts are now available to continue supporting skill development with students. The activities listed below are different from the traditional LLI lesson format and are simply suggestions for how you might be supporting students, if needed.

Accessing Digital LLI Texts

LOG IN TO FOUNTAS & PINNELL ONLINE RESOURCES.	WITHIN <i>MY PRODUCTS</i> , SELECT THE SYSTEM THAT IS MOST APPROPRIATE FOR YOUR STUDENTS.	SELECT <i>LEVELED BOOKS</i> TO SEARCH FOR A TEXT.
<p>Log in* with your username and password to access resource.</p> <p><i>*Access is only available to sites that are using LLI through their school or have purchased the program.</i></p>		

Recommendations for How to Use LLI Texts

Based on your specific context, the ways in which you work with students will look different. These are just a few recommendations that may support engagement in the virtual space. Please consider the specific ways in which you are supporting students as well as how you might best engage your students in the virtual space.

INTERACTIVE READ-ALOUD EXPERIENCES	INDEPENDENT (SMALL GROUP) READING EXPERIENCES
1. Select a text that will be engaging for the students.	1. Choose an LLI leveled reading book, or other text the student has read before.
2. Select a couple of places in the text that you will stop and encourage discussion with your students.	2. Listen to the student read the book aloud.
3. Briefly introduce the text to the students.	3. Discuss the text.
4. Read the text aloud to the students, stopping to have a discussion at the places you identified.	4. Identify one teaching point from the reading that will support the student's reading development
5. After reading the text, engage the students in discussion of the whole text.	
6. You may choose to have students write a response to the reading either independently or as a small group.	

A MORE ROBUST LIST OF POTENTIAL SCENARIOS FROM FOUNTAS & PINNELL CAN BE FOUND [HERE](#).

**RESOURCES CREATED
BY OTHER
ORGANIZATIONS
AND SHARED
WITH CITY YEAR**

[BACK TO TABLE OF CONTENTS](#)



GUIDE

TO STARTING WITH DISTANCE LEARNING

[BACK TO TABLE OF CONTENTS](#)

betterlesson.com

If you find yourself having to make a quick shift towards distance learning or virtual learning due to school closings or local quarantines, you may be feeling a bit overwhelmed. BetterLesson coaches have gathered tips and resources in response to the top eight questions you should consider before facilitating online learning. Remember: no two classes are the same, so you have to find what you are comfortable with in regards to tech, time, and tasks!

Table of Contents

1. WHAT SYSTEMS AND SUPPORTS DO YOU NEED TO PROVIDE TO ENSURE ALL STUDENTS HAVE EQUITABLE ACCESS TO LEARNING?	PAGE 3
2. HOW WILL YOU ORGANIZE YOUR MATERIALS?	PAGE 4
3. HOW WILL YOU BUILD AND UPHOLD A PRODUCTIVE CULTURE FOR ONLINE LEARNING?	PAGE 5
4. HOW WILL YOU COMMUNICATE WITH STUDENTS?	PAGE 6
5. HOW WILL YOU INTRODUCE NEW CONTENT TO STUDENTS?	PAGE 7
6. HOW WILL YOUR STUDENTS ENGAGE IN THE LEARNING ACTIVITIES?	PAGE 8
7. HOW CAN YOU CHECK THAT STUDENTS ARE ACTUALLY LEARNING?	PAGE 9
8. WHAT CAN YOU DO IF SOME OF YOUR STUDENTS ARE STRUGGLING WITH THIS FORM OF LEARNING?	PAGE 10



Prior to closing, schools should establish systems for students to check out devices (e.g. laptops, WiFi hotspots) for the length of time that schools will be closed.

1. What systems and supports do you need to provide to ensure all students have equitable access to learning?

Before diving into any model of distance learning, it is important to consider whether your plan is equitable for all students. Do all of your students have access to the resources (to a computer, reliable internet, etc.) they will need to engage in virtual learning? Can students with disabilities receive the accommodations in their IEP when working remotely? If not, identify what supports you or your school can put in place to ensure all students can engage in the learning.

- Prior to closing, schools should establish systems for students to check out devices (e.g. laptops, WiFi hotspots) for the length of time that schools will be closed. A privately-completed survey or 1:1 conference is a great way to check with individual students and their parents or caregivers to see what support, accommodations, or resources they will need in order to learn remotely. Avoid asking students or caregivers to answer this question publicly, as it can be a sensitive topic.
- If your school is short on technology, [this guide](#) has some helpful resources to help get students connected. Additionally, some local libraries and/or community centers have computers and Wifi hotspots available to check out; partnering with these organizations may be helpful for schools and families.
- If necessary, make a plan to share resources and collect work via alternative means, such as sending hard copies of course materials in the mail to students with limited internet access.
- For students with disabilities, schools must continue to offer educational accommodations in their IEPs. When schools resume, IEP teams should meet to determine if additional services are needed.
- If you are planning to hold students accountable for work they will do remotely, make sure to plan in advance any adjustments or supports you will need to provide for students who do not have reliable access to a computer, internet, webcam, etc. and for students who receive accommodations per their IEP. Students should not be penalized if they are unable to turn in work at the same pace as their peers or if they cannot receive the appropriate accommodations.



There are *a lot* of great tech tools out there, and we've recommended lots of them in this guide. Before you start signing up for all of them, however, take stock of which tech tools you'd like to use and investigate what they are capable of. **Using fewer tools with more users per tool creates less stress for everyone!**

2. How will you organize your materials?

Classwork, reading, assessments, online discussions, feedback, and more—you'll want to figure out a system before you start sending tons of materials to students. You might choose to use just one shared document with lots of links, or to collect everything in an online learning management system. Either way, it's best to get organized before diving in so that students—and you—can keep track of what's happening.

- A Learning Management System like [Google Classroom](#), [Schoolology](#), [Edmodo](#), or [Kiddom](#) can help you share materials, assess student learning, and plan for learning all in one place.
- Sending a weekly email (or real mail, if email access is limited!) guide can give students a pathway or checklist of tasks for the week ahead.
- A Hyperdoc, aka a shared email or document with links to all of the resources students need to access, lets you put lots of different materials and tasks in one central place for students to access. [Here is an example of a Hyperdoc](#) that gives students the ability to choose an appropriate learning activity based on a pre-assessment. For more tips, check out the [Hyperdoc Pathway to Mastery](#) strategy in the BetterLesson lab.
- There are *a lot* of great tech tools out there, and we've recommended lots of them in this guide. Before you start signing up for all of them, however, take stock of which tech tools you'd like to use and investigate what they are capable of. Using fewer tools with more users per tool creates less stress for everyone!



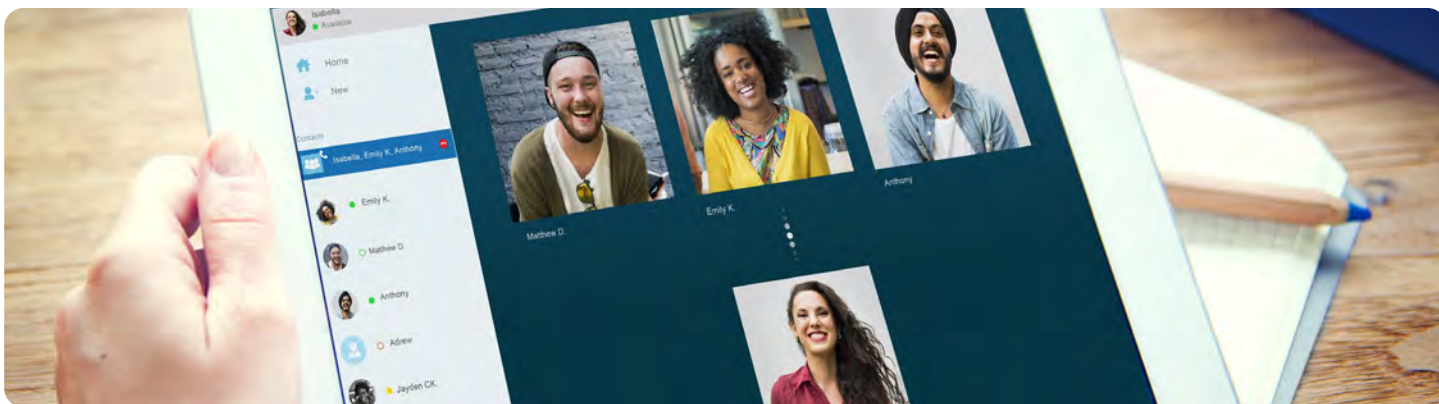
3. How will you build and uphold a productive culture for online learning?

One important step in implementing distance learning is proactively creating an online “culture” for students that includes clear norms and expectations.

- Consider how you will communicate and uphold norms and expectations in a virtual learning space. Romain Bertrand, BetterLesson’s Senior Manager of Solution Design, wrote a helpful blog: [Eight Ways To Build Blended Learning Class Culture](#).
- Students need to feel really quickly in a virtual learning environment that their participation is valued and necessary for the success of the lesson. Set some norms for students during synchronous learning time around their cameras needing to be on, and the fact that you will ask questions with multiple ways to respond. This will keep students on their toes and away from the temptation of multitasking (TikTok, we are coming for you! ;)
- Teach students explicitly what it means to be active and effective when working online: Model what they should be doing when engaging in an online activity (watching a video, for example), and find ways for students to share evidence with you that they are working this way at home.
- Emphasize goal setting and reflection. It is one thing to have a playlist of work ready for students; it is another to support them in maximizing the opportunity. Create opportunities for students to set goals prior to starting an online task and to reflect after having completed the task. Check out the [Goal Setting and Reflection](#) strategy in the BetterLesson lab for a collection of goal-setting protocols.
- This might sound silly, but you would never start a class without connecting with your students on a personal level, be that greeting them at the door or asking them questions before the lesson to ensure they know their well-being is as important to you as their learning. In the virtual space, build in time to “greet” students before getting started. Consider using an ice breaker to get students talking and sharing right away. How about spinning this [wheel of emojis](#)? For more ideas, check out the [Thresholding to Greet Students at the Door](#) strategy in the BetterLesson lab.



**In the virtual space,
build in time to “greet”
students before
getting started.**



4. How will you communicate with students?

When students are at home, you'll need an easy way to connect with them to let them know what they're working on, to ensure they can access the material, and to give them a way to ask questions. We have split our tips into advice for *asynchronous* communication, which students can engage with on their own schedule, and *synchronous* communication, which you can use at times when you're working with students in a live setting.



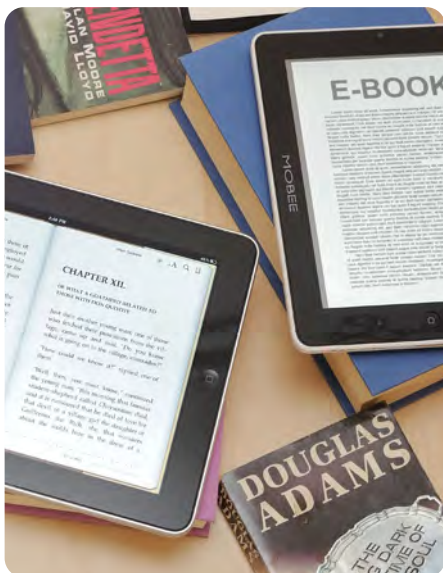
Create opportunities for small group discussions; these dramatically increase student engagement during virtual lessons while promoting collaboration at a time when students might feel isolated.

ASYNCHRONOUS COMMUNICATION:

- Sending emails or text messages to students, possibly with a tool like [Remind](#) or [ClassDojo](#), can help you connect and share updates.
- If you choose to use a Learning Management System (see above), many of these allow you to message students directly within the online classroom and for students to have written discussions on the message boards.
- Chat apps like [Zoom](#), [WhatsApp](#), or [Slack](#) allow for asynchronous/backchannel messaging with and between students, both 1:1 and in groups. For tips on how to successfully implement a digital backchannel discussion with students, check out the [Backchannel](#) strategy in the BetterLesson lab.
- When students are at home, parents and caregivers are particularly eager for updates on their students' learning. They are also key partners in helping students navigate the new approach to learning! Check out the [Creating and Implementing a Family Partnership Plan](#) in the BetterLesson lab for tips about how to partner with parents when engaging in distance learning.

SYNCHRONOUS COMMUNICATION:

- Create opportunities for small group discussions; these dramatically increase student engagement during virtual lessons while promoting collaboration at a time when students might feel isolated. [Google Hangouts](#) and [Zoom](#) allow you to video conference with students both in groups and 1:1, and you can even split students up into breakout groups for synchronous small-group discussion.



Want students to read independently at home, with embedded comprehension questions? You'll find subject-specific texts about almost anything from [Newsela](#) or [CommonLit](#).

5. How will you introduce new content to students?

Generally, you'll introduce content to remote students via one of four delivery mechanisms: videos you create, interactive presentations, texts students will read on their own, or resources from existing online content databases.

- If you're using video to introduce content to students, check out the [Using Video for Flipped Learning Environments](#) strategy in the BetterLesson lab. It's filled with great tips for how to ensure instructional videos are engaging and impactful.
- To give students more autonomy in their learning and increase engagement, consider using a Choice Board to give students a say in what they learn and how they interact with the content. Check out the [Choice Boards for Student Agency](#) strategy in the BetterLesson lab for details and examples.



- If you're creating your own videos, we recommend [Screencastify](#), [Educreations](#), [Showme](#), or [Loom](#). If you'd like to embed questions within your video, try [EdPuzzle](#).
- Prefer using a Powerpoint-style lesson? [Nearpod](#) and [Peardeck](#) allow you to create interactive, engaging presentations using your slides.
- If you're looking for existing online content databases, we recommend [Khan Academy](#), [BrainPOP](#), or [cK-12](#).
- Want students to read independently at home, with embedded comprehension questions? You'll find subject-specific texts about almost anything from [Newsela](#) or [CommonLit](#). Check out the [100 Newsela BetterLesson Literacy Instructional Strategies](#) for more ideas.

There are lots of creative ways to have students collaborate with one another online, and many tech tools make that collaboration fun and unique.

6. How will your students engage in the learning activities?

Once students have learned something new, you'll want them to engage in a learning task or activity to internalize and apply the new content. We encourage you to try some of the more collaborative tools, since being stuck at home can be lonely for students!

- The free suite of [Google apps](#) such as Google Docs, Sheets, Slides, and Forms allow easy and versatile collaboration and feedback loops among students and teachers.
- Portfolio apps like [Seesaw](#) can be a space for 3-way sharing, with places for parents, teachers, and students to capture their learning. Seesaw also allows teachers to easily provide feedback on student work.



Portfolio apps like [Seesaw](#) can be a space for 3-way sharing, with places for parents, teachers, and students to capture their learning. Seesaw also allows teachers to easily provide feedback on student work.



- There are lots of creative ways to have students collaborate with one another online, and many tech tools make that collaboration fun and unique. Try [Padlet](#) to curate a pinboard of resources (links, images, videos, documents) for students to access, or have students work collaboratively to create a pin-board. Prefer video? [Flipgrid](#) allows students to create and reply to each other's videos.
- Want to try game-based engagement? Try [Kahoot!](#) for lots of game-based resources, or [Breakout EDU](#)'s collection of "Fun@Home" games for student learning.



7. How can you check that students are actually learning?

When students aren't right in front of you, it can be harder to check their understanding and learning. Make sure to build in opportunities for both formative and summative assessment while students are learning from home!

- [Google Forms](#) are a versatile way to quickly survey student understanding via text-based questions, both open-ended and multiple choice. If you'd like a self-paced option, [Quizizz](#) and [Formative](#) allow you to create your own assessments or pull from a variety of pre-made quizzes made by teachers. For more tips on how to use self-paced assessments, check out the [System of Assessments to Demonstrate Mastery](#) strategy in the BetterLesson lab. We also love [Socrative](#), which has several types of engaging and interactive assessment tools.
- With students working remotely, take advantage of the opportunity to assess their learning in a more hands-on way by creating an actual product. For example, giving students the opportunity to teach what they've learned to a peer via video using the [Students Become Teachers to Demonstrate Mastery](#) strategy in the BetterLesson lab is a fun and easy way to hold students accountable. Or, have students design, create, and share a digital story of information they have learned using the [Digital Storytelling](#) strategy.
- A fun way to have students self-assess and reflect on their learning is via [Digital Journaling](#).
- If students are ready to provide feedback to one another virtually, check out the [Giving and Receiving Peer Feedback](#) strategy in the BetterLesson lab for a collection of protocols to guide students in giving and receiving peer feedback.
- Regardless of what type of data you're collecting, you'll want to make sure to set aside time to review the data, use it to inform your instruction, and share it back with students. Check out the [Building a Data Dive Routine](#) strategy in the BetterLesson lab for tips on analyzing and learning from data collected virtually. It is important for remote students to know that you are looking at their work, so make sure to provide both individual feedback and group feedback. Consider using class-wide messages or videos to celebrate student growth.



Regardless of what type of data you're collecting, you'll want to make sure to set aside time to review the data, use it to inform your instruction, and share it back with students.



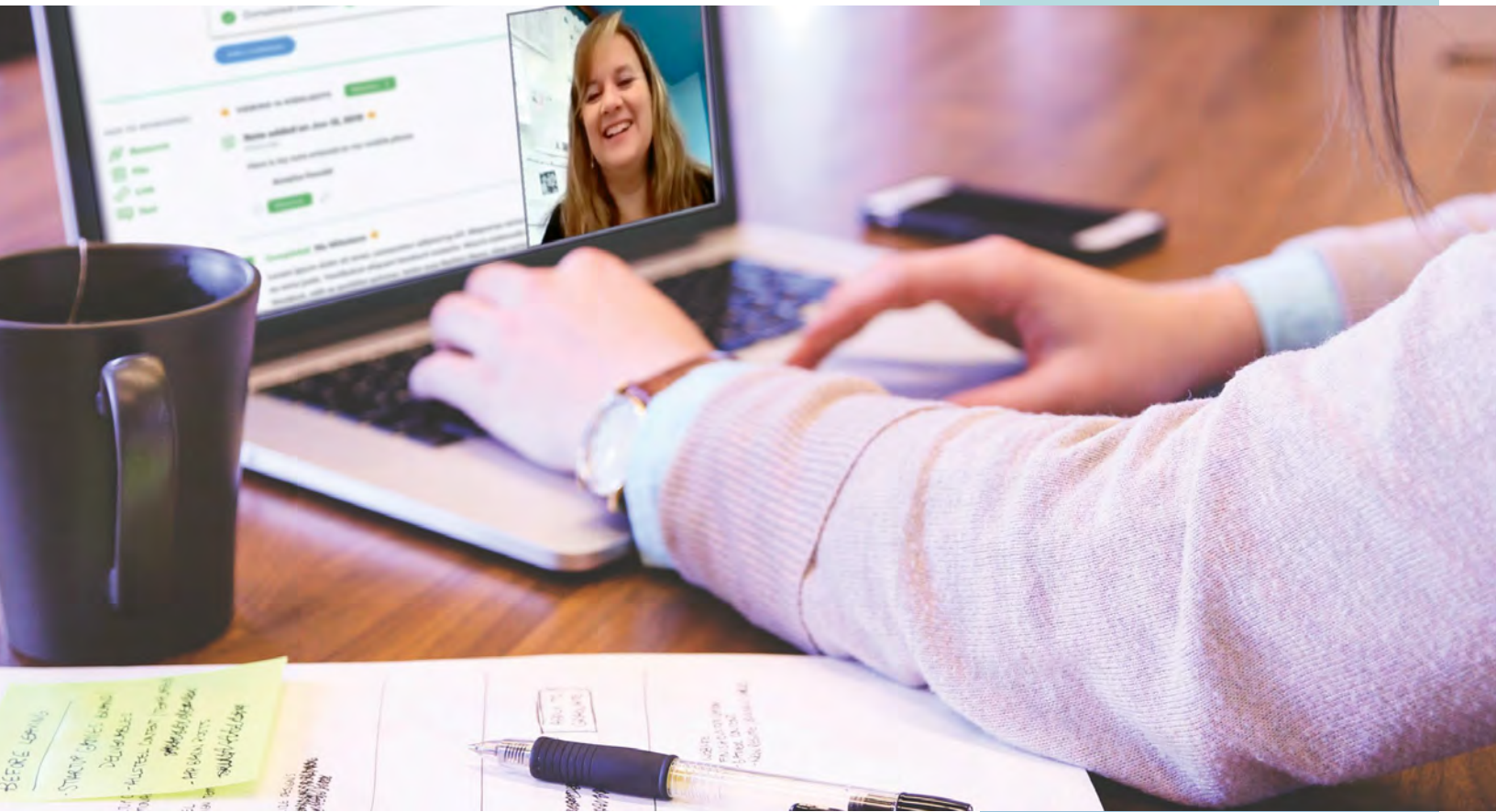
8. What can you do if some of your students are struggling with this form of learning?

Engaging in distance learning is a BIG adjustment for both you and your students. If you need to teach students in a virtual learning environment for more than a few days, you may see some students struggle to be successful with the new format. Luckily, there are plenty of ways to intervene and provide individualized support.



Individual student conferences provide a time for the teacher and student to touch base in a personalized, targeted fashion.

- Don't wait to reach out! If you notice a student falling behind, reach out to them—and, if appropriate, their parent or caregiver. A quick call, email, or text message goes a long way to show that you are invested in their success, and will help you figure out what support the student might need.
- Individual student conferences provide a time for the teacher and student to touch base in a personalized, targeted fashion. The [Student Conferences](#) strategy in the BetterLesson lab provides tips for providing personalized, targeted feedback to students. In a virtual setting, you can conduct conferences via video chat (such as [Zoom](#) or [Google Hangouts](#)) or via a text- or voice-based chat platform (such as [Voxer](#) or [Google Chats](#)).
- Finally, ask students for feedback! Getting started with virtual learning is tough, but if you model a growth mindset for students, they will undoubtedly provide you with helpful suggestions and ideas. Check out the [Seeking Authentic Feedback to Improve Practice](#) strategy in the BetterLesson lab for suggestions of what types of questions to ask, and how to respond to the feedback you receive.



Interested in additional support?

We hope this guide has provided you with resources and tips that will help smooth your school's transition to distance learning. If you'd like to inquire about additional support, please [reach out](#) or visit our website at [BetterLesson.com](https://www.betterlesson.com).

BACK TO TABLE OF CONTENTS



Dear Friends,

The health of our families and our communities is the top priority for all of us at this time. At GreatSchools.org, we are also thinking about [the specific needs of parents](#), especially as schools begin to close across the nation due to the spread of Coronavirus (COVID-19).

As a parent, I understand the concerns we all share. My children's well-being is my first priority. But I'm also wondering how they, and all children, will continue learning as we face school closure, and how we can do our best to support their emotional, physical and mental health. To that end, our team has put together [resources \(in English and Spanish\)](#) that we hope will help your families and the families you serve. Parents can find grade-based learning tool kits, a link to Education Week's school closure map, partner resources from Understood, Learning Heroes and others, and more.

Please feel free to share [this new resource](#) with your networks, and please let us know if you have additional resources to add to our list. We will continue to update our site to help parents support their child — their learning, their emotional needs, their new routines — in strange new times.





Stay safe and healthy,
[Jon Deane](#)








Here are the edtech tools that have passed the LEAP Curation Process. As always, we're inspired and moved by the commitment and creativity of our educators—in Chicago and beyond.

If you are a classroom educator or school or district leader who needs support, has questions about edtech product selection or teaching virtually, please complete [this form](#) and a member of the LEAP Innovations team will respond to your request.

ELA TOOLS



Product / Company	Product Type	How this Products Helps Students	Product Information
 WEBSITE	ELA	Rigorous state standards have resulted in challenging expectations for students. As a result, educators must find ways to help all students succeed regardless of their academic readiness. Achieve3000 Literacy solves this problem by providing differentiated content and scaffolded instruction that has been proven to yield accelerated Lexile gains.	<ul style="list-style-type: none"> • PreK - 12th Grade • Core, Supplemental, Enrichment, Intervention • Recommended Usage/Week: 60 min
 WEBSITE	ELA	Amplify Reading provides students with targeted and engaging instruction and practice in the key skill areas that students need to become successful readers, with a focus on the five pillars of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension.	<ul style="list-style-type: none"> • Kindergarten - 8th Grade • Supplemental, Intervention • Recommended Usage/Week: 45 min
 WEBSITE	ELA	Proven to raise academic achievement, BrainPOP has been a trusted resource to more than six million educators. BrainPOP provides endless opportunities for kids to take agency over their learning: Playful, knowledge-building content is thoughtfully embedded with learner-driven projects that strengthen critical, computational, and creative thinking across the entire curriculum. The company is committed to empowering kids as creators who will succeed and thrive in the classroom and beyond.	<ul style="list-style-type: none"> • 3rd - 8th Grade • Supplemental • Recommended usage includes use of BrainPOP's knowledge-building content alongside its learner-driven projects
 WEBSITE	ELA	Curriculet was created to help teachers measure literacy, fluency, and reading comprehension, and to provide students with scaffolded supports to increase engagement and understanding. The simple design is appealing to teachers and intuitive for students.	<ul style="list-style-type: none"> • 3rd - 12th Grade • Supplemental, Enrichment, Intervention • Recommended Usage/Week: 140 min
 WEBSITE	ELA	UpSmart is designed to help students master grade-level standards and to provide standards- and skills-based reporting to teachers in real time.	<ul style="list-style-type: none"> • 6th - 8th Grade • Supplemental • Recommended Usage/Week: 60-100 min

ELA TOOLS CONT.



 WEBSITE	ELA	iRead is a digital program designed to close the achievement gap early and place all students in Kindergarten through Grade 2 on a predictable path to reading proficiently by Grade 3. The iRead program can serve as a supplemental phonics program for any core English Language Arts curriculum.	<ul style="list-style-type: none"> Kindergarten - 2nd Grade Supplemental, Intervention Recommended Usage/Week: 60-100 min
 WEBSITE	ELA	Lexia Core5 provides differentiated literacy instruction for students of all abilities in PK-5. Lexia Core5 provides explicit, systematic, personalized learning in the six areas of reading instruction and provides teachers with the data and student-specific resources they need for individual or small-group instruction.	<ul style="list-style-type: none"> PreK - 5th Grade Supplemental, Enrichment, Intervention Recommended Usage/Week: 20-80 min
 WEBSITE	ELA	Lexia PowerUp is designed to accelerate literacy gains for struggling and non-proficient readers in grades 6–12. PowerUp delivers rigorous reading content and skills instruction in an engaging, personalized approach with systematic instruction in Word Study, Grammar, and Comprehension.	<ul style="list-style-type: none"> 6th - 12th Grade Supplemental, Enrichment, Intervention Recommended Usage/Week: 85-145 min
 WEBSITE	ELA	<p>myON News was designed to provide an engaging, interactive, and accessible source of authentic daily news and current events that is specifically geared toward a K-8 student audience. It fosters curiosity for learning, establishes daily reading habits, and engages students in current events.</p> <p>myON Reader was designed to support daily reading practice by providing students unlimited access to a digital library of thousands of books that match their interests and reading levels. Embedded tools support reading and assignments. Students also may download up to 20 titles to read offline.</p>	<ul style="list-style-type: none"> PreK - 12th Grade Supplemental, Enrichment Recommended Usage/Week: 60-210 min
 WEBSITE	ELA	Quill's 5 writing tools help students improve grammar and sentence construction skills. Approximately 27 million students in the U.S. struggle with basic writing—one of the most important skills young people need to graduate high school, enroll and succeed in college, and advance their careers.	<ul style="list-style-type: none"> 3rd - 12th Grade Supplemental, Enrichment Recommended Usage/Week: 30 min
 WEBSITE	ELA	READ 180, for students in Grades 4 - 12+ and students retained in Grade 3, is a blended learning Tier 2 intervention solution that accelerates learning in reading, writing, language, and vocabulary for struggling readers by merging research in brain science, growth mindset, and adaptive technology.	<ul style="list-style-type: none"> 4th - 12th Grade Supplemental, Intervention Recommended Usage/Week: 225 min

BACK TO TABLE OF CONTENTS




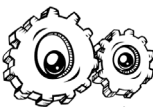
ELA TOOLS CONT.

 WEBSITE	ELA	Ideal for distance learning, Squiggle Park, pre-K to 2, ensures players master their foundational reading skills (phonemes, phonemic awareness, word work, spelling, vocabulary) as they play independently.	<ul style="list-style-type: none"> • PreK - 3rd Grade • Supplemental, Enrichment • Recommended Usage/Week: 30+ min
 WEBSITE	ELA	System 44 is a proven literacy intervention program designed to get the most challenged readers in Grades 3-12 on the path to grade-level success. The program can be used for Tier 3 RTI and Special Education programs.	<ul style="list-style-type: none"> • 3rd - 12th Grade • Supplemental, Intervention • Recommended Usage/Week: 225 min
 WEBSITE	ELA	ThinkCERCA provides teachers with tools and lessons for personalizing literacy instruction across subjects for grades 3-12. ThinkCERCA's close reading and academic writing lessons walk students through the process of analyzing content-rich texts and multimedia to construct cohesive argumentative, informational, or narrative writings. Direct instruction and self-guided skills lessons introduce students to key literacy skills and concepts, and paperless grading and reports help teachers provide actionable feedback for growth.	<ul style="list-style-type: none"> • 3rd-12th Grade • Supplemental, Enrichment • Recommended Usage/Week: 10 lessons per year across subjects
 WEBSITE	ELA	<p>Writable was designed to address students' low proficiency in writing and problems related to teachers' prep time, experience in writing instruction, and constraints on time for delivering feedback.</p> <p>Writable addresses both pedagogy and time constraints through a multi-pronged feedback system.</p>	<ul style="list-style-type: none"> • 3rd - 12th Grade • Core Curriculum, Supplemental, Enrichment • Recommended Usage/Week: 60 min
 WEBSITE	ELA	Zinc Reading Labs is a one-stop shop for adolescent literacy. We engage students of diverse reading levels with authentic texts, gamified vocabulary, and interactive close reading video lessons. Our placement tests and standards-aligned assessments give educators the data they need to target practice and monitor progress.	<ul style="list-style-type: none"> • 6th - 12th Grade • Supplemental, Enrichment, Intervention • Recommended Usage/Week: 50 min

MATH TOOLS

 WEBSITE	Math	DreamBox Learning Math is independently proven to positively impact student achievement. By continually assessing student progress, DreamBox provides in-the-moment differentiation for students, actionable insights about student understanding, and data-driven job-embedded PD for educators.	<ul style="list-style-type: none"> • PreK - 8th Grade • Supplement, Enrichment, Intervention • Recommended Usage/Week: 60 min
 WEBSITE	ELA	UpSmart is designed to help students master grade-level standards and to provide standards- and skills-based reporting to teachers in real time.	<ul style="list-style-type: none"> • 6th - 8th Grade • Supplemental • Recommended Usage/Week: 60-100 min
 WEBSITE	Math	<p>Imagine Math is an adaptive program that provides rigorous math instruction for students in grades pre k- 8, Algebra 1, and Geometry. It builds confidence and competence in math and helps students make connections as they persevere and reason through complex problems.</p> <ul style="list-style-type: none"> - Pre K-2nd: Offers engaging, effective math instruction designed to help early-learners learn and love math. Spanish instruction available. - 3-8th : Builds conceptual understanding and problem-solving skills with the support of a live teacher. <p>(Imagine Math also provides native language support in 13 languages, PreK-6th Grade.)</p>	<ul style="list-style-type: none"> • PreK – Geometry HS • Supplemental, Enrichment, Intervention • Recommended Usage/Week: 60-90 minutes (two lessons a week)
 WEBSITE	Math	Math 180 focuses on developing deep understanding and mastery of essential skills and concepts for students in grades 5 and up who are two or more years behind in math.	<ul style="list-style-type: none"> • 5th - 12th Grade • Supplemental, Intervention • Recommended Usage/Week: 150 min
 WEBSITE	Math	MATHia is designed to meet students where they are in Math, and help them progress as they demonstrate mastery of the content. Teachers receive constant formative assessment data to help them adjust their classroom instruction to meet the needs of all learners	<ul style="list-style-type: none"> • 6th - 12th Grade • Core Curriculum, Supplemental, Enrichment • Recommended Usage/Week: 90 min

MATH TOOLS CONT.

 WEBSITE	Math	<p>Mathletics helps students improve basic fact recall and fluency, while offering personalization that provides student ownership over their learning experience. For teachers, Mathletics enables differentiated instruction for individual learner types and ability levels.</p>	<ul style="list-style-type: none"> • Kindergarten - 12th Grade • Core Curriculum, Supplemental, Intervention, Enrichment • Recommended Usage/Week: 20 - 60 min
 WEBSITE	Math	<p>One size does not fit all learners, including multi-language learners. Deep conceptual understanding is critical to a fundamental foundation for math education. Skill deficiencies in math often go unnoticed, causing frustration, loss of confidence, low competency levels, manifesting in a fear of math among students.</p>	<ul style="list-style-type: none"> • Kindergarten - 6th Grade • Supplemental, Enrichment, Intervention • Recommended Usage/Week: 15-60 min
 WEBSITE	Math	<p>ST Math is a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. ST Math's unique, patented approach provides students with equitable access to learning through challenging puzzles, non-routine problem solving, and informative feedback.</p>	<ul style="list-style-type: none"> • PreK - 8th Grade • Supplemental, Enrichment, Intervention • Recommended Usage/Week: 60 minutes for K-1st grade and 90 minutes for 2nd-8th
 WEBSITE	Math	<p>Woot Math's Adaptive Program provides short video lessons to explain key concepts. These lessons are interleaved with an adaptive sequence of levels. The content is aligned for students in grades 3-6, but works as an ideal supplement for students struggling with fractions and related concepts. Engaging and fun, the program builds confidence while helping students master core math topics.</p>	<ul style="list-style-type: none"> • 3rd - 8th Grade • Supplemental, Enrichment, Intervention • Recommended Usage/Week: 40-90 min

One day, all children in this nation will have the opportunity to attain an excellent education.



Note: This document was created to support our communities and teachers to plan for how to support students during the coronavirus pandemic in advance of and throughout any prolonged school closures. All resources are created by external organizations or individuals. The resources linked within have not been fully vetted, and their inclusion is not meant as an endorsement from Teach For America.

Virtual Tools

- Zoom Guidance:
 - [Breakout Rooms Guidance](#)
 - [Adding Co-Host\(s\) Guidance](#)
 - [Polling Setup Guidance](#)
- [Padlet](#)
- [Mural \(paid\)](#)
- [Miro \(free\)](#)

Virtual Learning, Facilitation, and Engagement Resources

- [How to Change a Physical Event to a Virtual Conference](#)
- [Teach For All Insights on Virtual Learning & Knowledge Products](#)
- [How to Get People to Actually Participate in Virtual Meetings](#)
- [Working Virtually](#)
- [Teach For All's Top 12 Insights in Virtual Learning & Knowledge](#)
- [Virtual Retreat Best Practices](#)
- [Humanizing Online Teaching](#)
- [How to Make a Virtual Team Work](#)
- [Making Remote Work, Work](#)
- [“Called to Coach” – Tactics for managers to keep their remote workforce engaged](#) (recorded webinar)
- [Going Remote Overnight](#)
- [COVID-19 Company Playbook](#)

Resources for Virtual Team Culture

- [6 Steps to Engage Remote Employees \(Forbes article\)](#)
- [Goodbye office, hello remote - How to work effectively as a remote team during the COVID-19 crisis](#)

Resources For School-Facing Roles

- [Supporting Students During COVID-19 Resources for Remote Learning](#)
- [Suite of free/waived fees services being made available to teachers by companies during this time](#)
- [Resources for Social Distancing with Kids](#)
- [Possible Video Resources for Teacher Educators](#)

Additional Resources

- [How to Neighborhood Pod](#)
- [Comcast offering free 60-day internet packages for new low-income customers](#)
- [Free Cultural & Educational Media on the Web](#)

