Figure 1.1 Compassion Fatigue Inventory

Personal concerns commonly intrude on my professional role.	Yes	No
My colleagues seem to lack understanding.	Yes	No
I find even small changes enormously draining.	Yes	No
I can't seem to recover quickly after association with trauma.	Yes	No
Association with trauma affects me very deeply.	Yes	No
My students' stress affects me deeply.	Yes	No
I have lost my sense of hopefulness.	Yes	No
I feel vulnerable all the time.	Yes	No
I feel overwhelmed by unfinished personal business.	Yes	No

Figure 2.1 Peer-to-Peer Learning Norms

Be open to spend the time it takes to learn.
Be adaptable to your learning and the learning of others.
Create safe space.
Embrace that learning is food for the mind.
Transform learning into action.
Understand that learning is a process that requires patience with self and others.

Figure 2.2 Video Chat Expectations for Younger Students

Video Chats

Movement **M**	Sit at computer iStock.com/Courtney Hale	Sit with phone or tablet iStock.com/hedgehog94	Body calm iStock.com/PeopleImages
Activity **A**	Video chat iStock.com/Aleutie	Eyes watching iStock.com/OcusFocus	Ears listening iStock.com/andy_Q
Conversation **C**	Voice level 0 while mic is muted iStock.com/Sergey Nazarov	Raise hand to speak iStock.com/max-kegfire	

Figure 5.1 Planning Template for "Green" Engineering Class

Standards	Topic (Learning Progressions)	Week	In-Class Activities	Formative Assessment *Extend—Review—Assess—Reteach*	Texts and Resources

HS-PS2-2 Motion and Stability: Forces and Interactions
 	
Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
 	
HS-PS3-2 Energy
	Investigation & Model: Balloon Jet System	1	1. Iterative Design Introduction: Tennis Ball Carrier Challenge
			2. Balloon Jet: Engineering Investigation & Model #1
			3. Modeling Introduction & Peer Feedback
			4. Forces & Free Body Diagrams
			5. Improve Balloon Jet Model #2
				1. Flip Grid - Iterative Design Process
				2. Balloon Jet System Model #1 - Assess prior knowledge
				3. Small Group Modeling Feedback & Improvement
				4. Flip Grid - Description of object in motion, forces acting on it, and net force (Free Body Diagram)
				5. Model #2
				  a. Peer and teacher feedback (sticky note critique) on model with forces and free body diagram concepts
					1. Tennis Ball Carrier Device Challenge
					2. Balloon Jet/Rocket
					3. Scientific Modeling: Article
					4. Forces & Free Body Diagrams Stations:
					  a. Free Body Diagrams
					  b. Types of Forces
					  c. Constructing Free Body Diagrams
					  d. Drawing Free Body Diagrams
					5. Balloon Jet Free Body Diagram (image)

HS-PS2-1 Motion and Stability: Forces and Interactions
 	
Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
 	
HS-PS3-2 Energy
	Newton's Laws & Balloon Boats/Cars System	2	6. Newton's Laws Foldable & Online Investigation
			7. Newton's Laws Applied-Practice With the Laws
			8. Application to Balloon Jet & Comic Strip Model #3
			9. Balloon Boat/Balloon Car Engineering Investigation & Testing
			10. Newton's Laws & Forces in Balloon Boats & Cars Model #4
				6. Newton's Laws Foldable
				  a. Collaborative student and teacher lead group instruction
				7. Newton's Laws Stations
				8. Model #3
				9. Flip Grid - Relationship between Force, Mass, and Acceleration
				10. Model #4
					6. Newton's Laws (articles)
					  a. Live Science
					  b. NASA - Newton's 3 Laws
					  c. Physics for Kids
					7. Newton's Laws Stations:
					  a. Applications (video)
					  b. Practice Problems: 1, 2
					  c. Simulation
					  d. Khan Academy
					8. Comic Strip (template & instructions)
					9. Balloon Boat/Balloon Car & Testing
					10. Discussion Questions

HS-PS3-2 Energy Develop and use models to illustrate that energy at the macroscopic scale can be	Thermodynamics & Steam Engines	3	11. Energy Introduction: Toy Lab & Energy Concept Map 12. Energy Foldable	11. Individual & Group Concept Maps a. With & Without Word Bank 12. Energy Foldable	11. Toy Lab 12. Energy (online resource)

Standards	Topic (Learning Progressions)	Week	In-Class Activities	Formative Assessment *Extend—Review—Assess—Reteach*	Texts and Resources

accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
 	
HS-PS3-3 Energy
 	
Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
			13. Laws of Thermodynamics Foldable & Online Investigation
			
			14. Application to Balloon Jet & Comic Strip Model #3
			
			15. Steam Engine Investigation & Model #4
				13. Flip Grid
				
				14. Model #3 (improved)
				
				15. Model #5
					13. Laws of Thermodynamics:
					  a. Khan Academy
					  b. Live Science
					  c. Science Clarified
					14. Discussion Questions
					15. Steam Engine:
					  a. Glass Engine (video)
					  b. Soda Can Steam Engine Boat (instructional video)
					  c. Pop Pop Boat Boiler Engine Example

Week 4: Summative Assessment Competency

Steam Boat: Model & System Explanation

- Steam Boat Comic Strip Model
  - General Modeling Practices
  - Forces & Free Body Diagrams
  - Newton's Laws
  - Laws of Thermodynamics
- Steam Boat Model Explanation
  - 3 Paragraph Explanation connecting concepts to Comic Strip
    - Forces
    - Newton's Laws
    - Laws of Thermodynamics
  - Flip Grid Explanation

Figure 5.1 (Continued)

Content and Academic Vocabulary

- Iterative Design
  - Iterations

- Free Body Diagrams
  - Force
- Newton's Laws:
  - 1st Law
    - Inertia
  - 2nd Law
    - Force, Mass, Acceleration
  - 3rd Law
    - Action & Reaction
    - Laws of Thermodynamics
  - 1st Law
    - Conservation of Energy
  - 2nd Law
    - Entropy
  - 3rd Law
    - "Absolute 0" (Particle Motion)

Accommodations and Modifications for Students With Disabilities

- Cloze style foldables and notes
- Example Scientific Models & Models with blank labels
- Read alouds
- Flip Grid Scripts

Figure 5.2 Distance Learning Log

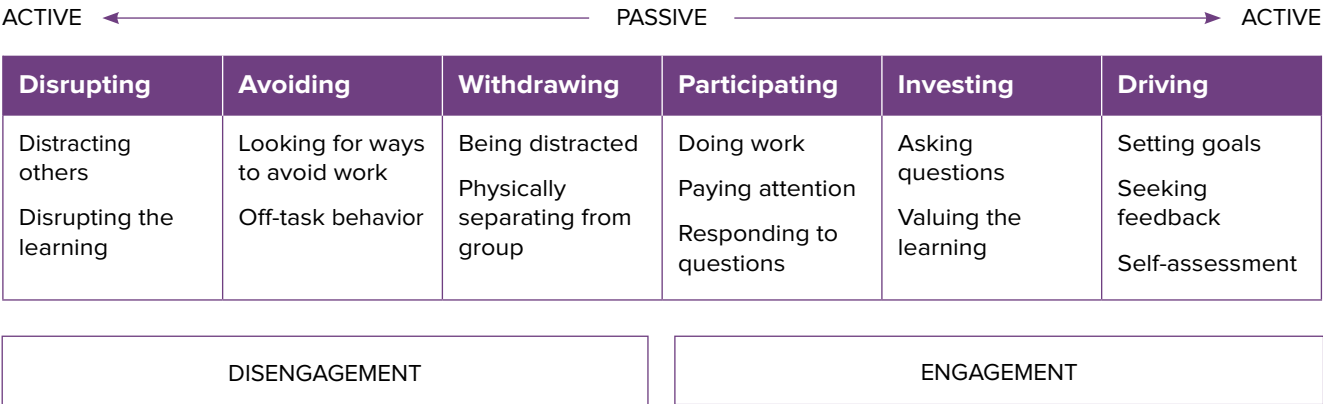| Student name:	Content: ELA	Grade: 5

Week of October 14

This Week's Learning Intention(s)	Tasks/Assessments I Completed
I am learning how to use information that supports an opinion.	

Success Criteria

Use the space below to rate your learning before and after each lesson.

Criteria	Before	After
I can find factual information in a text.		
I can sort the information and identify useful information for an opinion.		
I can review the information to make sure that the opinion is valid.		
I can analyze an opinion to determine if the facts support it.		

Figure 6.1 A Continuum of Engagement

ACTIVE ◄————————————————————— PASSIVE ————————————————————► ACTIVE

Disrupting	Avoiding	Withdrawing	Participating	Investing	Driving
Distracting others Disrupting the learning	Looking for ways to avoid work Off-task behavior	Being distracted Physically separating from group	Doing work Paying attention Responding to questions	Asking questions Valuing the learning	Setting goals Seeking feedback Self-assessment

DISENGAGEMENT	ENGAGEMENT

Figure 6.2 Functions and Tools

|	Engagement Opportunities	Sample Tools
Finding Information	• Can locate information sources • Can organize and analyze information sources for accuracy and utility to the task • Locating information is driven by curiosity	• Kahoot • MindMeister Add-On • Quizlet • Padlet • Twitter • Google
Using Information	• Can cite sources of information • Makes judgments about how best to use information • Asks questions the information provokes	• Evernote • Flipgrid • Grammarly • PlayPosit
Creating Information	• Can write and discuss information according to grade-level expectations • Transforms information in order to explore ideas new to the learner • Takes academic risks to innovate	• Google Docs • ThingLink • Tik Tok • TurnItIn
Sharing Information	• Accurately matches purpose to audience • Uses metacognitive thinking to identify the best strategies for the stated purpose • Is resourceful and resilient	• Animoto • Storybird • Tik Tok • Remind • WeVideo • YouTube

Figure 6.3 Evaluation of Distance Learning Tools

Name of Tool _____

Question	Answer
What learning function does this tool fulfill?	
Is the tool/site developmentally appropriate for my students to use with minimal adult assistance?	
Does this tool have accessibility features that are aligned to digital compliance requirements (e.g., provides closed captioning, supports screen-reader software)? What are they?	
Key Features Checklist ☐ A way to prerecord lessons and directions ☐ A written or video-based discussion forum for students ☐ A means for students to submit work ☐ A way to provide feedback to students about their work ☐ A way for students to provide feedback to one another ☐ Assessment tools that allow for formative and summative evaluation ☐ A way to host individual meetings with students, families, and other professionals ☐ A way to share and communicate with other teachers	

Figure 6.4 At-Home Learning Menu

Eat breakfast, make your bed, get dressed, brush your teeth.
Tell your grown-up how you are feeling today.

Happy	Sad	Excited	Afraid	Tired
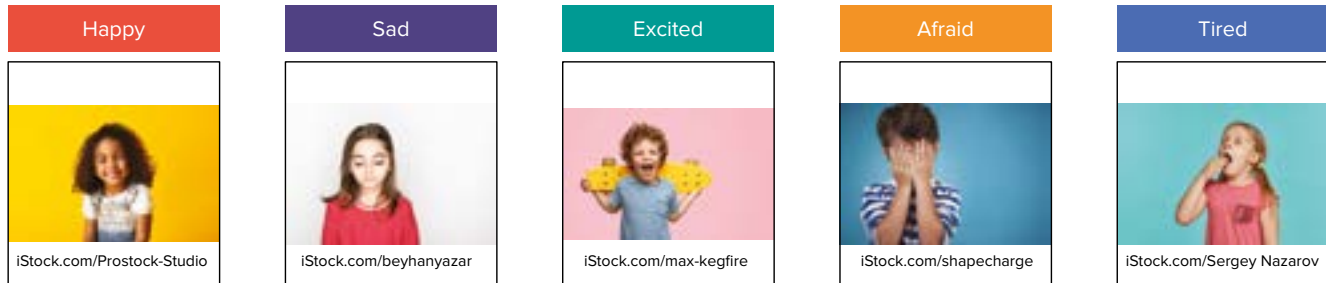
AT-HOME LEARNING MENU 2
Garden

Monday: Sunflowers and van Gogh's Birthday!

Shared Discussion

It's Vincent van Gogh's birthday. We will celebrate by having a Sunflower Day. Tell what you know about sunflowers. Are they tall or small? What color? How did they get their name? The word sunflower has two syllables. Say "sun" in one hand. Say "flower" into the other. Say "sunflower" as you clap your hands.

Letters and Sounds

Think of words that rhyme with *sun.* Did you think of *bun, fun, pun* (a little joke with words that sound the same), *run*, or *sun*? (*Done, none, hon* are rhymes but aren't spelled like our family of words.)

Write these words in your journal and add a little drawing so you can use them when you write another day.

Math

Guessing Jar: Invite children to explore a small jar filled with sunflower seeds. They have a chance to examine the jar and estimate how many seeds are in the jar. "Look at the sunflower seeds in a jar. Do you think you can guess how many are in there?" Write down the guess. Open the jar and count. How close to the number was your child's guess?

Fine Motor

Pinch sunflower seeds and drop them into one cup of an empty egg carton. Put 10 in each cup. Have someone help you count to 100 by 10s (or 120 if you can!).

Art or Sensory

Create a sunflower. You can draw with yellow, orange, green, brown, and black crayons or colored pencils. If you have paints, create a sunflower with a long stem.

Gross Motor

Garden, Yoga-Flower Pose: Lift your bent legs, balancing on your sitting bones. Weave your arms under your legs, palms up.

Pretend to be a flower in bloom.

Tuesday: What Do We Know About Gardens? What Do We Want to Learn?

Shared Discussion

What is a garden? A garden is a place where plants such as flowers, fruit, and vegetables grow. Read a book about gardens. Talk with your family about their experience with gardens. Do you have a garden?

Letters and Sounds

Say "garden"—clap two syllables while you say "garden." Who in our family has a two-syllable (clap) name?

What else starts with "g"? Draw in your journal and label. Did you think of grass? Grasshopper? Green? Gloves?

Math

Roll a Garden: Roll a die. Use red and draw that many lines for garden rows on a 6 × 6-inch paper. Roll again; use orange crayon to draw that many rows. Roll die; draw that many yellow rows. Roll the die for green rows. Which has more rows? Fewer?

Fine Motor

Use playdough to make daisies. Use a flattened ball for the center. Flatten more balls for the outside. Roll a snake for the stem. Use smaller balls for leaves. Count petals and leaves.

Art or Sensory

Paint/draw a garden.

Try using colors in rainbow order. Red flowers, then orange, yellow, (green) blue, and purple. Add green leaves. Poke holes in an old water bottle cap.

STEM

Make a watering can out of an old jug or water bottle. Punch holes in the screw top. Put water in the bottle and use to water plants.

Wednesday: What Grows Out of the Ground?

Shared Discussion	Letters and Sounds	Math
Explain that plants such as flowers, fruits, and vegetables grow out of the ground. List your ideas. Sing "The Gardener Builds the Fence."	After finding pictures of fruits and vegetables in grocery ads and magazines, choose at least four to draw and color. Label with their beginning sound or sound out the whole word.	Make a counting book using the fruit and vegetable pictures you drew. Put the book in order: 1 apple, 2 bananas, 3 ears of corn, 4 . . . etc. Print the number in the corner.
Fine Motor	**Art or Sensory**	**Gross Motor**
Cut out pictures of things that grow from the ground. Look in grocery ads and magazines. Sort the pictures into categories of fruits, vegetables, or herbs. Draw your favorite in your daily journal.	Make seed packets. Label the packet with the name and what the fruit or vegetables will look as grown produce after harvest. **STEM** Grow a carrot top in a dish. Keep track of growth in journal.	Go on a walk. Take your list from Shared Discussion. See how many of the things on you list you find. Do you find plants growing in soil or dirt? Pots? Planters? Walk. Hop. Jump.

Thursday: Helpers and Pests in the Garden

Shared Discussion	Letters and Sounds	Math
What do the worm and the snail bring to the garden? Is one a pest and one a helper? Have someone write down your questions and let's find out!	Think of rhymes for *snail*. Did you think of *bail, fail, hail, jail, mail, pail, sail, tail*? Write these words in your journal and add a little drawing so you can use them when you write another day.	Play a game of HighLow. Use playing cards with number cards. (Leave out face cards.) Ask your grown-up to pass out cards evenly between two players. Set half the deck in front of each of you, and turn over the top cards. High card wins both cards.
Music	**Art or Sensory**	**STEM**
Sing a Song of Flowers (Tune: "Sing a Song of Sixpence"): Sing a song of flowers, Flowers all around. Flowers that are growing, Growing in the ground. Flowers of each color Make a pretty view. Red and orange and yellow Blue and purple, too!	Draw spirals with a black crayon and use watercolors to paint a snail shell. If you do not have watercolors, you can put a dried-out marker in a little cup and the ink will make watercolor wash.	Set up a warm habitat. Get a clean jar. Put holes in lid. Put shredded newspaper on the bottom, then soil into the jar. Find worms. They are easy to find after it rains. Gently put them into the jar. Put some orange peels and strawberry slices under the soil.

Friday: Gardeners and Tools

Shared Discussion	Letters and Sound	Math
What does a gardener do? What kind of tools does a gardener use? Is one trowel better than another? What kind of garden hose is best?	Draw your favorite garden tool. Think of the beginning sound. Try to label your tool. Tell why your chose that tool. Try out the tool and draw what you looked like being a gardener.	Set out playing cards in order in a line on the floor. Count out objects to match that number. 1 is one penny, 2 is two pennies, 3 is three pennies.
Fine Motor	**Art or Sensory**	**STEM**
Strengthen your pincher fingers and weed the flowerbed. Ask your grown-up if it is a weed before pulling. Strong pinchers make better writers.	Draw around leaves with a crayon. Press hard. Draw the veins on the leaves. Use watercolor to paint over crayon. The crayon will resist the paint.	Gather snails from the yard. Put them in an empty container with holes in the lid. Put some decaying leaves and fresh leaves in for them to eat. Which do they prefer?

Source: Claudia Readwright. Used with permission.

Figure 6.5 Ms. Allen at Work in Her Distance Learning Mathematics Class

Figure 6.6 Distance Learning Weekly Planner

Content: _____   Grade: _____

Week of: (DATE) _____

This week's Learning Targets/Intentions	Tasks/Assessments	Success Criteria
I am learning . . .		I can . . .

Monday	Tuesday	Wednesday	Thursday	Friday
Attend:	Attend:	Attend:	Attend:	Attend:
Read:	Read:	Read:	Read:	Read:
Watch:	Watch:	Watch:	Watch:	Watch:
Discuss:	Discuss:	Discuss:	Discuss:	Discuss:
Turn in:	Turn in:	Turn in:	Turn in:	Turn in:

online resources   Available for download at **resources.corwin.com/distancelearningplaybook**

Figure 7.1   Instructional Framework
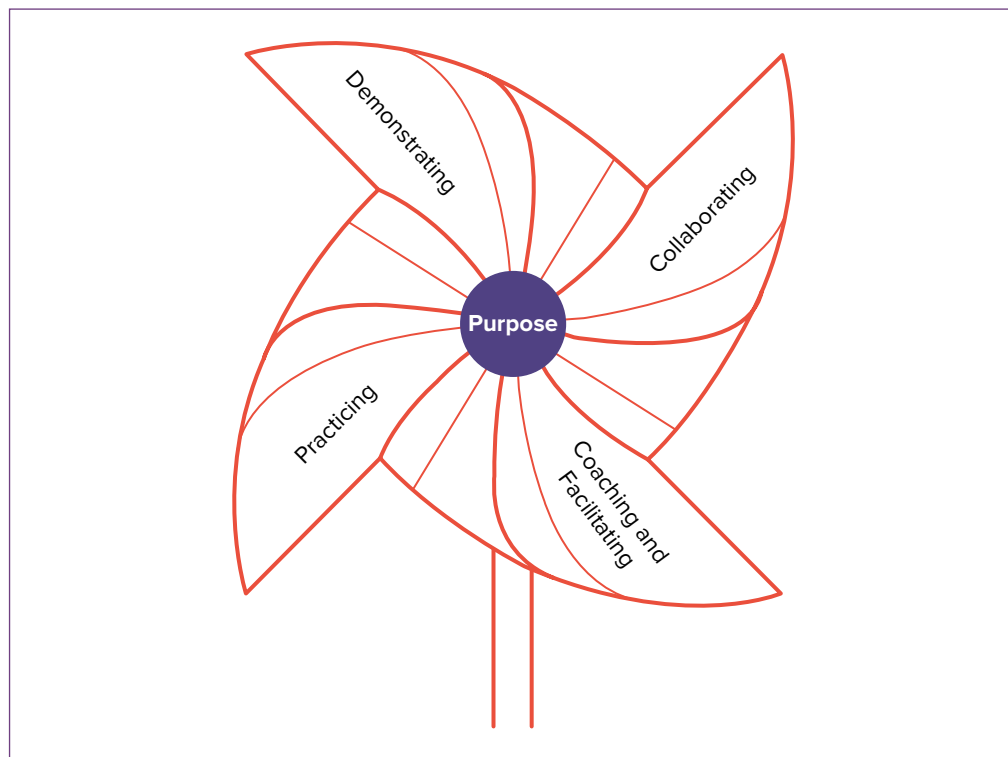
Figure 7.2 Think-Along Planning Template

Component	Places in the Text and Language to Be Used
Name the strategy, skill, or task.	
State the purpose of the strategy, skill, or task.	
Explain when the strategy or skill is used.	
Use analogies to link prior knowledge to new learning.	
Demonstrate how the skill, strategy, or task is completed.	
Alert learners to errors to avoid.	
Assess the use of the skill.	

online resources Available for download at **resources.corwin.com/distancelearningplaybook**

Figure 7.3 Internet Reciprocal Teaching Dialogue Rubric

RT Strategy	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Questioning	Generates simple recall questions that can be answered directly from factors or information found within the website's home page.	Generates main idea questions that can be answered based on information gathered by accessing one or more links to the website's content.	Generates questions requiring inference. Facts and information must be synthesized from one or more links to the website's content and combined with prior knowledge.	Generates questions flexibly that vary in type, based on the content read and the direction of the dialogue.	
Clarifying	Identifies clarification as a tool to enhance understanding and initiates clarification dialogue when appropriate.	Identifies appropriate words for clarification with the dialogue's context.	Assists group in clarifying identified words based on context clues.	Uses strategies for word clarification that can be applied generally across reading contexts.	
Summarizing	Summary consists of loosely related titles.	Summary consists of several main ideas but also many details.	Summary synthesizes main ideas, is complete, accurate, and concise.	Summary is accurate, complete, and concise, incorporating content vocabulary contained in the text.	
Predicting	Demonstrates knowledge of predictions as an active reading strategy.	Directs group predictions to set a clear purpose for reading.	Articulates predications that build logically from context.	Provides justification for prediction and initiates confirmation or redirection based on information located in text.	

Source: Teach New Literacies. Retrieved from https://teachnewliteracies.wordpress.com/internet-reciprocal-teaching/

Figure 7.4 TAG Strategy

T 💬 Tell the writer something you like.

A ❓ Ask the writer a question.

G 💡 Give the writer a suggestion.

Source: Claudia Readwright. Used with permission.

Figure 7.5 Types of Prompts

Type of Prompt	Definition	Example
Background knowledge	Reference to content that the student already knows, has been taught, or has experienced but has temporarily forgotten or is not applying correctly	• When trying to solve a right-triangle problem, the teacher says, "What do you recall about the degrees inside a triangle?" • As part of a science passage about the water cycle, the teacher says, "What do you remember about states of matter?" • When reading about a trip to the zoo, the teacher says, "Remember when we had a field trip to the zoo last month? Do you recall how we felt when it started to rain?"
Process or procedure	Reference to established or generally agreed-upon representation, rules, or guidelines that the student is not following due to error or misconception	• When a student incorrectly orders fractions thinking the greater the denominator, the greater the fraction, the teacher might say, "Draw a picture of each fraction. What do you notice about the size of the fraction and the number in the denominator?" • When a student was unsure about how to start solving a problem, the teacher said, "Think about which of the problem solving strategies we have used that might help you to get started." • The student is saying a word incorrectly and the teacher says, "When two vowels go walking, . . ." • When the student has difficulty starting to develop a writing outline, the teacher says, "I'm thinking about the mnemonic we've used for organizing an explanatory article."
Reflective	Promotion of metacognition—getting the student to think about their thinking—so that the student can use the resulting insight to determine next steps or the solution to a problem	• The student has just produced a solution incorrectly, and the teacher says, "Does that make sense? Think about the numbers you are working with and the meaning of the operation." • A teacher says, "I see you're thinking strategically. What would be the next logical step?" • When the student fails to include evidence in their writing, the teacher says, "What are we learning today? What was our purpose?"

Figure 7.5 (Continued)

Type of Prompt	Definition	Example
Heuristic	Engagement in an informal, self-directed problem-solving procedure The approach the student comes up with does not have to be like anyone else's approach, but it does need to work.	• When the student does not get the correct answer to a math problem, the teacher says, "Maybe drawing a visual representation would help you see the problem." • When the student has difficulty explaining the relationships between characters in a text, the teacher says, "Maybe drawing a visual representation of the main character's connections to one another will help you." • When a student gets stuck and cannot think of what to write next the teacher says, "Writers have a lot of different ways for getting unstuck. Some just write whatever comes to mind, others create a visual, others talk it out with a reader, and others take a break and walk around for a few minutes. Will any of those help you?" • A teacher says, "Do you think you might find it easier to begin with a simpler but similar problem? What might that problem look like?"

Source: Adapted from Fisher, D., & Frey, N. (2014). *Better learning through structured teaching: A framework for the gradual release of responsibility* (2nd ed.). Alexandria, VA: ASCD.

Figure 7.6 Types of Cues

Type of Cue	Definition	Example
Visual	A range of graphic hints that guide students through thinking or understanding	• Highlighting places on a text where students have made errors • Creating a graphic organizer to arrange content visually • Asking students to take a second look at a graphic or visual from a textbook
Verbal	Variations in speech used to draw attention to something specific or verbal attention getters that focus students' thinking	• "This is important: _____." • "This is the tricky part. Be careful and be sure to _____." • Repeating a student's statement using a questioning intonation • Changing volume or speed of speech for emphasis
Gestural	Teacher's body movements or motions used to draw attention to something that has been missed	• Making a hand motion that has been taught in advance such as one used to indicate the importance of summarizing or predicting while reading • Placing thumbs around a key idea in a text that the student was missing
Environmental	Using the surroundings, and things in the surroundings, to influence students' understanding	• Using algebra tiles, magnetic letters, or other manipulatives to guide students' thinking • Moving an object or person so that the orientation changes and guides thinking