

# DRAFT Tool #5 Distance Learning: Sample Instructional Day (K-12 Overview)

As we lead this effort across Oregon, the **Distance Learning for All Guiding Principles** will anchor our state in common values and help generate collective action during this time:

- **Ensure safety and wellness.** Students need food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work.
- **Cultivate connection and relationship.** Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting.
- **Center in equity and efficacy.** Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice ([Oregon Educator Equity Lens](#)). Consider the assets of students who experience disability.
- **Innovate.** Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.

This is a DRAFT, to be improved with input from educators in future iterations.

The following guidelines are for consideration, and should be adjusted as needed by educators, families, and others to meet the individual student's needs. Suggested times do not need to be continuous; they may be chunked into shorter time frames as needed. It is recommended that students have ample time for brain breaks and stretching. For a more comprehensive list of resources for distance learning, please visit ODE's [Distance Learning for All Family and Educator Resources](#).



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Elementary (K-5) Sample Instructional Day RECOMMENDED GUIDELINES			
Grade Level	Teacher-Led Learning: Structured, grade-level learning directed by teacher and supported by teacher.	Learning and Supplemental Activities (in addition to Teacher-Led Learning): May be connected to Teacher-Led Learning, led by the student, or led by the family).	Meeting Nutrition and Wellness Needs: Breakfast, Lunch, Snack and Recess/Play breaks.
K-1	<b>45 Minutes Maximum</b>	<b>1-2 Hours Recommended</b>	<b>2 Hours Recommended</b>
	<p><b>Suggestions for Teacher-Led Learning:</b></p> <ul style="list-style-type: none"> <li>● Learning experiences are guided by a licensed teacher.</li> <li>● Center on critical problem solving, collaboration, communication and creativity.</li> <li>● Focus on essential and relevant learning for students.</li> <li>● Create opportunities for interdisciplinary, well-rounded learning</li> <li>● Build key skills and focus on concepts that align vertically K-12; link to Oregon State Standards.</li> <li>● Integrate opportunities for formative assessment and student feedback that fuel student agency.</li> <li>● Differentiate and adjust distance learning delivery models to include paper packets, on-line experiences,</li> </ul>	<p><b>Suggestions for Learning and Supplemental Activities:</b></p> <ul style="list-style-type: none"> <li>● 15+ minutes of independent reading or reading to a family member (books of student choice)</li> <li>● Observations of the local environment “I notice...” “I wonder...”</li> <li>● Board games, puzzles, dice, cards</li> <li>● Journaling (draw/write)</li> <li>● 30-60 minutes of imaginative play</li> <li>● Watching educational programs on public television.</li> <li>● Listening to a read aloud</li> <li>● Listening to music</li> <li>● Arts and Crafts</li> <li>● Drama/Acting/Singing</li> <li>● Drawing</li> <li>● Flashcards</li> <li>● Counting and Sorting</li> </ul>	<p><b>Suggestions for Nutrition and Wellness:</b></p> <p><i>May be woven into the day as it works best for family schedule and student needs.</i></p> <p><b>Meal Time</b></p> <ul style="list-style-type: none"> <li>● Schedule routine meal time (breakfast and lunch provided by the district for anyone who elects to participate).</li> <li>● Integrate handwashing</li> <li>● Invite children to help</li> <li>● Include all members of the family if possible.</li> <li>● Connect/talk during meals</li> </ul> <p><b>Outdoor Play</b></p> <ul style="list-style-type: none"> <li>● Walk together</li> </ul>



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	<p>blended learning, phone, etc. as it matches student learning needs and technology and connectivity capacity.</p> <ul style="list-style-type: none"> <li>• Ensure access to qualified educators, grade-level content, and required materials (including technology when possible).</li> </ul> <p><b>Teacher-Led Learning May Include:</b> Social Emotional Learning, Reading, Writing, Language, Math, Science, Social Science, Speaking and Listening, PE, Health, Art, Music, Online educational games or resources, Handouts or other learning activities supporting core content areas.</p>	<ul style="list-style-type: none"> <li>• Talk time - time for children to talk about how they are feeling and a space to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Bike rides</li> <li>• Jump rope</li> <li>• Sidewalk chalk drawing</li> </ul> <p><b>Indoor Play</b></p> <ul style="list-style-type: none"> <li>• Puzzles</li> <li>• Games</li> <li>• Stretching</li> </ul> <p><b>Quiet Time</b></p> <ul style="list-style-type: none"> <li>• Snuggling with a pet/stuffed animal</li> <li>• Resting or napping</li> <li>• Listening to calm music</li> </ul>
<b>Grade Level</b>	<b>Teacher-Led Learning:</b> Structured, grade-level learning directed by teacher and supported by teacher.	<b>Learning and Supplemental Activities (in addition to Teacher-Led Learning):</b> May be connected to Teacher-Led Learning, led by the student, or led by the family)	<b>Meeting Nutrition and Wellness Needs:</b> Breakfast, Lunch, Snack and Recess/Play breaks.
<b>2-3</b>	<b>60 Minutes Maximum</b>	<b>2 Hours Recommended</b>	<b>2 Hours Recommended</b>
	<b>Suggestions for Teacher-Led Learning:</b>	<b>Suggestions for Learning and Supplemental Activities:</b>	<i>May be woven into the day as it works best for family schedule and student</i>



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	<ul style="list-style-type: none"> <li>• Learning experiences are guided by a licensed teacher.</li> <li>• Center on critical problem solving, collaboration, communication and creativity.</li> <li>• Focus on essential and relevant learning for students.</li> <li>• Create opportunities for interdisciplinary, well-rounded learning.</li> <li>• Build key skills and focus on concepts that align vertically K-12; link to Oregon State Standards.</li> <li>• Integrate opportunities for formative assessment and student feedback that fuel student agency.</li> <li>• Differentiate and adjust distance learning delivery models to include paper packets, on-line experiences, blended learning, phone, etc. as it matches student learning needs and technology and connectivity capacity.</li> <li>• Ensure access to qualified educators, grade-level content, and required materials (including technology when possible).</li> </ul> <p><b>Teacher-Led Learning May Include:</b> Social Emotional Learning, Reading, Writing, Language, Math, Science, Social Science, Speaking and Listening, PE, Health, Art, Music,</p>	<ul style="list-style-type: none"> <li>• 20+ minutes of independent reading or reading to a family member (books of their choice).</li> <li>• Journaling (draw/write)</li> <li>• Observations of the local environment “I notice...” “I wonder...” Observe and record weather patterns, growth of plants, birds migrating.</li> <li>• Board games, puzzles, dice, cards</li> <li>• Sewing, knitting, crafting</li> <li>• Measuring around the house</li> <li>• Finding and continuing patterns</li> <li>• Create and solve story problems</li> <li>• Flash cards/math facts review</li> <li>• Drawing</li> <li>• Drama/Acting/Singing</li> <li>• 60+ minutes of imaginative play</li> <li>• Listening to read aloud</li> <li>• Watching educational programs on public television.</li> <li>• Talk time - time for children to talk about how they are feeling and a space to ask questions.</li> </ul>	<p><i>needs.</i></p> <p><b>Meal Time</b></p> <ul style="list-style-type: none"> <li>• Schedule routine meal time (breakfast and lunch provided by the district for anyone who elects to participate).</li> <li>• Integrate handwashing</li> <li>• Invite children to help</li> <li>• Include all members of the family if possible.</li> <li>• Connect/talk during meals</li> </ul> <p><b>Outdoor Play</b></p> <ul style="list-style-type: none"> <li>• Walks</li> <li>• Bike rides</li> <li>• Jump rope</li> <li>• Sidewalk chalk drawing</li> <li>• Sports that allow for social distancing - juggle a soccer ball.</li> </ul> <p><b>Indoor Play</b></p> <ul style="list-style-type: none"> <li>• Puzzles</li> <li>• Games</li> <li>• Stretching</li> </ul> <p><b>Quiet Time</b></p> <ul style="list-style-type: none"> <li>• Snuggling with a pet/stuffed animal</li> </ul>
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	Online educational games or resources, Handouts or other learning activities supporting core content areas.		<ul style="list-style-type: none"> <li>Resting or napping</li> <li>Listening to calm music</li> </ul>
<b>Grade Level</b>	<b>Teacher-Led Learning:</b> Structured, grade-level learning directed by teacher and supported by teacher.	<b>Learning and Supplemental Activities (in addition to Teacher-Led Learning):</b> May be connected to Teacher-Led Learning, led by the student, or led by the family)	<b>Meeting Nutrition and Wellness Needs:</b> Breakfast, Lunch, Snack and Recess/Play breaks.
<b>4-5</b>	<b>90 Minutes Maximum</b>	<b>3 Hours Recommended</b>	<b>2 Hours Recommended</b>
	<p><b>Suggestions for Teacher-Led Learning:</b></p> <ul style="list-style-type: none"> <li>Learning experiences are guided by a licensed teacher.</li> <li>Center on critical problem solving, collaboration, communication and creativity.</li> <li>Focus on essential and relevant learning for students.</li> <li>Create opportunities for interdisciplinary, well-rounded learning.</li> <li>Build key skills and focus on concepts that align vertically K-12; link to Oregon State Standards.</li> <li>Integrate opportunities for formative assessment and student feedback that fuel student agency.</li> <li>Differentiate and adjust distance learning delivery models to include paper packets, on-line experiences,</li> </ul>	<p><b>Suggestions for Learning and Supplemental Activities:</b></p> <ul style="list-style-type: none"> <li>30+ minutes of independent reading or reading to a family member (books of their choice)</li> <li>Journaling</li> <li>Observations of the local environment “I notice...” “I wonder...” Observe and record weather patterns, growth of plants, birds migrating.</li> <li>Board games, puzzles, dice, cards</li> <li>Sewing, knitting, crafting</li> <li>Measuring amounts for cooking.</li> <li>Drawing</li> <li>Flash cards/math facts review.</li> <li>Create and solve story problems.</li> <li>Finding and continuing patterns.</li> <li>Listening to audio books.</li> <li>60+ minutes of imaginative play, dance,</li> </ul>	<p><i>May be woven into the day as it works best for family schedule and student needs.</i></p> <p><b>Meal Time</b></p> <ul style="list-style-type: none"> <li>Schedule routine meal time (breakfast and lunch provided by the district for anyone who elects to participate).</li> <li>Integrate handwashing</li> <li>Invite children to help.</li> <li>Include all members of the family if possible.</li> <li>Connect/talk during meals.</li> </ul> <p><b>Outdoor Play</b></p> <ul style="list-style-type: none"> <li>Walks</li> <li>Bike rides</li> <li>Jump rope</li> </ul>



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	<p>blended learning, phone, etc. as it matches student learning needs and technology and connectivity capacity.</p> <ul style="list-style-type: none"><li>• Ensure access to qualified educators, grade-level content, and required materials (including technology when possible).</li></ul> <p><b>Teacher-Led Learning May Include:</b> Social Emotional Learning, Reading, Writing, Language, Speaking and Listening, Math, Social Sciences, Health, Physical Education, Art, Music, Science, Online learning and resources, Handouts or other learning activities supporting core content areas.</p>	<p>exercise.</p> <ul style="list-style-type: none"><li>• Talk time - time for children to talk about how they are feeling and a space to ask questions.</li></ul>	<ul style="list-style-type: none"><li>• Sidewalk chalk drawing</li><li>• Sports that allow for social distancing - juggle a soccer ball.</li></ul> <p><b>Indoor Play</b></p> <ul style="list-style-type: none"><li>• Puzzles</li><li>• Games</li><li>• Stretching</li></ul>
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# DRAFT Tool #5 Distance Learning: Sample Instructional Day (K-12 Overview)

Secondary (6-12) Sample Instructional Day RECOMMENDED GUIDELINES			
Grade Level	Teacher-Led Learning: Structured, grade-level learning directed by teacher and supported by teacher.	Learning and Supplemental Activities (in addition to Teacher-Led Learning): May be connected to Teacher-Led Learning, led by the student, or led by the family)	Meeting Nutrition and Wellness Needs: Breakfast, Lunch, Breaks.
6-8	<b>30 minutes per subject; 3 hours maximum</b>	<b>1-2 Hours Recommended</b>	<b>2 Hours Recommended</b>
	<ul style="list-style-type: none"> <li>● Learning experiences are guided by a licensed teacher.</li> <li>● Center on critical problem solving, collaboration, communication and creativity.</li> <li>● Focus on essential and relevant learning for students.</li> <li>● Create opportunities for interdisciplinary, well-rounded learning.</li> <li>● Build key skills and focus on concepts that align vertically K-12; link to Oregon State Standards.</li> <li>● Integrate opportunities for formative assessment and student feedback that fuel student agency.</li> <li>● Differentiate and adjust distance learning delivery models to include paper packets, on-line experiences, blended learning, phone, etc. as it</li> </ul>	<p><b>Suggestions for Learning and Supplemental Activities:</b></p> <ul style="list-style-type: none"> <li>● 30-60 minutes of reading or listening to audio books.</li> <li>● Independent research</li> <li>● Engage in problem solving activities.</li> <li>● Board games, puzzles, dice, cards</li> <li>● Create and solve story problems that include at least one operation.</li> <li>● Sewing, knitting, crafting</li> <li>● Meal planning</li> <li>● Cooking and modifying recipes (doubling or tripling).</li> <li>● Reading to younger siblings.</li> <li>● Flash cards/math facts review</li> <li>● Drawing or creating art</li> <li>● Making music</li> <li>● Creating videos</li> <li>● Journaling, creative writing</li> </ul>	<p><i>May be woven into the day as it works best for family schedule and student needs.</i></p> <p><b>Meal Time</b></p> <ul style="list-style-type: none"> <li>● Schedule routine meal time (breakfast and lunch provided by the district for anyone who elects to participate).</li> <li>● Integrate handwashing</li> <li>● Help with planning meals, picking up meals, cooking, cleaning up after meals.</li> <li>● Connect/talk during meals</li> </ul> <p><b>Physical Wellness Activities:</b></p> <ul style="list-style-type: none"> <li>● Walking</li> <li>● Jogging</li> </ul>





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	<p>matches student learning needs and technology and connectivity capacity.</p> <ul style="list-style-type: none"> <li>• Ensure access to qualified educators, grade-level content, and required materials (including technology when possible).</li> </ul> <p><b>Teacher-Led Learning May Include:</b> Social Emotional Learning, Reading, Writing, Language, Speaking and Listening, Math, Social Sciences, Health, Physical Education, Art, Music, Science, CTE, Online learning and resources, Handouts or other learning activities supporting core content areas.</p>	<ul style="list-style-type: none"> <li>• Interview a family member to learn about family history.</li> <li>• Identify &amp; solve a local problem or challenge (family, neighborhood, school community, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Riding bikes, skateboards, etc.</li> <li>• Jumping rope</li> <li>• Watching a workout video/app.</li> <li>• Practicing mindfulness; yoga/stretching</li> <li>• Playing individual sports activities that allow for social distancing - juggle a soccer ball.</li> </ul>
<b>Grade Level</b>	<b>Teacher-Led Learning:</b> Structured, grade-level learning directed by teacher and supported by teacher.	<b>Learning and Supplemental Activities (in addition to Teacher-Led Learning):</b> May be connected to Teacher-Led Learning, led by the student, or led by the family)	<b>Meeting Nutrition and Wellness Needs:</b> Breakfast, Lunch, Breaks
<b>9-12</b>	<b>30 minutes per subject; 3 hours maximum</b>	<b>1-2 Hours Recommended</b>	<b>2 Hours Recommended</b>
	<ul style="list-style-type: none"> <li>• Learning experiences are guided by a licensed teacher.</li> <li>• Center on critical problem solving, collaboration, communication and creativity.</li> <li>• Focus on essential and relevant learning for students.</li> </ul>	<p><b>Suggestions for Learning and Supplemental Activities:</b></p> <ul style="list-style-type: none"> <li>• 30-60 minutes of reading or listening to audio books.</li> <li>• Plan for post-secondary with activities such as:             <ul style="list-style-type: none"> <li>○ Research careers</li> <li>○ Explore scholarship</li> </ul> </li> </ul>	<p><i>May be woven into the day as it works best for family schedule and student needs.</i></p> <p><b>Meal Time</b></p> <ul style="list-style-type: none"> <li>• Schedule routine meal time (breakfast and lunch provided by the district for anyone who elects to</li> </ul>





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<ul style="list-style-type: none"> <li>● Create opportunities for interdisciplinary, well-rounded learning.</li> <li>● Build key skills and focus on concepts that align vertically K-12; link to Oregon State Standards.</li> <li>● Integrate opportunities for formative assessment and student feedback that fuel student agency.</li> <li>● Differentiate and adjust distance learning delivery models to include paper packets, on-line experiences, blended learning, phone, etc. as it matches student learning needs and technology and connectivity capacity.</li> <li>● Ensure access to qualified educators, grade-level content, and required materials (including technology when possible).</li> <li>● Support all students to attain an Oregon 2020 Diploma, Oregon 2020 Modified Diploma, or Oregon 2020 Extended Diploma and successfully transition to career and/or college.</li> </ul> <p><b>Teacher-Led Learning May Include:</b> Social Emotional Learning, Reading, Writing, Speaking and Listening, Math, Social Sciences, Health, Physical Education, Art, Music, Science, CTE, Online learning and resources, Handouts/ learning activities supporting core content areas.</p>	<ul style="list-style-type: none"> <li>○ opportunities.</li> <li>○ Investigate colleges and/or apprenticeship or other post-secondary programs.</li> <li>○ Draft college or scholarship essays.</li> <li>○ Plan for SAT/ACT - take a practice exam</li> </ul> <ul style="list-style-type: none"> <li>● Engage in an independent study</li> <li>● Identify &amp; solve a local problem or challenge (family, neighborhood, school community, etc.)</li> <li>● Board games, puzzles, dice, cards</li> <li>● Sewing, knitting, crafting</li> <li>● Meal planning</li> <li>● Cooking and modifying recipes (doubling or tripling).</li> <li>● Reading to younger siblings and/or supporting them in their learning.</li> <li>● Drawing and creating art</li> <li>● Making music</li> <li>● Creating videos</li> <li>● Journaling, creative writing</li> <li>● Interview a family member to learn about family history.</li> <li>● Learning from educational programs, podcasts, documentaries, or public television.</li> </ul>	<ul style="list-style-type: none"> <li>○ participate).</li> <li>● Integrate handwashing</li> <li>● Help with planning meals, picking up meals, cooking, cleaning up after meals.</li> <li>● Connect/talk during meals</li> </ul> <p><b>Physical Wellness Activities:</b></p> <ul style="list-style-type: none"> <li>● Walking</li> <li>● Jogging</li> <li>● Riding bikes, skateboards, etc.</li> <li>● Jumping rope</li> <li>● Watching a workout video/app</li> <li>● Practicing mindfulness; yoga/stretching</li> <li>● Playing individual sports activities that allow for social distancing - juggle a soccer ball.</li> </ul>
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