



Switching to Remote Learning

When our twentieth school year began last August, no one imagined that we would be finishing the year with all students and teachers working from their homes. However, as with many times in the past twenty years, MCA teachers and students have risen to the occasion.

During the days between March 13, our last day of school in the building, and March 30, MCA teachers, administration, and IT staff worked hard to determine which platforms would best meet the needs of students and their families for remote learning. Many issues had to be considered, from whether or not students had internet service and devices, to which software methods would help our teachers keep students moving forward. Although there were media reports of some school systems trying to just keep students from regressing, the conscious decision was made at MCA to keep students learning new material and moving forward, while maintaining our philosophy to “teach to the end.”

Although there have been a few glitches and issues, overwhelmingly the remote learning process has been a success, with the amount of online student participation at the astonishingly high rate of 95% to 98%. This edition of *The Herald* will showcase some examples of remote learning from both lower and upper school to help our families across all grades have a better understanding of how the process was implemented.

With the school's one to one laptop program, all students in grades six through twelve have access to a Chromebook. Students who already didn't take their Chromebooks home from school have been allowed to do so. All lower school teachers contacted their students to ensure they had access to some type of online device. Because the school only has a limited supply of extra, or loaner, Chromebooks, families who had a personal device such as a computer, iPad, or even a smart phone, were asked to use those first, but families who didn't have access to a device were loaned one. MCA remote teaching was developed to be asynchronous in nature because families' schedules vary greatly. This way all students have access to lessons and teacher instruction at any time of the day. Teachers still host online, real-time meetings for those who are available at the time of the meeting and record those meetings for later access.

For lower school, an interactive teaching program called Seesaw has allowed families and teachers to exchange files, videos, photos, and instructions. Students have also used an online reading program that correlates with our Core Knowledge Language Arts curriculum (CKLA). Some classes continued using ClassDojo which was already in use before in-person instruction was cancelled for the year. For upper school, the Google Apps for Education product which students use every day with their Chromebooks met many requirements. Other tools employed include Zoom, Screencastify, and Flipgrid.

Thank you so much to all our families for your kind notes, calls, and encouragement, and thank you for working with your children and our faculty in adapting to these new methods of learning.

Special Message From Mr. Michael Reeves, Lower School Director:

Despite the abruptness of the temporary transition from face-to-face learning to remote learning, our teachers, students, and families have worked together to make this challenging period in the educational lives of our students meaningful and successful. Our students have benefited from the efforts that they, their teachers, and families have undertaken to ensure a continuity of learning. The learning that has happened during this time has meant that students have maintained and continued the academic growth they had experienced before this disruption began. For our youngest students, this model of learning represented the greatest degree of change, but the lessons that their teachers have designed and the support their families have provided has allowed them to flourish. In short, I would like to thank everyone for their efforts. Meeting these challenges is evidence of the high regard the MCA family has for education and learning.



Activity Library

Community My Library

3-digit Subtraction Using the Expanded Method

264 = 200 + 60 + 4
- 128 = 100 + 20 + 8

MA Michelle Allred

Student Instructions
Subtraction With Regrouping Using Expanded Form (May 5-Optional)
Watch this video to see how to subtract with regrouping using expanded form.

Week 5 (May 4-8)

Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire tablets.

Lower school teachers worked to ensure students received instruction in all subject areas. Here are examples of online learning screenshots from 2nd grade. Thanks to Mrs. Michelle Allred for sharing.

Math

How to Use Seesaw Activities

All specialists sent weekly lessons for all grades K-5. To the right is an example of an art lesson. Students have also received regular vocal and instrumental music, technology, and library lessons.

Activity Library

Community My Library

MA Michelle Allred

Student Instructions
Art Lesson Week of April 27-May 1: Required (email to marymccormick@mccademy.com)
Students will be making paint with mud. This one is messy but it should be fun. Below are the instructions and a video is attached. Good Luck.

Mud Painting

Materials Needed:

- Dirt
- Water
- Containers for water & mud
- Paintbrush
- Paper
- Pencil

1) Watch this process, things might get a little dirty, but sometimes the messiest activities are the most fun. Your children will make their own paint by heading outside to create with mud.

2) To make mud paint, all you need to do is mix dirt and water. Just like watercolor, the more water added to the dirt, the lighter the mud will be. Different types of dirt and soil will also create different hues of brown. (Keep rocks and sticks to a minimum in your "mud paint".)

3) Send your children on a hunt to find different colors of soil so not only will they be making paint from nature, they'll be exploring the world of science as a pedologist, a person who studies soil.

4) Children can draw a picture of their choice or draw something they see outside before they paint.

5) Similar to watercolor, the mud layers can be built on top of each other as they dry to create a more saturated painting. The video below shows some finishing detail with washable markers. You might encourage your children to add a little pop of color with some of the drawing materials you have at home.

6) Be sure your name is on the work and email it to me at marymccormick@mccademy.com

Reading

Activity Library

Community My Library

MA Michelle Allred

Student Instructions
Amplify Reading Website-April 27 (minimum 30 minutes each day)
Visit this link: <https://reading.amplify.com/>

Enter your username and password that was emailed to you.

Complete a minimum of 30 minutes each day on this website for reading and phonics practice.

Your teacher will automatically be able to see your progress and time spent on the site each day.

Have fun!

Week 4 (April 27-May 1)

Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire tablets.

How to Use Seesaw Activities

Science

Activity Library

Community My Library

MA Michelle Allred

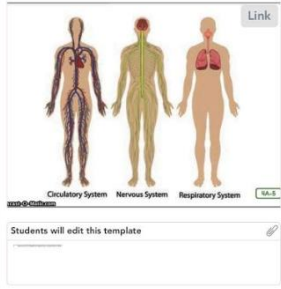
Student Instructions
Organs (April 28)
Watch this video called Organs.

Use T to write and draw a picture to answer the question. You may also use paper and upload a picture of your work. Click to share your picture with your teacher.

Name some of the important body organs that you heard about today.

Week 4 (April 27-May 1)

Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire tablets.



Activity Library

Community My Library

MA Michelle Allred

Student Instructions
We the People (April 30)
Watch this video called, Immigration-We the People

Click to enter answers to answer the following ques your picture, writing, or explanation,with your te.

Why are the words We the People in the Preamble so important and remembered by U.S. citizens?

Week 4 (April 27-May 1)

Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire tablets.

History

For upper school students, most teachers have continued using shared documents through the service that Google provides free to educational institutions. One 8th grade parent commented, "The eighth grade team is awesome! I think that this time away has really helped [my son] understand how much he loves Millennium."

Teachers across the whole school have gone above and beyond to try and make our unusual learning processes fun and engaging. Mrs. Annaley Donabo, high school math teacher, opens some of her classes with a theme. Here's what she said about two of her Zoom class meetings: "Costume day was a BLAST! I needed the good laugh I got. One freshman dressed up as a plague doctor, mask and all. What a cool kid! One sophomore changed into five different costumes throughout class. An 8th grader who normally is reserved when it comes to participating in activities like this thoroughly enjoyed our event and even sang a karaoke song for us. Tomorrow we are having stand up comic day, so the students have been asked to bring their best jokes. The students don't know it yet, but Mr. DeGraaf is going to "Zoom bomb" us and drop in as a surprise."

Below are some examples from our 6th grade English class

Again, thank you to our parents and students for working with us on our remote learning. At this time, we are making plans based on various fall scenarios. Be assured we will bring you the highest quality of teaching and learning possible, no matter our environment.

