



**Kenny Community Update #2**  
**TRANSLATED VERSIONS ON THE WAY!**

April 3, 2020

Dear Kenny Families,

I hope you and your loved ones are doing well. I know how difficult it is to keep moving forward with the weight of uncertainty and worry, and our personal and professional responsibilities, all on our shoulders. This Community Update includes information for students and families that will hopefully ease your stress, clarify expectations, and offer useful tips.

We are just beginning this journey together, and it will not be perfect. None of us will not reach all of our goals or meet our personal expectations at once. Parents and students won't have perfect home routines and teacher's won't have flawless virtual classes yet. But, each week, we will adjust and improve. We will aim for balance, flexibility and grace - for ourselves and for each other. Stay strong. Stay engaged. Stay safe.

As always, we will persevere.

Sincerely,  
Principal Bryan

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**As a reminder, all assignments can be accessed through:**

1. **Recommended:** [Our home learning site](#) full link address below
2. The link on our website ([www.tjkenny.org](http://www.tjkenny.org))
3. [clever.com](http://clever.com)



<https://sites.google.com/bostonpublicschools.org/kenny-school-home-learning/home>

Our home learning site includes resources for students and parents and is **frequently updated**. Check the site daily for newly added resources, news and exciting posts!



**There are no classes or assignments due on Good Friday or during April Break.**

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## Home Learning: Expectations for Students

*We have aligned our home learning model with The Department of Secondary & Elementary Education's virtual learning recommendations. These expectations may change in the event of extended BPS closure.*

### **Daily Learning Time: 3 hours, including: literacy, math and any specialist or enrichment classes.**

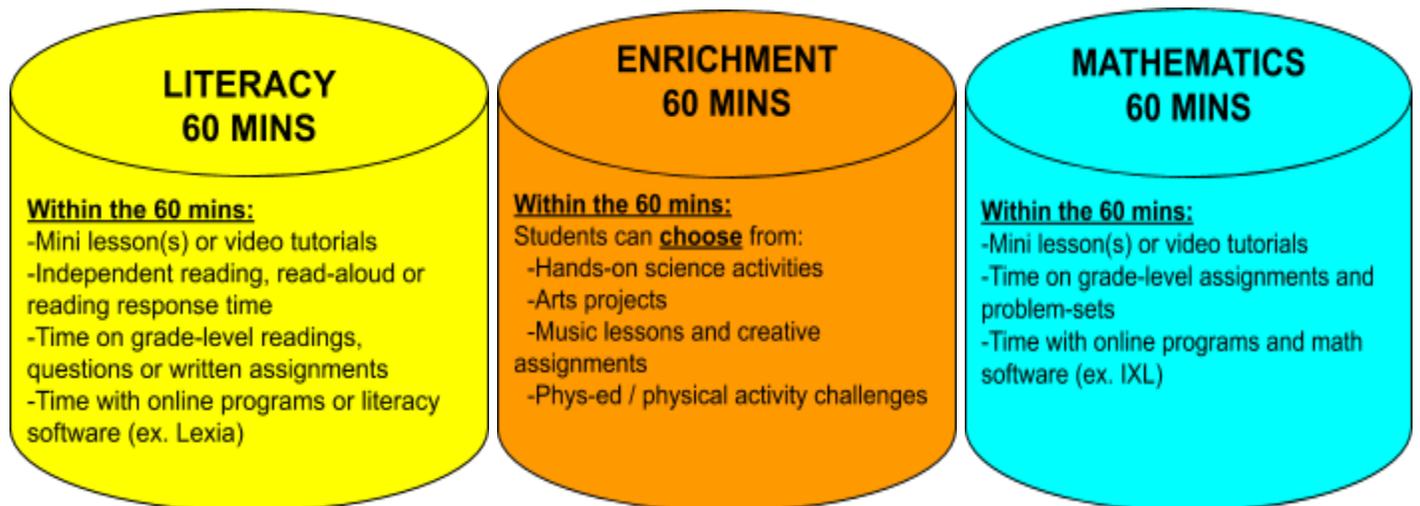
- Students should engage in meaningful learning for no more than 3 hours each day. This three hour total includes all assignments from all teachers, including independent reading time, physical activity, art, music, science, mathematics, and any online programs or assignments. Students are not expected to be in front of a computer screen for this entire time, or to spend more than 3 hours on assignments each day. The majority of assignments are focused on reinforcing and deepening skills already taught, and in some cases, teachers may introduce new material.

### **Specialist Classes: Student Choice!**

- Specialist classes are meant to bring joy and enrichment to students during this time. Specialists will post a 1-week project or series of tasks each Monday. Students are asked to choose activities from any specialist class each week (art, music, science, phys-ed), and are not expected or required to complete every specialist assignment. We encourage students to try activities from every specialist, but they may want to focus entirely on one specialist based on their interests and passions, and that's okay!

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### **WHAT DOES A 3-HOUR LEARNING DAY LOOK LIKE FOR STUDENTS?**



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### **Live Class Sessions:**

Most homerooms and specialist classes are hosting live “Zoom” sessions for students to participate in. Some are geared towards providing social-emotional support, while others are focused on providing academic support or whole-class readings and discussions. A schedule of all Zoom classes is updated on the [Home Learning website](#).

### **Making Up Work / Past Assignments:**

Access to technology didn't happen at the same time for every child. Some students and families are still waiting on Chromebook deliveries or internet access, and others are in the process of navigating how to manage learning at home. For this reason, we are asking students and families not to worry about making up past work at this time. Start where you are, and try your best.

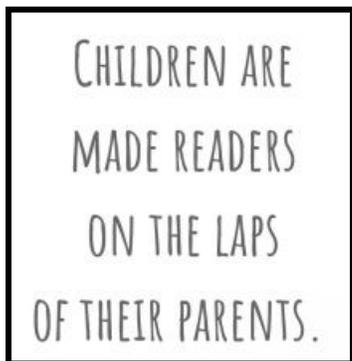
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## Information for Parents

When reviewing the home learning expectations for students, know that we understand that our plan may not work for all families. Different personal circumstances make a single learning plan impossible for everyone to follow. If this is the case for you, reach out to your child's teacher to create a plan that can work for you and your child, knowing that keeping students engaged in education amid crisis is crucial, with long-term implications for children.

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### What are the 3 most important things parents can do during this time?

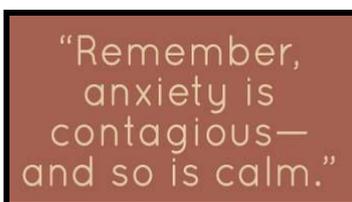


1. **The most important and impactful thing** a parent can do during this time is to read to - and with - their child for at least 30 minutes, every day. If reading isn't part of your regular routine — or if you want to make it a more positive experience — there are resources on the next page to help you make the most out of read-aloud time.



2. **Create a consistent routine and schedule as much as you can at home.** Include time for academics, chores, meals, outdoor play, physical activity and rest. Here are some quick videos that can help:

- <https://www.youtube.com/watch?v=v9wcTrETo1M>
- <https://www.youtube.com/watch?v=K11xFGA23HQ>



3. **Give yourself and your child some grace.** We didn't ask, expect, or have time to prepare for this. All of us - students, parents, teachers - are navigating through this time while grieving our loss of human interaction, our classrooms and classmates, our morning stop for coffee, the freedom to simply get a haircut or eat at a restaurant. We worry about the physical, mental and financial impact this will have on our lives. Students, parents, and staff, we all miss our sense of normalcy, our sense of control.

Give yourself a break. Don't expect your home learning plan to be perfect. It's normal for kids to act out, refuse to work, or be frustrated in times of crisis or change. There may be days when doing the work is impossible, or when screen time rules are broken for your own sanity. It's okay. Try again tomorrow.

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## **Reading At Home: A Quick Guide For Guardians**

*Remember, reading the same book many times is a good thing! Repeated readings are valuable for kids as they improve their understanding of a book, develop fluency skills, and make new connections each time they read.*

### **Questions to ask while reading:**

1. Tell me what you are imagining in your mind when you/we/I read this part.
2. What does this remind you of?
3. Is there anything you're wondering about right now?
4. Wait, what's going on here? Tell me in your own words.
5. What do you think will happen next? Why?
6. What do you think the character will do about this? (To handle this situation?)
7. Would it help you to understand if you/we/I slowed down? Do you/we/I need to reread that part?
8. Why do you think the character did \_\_\_\_\_? How do you know?
9. What must have happened here that the author didn't tell us? What are the pictures showing us?
10. What is the character feeling? How do you know?
11. What would you have done if you were the character?
12. Has anything like this ever happened to you? [Or] How would you have felt if that happened to you?
13. Do you know someone like this character? [Or] Who does this character remind you of?
14. How is this setting similar or different from your home or community?
15. What does this word mean? What do you think it might mean? Why?

### **Questions to ask after reading:**

1. Did you like this story? Why?
2. Is this story like another book you have read? How so?
3. What was your favorite part of this story?
4. If this story had a sequel (or another chapter) what do you think would happen next?
5. Do you think there's a lesson in this story? What could we learn from it?
6. What questions would you ask the author right now?
7. Tell me this story in your own words.
8. What would be the most important thing for us to remember from what we read today?
9. Should we read this book again? (now? another day?)
10. Was this story realistic? Why or why not?

If you've run out of books, or your child is not interested in what you have, ask them to sign into [clever.com](https://www.clever.com) where students have online access to thousands of books. Contact your child's teacher for support!

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## Resources For Families

- I. **What if I need support with unemployment, meal access, technology, special education, mental health, internet, or the many other things that will come up during this time?**
  - Call 311, contact a Kenny staff member, or go to our home learning site at the bottom of this page. The site includes resources for students and families and is **frequently updated**. Check for newly added resources and news daily!
  
- II. **What if I'm not able to read to my child?**
  - [Watch these](#) read-aloud videos with your child as famous actors bring stories to life with music and creatively produced illustrations. After reading, help your child to make personal connections to the characters, messages, challenges or illustrations in the story. Stories on Epic and Audible are also available on our website, and include an option for text to be read aloud.
  
- III. **What if I don't have enough books at home?**
  - If you've run out of books or your child is not interested in what you have, ask them to sign into our home learning website or [clever.com](#) where they have online access to thousands of books on Epic, Tumblebooks or Audible. Contact your child's teacher if you need support.
  
- IV. **What if I don't want my child to be in front of a screen all day?**
  - That's great, we do **NOT** recommend screen-time beyond the time necessary to complete each day's assignments. Extended screen time is linked to increased levels of aggression, hyperactivity, and attention difficulties. Students will receive many assignments that do not require screen time.
  
- V. **Where can I receive support for math content?**
  - Students in grades K-5 use EngageNY (also known as "Eureka Math"), which is a free, online curriculum. This means that you can access the lesson plans, teacher tutorials, worksheets and more at home. *Most helpfully*, each unit (called a "module") has a youtube video that explains to kids (or adults) how to understand the concepts and questions within the unit. So, the *actual* classwork and homework is explained in detail. Simply go to youtube and type in: Module #, Grade #, EngageNY. Videos, [like this one](#), are ready to watch!
  
- VI. **What about physical activity and specialist (art, music, science) support?**
  - All specialist classes (music, art, P-E, science) have classroom websites with at-home activities students can do at home! Remember, these are meant to bring joy and enrichment to students, and assignments are not required from every specialist each day.
  - Additionally, Playworks is highlighting a series of Playworks games on their social media channels that can be played at home. Follow along on social media using the following hashtags: #PlayworksAtHome and #PlayAtHome. [Learn how to play Crack the Code now!](#)
  
- VII. **What if my child is confused with a skill or assignment (in any content area) and needs more help?**
  - [Khan Academy](#) is a free website with videos to help students learn concepts across many subjects and grade levels. Students can watch a lesson before completing a paper or online worksheet from their teacher.

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**Kenny School Home Learning Site: (also found at: [www.tjkenny.org](http://www.tjkenny.org)):**

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