



Curriculum, Assessment, and Instruction

Independent Learning Suggestions in the Event of Power, Network, or Learning Platform Outages

Seattle Public Schools is dedicated to ensuring educational excellence for every student. In the event of a power outage, network outage, or other situation that results in technology not being available, our intent is that learning will continue, particularly in the core academic areas.

The following list of suggested independent learning opportunities was developed considering a variety of students, including students with IEPs and students who may not have access to technology or other resources during a power or network outage. These opportunities are examples of independent learning activities that can take place at home. There are many great resources to help students to stay engaged academically.

In advance of an emergency event and if printing is available, families may download and print district provided resources.

Schools may also offer guidance and specific learning activities for students.

Suggested Learning Opportunities

Below are general learning opportunities for students and families to consider while synchronous remote learning is not available:

- Preschool
- Grades K - 2
- Grades 3 - 5
- Grades 6 - 8
- Grades 9 - 12
- All Grades
- Resources for PK - 12 Learning

Preschool

Literacy/Language

- Read a Book, Ask a Question – Make reading interactive, ask questions about the book that can be answered verbally or nonverbally.
- Rhyme Time – Introduce rhyming words by reciting a rhyme or reading a rhyming book.
- Picture Book – Create a picture book using magazine pictures, your children’s drawings or family photos. Encourage your child to share their ideas about the pictures and write down their words. Share the book and ask question as you read together.
- I Can Read Words – Have your child look through a collection of environmental print (cereal boxes, wrappers, toy labels, logos from familiar restaurants) and choose an item that contains a word they recognize. Ask your child to read to you the words they recognize and encourage them to talk about the print.
- Word Field Trip – Invite your child to join you on a Word Field Trip. Explain that you will be taking a walk and looking for words as you go. As you walk along on your trip around the neighborhood, park, store, etc. point out some of the words you see. Encourage your child to look for signs. Take pictures of the words you find and use them to recall words from your field trip later.
- Conversation starters during car rides, mealtime or a walk to the park: tell a knock knock joke, Ask a question: What’s your first memory? If we all lived in a zoo, what animals would we be? If you were a superhero, what would your power be and what would you be called?

Mathematics/Cognitive/Science

- Sorting – sort collections of items in your house by size, color and shapes. Items you can find include shells, buttons, rocks, leaves, lids, shoes etc.
- Matching – sort and match laundry items. Help with putting away and sorting dishes or utensils.
- Counting Collections – have your child count a collection of items you have in your house, such as buttons, toys, paper clips, etc.
- Play board games/card games, or make your own with cardboard, paper, pens, and player pieces
- Homemade Floor Puzzle – use a piece of cardboard and have your child draw a picture. Cut the pieces into various shapes and sizes. Have child put pieces together.
- Color Search – look for items that are a color match. Hold up a colored object and you’re your child go on a hunt around your house to find items that are the same color.
- I Spy Shapes – look for items that are a shape match. Have child search for items in the house that are round, square, triangular, rectangular. Count how many cupboards, windows, or doors.
- Go for a wondering walk in your neighborhood – notice the signs of the season, evidence of natural animal habitats, bring a paper bag to collect items for sorting or counting collections.

Physical Education/Gross Motor

- Toss game - have children toss soft items (stuffed animals, pillows, or small rubber balls) into a bucket or big plastic bowl, or laundry basket.

- Indoor Hop Scotch - use painters tape to create a hopscotch board. Use a small stuffed animal to toss on a space to jump to.
- Dance - make up dance moves and give children props-like scarves that they can dance with. Play freeze dance and try freezing in different shapes and levels, when you stop the music.
- Cardboard boxes - create pretend cars, or trains with cardboard boxes, have children draw and decorate their cars or a series of train cars. Have children test out their cars by sitting inside and pretend to drive. They can push their cars all around the house to move it around.
- Create a musical instrument from an item at home (examples: plastic container, straw, whistle, drums, beans and a paper towel roll for rainmakers or a sealed container of corn for shakers)

Fine Motor/Arts and Crafts

- Paper bag town maps - undo the seams on a paper grocery bag, turn it over (non-print side), and have children draw roads. Use this map to drive little cars. You can add to this map, by encouraging children to draw in buildings, and parks.
- Card box or paper plate lacing activity - cut out (paper punch) holes in card box or paper plates (you can do letter shapes too). Give children shoelace (or yarn-tape up one side to make stiff and have them lace the through the holes.
- Mosaic art - cut up magazine or colored paper into one-inch strips, have children glue onto paper to make a mosaic art.
- Pouring/scooping activity - several paper cups or plastic containers. Have children pour items from one container to another (dry corn, rice, beans). Give them a scooper or teaspoon to scoop from one container to another.

Health/Social Emotional Learning

- Practice washing hands thoroughly by singing the "Happy Birthday" song twice. 20 seconds or more wash your hands
- Name foods you have in your house. Identify names of vegetables and fruits.
- Host a "tea party" and serve colorful foods from your home or different cultures.
- Have kids move their bodies in creative ways to get from one place to another- hop, slither, wiggle, bounce, etc. Moving our bodies can be done inside or outside, or traveling on the way!
- Play Feeling Charades: With your child, take turns guessing the emotion the other person is demonstrating or describing. Use your entire body and/or tone of voice to demonstrate the emotion or draw a picture to show the experience when you have with that emotion.
- Guided Stories and Videos: When reading with your child or watching videos together, take the opportunity, to identify any conflict or difference of opinion and guide your child in recognizing each person's perspective or issue. This gives children practice in empathy and problem solving.
- Conversation starters during car rides, mealtime or a walk to the park: What do you do when you're feeling angry/sad? Or when really really happy? If you were granted three wishes, what would they be? Name three things you are grateful for. What is your favorite smell? Sound?

Grades K – 2

K-2 Reading and Writing

Directions: Read or listen to a story or a nonfiction book. As you read, pay close attention to the details in the book that help you make pictures in your head.

When you are done:

1. Draw a picture to show one thing that happened in the story or one thing you learned from the book.
2. Write words to describe what you drew in your picture.
3. If you can, talk to someone about your picture, what you wrote, and a question or something you wonder about your book.

K-2 Vocabulary

Directions: Think about the story or nonfiction book that you read. Choose one word from the book that you want to teach to someone else.

1. Draw a picture to teach the meaning of the word to someone else. For example, to teach the word *wag* you might draw a picture of a dog moving its tail.
2. Write a sentence about your picture using the word.

Family Supports

Talking about books and sharing ideas together at home is an important part of reading for students. Below are suggestions for engaging in reading conversations with your child that will help them better understand what they read.

Adult Family Members/Guardians

Ask your child:

- “What do you think about what you just read?”
- “What new information did you learn?”
- “What do you already know about this topic?”

For example: Before reading about polar bears, you might ask, “What do you know about polar bears?”

Visit the [SPS and Seattle Public Library Online Resources](#) page to access online books

Mathematics

This is a great time to share with your student that math is everywhere. K-2 students should spend 10 minutes/day for math games and/or workbook practice.

- **Count Everything:** Counting is a powerful activity that students can do anywhere.
- Count in different ways, by 2’s, 5’s, 10’s. Start counting from different numbers, not just at zero. Celebrate landmark numbers – Clap or jump when you get to multiples of 10 like 10, 20, 30 etc.
- **Play store!** Count while you stock shelves or exchange and count pretend money.

- Talk about Shapes: Find, classify and sort shapes in your home. How many circles can you find, how many rectangles – and how many of those are squares.
- Measure everything. Use nonstandard tools like a shoe or even your hand to measure how tall a table is or how far you can jump.
- Point out fractions: Share things - like a can of soup - between people. Each person gets a $\frac{1}{2}$ or $\frac{1}{3}$. Note how this new kind of number is less than one but more than none!
- Read Stories! Mathematize reading time. Most children’s books are ripe with opportunities to notice shapes, count objects, compare two things, notice how things change and grow, and to make predictions about what is going to happen based on the information we already have!
- Look at coins and determine how old they are using the date. Sort them from oldest to newest coin. If you have a large collection of coins arrange them into a bar graph based on year or the location, they were minted. What is the most common date or location?
- Practice Mental Math. Given a two-digit number, mentally find 10 more or 10 less than the number (Gr 1). Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- Look for real life word problems involving addition and subtraction in everyday life. Examples: “How many crackers do you have on your plate? If you eat 5 crackers, how many do you have left?”; “Your box of crayons says it has 64 crayons. How many are you using for your picture? How many are still in the box?” Problems should range within 10 for PreK & K, within 20 for Gr 1 and within 100 for Gr 2.
- Play board games and card games. The vast majority of games involve some kind of math, logic and/or strategy. While playing the game find opportunities to pose questions about math or numbers.

Science

- Go outside and make observations. Look for evidence of animal habitats (i.e.: spider webs, bird nests, animal tracks, or leaves with insect bite marks, etc.)
- Look for evidence of spring in the plants (i.e.: flowers, buds, new leaves, etc.)
- Collect rocks or leaves from outside and let students think of creative ways to put the objects into groups. (i.e.: size, color, shape, texture) Ask students to explain why they chose the grouping they chose.

Library

- What are the differences between fiction, nonfiction and biography?
- Do you know the parts of a book? Can you identify the spine, the title page and the front and back covers? Does your nonfiction book have a glossary, a table of contents and an index? How does this help you find information quickly?
- Can you arrange your books in alphabetical order by the author’s last name? Can you group your nonfiction books by subject?
- Build a reading fort! Use pillows, blankets, and more to cozy up with a good book.
- Read in your PJs!
- Find online books:

Seattle Public Schools:

- PebbleGo for K-2 students
- TumbleBooks
- Teaching Books

Seattle Public Library:

- BookFlix: Find a story pairing about winter weather

Dance

- Build a playlist and dance for at least 20. Music and movement bring enormous amounts of joy.
- Play freeze dance and try freezing in different shapes and levels, when you stop the music.
- Choreograph a story dance with a beginning, middle and end.
- Dance your favorite story.

General Music

- Demonstrate loud-quiet through movement, such as making big motions when the music is loud and small motions when it is quiet.
- Listen to a piece of music and tell why you like it.
- Perform songs that have tempo changes, such as *Head, Shoulders, Knees, and Toes*. Experiment with different tempos while singing/moving.
- Move and dance to show the emotions of a piece of music.
- Create a musical instrument from something found (examples: plastic container, straw, whistle).
- Create an instrument ensemble using items in your home. Create a new musical work and put on a performance!
- Draw your favorite musical instrument.

Theatre

- Create a costume drawing.
- Perform a play using shadow puppets.
- Act out your favorite fairytale.
- Write and perform a script based on your favorite book.
- Act out your favorite storybook and put on a play for your family.
- Mirror Exercise: Pair up actors. One actor is the mirror and must copy everything the other actor does
- Keep an actor's journal. Everyday write down how you are feeling.
- Fairy Tale, or short story, in a Minute: The actors pick a fairy tale and then act out the story in one minute. Then they must act out the same thing in 30 seconds. THEN they must act it out in 20 and 10 seconds.

Visual Art

Recyclable projects: Take everyday items like cardboard tubes, lids, egg cartons, boxes and plastic packaging, tape and/or glue and make a sculpture.

Drawing & Painting/writing prompts:

- Create one still life or self-portrait every day looking in a mirror and practicing observation techniques.
- Illustrate a daily journal
- Draw a picture that visually illustrates a piece of music.
- Take a walk through the neighborhood or park and make scientific observations.
- Go to a window in your home. Draw everything you see out the window. Remember that things up close are bigger than things far away. Remember about overlapping, too!
- Trace around something small and circular, such as a toilet paper tube, or yogurt container. Trace 20 circles. Make each circle into something different- a pizza, a flower, a happy face, etc.
- Take a box or can from your cupboard. Wrap paper around the outside to cover the label. Then draw your own new label. Think of something new, funny, disgusting or delightful that you wish were in the box or can. Advertise it well on the outside so people will want it! (ex. Noodle Worm Soup with Muddy Meatballs)
- Observe a pet or wild animal, or one on a video. Invent a home for this animal. Draw, build or paint it. Make a paper animal to live inside it, too.
- Set up a still-life for yourself. Use toys, plants, books, etc. Leave it up for a while and go back to it again and again. (Don't finish it in one try.)
- Make an 8 page book (also known as a poof book)
- Make a flip book

Design a Big Building: Use recycled materials from the recycle bin/ or draw it/ or build it with blocks or Legos. Make figures to place inside of it.

Invent:

- What can this become? Start with any shape (hand, circle, square, even just a mark) and use your imagination to turn the shape or mark into something
- Paper airplanes anyone?
- Fold, crease, repeat. Make many of the same folded creation (crane, heart, fortune teller, paper airplane) and turn it into a paper sculpture.
- Make a paper hat. Make one for an animal and /or pet.

Mindfulness Activities

- Practice kind thoughts by prompting your child to think of 5 people they'd like to send kind wishes to.
- Bang on a pot/pan and invite your child to signal to you when they no longer hear the sound 'hanging' the air.
- Squeeze and let go, tensing different muscles in the body for 5 seconds and then slowing releasing.
- Explore textures in nature, take a walk to collect several different objects and observe/describe how each feels.

- Have your child give you the ‘weather report’ on how they’re feeling, “I’m dark and cloudy with some raindrop tears coming out”.
- Take a mindful walk pointing out sights and sounds along the way.
- Explore touch by choosing several objects, then comparing the difference in how they feel dry vs. wet.
- Slow down by having a snack in ‘slow motion’ and taking notice of the taste throughout.
- Try ‘buddy breathing’ and invite your child to grab a toy/stuffed animal to place on their tummy while they lay down and take slow breaths, in through the nose and out through the mouth.
- Explore emotion by prompting your child to scan their body when experiencing a feeling, and describe where they feel it the most.
- Sit down with your child and ‘color your feelings’ together depicting each emotion with a new color.
- Listen to some music and see how many different instruments you can each hear.

Health

- Practice washing hands thoroughly by singing the "Happy Birthday" song twice.
- Name foods you have in your house. Identify names of vegetables and fruits.
- Host a "tea party" and serve colorful foods.
- Have kids move their bodies in creative ways to get from one place to another- hop, slither, wiggle, bounce, etc.

Social Emotional Learning Skills

- Be an emotion scientist and say how you feel! You and the people you are with can use the Mood Meter to help figure out how you feel. To figure out how you feel you can pay attention to:
 - How your body feels
 - Your thoughts
 - Your emotions
- Set goals and celebrate accomplishing them! Each day, think about one thing you’d like to do such as a household chore, an outside activity, or a learning activity. As you do that activity notice that you’re accomplishing your goal! Celebrate by telling yourself you’ve done a great job. On days you don’t accomplish your goal, forgive yourself and try again another day!
- Solve problems with kindness! As you play and learn there will be problems. Problems give you a chance to be your “best self”. When you are being your “best self” you and the people around you might feel better and have more fun!
- To be your best self you can:
 - Notice how you and others feel
 - Listen to other people’s ideas
 - Say your ideas and ask for help with kindness

Grades 3 – 5

3-5 Reading

Directions: Read a story or a nonfiction book.

1. Select one of the following reading strategies that you have already worked on: visualizing, making inferences, or wondering and questioning.
2. Stop three times during your independent reading. After each stop write down either: what you are visualizing, what you are inferring, or what you are wondering about as you read.

3-5 Writing

Directions: After reading, write a writing response for your book that includes the title and author

1. Write a summary of the section you read today.
2. Explain your favorite part of the passage you read.
3. Explain if you would recommend this book. Why or Why not?

3-5 Vocabulary

Directions: Think about the story or nonfiction book that you read. Choose two words that you could teach to someone else.

1. Define the words.
2. Create sentences using the words.
3. Draw or sketch what you visualize when you think about the vocabulary words you chose.

Family Supports

Talking about books and sharing ideas together at home is an important part of reading for students. Below are suggestions for engaging in reading conversations with your child that will help them better understand what they read.

Adult Family Members/Guardians

Ask your child:

- “What do you think about what you just read?”
- “What new information did you learn?”
- “What do you already know about this topic?”

For example: Before reading about polar bears, you might ask, “What do you know about polar bears?”

Visit the SPS and Seattle Public Library Online Resources page to access online books.

Mathematics

This is a great time to share that with your student that math is everywhere. Grade 3-5 students should spend 10 minutes/day for math games and/or workbook practice.

- Measure, count, and record. Count how many jumping jacks or pushups can be done and how long it takes – or how long it takes to do 10 or 20. Play around with doubling or halving the time.

Use non-standard tools, like a shoe, to count how far someone can jump – calculate how far 10, 15, or 20 jumps might take you.

- Build something together. Big or small, any project that involves measuring includes counting, adding, and multiplying. It doesn't matter whether you're making a clubhouse out of shoeboxes or building a genuine tree house.
- Involve your student in the shopping. Talk about prices as you shop and estimate the cost by rounding to friendly numbers or use a calculator for more accuracy.
- Look at coins and determine how old they are using the date. Sort them from oldest to newest coin. Find the sum of their ages. Find the difference between the oldest and the newest. If you have a large collection of coins arrange them into a bar graph based on year or location where they were minted. What is the most or least common year or location?
- Count things and generalize to larger sets. Count how many beans are in one cup and estimate how many are in a larger bag. Count how many students are in their class and estimate how many students are home from their school or from the school district.
- Mathematize reading time. Most children's books are ripe with opportunities to notice shapes, count objects, compare two things, notice how things change and grow, and to make predictions about what is going to happen based on the information we already have!
- Look for real life word problems involving multiplication and division in everyday life. Examples: "The box of fruit snacks has 24 packages; how many should we give to 3 kids if we divide them evenly?"; "This notebook has 253 sheets of paper. If we use 4 sheets a day how long would it last?" Problems should involve single digit factors for Gr 3, and 2-digit factors for Gr 4-5. Gr 4-5 division problems can include interpreting remainders. "I have a bookshelf with 5 shelves. If I have 79 books, and I want to put the same number of books on each shelf, how many books would be on each shelf, and how many would be left over?"
- Look for real life word problems where fractions are involved. Equal sharing problems are a great way of developing quantitative understanding of fractions. Examples: "The four of us want to share 3 brownies. How much should each person get so everyone gets the same amount?"; "We are a family of 6 and we only have 4 bottles of soda. How much soda should each get so everyone gets the same amount?"
- Play board games and card games. The vast majority of games involve some kind of math, logic and/or strategy. While playing the game find opportunities to pose questions about math or numbers.

Science

- Keep a "Spring Changes" journal by making daily observations of the weather, plants, and animal changes that occur as the spring approaches. Draw pictures and write about what evidence you see of the coming spring season. Record the questions you have.
- Using household items, design and build the tallest free-standing structure you can build.

Library

- How are books arranged in a library? Can you arrange your books by the author's last names? Can you arrange the nonfiction books by subject?
- Why is a table of contents, an index and a glossary important in a nonfiction book?

- Can you tell the difference between an autobiography and a biography?
- Using an online resource try to find information on a topic of your choice
Seattle Public Schools:
 - Britannica
 - Britannica Escolar
 - CultureGrams
 Seattle Public Library:
 - Britannica Library: Children

Dance

- Build a playlist and dance for at least 20 minutes. Music and movement bring enormous amounts of joy.
- Play freeze dance and try freezing in different shapes and levels when the music stops.
- Choreograph a story dance with a beginning, middle and end.
- Dance your favorite story.

General Music

- Use rhythms found in a poem to create a musical composition to sing or play on an instrument.
- Listen to multiple pieces of music and describe which one is the most pleasing.
- Perform or listen to a piece of music that changes tempo between slow, medium, and fast. Examine how the changes can affect the mood of a piece.
- Create a musical instrument from something found (like a plastic container, straw, whistle).
- Create an instrument ensemble using items in your home. Create a new musical work and put on a performance!
- Compose a piece of music to express an idea or feeling, then perform it.
- Compose a song using different rhythms and note names!
- Draw your favorite instrument or design a new one and explain how it works.
- Practice your recorder.
- Learn a new song on the ukulele.

Instrumental Music

Below are helpful reminders when practicing your instrument:

- Practice in a place where you can concentrate.
- Schedule a regular practice time every day.
- Maintain good posture by using a straight back chair or stand up to practice.
- Position music at eye level when you practice- a music stand is recommended.
- Warm up with long tones (blowing/bowing several long notes with a full, steady tone).
- Focus on the music that is most difficult to play, then move on to that which is easier and more fun.
- Review note names at sight using a variety of methods (method book, work sheets, flash cards and/or online games, etc.).

- Extra - make up your own tune or play-by-ear a melody you like.
- If possible, listen to recording of musicians playing your instrument for modeling good tone and gaining inspiration.

Play a game to practice note reading!

Theatre

- Create your own play using sentence stems.
 - *Once upon a time...*
 - *And every day...*
 - *Until one day...*
 - *And because of that...*
 - *And because of that...*
 - *Until finally...*
 - *And ever since then...*
- Create a costume drawing.
- Write and perform a script based on your favorite book.
- Mirror Exercise: Pair up actors. One actor is the mirror and must copy everything the other actor does.
- Be a film critic: Watch a movie and write what you like about the actor's technique and what you would do differently?
- Keep an actor's journal. Everyday write down how you are feeling.

Visual Art

Recyclable projects: Take everyday items like cardboard tubes, lids, egg cartons, boxes and plastic packaging, tape, glue and make a sculpture. Next, write a story to go along with your artwork or explain your design process.

Drawing/writing prompts:

- Create one still life or self-portrait every day looking in a mirror and practicing observation techniques. (A variation to try...do not look down at your paper.)
- Create and illustrate a daily journal
- Draw a picture with a caption that illustrates a piece of music.
- Take a walk through the neighborhood or park and make scientific observations.
- Go to a window in your home. Draw carefully. Draw everything you see out the window. Remember that things up close are bigger than things far away. Remember about overlapping, too!
- Trace around something small and circular, such as a toilet paper tube, or yogurt container. Trace 20 circles. Make each circle into something different - a pizza, flower, grumpy face, etc.
- Take a box or can from your cupboard. Wrap paper around the outside to cover the label. Then draw your own new label. Think of something new, funny, disgusting or delightful that you wish were in the box or can. Advertise it well on the outside so people will want it! (ex. Noodle Worm Soup with Muddy Meatballs)

- Observe a pet or wild animal, or one on a video. Invent a home for this animal. Draw, build or paint it. Make a paper animal to live inside it, too.
- Set up a still-life for yourself. Use toys, plants, book etc. Leave it up for a while and go back to it again and again. (Don't finish it in one try.)

Explore Artists:

- Search Kehinde Wiley
- Search Julie Mehretu
- Search Lygia Clark
- Search Dale Chihuly glass blowing
- Search the iconic Jacob Lawrence
- Search Theo Jansen and his incredible Strandbeests.
- Search the work of Andrew Goldsworthy (sculpture artist)

Invent:

- Invent your own deck of cards. Take inspiration from a game you enjoy or a book you love.
- Do a branch weaving.
- Fold, crease, repeat. Make many of the same folded creation (crane, heart, fortune teller, paper airplane) and turn it into a paper sculpture.

Mindfulness Activities

- Practice kind thoughts by prompting your child to think of 5 people they'd like to send kind wishes to.
- Bang on a pot/pan and invite your child to signal to you when they no longer hear the sound 'hanging' the air.
- Squeeze and let go, tensing different muscles in the body for 5 seconds and then slowing releasing.
- Explore textures in nature, take a walk to collect several different objects and observe/describe how each feels.
- Have your child give you the 'weather report' on how they're feeling, "I'm dark and cloudy with some raindrop tears coming out".
- Take a mindful walk pointing out sights and sounds along the way.
- Explore touch by choosing several objects, then comparing the difference in how they feel dry vs. wet.
- Slow down by having a snack in 'slow motion' and taking notice of the taste throughout.
- Buddy breathing: Invite your child to grab a toy/stuffed animal to place on their tummy while they lay down and take slow breaths, in through the nose and out through the mouth.
- Explore emotion by prompting your child to scan their body when experiencing a feeling and describe where they feel it the most.
- Color your feelings together, depicting each emotion with a new color.
- Listen to some music and see how many different instruments you can each hear.

Health

- Discuss who your children can go to for help if they need. Identify a trusted adult-parents, auntie, neighbor, etc.
- Identify 3 fruits and 3 vegetables you like to eat.
- Discuss the benefits of having a healthy mind and body. What does that mean to your family members?

Social Emotional Learning Skills

- Be an emotion scientist! Once a day, become aware of how you feel. Observe:
 - Your body sensations
 - Your thoughts
 - Your emotions
- You and the people you are with can use the Mood Meter to help figure out how you feel. Consider how your feelings affect what you're doing. Decide if you'd like to keep the feeling you're having or shift to a different feeling. Decide what you'll do to keep or change your feeling.
- Set goals and celebrate accomplishing them! You may have household chores, schoolwork and physical activities to do and you get to set goals and create plans for doing those things. Set 2-3 goals for each week and create a plan to accomplish them. Write down your goals and the tasks you'll do each day. You might plan when you'll do the things on your list. Celebrate each time to complete a task on your plan by telling yourself you're making great progress! When you don't complete a task, forgive yourself and start again. Celebrate when you accomplish your week's goals by noticing how you feel and reflecting on what you did well! Share your accomplishments with the people around you!
- Solve problems with kindness! As you play, work, and learn there will be problems. Problems give you a chance to be your "best self". To be your best self you can:
 - Notice how you and others feel by saying how you feel and having empathy for others
 - Listen to other people's ideas
 - Say your ideas and ask for help with kindness. You might use "I statements" such as, "I feel frustrated because I want a turn, can I please go next?" or "I don't understand this, can you please explain it to me?"
- You might need to take a meta moment and pause if you're feeling upset. Remember the strategies that help you most. They might be taking a deep breath, getting a drink of water, or telling yourself that you can do hard things. When you are being your "best self" you can do two important things: solve the problem and feel proud of yourself for being kind. You might learn a little about what helps to solve problems at home and what doesn't. You can keep track of what works and practice those things alone or with the people around you. Being your "best self" and solving problems with kindness will help you have more fun and feel better with people at home.

Grades 6 – 8

Reading

- Suggested reading time for middle school students is 30-45 minutes a day.
- Questions to consider while you read:
 - What questions do you have about the text?

- What inferences and/or predictions are you making as you read?
- What connections do you have to the text?
- English Learners: Continue to speak, read and write in the language that is most comfortable at home.

Writing

Below are questions to consider during and after reading. Remember to use text evidence to support your responses.

- What is the main idea or theme?
- Who is the intended audience? How do you know?
- How is the text structured or organized?
- What is your connection to the text?
- What is the author's purpose and/or message?

Mathematics

- Teachers should advise students what unit they are currently in and the pages they can work through.
- Pages from prior units can be used to review content/stay fresh, including Mid-Topic CheckPoints, End of Topic Reviews, and Review What You Knows.
- Have students consider the math they have done in middle school. Examples might be fractions, percent, ratios, solving proportions, proportional relationships, linear relationships, geometry, or any others. Have them record (pictures, video, drawing) places in their homes, or neighborhoods where they see this math happening. Have them write math problems about the math they see!
- Game: 1-2 Nim
 - Instructions: Nim is a two-player game. Start with a pile of 10 counters (paper clips, dried pasta, coins, etc.). On your turn, remove one or two counters from the pile. You must take at least one counter on your turn, but you may not take more than two. Whoever takes the last counter wins.
 - Example Game: Start with 10 counters in the pile. Player A takes 2 counters, leaving 8. Player B takes one counter, leaving 7. Player A takes two counters, leaving 5. Player B takes one counter, leaving 4. Player A takes one counter, leaving 3. Player B takes one counter, leaving 2. Player A takes two counters, leaving 0 and winning the game.
 - After you play several games, start the conversation around the question, "How do you win?" Record data for different variations (starting with 1 counter, 2 counters, 3 counters, etc.) and see if you can figure out a strategy to always win.

Math is everywhere, this is a great time to share that with your student.

- When someone is cooking with a recipe, look over the fractions in the recipe and calculate the change of fractions if you doubled or tripled the recipe or cut the recipe in half.
- If you are with someone shopping in a store or grocery store, try to estimate the total bill before the cashier rings up the items.
- Calculate the percent of sales tax from a receipt.
- If at a restaurant, offer to calculate the tip (for example, 15%, 18%, 20% of the bill).

- When in a vehicle, look out the window for unit rates in real-life (for example, 60 miles per hour or gas is \$3.49 per gallon).
- Create a game using cards, dice, or a spinner and calculate the probability of a move in the game (for example, probability of rolling a pair of fours on two dice).
- Calculate the surface area of the walls in a room in order to determine how much paint to purchase. Make sure to identify your unit of measurement (inches, feet, meters, etc.).
- Create a scale drawing of a room where you live. Make sure to include a key.

Science

- Read a news source on the coronavirus daily.
 - Research the validity of the claims using expert sources, such as the Centers for Disease Control (CDC), to identify inconsistencies.
 - Based on your readings, why does the CDC recommend you wash your hands for 20 seconds and not touch your eyes and nose?

Library

- Find a book that you and a friend have both read. Discuss your favorite parts of the book. Did the book have any relatable themes? Recommend a favorite book to three people and tell them why.

World Languages

- Language – Practice using phrases and vocabulary from the language you are studying (Spanish, Chinese, French, etc.). Practice using these phrases and vocabulary by speaking and writing, as well as texting or chatting with friends.
- Speaking & Writing – Practice recording yourself on a phone or writing out on paper the following: Describe the weather outside, describe what you see when you look or go outside, Speak or write out a list of words and phrases that describe the weather, how you are feeling and activities you are doing or would like to do.
- Literacy – Practice reading and writing in the language you are studying (Spanish, Chinese, French, etc.). Do this by trying to write summaries of daily headlines or events. Choose 2-3 headlines or events a day and write 4-5 sentences for each. If you have internet access through a computer, library or phone you can also search for articles in your language of study and read for phrases, words, and ideas you recognize.
- Culture – Choose a country that speaks the language you are studying. Explore how this country is currently being impacted by COVID-19. Make a daily journal of different headlines and news report about the impact of COVID-19 on this country.

Music

- Begin a practice journal for your time off. Write down what you would like to accomplish on your instrument, such as "I will refine my ability to perform a 2-octave D major scale with good

intonation" or "I will increase the tempo of a tricky passage in my school music by using a metronome". Set specific goals for your practice habits, such as "I will practice five days in a row" or "I will practice for 45 minutes each day to represent the time I would have been playing with my ensemble at school".

- Become a teacher! Review the work you have been working on in your classroom by teaching a lesson to one of the members of your household. Carefully think through the sequence that will be necessary to learn a skill from your music classroom before you begin, as though you are training someone with no experience on your instrument or art form. Instruct your family member carefully and graciously, allowing them to work through the problems that they are faced with as you reinforce your knowledge of the skills you have been mastering in school!
- Take some time to work on ear training. Choose a song that you really enjoy listening to and do the following:
 - Attempt to learn the melody of your song on your instrument. If you are a vocalist, sing the melody on a syllable and focus on accurate intervals and pure tone in your singing.
 - Once you have learned your melody, perform it along with a recording of your song to see if you have learned it accurately and if you can perform it at the full tempo.
 - If you are experienced with music notation, practice transcribing the melody. Print off a sheet of blank staff paper or create your own with a ruler. Determine what key your song is in (using a reference pitch if you are a singer) and work to accurately represent the rhythms and intervals of your song on a musical staff.
- Reflect on the following questions: In what ways is it different to experience a performance via streaming versus being an audience member at a live show? How can the performing arts respond to outbreaks like this in ways that are artistically meaningful? What similarities and differences do you notice between this ensemble and your school ensemble?

Visual Arts

Art students are encouraged to spend at least 20 minutes working on their choice of activity. An activity can take one or more days. Artists can use whatever materials they have at home – including just pencil and paper!

- Draw or paint a scene or character from a book you are reading.
- Create a portrait of a friend, family member, or yourself. Add a detail that's unique to that person.
- Imagine something that's impossible and/or ridiculous. Draw or paint it – BIG!
- Draw something by closely looking at it. Add shading to make it look moody. (For example: your hand, your eye, a tree, a flower, your pet, a family member, etc.)
- Fold a piece of paper in to 4, 6 or 8 sections. Draw or paint the steps of how to do something using each section as a step. (For example: How to wash your hands, how to make a sandwich, how to tie your shoelaces, or how to eat Hot Cheetos.)
- If you have the internet, virtually explore a museum or cultural site using the link below. Draw something interesting that you found while exploring. Make notes of what you learned.
- Invent a game using recycled or repurposed materials. Create trophies for the participants using recycled or repurposed materials.

Explore Artists:

- Search Kehinde Wiley
- Search Julie Mehretu
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- Search Theo Jansen and his incredible Strandbeests.
- Search the work of Andrew Goldsworthy (sculpture artist)

Health

- Talk about your family expectations for using social media. Discuss having a social media use family contract.
- Write a story about a time when you saw someone being teased, bullied or harassed. Create a story ending where you step in as an "upstander" to help the situation.

Grades 9 - 12

Reading

- Suggested reading time for high school students is 45-60 minutes a day.
- Questions to consider while you read:
 - What questions do you have about the text?
 - What inferences and/or predictions are you making as you read?
 - What connections do you have to the text?
- English Learners: Continue to speak, read and write in the language that is most comfortable at home.

Writing

Below are questions to consider during and after reading. Remember to use text evidence to support your responses.

- What is the main idea or theme?
- Who is the intended audience? How do you know?
- How is the text structured or organized?
- What is your connection to the text?
- What is the author's purpose and/or message?

Mathematics

Data Collection:

- In most high school math courses, statistics is a focus of study. In our daily lives, data and statistics is present and presented to us to better understand the world around us, used to persuade or influence people on an issue, or to make predictions about how past and current events will play out in the future.
- Students can collect data to conduct their own statistical study. Data can be collected on an infinite number of items. Here are a few examples: the number of each letter of the alphabet on a page of text, the amount of time it takes to finish a meal, the number of times someone uses a specific word during a conversation, the time it takes to do 20 jumping jacks, or the ages of coins in a coin jar. Data can be collected on multiple items in order to make comparisons. For example, the measuring the height of a person and the length of their arm, asking friends whether they have a pet and whether they have a sibling, measure the number of bounces a ball takes when it is dropped from varying heights.
- Data collection should be recorded and organized in a table or spreadsheet.

Geometry design and measurement:

- Geometric measurements are used in design. For example, angles and area are considered when creating graphic designs. Lengths and volume are considered when designing packaging. Angles and area are considered in designing playgrounds.
- Students can design something that involves measuring, angles, and area and/or volume calculations. For instance, students can take an existing package and improve upon its design

(more efficient, lower cost, etc.) Students could calculate the amount and dimensions of lumber needed to build a bookshelf. Students could use trigonometry to calculate the height of a tree or tall building in the neighborhood.

Probability:

- Play card or dice games and calculate probabilities of getting different outcomes.

Other ideas to keep your math skills fresh:

- Talk with a younger person about where you can see math concepts in action in daily life (for example, how percentages are used when shopping, evidence of unit rates when driving, use of fraction operations when cooking).
- Research how credit scores are calculated.
- Research how to plan a household budget and then calculate yearly income needed to move out on your own.
- Research costs of purchasing, insuring, and owning a vehicle.
- Research the cost of your post-secondary option based on your high school and beyond plan.
- Analyze graphs you see on the television internet, or newspaper. Make an inference and justify your reasoning to a peer.

Science

- Read a news source on the coronavirus daily.
 - Research the validity of the claims using expert sources, such as the Centers for Disease Control (CDC), to identify inconsistencies.
 - Guiding Question for HS Chemistry: What is your hypothesis about why the CDC recommends people to use hand sanitizer in addition to hand washing? How does hand sanitizer work?
 - Guiding Questions for HS Biology: How does the coronavirus infect a cell? How does it move from organism to organism? How can this virus potentially mutate?

Library

- Do you have a favorite book? What are the themes of the book? Discuss the book with a friend or family member. Consider the themes, accuracy (if nonfiction) and other merits.
- Check Schoology. Does your library have a Schoology page?
- Choose a current event or social justice topic.

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Health

- Search online to find three organizations that provide mental health services for teens. These might also include hotlines or online services.
- Keep a health journal that tracks one health habit for two weeks. For example, write down everything you eat for two weeks, or write about how you are feeling each day and consider things that impact your mood. Track your exercise or monitor your social media use.
- Set a realistic health goal and create a chart to track your progress. Setbacks are common, but goals are more likely to be met if you write them down, tell others about them and set small achievable goals along the way.
- Talk with your family about their hopes and fears as you grow up. What do they expect of you related to dating, alcohol use, tobacco/vaping, and other behaviors?
- Make a meal using colorful foods. Try to use 4 or more different colors (orange carrots, green lettuce, red peppers, yellow zucchini, etc.)
- View the Consent video and discuss what consent means with a family member.

All Grades

Physical Education

Children and adolescents ages 6 through 17 years should do 60 minutes (one hour) or more of moderate-to-vigorous physical activity daily. It is important to provide young people opportunities and encouragement to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.

- **Aerobic:** Most of the 60 minutes or more per day should be either moderate- or vigorous intensity aerobic physical activity and should include vigorous-intensity physical activity on at least 3 days a week. Some aerobic activities include brisk walking, running, climbing stairs, jumping jacks, playing basketball, and dancing.
- **Muscle-strengthening:** As part of their 60 minutes or more of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days a week. Some muscle-strengthening includes squats, leg lifts, and sit-ups.
- **Bone-strengthening:** As part of their 60 minutes or more of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days a week. Some bone-strengthening activities include push-ups, push-ups against a wall, and jumping.

A single session of moderate-to-vigorous physical activity can reduce blood pressure, improve insulin sensitivity, improve sleep, reduce anxiety symptoms, and improve some aspects of cognition on the day that it is performed. Most of these improvements become even larger with the regular performance of moderate-to vigorous physical activity. Other benefits, such as disease risk reduction and improved physical function, accrue within days to weeks after consistently being more physically active

Resources for K-12 Learning

Schoology

The following information is intended to communicate possible ways the Schoology Learning Management System (LMS) can be used by SPS teachers to support students who are absent from school. Please consider our recommendations as suggestions for best practice. For your convenience the links to internal/external resources are provided.

SPS teachers use Schoology in many ways to support student learning:

- Posting assignments
- Administering quizzes, entry tasks, and exit tickets
- Extending student discussions
- Hosting documents
- Communicating important calendar events and due dates

Students use the Student Portal, (Clever) to access Schoology from home.

Families use the Schoology Registration Steps on the SPS website to set up their Schoology parent accounts.

Additionally, Schoology's Help Center hosts everything students, teachers, and leadership need to know about Schoology.