

Zoom Elementary Lesson Plan

Template Grade Level: Elementary School

Approximate Timing: 6.5 hours

Skeleton Frame:

This lesson plan skeleton can be used to help organize different “Zoom Teacher Tools” throughout teachers’ lessons to ensure the lesson is interactive, multimodal, and leverages the Zoom features in pedagogically effective ways to ensure students are engaged and learning. Teachers do not need to use a different “Zoom Teacher Tool” in each section but can look at them as building blocks that they can use in different combinations to enhance their instructional design by offering opportunities for students to connect, learn, and collaborate utilizing different tools and features.

Each section of the lesson plan includes one basic instructional component as well as options within each — since every day, lesson, and teacher is different!

NOTE: *It is important to strategically leverage additional supports (e.g., tutors, para professionals, special ed teachers, residents, etc.) during remote and/or hybrid instruction to ensure students are supported during both whole group and small group time. When working with elementary age students, it is also important to have these adults present during virtual rotations to ensure students are supported, on task, and being given the focused support they need during each rotation. Some example rotations include:*







- **Rotation 1:** Small group instruction (with the teacher)
- **Rotation 2:** Independent work time (in individual break-out groups)
- **Rotation 3:** Collaborative and/or small group work time
- **NOTE:** *Rotation 3 should only be done if additional adults are present to supervise in the lower grades.*

To ensure students are focused and working it is important to set clear expectations, practice small group time starting with five minutes and working up to longer time increments, as well as leveraging tech support tools like [GoGuardian](#) and [Hapara](#).

Lesson Plan Component	Zoom Teacher Tool Strategy	Approximate Timing
Welcome/Class Kick off: <ul style="list-style-type: none">● Attendance● Warm-up● Entrance ticket● Centering exercise		10 minutes
Whole Group Instruction: (ELA) <ul style="list-style-type: none">● Presentation● Exploration● Discussion		30 minutes

Virtual Rotations: (ELA) <ul style="list-style-type: none"> • Heterogeneous • Homogeneous • Choice-based • Project-based • Independent work time 		60 minutes
Snack		20 minutes
Whole Group Instruction: (Math) <ul style="list-style-type: none"> • Presentation • Exploration • Discussion 		30 minutes
Lunch		40 minutes
Virtual Rotation: (Math) <ul style="list-style-type: none"> • Heterogeneous • Homogeneous • Choice-based • Project-based • Independent work time 		60 minutes
Recess		30 minutes
Science/Social Sciences: <ul style="list-style-type: none"> • Presentation • Exploration • Discussion 		45 minutes
Office Hours (1:1 time) <ul style="list-style-type: none"> • Independent work • Playlists • Adaptive software • Reading/writing • “Push in” support (e.g., special ed, ELL, speech, etc.) 		20 minutes
Art/Music		30 minutes
Closing: <ul style="list-style-type: none"> • Asynchronous learning opportunities & collaboration • Next steps • Exit ticket 		15 minutes

Example Lesson using the Zoom Teacher Toolkit: 4th grade lesson

Lesson Plan Component	Zoom Teacher Tool Strategy	Approximate Timing
Welcome/Class Kick off: <ul style="list-style-type: none">• Attendance• Warm-up• Entrance ticket• Centering exercise	Welcome students (2 minutes) Take attendance Centering exercise (5 minutes) - Conduct five senses activity to bring students to the present moment. “Virtual Non-verbal Cues” (3 minutes) Assess how students are feeling as they start the day: How are you feeling today?  = I feel nervous  = I feel ok  = Little down  = I feel happy  = I feel tired  = I feel excited Ask for two students to unmute and elaborate on their answer.	10 minutes

<p>Whole Group Instruction: (ELA)</p> <ul style="list-style-type: none"> • Presentation • Exploration • Discussion 	<p>Entrance ticket (3 minutes) At the start of class, use <u>“Purposeful Polling”</u> to ask a question related to your objective.</p> <p>Once all students have answered, share the results of the poll and call on one student to explain whether they agree or disagree with the most commonly chosen answer and why.</p> <p>Introduction to new material (10 minutes) Conduct a mini-lesson on the daily objective.</p> <p>Guided practice (17 minutes) Using the chat feature and <u>“Virtual Think Pair Share”</u>, have students complete a short passage and set of questions aligned to daily objectives. Students will share their responses with one another in a private chat or via a collaborative document if private chat isn’t enabled. Allow 12 minutes.</p> <p>Bring all students back to the whole group and select a pair of students to share a summary of their partner discussion.</p>	<p>30 minutes</p>
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<p>Virtual Rotations: (ELA)</p> <ul style="list-style-type: none"> • Heterogeneous • Homogeneous • Choice-based • Project-based • Independent work time 	<p>Using “Virtual Pathways”, pre- assign groups of no more than six students to the following breakout rooms in 20 minute increments. Students will rotate to the next room after 20 minutes. For students in independent work time, they will remain in the main room.</p> <ul style="list-style-type: none"> • Guided reading • Homogeneous grouping - students on the same reading level will be grouped together to collaboratively work on answering comprehension questions for a short passage related to the day’s objective. • Independent work time - students will work on playlists. <p><i>Note: Given students will be in rooms without a teacher present, be explicit with expectations around behavior and deliverables.</i></p>	<p>60 minutes</p>
<p>Snack</p>	<p>Release students for independent break.</p>	<p>20 minutes</p>

<p>Whole Group Instruction: (Math)</p> <ul style="list-style-type: none"> • Presentation • Exploration • Discussion 	<p>Entrance ticket (5 minutes) <u>“Rapid Raising”</u> At the start of the lesson, countdown from three and have all students raise their hands virtually using the “raise hand” button.</p> <p>Using the screen share feature, display an entrance ticket question for students to complete individually. Choose the first two students on your hand raising list to explain their answer to the question.</p> <p>Introduction to new material (10 minutes) Conduct mini-lesson on the daily objective.</p> <p>Guided practice Students complete a practice problem aligned to the day’s objective. (7 minutes)</p> <p>Call on a student to walk through their problem-solving process using <u>“Digital Demonstration”</u>. (6 minutes)</p> <p>Use <u>“Virtual Non-verbal Cues”</u> to ask if students agree or disagree with the process shown and final answer from the <u>“Digital Demonstration”</u>. (2 minutes)</p> <p>👍 = agree</p> <p>👎 = disagree</p> <p>Track student responses to determine who you want to follow up with during independent practice.</p>	<p>30 minutes</p>
<p>Lunch</p>	<p>Release students for independent break.</p>	<p>40 minutes</p>

<p>Virtual Rotation: (Math)</p> <ul style="list-style-type: none"> • Heterogeneous • Homogeneous • Choice-based • Project-based • Independent work time 	<p>Using <u>“Virtual Pathways”</u>, pre- assign groups of no more than six students to the following breakout rooms in 20 minute increments. Students will rotate to the next room after 20 minutes. For students in independent work time, they will remain in the main room.</p> <ul style="list-style-type: none"> • Small group instruction - teacher guided. • Heterogeneous grouping - students will work collaboratively to solve a set of five problems related to the daily objective. They will use <u>“Practice Makes Perfect”</u> to show their work in their small groups. • Independent work time - students will work on playlists. <p><i>Note: Given students will be in rooms without a teacher present, be explicit with expectations around behavior and deliverables.</i></p>	60 minutes
<p>Recess</p>	<p>Release students for independent break.</p>	30 minutes

<p>Science/Social Sciences:</p> <ul style="list-style-type: none"> • Presentation • Exploration • Discussion 	<p>Entrance ticket (5 minutes) Ask a question in the chat and have students respond using <u>“Wait Questions”</u>. Look for misconceptions in the responses and address them as needed during mini-lessons.</p> <p>Introduction to new material (10 minutes) Conduct mini-lesson on the daily objective.</p> <p>Guided practice (10 minutes) Give students seven minutes to complete a question related to the day’s objective. Use <u>“Purposeful Polling”</u> to have students submit their answer to the question to collect data and determine if re-teach is needed.</p> <p>Share the most commonly chosen answer, and call on one student to explain if they agree or disagree with the answer and why.</p> <p>Independent practice (20 minutes) Prior to releasing students to complete independent work, use <u>“Virtual Non-verbal Cues”</u> to check in with how students feel with the content.</p> <p>🤔 = I do not understand this at all</p> <p>👉 = I understand parts of it</p> <p>👍 = I understand it</p> <p>🎉 = I totally understand it</p>	<p>45 minutes</p>
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	<p>For students responding with</p> <p>🙄 = I do not understand this at all, check-in via private chat to gauge what supports are needed.</p>	
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Office Hours (1:1 time) <ul style="list-style-type: none"> • Independent work • Playlists • Adaptive software • Reading/writing • “Push in” support (e.g., special ed, ELL, speech, etc.) 	Using “Virtual Pathways” , complete paired conferences (no more than two students). Students not conferencing will independently work on online programs (e.g., IXL, Khan Academy, etc.) Students who receive special services will have push in or pull out support as needed.	20 minutes
Art/Music	Students will be in breakout rooms with various fine arts teachers.	30 minutes
Closing: <ul style="list-style-type: none"> • Asynchronous learning opportunities & collaboration • Next steps • Exit ticket 	Guided meditation (10 minutes) Using the screen share feature, do a guided meditation to close out the day. Close (5 minutes) “Virtual Non-verbal Cues” Loop back to the morning’s opening question to gauge how students are feeling at the close of the day. How are you feeling today?  = I feel nervous  = I feel ok  = Little down  = I feel happy  = I feel tired  = I feel excited Ask for two students to elaborate on their response. <i>Note: follow up with students on an individual basis as</i>	15 minutes

	<i>needed based on their responses.</i>	
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