

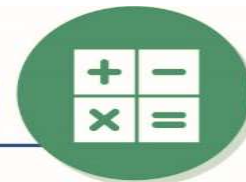
Kindergarten

Developmentally Appropriate Digital Skills

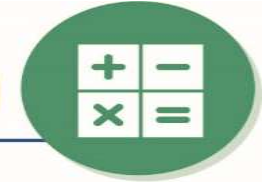
Our younger students will require a great deal of practice to develop these skills, with parent/guardian support.

- Turn on/off a computer, laptop and handheld device
- Log into device and password protected programs
- Reminders to take movement breaks
- Begin to understand how to be safe online and in a digital world
- Begin to use the accessibility features (voice to text, word prediction, speak function, etc.)
- Begin to use basic word processing skills and engage in keyboarding programs/games
- Be polite and respectful in all communications and collaborations
- Use handheld device to take photos/videos of learning activities

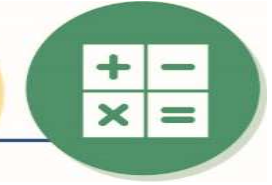
Frames	Whole Group	Small Group/Individual	Accommodations/Modifications and ELL Considerations
Problem Solving and Innovating	Students will open their microphone to say hello and then turn it off again.		• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary
Belonging and Contributing	Students will practice using the microphone by showing and sharing one special object from their home.		• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary for ELL
Demonstrating Literacy and Mathematic Behaviours		Students will collect and take photos of objects in their home that start with the letter(s) ____.	• Modelling • Visuals task • Closed Captioning on video • Build background knowledge and vocabulary
Demonstrating Literacy and Mathematic Behaviours	Together, discuss syllables in words. Model some examples: computer, telephone, water, tiger.	Students will collect and take photos of objects in their home with 2, 3 and 4 syllables.	• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary



Demonstrating Literacy and Mathematic Behaviours	Post a familiar class poem/shared reading text.	Students will audio or video record themselves reading this class text.	• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary
Demonstrating Literacy and Mathematic Behaviours	Practice counting with 1:1 correspondence via video chat.	Students will find ten of the same objects. Take a picture or video of these objects to share.	• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Use of ten frames • Reduce number of objects if necessary • Build background knowledge and vocabulary
Belonging and Contributing Problem Solving and Innovating		Students will draw and label a picture of their family and then create an audio or video recording that describes their family.	• Modelling • Closed Captioning on video instructions • Can upload a real picture instead of drawing • Build background and vocabulary
Problem Solving and Innovating		Students will build a fort with a variety of objects around their house [ex. chairs and blankets]. Take a photo of the fort to share and/or create a video recording explaining how you created the fort.	• Model with a picture of a fort • Build background knowledge and vocabulary • Can draw a picture
Demonstrating Literacy and Mathematics Behaviours	Introduce the title, <i>"When Pigasso met Mootise"</i>. Together, brainstorm words you know that begin with the letter P and M. Introduce some words from the story that start with these letters. (E.g., painted, pork, pulled, problem, most, monster, middle, missed). Listen to the read aloud book, <i>"When Pigasso Met Mootise"</i>. Can be accessed through Storyline in the HWDSB Student Learning Resources website or here:	Students can draw their own art masterpiece, label, and take a photo to share. Students can take photos of objects that start with the letter M and P that they found around their house. Additionally, they can sort the objects into an M pile and P pile.	• Closed captioning is available through Storyline online • Model examples of pictures and objects that start with M and P • Use pictures to build vocabulary



	https://www.storylineonline.net/books/when-pigasso-met-mootisse/		
Belonging and Contributing Demonstrating Literacy and Mathematics Behaviours Self-Regulation and Well-Being		Students develop a motion/movement for each syllable in their first and last name. For example, the name Mohammed has three syllables. Students say their own name and then they make an action for each syllable in their name. Educators can brainstorm actions to create a word wall of ideas with students. Possible movements include: • touching toes • jumping jacks • chicken jacks (hands tucked under the arms to create a wing) • hands on hips with leg kick • jump or hop or squat • bend or twist or clap	• Modelling • Activities can be modified based on student ability • Scaffold student learning around the concept of a syllable

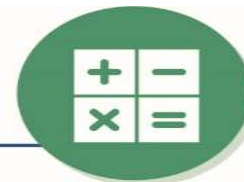


Grade 1-3

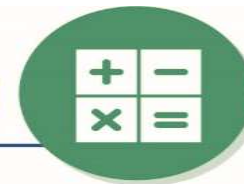
Developmentally Appropriate Digital Skills

- Log into device and password protected programs
- Understand how to be safe in a digital world
- Understand the importance of not sharing personal information online
- Understand how to practice safe internet searches
- Set school appropriate profile pictures
- Locate and use correct finder/hand for space bar, return/enter and shift key

Subject Area	Whole Group	Individual/Small Group	Accommodations/Modifications and ELL Considerations
Language-Media	Have each student in the chat open their microphone to say hello and then turn it off again.		• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary
Language-Media	Practice an oral “Brag and Drag” – one at a time to practice muting and speaking.		• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary
Language-Media		Students will take a school appropriate photo and upload it as a profile picture.	• Modelling • Closed Captioning on video • Build background knowledge and vocabulary
Mathematics-Measurement		Students will collect a variety of boxes from around their house. Students will measure using either standard or non-standard units of measurement. Students will video record themselves measuring two objects.	• Modelling • Closed Captioning on video • Build background knowledge and vocabulary



Language-Reading and Writing	Read aloud the book <i>"As Fast as Words Fly"</i> (can be accessed through Storyline in the HWDSB Student Learning Resources website or here: https://www.storylineonline.net/books/fast-words-fly/) Together, using whiteboard in MS Teams, record the "ing" words. (E.g., talking, brewing, rushing, meeting, helping, climbing, typing, etc.)	Students can read a book of their own either independently or with an educator. E books can be found in the HWDSB Student Learning Resources website. Students will write down the "ing" words they find. Take a photo and post. Extension: Students can practice their own typing skills at this game: https://www.typing.com/student/signup	• Closed Captioning is available through Storyline Online • Closed captioning language can be changed • Practice letter sound identification instead of key boarding skills
Language-Reading and Writing	What is an animal you would like to learn about? How can we learn about this animal in our homes? How do we know what are safe and reliable internet sites? Share the Britannica School Elementary site that is accessed through the HWDSB Student Learning Resources website.	Students will pick an animal that they want to learn about. They can learn about this animal through Britannica School Elementary. This can be accessed, without a password through the HWDSB Student Learning Resources site. They can record the information gathered through writing, voice recording or video.	• Modelling • Closed Captioning on video • Build background knowledge and vocabulary
Language-Reading and Writing	Pick 5-10 high frequency words to share digitally. Talk about upper-case and lower-case letters. Students can practice typing high frequency words in lower case letters in the chat. Students can practice typing high frequency words in upper case letters in the chat.	Students can practice their own typing skills at this game: https://www.typing.com/student/signup	• Modelling • Build background knowledge and vocabulary • Modification, students can practice printing words or identifying letters

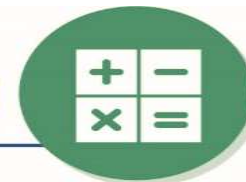


Grade 4-6

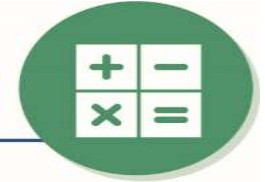
Developmentally Appropriate Digital Skills

- Log into device and password protected programs
- Understand how to be safe in a digital world
- Understand the importance of not sharing personal information online
- Understand how to practice safe internet searches
- Set school appropriate profile pictures
- Locate and use correct finder/hand for space bar, return/enter and shift key

Subject Area	Whole Group	Individual /Small Group	Accommodations/Modifications and ELL Considerations
Language-Oral	In the chat, have each student open their microphone to say hello and then turn it off again.	Students take a photo of their favourite space in their home. Upload it for educator and class to see.	• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary
Language-Oral	Practice an oral “Braggs and Drags” – one at a time to practice muting and speaking.	Students take a video of their favourite object in their room. Upload it for educator and class to see.	• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary
Health		Have each student open the whiteboard feature and draw a picture of how they are feeling.	• Modelling • Closed Captioning on video • Build background knowledge and vocabulary • Modification: Students can draw a picture on paper or describe how they are feeling verbally
Phys. Ed.	Together, talk about levels of movement. Demonstrate via video or photos.	Students create a special family handshake. Include lots of cool movements. Think about the different levels you can use (high, medium and low) as well as moves like spinning and twirling. See if you can	• Activities can be modified based on student ability • Scaffold student learning around the concept of levels • Demonstrate some examples



		memorize it and teach it to everyone in your family. Students can choose how they will share this with their class.	
Language-Media	Together, create your classroom norms for distance education. This is our new classroom. What type of behaviour is appropriate for school and what will that look like here? (E.g., language used, how the class interacts, timelines, photos, GIFs).	Take a school appropriate photo for your profile picture. Students create a list about what they think the norms should be.	• Modelling • Closed Captioning on video • Build background knowledge and vocabulary-
Math	Teach a mini lesson on the last concept you learned in math in March.	In whiteboard, students write down what they remember from that concept.	• Modelling • Closed Captioning on video
Language-Reading and Writing	Read aloud the book “ <i>As Fast as Words Fly</i> ” (can be accessed through Storyline in the HWDSB Student Learning Resources website or here: https://www.storylineonline.net/books/fast-words-fly/)	Students can practice their own typing skills at this game: https://www.typing.com/student/signup	• Modelling • Closed Captioning on video • Build background knowledge and vocabulary
Language-Writing	Share Pobble Go 365 on screen. This can be accessed via the HWDSB Student Learning Resources site Or here: https://www.pobble365.com/hanging-on-2/ Together, brainstorm what the picture of the day is about. Create a mind map on the whiteboard.	Students can either handwrite and then submit through uploading a photo or type a descriptive paragraph about the picture.	• Modelling • Closed Captioning on video • Build background knowledge and vocabulary • Use translate function
Language-Reading and Writing	Share the story “Arnie the Doughnut” from Storyline Online. This can be accessed via the HWDSB Student Learning Resource or here:	Students pick a food and write a letter based on the point of view of that food. Things to think about: • Where does it live? • Who is next to it?	• Modelling • Closed Captioning on video • Build background knowledge and vocabulary • Use translate function

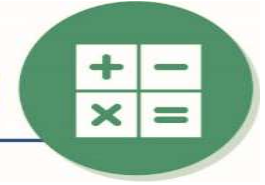


<https://www.storylineonline.net/books/arnie-the-doughnut/>

Together, brainstorm what the point of view of different foods in our house. E.g., orange juice, bread, coffee, chips, candy. What would these foods be talking about during this time?

- What are the humans in the house doing?
- How does it feel about the other food?

Students can write a letter and then take a photo of it or, type the letter and upload it to share.



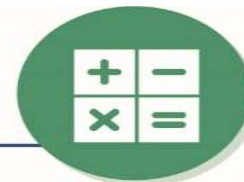
HWDSB

Grade 7-12

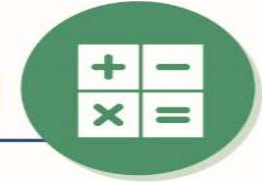
Developmentally Appropriate Digital Skills

- Word processing
- Safe internet searches
- How to find reliable sites and resources
- How to follow copyright rules and not plagiarize
- Digital footprint – what that means
- Reminders of proper posture when sitting at a device and taking movement breaks often
- Upload, download and attach files via email or cloud services

Subject Area	Whole Group	Individual/ Small Group	Accommodations/Modifications and ELL Considerations
All	Have each student in the chat open their microphone to say hello and then turn it off again.		• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary
All	Practice an oral “Braggs and Drags” – one at a time to practice muting and speaking.		• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary
Math Health (Social Emotional)	Model the use of the whiteboard feature. Discuss how to use it appropriately and how to share your thinking on the whiteboard.	Students open the whiteboard feature and practice answering a simple math question, or draw an emoji describing how they are feeling.	• Modelling • Closed Captioning on video • Build background knowledge and vocabulary



Learning, SEL)			
All	Make a smaller chat group and chat with a few people. Options here also include practice sharing a file, open and share the whiteboard, and/or create a calendar invite. Educator asks for a thumbs up when you are done. Other tasks that could be tried: opening microphone to say hello, creating a GIF, learning the @Name feature to tag people in the chat. This notifies that the message is directed at them.	Students practice making their own small chat. Students practice setting events in their own calendar. Remind students that this is all public and can be accessed by educator.	• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary • Have instructions available in writing and auditorily
All	Digital Footprint- share Teen Voices and Digital Footprint https://www.youtube.com/watch?v=ottnH427Fr8	Students make a list of online norms they think the class should follow. Students write a paragraph about digital footprint. Students create their own video about what they would like distance education to look like.	• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary • Graphic organizer
All	Digital Safety https://www.youtube.com/watch?v=Dil8Lj0TGQ&list=PL0tFJpcZZqFJ8DA3712wYjM7WuUz1-eMn&index=6	Students use whiteboard to create jot notes about what they learned in this video. Make a poster about digital safety during distance education.	• Modelling • Visuals of the audio and video signs • Closed Captioning on video • Build background knowledge and vocabulary • Graphic organizer
All	Minute to Win it Challenge: Pencils Gather 12 pencils. Place the pencils on the floor or a table all facing the same way	Students participate and practice audio, video recording and communicating virtually.	• Activities can me modified based on student ability • Scaffold student learning around the concept of levels



(erasers or sharpened sides). Place the pencils in 2's creating 6 sets.
When the clock starts, the player picks up the first set of two pencils and places them on the back of their hand. The player must flip the pencils into the air and catch them together. Once successful, the player adds two more pencils and attempts to catch 4 pencils. Two more pencils are added with every successful turn. To complete the game, the player must catch sets of 2, 4, 6, 8, 10 and finally 12 pencils in succession within 60 seconds.
Note: a player cannot add to the next set of pencils until they have successfully caught the previous set.

- Demonstrate some examples