



Distance Learning: Family Fun and More

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

** Modifications for younger students are in green

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

<p>** List the birthdays (Ages) of as many family members as you can. Place each date on a flash card. Line them up according to age. Now line them up according to the order of the month they happen beginning with January.</p> <p>Haz una list con los cumpleaños de tu familia. Escribe las fechas en tarjetas y ordénalas de acuerdo a edad. Y de acuerdo al mes que nacieron</p>	<p>Go on a family walk around your neighborhood. (Pick your favorite house and describe it to someone) List what types of homes you see, single family home, duplex, apartment, etc. What are the characteristics of each type of home? Tell your characteristics to one of your family member to see if they can figure out which type of home you are describing.</p> <p>Pasea con tu familia en la colonia. Qué tipos de viviendas observas, casas, duplexes, departamentos. Cuales son las características de cada uno de ellos. Describe los a alguien en tu casa a ver si identifican que tipo de casa estas describiendo</p>	<p>Re-read your favorite book/story. Find 2 words that you think your classmates need to know to understand the story. Divide a piece of paper into 4 squares and number them. On square 1 write the word, on square 2 explain why it is important to understand the story, on square 3 draw a picture that represents the word, and on square 4 write the word's definition in your own words.</p> <p>(Fold the paper into two sections and write the word and draw a picture of what it means)</p> <p>Lee tu libro favorito y escoge 2 palabras que tus compañeros necesitan para entender la historia. Divide un papel en cuatro y numera los cuadros and el 1o escribe la palabra, en el 2o Escribe por que es importante en el 3o dibuja el significado y en el 4to escribe tu propia definición.</p>	<p>Play a board game with your family. After the game is over, interview the winner and ask them to explain their strategy for winning. Make sure you prepare your questions so that you can get as much information as possible so you can be the champion next time!</p> <p>Juega un juego de mesa con tu familia, cuando el juego termine entrevista a el ganador y pregúntale su estrategia para ganar. Asegurate de que tus preguntas te ayuden obtener información para ganar la próxima vez</p>	<p>**Re-read your favorite book/story. Cut out a piece of paper into three long strips. Write what happened first on one of the strips, what happened in the middle on one of the strips and what happened at the end on the remaining strip.</p> <p>(Tell a parent or sibling what happened first, what happened in the middle, and what happened at the end)</p> <p>Lee tu libro favorito. Corta una hoja de papel en tres piezas a lo largo. Escribe lo que sucede en el libro. Que pasa primero en una tira, que pasa en medio en otra y que pasa al final en la otra.</p>
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<p>Do a set of jumping jacks while practicing your times/addition/subtraction tables</p> <p>Salta y al mismo tiempo practica tus tablas de multiplicar, sumar o restar</p>	<p>Count the steps you take to go from your bedroom to the kitchen, to the dining room, to the front door. Now create a graph with your information. What would happen to the graph if your house was twice as big?</p> <p>Cuenta los pasos que toma ir de tu recámara a la cocina, al comedor, a la puerta de enfrente. Crea una gráfica con la información. Que pasaría con la gráfica si tu casa fuera lo doble de grande</p>	<p>Measure your height as well as the height of each one of your family members. You can use a ruler or any other object. Line up in order from tallest to shortest</p> <p>Mide tu altura con una regla u otro objeto. Fórmense de más alto a más bajo</p>	<p>It is storm season, research types of clouds. Write down a paragraph describing your favorite cloud and why it is your favorite.</p> <p>Es temporada de tormentas. Investiga los diferentes tipos de nubes. Escribe un párrafo describiendo tu nube favorita y porque es favorita</p>	<p>Do you have a favorite family recipe? Be a history detective and trace back the recipe? Who was the first person in your family to cook it? How did it become a family recipe? Are there any secret ingredients?</p> <p>Tienes una receta de familia favorita? Conviértete en un detective de historia e investiga la historia de tu receta. Quién inventó la receta? Cómo se convirtió en receta de familia? Tiene algún ingrediente secreto?</p>
<p>Watch your favorite cartoon. Listen very carefully and determine what the problem of the episode is and how it was solved.</p> <p>Ve tu caricatura favorita. Escucha y determina cual es el problema en ese episodio y como fue resuelto?</p>	<p>Call a friend you have not seen in a while. After the call, write a journal entry describing how hearing their voice made you feel. How do you think they felt when they heard your voice?</p> <p>Llama por teléfono a uno de tus amigos(as). Al terminar escribe en tu diario cómo te sentiste al oír su voz? Como crees que tu amigo se sintió al oír tu voz?</p>	<p>We all know good hygiene is very important. Make a poster reminding people to wash their hands. The only rule: Be creative! Try not to use the phrase "<i>wash your hands</i>"</p> <p>Todos sabemos que buena higiene es importante. Crea un póster recordando a la gente a lavarse las manos. Se creativo y trata de no usar la frase "lávate las manos"</p>	<p>Go outside and listen. How many different birds can you hear and can you tell what type of bird you're hearing?</p> <p>Sal afuera y escucha los sonidos. Cuantos diferentes sonidos de pájaros escuchas. Puedes identificar que tipo de pájaros son?</p>	<p>Go for a walk around your neighborhood. What are some things that can be improved? Write a letter to the Mayor about ideas on how to improve your neighborhood.</p> <p>Sal a pasear con tu familia alrededor de tu casa. Que problemas identificas? Escribe una carta al jefe de la ciudad con tus recomendaciones para mejorar tu colonia</p>



**** Line ups:** This activity aids students in practicing listening and oral language skills while demonstrating content comprehension. Once prompted, students will line up according to criteria given by the instructor. It is best to practice this activity first with non-content specific information. For example, students may be asked to line up according to height. Participants must communicate with peers and utilize problem-solving skills to achieve the goal. Other beginning prompts include: age, shoe size, number of family members living in the home, birthday or number of states or countries lived in. Once the students have established a problem solving routine, introduce more complex content related prompts. Examples may include:

- "Line up according to the number of syllables in your name."
- "Write down as many continents as you can remember.
Pencils down.
Line up according to the number of continents listed on your paper."
- "Line up according to the year you think the Great Northern War began."

The exercise may be expanded by adding a turn-and-talk with an elbow partner to discuss reasoning for lining up in a certain position and what was discovered from the outcome or reveal.

**** 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 their age and/or ability level, students may complete the strips as follows:

- 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 they may also serve as an assessment tool.

Secondary

<p>Research or read the book "Decameron". How would a book like "Decameron" be written differently during the current pandemic?</p> <p>Cómo cambiaría el libro Decameron si hubiera sido escrito en este tiempo en lugar que durante la muerte negra?</p>	<p>** Read a news article and take notes using a piece of paper divided into two parts. On one side write questions you think of while reading, on the other side write ideas that come to your mind as you read. Describe how the point of view of the article contributes to the meaning.</p> <p>Lee las noticias. Toma notas utilizando un papel dividido en 2. En un lado escribe preguntas que tengas y en el otro ideas que vienen a tu mente de lo que estás leyendo y explica como el punto de vista del artículo contribuye al mensaje del artículo.</p>	<p>Pick 3 of your favorite TikTok videos. What literary devices can you draw from them (imagery • tone • symbolism • irony)</p> <p>Selecciona 3 de tus videos favoritos de Tik Tok. Que elementos literarios puedes reconocer en ellos?</p>	<p>When should states reopen? Write a letter to your legislator arguing why she/he should or shouldn't reopen the state today. Make sure to include facts that support your argument.</p> <p>Quando se deben de abrir los estados? Escribe una carta a tu legislador explicando porqué o porqué no se debe abrir el estado hoy. Incluye hechos reales que apoyen tu posición</p>	<p>What is your favorite and least favorite video game? Compare both and write a letter to your peers to convince them your opinion is the best. Make sure you use details to support your argument.</p> <p>Cual es tu video favorito? Y cuál el que menos te gusta? Escribe una carta a tus compañeros para convencerlos de tu opinión. Utiliza el mayor numero de detalles para explicar tu posición.</p>
<p>Go out for a walk and list the composite figures that you find. Draw a sketch of each figure and find their area and perimeter.</p> <p>Sal a pasear afuera y haz una lista de figuras compuestas que encuentres. Dibuja un bosquejo y encuentra el área y el perimetro de cada una</p>	<p>** Write an algebra problem. Call a friend and coach him/her on how to solve it without giving them the answer. Compare your solutions and correct your answers if needed.</p> <p>Escribe un problema de algebra. Llama a un amigo virtualmente y explicale como resolverlo. Compara tus respuestas y corrégelas si es necesario.</p>	<p>Do as many pushups or pullups or both for a week. Collect the number of reps you do each day as well as how deep they were and how tired you feel. Graph your results and predict your results for the next week.</p> <p>Haz las repeticiones máximas de lagartijas o dominadas diario por una semana. Anota el número de repeticiones que haces cada día y que tan difíciles son. Genera una gráfica con tu información y haz predicciones de tus repeticiones para la siguiente semana.</p>	<p>It is storm season in Oklahoma. Research what are the best conditions for a tornado outbreak. What can people do to be more prepared? Write a one paragraph recommendation.</p> <p>Es temporada de tormentas en Oklahoma. Investiga cuales son las condiciones para que se forme un tornado y que puede hacer el público para estar preparado. Escribe un párrafo con tus recomendaciones para estar seguros.</p>	<p>You are a celebrity (singer, dancer, influencer) and you are launching a new product. Create a video commercial of your product. Make sure to include the benefits of buying it.</p> <p>Tu eres un personaje famoso(cantante, actor, influenciador) y estas a punto de lanzar un nuevo producto a la venta. Crea un video comercial de tu producto. Incluye los beneficios de adquirir tu producto..</p>

<p>Take a field trip to the park or backyard. Make a list of all living things you observe and determine if each organism is unicellular or multicellular. Report your findings in a chart.</p> <p>Sal al parque o tu jardín. Haz una lista de los seres vivos que observas. Determina si cada organismo es unicelular o multicelular. Haz una tabla con tus observaciones</p>	<p>Watch one of the OETA Learning at Home programs of your choosing. Identify the problem posed in the program and its possible solutions. Do you agree with the solutions? Write at least 3 paragraphs explaining why you do or do not agree. Make sure you use facts mentioned in the program to support your position.</p> <p>Ve uno de los programas de OETA para aprender en casa. Identifica uno de los problemas que presenta el programa y escribe 3 párrafos explicando si estas de acuerdo o no con las soluciones ofrecidas. Incluye información que aprendiste del programa</p>	<p>Write a song, a poem, or create a play that shows how much you miss your friends.</p> <p>Escribe una canción o un poema o crea una obra de teatro que represente cuanto extrañas a tus amigos</p>	<p>Do you have a favorite family recipe? Be a history detective and trace back the recipe? Who was the first person in your family to cook it? How did it become a family recipe? Are there any secret ingredients? Can you trace the recipe back to other historical events or cultures? If possible try preparing it and let us know in a journal entry how it tastes!</p> <p>Tienes una receta de familia favorita? Conviértete en un detective de historia e investiga la historia de tu receta. Quién inventó la receta? Cómo se convirtió en receta de familia? Tiene algún ingrediente secreto? Puedes encontrar la cultura de origen de tu receta? Y si es posible cocina tu receta y cuéntanos como te quedo!</p>	<p>Have a virtual karaoke party. If you could invite anyone, dead or alive, who would that be and why?</p> <p>Organiza una fiesta de karaoke virtual. Si pudieras invitar a cualquier persona viva o muerta a quien invitarías y porque?</p>
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**** Two part note taking.** This strategy aids students in processing information that they hear and read. To create the note-taking template, students will fold a piece of paper lengthwise to create two long top to bottom columns (or, students can draw a line down the center of their paper to create two columns. The first column (left side of the paper) is labeled "Questions" (or simply "?"). The opposite side is labeled "Ideas" (or "+"). As a pre-reading, or previewing, approach, students will record questions that they have about the topic or story in the appropriate column. During reading (or listening), learners will answer their questions and take additional notes in the second column. When this part of the activity is completed, students can work in pairs to ask questions that they have recorded and respond to questions from their peers, using their own notes for support.

**** Partner coaching** is a cooperative strategy that allows students to practice using several or all language domains while working to solve a problem together. This activity works especially well in math or science subjects. To begin, arrange students in pairs and assign two challenges or problems to each pair of students. Each student in the pair will be responsible for solving one challenge. While the first student works on his or her problem, the second student acts as a coach, offering advice, feedback and encouragement. The coach is not permitted to write the answers or solve the problem for the first student. Students reverse roles and solve the other problem. When both challenges have been solved, one pair of students partners with another pair to form a group of four. All four students work together to confirm the validity of answers and make corrections as necessary. Note that it is helpful to model the acts of offering and accepting constructive feedback in advance. Some students may find it difficult to accept peer coaching. Make it clear that the expectation is to try to be as open to feedback as possible. Offer sentence stems and other supports to guide students through the cooperative practice, as needed.

References

<https://sde.ok.gov/sites/default/files/family-supports-for-english-learners.pdf>

<https://sde.ok.gov/oklahoma-academic-standards>