Zoom HS Lesson Plan Template

Grade Level: High School

Approximate Timing: 90 Minutes

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: *When designing instruction with additional supports (e.g., tutors, para professionals, special education teachers, residents, etc.) it can be helpful to increase and/or conduct small group breakout time in a rotational format to ensure students are getting the focused support they need. Additional adults can help monitor this time, lead small group instruction/discussions, as well as be an additional resource when students are working independently or as a whole group.*

Lesson Plan Component	Zoom Teacher Tool Strategy	Approximate Timing
Welcome/Class Kick off: ● Attendance ● Entrance ticket ● Centering exercise ● Warm-up		10 minutes
Whole Group Instruction: ● Presentation ● Exploration ● Discussion		20-30 minutes
Small Group Break-outs: ● Heterogeneous ● Homogeneous ● Choice-based ● Project-based ● Independent work time		30-40 minutes

Check for Understanding: ● Task/assignment ● Quick-check in ● Group/individual sharing ● Poll ● Assessment		10-20 minutes
Closing: ● Asynchronous learning opportunities & collaboration ● Next steps ● Exit ticket		10 minutes

Example Lesson using the Zoom Teacher Toolkit:

High School Chemistry - Limiting & Excess Reagents

Lesson Plan Component	Zoom Teacher Tool Strategy	Approximate Timing
Welcome/Class Kick off: ● Fun entrance kick-off	● Welcome students and take attendance. ● "Virtual Non-verbal Cues" When students enter the Zoom room they are asked to put a reaction in their box that illustrates how they are feeling coming into class. This will help the teacher to identify students who may need a little more emotional support during the lesson. How are you feeling today? 👏 = I feel nervous 👍 = I feel ok ❤️ = Little down 😂 = I feel happy 😮 = I feel tired 🎉 = I feel excited	5 minutes

Whole Group Instruction: ● Presentation ● Exploration ● Discussion ● Demonstration	**Intro exploration: 5 minutes** ● ***S'more Stoichiometry Activity*** Every student has a bag of s'more ingredients that they received from their teacher in-person or picked up at school at the beginning of the week for remote learners. ● With the bag of ingredients given, how many s'mores can you make? Why? (This will be done in a **"Wait Questions"** format where all students wait for 3,2,1 count down.) ● Do a few more real-life practice problems - identifying the limiting and excess reagents. **Limiting & Excess reagents presentation: 25 minutes** ● Teacher presents a powerpoint presentation about limiting and excess reagents by sharing their screen. ● Presentation includes practice problems with stoichiometric conversions as well as active learning opportunities throughout using Zoom features (e.g., hand raising, chat, etc.).	30 minutes
Small Group Break-outs: ● Heterogeneous ● Homogeneous ● Choice-based ● Project-based ● Independent work time	In heterogeneous breakout out groups (predetermined by the teacher), students first work through scaffolded practice problems and then complete 5 additional practice problems (with one participant presenting one at a time to the group) via **"Practice Makes Perfect")**.	30 minutes

Check for Understanding: ● Completed task ● Quick-check in ● Group/individual sharing ● Poll ● Assessment	**Whole group share: 5 minutes** (each group has one person share) ● What is one thing you found challenging when working through these types of problems? ● How did you work as a group to address those challenges? ● What questions do you still have? **Check for understanding: 10 minutes** ● Put up a slide with one question for everyone to complete via screen share. If 4.95 g of ethylene (C_2H_4) are combusted with 3.25 g of oxygen. Hint: a. What is the limiting reagent? b. How many grams of CO_2 are formed? ● All students should complete the problem independently and **give a thumbs up** when they are done by using the reactions feature. Once everyone is done the teacher will implement **"Wait Questions"** (e.g., count down 3,2,1 and then have everyone flood the chat with their answers). ● Students should take 2 minutes to read through all of the answers and decide if they think they were correct, incorrect, etc. (During that time the teacher is able to get a read of the class as well.) **Clarification: 5 minutes** ● Based on students	20 minutes

Closing: ● Asynchronous learning opportunities & collaboration ● Next steps ● Exit ticket	**Review homework:** Go through asynchronous activities for students as well as homework/ prep work to be completed prior to tomorrow's lesson. **“Virtual Non-verbal Cues”** Students are asked to put up a reaction at the end of class to show how comfortable they are with identifying limiting and excess reagents. This will help to identify small groups for tomorrow's lesson. 👏 = feeling good 👍 = needs a little more practice ❤️ = help please	5 minutes