



Distance Learning: Communication and Community Connections

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

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

<p>** Select a book or favorite story. Pick two words with opposite meanings that are important to understand the story. Draw a number line and place the words on opposite sides. Reread the story and find other words that can be placed in your number line according to meaning.</p> <p>Escoge tu libro o historia favorita. Selecciona 2 palabras importantes para entender la historia y con significados opuestos. Dibuja una línea de tiempo y coloca las palabras en los lados opuestos. Relee la historia y encuentra otras palabras que puedas colocar en la línea con significados similares</p>	<p>Why is the character sad? What would happen to the story if the weather was warmer? What can the main characters do to solve their problem? Answer the questions by writing your own story.</p> <p>Por qué está triste el personaje? Cómo cambiaría la historia si el clima fuera más templado? Que pueden hacer los personajes para resolver el problema? Contesta las preguntas escribiendo tu propia historia o cuento</p>	<p>You are a famous chef and are looking to great your next creative recipe. Create a grocery list with all of the ingredients you need. Now classify your ingredients by nutritional value. Use ingredients in your house or look for their nutritional labels online</p> <p>Imagina que eres un chef famoso y estás listo para crear tu nueva receta. Haz una lista de ingredientes y organízalos dependiendo de su valor nutricional. Puedes usar ingredientes en tu casa o buscarlos en línea.</p>	<p>Write a thank you note to your favorite frontline worker (mailman, health care provider, grocery store cashier, etc.)</p> <p>Escribe una nota de agradecimiento a los trabajadores en el frente (cartero, trabajadores de salud, cajeros, etc)</p>	<p>Ask a family member to read a story to you. Snap your fingers every time you think they paused for a period.</p> <p>Pide a un familiar que te lea un cuento o libro. Truena tus dedos cada vez que pienses que se detienen en un punto.</p>
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<p>Write down something that is bothering you. Look at it. Then, rip it up and throw it away.</p> <p>Escribe algo que te está molestando hoy. Miralo, ahora rómpelo y deséchalo.</p>	<p>Listen or read current events. List 3 examples of communication you see in the world.</p> <p>Escucha o lee eventos o noticias. Escribe 3 ejemplos de comunicación en el mundo</p>	<p>Do a set of 8-10 jumping jacks counting backwards and one counting forwards. Which one is easier?</p> <p>Haz un set de 8-10 tijerillas contando hacia atrás y luego hacia adelante. Cual fue mas facil?</p>	<p>Take a walk around your neighborhood. Count how many steps it takes you to go around the block. Predict where you would get if you doubled, tripled, and quadrupled the amount of steps? If it is safe, verify your predictions.</p> <p>Sal a caminar en tu colonia. Cuenta los pasos que toma darle vuelta a la manzana. Haz una predicción de a dónde llegarías si caminas lo doble. Lo triple, o lo cuadruple. Si puedes y es seguro verifica tus predicciones.</p>	<p>Watch your favorite TV show, listen for words that begin with the same beginning sound. How many words can you identify? How many can you define?</p> <p>Ve tu programa favorito de televisión. Identifica palabras que comienzan con el mismo sonido. Cuantas palabras lograste escuchar?</p>
<p>Fill a bowl with water and collect 3 objects around your house that you predict will float in the bowl. Select 3 objects that you predict will sink. Record your observations.</p> <p>Llena un recipiente con agua. Colecta 3 objetos que piensas flotan en el agua y 3 que no flotan. Escribe tus observaciones en un papel.</p>	<p>Has your family completed the census? What questions do you think should be included in addition to the ones already there?</p> <p>Tu familia ha completado el cuestionario del censo? Qué otras preguntas te gustaría que incluyera?</p>	<p>Write about how you have spent your time at home. What has been good? What has been hard? Why?</p> <p>Escribe lo que haz hecho durante estas últimas semanas. Que ha sido dificil? Que ha sido facil?</p>	<p>Select a text that you have never read and looks hard to read. Read it out loud to your pet or stuffed animals.</p> <p>Selecciona un pasaje de lectura que no conozcas y parezca difícil de leer. Leelo en voz alta a una de tus mascotas o tus juguetes</p>	<p>Organize a virtual dance party. What types of music will you play?</p> <p>Organiza una fiesta de baile virtual. Qué tipos de música y baile escogeras?</p>

**** Semantic slopes** are concept maps that help students to relate similar-meaning words. A diagonal slope works well for this strategy, as do vertical or horizontal continuums. For younger learners, visuals such as a thermometer add interest. Drawing from a focus text, a facilitator chooses two words that are polar opposites (Ex. emancipate, incarcerate). Next, the class works together (or students work in pairs) to determine similar meaning words in the text or related to the text. (Ex. detain, loosen, free, release, hold, separate, enslave, liberate). Students place the two beginning words at the end points of the graphic spectrum. Then, students work to reason where on the continuum the remaining vocabulary words should be placed, taking into account the strength of each word in relationship to other identified words. Students should be prepared to justify their reasoning or provide examples from the text.



**** Writing in reverse.** This activity asks students to consider "comprehension" questions in order to compose a piece of writing. To complete, present students with a series of questions that are worded in the style of reading comprehension questions. Students are amused when you explain that you brought the questions to class but "lost" the reading passage. Using these questions as thinking points, they will work backward to create a composition. Working with a partner, they will first read all of the questions and write short answers to them. Then, they will use these responses to craft a full writing piece. When finished, students can exchange stories with a peer. Each learner should be able to answer the comprehension questions based on his or her partner's writing.

Secondary

<p>Where is your dream travel destination and why? Responding to the prompt is completely up to you. For example, draw a picture, write a story, write a poem, take photographs, alter images, write music, find artifacts around your house that can be cut out and pasted into your journal.</p> <p>Responde al siguiente escenario. Puedes dibujar, escribir un cuento, tomar fotografías o utilizar objetos de uso diario para ilustrar tu respuesta. Cuales son tus vacaciones ideales?</p>	<p>Where is your dream travel destination and why? Develop an itinerary with travel stops and activities for your dream trip.</p> <p>Crea un itinerario de tus vacaciones ideales. Enlista los lugares que visitarás y las actividades que realizaras.</p>	<p>Where is your dream travel destination and why? Create a budget for your dream trip. Make sure to include flights, car rental, gas, room and board, etc. for a week. How much more would it be for 2 weeks?</p> <p>Crea un presupuesto para tus vacaciones ideales. Incluye costo de vuelos, renta de automovil, hoteles y comida</p>	<p>What is the music that makes you feel happy? What is the music that makes you feel sad? Choose one song for each of those feelings and compare the words in the lyrics. What do you notice? What is different? What is the same?</p> <p>Que tipo de música te hace feliz y cual te pone triste? Escoge una canción de cada sentimiento y comparala. Cuales son las diferencias y las similitudes?</p>	<p>Build a slope and roll two objects down the slope at least three times. Record your observations and try to explain the following statement: When the kinetic energy of an object changes, energy is transferred to or from the object?</p> <p>Construye una pendiente con materiales en tu casa. Deja rodar objetos por lo menos 3 veces y anota tus observaciones. Explica esta declaración, cuando la energía cinética de un objeto cambia energía es transferida de el objeto o hacia el objeto</p>
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<p>Go on a nature walk at the park or around your neighborhood. Search for birds, squirrels or other animal nests. What are examples of animal behaviors that affect reproduction (i.e. nest building to protect the young from cold, herding of animals to protect the young from predators, vocalization of animals, and colorful plumage to attract mates for breeding)? Can you document these behaviors?</p> <p>Sal al parque o alrededor de tu casa y busca nidos de pájaros, ardillas o otros animales. Que ejemplos de adaptación que afectan su reproducción puedes observar? Por ejemplo nidos en partes altas de los árboles, sonidos que los padres producen para ahuyentar a depredadores.</p>	<p>**As you are watching your favorite TV show, turn on the captions. How many words can you identify as cognates?</p> <p>Cuando veas tu programa favorito enciende las subtítulos e identifica cuántos cognados mencionan</p>	<p>Create a virtual scavenger hunt using riddles that your friends have to solve and find the items in and around your home.</p> <p>Crea una búsqueda de tesoros virtual usando acertijos para tus amigos</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>**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 the central idea in blue, and interesting or surprising facts in yellow.</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.</p>
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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.



**** 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. The facilitator records identified words for the class to view. When a reasonable number of answers have been provided, the 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 keywords (those that have already been identified and circled in the question). Each time a target keyword is located, the student circles it. Finally, the student uses the circled key words in both the question and the text to appropriately respond to the prompt.