



# AT-HOME LEARNING

**ONLINE WEBINAR**  
for parents of K-12 students

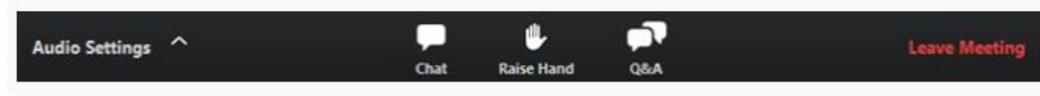
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**Friday, April 3 at noon ET**  
[tinyurl.com/wmlearningathome](https://tinyurl.com/wmlearningathome)



William & Mary  
School of Education

# Zoom Webinar Controls



Select "Panelists and Attendees" to say hi!

Enter your questions for panelists in the Q&A pod.

# Today's Moderators



Kelley Clark  
Director of Teacher  
Education



Amy Colley  
Executive Director, W&M  
School-University Resource  
Network



April Lawrence  
Associate Director of  
eLearning

# Today's Presenters



Janise Parker  
Assistant Professor of  
School Psychology



Lindy Johnson  
Assistant Professor of English  
Education



Kristin Conradi Smith  
Associate Professor of Literacy  
Education

# Today's Presenters



Gladys Krause  
Assistant Professor of Math  
Education



Meredith Kier  
Associate Professor of STEM  
Education



Mary Stowe  
Project Specialist, W&M T/TAC

# Format

## **(1) 5 tips in 5 slides in the following content areas**

- (a) Social-Emotional Well-being
- (b) Creativity & Screen Time
- (c) Reading
- (d) Math
- (e) Science
- (f) Supporting Students with Special Needs

## **(2) Q&A**



# Social-Emotional Well-being

Dr. Janise Parker



# Social-Emotional Tip #1: Identify potential signs of distress or diminished mental health

## Pre-schoolers

- Thumb sucking, bedwetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, and withdrawal

## Elementary school children

- Irritability, aggressiveness, clinginess, nightmares, school (or work) avoidance, poor concentration, and withdrawal from activities and friends

## Adolescents

- Sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and poor concentration

(National Association of School Psychologists, 2020)

# Social-Emotional Tip #2: Be mindful of communication related to COVID-19

- Remind your child that your family is safe and healthy (if true)
- Communicate your intention to keep them safe and well
- Carefully listen or have them draw/write out their thoughts and feelings; respond with truth and reassurance
- Avoid offering unnecessary details or facts
- Explain safety steps we all should employ (e.g., washing our hands, social distancing)
- Correct misinformation and dispel rumors (e.g., especially content shared via social media)
- Monitor television and media viewing

(National Association of School Psychologists, 2020)

# Social-Emotional Tip #3: Encourage healthy coping & self-care strategies

- Deep breathing
- Spend time with loved ones (e.g., playing games together)
- Go for walks
- Pray and meditate
- Read
- Draw
- Listen to music
- Engage in positive self-talk
- Connect with friends
- And more!

# Social-Emotional Tip #4: Demonstrate healthy coping strategies

- Focus on the positive
- Demonstrate deep breathing
- Complete family projects
- Go outside together
- Maintain a daily routine
- Identify projects that might help others
- OFFER LOTS OF LOVE AND AFFECTION

(National Association of School Psychologists, 2020; SAMHSA, 2014)

# Social-Emotional Tip #5: Utilize school and community resources

- School mental health professionals
  - School counselors
  - School psychologists
  - School social workers
- Community mental health providers
  - Consider contacting your pediatrician for information about local resources
- Online tip sheets and guides
  - <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>
  - <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center>
  - <https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/PEP20-01-01-006>

# Creativity & Screen Time

Dr. Lindy Johnson



# Creativity & Screentime Tip #1: Set Healthy Limits

- Set healthy limits on how much time your child can spend on “free time” screentime versus educational screentime.
- Be careful of social media usage (Instagram, Snapchat, Facebook, Twitter, etc.) as this is associated with negative outcomes among adolescents.
- With older children, negotiate together healthy limits on screens (for example, no cellphones in the bedroom, all screens off by 8pm, etc.)

# Creativity & Screentime Tip #2: Use Quality Online Resources

We are a family ▾ looking for Grades PreK-5 ▾



Your public library!

Williamsburg Regional Library

Resources:

<https://www.wrl.org/downloads/free-online-resources/>

<https://www.commonsensemedia.org>

<https://wideopenschool.org/>



# Creativity & Screentime Tip #4: Make Art

Learn to draw from famous authors/illustrators or recreate famous works of art with the Getty Museum Challenge

Week 1



**Week 1**  
QUESTION OF THE WEEK:  
If Dog Man had to do school work at home, what would his desk look like?  
Draw It! Construct It! Be Creative!

READ: Don't Miss This Sneak Peek of Dog Man

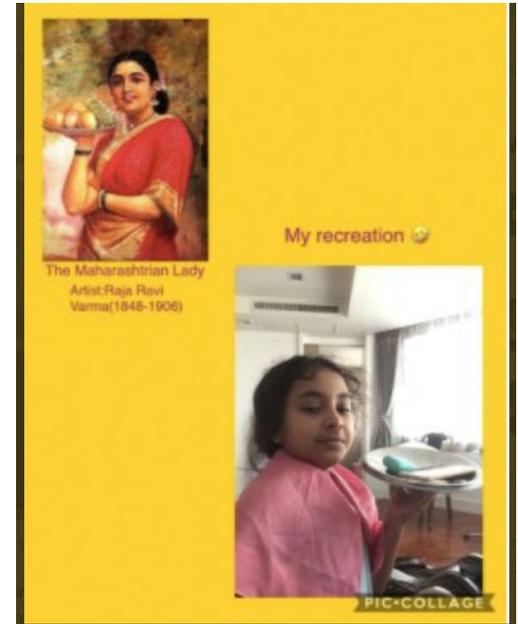
DRAW: Let's Learn how to Draw Dog Man, Now Watch Dav Draw Dog Man

CREATE: It's your turn! Make a Dog Man Character Page, Calling all artists! Color the Book Cover, What happens next? Finish the Dog Man Story Starter

<https://kids.scholastic.com/kids/books/dav-pilkey-at-home/>



<https://jarrettlerner.com/activities/>



[@GettyMuseum](https://www.getty.edu/)

To find artworks: <http://getty.edu/art/collection>

# Creativity & Screentime Tip #5: Make it Social



Host a virtual game night and play games like Pictionary, charades, Who Am I, etc. with friends and relatives via video chat

Younger children can play Minecraft with friends online



Older adolescents can play games like *Hearts of Iron IV* with friends

# Reading

Dr. Kristin Conradi Smith



# Reading Tip #1 **READ**

- Better fluency
- Expanded vocabulary
- Better writing
- More content knowledge



# Reading Tip #2 READ *REAL* TEXTS

Resist the temptation to have your child complete worksheets or workbooks that promise to target certain strategies. **These do not work.**

MAKING PREDICTIONS Name: \_\_\_\_\_

**LEARNING TO FLY** 

Katie was such a cute little caterpillar! She spent her days crawling along the bright green leaves in the garden, munching and crunching as she went. One day Katie decided it was time for a change. So she wore a cocoon around herself and she went to sleep. When she woke up she had become a beautiful butterfly! But there was one, big problem. Katie didn't know how to fly, she had never had wings before and she didn't know how to use them! But she had to learn. So she took a step and she started to flap her wings.

What do you predict will happen next?

\_\_\_\_\_

\_\_\_\_\_

What clues did you use to make your prediction?

\_\_\_\_\_

\_\_\_\_\_

**DON'T PAT THE SPIDER!**

Jimmy was a naughty little boy. He never listened to anyone. He didn't listen to his parents. He didn't listen to his teachers. And he certainly didn't listen to his friends. No one could tell Jimmy what to do. His parents told him, "Don't ride your bike without a helmet!" So Jimmy went for a ride without his helmet. He fell off his bike and a huge lump formed on his head. His teachers told him, "Don't run on the concrete!" So Jimmy ran on the concrete. He fell over and scraped his hands and knees. His friends told him, "Don't pat that spider!"

What do you predict will happen next?

\_\_\_\_\_

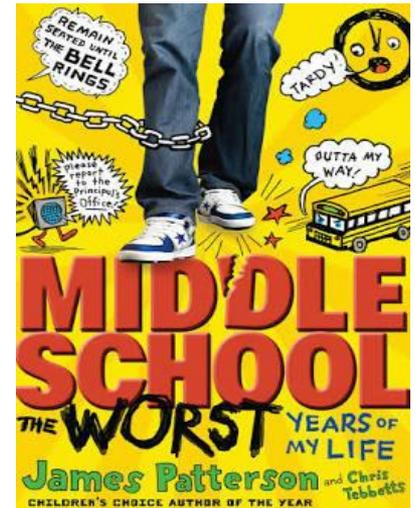
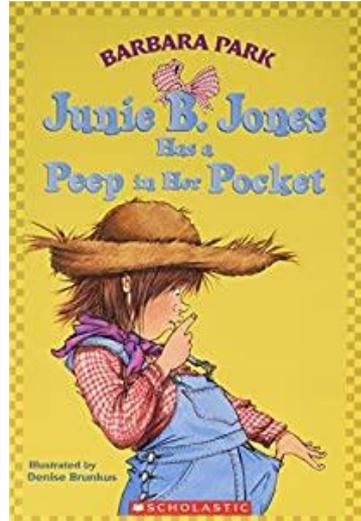
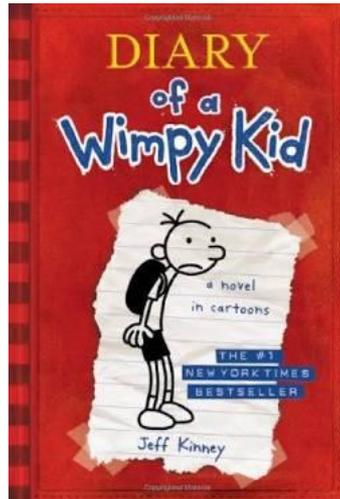
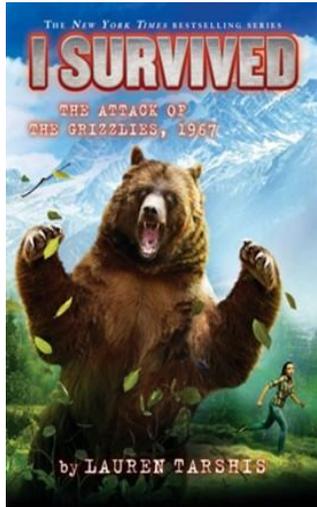
\_\_\_\_\_

What clues did you use to make your prediction?

\_\_\_\_\_

\_\_\_\_\_

# Reading Tip #3 LET THEM READ BOOKS THEY WANT TO READ (or at least negotiate on this)



# Reading Tip #4 **MAKE SURE YOUR CHILD CAN READ THE TEXT**



When selecting books your child is going to read on their own, without your support, follow the five-finger rule. Have your child read the first page to you. If your child reads a page and makes *five* mistakes on it, it is likely too hard and would require a more advanced reader's support and guidance.

# Reading Tip #5 Provide authentic opportunities for your child to respond to the text

Talk to them about it	Call grandma and tell her	Talk about the book with a friend	Write a review and post on Amazon
Response journal	Draw a picture	20 words or less summary	Find objects in the house that make sense and could belong to the main character. Explain it.

# Math

Dr. Gladys Krause



# Math Tip #1: Support your children solving problems using their own strategies

The zookeeper has 8 bananas to feed to the 6 monkeys. If she wants to use up all the bananas and give the same amount to each monkey, how much should she give each monkey? Each monkey can get one whole but you have to split the other 2 and there is six monkeys so they would get  $\frac{2}{6}$  and if you add it together you get  $1\frac{2}{6}$ .

0	0	0	0	0	0
1	1	1	1	1	1
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

$\frac{1}{6} + \frac{1}{6} = \frac{2}{6} = \frac{1}{3}$

- Resist the temptation to say: *The way you solved that problem was great, but now let me show you a faster way.*
- Have on hand some objects to model the action. But if your child does not want to use them, do not force her. Pencil and paper work just as well.



# Math Tip #2: Ask the fundamental question ... *how do you know?*

- How did you figure that out?
- Can you do it out loud?
- How did you get the answer?
  - Avoid leading questions like, *Did you get the answer by... ?*
- Don't talk so much.
  - Your child should be doing the talking.



# Math Tip #3: Don't assume that a wrong answer is wrong or a right answer is right

- This is *not* saying, "They're no wrong answers."
  - But you'd be surprised how many paths there are to the *right* answers!
- Respond initially to right and wrong answers in the same way.
  - Your child might be picking up on a line of reasoning you haven't considered before.
- Always asks follow-up questions.
  - The process is more important than the result. Focus on that, especially on what's right about it.

# Math Tip #4: Guide experimentation, don't stifle creativity



- Children at play
  - They try out ideas, fall flat on their faces, get up and dust themselves off, learn from the experience.
  - Practical learning ingrains lessons better than adult admonition.
- Let math be the same way
  - Let them play, find out what doesn't work, and learn from the experience.

# Math Tip #5: Look for the mathematics hidden in plain sight



- Counting collections
- Size
- Length
- Order
- Measurement
- Comparing quantities



An idea ...

- Get some plastic eggs and an empty egg carton.
- Leave it on the table and don't say anything
- Be patient and don't say anything ...
  - at first the eggs will be placed in no particular order
  - but after the 3rd or 4th time ...

# Science

Dr. Meredith Kier



# Science Tip #1: Fostering Curiosity by Asking Questions

- There are LOTS of household experiments online to try out with your learner

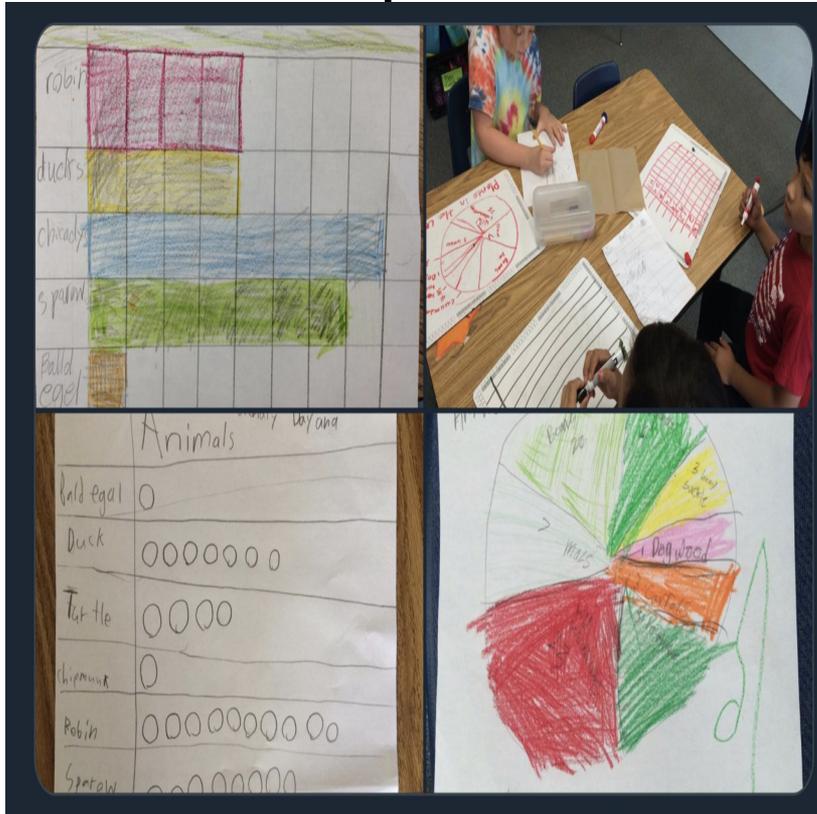
## Question Starters

- What changes happened?
- What caused \_\_\_\_?
- What other examples of this change have you seen in everyday life?
- What could we change that might make the effects bigger/greater?

## COLOR CHANGING FLOWERS



# Science Tip #2: Observe...categorize...predict

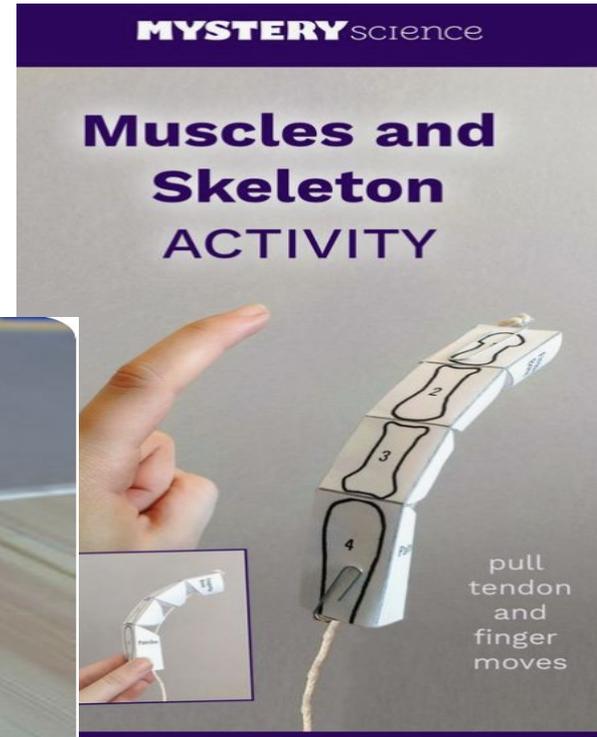


Take field trips outdoors go check out all the virtual field trips!

<https://www.weareteachers.com/best-virtual-field-trips/>

# Science Tip #3: Use toys, crafts, and food to create models

- Ask your learner how simple things around them/processes work and ask them to create a physical or interactive model of it!



Interactive  
3-d PAPER  
frog model



# Science Tip #4: Practice scientific communication

- Have your child virtually connect with family and friends to share how models and science experiments work!
  - Have them write a script or letter, or make a presentation to practice communicating new understanding



# Science Tip #5: Become community-based science consumers and advocates

- Include Science News as part of your weekly reading (<https://www.sciencenewsforstudents.org/> )
- Students can contribute real data to global data sets
  - <https://ebird.org/home>: Cornell Lab of Ornithology needs real-time data, pictures, and audio of birds in the area
  - <https://scistarter.org/>: Pick a project and track the data!
  - <https://www.zooniverse.org/>: Help scientists track penguin eggs and take a peek into hidden nature cams
  - <https://www.nwf.org/educational-resources/wildlife-guide/>: Upload pics of wildlife in your area!

# Supporting Students with Special Needs

Mary Stowe



# Students with Special Needs Tip #1

## Enhance instruction with structure and routines:

- **Structure** your day by creating routines for learning and designating one area of your home for learning.
- **Chunk** the work (use timers to allot the time on task or visual schedules) with **scheduled breaks**, to equal two hours of academic work per day (continuity of instruction, skill development not a mimic of the school day, and the ratio of parent to child is lower than in formal school day).

# Students with Special Needs Tip #2

## Methods to Support Learning:

- Provide **explicit step by step instructions** for directions and task completion, as well as **models** of the desired outcomes when needed.
- Provide **visual support** for tasks to complete using as examples written prompts for providing directions, or pictures or manipulatives for tasks (*i.e., math work*).
- Provide **wait time** when giving oral or written directions to allow for processing.

# Students with Special Needs Tip #3

## Positive Behavioral Supports:

- Provide **reassurance and support** regarding the coronavirus impact and their absence from formal school (using social stories about school closures).
- Establish a **co-constructed positive reward system** for academic or assigned tasks completed, using tokens or accumulation of points for a tangible object or activity of the child's choice.
- **Acknowledge the success of your child's efforts** in completing academic work and provide **constructive feedback** to move them to additional steps or next tasks.

# Students with Special Needs Tip #4

## **Support for Successful Reading Acquisition:**

- **Build oral language** through everyday occurrences and task work (i.e., discuss oral readings assigned and connections with the real world, discuss daily activities using synonyms, introduce new vocabulary and a discussion of its usage, ask students to explain the solutions to math work).

# Students with Special Needs Tip #5

## Highlight student strengths:

- Provide tasks that support your **students' strengths** (i.e., [home science experiments](#), cooking family meals, [Kennedy Center art lessons](#), [virtual tours of museums and zoos](#)).

[education.wm.edu/academics/ci/at-home-learning](https://education.wm.edu/academics/ci/at-home-learning)

Q&A