

Elementary

Students may select 1-2 activities a day in addition to reading for 20 min.

El estudiante debe de escoger 1 o 2 actividades por dia. Y leer por 20 minutos

** Modification for younger students are in green

** These and other activities can be found in EduSkills under the Sheltered Instruction Activities Portal

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Go for a walk with your family. Use adjectives, colors, sizes, & shapes to play I Spy with My Little Eye</p> <p>Sal a caminar con tu familia usen adjetivos para jugar “Yo veo, adivina lo que es”</p>	<p>Make a boat designed for capacity. Use material found around the house to build a boat. See how much your boat will hold before it sinks. Challenge family members to build their own boat.</p> <p>Construye un bote que tenga capacidad. Utiliza materiales disponibles en tu casa. Cuanto peso le cabe a tu bote antes de que se hunda? Desafía a tu familia a ver quien puede construir un bote? Para ayuda puedes ver este video</p> <p>https://www.youtube.com/watch?v=TILKljnQ-Ag</p>	<p>Students in your class are struggling to keep their things organized. Help them by making a video or by writing or drawing pictures to create a “How to” book to help them organize their rooms</p> <p>Los estudiantes en tu clase están teniendo problemas para mantenerse organizados. Ayudalos creando un video o libro de como organizar tu recamara</p>	<p>Choose one of the math games from last week and practice math facts.</p> <p>Escoge uno de las actividades de matemáticas de la semana pasada y practica tus tablas de multiplicación</p>	<p>Create a multiplication or subtraction table. Watch this short clip on some tips and tricks to memorizing your multiplication facts. Or create your own strategy to memorize facts. List the steps to follow</p> <p>https://www.youtube.com/watch?v=v1lh3-mDPUk&feature=youtu.be</p> <p>Crea una tabla de multiplicar. Ve el video que contiene trucos para memorizar las tablas de multiplicar. Si no puedes ver el video tu inventa tus propios trucos y escribe cuáles son los pasos a seguir</p>

<p>April 22, 1889 Oklahoma Land Rush. Pretend you were a participant and write a diary entry describing that day's events. https://www.okhistry.org/kids/landrun</p> <p>El 22 de Abril se conmemora el día de el establecimiento de Oklahoma. Escribe un día en la vida de un participante describiendo lo que sucedió en ese día</p>	<p>April 22 Is Earth Day. Research the history of Earth Day. Write an opinion and describe why or why it isn't important to celebrate Earth Day. https://kidskonnect.com/holidays-seasons/earth-day/</p> <p>El 22 de abril es el día de la tierra. Estudia la historia de este día y escribe tu opinión del porqué es importante el celebrar este día</p>	<p>** April 23, 1932 The New Royal Shakespeare Theatre opens in Shakespeare's birthplace of Stratford-upon-Avon. Research William Shakespeare and why he is famous. Listen for and Include a list of names of plays he is known for writing. https://www.natgeokids.com/za/discover/history/general-history/shakespeare-facts/</p> <p>El 23 de Abril se abre el teatro real de Shakespeare. Investiga este autor y el porqué es famoso. Haz una lista de los nombres de sus obras más famosas</p>	<p>April 24, 1990 Space Shuttle Discovery launched the Hubble Space Telescope into orbit. View images from the Hubble Space Telescope Hubble Space Telescope Images. Write your observations or record them. https://www.nasa.gov/mission_pages/hubble/multimedia/index.html</p> <p>El 24 de Abril el telescopio Hubble fue lanzado por la nave Discovery. Mira las imágenes y describe lo que ves escríbelo o graba tus descripciones</p>	<p>**April 25 1956 Elvis Presley has his first number one hit with "Heartbreak Hotel" https://youtu.be/e9BLw4W5KU8. He also sang "Jailhouse Rock". https://youtu.be/PpsUOOfb-vE. Listen to these songs or listen to other songs on the radio and make-up dance moves. Describe how Elvis would follow this dance moves, then describe the same dance moves as if Madonna was dancing. Paying attention to the gender pronouns you are using.</p> <p>El 25 de abril el primer éxito de Elvis Presley es disponible. Escucha la esta canción o alguna otra en el radio y crea unos pasos de baile</p>
<p>Get an adult and make</p>	<p>Find one thing you can do for</p>	<p>Host a karaoke party at your</p>	<p>Create a scavenger hunt</p>	<p>Choose an activity from last</p>

playdough. Con la ayuda de un adulto haz plastilina https://www.youtube.com/watch?v=UCo7bRALA8 A	someone else to put a smile on their face. Haz algo que haga sonreír a alguien en tu casa	house. Ten una fiesta de karaoke en tu casa.	using riddles that your family has to solve and find the items in and around your home. Crea una búsqueda de tesoros usando acertijos y juega con tu familia para resolverlos en tu casa.	week that you didn't do and complete or repeat one of the activities. Escoge una actividad que no hiciste la semana pasada o repite alguna de tus favoritas
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****Guided listening** activities help students learn to be active listeners. To prepare, first select a 2-3 minute listening passage, then prepare the first activity, which consists of a student handout containing 10 or 15 target words from the passage. For the second activity, students will require a second handout with cloze sentences that contain target words from the first handout, with those words missing from each sentence. To complete the activity, play the passage. Students will cross off or check off words from the first handout as they hear them. Play the passage a second time, while students work to cross off more words. Then, pair off students. Play the passage a third time. Students work with partners to complete the second handout. Finally, partners work together to create a brief summary of the passage.

****Gender Swap.** Gender pronouns can be challenging to learn and utilize, especially for younger learners. This activity engages learners in practicing the use of gender pronouns. To prepare, select a piece of text that talks about or relays the events of one person or thing. For older students or more advanced language learners, this passage may be multiple paragraphs long, while younger/emergent students may work with a series of short sentences. Invite students to first read the entire passage several times to ensure comprehension. Then, they will rewrite the passage, substituting the name of the subject and all subsequent gender pronouns with a different gender. For example, if the original subject of the passage is "Mohammed", a student may change the name to "Sarah" and change applicable pronouns from "he" to "she". If the passage is about a dog, a student may name the dog "Rocky" and change the pronoun from "it" to "he". When finished, students read their amended passages and edit for meaning, spelling and correct pronoun use.

Secondary

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Watch any show of "History Detectives" on OETA. What search terms might you use to conduct more research to understand some of the topics in this show better? What would you hope to learn in your research?</p> <p>Ve el program de OETA History Detectives. Qué palabras clave usarias para investigar más acerca del tema del programa? Qué te gustaría aprender de tu investigación?</p>	<p>Create a scavenger hunt using riddles that your friends and family can solve while following social distancing guidelines.</p> <p>Crea una busqueda de tesoros usando acertijos y juega con tu familia o amigos y al mismo tiempo siguiendo las recomendaciones de distanciamiento social.</p>	<p>Answer the questions</p> <p>How has the role of women in society changed over time?</p> <p>How has women's suffrage affected society today?</p> <p>Are women still being discriminated against in today's society?</p> <p>Now go online and do research on this topic. How much did you know about the topic? How much more have you learned?</p> <p>Contesta las siguientes preguntas: Cómo ha cambiado el papel de las mujeres por el tiempo? Como el voto de mujeres ha cambiado nuestra sociedad ahora? Crees que las mujeres siguen siendo discriminadas hoy en dia?</p>	<p>**Select a current news article in the newspaper, a magazine or online. As you read, highlight UNKNOWN words in red, central idea and evidence that supports central idea in blue, and interesting facts in yellow. Discuss each blue and yellow highlight in an annotation. List the context clues you use to determine a meaning for the words you highlighted in red and provide your own definition.</p> <p>Selecciona un artículo de periódico o revista o del internet. Al leerlo subraya en rojo las palabras que no conoces, la idea principal y los detalles en azul y hechos interesantes en amarillo. Haz una lista de las palabras que te ayudaron a entender el artículo y define las palabras en</p>	<p>Find one thing you can do for someone else to put a smile on their face.</p> <p>Haz algo que haga sonreír a alguien en tu casa</p>

			tu propias palabras	
<p>Discuss this question with a family member or friend.</p> <p>Why do we love Sports and Pop Culture? Why are popular culture and professional sports so intertwined? How are popular culture and professional sports similar? How are popular culture and professional sports different?</p> <p>Con un amigo o familiar discute las siguientes preguntas: Porque nos encantan los deportes y la cultura popular? Porque el deporte y la cultura popular se relacionan tanto? Que tienen en común? Que es diferente entre ellas?</p>	<p>** Listen to a podcast or a radio station you don't usually listen to for 15 min. Record all the words in the podcast or songs that you are unfamiliar with. Then check to see how accurate your spelling was and find their definition.</p> <p>Escucha a un podcast o una estación de radio que no escuchas normalmente por 15 minutos. Haz una lista de palabras que escuches que no conozcas. Revisa si las deletreaste bien y busca su definición.</p> <p>Make clusters of words that relate to each other. Separate the words that may mean something different in a different context.</p>	<p>Write a letter to a third grader on</p> <p>Why should I care about math?</p> <p>How is math used in real and everyday life?</p> <p>Now write it to your math teacher.</p> <p>How did your letter change?</p> <p>Escribe una carta a un estudiante de tercer año acerca de</p> <p>Porque debe de importarle aprender matemáticas? Como son las matemáticas utilizadas en la vida real?</p> <p>Ahora escribe una carta a tu maestro de matemáticas.</p> <p>Como cambio tu carta?</p>	<p>Choose an activity from last week that you didn't do and complete or repeat one of the activities.</p> <p>Escoge una actividad que no hiciste la semana pasada o repite alguna de tus favoritas</p>	<p>4/24 Watch Climate Change: The Facts on OETA Choose a problem (and solutions) described in the program. Explain what the problem is and why it matters, using examples, facts, and details from the video. If possible, describe any solutions proposed in the program.</p> <p>Ve el programa de OETA Climate Change the facts el 4/24. Escoge un problema descrito en el program, explica lo que es y porqué es importante utilizando ejemplos del programa. Ahora provee soluciones al problema ofrecidos durante el programa.</p>



*** **Black sheep.** This activity calls on students to exercise their listening skills.

Instructor/parent will orally share a set of information (three to five items are ideal) in which all items are related to a category except one. On a white board or piece of paper, ask student to record the item that does not belong. Examples include: 1) butterfly, ladybug, spider, mosquito; 2) Ganges, Rio Grande, Mediterranean, Nile; 3) isosceles, scalene, perpendicular, obtuse. Feedback for responses should be immediate and students should be prepared to provide reasoning for their selection.

*** **Annotated Text** is a comprehension strategy that can be completed individually, in small groups or as a whole class. The process begins by carefully reading questions related to a text. Students independently or chorally read a singular question. Next, students will be asked to share key words from the question by verbally calling out words or writing words on a white board. Learners should look for words that signal what the question is asking, what the subject of the question is, or important content vocabulary. Facilitator records identified words for the class to view. When a reasonable number of answers have been provided, facilitator works with students to identify the most relevant key words and circle them. Next, students read the text or the text is read aloud as a group. While reading, students look for target key words (those that have already been identified and circled in the question). Each time a target key word is located, the student circles it. Finally, student uses the circled key words in both the question and the text to appropriately respond to the prompt.