Resources for Online Teaching

What Worked for a 5th & 6th Grade Educator:

I used **Flipgrid** during distance learning for memory work, science labs, and other oral responses. **Flipgrid Tutorial:** https://www.youtube.com/watch?v=-aZ523-HHBg&t=3s Michael Vlieger, Risen Savior, Mankato, MN

What Worked for a 5th – 8th Grade Educator:

When it comes to resources, I felt my social studies was great for lessons. I used **https://www.docsteach.org/** for many of my primary source learning. I like all the features and ways I can create questions. In that class, I also was able to use **Kahoot** for reviews. The downside is that the teacher preparation is a bear for time. Thankfully, I had powerpoints to teach with that just needed revisions. Eric Kaesermann, St. Paul, Arlington, MN

What Worked for a 7th & 8th Grade Educator:

Before the COVID-19 crisis went full tilt, my students and I got excited about tracking the mushers in the Iditarod. We were able to learn and review Alaskan geography by plotting daily progress, learn about sled dogs, and blog with participants. https://iditarod.com/ Mrs. Danielle Powers, St. Paul, Green Bay, WI

What Worked for an Itinerant Music Teacher:

Incorporating movement, music, directing skills, and musical form, my students enjoyed March Mania (Battle of the Marches) as they determined their favorite march from a set of 16 selected by the United States Marine Band. https://www.marineband.marines.mil/Unit-Home/Sousas-March-Mania/ Mrs. Karen Lippert, c/o St. Paul, Muskego, WI

What Worked for a 7th – 8th Grade Educator:

Believe it or not, I had a new student begin the 4th quarter when we went to online learning. Therefore, I used **Flipgrid** as a way for students to share details about themselves and introduce themselves to one another. Students shared information on **Flipgrid** about the novels they were using for independent reading. My students read picture books on **Flipgrid**, and they shared those readings with their Preschool Chapel Buddies and other primary grade students. The younger grade teachers were VERY APPRECIATIVE to be able to send a link to the students/families to keep this connection.

The students participated in Reading Bingo. I used this site *https://myfreebingocards.com/bingo-card-generator/edit/mk69b8* for this activity. I had twelve different bingo cards from which students could choose. At the end of the quarter, any student who had a BINGO received a prize. Some of my students read a phenomenal amount during the course of the quarter. https://drive.google.com/file/d/1T4PoNJl4b6ZiOoCYQ5yOJ4Nuxb1vE0F-/view?usp=sharing

My student teacher Chris Biebert introduced me to **Edpuzzle**. I was able to find various videos that highlighted different body systems. A science/art cross-curricular activity involved creating a human skeleton using household objects and labeling bones with their anatomical names.

Using **Google Classroom** throughout the quarter, students developed a Google Slide presentation entitled "I Survived the COVID-19 Pandemic of 2020" based on the *I Survived* children's literature series by Lauren Tarshsis. The first two weeks the students created a daily slide, and after that it varied from week to week. When the students were finished, they had 18-20 slides, which is now a primary source.

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https://docs.google.com/presentation/d/1MVSS1TpoGawGCr_a_a0tJyCVWHzgASWEvD58VlxaQ3w/edit?usp=sharing

https://docs.google.com/presentation/d/1XgQ8HuUfS3-yNgC3H8lNCftfFuIdhZtmJoOHiEaUTKw/edit?usp=sharing

Craig Kiecker, Emmanuel, Tempe, AZ

What Worked for a 6th- 8th Educator:

<u>iPad and Apple Pencil</u>

Having an iPad with an Apple Pencil to write on the screen, record lessons, and tutor virtually was an invaluable tool for making online learning a success. The most basic $279 iPad works great and isn't overly expensive for the awesome benefits it gives to teaching remotely. My school purchased one for me when remote learning began and it made my teaching life so much easier and remote learning so much better and interactive for my students.   https://www.bestbuy.com/site/apple-ipad-latest-model-with-wi-fi-32gb-space-gray/5985609.p?skuId=5985609

I had a lot of success using mostly recorded lessons and "asynchronous learning" with my 6th – 8th graders. Students enjoyed being able to choose the time of the day that worked best for them to do their school work. I had all work due by 8 A.M. the next day.   Assignments were posted along with videos and step-by-step instructions on our classroom web page made using **Wordpress**. You can see our classroom web page here: https://splchromebooks.wordpress.com

Parents let me know they were happy that they didn't have to do much of anything to lead their students through their remote work as all the subjects and lessons came along with a quick video and/or easy-to-follow step-by-step instructions that students could follow online. My goal was to have students be able to do their work independently each day, since I knew parents would be uncomfortable in the role of being "teacher" at home and many did not have the time with work continuing for them each day.   I got a lot of positive feedback from parents that they were able to have their students complete the vast majority of their work independently. I had "office hours" for students to reach out for help between 9 A.M. and 2 P.M. each school day for any help or tutoring. During these office hours, I made recorded lessons for the next day's lessons between tutoring students and answering questions as they came in. This worked out well and was a manageable work schedule for me on most days.

<u>Programs that are really simple to use to record my voice and my screen for recorded lessons were:</u>

Loom https://www.loom.com (Windows, Mac, Chromebook Compatible)

Example Lesson Made Using Loom: https://www.loom.com/share/96523c82b9f04d8684a3ec6491ef8dae

Explain Everything https://explaineverything.com (iPad)

Example Lesson Made Using Explain Everything: https://youtu.be/wOs8h9CwY8U

I also had a lot of success doing virtual tutoring using the **<u>Whiteboard on a Zoom call</u>**. During a Zoom on an iPad or touchscreen computer, you are able to pull up a blank whiteboard to write on. This was awesome for working through difficulty Algebra problems with students.   You can also pull up any image to work and write on together. For instance, I often took photos of worksheets and displayed them during the Zoom call. I was able to write on the worksheet with them via our online Zoom call.

Perhaps the most useful tutoring tool for student help, though, was an iPad app called **<u>Educreations</u>**. https://www.educreations.com. This app allows you to work with a blank whiteboard, document, or

picture, record your voice, and make a quick video of your voice and the screen that is easily texted or emailed to students. This was great for giving a quick, recorded feedback video on student assignments and helping students through difficult problems. The video can easily be texted or emailed to students who need help on specific problems. I also found it super handy as I could send the same video to multiple students who had questions on the same problem so that I didn't always have to work with each student individually when they contacted me for help - saving tons of time!

Here is an example help video of some quick video feedback using educreations: https://www.educreations.com/lesson/view/dd-test/54851726/?s=uxs0uE&ref=app

Digital Assignments

Many of my assignments were made using **Google Forms** so that students could submit work digitally to me each day. **Google Forms** allows you to return all assignments digitally along with feedback comments on all their answers.

Students took photos of their work and emailed them to me. I used my iPad to write on their assignment photos right in the email app before returning them graded and with feedback.

The Program **ClassKick** allows you to turn any physical worksheet or activity into an online form just by taking a picture of it. This was super valuable in allowing students to complete assignments for me digitally.   https://classkick.com Brad Gurgel, St. Peter, St. Peter, MN

What Worked for a K – 2nd Educator:

We have a classroom website with the overviews as well as various resources and website for families to use as they see fit.

To stay connected, we are using **Seesaw**, an app/website that allows me to upload activities and assignments for families to do and submit. It allowed me to record and share lessons and parents/students could respond by typing a note, using a video/picture or completing an activity (ie. sort/move objects). A parent shared that their child that is in K ready used the Homeroom app as their primary communication tool. We used **Zoom** for our class meetings (devotion, read aloud, sharing) and I remained on for a while each morning to answer questions if families had them.

As far as online resources, **PebbleGo** was a great resource as well as **brainpopjr** (both free during spring remote learning, but typically paid subscriptions). We used the **EPIC** site/app throughout the year to read books online (free during the school day). **Raz-Kids** is another great online subscription-based reading site. **Starfall** has been around for a while, but is a great site (some free/some paid). **Vooks** is a fun online reading app (teachers get one year free). Our class would also use **Storyline Online**, which is a free site that has famous actors reading books.

I also created a webpage using google site to house the weekly overviews that I sent home, as well as links to sites such as **Bread for Beggars Christ light Connections** pages and links to the free sites they had access to. I also created a page with some of our favorite **youtube** videos and songs from throughout the year that they could watch and sing with.

This site emerged when many sites/companies were offering free subscriptions, there are a ton of sites and it is searchable. https://www.amazingeducationalresources.com/ Michelle Yotter, St. Peter, St. Peter, MN

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What Worked for a 3rd & 4th Grade Educator:

Classroom Website: https://mrsfelsing.weebly.com/electronic-learning.html Debbie Felsing, Jerusalem, Morton Grove, IL

What Worked for a 5th & 6th Grade Educator:

https://sites.google.com/a/splnewulm.org/supporting-hope-for-kids-and-learning/ Other movement related resources appear at the end of this listing. Karen Grunwald, St. Paul, New Ulm, MN

What Worked for a 4th- 8th Grade Educator:

I made use of **planbook.com** ($15 a year) to organize my lesson plans. I downloaded in PDF format, printed, and posted on **Google Classroom**.

I used **Google Classroom** to post videos, assignment, and announcements

I used **quizizz.com** to make online assessments - automatically grades and works with Google Classroom. Also has lots of premade **quizizz** from which to choose.

Screencastify is an add-on video recorder for **Google Chrome**. It uses your webcam, so you don't need to set up or buy another camera. It's free for up to 10 minutes, but I paid ($40/year) to get unlimited time. It saves to **Google** drive making adding videos to **Google Classroom** easy.

I used **Zoom** to connect with my students every morning, take attendance, and go through what they needed to do that day. I used **Google Chat** and **Google Meet** if they had questions on their homework.

I used **spellingcity.com** and its premade spelling lists. Students took tests and recorded what they got. Brian Gephardt, Immanuel, Hutchinson, MN

What Worked for a 3rd- 4th Grade Educator:

Readtheory is a free, leveled reading passages program. The students read a passage and answer a few short questions (there is also an option to assign short-answer questions). The passages become harder or easier depending on how well the student does on the previous passage. I used it to collect data for a couple of students who I am recommending for remedial assistance this fall. Also, at the end of the year, I reset the program and had the students take the pre-test so the next year's teacher could use the information, along with winter MAP scores and my personal thoughts, for where to begin with the students next year. Another teacher I know assigned her students a certain number of points to earn each week on the program. In a way, this forced them to read more carefully so they could score points more quickly.

Flipgrid was well received by most families, but due to slow internet connections, a couple of families had trouble uploading their child's videos if they were longer than a minute. For one activity, I had my students write a legend about themselves (we read the novel *Maniac Magee* and the students then had to imagine for what they could become legendary). They recorded themselves reading their legend on **Flipgrid** and classmates were then tasked with giving an

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OREO Cookie video review for at least 3 legends. Cookie part one = Tell an aspect of good narrative writing we have been working on this year that you noticed your classmate did well (vivid descriptions, dialogue, establishing setting, slowing down the action near the climax, etc.) AND explain how you know it was well done. Filling = Tell something that was confusing or that you wish your classmate would have explained better. Cookie part two = Tell your favorite part of the legend and why you liked that part. I also used Flipgrid to have the students give their own examples of situations that would describe vocabulary words and to discuss the themes they noticed in the novel.

I used the free Google extension **Screencastify** to record a read-aloud each day. I displayed the cover of the novel while I read a chapter each day and then posted the link in Google Classrom. At first, I was limited to the free video length of 5 minutes, but then Screencastify offered a free upgrade to unlimited time for educators (not sure if that will continue this fall).

I also created **Google Forms** for Word of God each day. The students would read the story in their lesson packet or the Bible (I also scanned and uploaded the stories in case the lesson packets went missing). If there was a YouTube video that accurately portrayed the story, I would include a link to that in Google Classroom. Finally, they would answer a few questions based on facts from the story as well as answer questions that applied the story to their own lives (typically 8-10 questions in all, many of them multiple-choice or matching). After a while, I learned how to include private comments and how to instruct the students to look for feedback on their answers by clicking on "View Your Work" under the Classwork tab in Google Classroom. For hymnology, I linked videos of two or three hymns based on a section of the hymnal (trust, Easter, and the like) and asked students to listen to them, read the lyrics, then write a public comment to vote for their favorite and tell what made that particular hymn their favorite.

Distance learning wasn't much - we tried to keep things simple and realistic for our students and their parents. We only assigned Word of God, math, and language arts (alternating about week-long units that focused more on reading or more on writing, not both), with some social studies, science, and art (optional). The students received a grade of "Complete" or "Incomplete" at the end of the quarter for each subject area. Annie Gumm (transitioning to 1st Grade at St. Mark, Watertown, WI from) Trinity, Nicollet, MN

What Worked for a 5th & 6th Grade Educator:

For recorded daily devotions, video memory work submissions, and parent connections, I used **ClassDojo**, which is a great platform for both parents and students. I also used this application to keep in contact with parents during regular, "in-person instruction."
Screencastify allowed me to record and upload lessons to Google Classroom. Students submitted their work, including videos of themselves to **Google Classroom**.
Kami was a great Google extension I used so that students could manipulate uploaded files and resubmit as assignments.
TedEd offers video segments to which I could attach comprehension and discussion questions.
ReadWorks and **NewsELA** were great sites for creating reading lessons.
I used **Kahoot, Quizlet,** and **GimKit** for assigned online science reviews.
For math, we all use **ALEKS**, which is a subscription-based math program that our students use year-round. It was a huge blessing to have the students already accustomed to online math instruction.
I attached one of the science **"Choice Boards"** and its accompanying explanation. I used Choice Boards for each of the units we learned during our distance learning period. Some of the links on the choice board have expired.
https://docs.google.com/presentation/d/1J7g5yLa3mEaPuyXbnvU_Xi2H50ocF_1_xtBNHRVAun0/edit#slide=id.g72ac998689_0_207

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Screencastify Explanation of Student Choice Board: https://drive.google.com/file/d/1j5aqpld-Lg6SSZeNIgVy33wNYE40KyGt/view?ts=5ee2742f Kim Buchholz, Grace, Glendale, AZ

Rationale for Online Learning https://mail.google.com/mail/u/0?ui=2&ik=dbf8795632&attid=0.1&permmsgid=msg-f:1669032201372024565&th=172997f1b977bef5&view=att&disp=safe&realattid=f_kb80ho8i0

Framework for Instructional Transition
https://mail.google.com/mail/u/0?ui=2&ik=dbf8795632&attid=0.6&permmsgid=msg-f:1669032201372024565&th=172997f1b977bef5&view=att&disp=inline&realattid=f_kb80wwnf5

Framework for Assessment https://mail.google.com/mail/u/0?ui=2&ik=dbf8795632&attid=0.2&permmsgid=msg-f:1669032201372024565&th=172997f1b977bef5&view=att&disp=safe&realattid=f_kb80jceh1

Implementation of Online Learning for Grades 5-8 Word of God
https://mail.google.com/mail/u/0?ui=2&ik=dbf8795632&attid=0.4&permmsgid=msg-f:1669032201372024565&th=172997f1b977bef5&view=att&disp=inline&realattid=f_kb80khgt3

https://mail.google.com/mail/u/0?ui=2&ik=dbf8795632&attid=0.5&permmsgid=msg-f:1669032201372024565&th=172997f1b977bef5&view=att&disp=inline&realattid=f_kb80kuxb4 Phillip Rehberger, St. Paul, Appleton, WI

Current Research Regarding Effectiveness of Elementary-Age Online Learning

Kennedy, K., & Ferdig, R. E. (2018). *Handbook of research on K-12 online and blending learning*. https://www.learntechlib.org/p/182993/. Note especially chapters 3, 7, 8.

Means, B., Murphy, R., & Bakia, M. (2014). Research on the effectiveness of online learning. In *Learning Online: What Research Tells Us About Whether, When and How* (pp. 18–39). Routledge. https://drive.google.com/file/d/1-KGtWNdcbmB5_WfTF2Ew82YezduEE7I9/view?usp=sharing

Linton, J. (2018). Defining Blended Learning. In *The Blended Learning Blueprint for Elementary Teachers* (pp. 1–8). Corwin Press. Linton provides definitions of Blended learning. It is a bit different than online learning.
https://drive.google.com/file/d/1gjB7nE4ShUY0NkzSt2LEUHNo5CUZSdif/view?usp=sharing

https://www.christenseninstitute.org/results/ Christensen's website reveals his perspectives on the disruption factor of new technologies, including quite a bit on effectiveness of blended learning.

Active Student Engagement and Quick, Formative Assessment with Handheld Whiteboards
https://drive.google.com/file/d/1BNxOO0xwZ64YwOLAvJUjl7hf0hgOGMBd/view?usp=sharing Teacher Candidate Evan Willick c/o Eastside, Madison, WI

Theorist for Student Movement

Jensen, Eric. "Chapter 4. Movement and Learning." *Teaching with the Brain in Mind*, 2005, www.ascd.org/publications/books/104013/chapters/Movement-and-Learning.aspx.

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Educators in the U.S. are contacting Copyright Clearance Center (CCC) with questions about using copyrighted materials in their student lessons during the pandemic. As CCC is not able to offer advice as to whether a license to use the material is required, CCC has coordinated with publishers to authorize the use of publishers' materials in distance learning models and other uses as required by the pandemic, at no cost to the user, during this time of emergency. Go here for more details: https://www.copyright.com/continuity