Supporting Students with Disabilities with Distance Learning

Plans for Support			
Teachers are encouraged to collaborate with parents or guardians as plans for support are developed.			
Choice of Tools	***Preferred Types of Activities[1]***	***Aligning to IEP Goals***	***Documentation***
✓ *Learning Management System (LMS)* ✓ *Virtual Platform* ✓ *Telephone/Cell Phone* ✓ *Pencil/Paper*	✓ *Games* ✓ *Videos* ✓ *Discussions* ✓ *Puzzles* ✓ *Challenges*	✓ *Educators curate and/or share learning activities for families and students which support IEP goals.* ✓ *Students with Individual Education Programs and 504 Plans should receive instruction in a standards-based setting with instructional accommodations.*	✓ *Development of a distance learning plan* ✓ *Document schedule of parent-teacher consultation* ✓ *Document accommodations offered to students* ✓ *Document communication to students*

Instructional Ideas for Supporting Students with Disabilities	
Specially Designed Instruction, generally, is adapting content, methods, and/or instructional delivery to address the unique needs of a student.	
Time of Instruction	✓*Assignments in small chunks with high levels of student engagement* ✓*Distance learning should equate to a fraction of normal classroom instructional time* ✓*Mini lessons for no more than 5-7 minutes* ✓*Consider student interest*
Student Choice	✓*Choice in demonstrating knowledge* ✓*Choice in receiving information* ✓*Choice Board of activities/tasks: low and no tech options* ✓*Choice in what to study with help connecting to grade appropriate learning*

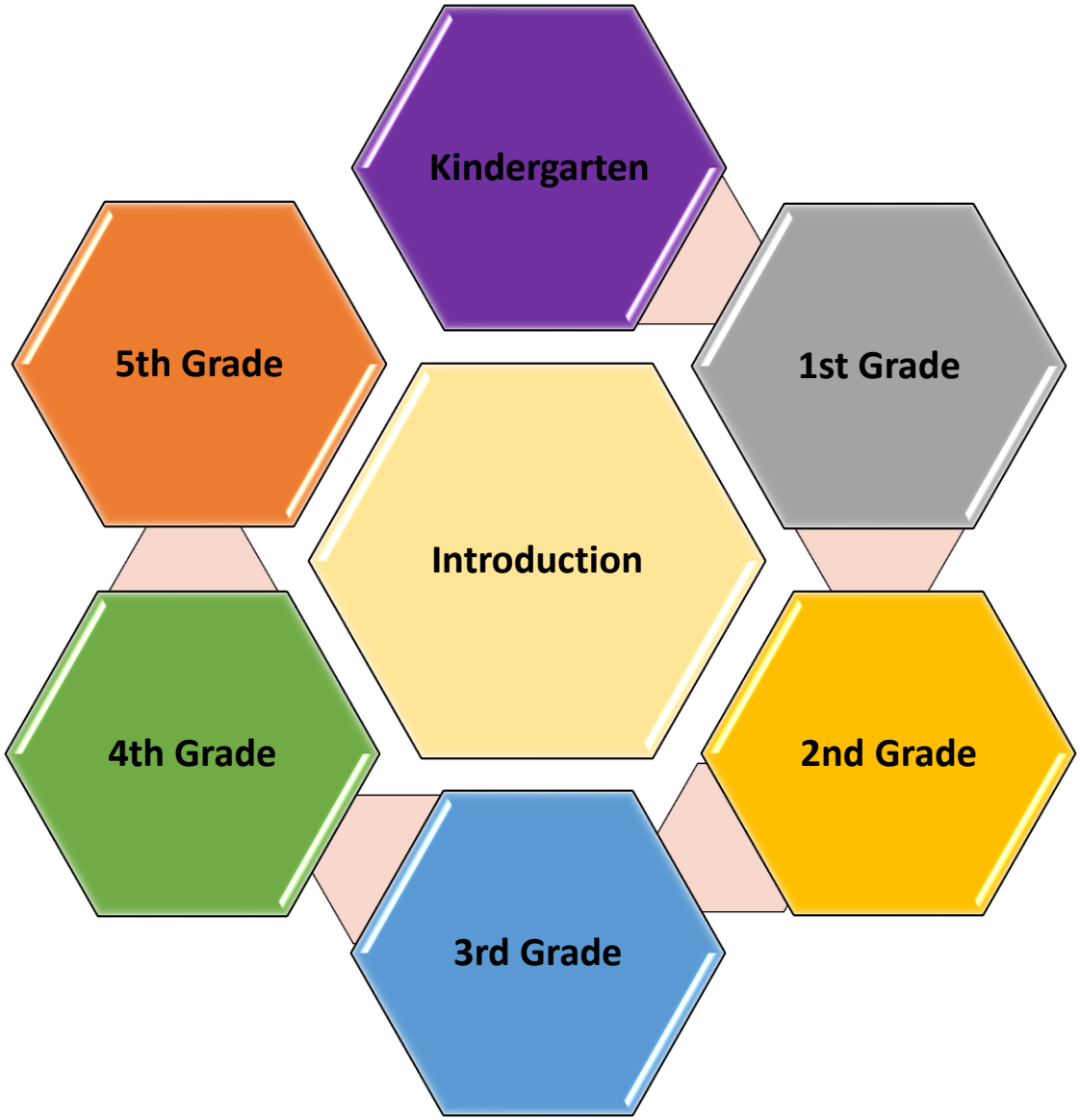
[1]*Council for Exceptional Children (CEC). 2020, April. Webinar: COVID-19 Considerations for Special Education Administrators.* https://www.cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely/COVID19ConcernsforAdmins

Introduction

The Georgia Department of Education Content Integration Specialists have developed integrated choice board mini tasks aligned to the Georgia Standards of Excellence for English Language Arts, Mathematics, Science and Social Studies. Each grade level includes integrated low tech or no tech tasks and activities meant to engage students and families in purposeful integration of the content. These tasks/activities provide a supplement for any remote instruction provided by the classroom teacher which crosses content areas and can be incorporated into students' distance learning plans. When engaging learners in distance learning, it is important to remember to engage students in activities that continue to promote hands-on, conceptual learning and limit the learners' screen time as much as possible. Therefore, the choice board options include both low tech web-based activities and no tech hands-on, kinesthetic activities. This resource is designed for collaboration between educators and parents/guardians in order to support students' continued learning. This is not designed to be an exhaustive list of tasks/activities for students to use to thoroughly master all standards in a content area. These are just quick, convenient, integrated tasks/assignments for students to use to refine their skills and reasoning while learning remotely.

Here are some ways you might utilize this resource:

- Create a choice board of activities using the tasks listed for your grade level. Allow students to choose the activities they want to complete from your created choice board. (Sample choice boards can be found here and here.)
- Collaborate with the students' parents/guardians and create a distance learning plan that includes activities which aligns to the students' preferred type of activities and IEP goals.
- Provide the entire choice board options to parents/guardians and allow them to decide upon the tasks/activities to complete.
- Use the Demonstrating Knowledge Choice Board for alternate ideas or ways students can demonstrate their knowledge.


Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
Introduction

Kindergarten
Choice Board Tasks and Activities

Option 1: American Symbols
Why do we have flags? What do they represent?

- Draw a picture of the American flag. How many stars? How many stripes?
- Create your own flag using shapes (squares, circles, triangles, rectangles, or hexagons). Write about what it represents. What do the colors or shapes mean?
- Ask questions about what the flags are made of and then investigate the flags that are safe to approach and touch. Are all of the flags made of the same material? What are the characteristics of the material that the flags are made of? Talk to a friend, make a list, or draw and label what you noticed.

SSKH2a, SKP1b, MGSEK.G.3, ELAGSEKRI7

Option 2: Time Patterns
Can you use time words?

- Make a timeline of your life with pictures or drawings. Don't forget to label your timeline using time words.
- Use pictures or drawings to make a schedule of your day. Don't forget to use your time words.
- Create a model of the sky showing day, evening, night and morning on a paper plate. Remember to use time words to show changes in time to describe changes in the sky.

SKE1b, SSKH3, ELAGSEKW3

Option 3: Earth Materials
What about the ground?

- Compare two types of soil, for example, Georgia red clay vs potting soil or sand. Create a list of similarities and differences.
- Directly compare the two types of soil. Describe the difference between the two with a "more of/less of" statement.
- Look at a simple map. Identify and count how many places where you would find soil. Using the numbers 0 to 20, represent the number of places you would find soil with a written numeral. Explain why soil would be found there.

SKE2c, SSKG2a, MGSEK.CC.4, MGSEK.CC.3, ELAGSEKRI9

Additional Family Connections
(Essential Skills to Practice Weekly)

- *Notice and Wonder:* Take a walk with a grown up. Did you see any flags? What kind of flags did you see? How many did you see?
- *Text Connection:* Read a book for 20 minutes. Do you notice any symbols in the book?
- *Purposeful Counting:* Observe nature with a parent. Each of you look for a different kind of animal, count it, and then discuss who saw more/less?
- *Reading and Comprehension:* Play "I Spy" with sounds. For example, "I spy something that starts with the letter S." or "I spy something that starts with the /m/ sound."
- *Purposeful Counting:* Work with one person to make collections with no more than 10 objects (coins, Legos, dolls, rocks, etc.). Count your collections. Identify whether the number of objects in your collection is greater than, less than or equal to the other collection.

ELAGSEKRI7, MGSEK.CC.6, SSH2a

1st Grade
Choice Board Tasks and Activities

Option 1: Plant Needs
What do plants need?

- Go outside and examine a plant and think about what plants need to survive. Design a solution to ensure that a plant has all its needs met.
- Design two rectangular gardens where different types of plants can grow. Partition the first garden in halves and the second garden in fourths. Different plants are grown in each section of the gardens. Tell what plant is in each section and what they need to survive.
- Think about George Washington Carver's solution to meet the needs of plants, and draw and label a picture to demonstrate crop rotation.

S1L1c, SS1H1, SS1G1, MGSE1.G.3

Option 2: American Inventors
Why do inventors invent?

- Choose an item. Why do you think it was invented? How does it help you or your family? What tools do you think the inventor used? Talk to a friend, make a list, or draw and label what you noticed.
- Look around. Make a list of all the inventions that Benjamin Franklin or George Washington Carver made. How many of each did you find? How many inventions did you find in all? Write a number sentence that representations the total inventions found.
- Now it's your turn to invent something. Design or invent a signal that could serve as an emergency alert sound over distance using light or sound. Think about the weather sirens and fire alarms and explain why your invention is better. Draw and label a picture of your invention or make a commercial for your invention.

SS1H1, SS1G1, MGSE1.OA.2, S1P1e, ELAGSE1W2, ELAGSE1RI3

Option 3: Historical Figures
What makes someone a hero?

- Think about the people you have studied (Thomas Jefferson, Lewis and Clark, Sacagawea, Ruby Bridges, Benjamin Franklin, George Washington Carver, and Theodore Roosevelt). Think about their contributions to the world. How did they improve people's lives? Why do we remember them today? What choices did they make? Create a journal entry, news report, infographic, or information piece to show your thinking. Remember to use evidence.
- Draw a picture of your favorite hero from a movie or book. Why are they special? What choices did they make?
- Choose 3 of your favorite heroes. Let your family vote on their favorite. Make a graph to display your results. Share with your family how many votes each hero received. Which hero had the most votes? How many more votes did that hero have compared to the hero with the least amount of votes?

SS1H1, SS1G1, SS1CG1, MGSE1.MD.4, ELAGSE1RI9, S1E1a, S1L1c

Additional Family Connection
(Essential Skills to Practice Weekly)

- *Notice and Wonder:* Collect several things. Will a magnet attract to them? Yes or No. Make a yes/no prediction list. Get a magnet and test the items on your list. How many did attract? How many did not?
- *Notice and Wonder:* Collect several things. Will light travel through them? Yes or No. Make a yes/no prediction list. Get a flashlight or hold each item against a window and test the items on your list. How many items did the light travel through? How many did not?
- *Text Connection:* Read a book for 20 minutes. Do you notice anything about the characters in your book? What choices did they make?
- *Adding in Context:* Play a math game with your family. Roll two dice or flip over two cards (Ace, which equals 1, through 10 only). Add the numbers and write the number sentence. Who had more/less?

ELAGSE1RL3, MGSE1.OA.6, MGSE.1.NBT.1, S1P1, S1P2

2nd Grade
Choice Board Tasks and Activities

Option 1: The Life Cycle
What Comes Next?

- Create a life cycle on paper or using a paper plate. Choose a plant or animal and show how it changes. Describe what is happening and label the life cycle using time words.
- Choose a plant, animal, or insect. Write an informational piece that teaches about its life cycle.
- Use a blank piece of paper and have someone trace your foot from heel to toe. Use a ruler to determine the length of your foot to the nearest inch. Take a walk outside. Estimate the length of plants found in inches. Then use your foot to measure the identified plant. Record your estimates and your measurements.

S2L1d, ELAGSE2W2, MGSE2.MD.1

Option 2: Historical Figures
What makes someone memorable?

- Think about the people you have studied (James Oglethorpe, Tomochichi, Mary Musgrove, Jackie Robinson, Martin Luther King, Jr., Juliette Gordon Low, Jimmy Carter). Did changes in the environment impact their choices and, if so, how? Why do we remember them today? What choices did they make? Create a journal entry, news report, infographic, or information piece to show your thinking. Remember to use evidence.
- Draw a picture of your favorite character from a movie or book. Why are they memorable? What choices did they make?
- Choose 4 of your favorite figures. Let your family vote on their favorite. Draw a picture graph or bar graph to display your results. Share with your family how many votes each figure received. Which figure had the most votes? How many total votes did the top two favored figures receive?

SS2H1, SS2G2, SS2CG3, MGSE2.MD.10, ELAGSE2RI3, ELAGSE2W8, S2E3b

Option 3: Georgia's Major Geographical Regions
What's up with Georgia?

- Design and build a structure that shows how shadows change throughout the day. Now relate that to earth's features. Does the sun impact the major regions of Georgia differently?
- Locate Georgia's major geographic regions on a map. Compare and contrast these regions. Discuss the differences with a friend or draw and label a picture to show the similarities and differences.
- Imagine you are traveling from one region to another. What do you notice along the way? Write your observations in your journal.

S2E2b, SS2G1, ELAGSE2RI9

Additional Family Connection
(Essential Skills to Practice Weekly)

- *Text Connection:* Read a book for 20 minutes. Do you notice anything about the characters in your book? What choices did they make?
- *Notice and Wonder:* Observe nature with a parent. Estimate the length of items observed in inches and feet.
- *Notice and Wonder:* Follow the link to the Jimmy Carter Discovery Journal and complete the activity with your family.
- *Adding in Context*: Play a math game with your family. Roll two dice or flip over two cards (Ace, which equals 1, through 10 only). Decide if you want to add or subtract your numbers. Record the number sentence and share how you came up with your answer.

ELAGSE2RL3, MGSE2.OA.2, MGSE2.MD.3

3rd Grade
Choice Board Tasks and Activities

Option 1: Location
Does Where We Live Matter?

- Pretend you are an explorer or the leader of a Native American tribe. Where would you settle and why? Think about the plants, animals, and features of the location. Create a journal entry, news report, infographic, or information piece to show your thinking. Remember to use evidence.
- Now, think more about the plants and animals in the area that you have chosen to settle. Why do they survive in this area and not in another? Choose a way to share your thinking through writing, pictures, or words.
- Write a narrative from the perspective of an explorer or leader of a Native American tribe.

SS3H1, SS3H2, S3L1c, ELAGSE3W3

Option 2: Pollution
What do you know about pollution? Can I stop pollution? What can I do about pollution?

- Create a poster, movie, commercial, or sign about pollution. Be sure to include the causes and effects of pollution and what people can do to help.
- Write a narrative piece on the effects of pollution. Think ahead fifty years. Write about what our world will be like. Be sure to include the causes and effects of pollution on the environment.
- Pretend you are working with a team to help clean the Chattahoochee River. The team must decide the area of the river they can clean. Use an area model to decide if the team should clean an area that is 5 feet long and 7 feet wide or another rectangular space with a perimeter of 24 feet. Share your reasoning with someone.

S3L2a, ELAGSE3W3, MGSE3.MD.7, MGSE3.MD.8

Option 3: Explorers
How did the explorers survive?

- What do people need to survive? Observe what your family does to survive. Then apply what you noticed to the explorers, how did they adapt to the environments that they traveled in? Choose a way to share your thinking through writing, pictures, or words.
- Identify some sources of heat. Think about what explorers would need to do to stay warm or cold and then design a device/structure that would have helped the explorers stay warm or cool. Your device/structure must have a way to monitor the temperature. Use a number line to display the temperatures from 32^{o} to 100^{o}. Display 3 different temperatures your explorer may experience. Round the temperature to the nearest 10.
- Create a character web to identify the character traits of one of the explorers.

S3P1a, S3P1c, SS3G3b, ELAGSE3RI3, MGSE3.NBT.1

Additional Family Connection
(Essential Skills to Practice Weekly)

- *Text Connection:* Read a book for 20 minutes. What problem did the character(s) face? How did they fix the problem?
- *Notice and wonder:* Make a "Top Ten" list with your family. What are the BEST things about where you live? Or what are the places we MOST want to visit. Remember to include what makes those places great.
- *Adding in context:* Play a math game with your family. Roll two dice or flip over two cards (Ace, which equals 1, through 10 only). Multiply the numbers and write the number sentence. Explain how you determined your answer.
- *Notice and Wonder:* Take a walk with your family. Try to find evidence of things that lived in the past.

ELAGSE3RL3, MGSE3.OA.7

4th Grade
Choice Board Tasks and Activities

Option 1: Light and Sound
What does light and sound move?

- What can we learn about refraction from this trick: 1. Using a marker, draw a thick arrow on a piece of paper. 2. Fill a glass with water. Place your arrow card behind the water and against the glass, then slowly move the card backward while watching through the water. What happens when you move your arrow backward? Record your observations through writing, pictures, or words.
- Create a satellite-shaped "hearing aid": Fold a square sheet of paper into a cone by rolling it from corner to corner. Do not roll it too tightly. Ask some family members to stand 1ft, 1 ½ ft, 2ft, 2 ½ ft, 3, 3 ½ ft away and make a soft beeping noise. Make a line plot to display the data of the beeps you were able to hear at each distance.
- Experiment with the travel of sound through liquids. Measure 1 cup, 1 pint and 1 gallon of water. Place your ear on one side of the container and ask someone to tap on the other side. Can you hear the sound? Why or why not? Record your observations through writing, pictures, or words.

S4P1, ELAGSE4W7, MGSE4.MD.4, MGSE4.MD.1

Option 2: Weather
What can you learn from the weather?

- Make a weather journal. Record the weather daily: temperature highs and lows, precipitation, sky conditions. What patterns do you notice?
- Study the clouds throughout the day. Draw what you see. What kinds of clouds did you see? What do you notice about the cloud patterns?
- Create or draw an infographic to represent how the weather impacts where we live and the choices people made regarding: industries in the north and south, westward expansion, and the jobs people chose.

S4E4c, ELAGSE4W10, SS4H3, SS4E1, SS4G2

Option 3: Freedom
What freedoms are worth fighting for?

- Make a list of the freedoms that our country has fought for. Think about the American Revolution, Framing the Constitution, Abolitionist Movement, Suffrage Movement, and Civil War.
- Choose the freedom that is most important to you. Defend your choice with reasons and evidence. Ask people in your family for their opinion. Make a graph or table to show their responses. What do you notice?
- Think about how many of these freedoms required changes to the environment. Develop a model of how the natural world changed after the American revolution and Civil War. Think about the changes to plants and animals that lived in these environments. Do you think the number of species in the area changed? Justify. How would changing the number of species in the area impact how energy flows?

S4L1d, ELAGSE4W1, SS4H1, SS4H2, SS4H3, SS4EH4, SS4H5

Additional Family Connection
(Essential Skills to Practice Weekly)

- *Text Connection:* Read a book for 20 minutes. What was important about the setting of the story? How did it affect the way the main character acted?
- *Multiplying in Context:* Play a math game with your family. Roll two dice or flip over two cards twice. Create two 2-digit numbers. Use 1 cm grid paper per each player. Multiply to see who covers the most area after three rounds.
- *Notice and Wonder:* Take a virtual field trip to a museum. (Google Arts and Culture has many choices.) Find 5 things to share with someone. What did you pick? Why did you pick it? Why is it important?

ELAGSE4RL3, MGSE4.NBT.5

5th Grade
Choice Board Tasks and Activities

Option 1: Technology
Why is technology important?

- Observe how water flows in your yard after a rain or when playing with a water hose. Develop some questions about how technology (seismological studies, flood forecasting, infrared and satellite imaging) might be used to predict how these destructive or constructive processes impact the Earth's surface.
- Think about and discuss the importance of technology used for space exploration. While astronauts may not weigh anything in space and can float around freely, their body shape and size does not change. They still take up just as much space as they do here on Earth. This is the important difference between mass and weight. Calculate your weight on Saturn (earth weight x 0.91 = weight on Saturn).
- Imagine your life without your favorite form of technology. What would you do instead? How would your family adapt without this form of technology? Write a journal entry describing what a day in your life looks like now without that form of technology.

S5E1c, SS5H6d, ELAGSE5W2, ELAGSE5W3, MGSE5.NBT.7

Option 2: Impact on the Earth
Why a dust bowl?

- Think about two important events of the great depression like the stock market crash of 1929, Herbert Hoover, Franklin Roosevelt, the dust bowl and soup kitchens. Make a connection. Draw or write about how they relate to one another. Remember to include evidence.
- Develop a simple model using water and flour to demonstrate how the dust bowl was started by adding water to the flour and then watching it dry in the sun before adding some blowing air to simulate wind. Then describe in detail, using your model as evidence, how erosion is a destructive process that impacted the features of Earth's surface during the dust bowl. *Safety Statement: Care should be taken should be taken to protect the eyes of students and eye protection should be used.*
- Measure rainfall using a can or mug over several weeks, then make a line plot of the data of measurements in fractions of a unit (1/2, 1/4, 1/8). How do your results compare to rainfall during the Dust Bowl?

SS5H3a, S5E1a, S5E1b, S5E1c, ELAGSE5W7, MGSE5.MD.2

Option 3: Light
How did light become part of normal life?

- Describe the impact on American life made when Thomas Edison invented electricity. Create a Venn diagram, graphic organizer, journal entry, news report or information piece to show your thinking. Remember to use evidence.
- Turn on a light then turn it off again and make some observations. Then rub your feet on the carpet or rub a balloon in your hair and make some observations. Try to explain the differences in the type of electricity. Which one did Thomas Edison invent? Record your observations through writing, pictures, or words.
- How did the invention of electricity impact business productivity during the development of the United States? Create a journal entry, news report, infographic, or information piece to show your thinking. Remember to use evidence.

SS5H1b, SS5E1, S5P2a, ELAGSE5W2

Additional Family Connection
(Essential Skills to Practice Weekly)

- *Text Connection:* Read a book for 20 minutes. Do you notice anything about the characters in your book? What choices did they make? How were the characters alike or different?
- *Multiplying in Context:* Play a math game with your family. Roll two dice or flip over two cards twice. Create two 2-digit decimals. Use 1 cm grid paper per each player. Multiply to see who covers the most area after three rounds.
- *Notice and Wonder:* Take a virtual field trip to a museum. (Google Arts and Culture has many choices.) Find 5 things to share with someone. What did you pick? Why did you pick it? Why is it important?

MGSE5.NBT.5

Demonstrating Knowledge Choice Board

Video Documentation  • Cell phone video recording • PowerPoint: Screen Recording • Camera/Camcorder recording	**Oral Dictation to Instructor**  • Word: Dictate feature • Cell phone audio recording • Phone call
Pictorial Evidence  • Cell phone picture capture/Screen snip/Screen capture • Drawing • Collage	**Written Evidence**  • Assignment/letter in the Mail • Postcard • Journal Entry