



# Distance Learning Grades 3-5

A digital version of this document can be found at <https://sde.ok.gov/covid19-instruction-support>

This document is designed to support Oklahoma teachers and districts as they provide distance learning opportunities for students. Distance learning aims to provide students with continued learning opportunities at home and may or may not include technology.

## Questions to Consider while Planning for Continued Learning

### 1. What are reasonable goals for student learning in your context? What experiences should be prioritized? Keep in mind:

- District and school guidance and directives including expectations for learning time at home **(see sample time guidelines for grades 3-5 below)**
- Students' access to technology/internet/phones
- Students' and your other responsibilities to family, work outside of school, etc.
- Students' current understandings and background knowledge

### 2. How may students be introduced to new ideas or topics?

- video of the teacher or someone else
- interesting and relevant stories/article(s)
- describing a specific event or problem that is meaningful to them and connected to an identified theme. An example of an event could include a birthday party with the theme of friendship. An example of a problem could include storms with the theme of weather.
- specific websites or links provided by the teacher

### 3. In what ways may students collect information that relates to the ideas or topics being presented by the teacher through distance learning?

- close reading of texts or articles
- looking around their home or in the neighborhood and asking questions about what they notice
- using journals, charts, and data tables to record collected information
- developing and testing a simple model, watching a video related to the content

### 4. In what ways may students be encouraged to have productive discussions with their friends, teacher, and/or family members about their learning?

- explaining the topic or project to family members and asking for their ideas
- calling another student in the class to discuss
- participating in an online discussion or live chat with the teacher and/or students



## 5. In what ways may students show evidence of their thinking and progress?

- responding to questions posed by the teacher or shared questions posed by the class
- writing or drawing in a journal or notebook to convey their thoughts
- taking pictures of important steps of the process they are asked to do and then writing about that process and sharing it with family members
- contributing to a shared classroom digital platform (Example could include science discussions, student-led book talks, written prompt responses)

## 6. In what ways may students give and receive feedback?

- shared classroom digital platform (Examples could include students responding to prompts or questions on Google Classroom, Google Forms, or a classroom dashboard with the teacher giving feedback on the platform.)
- feedback on artifacts sent via email or text message (Examples of artifacts might include pictures, videos, memes, chats, writings, drawings, or recordings.)
- phone call to students' parents who lack technology (An example could be a teacher having a phone conference to coach a student in a specific content area.)

For specific guidance related to **Special Education** and **English Language Learner** instruction, visit [Special Education](#) and [English Language Learners](#).

**Considerations for Universal Design** can be made to ensure all activities are accessible for all learners. Learn more about [Universal Design for Learning](#).

## Practical Advice

- As you begin the new journey of assisting your students through distance learning, identify personal support structures at home and within your school family. As teachers continue to support students, it is vital to find ways to connect with family, friends, and other teachers.
- When something doesn't work, give yourself permission to move on to the next idea.
- Take advantage of opportunities for creative learning environments inside and outside the home (e.g. backyard, driveway, nature walks) and allow students to pursue interests that connect to the learning goals.
- Focus on enrichment activities that reinforce concepts and practices learned earlier in the school year, rather than feeling that you have to only address new content.
- Consider creating broad goals that combine multiple content areas. For example, what math topics are found in the book(s) you are reading and how did that math play a part of the story,



or how are students finding science phenomenon in their neighborhoods and how can they share these science topics with others through written form?

- Provide students with a balance of structure and choice in their learning. You may use the suggested time frames below to create structure and the learning menu and links (found later in the document) to include choice.

### Sample Structure for Learning

- 20 minutes of a read aloud or independent reading
- 20 minutes of a reading or writing lesson, task, or prompt (may include 15 minutes of independent writing)
- 20 minute combination of a math lesson, activities, application practice, or games focused on concepts or skills (i.e. number sense, computation, problem solving, etc.)
- 20 minutes of a science/social studies activity or lesson connected to an overarching project or topic of study
- flexible specials (Physical Education, Music, Art, World Language or Library)

### Example Activities

The following examples are meant to provide a sample structure for activities designed with the guidance provided in this document in mind. For other examples check out these [Elementary School Example Activities](#). If you have additional ideas for activities, please consider adding them to [this survey](#) that will then be used to update examples.

Integrated Example Activity #1	Integrated Example Activity #2
Have students develop a question about something they are interested in (e.g., cooking, tinkering, nature, community-based problems) and design an investigation. Students can: <ul style="list-style-type: none"><li>● describe the specific idea or question they want to investigate, including why they are interested,</li><li>● develop a research plan/activity to learn more about the suggested question,</li><li>● show evidence of what they have learned about the questions they created and possible solutions they have developed.</li></ul>	With a friend or family member, discuss interesting words. Students can: <ul style="list-style-type: none"><li>● identify words across different content areas with multiple meanings (bark, beat, stand, throw),</li><li>● identify words across different content areas that sound alike but are spelled differently (sum/some, two/to/too and write/right),</li><li>● together, write fun sentences using some of these word groups and then draw a picture to go with them.</li></ul>



## Instructional Resources

<b>ELA</b>	<a href="#">ReadWriteThink</a> - contains hundreds of free ELA lesson plans for each grade level. Many activities for all levels of available technology	<a href="#">Scholastic Learn at Home</a> - various texts for students, as well as reflection questions and activities that extend beyond the lesson
<b>Math</b>	<a href="#">You Cubed</a> - math thinking activities encouraging a growth mindset	<a href="#">Khan Academy</a> - videos and lessons for a wide range of topics with the option to set up classes or have students work independently
<b>Science</b>	<a href="#">NSTA Daily Do</a> - daily sense-making tasks teachers and families can use to engage students	<a href="#">Discovery Education</a> - standards-aligned, digital curriculum resources and easy-to-use technology
<b>Social Studies</b>	<a href="#">Oklahoma Council for the Social Studies</a> - vast collection of instructional resources and research-based effective strategies to enhance social studies learning	<a href="#">C3Teachers</a> - collection of lessons and articles using the social studies practices that include the primary sources needed
<b>Engaging The Family</b>	<a href="#">Wonderopolis</a> - This site provides families with a wonder of the day and a place to search and learn about family wonders.	<a href="#">Family STEM Activities</a> - These science, technology, engineering and math activities are fun for students, adults and the whole family.

## Technology Resources

For technology resources where elementary teachers connect with students, stay organized, and more, go to this page of [free digital tools for instruction](#) that has multiple links for all subjects and grade levels.

## Stay Connected to Community

You aren't alone. There are thousands of other teachers around the state and nation who are collaborating and sharing strategies, resources and ideas for continuous learning for students while at home.



Each content area has a monthly newsletter full of resources, instructional strategies, and a direct connection with your OSDE content director. Subscribe at the following link: [SDE Newsletter Signup](#)

ELA	Math	Science	Social Studies
<b>Join Facebook Groups:</b> <ul style="list-style-type: none"> <li>● <a href="#">#ELAOK</a></li> <li>● <a href="#">#ELAOK Elementary</a></li> </ul>	<b>Join Facebook Groups:</b> <ul style="list-style-type: none"> <li>● <a href="#">#OKMath</a></li> <li>● <a href="#">#OKMath Elementary</a></li> </ul>	<b>Join Facebook Groups:</b> <ul style="list-style-type: none"> <li>● <a href="#">All grades #OKSci</a></li> <li>● <a href="#">#OKSci Elementary</a></li> </ul>	<b>Join Facebook Groups:</b> <ul style="list-style-type: none"> <li>● <a href="#">OKCSS</a></li> <li>● <a href="#">#OKSS Elementary</a></li> </ul>
<b>Twitter accounts to follow:</b> <ul style="list-style-type: none"> <li>● <a href="#">Deb Wade</a></li> <li>● <a href="#">Jason Stephenson</a></li> <li>● <a href="#">#elaok</a></li> </ul>	<b>Twitter accounts to follow:</b> <ul style="list-style-type: none"> <li>● <a href="#">Robbyn Glinsmann</a></li> <li>● <a href="#">Christine Koerner</a></li> <li>● <a href="#">#okmath</a></li> </ul>	<b>Twitter accounts to follow:</b> <ul style="list-style-type: none"> <li>● <a href="#">Susan Wray</a></li> <li>● <a href="#">Tiffany Neill</a></li> <li>● <a href="#">#oksci</a></li> </ul>	<b>Twitter accounts to follow:</b> <ul style="list-style-type: none"> <li>● <a href="#">Brenda Chapman</a></li> <li>● <a href="#">#okcss</a></li> </ul>

OSDE Hosted Virtual Meetings
<p>Join OSDE staff and elementary teachers (grade 3-5) around the state for weekly virtual meetings to gain resources, strategies and advice for distance learning.</p> <p><b>Grade 3 - Grade 5 Virtual Meeting Every Tuesday 4:00 - 5:00 p.m.</b></p> <p>Connect via Zoom:</p> <ul style="list-style-type: none"> <li>● Link: <a href="https://zoom.us/j/612961640">https://zoom.us/j/612961640</a></li> <li>● Meeting ID: 612-961-640</li> <li>● Phone: (346) 248-7799</li> </ul>

### Contact Information for OSDE Elementary Staff

We are here to help in any way we can. Feel free to email any of the following people at OSDE if you have questions or need support.

- **Deb Wade**, Director of Elementary Language Arts, [Deb.Wade@sde.ok.gov](mailto:Deb.Wade@sde.ok.gov)
- **Christine Keorner**, Secondary Director of Mathematics, [Christine.Keorner@sde.ok.gov](mailto:Christine.Keorner@sde.ok.gov)
- **Susan Wray**, Science Specialist, [Susan.Wray@sde.ok.gov](mailto:Susan.Wray@sde.ok.gov)
- **Brenda Chapman**, Director of Social Studies, [Brenda.Chapman@sde.ok.gov](mailto:Brenda.Chapman@sde.ok.gov)