

# Berlin

CENTRAL SCHOOL DISTRICT

## Strategies for Remote Instruction

“The truth is, you can’t convert (your class). Learning isn’t like a file that converts between a .doc and a PDF and a Google Doc. We can’t simply substitute new tools and do the same exact activity. The problem with the idea of converting instruction is that you only see the limitations. But what if we chose a different approach? What if we asked, “How do I *transform* my course?” rather than “How do I convert it?” With transformation, you think about the creative and connective capacity of technology to design learning experiences that would have been inconceivable before.”

### The SAMR Model:

*Substitution*: uses technology as a direct substitution for the learning task with no significant change. So, a student who types an essay on the computer merely swaps a pencil for a keyboard.

*Augmentation*: the technology acts as a substitution with some augmentation. So, that paper essay moves to a Google Doc, where students can not only type and edit but also comment on one another’s work.

*Modification*: the technology enables significant task redesign. So, that essay is now a blog post. Students engage in online research, work collaboratively on a shared document, and publishing to an authentic audience. It is no longer an essay for a teacher. Instead, it is an article crafted for the world.

*Redefinition*: the technology allows for tasks that were previously inconceivable. So, that same essay is now a multimedia package, with a blog post, a podcast, and a short video. The research, too, includes video conferences with experts.

Note that Redefinition isn’t necessarily better. Sometimes you simply need to substitute or modify a task with technology. At the same time, we also want to avoid the trap of handing students digital worksheets and essentially shifting toward packet work.

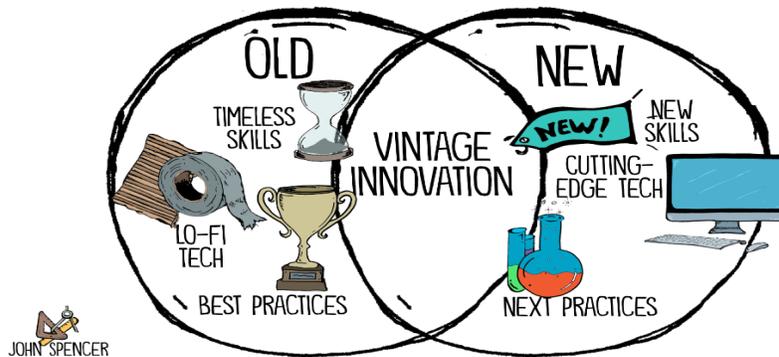
### **Six Big Ideas as You Shift Toward Distance Learning**

#1: Students should be creating original content: blogging, podcasts, videos, slides, etc.

#2: Be sure to leverage the power of online collaboration: meets, shared docs. (See Photo Log example below)

#3: Empower your students to own their learning in an online environment: student choice (See below).

#4: Provide opportunities for vintage and digital mashups.



Vintage	Modern	Mash-Up
Sketches	Video	Sketch Videos
Journals	Blogs	Visual Blogging
Socratic Seminar	Podcast	Debate Podcasts
Cardboard prototyping	3D printer	Blended divergent thinking challenge
Guest speakers	Video recording	Video history projects
Lo-fi materials	Circuitry	Tinkering projects

#5: Take a “show and tell” approach: Show and tell is essentially the opposite of homework. It’s a chance for students to bring their world into the school rather than school into their world. This approach honors student agency. When I taught eighth grade, I encouraged a “show and tell” approach to homework. Here, they could bring in experts, resources, videos, or audio from their own community

#6: Be present and available as a teacher: video announcements, small group check-ins, small check-ups, short text check-ins, surveys, scheduled conferences.

<http://www.spencerauthor.com/online-teaching/>

## **Instructional Models:**

### **Grades K-6:**

#### **Platform:**

K-3 - SeeSaw

4-6 - Schoology (Google meets as the virtual conferencing program)

## **Instructional Objectives:**

*Primary Focus:* Early Literacy & Numeracy

*Secondary Focus:* Anchor Standards-based Learning

Closing the gaps from 2019-2020 (To be determined by grade level teams)

## **Instructional Design:**

1. Opening tasks - establish routines, incorporate SEL
2. Mini tasks
3. Daily learning time
4. Project work time
5. Small group instruction
6. Closing reflection

## **Grades 7-12:**

### Model 1: Flipped Classroom

- Limit number and variety of topics per week.
- Keep videos short. Better to show three 5-6 minute videos than one 10-15 minute video
- Require notes on videos (Guided notes for students that receive accommodations)
- Provide reflection questions for student response
- Calculate average number of minutes it would take to complete at home assignments (36 minutes for each on-campus class = between 60-90 minutes of weekly at home practice work...it takes time to take notes from videos)
- Offer office hours as opposed to remote instruction

### Model 2: Alternating Lesson Design

- Runs a M-F plan for all students
- Reserve on-campus learning for demonstration of learning acquisition or skill development
- Virtual learning used for video lessons, or virtual formative assessment (eg. Castle Learning)
- Thursday (D2) is a repeat of Monday's (D1) methodology, not necessarily content
- Summative Assessments

### Model 3: Project-Based Learning

- Projects are assigned by a combination of virtual and on-campus teams
- Heavy reliance on the use of the Google Suite for Education makes work submission easy; i.e. shared docs/slides
- Continue to link Google Suite to Schoology for grading and easy access to documents
- Support for the whole group occurs throughout the week, working with those that are on-campus in rotation

- End of week projects with opportunities for summative assessments filtered in
- Emphasizes 21st Century Skills, a set of essential skills only highlighted during this historic time
- Largely student-driven
- Can incorporate cross-curricular application
- May be restricted if student/s don't not have internet access; alternate plan required

Model 4: Every Other Day Courses

- All physical demonstrations are done while students are on campus
- Best developed with a 1-, 2-, or 3-week project-based rotation
- Breakout sessions for students in remote learning provide 1:1 or small group support

Model 5: Resource Room/SWS/AIS/RtI

- Take the time to develop micro-skills; i.e. organization, Work-Study skills, Data Driven Instruction
- Tuesday- Friday work on identified skills; IEP goals, Regents/State Assessment trend data, Career Exploration

**Strategies:**

<i>Strategy:</i>	Weekly planner
<i>Description:</i>	Teachers provide a weekly overview for students of assignments, due dates, etc.
<i>Example(s):</i>	<p><u>Resource Room:</u>  <a href="https://docs.google.com/presentation/d/1eW0HMwP4b1BTbLc4ZcYq_XqwoPYqjnAhry6Sj2i7Ehc/edit#slide=id.g723d359021_0_16">https://docs.google.com/presentation/d/1eW0HMwP4b1BTbLc4ZcYq_XqwoPYqjnAhry6Sj2i7Ehc/edit#slide=id.g723d359021_0_16</a></p> <p><a href="https://docs.google.com/document/d/1jE2cD0CNDh6MY2qu47E2F7itt-cQE57g3cvDKutl_xU/edit">https://docs.google.com/document/d/1jE2cD0CNDh6MY2qu47E2F7itt-cQE57g3cvDKutl_xU/edit</a>  This document was linked to my Schoology page as well as shared with each student in view setting.</p> <p><u>2nd grade:</u>  <a href="https://docs.google.com/document/d/1mKI7ZfVhvmQI5oIFAr__pHEEjMHt92ZUn4bfNAouNeE/edit?usp=sharing">https://docs.google.com/document/d/1mKI7ZfVhvmQI5oIFAr__pHEEjMHt92ZUn4bfNAouNeE/edit?usp=sharing</a></p> <p><u>4th grade:</u>  <a href="https://docs.google.com/document/d/1qUwu9tM6QBSbMCMYt7ptuDij7Wj4S7WCIdRnYt8IbuQ/edit?usp=sharing">https://docs.google.com/document/d/1qUwu9tM6QBSbMCMYt7ptuDij7Wj4S7WCIdRnYt8IbuQ/edit?usp=sharing</a></p>

	<p>“We sent out a weekly schedule that included all subjects areas to parents and kids the Friday before the school week. It had hyperlinks to the work which really helped. We created three versions: students without internet, a modified version for students who needed one and then one the we sent to the rest of the families that didn’t need any modifications. “</p> <p><b>Schoology Updates &amp; Calendar:</b> Weekly updates are sent to students and parents to inform them what we will be covered and what/when assignments are due for that specific week. Use of the calendar feature allows students and parents to see when assignments are due on Schoology.</p>
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<i>Strategy:</i>	Shared Units/Student Folders:
<i>Description:</i>	<p>Students are given access to <b>Shared Units</b> Materials (view only) on Google Drive. Students are responsible to make copies of assignments (docs) that are in a Shared Unit Folder and place assignments in teacher created student folders on Google Drive.</p> <p><b>Student Folders</b> are created by the teacher and are accessible by the teacher and Special Education teachers. The teacher is responsible for creating a class designated folder that houses all student folders for that specific class. Special Education teachers (co-teacher, consultant teacher, and/or assigned Special Education teacher) are given access to Special Education student folders.</p>
<i>Example(s):</i>	<p><a href="https://drive.google.com/file/d/1_eBWOJZCRPUIiH04bdcgybizlqcU2P_c/view?usp=sharing">https://drive.google.com/file/d/1_eBWOJZCRPUIiH04bdcgybizlqcU2P_c/view?usp=sharing</a></p>

<i>Strategy:</i>	Hyper Docs
<i>Description:</i>	Create a shared Google doc with embedded links
<i>Example(s):</i>	<p><b>Example:</b>  <a href="https://docs.google.com/document/d/1pFHuNqfeb5iXHy9M8sjk73LZzKL5ofz5FFRy1ZTxmn4/edit?usp=sharing">https://docs.google.com/document/d/1pFHuNqfeb5iXHy9M8sjk73LZzKL5ofz5FFRy1ZTxmn4/edit?usp=sharing</a></p> <p><b>Training:</b>  <a href="https://docs.google.com/presentation/d/16vFuURfEhUGgBuydESh3lbfguJMqJwarPXtrfYKrzLQ/edit?usp=sharing">https://docs.google.com/presentation/d/16vFuURfEhUGgBuydESh3lbfguJMqJwarPXtrfYKrzLQ/edit?usp=sharing</a></p> <p><b>Facebook Group:</b> <a href="https://www.facebook.com/groups/HyperDocs/?ref=share">https://www.facebook.com/groups/HyperDocs/?ref=share</a></p>

<i>Strategy:</i>	Teacher-made videos
<i>Description:</i>	Teacher makes a video of themselves teaching a lesson, completing problems, etc. A student seeing their own teacher is more meaningful than watching a third-party video on a topic.
<i>Example(s):</i>	<b>Screencast O Matic:</b> I made all my pre recorded lessons using this and it was super simple. I would record my screen and my face so it would show my slides as well as me. Recorded lesson could then be uploaded as a file to Schoology for students to access.

<i>Strategy:</i>	Games
<i>Description:</i>	
<i>Example(s):</i>	<p><b>Kahoot Challenges:</b> Used to reinforce the daily lessons. Challenges include topics/content from the daily lesson. Awarded bonus points (Classroom dollars) to the winners. After they collected 20 bonus points they could cash those points in for an assignment pass.</p> <p><b>Scavenger Hunts:</b> Works especially well for encore classes, such as PE, music, art, and health, but can also work for core classes. Allows students to utilize their natural environment (eg. cupboards at home for health snacks, walks on the property for organic shapes, exercise challenges like “finding steps”, etc.). Can have cross-curricular applications. This is also a good strategy for “real life” lessons; i.e. tracking records, cataloging information, recording logs, etc.</p>

<i>Strategy:</i>	Cross-curricular lessons, projects, etc.
<i>Description:</i>	Disciplines plan, create, and assign lessons, projects, etc.
<i>Example(s):</i> 	<p><b>Living Through History unit:</b> Students shared a graphic organizer to type in notes while interviewing an adult family member answering various questions about feelings, goals, etc. during the pandemic. Then students answered the same questions to then compare/contrast their responses. Students then got to choose how to showcase their findings with a choice board idea. They were so creative! Some made a slide presentation, some a video interview scenario with the adult. One student had his family showcase the interview within a game show scenario.</p> <p>Assignment:  <a href="https://docs.google.com/presentation/d/1-OWly614h0ygk2VnL3UL8e1jdh1QMC9jXUg6whEHr-l/edit?usp=sharing">https://docs.google.com/presentation/d/1-OWly614h0ygk2VnL3UL8e1jdh1QMC9jXUg6whEHr-l/edit?usp=sharing</a></p>



<https://docs.google.com/presentation/d/1UIbmWMg4eIVgP8OEFAPuuy1Hoc1xtb9zPLIW30hMc8l/edit?ts=5f22e118#slide=id.p>

Graphic Organizer:

[https://docs.google.com/document/d/1\\_22iG9kSFbqWLpp7GQ37bSGfbxkcd5JrpihxKzD2NH8/edit?ts=5f22e344](https://docs.google.com/document/d/1_22iG9kSFbqWLpp7GQ37bSGfbxkcd5JrpihxKzD2NH8/edit?ts=5f22e344)

Interview Organizer:

<https://docs.google.com/document/d/17-a82w6RJcshkh0D5sg2eAICnVNHNjGbeaxvHt7lYb8/edit?ts=5f22e152>

Student work:

<https://docs.google.com/presentation/d/1MpqU9ZthNMjGQqNjnZNXk2vf2nzv5a5mW2ftA9ZvgSw/edit?usp=sharing>

<https://drive.google.com/file/d/1v8fzhZ4bNY9HH7wRng3DMKmTa39pSgvS/view?ts=5f22e252>

**Wax Museum:** The students chose a famous or historical person to research, take notes using chronological order of important dates/events to show how and why the person is considered famous. The students took on the persona of the individual as they made a speech based on their notes. Choices were given for the creative portion such as dressing up as the person, creating a bottle person, etc. Photos were taken at home and shared with teachers so the school could showcase their project.

Assignment:

[https://docs.google.com/presentation/d/1ABhWoVkGCxA\\_Jz3LJaSw\\_EAIWzO6maeBpYiwLHW1hW4/edit?usp=sharing](https://docs.google.com/presentation/d/1ABhWoVkGCxA_Jz3LJaSw_EAIWzO6maeBpYiwLHW1hW4/edit?usp=sharing)

Graphic Organizer:

<https://docs.google.com/document/d/1mnHahOby-5VzpJg8hUC07rvAyLq36MrP8zYpLvFF3Yw/edit?ts=5f22e720>

Both units were shared during our weekly meeting times. I also want to add that we (the teachers) videotaped ourselves modeling doing an interview, taking notes, etc. for both units that we worked on together during remote learning. All teachers had an office hour from 10-11:00 each day so students could come to us to check in and/or get some additional help with classwork. All three fifth grades had a class meeting on Fridays.

**Biography Bottle Project:**

[https://drive.google.com/file/d/1\\_V2Aw3I1sJozbXO-kD0JvktQ9cnbqInZ/view?ts=5f22e8d1](https://drive.google.com/file/d/1_V2Aw3I1sJozbXO-kD0JvktQ9cnbqInZ/view?ts=5f22e8d1)

**Research Project** (6th Grade SS): Students work with the teacher on Monday (Day 1) to cover content and understand the assignment. Students then create their own google slide and share with the teacher. Each day a new google slide is expected to be completed, and the teacher works with the students via comments on google slide to provide daily feedback. Optional: Students can create an audio &/or visual presentation of google slides when completed to share with class.

**Teachable Moments During the Crisis:** Unique instructional opportunity to tap into students' innate curiosity about the virus across curriculums:

- Math: Looking at the pandemics examining rates of change, including exponential growth, calculus, and/or modeling
- Biology: How a virus affects the human body, especially the lungs
- Journalism: Teaching students to find and compellingly relate their unique stories of the pandemic
- History: Journaling as a powerful tool and an outlet for students as they create a daily first-person account of their lives as history unfolds around them
- Ethics/Debates: A time for empathy, self reflection, critical thinking, and debate about moral choices and next steps
- Media literacy: Discerning what's true and what isn't with online information

**Why School is Important - Research/Debate:** Kids throughout the country were polled about not being in school due to Covid. An interesting way to highlight this time period where they were removed from their peers, and the normalcy of what school brought to them is to ask students why school is important. There is an opportunity to debate, or create a writing assignment on the question.

**Teaching Social-Emotional Skills at a Distance:**

- Psychological Distancing – Ask students to think about helping another young person: “Well, what would I do to support my best friend who was telling me they were really worried about the coronavirus? What would I say to them?” This gets students out of their own heads, being empathetic and compassionate with another person – which might surface ideas they could apply to themselves. Students could also be asked to examine their own self-talk and think about whether it's helpful.
- Literature – Have students read stories aloud and discuss the feelings and motivations of characters can be helpful.

	<ul style="list-style-type: none"> <li>- <u>Current Events</u> – Ask students to reflect on the social-emotional attributes on display among political leaders – self-awareness, self-management, social awareness, responsible decision-making – and discussing how and whether these are helping the U.S. through this crisis.</li> </ul>
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<i>Strategy:</i>	Photo log
<i>Description:</i>	Students share photos, others comment and interact
<i>Example(s):</i>	<p><b>6th grade science:</b> For the 6th graders in science I was struggling to find group or lab activities. Because of this, I created a photo-log of backyard wildlife that the students captured on camera. Students used both their cell phone cameras, as well as "trail cameras" that several students were able to use with their parents' assistance.</p> <p>Student's then uploaded their photos to the class photo-log. At the end of the ecology unit, students needed to create a food web from the "back-yard organisms" they photographed. The kids definitely seemed to take ownership in the assignment.</p> <p>For this first attempt I simply used a google document as a photo log. I would look to expand on this in the future if I did it again. Maybe use something like google slides instead to improve on the presentation aspect of it.</p> <p><a href="https://docs.google.com/document/d/1UAZYLmrpYXoopw4LpecCtWbQ501xiDsTnjXmCRmfqqE/edit?usp=sharing">https://docs.google.com/document/d/1UAZYLmrpYXoopw4LpecCtWbQ501xiDsTnjXmCRmfqqE/edit?usp=sharing</a></p>

<i>Strategy:</i>	Learning Styles
<i>Description:</i>	Using Learning Styles to group students or to tailor instruction according to student strengths
<i>Example(s):</i>	<p><a href="http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml">http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml</a></p> <p><a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202014%20Handouts/LearningStyleInventory.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202014%20Handouts/LearningStyleInventory.pdf</a></p> <p><a href="https://www.businessballs.com/self-awareness/vak-learning-styles-self-test/">https://www.businessballs.com/self-awareness/vak-learning-styles-self-test/</a></p> <p>(for elementary)</p> <p><a href="https://stetsonassociates.com/Files/NEW%20Learning%20Style%20Inventory%20ELEM.pdf">https://stetsonassociates.com/Files/NEW%20Learning%20Style%20Inventory%20ELEM.pdf</a></p>

<b>Strategy:</b>	Student Choice															
<b>Description:</b>	In assessment, presentation, topic, etc. - use menus															
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<b>Strategy:</b>	Polls and Surveys, Online Quizzes
<b>Description:</b>	Can be used for exit tickets, quick-checks, etc. Can be anonymous.
<b>Example(s):</b>	<b>PollEverywhere:</b> <a href="https://www.polleverywhere.com/">https://www.polleverywhere.com/</a>

	<p><b>Google Forms</b></p> <p><b>PollMaker/Quiz Maker/SurveyMaker:</b>  <a href="https://www.poll-maker.com/">https://www.poll-maker.com/</a></p>
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<i>Strategy:</i>	Virtual Field Trips
<i>Description:</i>	
<i>Example(s):</i>	<p><a href="https://www.weareteachers.com/best-virtual-field-trips/">https://www.weareteachers.com/best-virtual-field-trips/</a></p> <p><a href="https://www.discoveryeducation.com/community/virtual-field-trips/">https://www.discoveryeducation.com/community/virtual-field-trips/</a></p> <p><a href="https://www.goodhousekeeping.com/life/parenting/a32403098/virtual-field-trips-for-kids/">https://www.goodhousekeeping.com/life/parenting/a32403098/virtual-field-trips-for-kids/</a></p>

<i>Strategy:</i>	Online Resources
<i>Description:</i>	
<i>Example(s):</i>	<p><b>Great Minds Videos</b> – These “Knowledge on the Go” materials and daily videos cover math, ELA, and science topics for grades K-8, as well as some high-school topics: <a href="https://gm.greatminds.org/en-us/knowledgeonthego">https://gm.greatminds.org/en-us/knowledgeonthego</a></p> <p><b>YouTube Channels for the Secondary Level</b> – High-quality video links for middle and high-school students: <a href="https://bit.ly/3djZhVr">https://bit.ly/3djZhVr</a></p> <p><b>Running YouTube videos through SafeTube</b> so that all of the advertisements and distractions go away. I then organize everything in Wakelet so I can find it again. These are the links I put in my SeeSaw activities. I can also get QR codes from SafeTube that I put into materials sent to students</p> <p><b>Updated Media Bias Chart</b> – The Ad Fontes chart analyzes numerous media sources by reliability and political leaning: <a href="https://www.adfontesmedia.com/?v=402f03a963ba">https://www.adfontesmedia.com/?v=402f03a963ba</a>; more important now than ever for students.</p>

**Other Tips:**

1) Document Camera: I purchased a cheap one on Amazon although I know some teachers have them at school. This allowed me to model work for students. This was especially helpful in math like with three digit subtraction with regrouping.

2) Google Slides: I made all my lessons attached to slides. I would make them shareable with all so anyone could access.

3) How-to-Videos: designed for parents and students, showing them how to login to the different accounts (Pearson, Think Central) as well as how to access and submit work (posted on your Schoology page for easy access).

4) Specified HW Meets: Instead of Office Hours, students were told of a HW driven google meet to discuss assigned work. Small group settings allowed students more opportunities to talk and ask questions or address concerns.

5) Our team emailed 12 (we divided that up by the class number) different students every day so every day a student was getting a message from at least one of us. We also had a grade 6 doc that was shared with all area teachers that focused on students we were concerned about. We would make notes which was so helpful to see when any contact was made. I also did a tally of what students were handing in work for all classes. It helped to see some kids handing in for one class but maybe not others. It was a lot of work but I think it gave everyone, teachers, counselors, etc. a good snapshot of what was going on with the students.

6) Strategies to Stay Connected with our Students:

- Maintaining morning meetings – This might be a video of announcements and daily content, with students chiming in, or a recorded meeting that students can watch asynchronously
- “Temperature” checks – Using Schoology to have students report on their state of mind: thumb up, thumb sideways (meh), or thumb down.
  - As part of homework, ask students to check in on a classmate and report back to the teacher by e-mail, or text.
- Snail-mail pen pals, phone pals, or virtual turn and talk – Potentially use the Zoom breakout room feature to have students discuss a question in small groups and then the teacher follows up with one-on-one sessions with students, having them read aloud for a few minutes. At the low-tech end of the spectrum, some teachers are encouraging students to call each other on a rotating basis, or sending home paper, envelopes, and stamps for students to write letters to each other.
- Creating virtual “tables” – Potentially use Google Classroom to get groups of 4-5 students (randomly assigned) discussing assignments, asking each other questions, and staying connected.
- Including parents – Use checks in with parents via e-mail every day with questions like “How are you?” and “Do you need anything?” Or connect with parents with the messaging platform Remind or, for parents who don’t have text messaging, a dedicated Google Voice phone line.

## 7) Making Remote Learning Human:

- Embrace authentic tasks - This an excellent time “to leverage open-ended tasks, complex instruction, and journaling, allowing students to post pictures of their journal entries through Seesaw or Google Drive.” Another idea is to provide a math task with multiple solutions and challenging students to journal about their solutions, or respond to prompts in a reader’s notebook? After students have had time to work on their own, the teacher might host an online class for sharing and discussion.
- Create opportunities for dialogue and discourse
- Build in opportunities for self-reflection - There is an opportunity to allow students to reflect on what it truly means to learn. To do this we have to ask students to think about their learning. One option is to send students videos of us thinking aloud as we solve questions or problems. Teachers can ask students to make a video of their responses to questions like: - What went well for you with that task? - What will you do differently next time? - How has your thinking changed?

## 8) Synchronous vs Asynchronous Instruction - Helpful Hints:

- Synchronous - videoconferencing - use for discussions, sharing ideas, brainstorming, and spontaneous conversations; allow for flexible pacing; incorporate interactive games, practice quizzes, and supplementary videos; conduct virtual office hours, invite students to join you at certain times, or arrange optional lunch chats
- Asynchronous - best for emails, texts, videos; keep it short

## 9) Minimizing Screen Time - Consider having students listen to audio versus watching videos

- Encourage note taking by hand rather than on a computer
- During an online class, periodically ask students to look away from the screen – for example, “Now, from memory, redraw the figure we discussed last week.”

10) Use Established Materials Differently - News ELA - Copy and paste the text into a doc and have students work on what they need; central idea, claim, evidence to support the claim, essential vocabulary.

11) Students as Teachers - Give an overview of a unit and assign pieces to students or groups of students. Students create powerpoints and present information to the class and teachers add their info into the unit slideshow which all students have access to.

12) Borrow from other Classes - Use content area materials for breakout groups, Resource Rooms, related service groups. Using problems, reading materials, and vocabulary from other classes will strengthen student knowledge and give added exposure to material.