MICDS

MARY INSTITUTE AND SAINT LOUIS COUNTRY DAY SCHOOL

Distance Learning Strategy Help Sheet for Students

Study Skills	
Strategies	**Skills to Use**
Break assignments into smaller chunks	• Write down each task on a notecard; arrange the notecards in preferred order for completion; assign a deadline for each notecard • Review the assignment; divide it into parts; do one part at a time; if it is a longer assignment, take a short break and then return to do more "chunks"
Lesser distractive environment for independent work or assessment	• Work in a quiet room with good lighting • Use earbuds or headphones to block out noise • Turn off or silence all other technology while working
Frequent breaks	• Set your own office hours or a routine for yourself, which includes breaks that fit with your needs • Set a timer to notify yourself when to take a break • Use your breaks to get away from screens - go outside, talk to people in person, read a book, exercise
Assistance with organization and time management	• Consider when you are most alert and motivated; use those times for the most challenging assignments or classes you have • Make a list to gather needed materials and supplies, including a charger for your device if needed • Make a daily and weekly schedule to plan out and organize your time; check off assignments and activities when completed • Create a designated study space

Reading	
Strategies	**Skills to Use**
Use of audio or eBooks	• Use online resources, such as Learning Ally or

	Bookshare • If you do not have a subscription and would like one, please contact the Learning Specialist
Increased time or shortened amount of required reading	• Review the reading assignment to determine how to divide it up across study times/days or into shorter blocks; ask your teacher or the Learning Specialist for help with the length of required reading • Facetime/Zoom/Skype a classmate and tandem read to each other; discuss what was read
Use of graphic organizers to assist with recall and comprehension	• Use online resources to find graphic organizers, such as Education Place

Writing	
Strategies	**Skills to Use**
Use of dictation apps for prewriting or capture of information	• Dictate into the Notes app and then copy/paste to a Word document • Use the Dictate button on Google Voice, OneNote or Word to capture your thoughts and start writing
Use of computer for written work, assignments, essays, or notes	• Use your computer to type text, draw, or capture images to help with notetaking and assignments
Use of computer to generate written work for tests	• Use online resources, such as PaperRater and Grammarly to check your work • Type into Word and then use spell check and grammar check
Allow for increased white space with fewer responses required per page	• Fold a blank piece of white paper to make a "cover marker" to hide all text on a page and then slowly slide the "cover marker" down the page, line by line, while reading each section • Work out only 2-3 math problems on one sheet of paper, or use a small markerboard to complete only one problem at a time

Math	
Strategies	**Skills to Use**
Use of number grids and/or	• Use online resources for printable number grids

manipulatives to assist with calculation	• Use coins, toothpicks, beans, paper clips, playing cards, or dice to represent hands-on manipulatives
Use of graph paper or columns to assist with number placement	• Use online resources for printable graph paper • Turn lined notebook paper sideways and use the columns to help visually organize data and problems
Engagement in self-talk with problem solving	• Record your voice as a voice memo as you brainstorm and talk out problems, then play the memo back to review your thoughts and ideas • Talk through the problem with someone as you work through it

Assessment	
Strategies	**Skills to Use**
Ability to hear assessment read aloud	• Record your voice as a voice memo as you read aloud the assessment; then, play the memo back and pause it as needed to complete the assessment at your own pace
50% extended time on timed assessments	• Continue working on the assessment for 50% more time after time is called or until you are done, whichever comes first
Limit of two extended time assessments per day	• If you have two or more extended time assessments on the same day, contact your teachers and arrange to move one or more to the day before or the day after to spread out your time and energy