

## Zoom MS Lesson Plan Template

**Grade Level:** Middle School

**Approximate Timing:** 60 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, paraprofessionals, 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
<b>Welcome/Class Kick off:</b> <ul style="list-style-type: none"><li>• Attendance</li><li>• Warm-up</li><li>• Entrance ticket</li><li>• <a href="#">Centering exercise</a></li></ul>		5 minutes
<b>Whole Group Instruction:</b> <ul style="list-style-type: none"><li>• Presentation</li><li>• Exploration</li><li>• Discussion</li></ul>		15 minutes
<b>Small Group Break-outs:</b> <ul style="list-style-type: none"><li>• Heterogeneous</li><li>• Homogeneous</li><li>• Choice-based</li><li>• Project-based</li><li>• Independent work time</li></ul>		15 minutes

<b>Check for Understanding:</b> <ul style="list-style-type: none"> <li>• Task/assignment</li> <li>• Quick-check in</li> <li>• Group/individual sharing</li> <li>• Poll</li> <li>• Assessment</li> </ul>		10 minutes
<b>Closing:</b> <ul style="list-style-type: none"> <li>• Asynchronous learning opportunities &amp; collaboration</li> <li>• Next steps</li> <li>• Exit ticket</li> </ul>		10 minutes

**Example Lesson using the Zoom Teacher Toolkit:**

**Middle School Math - Adding Decimals with Different Place Values**

Lesson Plan Component	Zoom Teacher Tool Strategy	Approximate Timing
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<p><b>Welcome/Class Kick off:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Warm-up</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome students and take attendance.</li> <li>• <b><u>“Purposeful Polling”</u></b> Launch a poll at the start of class that is a combination of a social emotional check in and a warm up. <ul style="list-style-type: none"> <li>• Have 2 or 3 questions where students identify the place value of a digit in a number (e.g., What place value is the 2 in 3.521? Answer choices: Tenths, Ones, Thousandths, Hundredths).</li> <li>• Have another question asking students on a scale of 1-5 how they are feeling with 1 meaning that they are not their best selves and 5 meaning that they are feeling great.</li> </ul> </li> </ul> <p>Share the results of the warm up place value questions with the class. Call on a volunteer to say if they agree with the choice that the most students picked and why or why not.</p> <p>Do not share the results of the questions of how everyone is feeling but share that you are excited so many people are feeling good and if they are not, you hope they feel better and to feel free to message you.</p>	<p>5 minutes</p>
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<p><b>Whole Group Instruction:</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Exploration</li> <li>• Discussion</li> </ul>	<p><b>Whole Group Lesson: 9 minutes</b></p> <p>Solve 2 examples of additional problems with numbers that end in different decimal place values. Model how to do a <a href="#">Digital Demonstration</a> by using your smartphone as a doc cam. Walk through the problem and do a think aloud about how you line up the decimal and place values.</p> <p><b><a href="#">Think-Pair-Share: 6 minutes</a></b></p> <p>Have students solve a problem on their own. Once students are ready, they can share with a partner to discuss whether or not they got the same answer. Call on a student pair to share what answer they got.</p> <p>Encourage other students to share if they agree or disagree by using <a href="#">Virtual Non-verbal Cues</a> by using the 👍 and 👎 reactions.</p>	<p>15 minutes</p>
<p><b>Small Group Break-outs:</b></p> <ul style="list-style-type: none"> <li>• Heterogeneous</li> <li>• Homogeneous</li> <li>• Choice-based</li> <li>• Project-based</li> <li>• Independent work time</li> </ul>	<p><b><a href="#">Virtual Pathways</a></b></p> <p>Students now have time to work on practice problems on adding decimals. Give students a choice in what kind of environment they would like to work in (silent independent work, collaborative work, or work with support from the teacher). Make sure to go over expectations in each room. Strongly encourage any students who struggled with the warm up activity to join you in the teacher group via private message.</p> <p>Students in the collaborative room may also use the virtual whiteboard feature to collaborate with other students. (See <a href="#">Practice Makes Perfect</a>.)</p> <p>NOTE: If the educator has time, they can hop in and out of each room to make sure students are on task when students in the teacher group are working on problems. If there is another adult, like a teaching assistant, have them monitor one of the rooms.</p>	<p>15 minutes</p>

<p><b>Check for Understanding:</b></p> <ul style="list-style-type: none"> <li>• Task/assignment</li> <li>• Quick-check in</li> <li>• Group/individual sharing</li> <li>• Poll</li> <li>• Assessment</li> </ul>	<p><b>Review Practice Problems</b></p> <p>Close the breakout rooms and have all students return to a whole group session. Use <a href="#">Wait Questions</a> for students to share what answers they got on some of the practice problems. If there is disagreement, facilitate a conversation to ask people to defend their answer choice. If needed, the teacher or a student could work out the problem or show their work using a <a href="#">Digital Demonstration</a>.</p>	<p>10 minutes</p>
<p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>• Asynchronous learning opportunities &amp; collaboration</li> <li>• Next steps</li> <li>• Exit ticket</li> </ul>	<p><b>Exit Ticket using <a href="#">Purposeful Polling</a></b> Have students solve 2 problems where they add decimals using a poll. Download the report to see which students have not mastered the content.</p> <p>Use this to make differentiated small groups for <a href="#">Virtual Pathways</a> during the next day's lesson. Students who have not mastered the material should meet with the teacher. Other students should have the opportunity to deepen their mastery through an activity like word problems.</p>	<p>10 minutes</p>