



# REACS

ROCHDALE EARLY ADVANTAGE CHARTER SCHOOL

## Co-creating a vision for families as Co-teachers



# Introductions

- Founder of Co-Teach
- From TN, MO, now CT
- Wife and mother
- Elementary school teacher, Coach, and Instructional Designer
- Executive Coach, Non-profit consultant & facilitator
- My “why”: the honor and importance of partnering with families, my appreciation of the craft of teaching, and my respect for children (and all of us, really) as magnificent learners







In the chat or aloud, please share something surprising/new that you learned about your child since the pandemic changed your routine?

# Tonight's Agenda

**1**

**What's worked and not worked so far?**

**2**

**Visioning. What do we want to see?**

**3**

**Co-Teaching. What can we do at home?**

**4**

**Time for questions**



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# Big Ideas for our Time

## People First

We want to talk about our experiences not only to be better for our children but better for ourselves.

## Connection and Conversation

Use the conversation for learning about others through careful listening. And share about your experiences, too!

## Grace

You can know or not know, share successes or failures, this is a space of unconditional acceptance. Our experiences are all instructive and helpful.

**What is one thing that has worked and one thing that has been a challenge with regards to working cooperatively with your scholar's teacher to meet the needs of your learner?**





# Vision

## Co-teach /kō'tēCH/

1. practice of pairing **teachers** together in a classroom to share the responsibilities of planning, instructing, and assessing students

1. practice of **families and teachers** seeing and valuing each other, and building their collective capacity to work cooperatively to meet the needs of learners.



# NAME YOUR VISION

## FOR CO-TEACHING

Get **really specific** about your vision for co-teaching and your expectations for at-home learning.

Your vision will support the development of specific habits and traits, as well as strengthen your relationship with your learner. Your vision will also help you attend to your family's academic, social-emotional and mental health needs, while helping you enhance learning and minimize the stress.



# Overview of At-Home Learning Pages

The one-pagers start with the Big idea. This big idea answers the question: What is my learner responsible for learning?

Big Idea: In fourth grade, learners work to multiply three- and four-digit numbers by one-digit numbers applying the standard algorithm and partial product strategy.

# With some practice here are some things your learner will be proud they can do:

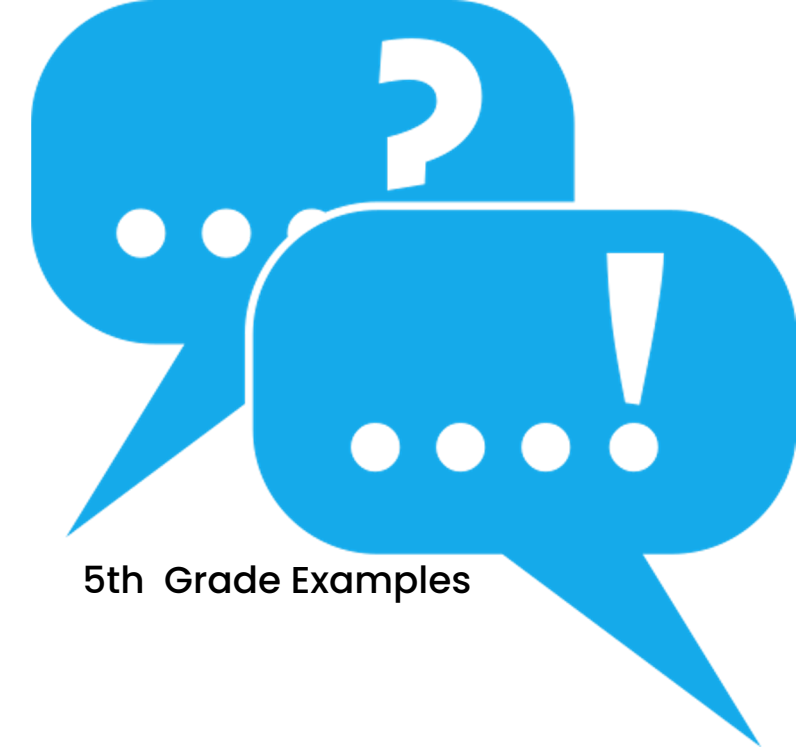
3rd Grade Example

- ☑ I can measure area by counting square units.
- ☑ I can use different strategies to find area. (For example, adding squares to find the total area or multiplying the number of squares in a row times the number in the column.)
- ☑ I can apply the distributive property to find the total area of a large rectangle by adding two products.

Next, the "I Can" statements detail skills and practices that your learner is developing. You can ask your learner if they can do these things as well as observe how they develop in these areas.



# CHAT (< 5 min.)



5th Grade Examples

Chat questions are designed to be quick checks for understanding and conversation starters.

The questions, related to key concepts your learner is learning, also include potential answers

Ask these while cooking, while in the car or on the train, or during a quick transition between activities.

How would you restate these questions: How did the character change from 2000 to 2020? What is the theme of Chapter 1 in Hatchet?

From 2000 to 2020 (*part of the question*) the character changed from being \_\_\_\_\_ to being \_\_\_\_\_.

The theme of chapter 1 in Hatchet (*part of the question*) is \_\_\_\_\_.

What does RACE stand for and how does it help you answer short response questions?

R- Restate the question,  
A- Answer the question  
C- Cite your evidence.  
E- Explain - make a connection. Answers will vary for how it helps, but you are listening for how it helps them create a complete answer.



# COACH ( $\cong$ 10-15 min.)

The Coach section is designed to equip you with key information to help your learner.

The description and links to websites will provide help understanding the content as well as opportunities to practice.

Word choice in writing is very important. Words have connotative and denotative meanings. The denotative meaning refers to the dictionary definition of a word. It is precise, literal and most people will have the same understanding of the word. Connotative is the figurative or emotional meaning of the word. Click [here](#) to learn more about connotative vs. denotative.

Help your learners better understand a writer's tone, as well as understand character in a text, by having them be mindful of the connotative meanings of the words writers choose and characters use (as you come across words in texts, for example "frightened"). Ask your learner to tell you two more words/phrases that mean the same thing, one word that's neutral and one that has a positive or negative connotation (for example: "scared" {neutral}, "afraid of their own shadow" {negative connotation, meaning they are scared unnecessarily}).

You can also do this exercise in general conversation. However, the words we use when talking are much more limited than what we're exposed to in writing. So, read or listen to texts like [The Giver](#) (Audiobook) and [PDF Version](#), to provide you lots of words to discuss.



# CREATE ( $\cong$ 15-20 min.)

The Create section is designed to spark ideas and extend the learning learners are doing in school. Links to websites, activities, and descriptions of games will provide opportunities for practice as well as exploration.

As your learner is getting dressed ask them:

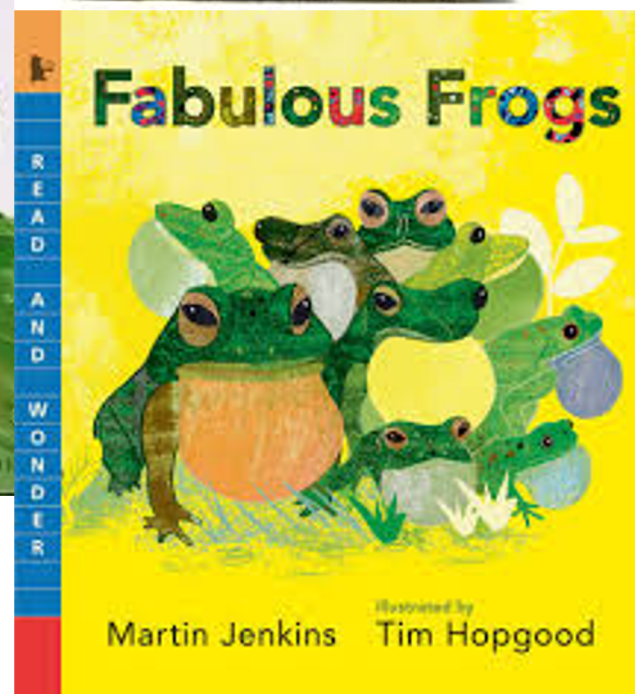
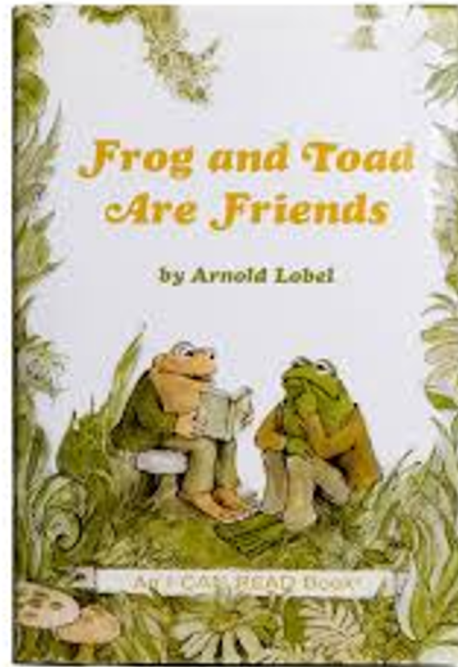
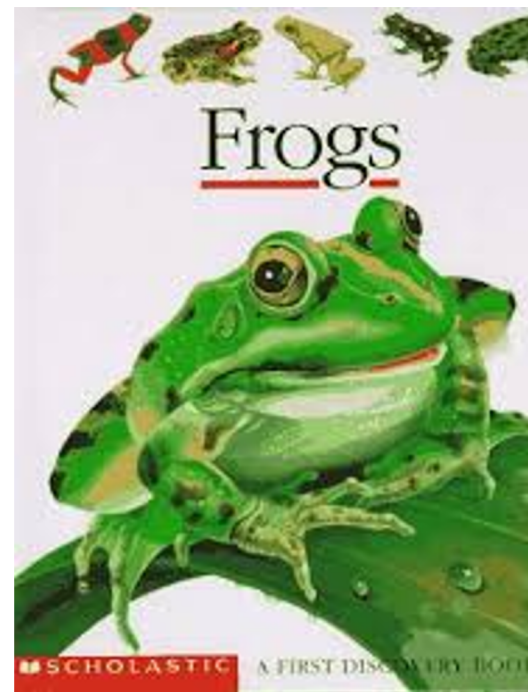
You have put on two socks and one shirt. How many pieces of clothing have you put on? Right. Three (3) pieces of clothing.

A number sentence or equation that matches what you just said is  $2 + 1 = 3$ .

Have fun coming up with more equations as you're getting dressed and ready for your day.

## Kindergarten

Start by creating a text set with books related a specific topic of interest for your learner.



**Big Idea:** In Kindergarten learners learn that author's have specific purposes for writing the texts they write. They write to Persuade, Entertain or Inform. (PIE is a way to remember the three purposes.) Also, our Kindergartners are learning to write sentences to tell information about a familiar topic- such as a book they have read or listened to.

**Here are the literacy skills and vocabulary your learner can practice as you share and discuss with them different kinds of texts, including books, photographs, videos, articles, poems, and websites:**

- ✓ I can name the author's purpose in writing a text.
- ✓ I can give two reasons from the text to support what I think is the author's purpose.



## 1st Grade



Money is a great way to help your learner practice adding and subtracting. Start by limiting the coins you use to dimes and pennies. This will help your learner get comfortable counting by tens and ones.

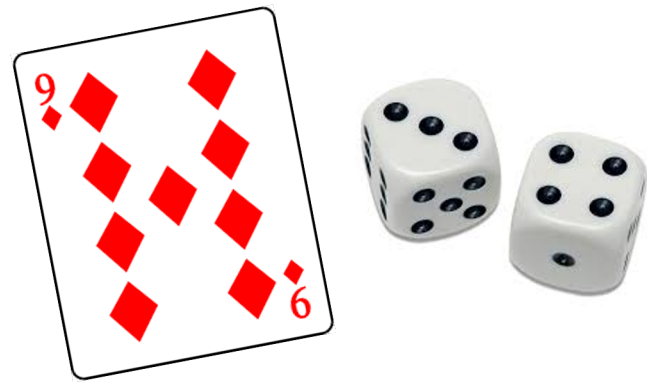
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**Big Idea:** Important skills in first grade are adding and subtracting within 100. Building off prior work adding to ten and then twenty, first graders are practicing adding and subtracting between 20 and 40.

**Here are some things your learner will be proud they can do:**

- ✓ I can see numbers as the amount of tens and ones in a two digit number (to help with adding and subtracting them)!
- ✓ I can add and subtract by tens.
- ✓ I can use the symbols  $>$ ,  $=$ , and  $<$  to compare quantities and numerals.

## 2nd Grade



Play [Race to Zero](#) to practice subtraction.

First, set a number, any number between 10 and 100.

Next, take turns rolling a die (or dice, for a faster game), and subtracting that number from 50. Have paper and manipulatives (like coins, beans, etc.) handy for calculations.

The first one to reach 0 wins. Make it more challenging by requiring learners to reach exactly 0.

**Big Idea:** An important skill in 2nd grade is being able to use an understanding of place value to subtract, with and without the standard algorithm. (borrowing/regrouping).

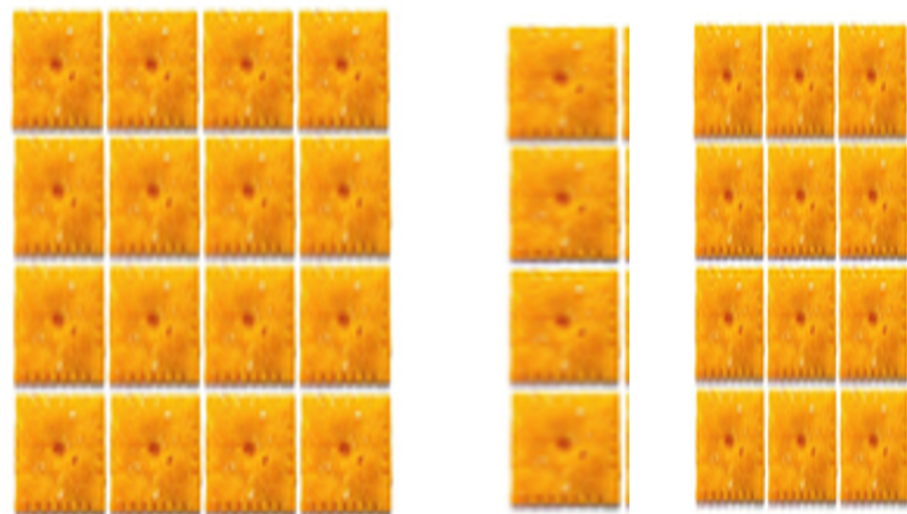
**Here are some things your learner will be proud they can do !**

- ✓ I can subtract a two digit from a three digit number. (Ex.,  $191-24$ )
- ✓ I can use a place value chart to regroup in a subtraction problem.

*Manipulatives or drawings are intended to help learners demonstrate the understanding of the concept of regrouping/borrowing. If your learner is comfortable using the algorithm without manipulatives or drawings they are not required.*

## 3rd Grade

You can use Cheez-Its or any other square crackers as a way to introduce the concept of area and perimeter. Start out creating squares and rectangles and find the area and perimeter. After creating rectangles and squares, have your learner divide their rectangles and squares into two. Learners can see how a 4x4 square has 16 tiles and can be divided into  $(1 \times 4) + (3 \times 4)$ .



**Big Idea:** In third grade learners work to understand concepts of area and relate area to multiplication and addition.

**Here are some things your learner will be proud they can do!**

- ✓ I can measure area by counting square units.
- ✓ I can use different strategies to find area. (For example, adding squares to find the total area or multiplying the number of squares in a row times the number in the column.)
- ✓ I can apply the distributive property to find the total area of a large rectangle by adding two products.



4th Grade

**Big Idea:** In fourth grade, learners work to multiply three-and four-digit numbers by one-digit numbers applying the standard algorithm and partial product strategy.

**Here are some things your learner will be proud they can do!**

- ✓ I can multiply three and four digit numbers by one digit numbers.
- ✓ I can relate partial product to the standard algorithm.
- ✓ I can explain which method, partial product or standard algorithm, is easier and most efficient for me.

To help your learner with multiplication have them describe what’s happening when you solve a problem using the [partial product strategy](#). **Always have them estimate before calculation.** Estimating,  $472 \times 6$  – is slightly less than 500 six times– so the answer will be less than but close to 3000.

$\begin{array}{r} 472 \\ \times 6 \\ \hline 12 \end{array}$	$\begin{array}{r} 472 \\ \times 6 \\ \hline 12 \\ 420 \end{array}$	$\begin{array}{r} 472 \\ \times 6 \\ \hline 12 \\ 420 \\ 2400 \end{array}$	$\begin{array}{r} 472 \\ \times 6 \\ \hline 12 \\ 420 \\ + 2400 \\ \hline 2832 \end{array}$
First, we multiply the ones. $2 \times 6 = 12$	Next, we multiply the tens. $70 \times 6 = 420$	Then, we multiply the hundreds.	Finally, we add all the partial products together.

## 5th Grade

RACE will help your learner organize and communicate their ideas!

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R- Restate the question

A- Answer the question

C- Cite your evidence

E- Explain

An important skill in fifth grade is the ability to respond, in writing, to a question about a text.

**Here are the literacy skills and vocabulary your learner can practice as you share, discuss and write about different kinds of texts, including books, photographs, videos, articles, poems, and websites.**

- ☑ I can use RACE to format short responses to texts.
- ☑ I can participate in a text talk.

**Start by talking about texts!**

Text Talk Steps:

1. Have them read/listen through the text once. Don't stop—but they can annotate.
  - What do they notice?
  - Where does the text require more careful reading? Why?
  - What other texts would they connect to this one?
1. Read/listen a second time.
  - What do you notice now? About the text? About your reading?

Here are some links to some texts your learner can read/listen to.

- Fiction- [Eleven, A Boy Called Slow, On Turning Ten](#)
- Non-Fiction- [Fun and Games, Two Finalists Vie to be Masterchef Junior, Act Your Age](#)

6th Grade and 7th Grade Literacy

Texts:

<https://www.nytimes.com/section/learning>

Commonlit.org - [On winning the coloring test in second grade](#)

Audiobooks: [The Giver](#), [A Wrinkle in Time](#)

Sad

Dejected  
Depressed  
Unhappy  
Downtrodden  
Feeling blue  
Reduced to tears  
Despairing

An important skill in sixth grade is the ability to analyze a text- describing what an author is telling a reader through a text and how.

**Here are the literacy skills and vocabulary your learner can practice as you share, discuss and write about different kinds of texts, including books, photographs, videos, articles, poems, and websites.**

- ✓ I can determine the connotation of words and phrases used in a work of literature.
- ✓ I can determine the meaning of figurative language (simile, metaphor, personification, and hyperbole) in a work of literature.
- ✓ I can analyze the impact of a specific word choice on the meaning and tone of a text.



7th Grade Math

It is important that learners use mental math and basic computational skills to solve percentage problems. To help your learner **always have them estimate before calculation**. Click [here](#) for commonly used values shown in Percent, Decimal and Fraction form. Benchmark fractions, decimals and percentages may be worth memorizing! For example– 1%, 10%, 20%, 25%, 50%.

Benchmark Fractions		
Fraction	%	Decimal
1/100	1 %	.01
10/100	10%	.1
50/100	50%	.5
100/100	100%	1

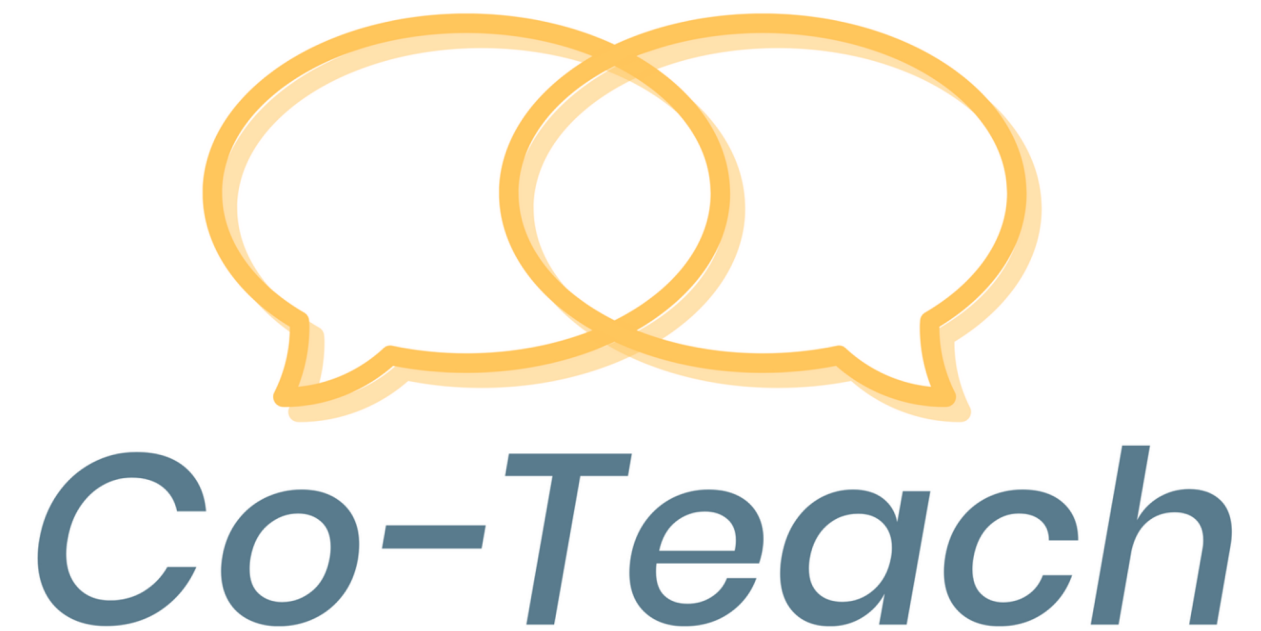
What is 25% of 40?

25% of the students on the field trip love the museum. If there are 40 students on the field trip, how many love the museum?

First, pick a benchmark percentage to calculate mentally.	Next, calculate the benchmark percentage.	Then, use addition, subtraction, multiplication and division to estimate.	Finally, calculate the percentage in the problem.
I might choose 50%, because 50% is double 25%.	50% is half– so half of 40 is 20.	The 25% in the problem is half of 50% (What I just figured out in my head.) So I need to do ½ of 50%. ½ of 20 is 10.	Now, I can do the equation part = percent × whole Since I’m trying to figure out the part of the students who love museums I write, ? = .25 X 40. Then I multiply, .25 X 40= 10

If I know that 25% is the same as ¼ I can also just divide 40 into fourths. Dividing 40 in 4 pieces gives me ten (10) in each piece.

Also, I could use my knowledge of 10%. 10% of 40 = 4. So 20% of 40= 8. To get 5%, I take ½ of 10%– and that’s 2. So 8+2=10%.



Co-Teach is a consulting company that specializes in supporting working parents and caregivers. We work alongside caregivers and families, the organizations that employ them, and the schools that partner with them, providing support and coaching to enhance at-home learning.

# Thank you!

We love feedback. Please let us know what you thought and what you need.