# Virtual Lesson Structure Considerations

We are assuming that a lesson of 30 kids on Zoom is what we should do and have to do. Anecdotal evidence has illustrated that schools that are doing better in terms of how engaged kids actually are have clear processes for one-to-one feedback and conferences and **regular,** individual check-ins with students. See an example of a lesson breakdown below.

## Example 60-minute Lesson:

| Timing | Topic | Activities |
| --- | --- | --- |
| **10 min** | Opening | **Connect:**<br>■ Start with the teacher center stage, making eye contact into the camera<br>■ Greet students warmly and exude authentic passion for the content<br>■ Give students a chance to connect informally with each other/the teacher<br><br>**Desk Set-Up:**<br>■ Instruct students to take out materials needed for the lesson<br><br>**Tell the Story:**<br>■ Explicitly connect this lesson to previous/future lessons<br><br>**Hook:**<br>■ Explain why this lesson/content matters<br><br>**Agenda:**<br>■ Explain what we'll be doing today<br>■ |

| Timing | Topic | Activities |
|--------|-------|------------|
| **10 min** | Mini-lesson | **Knowledge Retrieval:**<br>▪ Review or preview essential knowledge/academic vocabulary needed for the lesson<br>▪<br><br>**Mini-Lesson**<br>▪ Clearly deliver the new content: thinkaloud, lecture, video or reading, chart the error<br>▪ Give clear "what to dos" for academic directions:<br>  1. What to do: "Take 2 minutes: calculate the MAD for this data set."<br>  2. Where to go: "Type your answer into Q3 of today's Classwork."<br>  3. Dual Coding: Use visuals (PPT, chart paper) to model any verbal directions<br><br>**Check for understanding with multiple forms of accountability** (real time, lagging, and implicit):<br>▪ Plan out the type of CFU format: cold call, Zoom polls, chat<br>▪ Verbally and visually name how you will CFUing<br>▪ Challenge students to do the task independently at first<br>▪ To stamp understandings, give students the opportunity to summarize in their own words |
| **35 min** | Independent Work | **Release:**<br>▪ Frame the independent work in the context of the lesson<br>▪ Clearly explain the independent work task |

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|--------|-------|------------|
|        |       | ▪ Direct students to the exact tasks in the classwork and share on your screen<br>▪ Name the markers of excellence<br>▪ *Ensure there is a structure in place for students to visibly show their independent work (white board, Flipgrid, Google Docs)* |

During independent practice, teachers should be strategically having one-on-one conferences with students—both to support with instruction and to build relationships. Teachers should have a conference schedule to prioritize specific students, and to ensure all students are conferred with every few days.

## Additional Considerations:

- If there is a day of asynchronous instruction each week, teachers should use that day to have:
    - One-on-one conferences with students
    - Office hours with students
    - Conferences with families
- Teachers can send an email to all families on Fridays to highlight the learning, lessons, and scope and sequences for the following week so that families are equipped to be as supportive as possible for the following week.

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