

THE ROLE OF THE LEARNING COACH

Elementary Grades K-3





The Role of the Learning Coach Elementary Grades K-3

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The Role of the Learning Coach Elementary Grades K-3

Understanding the Role of the Learning Coach

A learning coach is a parent, family member, or other adult that facilitates and supports the student through his or her courses.

The role of the learning coach is to:

- Guide the student through the lessons as needed.
- Discuss concepts being taught.
- Assist with interactive tools and games.
- Oversee assignments.
- Help facilitate hands on learning that may be in the course.
- Check for understanding on assignments.
- Keep the student on schedule and on pace.
- Insure all components of the course are being done with fidelity (independent reading, novel studies, practice activities, etc)
- Communicate with teacher as needed.



The Role of the Learning Coach Elementary Grades K-3

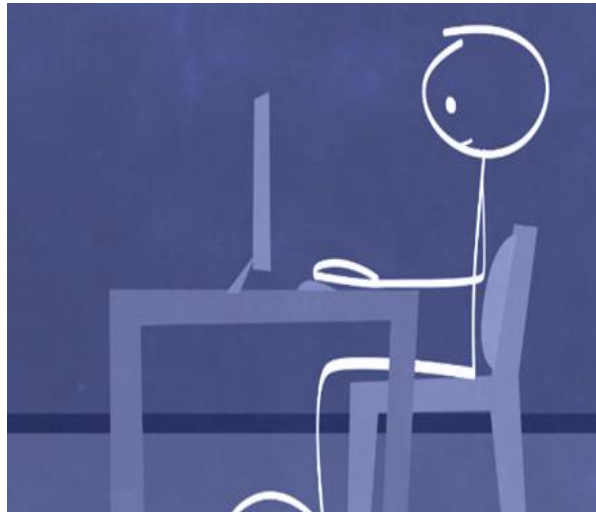
Preparing a Learning Space

Learning spaces should not be limited to a desk and a chair. It is important to create a learning space that provides opportunities for students to move as needed. The key is to set up a space or spaces where the student is free from distractions and able to focus on completing tasks. Below are some suggestions for setting up a learning space:

- Make sure the desk and chair allow the student to sit upright at the computer.
- Have other seating options in the room for students to do offline assignments, such as a comfy chair or bean bag for independent reading, and a larger table with coloring supplies, glue and scissors for written work and projects.
- Create wall space to post a word wall, a world map, and other items that may be frequently referenced.

Learning spaces do not have to be confined to one small area or room for example:

- A student can have a desk to complete online work.
- Offline work can be completed at a kitchen table with a caddy with coloring, writing and other types of school supplies.
- Complete independent reading and novel studies on the couch in the living or family room.
- A refrigerator makes a great wall space. Add magnetic strips to the back of word wall cards to put on the refrigerator.



The Role of the Learning Coach Elementary Grades K-3

Setting and Following a Schedule

Setting and following a schedule is important because it keeps the student in a routine. Keeping students in a routine helps them to stay focused on different tasks and provides them with an important life skill.

During a regular school day, an elementary student usually does more than just academic subjects. They spend time talking and communicating about things that they are learning, take breaks in the form of recess and lunch, and talk to their teachers about learning and development goals. These activities are important in helping students process what they are learning. Providing time in the day to talk about what a student is learning will reinforce learned concepts, providing him or her with a better chance of success towards mastery.

These things are done to provide students breaks, so that they do not get overwhelmed or tired out by going from subject to subject. It is important to incorporate these types of activities into the day for your student as well.

The schedules listed are suggested to help guide you. It is important to set up a schedule that works best for your student, is easy to follow, and helps maintain a routine.

Here is a suggested schedule.

K-3 Suggested Schedule:

Subject/Activity	Suggested Time
Morning Meeting (Discuss Calendar, Weather, Lessons for the day, Review goals)	15-20 minutes
Language Arts	60-75 minutes
Snack/Brain Break (play a game, exercise, move around)	20 minutes
Mathematics	45-60 minutes
Lunch/Free Play	40 minutes
Science	30-45 minutes
Brain Break	10 minutes
Social Studies	30-45 minutes
Brain Break	10 minutes
Electives (Art, Music, etc)	30 minutes
Afternoon Meeting (Discuss what was learned today across the subjects, a favorite thing a student learned, what goals were met, set goals for next day.)	15-20 minutes

The Role of the Learning Coach Elementary Grades K-3

Previewing Courses

It is important to preview the lesson a student will be working in. Preview a course by logging into an observer account. You will only be able to preview the resources module and the lessons the students are working in. You cannot jump ahead in a course. It is good practice to preview a lesson before a student, so you know what will be covered in that lesson.

When previewing a course, start with the Resources Module. This is the first module in every course. In this module, you will find:

- A section for the learning coach to learn more about their role as well as how to navigate through the platform.
- A course materials list.
- A getting started guide for the student (For K-3 students, you will want to go through this guide together).
- Additional course specific information.



A typical module has lessons for the student to learn and practice the concept, assignments for the student to complete, and assessments that are either completed online or during a synchronous session with the teacher. Each lesson has a learning coach tab. Clicking on the tab will provide the learning coach with information about the lesson as well as if any materials are needed for the lesson.



The Role of the Learning Coach Elementary Grades K-3

A Typical Day: Morning Meeting

Many learning coaches wonder what a typical day looks like for a virtual learning elementary student. This section of the guide is going to walk you through a typical day using the schedule included in the guide. This is just a suggestion. It can be tweaked and adjusted to fit your needs.

Morning Meeting 15-20 minutes

This is a time to meet with your student and go over some basic skills students should know. It is also a time to review goals that have been set and concepts being learned. Below is a list of suggested activities for the morning meeting:

- Calendar: Have a calendar available that can be filled in for each day. Dry erase calendars are good for this. Each morning meeting ask your student:
 - What month is it?
 - Have the student point to the month on the calendar say it and spell it out loud.
 - What day of the week is today?
 - Have student point to today say the day of the week point to the word and spell it.
 - What is the date for today
 - For Kindergarten, count from the beginning to the date. For example, if it is January 5, count from January 1st to 5th.
 - What day of the week was yesterday?
 - Have them point to the day before say the day of the week and spell it.
 - What day of the week will it be tomorrow?
 - Have them point to the day after say the day of the week and spell it.
 - As students learn odd and even in math, you can ask students if it is an odd numbered day or even numbered day.
- Weather: Have students describe what the weather is like outside. Ask what they should wear for the weather.
- Seasons: Discuss the current season. How does the weather relate to the current season?
- Review concepts from lessons.
- Review goals for the day.

A Typical Day: Language Arts

Language Arts 60-75 Minutes

In grades K-3 Language Arts, there are 18 modules. A student should complete 1 module a week, 1 lesson a day.

In the beginning of the school year, you will want to guide your students through the lessons, especially if they are a kindergartener or first grader. If a student is not able to read the lessons, be sure to show them where the speakers are and have them click on each speaker to have the content read aloud.

Before a student clicks onto the next page, ask the student to summarize what was learned or ask questions about that page.

When a student plays an interactive game, watch for how many errors they make. Have the student redo the game if many mistakes are made.



A Typical Day: Language Arts

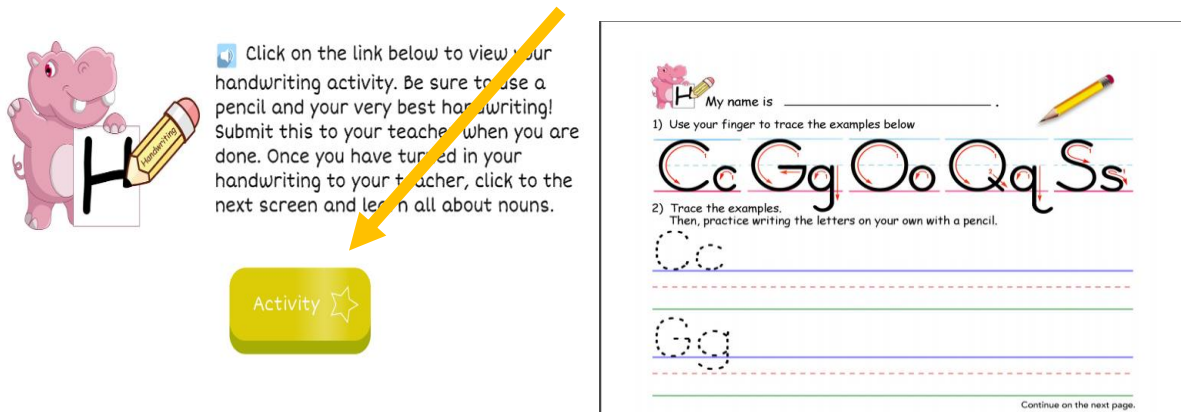
Lesson Videos

Watch videos with the student. Ask questions about what the video is teaching. Have the student retell facts from the video.



Lesson Assignments

When a student encounters an activity button on a lesson page, have the student click on it to download and print the assignment. If you have a workbook, direct the student to find the workbook page and complete it. If you are not using the workbook, get a folder and label it Language Arts. Have your student put completed assignments in the folder, so that all work is together when it is time to submit to the teacher.

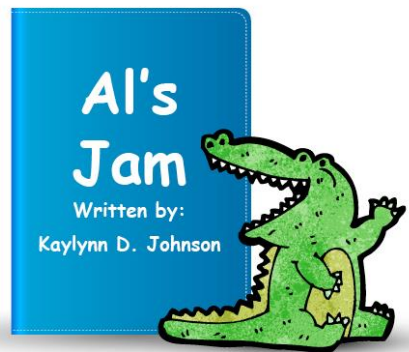
A composite image showing a cartoon pink pig holding a pencil and a worksheet. The pig is on the left, holding a pencil that says "Handwriting". Below it is a yellow button with the word "Activity" and a star icon. A yellow arrow points from the pig towards the worksheet on the right. The worksheet has a pink pig icon and a pencil icon. It says "My name is _____". Below that, it says "1) Use your finger to trace the examples below" and shows the letters "Cc Gg Oo Qq Ss" on a three-line grid. Below that, it says "2) Trace the examples. Then, practice writing the letters on your own with a pencil." and shows the letters "Cc" and "Gg" on a three-line grid. At the bottom right, it says "Continue on the next page."

A Typical Day: Language Arts

Lesson Stories

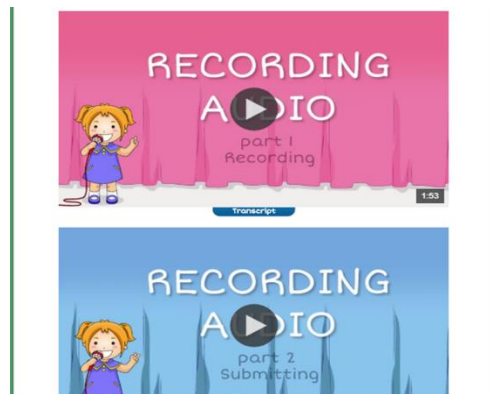
When a student encounters the story in the lesson have him or her do the following:

1. Play the speaker to have the story read aloud.
2. Have the student go back and read the story out loud to you.
3. Ask the student to identify how many times each sight word appears in the story.
4. Ask the student to identify words that correlate to the phonics lessons for the week (for example short a words).
5. Ask the student to identify the characters, setting, problem, etc.



Audio Recordings

In Language Arts, students will be asked to submit audio practice activities in each module. The Resources module tells students how to record and submit audio in both the Learning Coach section and the Getting Started Section.



A Typical Day: Language Arts

Independent Reading

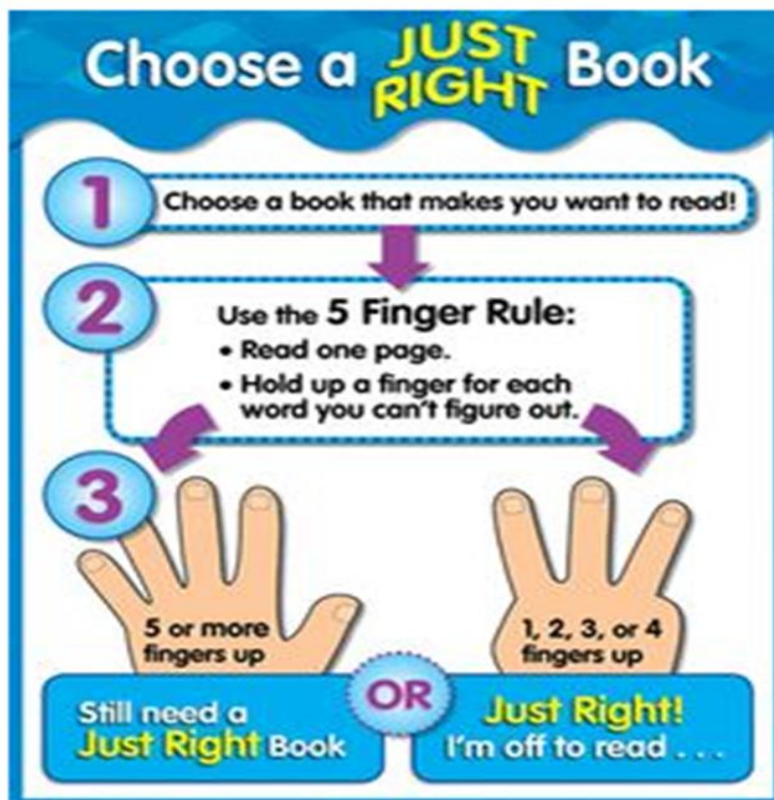
Part of the Language Arts Block is independent reading for a minimum of 30 minutes a day.

The school you are working with may have a virtual independent reading program that will provide books at your student's level to read. If they do not, you can use the Choose a Just Right Book guide to help your student find books to read at their reading level. Even if the school does provide a virtual reading program, you can still find books on your own. Take your student to a local library or go through their own book collection. To find a just right book have the student do the following:

How to Choose a Just Right Book:

1. The student should first preview a book and see if it looks interesting.
2. If it looks interesting, practice the 5-finger rule.
3. Read one page and hold up a finger for each word that can't be read.
4. 5 or more fingers up, choose a different book.
5. 4 or less fingers up, it is a just right book.

The Learning Coach should listen to the student read the book and keep track with the student.



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A Typical Day: Language Arts

Independent Reading Suggestions

1. If choosing books together at a library, have the student pick at least three books to check out.
2. Set up a place to hold the books for independent reading, such as a book basket or tub.
3. During Independent Reading time have your student choose one of the books to read for 30 minutes. You want your student to read these books multiple times during the week in order to become familiar with them.
4. If your student is a kindergartner, ask him or her to identify the title of the book, the author of the book, and the illustrator of the book. Have the student show you where the beginning and the end of the book and point to the beginning and ending of sentences on the pages.
5. After a student has read the story, ask him or her questions about the characters, setting, plot, etc. Have the student go through the book and find sight words or spelling words for the week.
6. Have the student select the book for completing the independent reading assignment for the week.
7. Discuss the book with the student using the questions to guide the discussion before the student completes the assignment.


Note: These documents can be typed in. A student can download the documents. Save the document in their documents. Pull up the saved version to type in. Save when finished.

Name _____

Independent Reading Log

You may choose a book to read independently each week. The librarian at the local library can help you find appropriate books to read, or you can visit the website shown below.

<https://lexile.com/findabook/>



Weekly Reading Log Questions
Each week, you will be asked to answer the following questions about the book you read. Make sure you can answer these questions by the end of each week.


Fiction	Non-Fiction
1. Who was the main character(s)? 2. Describe two events in the story that you liked. 3. What did the main character learn or do in the end?	1. What is it about? 2. Describe/Explain three things that you learned.

Week	Title	Author	Pages Read	Read To/ Read Alone

Name _____

Weekly Reading Log Questions

If you read a fiction book, answer the questions in the Fiction column. If you read a non-fiction book, answer the questions in the non-fiction column.



Fiction	Non-Fiction
1. Who was the main character(s)? 2. Describe two events in the story that you liked. 3. What did the main character learn or do in the end?	1. What is it about? 2. Describe/Explain three things that you learned.

Enter Answers Here

A Typical Day: Language Arts

Submitting Assignments

At certain points in a module, your student will be asked to submit assignments. The Getting Started Lesson in the Resources Module describes how to submit assignments. Below is a list of the types of assignments that could be submitted.

- **Module Weekly Written Work:** This is where your student will submit any assignments assigned throughout the lesson. You can scan the assignments and attach them in the drop box. You can also select the video feature in the drop box, hold up each page for the teacher to view and grade, and select upload when finished.
- **Story Retell:** This assignment will ask your student to record themselves retelling the story for the week. The student may use the recording option in the lesson to record or simply hit the microphone in the drop box to complete his or her recording within the drop box. When the recording is complete, the student will upload it to the drop box.
- **Independent Reading Assignment/Assessment:** The student will submit his or her Independent Reading Log and Questions here.
- **Module Spelling Test (Grades 1-3):** The completed test can be scanned and uploaded or use the video option to record the test and submit in the drop box.

Learning Coach Read Aloud Story Time

End the Language Arts Block by reading aloud a story to your student. Choose a different story each day to read aloud to your student. While reading the story, stop at certain points and ask questions about the story. When finished reading, share your favorite parts.

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A Typical Day: Snack Time and Brain Break

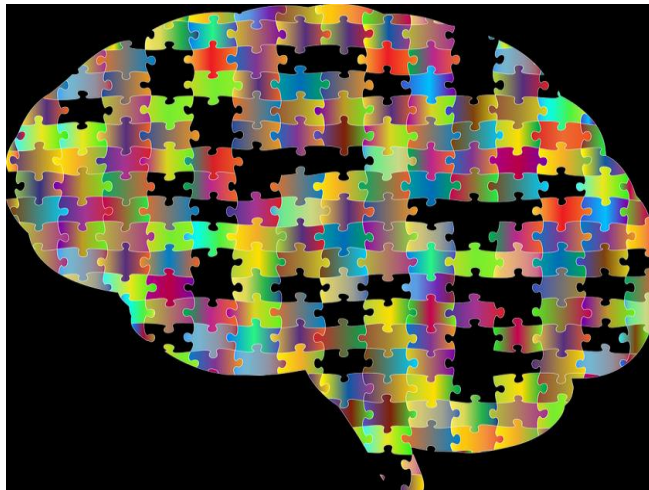
Snack Time 10 Minutes

It is important for elementary students to take breaks and experience movement. After finishing Language Arts, it would be a good time to take a break. Start with snack time. This is a good time to discuss good nutrition practices. Encourage your student to choose a healthy snack, such as fruits and vegetables and water to drink. Enjoy a snack with your student and discuss why what you are eating is good for you.

Brain Break 10 Minutes

Before starting Math, take about 10 minutes to do a movement activity. Some suggestions are below:

- Alphabet (Letter and Sound Recognition), Sight Word, Spelling Word Hop: The Alphabet part of this activity can be omitted in Grades 1-3 if student has mastered. Print or write out the letters of the alphabet capital and lowercase, sight words that have been taught, and spelling words for the week. Place the papers randomly on the floor. Have the student hop from paper to paper saying the word, letter, and letter sound. If the student makes a mistake, he or she must start back at the beginning. This game could be updated by adding new words that are introduced each week and taking away words and letters as they are mastered.
- Be A Spelling Word: Have the student stand up and spell their words for the week. The student must try to make each letter as he or she says it using their body.
- Yoga: Search for child friendly yoga poses and spend 10 minutes doing them.
- Go Noodle: This is a website that has many songs that get kids up and dancing.

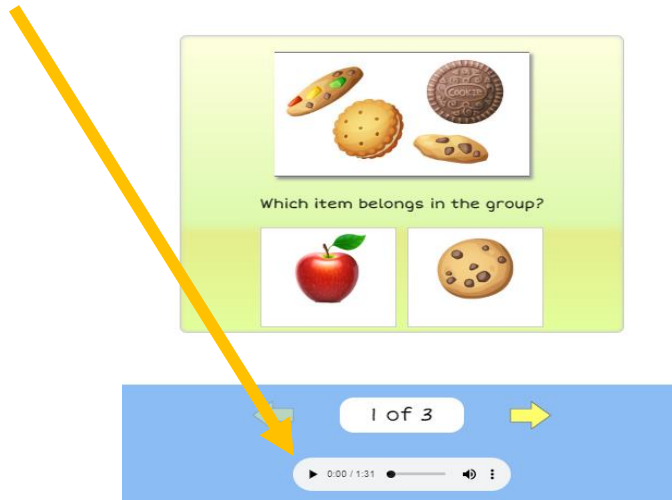


A Typical Day: Math

Math 45-60 Minutes

In grades K-3 Math, there are 18 modules. A student should complete 1 module a week, 1 lesson a day in grades K-1. In grades 2-3, the lesson numbers will vary, so focus on one module a week for grades 2-3.

In the beginning of the school year, you will want to guide your student through the lessons, especially if the student is a kindergartner or first grader. If a student is not able to read the lessons, be sure to show the student where to click the play button to have the content read aloud.



Before a student clicks onto the next page, ask the student to summarize what was learned or ask questions about that page.

When a student plays an interactive game, watch for how many errors they make. Have the student redo the game if many mistakes are made.

Name that Numeral!

Can you count and name the correct number?

In this activity, count the bubbles. Then click to see if you are right.



A Typical Day: Math

Lesson Videos

Watch videos with the student. Ask questions about what the video is teaching. Have the student retell facts from the video.



Lesson Assignments

When a student encounters an Activity Button on a lesson page, have the student click on it to download and print the assignment. If you have a workbook, direct the student to find the workbook page and complete it. When the student finishes the worksheet, have him or her submit the worksheet by scanning it and putting it in the drop box when prompted to in the course (this is usually after the lesson).

Fishing for Answers

Help catch the fish!

In this activity, you will color to make 9. When you are finished, submit it to your teacher for a grade. 2 points for each correct answer.

Activity

Fishing For Answers

Student Name: _____

Color the fish below that show ways to make 9.

$4+5$

$5+3$

$3+5$

$9+0$

$10-2$

$15-6$

$12-3$

$14-3$

$13-10$

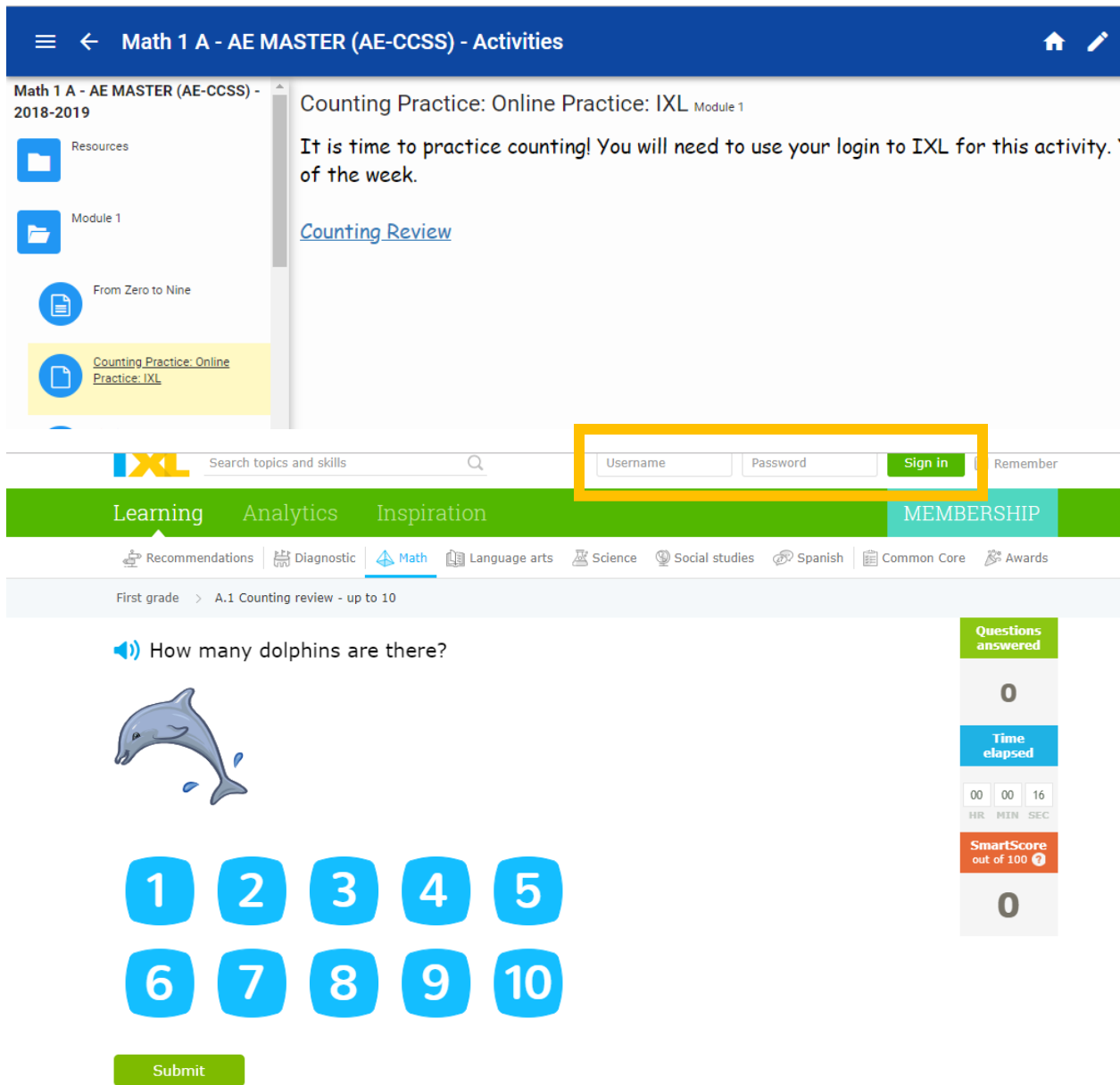
$1+8$

$2+7$

A Typical Day: Math

IXL Online Practice

Within each module will be a series of IXL online practice activities. When a student clicks on the link in the IXL assignment, it will take them to the IXL website and the activity they are supposed to do. Before the student starts the practice activity in IXL be sure they log in to the site. The teacher will provide student login information.



The screenshot shows the IXL website interface. At the top, there is a navigation bar with a menu icon, a back arrow, and the text "Math 1 A - AE MASTER (AE-CCSS) - Activities". On the left side, there is a sidebar with a "Resources" folder, a "Module 1" folder, and a document icon labeled "From Zero to Nine". Below these is a highlighted document icon labeled "Counting Practice: Online Practice: IXL". The main content area displays the title "Counting Practice: Online Practice: IXL Module 1" and the text "It is time to practice counting! You will need to use your login to IXL for this activity. of the week." Below this text is a link for "Counting Review".

The IXL login interface is visible, featuring a search bar, a search icon, and input fields for "Username" and "Password". A green "Sign in" button is highlighted with a yellow box. To the right of the "Sign in" button is a "Remember" checkbox. Below the login fields is a green navigation bar with the text "Learning Analytics Inspiration" and a "MEMBERSHIP" button. Below the navigation bar is a row of icons for "Recommendations", "Diagnostic", "Math", "Language arts", "Science", "Social studies", "Spanish", "Common Core", and "Awards".

The main activity page shows the question "How many dolphins are there?" with a speaker icon. Below the question is an illustration of a dolphin. Below the illustration is a grid of blue buttons with numbers 1 through 10. Below the grid is a green "Submit" button. On the right side of the page, there is a sidebar with a green "Questions answered" section showing "0", a blue "Time elapsed" section showing "00 00 16" (HR MIN SEC), and a red "SmartScore out of 100" section showing "0".

A Typical Day: Math

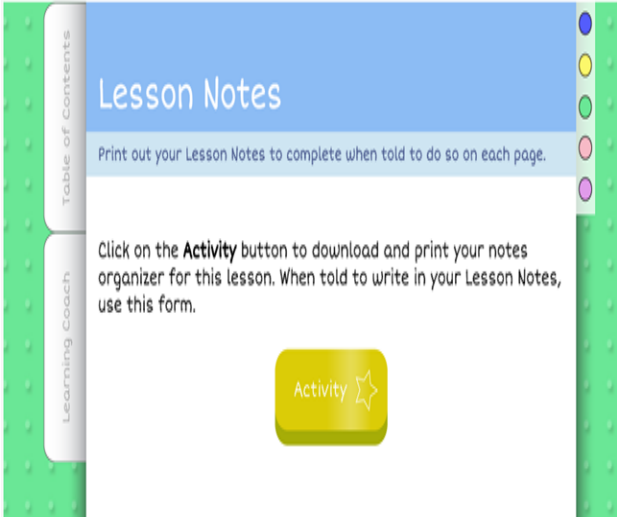
Module Quizzes

At the end of each module is a quiz. If your student is a kindergartner, you may want to read the quiz questions and answer choices to the student, until the student is able to read the questions and answer choices on their own.

Lesson Notes (Grades 2-3):

In grades 2 and 3, students will be asked to download lesson notes. Students are expected to fill out these notes as they go through the lessons in the module. The lesson will direct them when to fill out the notes. Be sure to guide the student and help as he or she fills out the notes. Take time to discuss the content of the notes. When prompted in the course, the student will submit the notes for a grade. Some notes will have the student type in the document, save, and then submit. Please refer to the Resources Module to learn how to type in and submit PDF documents.

Using Tens Facts and Doubles to Add and Subtract Module 2



Student Name:

Using Tens Facts and Doubles to Add and Subtract

Lesson Notes

Math Vocabulary
Write the number words.

Number	Number Word
11	Enter text here
12	Enter text here
13	Enter text here
14	Enter text here
15	Enter text here
16	Enter text here

A Typical Day: Math

Math Games:

Before a student starts a lesson and after a student finishes a lesson, it will be good practice to play a math game that reinforces the concepts being taught for each lesson. There are many places to find math game ideas online.

A Typical Day: Lunch/Free Time

Lunch/Free Time (40 minutes):

This is a time for your student to take a longer break. Plan on lunch being about 20 minutes. Have your student help make lunch. Use this time to discuss good nutritional choices and the food groups. After eating lunch allow your student to have 20 minutes of free time to play. If it is a nice day, play outside. If it is a rainy day, have them choose things to play with inside. Use this time as a screen-free break with no television, computer, or tablet.



A Typical Day: Science

Science 30-40 Minutes:

In grades K-3 Science, there are 6 modules. A student should complete 1 module in 3 weeks.

Guiding Question:

Before the student starts the lesson take time to have a discussion. Pose a Guiding Question about the topics in the lesson. For example, if the lesson is about the phases of the moon ask the student: “I wonder why the moon changes shape? What do you think?”

Discuss the possible theories and then have the student work on the lesson. As the student goes through a lesson, ask them questions. Guiding questions will be included in the course guide for your grade level in Science.

Going through a Lesson:

In the beginning of the school year, you will want to guide your student through the lessons, especially if the student is a kindergartner or first grader. If a student is not able to read the lessons, be sure to show the student where to click the play button to have the content read aloud. Before a student clicks onto the next page ask the student to summarize what was learned or ask them questions about that page.

Phases of the Moon
Go outside and observe the moon. Draw a picture of the moon at its particular phase in your calendar.

Steps:

1. Go outside at night and observe the moon. Draw a picture of the moon at its particular phase in your calendar. Do this each night throughout the month. If it is a cloudy night and you can't see the moon, draw a cloud in your calendar.
2. Remember summer? Think about the sounds, smells, sights and flavors of summer. Draw a picture in your science scrapbook that represents summer. You may also do this exercise on a separate piece of paper and glue it into your scrapbook.

Complete the activity shown below as you go through this lesson. At the end of the lesson, submit it to your teacher for a grade.

Activity ☆

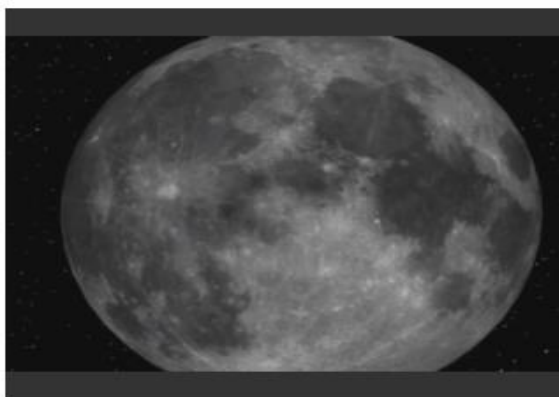
1 of 4

0:00 / 0:50

A Typical Day: Science

Lesson Videos

When a student is watching a video, watch it with them. Ask them questions about what the video is teaching. Have them tell what the video was about.



Lesson Assignments

When a student encounters an Activity Button on a lesson page, have the student click on it to download and print the assignment. If you have a workbook, direct the student to find the workbook page and complete it. When the student finishes the worksheet, have him or her submit the worksheet by scanning it and putting it in the drop box when prompted to in the course (this is usually after the lesson).

Steps:

- Go outside at night and observe the moon. Draw a picture of the moon at its particular phase in your calendar. Do this each night throughout the month. If it is a cloudy night and you can't see the moon, draw a cloud in your calendar.
- Remember summer? Think about the sounds, smells, sights and flavors of summer. Draw a picture in your science scrapbook that represents summer. You may also do this exercise on a separate piece of paper and glue it into your scrapbook.

Complete the activity shown below as you go through this lesson. At the end of the lesson, submit it to your teacher for a grade.

Activity

Main Lesson Book:
Moon and Seasons Assignment

- Go outside at night and observe the moon. In the box below draw a picture of the way you see the moon. Label the phase on your picture.
- On the next page record the phases of the moon on your moon calendar.

Name:

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A Typical Day: Science

Materials:

In Science, students may have activities that are hands-on experiments. Be sure to preview the materials list to find the materials needed and have them on hand.

Wrap Up:

After a student completes a lesson review, review the guiding question discussed at the beginning of the lesson. Ask what was learned to help answer the question. Ask what questions the student still may have. Have the student record answers in a science notebook. End the session by reading a story related to the learned topic. Your local library will have a good selection of children's science books.

Science in the News

Learning about science in the news can make a student's learning meaningful and relevant. Take some time to research the topics in science to try to find current events that are related to that topic. Share your findings with your student.

A Typical Day: Brain Break

Brain Break 10 Minutes

Before starting Social Studies, take about 10 minutes to do a movement activity. Some suggestions are below:

- **Map Hop:** Get a laminated world map and put it on the floor. Call out a continent and have the student hop to that continent. Repeat until the student has visited each continent.
- **Act it Out:** Gather together 5 vocabulary words from Science or Social Studies. Say the word. Ask the student act out the meaning of the word.
- **10-minute Creation Challenge:** Give your child a random grouping of materials (straws, pennies, pipe cleaners, glue, scissors, etc.) Ask them to create something using all the materials.
- **Yoga:** Search for child friendly yoga poses and spend 10 minutes doing them.
- **Go Noodle:** This is a website that has many songs that get kids up and dancing.

A Typical Day: Social Studies

Social Studies 30-40 Minutes

K-1 Social Studies has 18 modules a semester. There are approximately two lessons a module, the lessons are meant to be spread over one week so that a student would complete one module a week. In Grades 2-3 there are 6 modules a semester, there are approximately 3 lessons a module, 1 lesson should be completed a week so that a student would take 3 weeks to complete a module.

Daily Map Skills

Purchase a Children's Atlas. Each day focus on a map from the Atlas and ask your student questions about the information on the map. Have your student identify the compass, the map key, lines of longitude and latitude, and other features of the map.

Going through a Lesson:

In the beginning of the school year, you will want to guide your student through the lessons, especially if the student is a kindergartner or first grader. If a student is not able to read the lessons, be sure to show the student where to click the play button to have the content read aloud. Before a student clicks onto the next page ask the student to summarize what was learned or ask them questions about that page.

Lesson Videos

Watch videos with the student. Ask questions about what the video is teaching. Have the student retell facts from the video.



A Typical Day: Social Studies

Lesson Assignments

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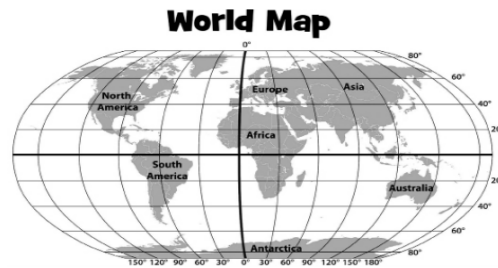
When a student encounters an Activity Button on a lesson page, have the student click on it to download and print the assignment. If you have a workbook, direct the student to find the workbook page and complete it. When the student finishes the worksheet, have him or her submit the worksheet by scanning it and putting it in the drop box when prompted to in the course (this is usually after the lesson).



Find a map to use as a reference. Locate the legend on your map. Locate objects that are symbolized in the legend.

These tools, the lines of longitude and latitude, the compass rose, and the legend, are all used to read maps. They tell us what symbols mean and give us a way to describe where locations are in the world!

Complete the activity shown below as you go through this lesson. At the end of the lesson, submit it to your teacher for a grade.



• Look at a globe or this world map to answer the questions below. Use complete sentences.

1. What country do you live in?

2. What hemisphere do you live in?

3. What is the closest longitude to you?

Materials:

Any materials needed for Social Studies will be in the Materials list found in the Resource Module of the course. Be sure to preview the materials list to find the materials needed and have them on hand.

Wrap Up:

After a student completes a lesson, review the concepts learned in that lesson.

The Role of the Learning Coach Elementary Grades K-3

A Typical Day: Electives

Elective Courses: 30 Minutes

If your student is enrolled in more than one elective course, the electives can be rotated each day. For example, if your student has Art and Physical Education, do Art one day and PE the next. A student can focus on one elective each day and alternate the days.

A Typical Day: Afternoon Meeting

Afternoon Meeting 15-20 minutes

This is a time to meet with your student and review the day.

- Discuss with your student what was enjoyed most, what is something new learned, what was the least favorite activity, and/or what needs review or extra help.
- Review the goals that were set, discuss if the goals were met, if they need to be readjusted, and set new goals if needed.
- For Grades 1-3, take a minute to review spelling words. Ask the students to spell the word and use it in a sentence. Make it a challenge with new sentences each day.
- Review the math concepts for the day and quiz students on what they are learning.

Synchronous Sessions and Teacher Communication

Your student's teacher will have contact information posted, so that anytime you have questions or need to contact the teacher you can. Communication with your student's teacher is key to a successful learning environment. Never hesitate to reach out when needed.

Another way the teacher will contact students is through weekly Synchronous Sessions. Your teacher may schedule a synchronous session with your student. During this time the teacher will administer assessments, go over assignments, discuss grades and student progress with the student. It is important that you sit in on these sessions but allow the session to be run by the teacher. Be a silent observer during the session allowing the teacher and student to have a discussion. Make note of teacher tips and suggestions given to the student in order to reinforce those things at home. When the teacher is done with the student for that session ask any questions you may have.

