



Distance Learning

Elementary

Students must 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**

<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>	<p>Place a ¼ cup of water in a plastic bag and tape to a sunny window. Can you name the cycle? Write your observations and predict what would happen in a couple of days.</p> <p>En una bolsa de plástico pon 1/4 de taza de agua y cuélgala en una ventana que le dé el sol. Describe tus observaciones y haz una predicción de lo que observarás en dos días.</p>	<p>If you could think of an incredible animal what would it look like? What would it eat? What would it do? Where would it live? Describe it writing/with a drawing at least 5 complete sentences.</p> <p>** Describe it to a family member and ask them to draw your description. How accurate is their drawing?</p> <p>Imagina a un animal increíble. Como se ve? Que come? Que hace? Donde vive? Describelo usando por lo menos 5 oraciones</p>	<p>Poetry Reading Day, select a poem to read with your family or write your own. Memorize a short poem. Try to see if you can remember every word that rhymes</p> <p>Escoge un poema y léelo a tu familia o escribe tu propio poema. O si eres más pequeño trata de memorizar las palabras que riman</p>	<p>**Build the tallest tower you can build. You can use cards, dominoes, or any other safe to use materials. Write the steps you took to complete your tower using the words First _____ Next _____ Last _____</p> <p>Construye la torre más alta que puedas. Puedes utilizar cartas, dominos o cualquier otro material que no se rompa. Escribe los pasos que seguiste para completar tu torre usando las palabras primero _____ Enseguida _____ Al final _____</p>
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<p>Read a short story of your choice. Share your story with your family and use materials around your house (or create your own to illustrate the story) to act out your story.</p> <p>Lee un cuento corto y luego cuéntasela a tu familia usando materiales en tu o algo que tu hayas creado para ilustrar el cuento</p>	<p>The school cafeteria needs your help to create the lunch menu for this week. Make a list of the items you will need to make the meals. Be creative to make a daily meal plan</p> <p>La cafetería necesita tu ayuda para crear el menú de almuerzo de la semana. Haz una lista de los ingredientes que necesitan. Se creativo y haz una menú para cada día de la semana</p>	<p>Create a fantasy world and write about it. Include the setting of the characters and other details. You can use pictures to describe your fantasy world.</p> <p>Crea un mundo de fantasía y descríbelo en tu diario. Incluye los lugares, el clima las ciudades, y todos los detalles. Puedes añadir dibujos para ilustrarlo</p>	<p>Walk around your neighborhood or house. List all of the geometric shapes you identify around. Classify your list as you see fit.</p> <p>Pasea por tu calle o casa. Haz una lista de las figuras geométricas que identifiques. Después clasifica tus figuras en todas las maneras posibles.</p>	<p>Go on a hunt for coins around your house. Make a graph of all the coins you can find in your house. Count all the coins to find the total amount of money you have.</p> <p>Busca todas las monedas que hay en tu casa. Crea una gráfica de las monedas que encontraste. Suma las monedas y escribe el total.</p>
<p>Choose 5 items around your house. Measure the 5 items in your house using inches and centimeters. If you don't have a ruler, use pennies, paper clips, or even your hand.</p> <p>Escoge 5 cosas en tu casa. Mídelas usando una regla con centímetros y pulgadas. Si no tienes una regla puedes usar monedas, clips de papel o hasta tu mano.</p>	<p>If you could have dinner with any famous person in the world, who would it be and what would you want to talk to them about?</p> <p>Si pudieras cenar con cualquier persona famosa en el mundo, a quien invitarías? De que platicarían?</p>	<p>Write an idiom you know, illustrate it to explain it. (Example: It is raining cats and dogs). Ask your family for other idioms they know.</p> <p>Escribe un dicho y haz una ilustración para explicarlo (ejemplo: Están lloviendo perros y gatos!) Preguntale a tu familia por otros dichos que conozcan</p>	<p>Find 20 small objects from around your house. Sort them any way you can. Put them in any order that makes sense. (Example: sort by color order from big to small)</p> <p>Encuentra 20 objetos pequeños en tu casa. Organízalos y ponlos en orden que tenga sentido (Ejemplo: Todos los del mismo color juntos, y ordenados de grande a pequeño)</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 de la semana pasada que no completaste o repite una de tus favoritas</p>



** Story strips help students to chunk information and to make sense of longer passages of reading. For this activity, students will use premade organizers. Students in second grade and above are able to easily construct the organizers themselves. Follow these steps:

- 1) Fold a piece of blank copy paper in half lengthwise.
- 2) Fold this length into thirds.
- 3) Open paper to reveal six squares.
- 4) Cut the paper down the centerfold, making two long pieces with three squares in each.

For younger grades, stop here. For upper grades, tape or staple one row of three below the other, to create a snake-like strip of six consecutive squares. Depending on the age and ability level, students may complete the strips as follows:

- For early grades, using a column of three squares, write First, _____ in the first box; Next, _____ in the second; and Last, _____ in the third. Students can write and illustrate the sequence in these spaces.
- For older students or more advanced younger students, the first box will contain the title, author and illustrator information for the text being studied. Remaining boxes will read First, Next, Also, Then, Finally.

Invite students to become more creative with transition words and phrases as language skills develop. Once completed, students can read their condensed story versions to a partner. Sentence strips may be displayed in the room for the duration of the unit and may also serve as an assessment tool.

** **Descriptive pairs.** This activity encourages academic vocabulary development by engaging students in active speaking and listening around relevant classroom content.

A pair of students sits back to back, with one student facing the front of the room.

A category is announced (for example: mammals, text characters, types of triangles)

The facilitator presents an image of one item in this category.

The student facing the visual must relay to his or her partner what the image shows. In giving clues, this student must be as descriptive as possible, but cannot say the actual word or words that name the image.

The student facing away from the image must engage his or her active listening skills in order to guess what the image is.

When the away-facing student correctly names the image, partners hold a high-five or touching elbows and wait for other teams to solve the puzzle.

Partners exchange seats and reverse speaking/listening roles.

Secondary

<p>Pick one adjective that describes you positively. For example (brave, easy-going, resilient) In 100 words explain why you chose that adjective, give specific examples.</p> <p>Escoge un adjetivo que te describe positivamente ejemplo: valiente, emprendedor, etc. Explica con 100 palabras porque escogiste ese adjetivo</p>	<p>Watch a news program. Pick a topic you are interested in. Find online pictures or draw them yourself to illustrate the topic.</p> <p>Ve un programa de noticias, escoge un tema que te interese, utiliza fotos o dibujos para ilustrar el tema.</p>	<p>Collect the weather forecast of 5 towns in Oklahoma for a week. Add each town's temperatures for a cumulative total. Now convert the totals to radians. Call a friend and tell him/her what you did.</p> <p>Anota las temperaturas de 5 ciudades de Oklahoma por una semana. Suma los totales y conviértelos en Radianes.</p>	<p>** Listen to two podcasts or news programs. Make a Venn diagram that compares and contrasts the two different programs.</p> <p>Escucha 2 podcast o programas de noticias diferentes. Crea un diagrama de Venn para compararlos, diferencias y similitudes.</p>	<p>Find 20 small objects from around your house. Sort them into two categories, metals and non-metals. Use online or other resources to make sure your sorting is correct.</p> <p>Encuentra 20 objetos pequeños en tu casa. Organízalos entre metales y no metales. Utiliza recursos en línea para checar que tus categorías son correctas</p>
<p>Do you remember the flipping water bottle challenge? Develop research about the best approach to flip a bottle so it will always land on its base. Make sure to include your hypothesis, observations, testing and conclusion.</p> <p>Recuerdas el desafío de la botella de agua? Desarrolla tu investigación de cómo voltear la botella para que aterrice perfecto. Incluye tu hipótesis, observaciones, pruebas y tu conclusión.</p>	<p>The radius r of a circle is increasing at a rate of 4 centimeters per minute. Find the rates of change of the area when (a) $r = 8$ centimeters and (b) $r = 32$ centimeters. (Area of a circle is: $A = \pi r^2$). Explain how you found the answer.</p> <p>El radio de un círculo incrementa 4 cm por minuto. Encuentra la velocidad de incremento cuando el área es de 8 cm y cuando es de 20 cm</p>	<p>** Read a news article. Write a 20 (exactly) word summary. Write down the name of the article you selected.</p> <p>Lee un artículo de noticias. Escribe un resumen de 20 palabras exactamente.</p>	<p>Choose any of the graphs with the COVID-19 data in Oklahoma and one of another state of your choice. What do you notice? What can each state learn from each other's data?</p> <p>Escoge cualquier gráfica de información de COVID-19 en Oklahoma y otro estado. Qué es lo que observas? Que puede aprender cada estado de la diferente información representada?</p>	<p>Create a meme that represents how you feel today. Explain why the meme is representative of your feelings</p> <p>Crea un meme que representa tu animo de hoy. Explica porque y como explica tus sentimientos.</p>

<p>If you were given a choice of only one sport allowed to resume during the pandemic. What sport would you choose for the world and why?</p> <p>Si tuvieras que elegir un solo deporte se reiniciara durante la pandemia cual escogerias para el mundo y porque?</p>	<p>Choose to read a book, an article, news story etc. Identify 5 vocabulary words that you feel others your age need to know. Identify the word, write why your peers need to know the word, and write the meaning of the word in your own words.</p> <p>Escoge a leer un articulo, libro, historia, etc. Identifica 5 palabras de vocabulario que tu crees es importante que personas de tu edad sepan. Explica porque es necesario que sepan estas palabras y explica su significado en tus propias palabras.</p>	<p>Observe the sky late at night and very early in the morning. What stars or constellations can you see at both times? In your opinion when is the best time to do those types of observations?</p> <p>Observa el cielo tarde en la noche y muy temprano en la mañana. Qué estrellas o constelaciones puedes ver a las dos horas? En tu opinión cuál es el mejor tiempo de hacer observaciones?</p>	<p>Imagine you worked with Dr. Martin Luther King, Jr. during the Civil Rights movement. Write a journal entry or story describing your experiences with Dr. King. Make sure to include accurate historical facts.</p> <p>Imagina que tu trabajaste con el Dr. Martin Luther King, Jr. durante el movimiento de los derechos civiles. Escribe en tu diario describiendo tus experiencias con el Dr. King. Asegúrate de incluir hechos históricos.</p>	<p>Choose your favorite activity from last week, change something to make it better and write about it.</p> <p>Escoge tu actividad favorita de la semana pasada, cambia algo para hacerla mejor.</p>
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**** Paragraph shrinking** is a cooperative reading comprehension strategy. The idea is to "shrink" the paragraph down into the most important idea, concept or theme. Students work in pairs, taking turns to act as "Player" and "Coach". Partners read a preselected passage aloud together, stopping at the end of each paragraph. At the end of the first paragraph the Coach asks the Player to: a) name the who or what; b) tell the most important thing about the who or what; c) say the main idea in 10 words or less. If the Player incorrectly answers a prompt the Coach directs them back into the text. Players continue reading, switching roles at the end of the next paragraph.

**** 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.