



# Supporting Your Child's Learning

## A Parent's Guide for Elementary and Middle Students

April 8, 2020



***"An innovative, inspiring and unified Learning Community"***

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The COVID-19 pandemic has drastically altered virtually every aspect of our lives. As a result, many of you are currently struggling balancing work responsibilities with taking care of your families and supporting your children's shift to learning from home. It is important to recognize that feeling overwhelmed is normal and understandable. In times such as these, our goals as a district are maintaining safety and supporting well-being over learning. We need to consider the human element of our learners, our peers and ourselves first and foremost. As such, the Langley School District will continue to prioritize care, compassion, community and connection.

Keeping that at the forefront, Langley teachers will begin the delivery of service for at home learning starting on Tuesday April 14<sup>th</sup>. To help you navigate the demands of work, life and at home learning during a pandemic, please see the suggestions below.

***Learning is going to look different now.*** Be patient and ease into it. While you may hear the term "online learning" used, most of our students will not be engaging in a true definition of online learning. They may be using online learning tools and connecting with teachers electronically, but ultimately, this is a new experience for everyone involved and we will all be learning as we go.

***Take an active role in your child's learning.*** Be curious about your child's learning and ask them what they need to do or are working on. Depending on what they are working on, you may be able to offer suggestions or, if you are experienced in working or learning from home, you may be able to provide some useful tips on navigating this new way of learning.

***Assist your child with navigating demands.*** The framework below outlines the maximum amount of learning grade K-8 students should be expected to engage in within any given day:

#### ***K-8 Suggested Learning Framework Overview***

Area of Learning	Grades K-3 60 min/day + flex time	Grades 4-5 90 min/day + flex time	Grades 6-8 120 min/day + flex time
Wellbeing and Connection	20 minutes	30 minutes	40 minutes
Literacy	20 minutes	30 minutes	40 minutes
Numeracy	20 minutes	30 minutes	40 minutes
Playful Possibilities / Flexible Learning	Flexible Timeframe	Flexible Timeframe	Flexible Timeframe

\* Integration of learning areas is encouraged

\*\* Some students may require time adjustments according to their needs

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***Monitor your child's well-being.*** The physical and mental health and well-being of our students is most important during these uncertain times. Please monitor how your child is doing both physically and emotionally. If you are finding that your child is struggling with the demands being placed on them or the situation that we are currently facing, please reach out to your school for support.

***Create a workspace.*** With parents working from home and multiple children all on different learning plans, sharing of space, materials and technology access may present challenges for families. Include your children in a process of figuring out a workable solution for all – this may involve developing a schedule for computer access.

Teachers will share schedules of when they are available and when they need students to be available so perhaps this family plan could be developed once students have this information in the next week.

When considering spaces for students to work on their learning, be sure to talk to your children about being comfortable and limiting distractions. A suggestion is to turn off social media notifications on devices while working.

***Get some fresh air.*** School work and learning should not consume your children during this time. Find time for physical activity such as a daily walk with the family. Get outside and get some fresh air. This is not only good for our brains and help with learning but is also good for the soul as well!

***Don't be too hard on yourself.*** This is not going to be easy for any of us so please be kind to yourself and to others. Be open with your children and be willing to share your own concerns, fears and uncertainty as this will reassure them that they are not alone. And be sure to practice physical, emotional and social wellness! Exercise, eat well, relax, and stay connected to friends and family! You need to make time for yourself and your family as do your children.

We are all navigating a world and situation we have never experienced before, and we all need to work together and support each other during this time. It is our goal in the Langley School District to try and provide some normalcy around school and learning in a time that is anything but normal. However, the most important thing for all of us is the health, safety and well-being of our students and their families.

For more information and to continue to be informed, please continue to monitor the school district website for updates at <https://www.sd35.bc.ca>

Please also see the BC Ministry of Education's Keep Learning site to support parents at <https://www.openschool.bc.ca/keeplearning/>

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### *While you wait...*

#### ***Learning from Home***

These are exceptional times and, while it is important for children to keep learning, it is not expected that the pace and rigour of a normal school day will be duplicated at home. Teachers will continue to provide instruction. Parent/Caregiver involvement will depend on the age and ability of the child and the time that parents/caregivers are able to give. Your family will determine what works best for you in discussion with your children's teachers. Make use of what you have available and don't worry that your child is missing out if you don't have the latest technology. Simple everyday items and activities offer great learning opportunities.

Your child will officially begin remote learning on Tuesday, April 14<sup>th</sup> in Langley. While you wait, we thought we would share some ideas and resources to use at home until the formal learning plan is shared by your child's teacher.

#### ***Getting Started***

##### **A. Routine**

Disruptions in routines can be stressful. A regular schedule will help to maintain a sense of normalcy and stability. As a family, it would be good to set up a weekday schedule including:

- regular bedtime, wake-up and mealtimes
- getting dressed and ready for school even though they are at home
- a set time for learning
- set times for breaks
- daily physical activity
- daily communication with friends and family.

##### **B. Space to Work**

Setting up home learning space to work can help children focus. If possible, the space should include:

- a quiet atmosphere
- good lighting
- a desk or table at a comfortable height for your child
- a storage basket or bin to keep supplies (paper, pens, pencils, markers, books, etc.)
- access to a computer/tablet or other smart device if possible.

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### **C. Supporting and Assisting Your Child**

Your child's age and needs will determine how much involvement you will have in the learning.

General suggestions for children of all ages include:

- Be patient with your child and yourself. This is a new experience for everyone, and it will require some adjustment time. The most important thing is that your child feels safe, loved, and supported.
- Be positive and cheerful in your approach. Let your child see and enjoy your interest in the learning.
- Encourage the development of good work habits. Help your child to take pride in the work.
- Offer praise and encouragement for the work that is being done. Constructive suggestions, gently shared, are supportive.
- Take breaks when needed. These may be frequent depending on whether you see your child becoming frustrated or tired. When that happens, it's okay to step away and come back to the work later. Physical activity time can be beneficial after each learning activity or following an extended work period.

### ***Suggested Learning Activities***

The Ministry of Education has directed school districts, that in addition to discipline-based learning, there should be a focus learning on the core competencies (Communication, Thinking, Personal and Social). Details on the core competencies is available at [core competencies](#). For additional information on curriculum competencies you might also want to review the [First Peoples' Principles of Learning](#).

Learning is not limited to academic tasks and workbooks. Children learn through their daily routines and their interactions with their environments.

We have compiled a list of suggested activities. You may wish to do some of these with your child.

### ***Learning Focus: Literacy***

- The Fraser Valley Regional Library has just launched online library card registration. They are very excited that this new service will allow even more people in the community to access their large collection of digital resources, including eBooks, audiobooks, magazines, video streaming and eLearning. If you and/or your child does not have a library card, go to <https://onlineregistration.fvrl.bc.ca/> to get one. Then, check out all of the books and resources that are available to you. This includes Tumblebooks, a curated collection of eBooks and audiobooks.
- Find reading opportunities in everyday life: labels on household items, recipes, directions for a craft or game, etc.

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- Have your child read aloud to members of the family on a daily basis (a novel, news of the day, a piece of personal writing, etc.). Older children could take turns reading and listening to their siblings; younger children might enjoy reading to the family pet.
- Engage in discussions where everyone in the family takes a turn to talk about what they've read.
- Storytelling is an excellent way for children to learn and develop skills. Tell stories about the day's activities or an imaginary character. The family can build stories together by everyone taking turns adding to the story.
- Write daily notes to siblings, friends, or family.
- Keep a writing and/or drawing journal.
- Write the instructions on everyday things: making a bed, baking chocolate chip cookies, instructions for a game.
- Create questions and interview a grandparent or family member by phone or technology. Is there a hobby or job they do, or something they have experienced that would be interesting to talk about?
- Explore words together. For instance, a child may use the word "big" to mean many different things, i.e., tall, wide, heavy, full, a person older than they are. Use words that more accurately describe things, feelings and ideas so your child builds a richer vocabulary. Build word lists together.
- Engage in conversations with your child. Ask questions that will not allow for simple "yes" or "no" answers. If you're stuck, here are some "talk starters" to get your conversation going: "What did you notice about ...?", "What else could you have done ...?", "What would you do if ...?", "What would happen if ...?", "How do you know that?", "Convince me about that!"
- Play card or board games (Boggle, Scrabble, Bananagrams, Apple Letters, Scattergories, etc.)
- Website Suggestions:
  - [CBC Kids](#) – Videos, songs, games, and more. Available in French at [Zones des petits](#).
  - [Celebrities and others reading stories](#) — Includes a large selection of stories.
  - [Knowledge Kids](#) – Videos and games for children aged 2-8. Free and commercial free, no email required.
  - Take a virtual field trip. Discuss and write about the experience and the learning.
    - [Virtual Museum Canada](#)
    - [National Geographic](#)
    - [Royal BC Museum Learning Portal](#) – Free multimedia educational resources about British Columbia's natural and human history for learners of all ages. Much of the content aligns with K-12 curriculum, and some resources include classroom activities or lesson plans.
  - [Science World](#) and <https://www.billnye.com/the-science-guy> - Science activities for students.

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### ***Learning Focus: Numeracy***

- Cook and bake together. Have your child read the recipe, measure the ingredients, and do most of the work.
- Study the nutritional value of the canned and packaged foods that you use.
- Do jigsaw puzzles.
- Build with Lego or blocks.
- Play card or board games (Crib, War, Crazy 8's, Go fish, Uno, Dominoes, etc.). You can find the rules for these games and many more games online.
- Provide opportunities for your child to count and to add, subtract, multiply and divide numbers in simple yet meaningful ways while you are doing daily chores.
- Use dice to create and compare numbers, practice number facts, to learn about probability. Play dice games. The rules for several dice games can be found online.
- Create graphs using data from family members and friends (favourite ice cream, colour, food, etc.).
- How are numbers used in your home every day? How do you use numbers at school, in your work, or in your daily lives? Create a chart or a diagram to illustrate this information.
- Involve your child in determining how much money will be spent on food in a week.
- Develop a budget in order to save money to purchase a special item or to buy a gift.
- Track the amount of time spent on tasks. Compare the time from day to day. Graph the data.

### ***Learning Focus: Core Competencies (Communication, Thinking, Personal and Social)***

- Play board and card games (Monopoly, Life, Yahtzee, Battleship, Checkers, Chess, Sudoku, Memory, Charades).
- Learn something new: sewing, chess, dance steps, etc.
- Create art and crafts projects: beading, drawing, painting, etc.
- Complete daily chores: help with household tasks and yard work, help with cleaning and organizing, take care of pets, care for younger siblings, etc.
- Create a poster or story about the types of food your family likes, including special occasions where you share certain foods.
- Suggested Websites:
  - [Plant a Seed Day](#) – Planting lessons, crafts and activities

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### ***Learning Focus: Physical Activity***

- Suggested Websites
  - [Habitat Conservation Trust Foundation Education](#) – Suggestions for free, easy outdoor activities.
  - [BC Get Outdoors](#) – Educator's guide to outdoor activities, pages 41-51 could be done at home.
  - [Go Noodle](#) - Movement and mindfulness videos created by child development experts.
  - [Let's Play](#) - Activities for children and caregivers to play and learn together from the BC government. This resource is available in French at [On joue?](#)

### ***The following links provide useful information for parents and guardians:***

[Interim Guidance to Social Service Providers for the Prevention and Control of COVID-19 in their Facilities](#)

[Pandemic Toolkit for Parents](#)

[Managing Anxiety and Stress in Families with Children and Youth During the Covid-19 Outbreak](#)

[Covid-19 Specific Resources for Children Living with Autism](#)