



The Role of the Learning Coach

ELEMENTARY GRADES 4-5

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THE ROLE OF THE LEARNING COACH

Understanding the Role of the Learning Coach

A learning coach is a parent, family member, or another adult that facilitates and supports the student through his or her courses.

The role of the learning coach is to:

- Guide the student through the lessons as needed.
- Discuss the concepts being taught.
- Assist with interactive tools and games.
- Oversee assignments.
- Help facilitate hands-on learning that may be in the course.
- Check for understanding of assignments.
- Keep the student on schedule.
- Ensure all components of the course are being done with fidelity (independent reading, novel studies, practice activities, etc.)
- Communicate with the teacher as needed.

Preparing a Learning Space

Learning spaces should not be limited to a desk and a chair. It is essential to create a learning space that provides opportunities for students to move as needed. The key is to set up space or spaces where the student is free from distractions and able to focus on completing tasks. Below are some suggestions for setting up a learning space:

- Make sure the desk and chair allow the student to sit upright at the computer.
- Have other seating options in the room for students to do offline assignments, such as a comfy chair or bean bag for independent reading, and a larger table with coloring supplies, glue and scissors for written work and projects.
- Create wall space to post a word wall, a world map, and other items that may be frequently referenced.

Learning spaces do not have to be confined to one small area or room for example:

- A student can have a desk to complete online work.
- Offline work can be completed at a kitchen table with a caddy with coloring, writing, and other types of school supplies.
- Complete independent reading and novel studies on the couch in the living or family room.
- A refrigerator makes a great wall space. Add magnetic strips to the back of word wall cards to put on the refrigerator.

Setting and Following a Schedule

Setting and following a schedule is important because it keeps the student in a routine. Keeping students in a routine helps them to stay focused on different tasks and provides them with an important life skill.

During a regular school day, an elementary student usually does more than just academic subjects. They spend time talking and communicating about things that they are learning, take breaks in the form of recess and lunch, and talk to their teachers about learning and development goals. These activities are important in helping students process what they are learning. Providing time in the day to talk about what a student is learning will reinforce learned concepts, providing him or her with a better chance of success towards mastery.

These things are done to provide students breaks so that they do not get overwhelmed or tired out by going from subject to subject. It is important to incorporate these types of activities into the day for your student as well.

The schedules listed are suggested to help guide you. It is important to set up a schedule that works best for your student, is easy to follow, and helps maintain a routine.

4th and 5th Grade Suggested Schedule:

Subject/Activity	Suggested Time
Morning Meeting: Discuss goals for the day, current events, and upcoming activities	15-20 minutes
Language Arts	60-75 minutes
Snack/Brain Break (play a game, exercise, move around)	20 minutes
Mathematics	45-60 minutes
Lunch/Free Play	40 minutes
Science	30-45 minutes
Social Studies	30-45 minutes
Brain Break	10 minutes
Electives	30 minutes
Afternoon Meeting (Discuss what was learned today across the subjects, a favorite thing a student learned, what goals were met, set goals for next day.)	15-20 minutes

Previewing Courses

It is important to preview the lesson in which a student will be working. Preview a course by logging into an observer account. You will only be able to preview the **“Resources Module”** and the lessons in which the students are working. You cannot jump ahead in a course. It is good practice to preview a lesson before a student, so you know what will be covered in that lesson.

When previewing a course, start with the “Resources Module”. This is the first module in every course. In this module, you will find:

- A section for the learning coach to learn more about their role as well as how to navigate through the platform.
- A course materials list.
- A getting started guide for the student
- Additional course specific information.

Not Just for Bookshelves Anymore

What is literature anyway? A stack of novels? A poem you've memorized? The songs on your MP3 player? Literature is actually all of those things—and a lot more.

Thousands of years ago, literature was just a set of stories told around a campfire at night. Today literature has many more forms: yes, books—but also films, songs, comic books, Web pages. Some people even think of video games as literature!

To decide if something is literature, think about its effect on

A typical module has lessons for the student to learn and practice the concept, assignments, and assessments that are either completed online or during a synchronous session with the teacher. Each lesson has a “Learning Coach” tab. Clicking on the tab will provide the learning coach with information about the lesson as well as a material list if needed.

Your Reading Process

How much do you know about how you read?

While some steps in the reading process come easily to you, others may be more challenging--both to remember and to perform. Also, how quickly and easily you perform the steps may depend on what you're reading. If you're reading something written below your grade level, you may be able to skip some steps. However, when you try to read something written a little above your level, or something that includes words you don't know, you will need to remember all those steps!

To help yourself and your teacher understand the process you usually use when you read, do the activity below. Click the activity button, and answer the questions in the file. Then save the file and give it to your teacher. Your teacher will help you find ways to become a better, more strategic reader this year.

A Typical Day: Morning Meeting

Many learning coaches wonder what a typical day looks like for a virtual learning elementary student. This section of the guide is going to walk you through a typical day using the schedule included in the guide. This is just a suggestion. It can be tweaked and adjusted to fit your needs.

MORNING MEETING 15-20 MINUTES

This is a time to meet with your student and go over some basic skills students should know. It is also a time to review goals that have been set and concepts learned. Below is a list of suggested activities for the morning meeting:

- Weather: Have students describe what the weather is like outside. Ask what they should wear for the weather. Look up the nationwide and local weather forecast and have students compare the weather in different locations. Discuss what the symbols mean on the weather maps. Discuss patterns of weather.
- Review concepts from lessons.
- Review goals for the day.

A Typical Day: Language Arts

LANGUAGE ARTS 60-75 MINUTES

In 4th and 5th grades Language Arts, there are six modules. A student should complete one module approximately every three weeks.

At the beginning of the school year, you will want to guide your students through the lessons and model best practices for going through a lesson. If a student has trouble reading, they may have the lesson read to them by clicking on the player at the bottom of the lesson page.

Not Just for Bookshelves Anymore

What is literature anyway? A stack of novels? A poem you've memorized? The songs on your MP3 player? Literature is actually all of those things—and a lot more.

Thousands of years ago, literature was just a set of stories told around a campfire at night. Today literature has many more forms: yes, books—but also films, songs, comic books, Web pages. Some people even think of video games as literature!

To decide if something is literature, think about its effect on people. It there are words involved, and if the words really matter to people, then it's probably literature.

Do the words help people imagine other worlds—some better, some worse than their own?	Do the words stir up people's emotions or make them think harder about something?	Do the words just sound fun when you say them out loud?
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Navigation: Left arrow, 1 of 8, Right arrow, 0:00 / 0:45, Speaker icon, Menu icon

Before a student clicks onto the next page, ask the student to summarize what was learned or ask questions about that page.

LESSON VIDEOS

Watch videos with the student. Ask questions about what the student learned and have them retell facts about the video.

LESSON ASSIGNMENTS

When a student encounters an “Activity Button” on a lesson page, have the student click on it to download and print the assignment. If you have a workbook, direct the student to find the workbook page and complete it. Assignments will be submitted after each lesson. The submission page is located after the lesson quiz. Reference the “Getting Started” section of the “Resources Module” for information on submitting lesson assignments.

Your Reading Process

How much do you know about how you read?

While some steps in the reading process come easily to you, others may be more challenging--both to remember and to perform. Also, how quickly and easily you perform the steps may depend on what you're reading. If you're reading something written below your grade level, you may be able to skip some steps. However, when you try to read something written a little above your level, or something that includes words you don't know, you will need to remember all those steps!

To help yourself and your teacher understand the process you usually use when you read, do the activity below. Click the activity button, and answer the questions in the file. Then save the file and give it to your teacher. Your teacher will help you find ways to become a better, more strategic reader this year.

You will be graded based on the rubric below:

	Points	Criteria
Completion 2 Points	1	You provided a full and complete answer to all of the questions in this assignment.
	1	Your answers or essay suggest that you completed all of the required reading for the assignment, including the lesson in which the assignment appears.
Effort 2 Points	1	Your answers show that you understand and can perform the skills related to his assignment.
	1	Your answers show that you gave a lot of thought to the questions or parts of the assignment.

How Do You Read?

Your name: _____

Select the answers that describe how you read now—even if you know it's not the best way to read. You can select more than one answer per question.

1. When I start reading a novel, I

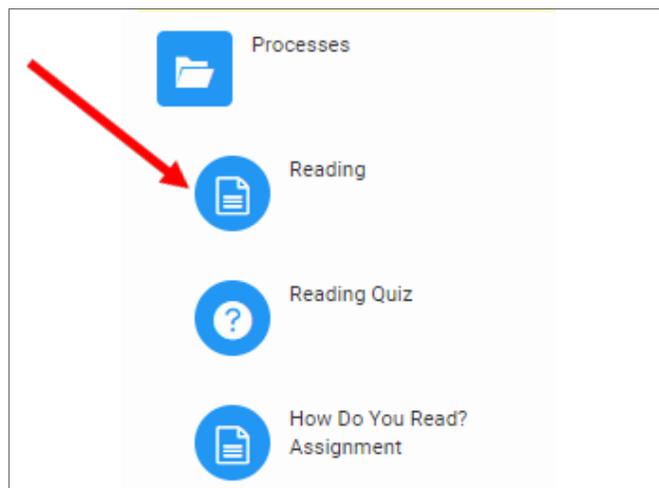
- find page 1 and start reading
- look at the table of contents to see if there are chapter titles
- read the last page first
- check to see if there are any pictures in the book

2. When I read a section in a textbook, I

- read the subheadings and look at the picture first
- read enough to answer the questions at the end of the section
- read all paragraphs carefully and take notes
- skim each section looking for main ideas

NOVEL STUDIES

Part of the Language Arts course is a Novel Study. Students will pick two books each semester to read from a list of books given in the Novel Study assignment. There are study guides for students to download and complete while they are reading their chosen book. Each day have your student read from the book for a minimum of 30-40 minutes. As the Learning Coach, you should read the book and have discussion with your student about the novel.



-  Processes
-  Reading
-  Reading Quiz
-  How Do You Read? Assignment

For the first half of this course, you'll be required to read two novels from the list below. As you read each novel, you'll complete a study guide that will help you think about the book as a work of literature. The first study guide is due at the end of Module 3.

Choose the novel you will read first, based on the introductions below. You can click the study guide link next to the book title to download the study guide.

List of Novels for Semester A

***Bud, Not Buddy* by Christopher Paul Curtis**

[Study Guide](#)

Bud Caldwell has been living in an orphanage since he was six years old. That's when his momma died, leaving behind some flyers for a famous jazz band called Herman E. Calloway and the Dusky Devastators of the Depression. Bud keeps the flyers safe in a ratty old suitcase that he refuses to let out of his sight. Bud's not sure why his mother was so attached to the flyers, but one day he gets an idea. When he is sent to spend the summer with a cruel foster family, and runs away, Bud decides to try out his idea, even if it means doing some very difficult and dangerous things.

***Tales of a Fourth Grade Nothing* by Judy Blume**

[Study Guide](#)

Everyone who meets Peter's little brother thinks he's adorable—at least at first. Peter knows the truth about "Fudge," though. He's a royal pain in the neck, especially if you're his older brother and have to help look after him. *Tales of a Fourth Grade Nothing* will make you appreciate your own little siblings—or the fact that you don't have any yet! That is, unless your little sister or brother is at all like Fudge. In that case, you'll understand Peter's troubles perfectly.

***The Tale of Despereaux* by Kate DiCamillo**

[Study Guide](#)

Despereaux Tilling is a small, sickly mouse that "just isn't right." From the day he was born, his family identified him as different, and as he grew (slightly) in size, Despereaux also grew stranger, at least from his family's point of view. Finally, the other mice in the castle where he lives decide they've had enough--Despereaux is seen sitting at the feet of a human king, allowing the princess to touch his head. Even worse, he speaks to her! Now he says he's in love, and nothing will do but to rescue the beautiful Princess Pea from their common enemy, the rats in the dungeon. It all seems rather far-fetched, certainly. But Despereaux is a very, very special mouse.

Bud, Not Buddy Study Guide

Grand Rapids or Bust!

Bud Caldwell has been living in an orphanage since he was six years old. That's when his momma died, leaving behind some flyers for a famous jazz band called Herman E. Calloway and the Dusky Devastators of the Depression. Bud keeps the flyers safe in a ratty old suitcase that he refuses to let out of his sight. Bud's not sure why his mother hung onto the flyers, but one day he gets an idea. When he is sent to spend the summer with a cruel foster family, and runs away, Bud decides to try out his idea, even if it means doing some hard and dangerous things.

Be a Better Reader

As you work on the study guide for *Bud, Not Buddy*, you'll also practice these skills, which will help you when you read other novels, for school assignments or just for fun.

1. Identify the conflicts in a novel, and watch how they are worked out by the end.
2. Describe the main characters in a novel, based on clues the author provides.
4. Identify the themes in a novel.
5. Explain how a novel's conflict, events, characters, setting, and themes are connected.

Behind the Scenes

The events in *Bud, Not Buddy* happen during the Great Depression. During this time, in the 1930s, most Americans had a hard time feeding themselves and their children because there were very few jobs available. Many men and boys left home and traveled around the country, looking for work. If they could not afford to ride a passenger train (most of them could not), they would climb into a box car carrying freight instead. At one point during the story, Bud and his friend Bugs try to hop a train that is headed to Chicago.

Another thing about the years of the Great Depression, when Bud's story takes place, is that black and white Americans were separated into different parts of town by laws and customs. It could be very dangerous for an African American to travel through a place where people of his or her race were not allowed to live. Bud must rely on plenty of luck and the kindness of strangers to survive the adventure he sets out for himself.

Get This!

Bud, Not Buddy Study Guide

The Plot

As you read *Bud, Not Buddy*, take notes about how the plot of the story is set up. Use the numbered spaces below to list the conflicts, or problems, faced by the novel's main characters. Then list the events that occur in the novel and the resolutions (the solutions to the novel's problems). For each of these categories, you may not fill all the numbered spaces. Some books have fewer conflicts and events than others.

Conflicts What problems will need to be solved by the end of the story? As you learn about new problems, write them on the lines in this box.	1.
	2.
	3.
	4.
	5.

Events What happens throughout the story? When you read about an event that seems important, write it on one of the lines in this box	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.

Resolutions How are the story's problems solved? For each problem you listed in the Conflicts box, explain how the problem was solved	1.
	2.
	3.
	4.

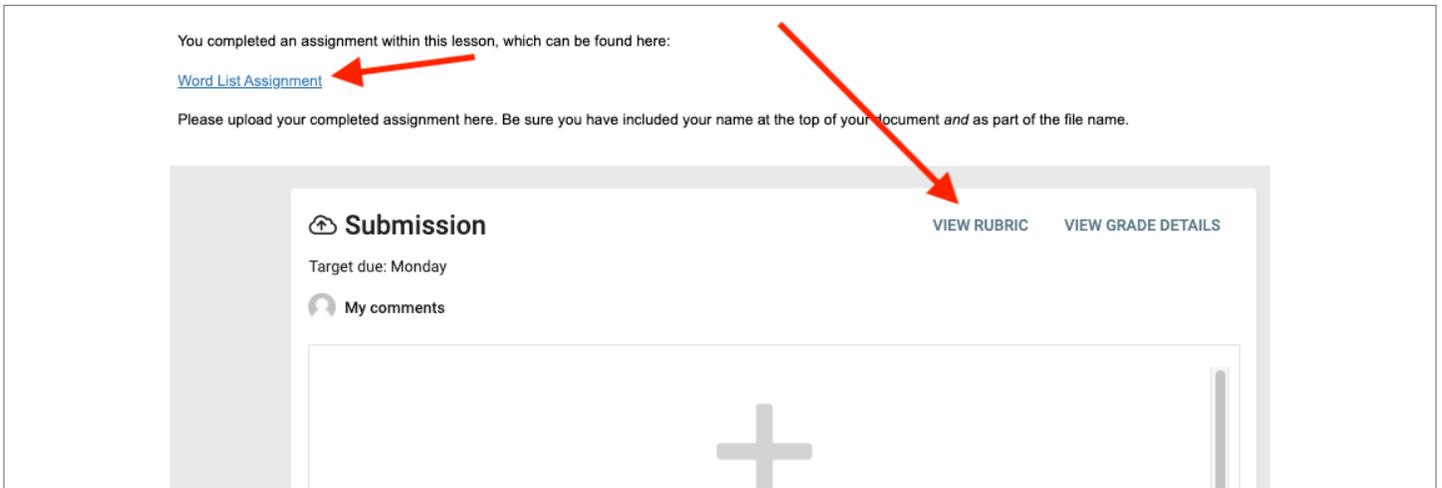
SUBMITTING ASSIGNMENTS

At certain points in a module, your student will be asked to submit assignments. The "Getting Started Lesson" in the "Resources Module" describes how to submit assignments. An assignment will be submitted in the activity labeled "Assignment" after each lesson.

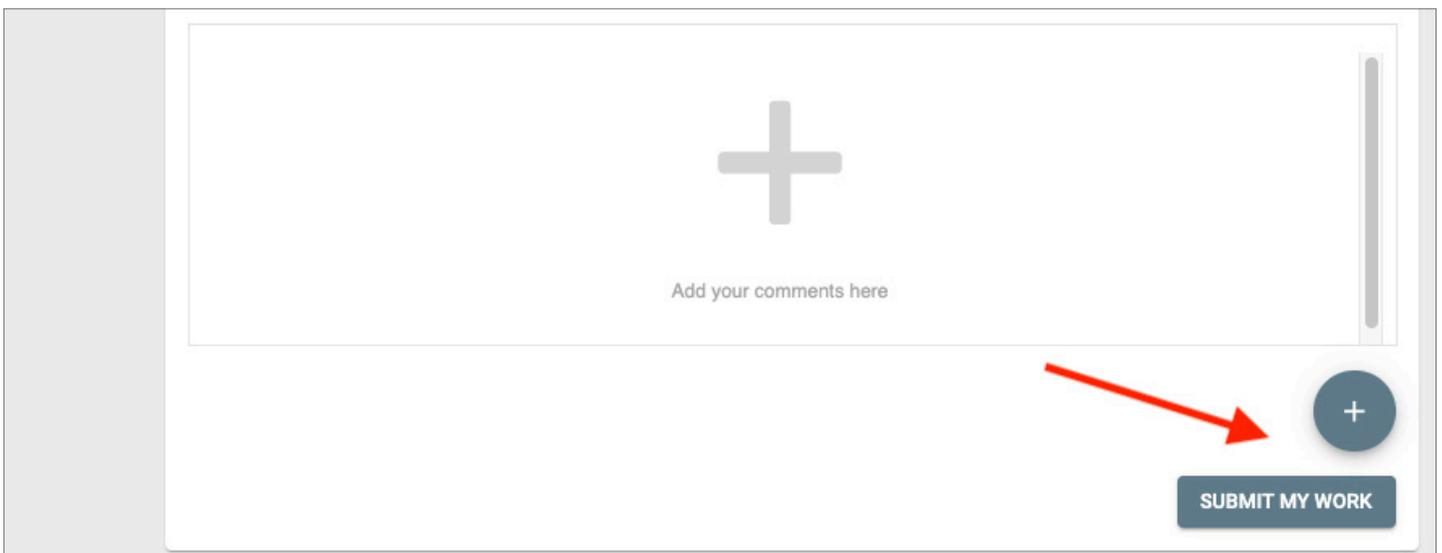
Reading Quiz

How Do You Read? Assignment

When a student clicks on the assignment the assignment page will open. A student can click on the link to preview what the assignment was. The rubric for the assignment can be viewed by clicking on the icon in the top right corner.



When submitting work, the student can upload their attachment from computer files. The student may also type a message to the teacher in the box if desired. First, click on the Add an Attachment (plus sign) button to choose the file you would like to submit. Once the attachment is uploaded, the student can submit it by clicking on the Submit My Work button at the bottom.



LEARNING COACH SHARED READ ALOUD

During interdependent reading time read aloud to and with your student. Choose a chapter book and take turns with your student reading a chapter and then your student reading a chapter. Discuss what was read when finished.

A Typical Day: Snack Time and Brain Break

SNACK TIME 10 MINUTES

It is important for elementary students to take breaks and experience movement. Take a break after finishing the Language Arts lessons for the day and have a snack. This is a good time to discuss good nutrition practices. Encourage your student to choose a healthy snack, such as fruits and vegetables with water.

BRAIN BREAK 10 MINUTES

Before starting Math, take about 10 minutes to do a movement activity. Some suggestions are below:

- Spelling Word Hop: Print or write out the spelling words for the week. Place the papers randomly on the floor. Have the student hop from paper to paper stopping to practice spelling each word without looking at the word. If the student makes a mistake, he or she must start back at the beginning. This game could be updated by adding new words that are introduced each week and taking away words and letters as they are mastered.
- Be A Spelling Word: Have the student stand up and spell their words for the week. The student must try to make each letter as he or she says it using their body.
- Yoga: Search for child friendly yoga poses and spend 10 minutes doing them.
- Go Noodle: This is a website that has many songs that get kids up and dancing.

A Typical Day: Math

MATH 45-60 MINUTES

In 4th and 5th grades there are six modules. A student should complete one module in about three weeks.

At the beginning of the school year, you will want to guide your student through the lessons and model best practices when going through a lesson. If a student has trouble reading a lesson, be sure to show the student where to click the play button to have the content read aloud.



Find a map to use as a reference. Locate the legend on your map. Locate objects that are symbolized in the legend.

These tools, the lines of longitude and latitude, the compass rose, and the legend, are all used to read maps. They tell us what symbols mean and give us a way to describe where locations are in the world!

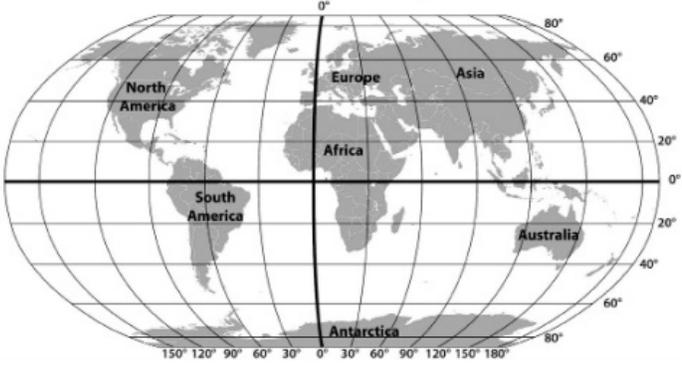
Complete the activity shown below as you go through this lesson. At the end of the lesson, submit it to your teacher for a grade.



Before a student clicks onto the next page, ask the student to summarize what was learned or ask questions about that page.

When a student plays an interactive game, watch for how many errors they make. Have the student redo the game if many mistakes are made.

World Map

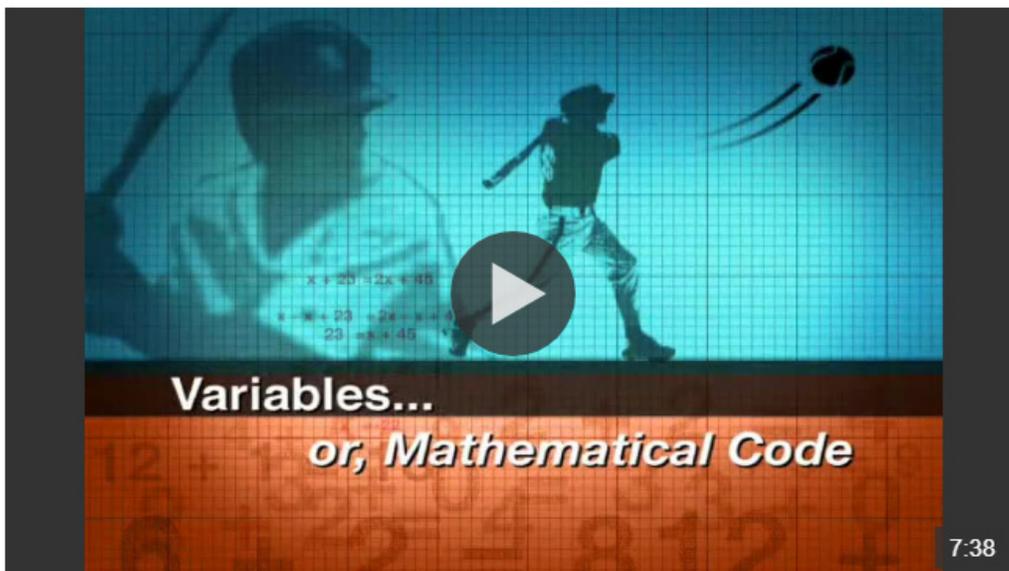


- Look at a globe or this world map to answer the questions below. Use complete sentences.

1. What country do you live in?

LESSON VIDEOS

Watch videos with the student. Ask your student what they learned in the video and have them retell facts about the video.



Variables...
or, Mathematical Code

7:38

LESSON ASSIGNMENTS

Math assignments will be given after a few lessons. They will have the word “Assignment” in the lesson title. When a student clicks on the assignment lesson, there will be a link to download the assignment. The student can print it or in some cases type directly in the document. If you have a workbook, direct the student to find the workbook page and complete it. When finished, have the student submit the worksheet by scanning it and uploading it on the submission page.

Now it is time to practice what you have learned so far. Download the [Module 6 Assignment 1](#) worksheet below and complete the problems.

Turn in your completed worksheet to your teacher.

Submission [VIEW GRADE DETAILS](#)

Target due: Tomorrow

My comments

Add your comments here

SUBMIT MY WORK

QUIZZES AND EXAMS

At the end of each lesson is a quiz. The quizzes cover the key ideas of the content from the lesson. At the end of every module is a Module Exam. The exam will cover all the content covered in the entire module.

MATH GAMES:

Before a student starts a lesson and after a student finishes a lesson, it is good practice to play a math game that reinforces the concepts being taught for each lesson. There are many places to find math game ideas online.

A Typical Day: Lunch/Free Time

LUNCH/FREE TIME (40 MINUTES):

This is a time for your student to take a longer break. Plan on lunch being about 20 minutes. Have your student help make lunch and use this time to discuss good nutritional choices and the food groups. After eating lunch allow your student 20 minutes of free time to play. If it is a nice day, play outside. If it is a rainy day, have them choose things to play with inside. Use this time as a screen-free break with no television, computer, or tablet.

A Typical Day: Science

SCIENCE 30-40 MINUTES:

In 4th and 5th grade Science, there are six modules. A student should complete one module in three weeks.

GUIDING QUESTION:

Before the student starts the lesson take time to have a discussion. Pose “Guiding Questions” about the topics in the lesson. For example, if the lesson is about the phases of the moon ask the student: “I wonder why the moon changes shape? What do you think?”

Discuss the possible theories and then have the student work on the lesson. As the student goes through a lesson, ask them questions. Guiding questions will be included in the course guide for your grade level in Science.

GOING THROUGH A LESSON:

At the beginning of the school year, you will want to guide your student through the lessons in order to model best practices. If a student has trouble reading the lessons, be sure to show the student where to click the play button to have the content read aloud. Before a student clicks onto the next page ask the student to summarize what was learned or ask them questions about that page.

PHASES OF THE MOON

Go outside and observe the moon. Draw a picture of the moon at its particular phase in your calendar.

Steps:

1. Go outside at night and observe the moon. Draw a picture of the moon at its particular phase in your calendar. Do this each night throughout the month. If it is a cloudy night and you can't see the moon, draw a cloud in your calendar.
2. Remember summer? Think about the sounds, smells, sights and flavors of summer. Draw a picture in your science scrapbook that represents summer. You may also do this exercise on a separate piece of paper and glue it into your scrapbook.

Complete the activity shown below as you go through this lesson. At the end of the lesson, submit it to your teacher for a grade.

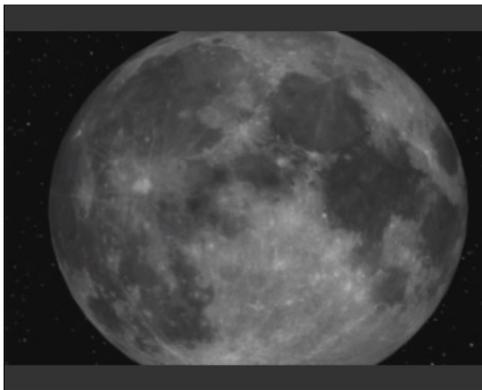
Activity ☆

1 of 4

0:00 / 0:50

LESSON VIDEOS

Watch videos with the student. Ask questions about what the student learned and ask them to retell what they learned.



LESSON ASSIGNMENTS

Assignments in Science will be identifiable with the word “Assignment” in the lesson title. When a student clicks on the assignment lesson, there will be a link that will either download the assignment or takes the student to the assignment directions. If the assignment is a worksheet, the student can print it or in some cases type directly in the document. If you have a workbook, direct the student to find the workbook page that matches the document downloaded and complete it. When finished, have the student submit the worksheet by scanning it and uploading it to the submission page.

Experiment Activity Assignment
 Science 4 A - AE 18-19 / Using Scientific Methods

Jump to: SUBMISSION

You completed an assignment within this lesson, which can be found here:

Experiment Activity

Please upload your completed assignment here. Be sure you have included your name at the top of your document **and** as part of the file name.

Submission VIEW RUBRIC VIEW GRADE DETAILS

Target due: 3/22/19

My comments



Add your comments here

+
SUBMIT MY WORK

DISCUSSION ASSIGNMENTS

In each module, lessons will have discussion assignments to discuss concepts being taught. Your student will respond to the discussion topic by selecting a new thread. The student should also reply to other students' discussion posts.

Using Scientific Methods Discussion
 Science 4 A - AE 18-19 / Using Scientific Methods

Jump to: SUBMISSION OBJECTIVES

+ NEW THREAD Show new posts Group by Thread

Just think about the simple, ordinary things you do every day that involve using scientific methods. Share your thoughts on the classroom discussion board. Take a look at your classmates' entries as well. If you had a similar experience or can think of another way a student used a scientific method in his or her example, post a friendly note about it!

You will be scored using the [Discussion Rubric](#).

 Elementary Demo95

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ADD ATTACHMENT

DISCARD POST

Items per page 20 1 - 1 of 1 < >

MATERIALS:

In Science, students may have activities that are hands-on experiments. Be sure to preview the materials list to find the materials needed and have them on hand.

WRAP UP:

After a student completes a lesson, review the guiding question discussed at the beginning of the lesson. Ask what was learned to help answer the question. Ask what questions the student still may have. Have the student record answers in a science notebook. End the session by reading a story related to the learned topic. Your local library will have a good selection of children's science books.

SCIENCE IN THE NEWS

Learning about science in the news can make a student's learning meaningful and relevant. Take some time to research the topics in science to try to find current events that are related to that topic. Share your findings with your student.

A Typical Day: Social Studies

SOCIAL STUDIES 30-40 MINUTES

Fourth grade Social Studies has 18 modules a semester. Students should complete one module a week. Fifth Grade Social Studies has 6 modules a semester. Students should spend 3 weeks on each module in fifth grade.

DAILY MAP SKILLS

Purchase a children's atlas. Each day focus on a map from the atlas and ask your student questions about the information on the map. Have your student identify the compass, the map key, lines of longitude and latitude, and other features of the map.

GOING THROUGH A LESSON:

At the beginning of the school year, guide your student through the lessons to model best practices. If a student is having a hard time reading the lessons, be sure to show the student where to click the play button to have the content read aloud. Before a student clicks onto the next page, ask the student to summarize what was learned or ask them questions about that page.

LESSON VIDEOS

Watch videos with the student. Ask your student what they learned in the video and have them retell facts.



LESSON ASSIGNMENTS

When a student encounters an "Activity Button" on a lesson page, have the student click on it to download and print the

assignment. If you have a workbook, direct the student to find the workbook page and complete it. When the student finishes the worksheet, have him or her submit the worksheet by scanning it and putting it in the drop box when prompted to in the course (this is usually after the lesson).



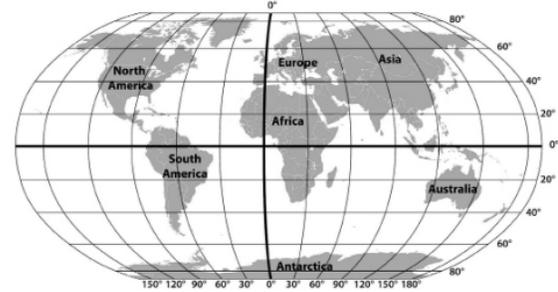
Find a map to use as a reference. Locate the legend on your map. Locate objects that are symbolized in the legend.

These tools, the lines of longitude and latitude, the compass rose, and the legend, are all used to read maps. They tell us what symbols mean and give us a way to describe where locations are in the world!

Complete the activity shown below as you go through this lesson. At the end of the lesson, submit it to your teacher for a grade.



World Map



Look at a globe or this world map to answer the questions below. Use complete sentences.

1. What country do you live in?

2. What hemisphere do you live in?

3. What is the closest longitude to you?

QUIZZES AND EXAMS

At the end of each lesson is a quiz. The quizzes cover the key ideas taught in the lesson. At the end of every module is a “Module Exam”. The exam will cover all the content covered in the entire module.

MATERIALS:

Any materials needed for Social Studies will be in the “Material List” found in the “Resources Module” of the course. Be sure to preview the materials list to find the materials needed and have them on hand.

WRAP UP:

After a student completes a lesson, review the concepts learned in that lesson.

A Typical Day: Brain Break

BRAIN BREAK 10 MINUTES

After Social Studies and Science, take about 10 minutes to do a movement activity. Some suggestions are below:

- Act it Out: Gather together five vocabulary words from Science or Social Studies. Say the word. Ask the student to act out the meaning of the word.
- 10-minute Creation Challenge: Give your child a random grouping of materials (straws, pennies, pipe cleaners, glue, scissors, etc.) Ask them to create something using all the materials.
- Yoga: Search for child friendly yoga poses and spend 10 minutes doing them.
- Go Noodle: This is a website that has many songs that get kids up and dancing.

A Typical Day: Electives

ELECTIVE COURSES: 30 MINUTES

If your student is enrolled in more than one elective course, the electives can be rotated each day. For example, if your student has Art and Physical Education, do Art one day and PE the next.

A Typical Day: Afternoon Meeting

AFTERNOON MEETING 15-20 MINUTES

This is a time to meet with your student and review the day.

- Discuss with your student what they enjoyed the most, something new they learned, what they liked least and why. Discuss anything that needs to be reviewed.
- Review the goals that were set, discuss if the goals were met, if they need to be readjusted, and set new goals if needed.
- Take a minute to review spelling words. Ask the students to spell the word and use it in a sentence. Make it a challenge with new sentences each day.
- Review the math concepts for the day and quiz students on what they are learning.

Synchronous Sessions and Teacher Communication

Your student's teacher will have contact information posted so that anytime you have questions or need to contact the teacher you can. Communication with your student's teacher is key to a successful learning environment. Never hesitate to reach out when needed.

Another way the teacher will contact students is through synchronous sessions. During this time, the teacher will administer assessments, go over assignments, discuss grades and student progress with the student. It is important that you sit in on these sessions but allow the session to be run by the teacher. Be a silent observer during the session allowing the teacher and student to have a discussion. Make a note of teacher tips and suggestions given to the student in order to reinforce those things at home. When the teacher is done with the student for that session, ask any questions you may have.



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