CALIFORNIA STATE UNIVERSITY SAN MARCOS

PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

MASTER OF   ARTS IN READING LANGUAGE AND LITERACY

TITLE: Kindergarten Parental Readiness: How to Support Parents and Students Through Resource Videos in a Virtual Model

AUTHOR(S): Melisa Finney

DATE OF SUCCESSFUL DEFENSE: 10/22/2020

THE PROJECT HAS BEEN ACCEPTED BY THE PROJECT COMMITTEE IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF   ARTS IN READING LANGUAGE AND LITERACY

Erika Daniels	*Erika Daniels*	Oct 22, 2020
COMMITTEE CHAIR	SIGNATURE	DATE

Christiane Wood	*Christiane Wood*	Oct 22, 2020
COMMITTEE MEMBER	SIGNATURE	DATE

COMMITTEE MEMBER	SIGNATURE	DATE

COMMITTEE MEMBER	SIGNATURE	DATE

Kindergarten Parental Readiness: How to Support Parents and Students Through Resource Videos in a Virtual Model

by

Melisa Finney

A Project Paper

Submitted in Partial Fulfillment of the

Requirements for the

Master of Arts Degree in Reading, Language, and Literacy

California State University San Marcos

Fall 2020

Abstract

The Covid-19 pandemic of 2020 led to a reliance on virtual instruction. The virtual model entails a daily attendance, graded learning and assessments, an emphasis on live instruction, in-person individualized instruction, service, and assessment, and family participation. For this project I created a resource page to assist all families and students for a positive experience through this new model for the Fall of 2020. I created resource videos to support parents with additional activities and provide additional aide for students who have an Individualized Educational Plan (IEP), 504, or are in intervention. These videos are located on the resource page and studio page of our learning management tool called Canvas. If a student is absent or if a student needs additional support at home, these videos are accessible to my students and their families. Lastly, the resource page will have guided links of the student's schedule from Monday-Friday. The purpose of this was to provide students and families who are new to virtual learning and providing an easy transition into a new world of education.

Acknowledgements

I would like to show gratitude to the entire California State University, San Marcos Master of Arts in Reading, Language and Literacy faculty and staff for their time, dedication, and flexibility during an unexpected epidemic. The school year was looking murky and there were many uncertainties with how many districts were going to move forward with the scenario we were all placed in during the second week of March 2020. Dr. Christiane Wood, Dr. Laurie Stowell, Dr. Erika Daniels, Dr. Moses Qchanji, and Dr. Rong-Ji Chen were nothing but supportive, patient, and empathetic during a time of uncertainties. Also, I would like to recognize my parents. Thank you for helping with sleepless nights with my adventurous and loveable three-year-old. Lastly, to my little girl who would sometimes slam my laptop shut and ask me to stop working; thank you for enduring these days with me. You are my sunshine.

Table of Contents

Chapter 1: Definition of Problem

The Covid-19 pandemic of 2020 led to an almost total reliance on virtual instruction. A typical start to a school year would involve social interactions between peers, talking about summer highlights, sharing new school supplies and clothes, and getting to know your new classroom, classmates, and teacher. The natural first day jitters are quite different this year as many kindergarten students and parents embark on a virtual model of learning. There are many reasons why we are taking this virtual route with learning. Especially when the health of our students is first priority. However, students are missing out of scaffolding support, social interactive play, building and supporting social emotional support, and equity when they are contained within walls of their home.

Educators go to great lengths to practice and support students who need scaffolding support when learning new skills. One must understand that many students need additional practice to master a skill. Others may need a strategic approach, in additional to the myriad amount of practice to approach or master a skill. Most of all, it's the rapport and positive connections educators build with their students. Overtime, teachers begin to understand their students with their individual academic and social needs. Therefore, teachers are able to modify their lessons by creating a bridge of student interest with academics. This is simply beyond than just scaffolding for students. Through a virtual model, students are losing time and some support when it comes to receiving personal strategic provisions from educators. Smagorinsky (2013) had noted there is a vast amount of considerations that educators must consider that goes beyond Vygotsky's outlook. Without these following layers, we cannot consider the facets of human development in social context completely supported through a virtual route of learning. "The learner's prior experiences and framework for viewing the world; the history of the collaborator

in grasping the purpose and process of the task; the degree of intersubjectivity between the two –
i.e., the degree to which teacher and learner agree on the definition of the task and one another's
roles in carrying it out; the degree to which the teacher and learner share an understanding of the
cultural tools employed to undertake the task (Smagorinsky, 2013, p. 199).

Problem Statement

When the global pandemic distributed in-person learning environments, parents became
teachers to their children. Teaching kindergarten is a whole new world because children must
learn the fundamental skills of reading and writing. Teachers have been trained on how to target
individualized goals for their students based on assessments, gain knowledge of a student's mode
of learning, and trained to implement strategies to help build phonemic awareness, phonological
awareness, phonemes, and phonics. With each of these components, teachers create small groups
and one-on-one activities to help support students at their individual level. In addition, the
lessons and scaffolding techniques that are utilized and personalized (per student or group)
throughout the day. Halfway through the school year of 2020, the world of education for all
families was turned upside down. Not all parents are equipped with the knowledge and approach
of how to teach these skills. When teachers enter their classroom, they see every student as
individuals. Each these students come from a different background. Therefore, educators
evaluate each student's abilities, areas of need, emotional state, social skills and interactions. The
results of these assessments then lead teachers to strategize the best approach that will best fit
each student. In addition, teachers incorporate equity among students, spark special moments
between friendships that develop inside the classroom or on the playground with peers, creating
a community, and developing a positive and strong rapport with all students. For many parents,
the strategies of scaffolding, understanding the appropriate academic levels, applying the

appropriate strategies to help their student(s) to become self-sufficient in a virtual manner. Parents must be consistent in assisting and encouraging their child to interact during live instruction and supporting their child's social emotional condition through virtual learning. However, imagine teaching three to possibly four different grade levels because a family has three to four children. This can be extremely overwhelming for many families, especially for those whose parents are working. So, how can we, as educators create a positive experience for parents and their children during this virtual model?

Preview Literature

Research indicates the importance environment, developing relationships, equity, and partnership between school and home for school-aged students. Although there are many underlying criteria that can support virtual learning, there are a myriad reason that exemplifies significant components that parents cannot provide at home through virtual learning. "The interactions teachers share with children implies a sense of respect, value and importance. Therefore, when teachers respectfully engage with children while they are engaged in child-guided activities, these children are reminded that their activity holds value in the classroom and is more likely to grow in sophistication, thoughtfulness, and intent" (Kirk & MacCallum, 2017, pg. 8). In addition, we must understand the importance of equity, diversity, and inclusion and the huge impact that has on school-aged children.

Preview Methodology

To reassure the families of students entering the Fall 2020 school year, making connections, preparing materials and resources, and providing a well-organized online were needed. Premade videos must be well thought out and sent to families to help guide and become familiarized with the online flatform. The grade level must also be unison. Therefore, the

overload of work to create particular "how to" videos for families can be divided among the team. In addition, having a unified team allows planning and preparing materials much more efficient. A colleague and I teamed up to make assignment videos because our teaching styles and expectations are similar. We shared each of our videos with one another to lessen the workload on ourselves. These videos are important because it is used as a guide for parents and their student during their asynchronous time. Asynchronous time is a student's independent time. While I worked with a small group of students, other students are working on their activities, while waiting in the waiting room. Productivity will be important because materials that must be prepared three weeks ahead of time for material pick-up. My school decided to approach virtually learning with material pick-up days. The materials that are picked-up by families are the assignments that covers three weeks of lessons, manipulatives, resources, and devices (i.e., laptop for families in need of a device). Lastly, it is critical to connect with families who are struggling with personal issues at home.

The resource page to assist families through virtual learning was organized by the task for each day of the week. Each day gives a concise amount of information on what is expected for the day. For example, materials that will be needed are listed, goals, assignments, video tutorials during asynchronous activities, links for resources, and a video recording of our mini lessons, in case a student could not log into a live zoom class session due to personal or technological matters. The resource page through Canvas was created with the needs of our students and families in mind. When creating a homepage, it was important to keep it simple, with accessible, links, helpful videos, and bridging the concept of equity and empathy for students and their family.

Research on parental involvement revealed "that parents' involvement conceptualized as 'parents' attitudes and activities that stimulate, coach and support the formal education of their child' has a unique positive effect on effort and achievement" (Opdenakker & Van Damme, 2005, pg. 7). Therefore, what will happen to the students who have their parents working and cannot give them the proper support during virtual learning? Educators must find ways to help support these virtually. The video I created will provide students the assistance they will need at home. I will have videos that will correspond with the activities we started in class.

It was my intention to support these families through a difficult time. Through the virtual portal of Canvas, I planned to keep my students and their families involved. Weekly social emotional and academic check-ins would be a great process to help families. For example, "Wellness Wednesdays" students listen to a read aloud about a story that focuses on one social emotional topic (i.e., empathy, perseverance, reflection, problem solving, etc.). After the read aloud, students are asked to write a sentence or to create a video on how they connected with the text. Student videos and writing are shared throughout the week.

Significance of the Project

During the first wave of distance learning, many parents became overwhelmed with the amount of work given to their family. I had some parents who were expecting their child to understand the objective of the lesson on the first try, which was an unrealistic expectation. Therefore, I explained the process of scaffolding and activities or lessons to help students at their individual level. So, the question remained how can educators prepare the next set of kindergarten families who might need to engage in fully online learning? One approach was to educate families about Vygotsky's (1978) scaffolding theory and introduce the purpose and effects of scaffolding.

In addition, children questioned why they cannot be at school to learn and play with their friends. Through virtual learning, some students needed social emotional support because they are adapting to a new routine and way of learning. We have to keep in mind that not all students are suited for virtual learning. Therefore, my project was on helping support the social emotional component that students will not be receiving. Although technology was used through this virtual model, the interactions between students and their peers will vary. "Kindergarten children's social and emotional development provided opportunities for child and teacher interactions in the contexts of *positive relationships*, *play* and *environments* (both physical and psychological) where the interactions both engaged children and extended their thinking" (Kirk & MacCallum, 2017, p. 7). There are interactions that occur in person through play, problem solving, and interactive conversations that a may not occur through a virtual model. However, this resource will keep my students connected through an online program called FlipGrid. This collaborative online platform allowed students to communicate, interact with, and help one another by sending videos to their peers. This gave students an appropriate timeline to listen to their peers and an appropriate timeline to respond. Lastly, equity can be difficult to deliver when our time with our students are limited and when the learning environment has been turned upside down. The video lessons are often differentiated in three levels. These videos provided the scaffolding techniques to support our parents and students.

It was already difficult to see families struggle in other ways during the beginning of the pandemic. This project provides a guideline and strategies to help prepare parents and students for a positive experience whenever fully online learning becomes a necessity.

Summary

In summary, there are thousands of students missing many important components that schools offer students. Students are missing their social interactions are gained on school campus. Building new relationships with a new teacher and new friends are modified through live instruction. The support that students typically would receive in a classroom was modified and play was compromised. In addition, the ability to provide equity for students can be difficult because of the limited interactions between the teacher and student. Classrooms are empty, yet a full class fills the computer screen with educators, trying to figure how to provide the most effective support for varying issues that families and students are facing.

These videos were intended to be a guide, support, and reassurance for families and their student. The homepage of where these videos are located will include our daily schedule, set up in precise details. In addition, individual meetings were set up for families to ensure that families are being supported through a virtual manner because there can be many technological issues. Lastly, there are video tutorials form a myriad of projects and assignments to help families when I am working in a small group setting through a live zoom classroom.

Chapter 2: Literature Review

Entering kindergarten is an important milestone that families look forward to in their child's life. After all, this moment could be a parent's last or first and only experience of having a child entering grade school. During the first two to three weeks of school, students, teachers and families begin to build rapport. In addition, during the first two to three weeks students and parents have a good understanding about classroom routines, rules, students are building relationships with peers, and students are building a sense of autonomy in the classroom. The relationship that is built between a teacher to student and student to student occurs through the

daily interactions. Through these exchanges' students are able to develop their social skills, social emotional skills. This results in a good foundational rapport between the teacher and student. This will allow the children to connect with their educator, as they are guided through scaffolding strategies.

Social skills are an important component in a child's learning and ability to create successful relationships. These social skills are built within the classroom walls among peers and the guidance of a teacher. The foundation of social skills is also built on the playground of school. According to Sok Mui Lim and her colleagues (2010) discovered that the foundation of a child's interpersonal skills (IPS) involved play. When children are placed in a setting where they are made to interact with peers and reach out to peers, this gives children the ability to develop communication skills and it enables children to have good IPS from friendships that are formed. For those who lacked exposure to IPS, these children were less engaged, and their social skills were reduced. Another research by Kirk and MacCallum (2017) noted, "Vygotsky explained that scientific concepts are adopted from the domain of adult thinking, and everyday concepts are embedded in children's life experiences and in natural conversational contexts" (p. 86-87). Losing the ability to practice and develop their social skills is one factor that the students are missing through a virtual model.

The social emotional aspect is another factor that must be managed and supported. Research by Durlak and his colleagues conducted a study on the effects of social emotional lessons (SEL) that involved 270,034 students. The research illustrated the "significance of positive effects on targeted social-emotional competencies and attitudes about self, others, and school" (Durlak, Dymnicki, Taylor, Weiddberg, & Schellinger, 2011, p. 417). When students are not in their natural learning environment, it could take a toll on their social emotional

development. For many students, they miss the interactions with their peers and their teacher. For some students, they are missing the experience of learning how to take turns, how to problem solve disagreements with a peer, or how to work towards a common goal during a team building activity.

The following is a review of literature related to the important components that students would be missing through virtual learning. These literatures explore the following themes: the importance of social and emotional skills and the importance of scaffolding strategies. These skills are not explicitly taught, rather these skills need the participation and interactions of students, peers, and teachers.

Social and Emotional Skills

Social skills vary with young children and for some, kindergarten is when they begin to build the foundation of social skills. When in the classroom, students are placed in a difficult social scenario that will allow students to learn how to handle the scenario appropriately. Research has shown that students are able to practice making decisions, negotiating with their peer(s), and learning how to manage their feelings and impulse when playing games or exchanging interactions in the classroom with other students. "In play, children learn to make their own decisions, control their emotions, and impulses, see from others' perspectives, negotiate differences with others and make friends" (Kirk & MacCallum, 2017, p. 87). When students are at school, they are placed in a difficult social scenario that will allow students to learn how to handle the situation appropriately. These opportunities will allow students to work through finding a solution, learn how to negotiate, and compromise. The goal of their report was to recognize the strategies that the teacher Kyra "employed in the kindergarten to create a synergetic flow between the three elements; and relate how these strategies contribute to

children's social and emotional development" (Kirk & MacCallum, 2017, p. 85). Through the process of the study, Kyra recognized the importance of play in learning and found teaching moments through children's play. She was able to efficiently scaffold her students' understanding. The researched showed that:

> Kyra was able to enter rich teaching moments without disruption because she: (1) built positive relationships within the classroom; (2) planned for children's play; and (3) created an environment that was physically designed to support relationships and play, and psychologically developed to encourage children's active involvement. (Kirk & MacCallum, 2017, p. 88)

These findings describe the customary examples that students would be experiencing in the classroom. Their research illustrated the opportunities that students gain when they are in a classroom setting. "The warm relationships, for example, created safe emotional environments, which in turn encouraged children to play and interact with each other and their teachers" (Kirk & MacCallum, 2017, p. 85). Students are able to converse, problem solve, have the ability to gain vocabulary and to gain oral language skills. The classroom is not just an environment meant for learning, but a place that is also meant to build relationships through play. Through a virtual model, students are limited to these engagements.

Durlak, Dymnickim Taylor, Schellinger, and Weissberg (2011) focused on four different variables. Their team studied the effects of supporting students' social and emotional skills, attitude towards self and others, positive social behaviors, conduct problems, emotional distress, and academic performance. These components are important because they all play a factor to the process of learning. A student's positive outlook of school, behavior, and academic domains go hand in hand with creating a positive outlook when being in class. When students are in a

learning environment that is not conducive to learning, it can hinder a student's ability to absorb new information. Their research concluded "that [the] SEL programs yielded significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school" (Durlak et al., 2011, p. 417).

Scaffolding

Students begin school at various cognitive levels. In a traditional classroom setting, the teacher modifies groups based on student assessments and the teacher acquires each student's learning style to help modify teaching instructions. Scaffolding is a technique that can be delivered in multiple ways to support student learning, "Vygotsky described ZPD as the difference between the actual level of development of what a child can do without support and the next level of development a child needs to attain with the support from the capable adult or peers" (Tauken, 2019, pg. 2). However, through virtual learning, providing scaffolding techniques can be difficult to conduct due to the limited teaching time that is given. Zhang and Quinn (2017) conducted a research for teachers on how to modify the importance of morning meeting time (MMT) to promote children's writing attempts and writing skills. This research illustrated specific guidelines to approach MMT by engaging young writers and providing the scaffolding strategies. It is important for teachers to provide explicit instruction when scaffolding in writing, opposed to rote support. The importance of explicit instruction will allow students to recognize the connection between auditory information and writing. When teachers provide individualized feedback and support in student writing, teachers are able to provide scaffolding support to children's writing skills. "When teachers involve children in writing, they can support their individual writing abilities" (Zhang & Quinn, 2017, pg. 552). Zhang and Quinn (2017) presented their research with research-based guidelines while integrating morning meeting times

in a classroom setting in kindergarten. They found that MMT is a crucial time in a student's day and in their research instruction around MMT is not including rich instructions. By integrating writing into MMT, teachers are able to integrate activities that are more meaningful because the writing topic during MMT relates to a skill that the class could be working on. In addition, incorporating writing into MMT interactive for the students, where the stress of writing is diminished and true practice is occurring with the students, and modeling and scaffolding can take place.

> Using MMT writing routines to assess children's writing skills across all writing components, using writing to building community, and making writing brief and explicit within the meeting, teacher will offer am MMT that is more instructionally effective and interactive while meanwhile, encouraging and supporting children's writing development. (Zhang & Quinn, 2017, p. 554-555)

Summary

In summary, there are many important components when it comes to supporting the social emotional, social emotional, and scaffolding approach to support students in the classroom. This includes the everyday interactions students have with their peers, learning to work through social problems, and common interactions to help build language. In addition, there is an interactive component and connection that is needed between student and teacher. The review of research showed that scaffolding is effective if students are involved through rich instructions, allowing students to stay interactive and engaged, and allowing students to freely write. It is important for the teacher to offer supportive instructions, based on each student's level. As a result, I decided to create a resource page through our school's online management system. The resource page contains videos to help support parents and students on educational

skills. The resource page also contains videos to help families who are needing social emotional support. Students also have access to social emotional lessons by our school counselor.

Chapter 3: Methodology

This project was designed to operationalize the research behind the importance of the social support, social emotional support, and scaffolding in early elementary school. Specifically, the purpose was to support students and their families through a virtual educational setting. Through social interactions in a school setting, students are constantly intermingling with peers or their teacher(s) throughout the day. Therefore, students work on communication skills, develop language skills, and work on problem social skills. "At the core of many conceptualizations is a contract that captures the quality of students' participation with learning activities in the classroom, ranging from energized, enthusiastic, focused, emotionally positive interactions with academic tasks to apathetic withdrawal" (Skinner, Kindermann, & Furrer, 2009, p. 494). Students in a school setting also develop rapport with their teacher through daily communications. In a usual setting, teachers are able to provide guided and explicit instructions, differentiation, and scaffolding strategies to support students individually. In a virtual setting, students maybe missing certain components to make these connections with their peers or their teacher.

There are many components about school that students miss through virtual learning. Social interactions can still be made through communication formats; however, they are modified. Students are missing out on play, which is an important aspect in kindergarten. "Complex, challenging play extends children to develop more diverse and sophisticated social and emotional skills that increase social and emotional skills that increase social repertories,

improve wellbeing and contribute to successful school outcomes" (Kirk & MacCullum, 2017, p. 87).

Students and parents need a morale boost and familiar classroom interactions for a positive school experience through virtual learning. I created videos to support my families and creating detailed daily instructions to help my families on a daily basis. Some of these videos will involve other staff members from our school to build community. Through these videos, families will be supported with scaffolding support. The videos will also benefit my students who needs additional support, social emotional videos, school community videos, and life skills videos. The detailed daily instructions and videos to support students academically and social were shared on our learning management system, Canvas.

Design

When designing this project, I had to think about what videos I had to create to support my students and families in a learning setting they are not a custom to. Through the virtual model for kindergarten in one school district, students are required to have 90 minutes of synchronous instruction time (live classroom) and 180 minutes of asynchronous instruction time (independent activities through video lessons). This can be difficult because teachers are limited in the allotted time that is expected for a virtual model. Prior the virtual model, a traditional day gave teachers 180 minutes with each set of class. For example, the morning kinder group and the afternoon kinder group would each have 180 minutes. When students are in a traditional class setting, I am able manipulate the extra time that may occur in a day. I am able to work with students one-on-one or in an additional small group (two-three students) to provide additional practice or scaffolding support to the skill we had particularly worked on that day. Throughout the day, I am also able to check-in and provide immediate feedback. However, in a virtual model, I was only

able to work with students in a small group setting for 15 minutes for three small group rotations for my morning students and my afternoon students. Then, I have 15 minutes every morning to meet with my students in a whole group setting. During whole group, I am not able to meet or fully interact with all students. Not having enough interactions with the students, I am unable to provide the needed scaffolding support or full social emotional support for my students.

In addition, the pacing guide in kindergarten can seem very fast for some families. If a family is not aware of what the Common Core State Standards, this can be very overwhelming. There are additional skills that students practice in kindergarten. For example, developmental fine motor and gross motor skills are other important components that we must be accomplished. On top of the stress of unexpected academic expectations, families can be under stress due to personal circumstances. When creating the resource guide, all these important aspects were taken into consideration.

When designing the resource guide on a learning management system (LMS), I had the students and families in mind. The homepage and daily pages are to provide specific daily schedules, academic video support, resources, differentiated examples, specifically for my three reading groups, and guided instructions for scaffolded strategies. These specific videos for the resource guide and explicit daily instructions will be created because I am thinking about thinking about my students who will need support and I am thinking about families who might be facing stressors in their life. In addition, I had to keep in mind that some of my students needs additional support to develop their fine and gross motor skills and developing social skills. The scaffolding strategy videos were for students who needed additional support academically or supporting their fine motor skills. Social emotional and social videos will be created to help support students through a social and social emotional manner. I created a specific link to our

school counselor to support our students and families who are struggling social emotionally through the online format. An extension page was created to help support students who have are in need of a challenge.

Intended Audience and Setting

The resource guide posted on our class homepage was intended to help guide students and parents through a positive and easy transition into virtual learning for kindergarten families at Lisa J. Mails within Murrieta Unified School District. The contents on the homepage provided clear instructions of our daily schedule to support family planning. The videos for our resource guide aligned with the units within our district's Literacy Program called Wonders by McGraw Hills Education. To ensure that students are able to reinforce the skills practiced during synchronous time, my video provided explicit instructions on how to practice the skill(s) at home. The social skills videos were intended for my students who are learning the early social skills of kindergarten. An example of this would be learning to listen or learning how to take turn with other students. Lastly, the social emotional videos are shared to support my students and families who are facing multiple difficulties.

Instruments

The canvas homepage was designed to provide my students and their families an easy transition into a virtual model. Through the formatting of the page, I provided clear information that will support my students and families daily during synchronous and asynchronous sessions. It is important to give kindergarten students meaningful learning through the time frame that are age appropriate. Therefore, important information, such as their log-in times for their small group sessions, were clearly formatted into a proper schedule that is suitable for five or six-year-

old students. It is crucial that students and families are provided the information they will need to create a smooth transition between the school and home in a virtual model.

Procedures and Evaluations of Process

When creating videos for the resource guide, I went through a training on how I can utilize Canvas as a delivery platform for the videos that will support my students and families. Canvas is a format given to all teachers to utilize as a learning management system. Teachers were able to personalize their homepage to support the students and families in their class. When I created my resource guide, I kept the format simple for families to follow. These videos for the resources guide are saved on my personal drive and device. It my district ever needed to switch to another learning management system, all resource videos will be easily re-uploaded for my students and families.

Academic content, academic skills, and social/social emotional skills formed the content for the ways in which I supported students and families. Therefore, I created videos for each day of the week. The videos each day varied based on the activities and academic skills. There are videos for social/social emotional videos, a page for our class FlipGrid to encourage social skills through a virtual model, a page for extensions for students who are mastering the skills quickly, and a page to support students who need additional scaffolding strategies and support in fine motor skills. FlipGrid is a site to allow students to post and reply to the videos their peers had posted. Since our time during our live instruction are limited, I used FlipGrid to support students' social play through a virtual model. Here students created, presented and conversed through recordings with their peers. This teaches students how to take turn, but in a virtual aspect, "with shared understanding, children learn about the social rules of ownership and turn taking" (Lim, Rodger, & Brown, 2010, pg. 368). Other social/social emotional videos were created by our

school counselor. The videos she created followed a scope and sequence of lessons from a program call second STEP (https://www.secondstep.org). For kindergarten, there are 4 units. The units covered skills for learning, empathy, emotion management, and problem solving. Since the students are not on campus, a Wellness Wednesday page was created to have students to access these lessons.

The daily pages were created with a clear and concise instructions for all families. For my families who have English as a second language, I ensured that the text I utilized on my pages were the default text so that my family could click on the "read to me" button. This tool was so useful because it reduced the language barrier. Daily schedules, materials, asynchronous activities, and videos are provided daily. Schedules vary because Monday's schedule is different from our Tuesday through Friday schedule, and music is integrated on Thursdays. Therefore, our team had to modify our times for math for our students who are attending our morning and afternoon class. It is so crucial to have a clear and concise schedule and instructions to provide a smooth transition between small group and whole group meetings in a virtual model.

This project was intended to support students' and families who entered a virtual model. It is constantly changing as new resources are needed based on my student's needs. I am constantly changing the content and format to ensure it is clearly communicating crucial skills students should be practicing at home. In addition, it will change as new social/social emotional skill lessons are updated. Each year students vary in academic skills and social/social emotional skills. Therefore, this page will change each year based on the needs of my students.

Summary

Research has shown the importance of developing social interactions among young students in kindergarten and the importance of scaffolding techniques for students who need

additional support (Kirk & MacCallum, 2017, p. 85-86). By creating the resource guide to support students and families, I wanted to provide an easy transition into a virtual model of learning. By providing an easy online page for students and families to manage, this allowed my students to stay engaged during their synchronous and asynchronous sessions with students. Through the explicit instructions and concise daily schedule, students are able to attend small group and whole group sessions prepared with the needed paper or manipulatives that were needed for the lesson(s).

Chapter 4: Support for Students & Families Through Virtual Learning

This purpose of this project was to provide students and families who are new to virtual learning with an easy and friendly transition into a new world of education. The Canvas page is meant to provide guidance, information, and resources to create a bridge from school to home. The information on Canvas delivers information to families, resources for all students, videos to support social emotional learning, and additional support videos.

Canvas

The home page on Canvas provides important information to keep students and their families connected with their school. Announcements are provided for families to help build a classroom community and keep our everyone informed. For example, virtual art sessions, music sessions, birthdays, and our virtual Friday soaring spirit. Our soaring spirit is our all school assembly on Friday mornings. The page was created to make it simple to understand and easy access for all families in my classroom. The links below have buttons, which are links to all subpages within Canvas.

Figure 1. Screenshot of a portion of Canvas homepage

Resources

The resources page is a subpage containing videos and images to allow parents to support

their student at home. There are additional skills that primary grades teachers focus on when

students are working in the classroom, which fall to the parents during full distance learning

experiences. At the beginning of a school year in kindergarten, many of the centers focus on

activities that help develop fine motor and gross motor skills. However, preparing these centers

for 26-30 students to take home would not be feasible. Instead, videos and examples are

communicated to families to help support these developments that are crucial to a student's

ability to excel in kindergarten.

Figure 2: Screenshot of the images and videos from the Resource page

Another resource page has many videos to help support the families who are unable to sit

through all of the work during the asynchronous activities. These videos provided my students a

visual support of what was to be expected for their activities so that they could have attempted

the work even if they do not have adult support. Also, at this grade level, constant modeling and

a strong visualization of what is to be expected sets the students for higher success. When

students accessed the content(s) that reinforced the skill(s) that was taught during synchronous

time, it allowed children the chance to practice the skill(s) at home. These videos can be accessed

at all times. Therefore, students can utilize the videos as needed.

Extensions

Students all vary in their skills and abilities, so I created a page for students who need

extensions because challenging students or working at their individual level is very important.

When teaching in a fully virtual model of instruction, lessons can be hard to differentiate for all

students because of the limited time. For example, I have two students who scored at a level B

reading level. These two students were the only ones from their reading group that were reading

at this level. Since I was unable to meet with them one-on-one to work at their level, the

extension page provided additional resources for my advanced students. In addition, I am able to

begin teaching comprehension strategies and writing skills with these students who are ready to

read and write. Students can lose focus in virtual settings, especially if it is a lesson (i.e., on letter

recognition, letter sounds, or beginning sounds) that a student already shows mastery in. F*igure

3* shows screenshots of the extension page where parents and guardians can access differentiated

reading passages and follow up activities with which to challenge their on-grade level or
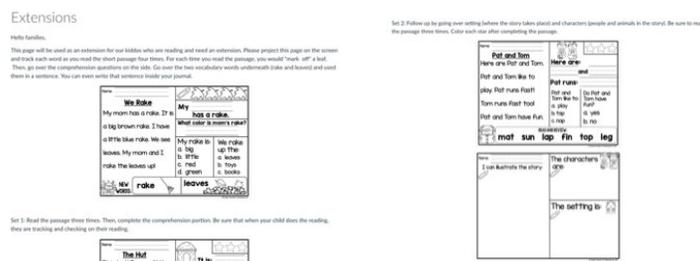
advanced learners.

Figure 3. Screenshot of the Extension page

Social Emotional Lessons

The kindergarteners in 2020 found their first year of elementary school started off differently from their expectations. Many students were looking forward to meeting new friends, meeting their teacher, and seeing their new classroom. For some students, the virtual model is not best fit for them. Therefore, they struggled with how to cope with this current shift and these students need social emotional support. Our kindergarten team collaborated with our school counselor about what social emotional videos shall be created in order to provide students the support at home. We had a wonderful counselor who provided videos that focus on a lesson based on skills of learning, empathy, emotion management, and problem solving. These lessons varied based on scope and sequence from Second Step. Below are the videos that are presented to my families, along with follow up activities that are age appropriate.
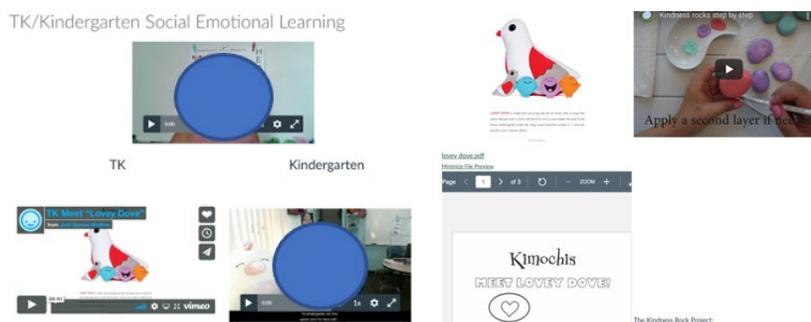

Figure 4: Screenshot of the Kindergarten Social Emotional Learning

Daily Synchronous and Asynchronous Activities

Murrieta Unified School District calculated that all kindergarten students are required to complete180 minutes of learning time. The 180 minutes covers the 75 minutes synchronous time and the 105 minutes of asynchronous time. When creating our daily schedule, the purpose was to create a schedule that would accommodate all families. Also, it was important to keep in mind the attention span of the five and six-year-old students. Organizing our schedule from morning meetings, small group lessons, intervention time with our class aide, math, and overlap (when the morning group and afternoon group come together) can be overwhelming to families who have more than one child to teach and manage at home. Therefore, our team created a clear and concise schedule to support the time of all families.

Figure 5: Screenshot of the Schedule from Monday to Friday

Managing time during class time was much more crucial through a virtual model because my time with students was limited, compared to me teaching in a traditional setting. Synchronous time is considered as live instruction with a teacher or an aide. Through a virtual model, I worked with my students in a small group setting for fifteen minutes. Compared to a traditional model, I was able to work with my students in a small group setting, but I was able to work with students one-on-one for additional support during any extra time that I was able to find during class time. Therefore, I had to use my time with my students efficiently. For my

students who needed additional support, my resource page provided support for specific

phonemic awareness skills, phoneme skills, phonics skills, and math skills. The videos from my

resource page provided the support for those who needed a follow up during their asynchronous

time. Asynchronous time is defined as recorded instruction that is delivered via video.

Asynchronous activities can be completed at any time that best fits the families' schedule. These

activities included independent practices, unfinished classwork, boom card activities, library,

counseling lessons, and art projects.

Figure 6: Screenshot of a particular day during the week of synchronous and asynchronous activities

Chapter 5: Conclusion

When the global pandemic distributed in-person learning environments, parents became

teachers to their children. Teaching kindergarten is a whole new world because children must

learn the fundamental skills of reading and writing. Teachers have been trained on how to target

individualized goals for their students based on assessments, gaining knowledge of a student's

mode of learning, and implementing target goals to help support students in their needs of

phonemic awareness, phonological awareness, phonemes, and phonics. With each of these

components, teachers create small group and one-on-one activities to help support students at their individual level.

The purpose of this project was to provide my students and families with a resource guide to utilize through a virtual model. The resource guide are videos that provide academic support for students who need additional scaffolding strategies. There are also videos to support fine motor skills, social emotional skills, and social skills. According to research, "benefits of music to engage students with text, make repeated reading fun, and help students memorize information quickly" (Germeroth, Kelleman, & Spartz, 2018, pg. 3). I also added music videos for all 26 letters of the alphabets because that is one of the main focus for kindergarten foundational skills for the beginning of the year. Also, it is crucial to also provide parents the logistics of small group sessions, whole group meetings, music class, and intervention sessions. So, providing families with a clear and concise schedule was essential. Lastly, I decided to add an extension page for my students who have shown mastery of the early foundational skills in kindergarten. Although my resource guide was meant for students and families to have an easy transition into a virtual model, I learned I need to provide resources for my students who were advancing more quickly than their peers. By creating an extension page, I ensured these students were able to work at the level they feel engaged and challenged.

Lessons Learned from the Process

When I started this project, I was focused on the contents that would beautify the pages of my classroom homepage. I fixated at looking for themes to attract students. However, overtime, I learned that I had to focus on creating a simple format that catered to all families. By creating a simple format, it was visually appeasing for those who visited my homepage on Canvas. In addition, it was important that I added necessary information that would support my

students and families on a daily basis. Overtime, I learned that I needed to provide specific videos to guide my students and their family. I was able to determine what videos to create based off student assessments, student work I collected, and student participation during our synchronous sessions in small group. For example, I created a video that targeted the skill of blending phonemes and identifying the medial sound (/a/ being the sound focus). This video was created for my students who needed additional visuals, practice, and a step by step support with blending phonemes. Since this was a two-step skill, the follow up video focused on identifying the medial /a/ in CVC (consonant, vowel, consonant). The videos reinforced the vocabulary and skill(s) that would be practiced in the classroom and now at home.

Creating a clear schedule during the synchronous session was crucial to creating a smooth transition for the students and families. A daily schedule was created that was specifically aligned to our specific session for Monday, Tuesday through Friday, and Thursday, which was music day. This was important because with the limited time we have with students, I wanted to ensure I was effectively using our small group time effectively. It was important that daily schedules were always communicated so that families know the time slots that their child had to log into Canvas and to connect to our zoom live synchronous sessions. Communicating clear instructions and explicit directions allowed synchronous sessions for students and families to flow efficiently. Parents were able to help prepare their students for the daily activities.

Recommendation for Implementation

This project will be useful for educators because the videos provide scaffolding and explicit instructions to support students who need additional support. In addition, my resource guide has numerous videos that vary from an academic focus, social emotional focus, social focus, art focus, mathematical focus, and life skills. These videos can be recycled by other

teachers if the teacher was also focusing on specific early kindergarten phonemic awareness, number math activities, art that relates to apple or animal themes, kindergarten social skill videos, kindergarten life skills, and kindergarten fine motor skills. These videos can be utilized by teachers to support students and families who are needs additional support at home. In addition, if a teacher were ever to get a student in the middle of the year who was is struggling with early kindergarten phonemic awareness skills, early math skills, and fine motor skills – these videos can be shared with the student. The teacher must be sure that the video can only be shared if the skill was practiced with the teacher and student. The videos were created to give students the chance to break down and practice the skill at home with reinforced vocabulary. My videos can be reused by sharing the links of the resource guide on Canvas. Overtime, if Canvas, a learning management system, were to be replaced with another management system, I would have to create a new page through a free website and upload my videos under various categories. These categories would be categorized in the following topics: phonemic awareness, phonics, guided reading, art, math, fine motor, and social/social emotional support.

Limitations

When creating the videos to support kindergarten students and families through a virtual model, I realized that some subjects are not tailored to every child. Every student is unique, and students all vary in strengths and needs. Not all videos will support all students, which is why it would be important for the educator to provide explicit instructions when utilizing the videos in the future. My videos are limited to my students and their families only. Therefore, my videos are not accessible to other kindergarten families outside our district. I hope my videos were a great assistance and reassurance to my students and families who need additional support from home.

Future Directions

Research supports the importance of a child's learning and ability to create successful interpersonal relationships and social emotional growth in kindergarten. It would be most effective to review the effects of a global pandemic distributed in-person learning environments and parents becoming teachers to their children. A recommendation for future research would be to investigate the academic data and the social and social emotional effects. Through the research, it would illustrate the most effective learning environment for students. In addition, I would hope that the research would provide a better approach to learning environments if another global pandemic were to occur again.

Conclusion

Supporting the social/social emotional well-being of students and their families in a global pandemic is what should matter most. The resource guide was created with the students and their families and creating a smooth transition into virtual learning. Creating these videos for the resource guide was meant to support students and their families academically and through social/social emotional skills. In addition, it is crucial to provide a clear schedule and explicit instructions during synchronous session to effectively manage time. This is important because it will provide students and their family a smooth transition between synchronous sessions and their asynchronous time. By supporting our students and their family through a difficult time will be a great reminder that they are not alone. When we can illustrate compassion, equity, and empathy to our community, it brings the community together.

References

Durlak, Joseph A, Weissberg, Roger P, Dymnicki, Allison B, Taylor, Rebecca D, and

Schellinger, Kriston B. "The Impact of Enhancing Students' Social and Emotional

Learning: A Meta-Analysis of School-Based Universal Interventions." Child

Development 82.1 (2011): 405-32. Web.

Germeroth, Carrie, Kelleman, Becky, and Spartz, Jeremy. "Lyrics2Learn: Teaching Fluency

through Music and Technology." Education Sciences 8.3 (2018): 91. Web.

Kirk, Gillian, & MacCallum, Judith. (2017). Strategies that support kindergarten children's social

and emotional development: One teacher's approach. *Australasian Journal of Early*

Childhood, 42(1), 85-93.

Lim, Sok Mui, Rodger, Sylvia, and Brown, Ted. "Assessments of Learning-related Skills and

Interpersonal Skills Constructs within Early Childhood Environments in Singapore."

Infant and Child Development 19.4 (2010): 366-84. Web.

Opdenakker, Marie-Christine, & Van Damme, Jan. (2015). Enhancing effort and achievement:

The importance of parent involvement and home-school partnerships. *Revista Electronica*

Iberoamericana Sobre Calidad, Eficacia Y Cambio Enducaion, 3(1), 2015-12-01, Vol.3.

(1).

Smagorinsky, P. (2013.) What Does Vygotsky Provide for the 21st-century Language Arts

Teacher? *Language Arts, 90*(3), 192-204.

Skinner, Ellen A, Kindermann, Thomas A, and Furrer, Carrie J. "A Motivational Perspective on

Engagement and Disaffection." Educational and Psychological Measurement 69.3

(2009): 493-525. Web.

Taukeni, Simon G. "Providing Remedial Support to Primary School Learners within Their Zone of Proximal Development." South African Journal of Childhood Education 9.1 (2019): E1-E7. Web.

Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes (*M. Cole, V. John-Steiner, S. Scribner & E. Souberman, Eds.). Cambridge, MA: Harvard University Press.

Zhang, Chenyi, Zhang, Chenyi, Quinn, Margaret F, and Quinn, Margaret F. "Promoting Early Writing Skills through Morning Meeting Routines: Guidelines for Best Practices." Early Childhood Education Journal 46.5 (2018): 547-56. Web.