

Choose **ONE** prompt to connect yourself to our time together...

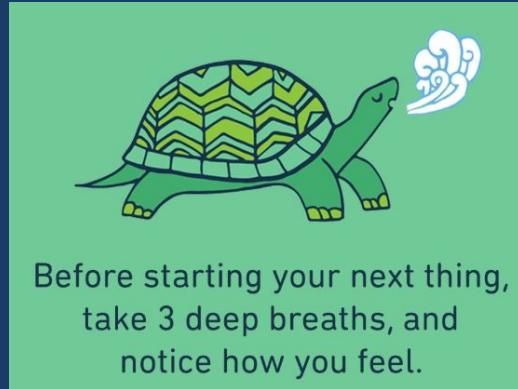
Meme Check-In...

On a scale of memes, how are you feeling?



**What would the tagline be
for the Meme you chose?**
(Self Awareness)

Take a moment to relax
and get ready to learn:



(Self Management)

What is one thing you
hope to gain from the
session? What strategy
will you use to make that
happen?

(Responsible Decision Making)



Welcome!



Classroom Discussions and Collaborative Routines for Distance Learning



bit.ly/2XYNIN3

~ Coordinated District Support Team ~



**Ryan
Van Roekel**
Coordinator of
Continuous
Improvement

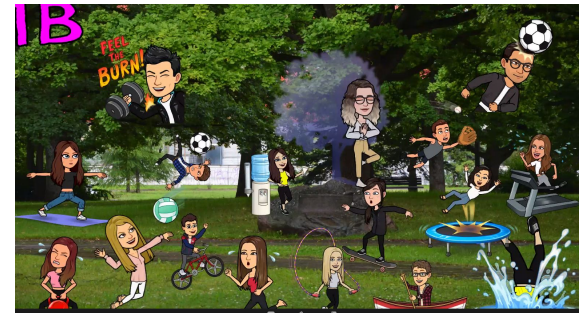


**Michelle
Sanchez**
Senior Director of
District and Program
Support




Who we are...

Bitmoji Classroom and Lockers







Tools for Building a Bitmoji Classroom or Locker



Need a Bitmoji?

Create your avatar using the Bitmoji mobile app on iOS and Android.

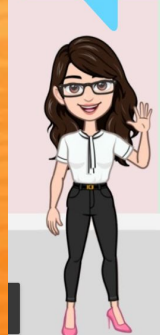
Download on the  **App Store**

GET IT ON  **Google play**



Aloha!

Thanks for visiting!
Have fun exploring
the resources by
clicking the on
images.



Outcomes



- **How do I integrate SEL with other high impact instructional practices?**
- **Introduction to the SEL Playbook as a structure for synchronous learning time.**
- **How do I translate activities I used in physical school to the virtual environment?**

Our Norms for Today



Use video feature
(Bottom left of your Zoom window)



Select Gallery View
(Upper right of your Zoom window)



Mute your mic
(Bottom left of your Zoom window)



Mute ringers



Stay engaged

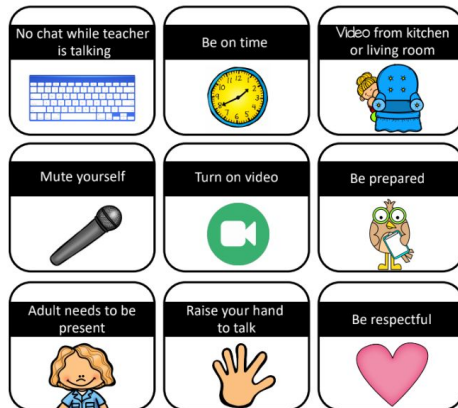


Raise your hand or
use the chat box




Virtual Meeting Norms

Google Meet Ground Rules







Lucky Little Learners



EXPECTED BEHAVIORS

- Check in with your teacher when you join the meeting ("Hi, ____")
- Be on time and only join at the appropriate time
- Stay engaged (nod or thumbs up) if others are talking
- One person talks at a time
- Mute your mic if you're not speaking
- Raise your hand or use the chat to share ?s or ideas
- Wait for your teacher to call on you
- Teacher leaves the conversation last, end video chat before the teacher




AROUND THE KAMPFIRE

Google Meet Etiquette



- Face visible on the computer screen
- Headphones to reduce noise



- Find a quiet space to learn
- Create a quiet space for others








- Always bring your materials to class
- Leave eating for before and after class

Be Kind Be Safe Be Your Best


Meet Expectations

Here	When students first arrive, I have them type “here” into the chat box, so I can easily scroll back through their names to take attendance.
Hall Pass	If a student needs to step away from their screen, to use the bathroom or take care of a family matter, I ask them to type “hall pass” into the chat box, so I know not to call on them or to catch them up when they return.
I’m back	When a student returns, either from the bathroom or from completing an assignment on a new tab or window, I ask they type “I’m back” or “I’m done” into the chat box, so I know they are all back in the Meet, can see my screen, and are ready to move on.
Clap clap 👏👏👏	If a student shares during class, I ask the rest of their classmates to give them virtual applause in the chat box, either by typing “clap clap clap” or inserting celebratory emojis.
Bye!	Finally, I always ask my students to say “goodbye” before they leave a virtual class by either typing in the chat box or unmuting their microphones.

	In Chat Box
Hello!	Turn on mic and say hello
I am here.	
Bathroom	
Like it	
Agree	
Disagree	
Bye!	Turn on mic and say goodbye



React: Emoji, GIFs & Filters for Google Meet

Offered by: Brown Fox Labs

[Add to Chrome](#)

Interaction Ideas Using the Chat Box





BENEFITS OF SEL



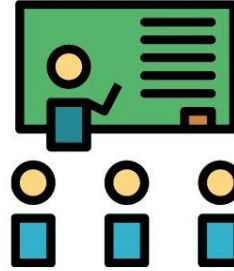
Synchronous Learning Activities



Build Community +
Relationships



Lead Interactive Modeling
Sessions



Differentiate Instruction
for Small Groups



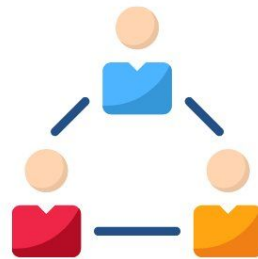
Personalize Instruction
+ Provide 1:1 Coaching



Guide Practice +
Application



Facilitate Real-time
Conversations



Foster Collaboration
Among Students



Real-time Feedback on
Work In Progress

Using the structure of 3 SEL Signature Practices



- 1. Welcoming Routines**
- 2. Engaging Pedagogy**
- 3. Optimistic Closure**
(Reflection and Looking Ahead)

A rustic wooden sign with the word "Welcome" carved into it. The sign is made of weathered, greyish-brown wood and is mounted on a vertical wooden post. The word "Welcome" is carved in a bold, black, serif font. Three decorative metal fasteners are visible on the sign. The sign is surrounded by lush green foliage, including large leaves and small yellow flowers. A small blue horizontal line is visible in the upper left corner of the image.

WELCOME

No significant
learning occurs
without a significant
relationship.





Welcoming Activities, Routines and Rituals

WELCOMING RITUAL (2-10 minutes)

Activities for Inclusion

Ritual openings establish safety and predictability, support contribution by all voices, set norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful these activities must be: carefully chosen, **connected to the learning of the day**, and engagingly facilitated.

EXAMPLES FROM THE CLASSROOM:

- “Do Now” / Homework Helpers
- Class circles
- Name games / Greet warmly by name
- Morning Meeting
- Writing Prompts / Partner Discussions

SCHOOL-WIDE:

- Adults express joy in seeing students.
- Stack of breakfast items on office counter = glad to see late arrivals.
- Morning announcements include student voice.

How will you use welcoming routines to build....



Created by bezier master
from Noun Project

- **Interpersonal connections?**

- **Intrapersonal connections?**



Created by ArtWorkLeaf
from Noun Project



Created by Vectors Point
from Noun Project

- **Content connections?**

Welcoming Activities, Routines & Rituals

Examples for the Virtual Classroom



- Greet students by name
- Do Now activity
- Check in and Morning Activities
- All About Me Collaborative Slides
- Meet the Teacher Slides (video example)
- Day of the Week activities (slide 18)
- Scavenger Hunts (slides 19)
- Notice and Wonder
- See, Think, Wonder (slide 20)





Days of the Week Activities

Smart Start  #EduProtocols

Smart Start Directions	Day 1	Day 2	Day 3	Day 4
Frayer Direction	Frayer a Friend	Frayer a Sport	Frayer a Band	Class Choice
BookaKucha	BookaKucha #1	BookaKucha #2	BookaKucha #3	BookaKucha #4
Cyber Sandwich Directions	Cyber Sandwich frogs	Cyber Sandwich doughnuts	Cyber Sandwich elephants	Cyber Sandwich Robotic Arm
Sketch and Tell	Sketch and Tell	Sketch and Tell	Sketch and Tell	Sketch and Tell
Math Rep	Math Reps	Math Reps	Math Reps	Math Reps
Thin Slides	Thin Slides	Thin Slides	Thin Slides	Thin Slides
Random Emoji	Random Emoji	Random Emoji	Random Emoji	Random Emoji
Iron Chef	Iron Chef	Iron Chef	Iron Chef	Iron Chef
Fast and Curious	Fast and Curious	Fast and Curious	Fast and Curious	Fast and Curious
Worst Preso Ever	Worst Preso Ever	Worst Preso Ever	Worst Preso Ever	Worst Preso Ever
Things That Rock	Things That Rock	Things That Rock	Things That Rock	Things That Rock

eduprotocols.com @jcorippo @mhebern @KVoge71 @eduprotocols #EduProtocols

Day	Content Related	Non-Content Rel.
M	Make a Plan Monday	More About You
T	<u>Take it outside Tuesday</u>	<u>Tell Me About It</u>
W	<u>Which One Doesn't Belong?</u>	<u>Would You Rather? What is the same? What is different?</u>
Th	<u>Think About Connections</u>	<u>This or That?</u>
F	<u>Field Trip Friday</u>	Fun Friday

[Eduprotocols Site](#)



Scavenger Hunts

(share in Chat Box or Show)



- Find three green things and show them on the screen
- List foods that start with the letter T
- What is something in your house that has 4 legs?
- Find three things in your house you can use to measure something.
- Find an example of parallel lines and perpendicular lines in your house. Take a picture or be able to describe.
- Find an example of an obtuse, acute and right angle. Bonus points for finding a scalene triangle.
- Find 4 items whose first letters spell out the word taco.
- Show us your favorite t-shirt.



SEE THINK WONDER



SEE THINK WONDER Jamboard

Harvard Project Zero Visible Thinking Routines

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

See, Think, Wonder

A routine for exploring works of art and other interesting things.

- What do you **see**?
- What do you **think** about that?
- What does it make you **wonder**?

Purpose: *What kind of thinking does this routine encourage?*

This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Application: *When and where can I use it?*

Use this routine when you want students to think carefully about why something looks the way it does or is the way it is. Use the routine at the beginning of a new unit to motivate student interest or try it with an object that connects to a topic during the unit of study. Consider using the routine with an interesting object near the end of a unit to encourage students to further apply their knowledge and ideas.

Launch: *What are some tips for starting and using this routine?*

Ask students to make an observations about an object—it could be an artwork, image, artifact, or topic—and follow up with what they think might be going on or what they think this observations might be. Encourage students to back up their interpretation with reasons. Ask students to think about what this makes them wonder about the object or topic.

The routine works best when a student responds by using the three stems together at the same time, i.e., "I see..., I think..., I wonder..." However, you may find that students begin using one stem at a time, and that you need to scaffold each response with a follow-up question for the next stem. The routine works well in a group discussion but in some cases you may want to ask students to try the routine individually on paper or in their heads before sharing out as a class. Student responses to the routine can be written down and recorded so that a class chart of observations, interpretations, and wonderings are listed for all to see and return to during the course of study.

Share your experience with this thinking routine on social media using the hashtags #PZThinkingRoutines and #SeeThinkWonder.



This thinking routine was developed as part of the Visible Thinking project at Project Zero, Harvard Graduate School of Education. Explore more Thinking Routines at pz.harvard.edu/thinking-routines

© 2015 President and Fellows of Harvard College and Project Zero. This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. CC BY-NC-ND. This license allows users to share this work with others, but it forbids them from commercially exploiting the work, altering and distributing the work. See <https://creativecommons.org/licenses/by-nc-nd/4.0/> for more information.



How to Use Google Jamboard

Learn about your student to make connections with them.

#JustBeYou
Hyperdoc



**How might you
use welcoming
routines to build....**

- **Interpersonal
connections?**
- **Intrapersonal
connections?**
- **Content
connections?**

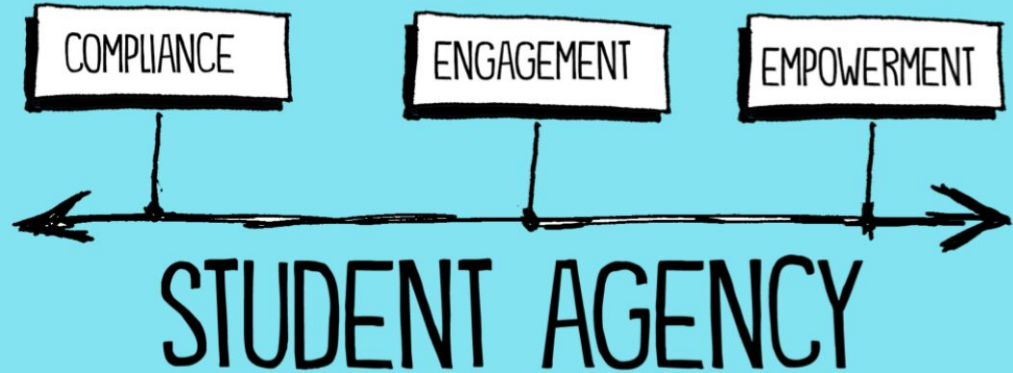






STUDENT EMPOWERMENT

This continuum represents student agency. As they move toward more voice and choice, they become more empowered. Compliance involves little to no student ownership and focuses on following external expectations. Engagement is teacher-initiated but the focus is on getting students focused and committed internally. Empowerment is student-initiated. All three are necessary.





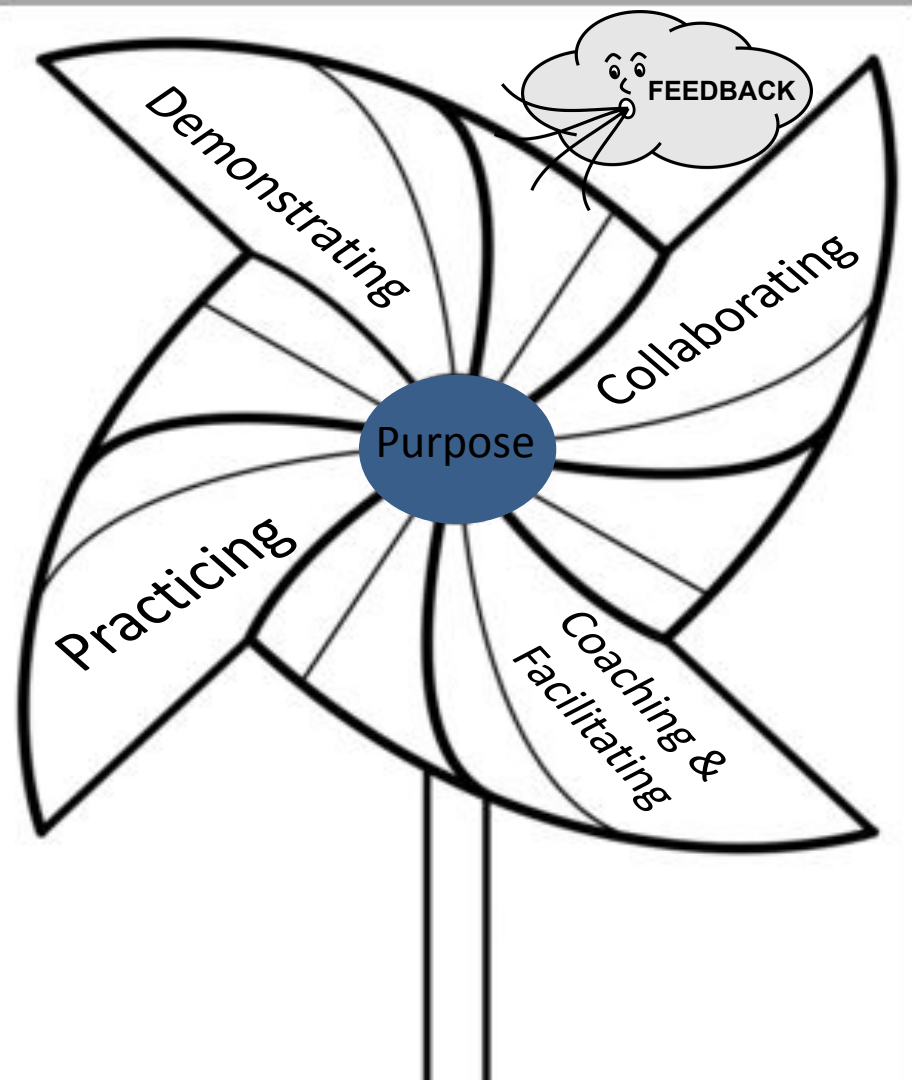
How will you engage students during your synchronous or one on one meetings?

How will you have them collaborate?

How will you extend student learning when offline?

A Distance Learning Instructional Framework

The Distance Learning Playbook
Doug Fisher, Nancy Frey, John Hattie





Engaging Pedagogy

ENGAGING PEDAGOGY (1-15 minutes)

Sense-Making & “Brain Breaks”

Engaging practices are brain-compatible strategies that can foster: relationships, cultural humility and responsiveness, empowerment, and collaboration. They intentionally build student SEL skills. These practices include opportunities for brain breaks that provide time for integrating new information into long-term memory, otherwise it is soon forgotten. Balance opportunities for quiet reflection and writing with more active movement activities.

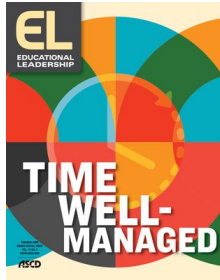
EXAMPLES FROM THE CLASSROOM

- **Directly teach** SEL skills through evidence-based programs.
- **Turn-To-Your-Partner:** Sharing and listening to make sense of new input.
- **Co-create** working agreements with your students.
- **Brain Break - Stand and Stretch:** Refresh and reset the brain; include movement and making connections.
- **Opportunities for Interaction:**
Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group.



Engaging Pedagogy

Examples for the Virtual Classroom



No Instructional Minute Wasted

- **Think, Ink, Pair, Share** (use the Chat Box)
- **Text Rendering** (see slides 28 - 29)
- **Fishbowl** (see article on slides 32 - 33)
- **Jigsaw** (see article on slide 33)
- **Content Scavenger Hunts** (see slides 32 - 33)
- **Clock Partners** (use for Think Pair Share)
- **Discussion Roundtable** (slide 30)
- **Five Word Summary** ((article)
- **Reciprocal Teaching** (see slide 27)





Engaging Pedagogy

Examples for the Virtual Primary Classroom

Learning & Playing in a Google Meet		
Teacher	Children and Families	Why is it important?
Prepare activities and materials ahead of time	Check calendar ahead of time to prepare for the meet	So we can use our live meeting time to learn, play, and take care of each other.
Set up templates for visuals and class books	Enter peacefully, use your mute button, thumbs up/smile to connect with your teacher	
Take notes on friends' ideas	Use whole body listening to your teachers & friends	
Guide the meeting to make sure everyone gets a turn	Use your thumb signal to respond or set a goal when it is your turn	
Share thinking	Offer air hugs and well wishes	
Offer reflection or sharing piece after the meet		

Google Meets with Littles

- Sharing a Calendar and Topics
- Creating Closure with Reflection Pieces
- Productive Facilitation

Remote Instruction Resources for Littles

- Ben Cogswell



Coach Ben



Teach young children collaborative routines you can use again.

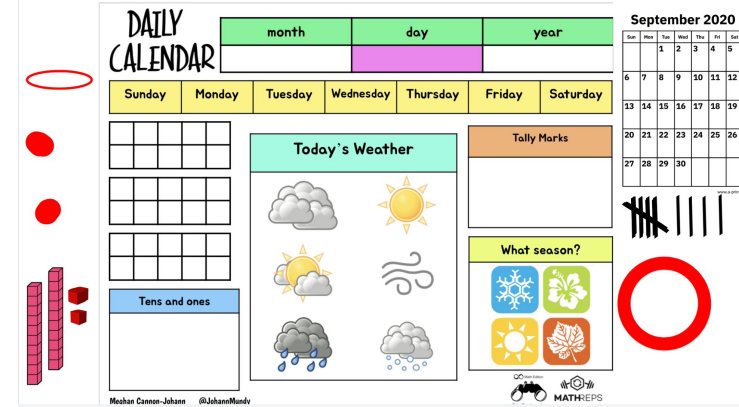





Figure 7.4 TAG Strategy

- T**  Tell the writer something you like.
- A**  Ask the writer a question.
- G**  Give the writer a suggestion.

Source: Claudia Readwright. Used with permission.

Partner A Notes

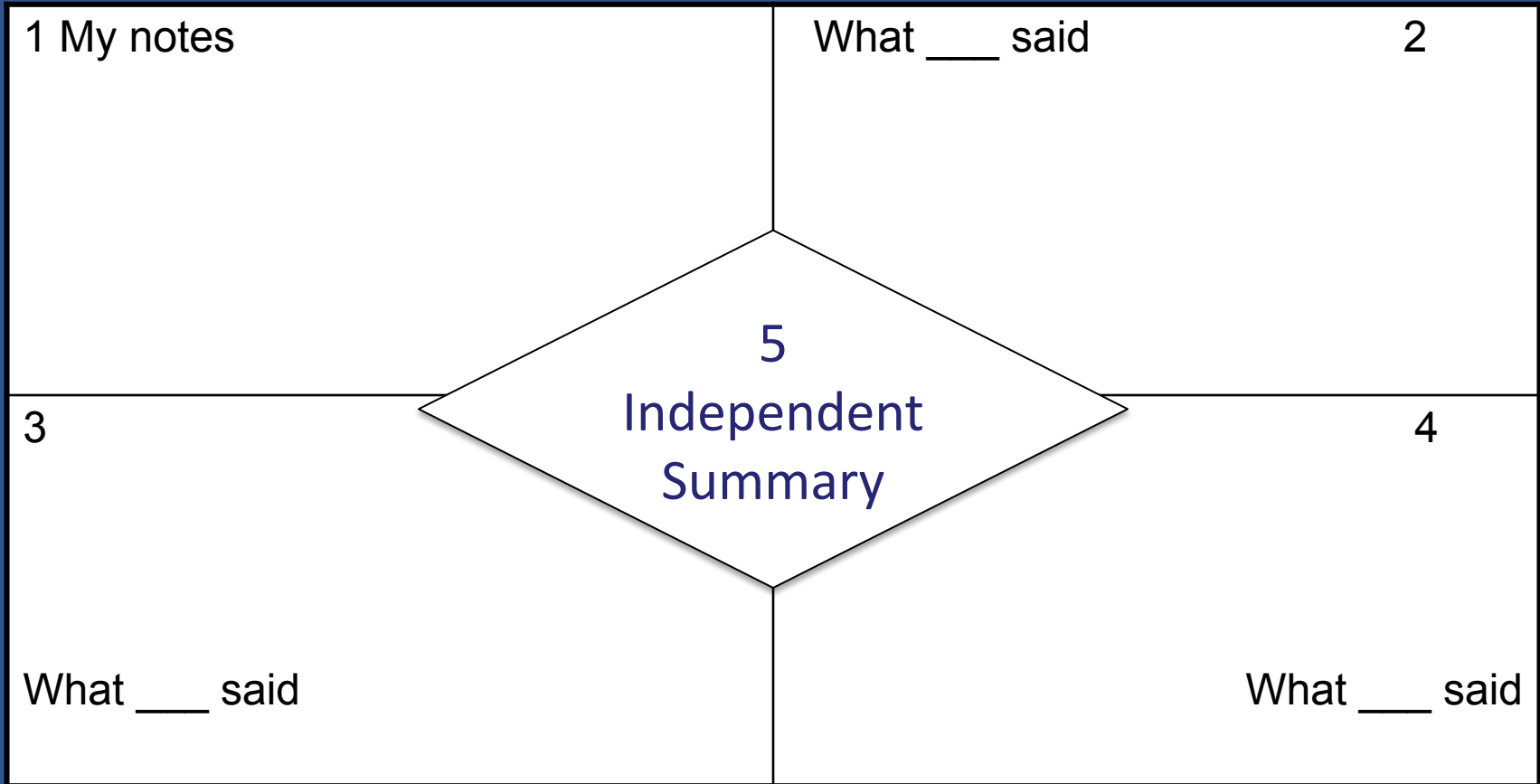
Partner B Notes


A/B Partner & Summary Sharing

Click [HERE](#) for link to activity template

Reading Summary

Discussion Roundtable



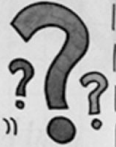
Predict 

"I think....."

"I bet....."

"I think I will learn....."

• Grab a word
• Skim + scan

Question 


"I wonder....."

Who Where
How What When

• wonders
• flip it

The **FAB 4**



Clarify 

"I didn't get

the (word, sentence, part, chapter, picture, etc.)

so I _____.

• Pause • clarify • 1 word/1 idea underline
• Clarify It: Picture It!

Summarize 

"This was about....."
• limited word summary

"I learned....."
• favorite part

"First, next, last"
• 5 hand motion

"Somebody, wanted, but, so....."

Reciprocal Teaching

Reciprocal Teaching Strategies

Reciprocal teaching is a **scaffolded**, or supported, **discussion technique** that **incorporates** four main strategies—**predicting**, **questioning**, **clarifying**, **summarizing**—that good readers use together to **comprehend text**.

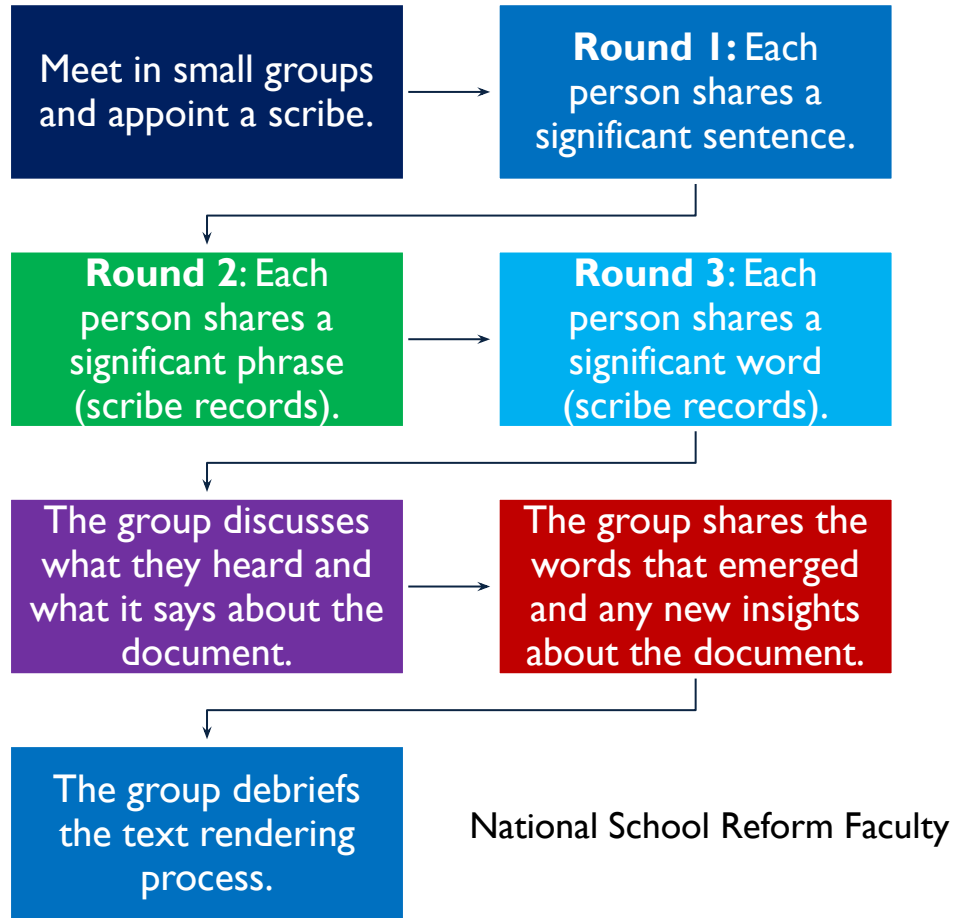
Text Rendering Process

During Independent Reading:
Choose a significant:

- Sentence
- Phrase
- Word

[Text Rendering Jamboard](#)

[How to Use Google Jamboard](#)



National School Reform Faculty

Your Turn

10 minutes

- Mute your microphones to eliminate background noise.
- Work on this subject-verb agreement activity.
- If you have questions, send them to me via the chat.
- Circle any question you want to review with the group.
- Be ready to share your answers!

Name _____ Class _____ Date _____

Unit 7: Subject-Verb Agreement

Lesson 44 Subject-Verb Agreement

Every verb must agree with its subject in person and in number. Most verbs have a different form only in the present tense; when the subject is third-person singular, an -s or -es is added to the base verb. The linking verb be is an exception. It changes form in both the present and past tenses.

SINGULAR	PLURAL
He takes .	They take .
She is friendly.	They are friendly.
It was ripe.	They were ripe.

The auxiliary verbs be, have, and do change form in verb phrases to show agreement with third-person subjects.

He is running home.	They are running home.
She has arrived.	They have arrived.
Does she have a ride?	Do they have a ride?

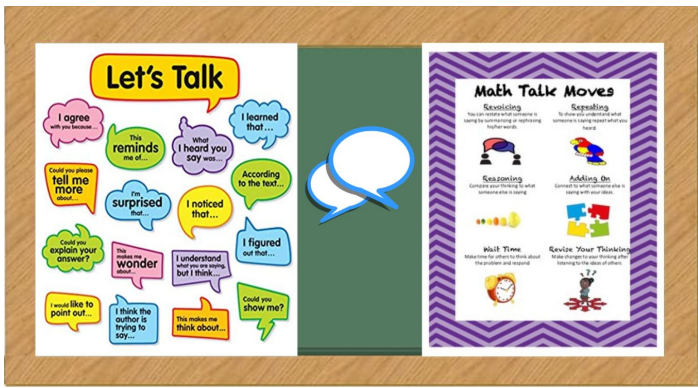
Exercise 1 Draw one line under the single subject and two lines under the correct verb form in parentheses.

Agriculture (remains, remain) vital to the interest of every person.

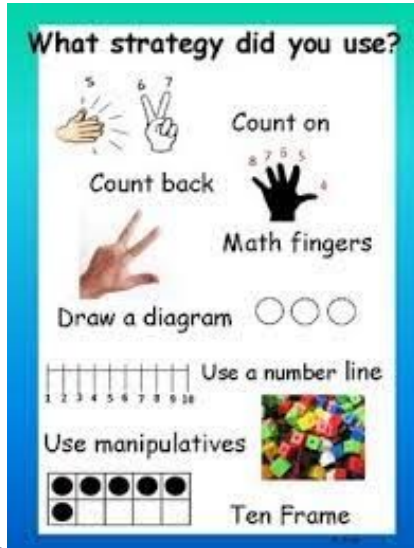
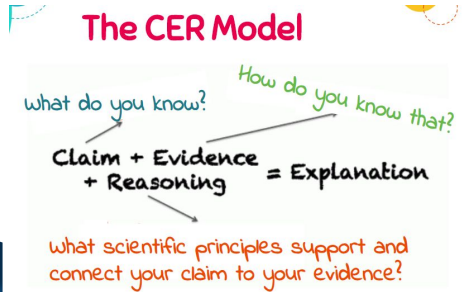
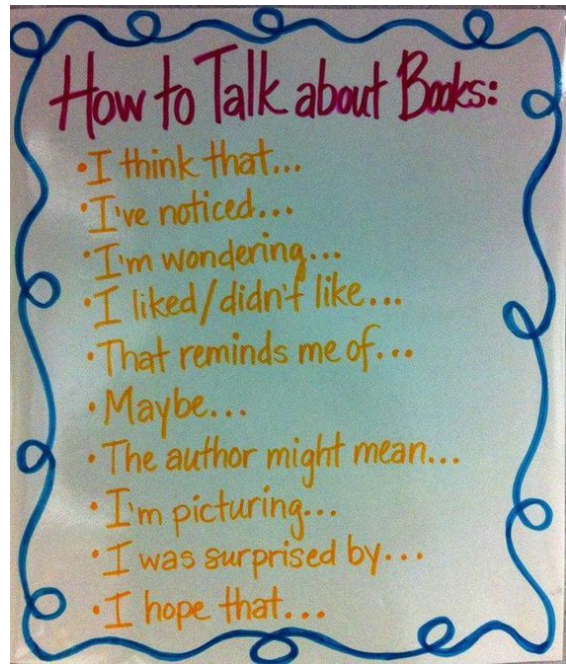
1. The United States still (produces, produce) a majority of the world's food supply.
2. Modern farms (has, have) become more efficient than ever.
3. A new science called agribusiness (has, have) been responsible for much of the improvement.
4. Farmers (takes, take) a keen interest in market conditions and efficiency techniques.
5. One day's work for a farmer today (equals, equal) about a week's effort for our grandparents.
6. Scientifically balanced fertilizers (keeps, keep) the nutrients in the soil high.
7. Better seeds (yields, yield) larger crops.
8. The seeds (is, are) developed to withstand extremes in climate and disease.
9. The only product of many large companies (is, are) hybrid seeds.
10. Newly developed weed killers (increases, increase) crop yield.
11. Efficient pest control (has, have) reduced crop loss.
12. Almost every year the yield per acre (rises, rise).

Video Conferencing: Establishing Routines and Structuring Online Time with Students

Catlin Tucker



How will you use
 anchor charts or virtual
 classroom
 backgrounds to
 support learning?





Engaging Pedagogy Examples for the Virtual Classroom

10 Strategies Designed to Engage Elementary Students Online

<p>Finding Colors Outside Go outside and find the following colors around your home and draw pictures of the objects that have these colors in them.</p> <table border="1"><tbody><tr><td>Yellow</td><td>Green</td><td>Red</td></tr><tr><td>Purple</td><td>Blue</td><td>Brown</td></tr></tbody></table>	Yellow	Green	Red	Purple	Blue	Brown	<p>Letter 'A' Scavenger Hunt Go on a scavenger hunt around your house looking for items that start with the letter 'A.'</p>	<p>Math with Everyday Objects Use buttons, marbles, pasta pieces, or dried beans to create groups that add up to the following numbers.</p> <table border="1"><tbody><tr><td>5</td><td>3</td><td>8</td></tr><tr><td>9</td><td>7</td><td>10</td></tr></tbody></table>	5	3	8	9	7	10
Yellow	Green	Red												
Purple	Blue	Brown												
5	3	8												
9	7	10												
<p>Listen to Story Choose a story to watch on Storyline Online. Write one sentence about the main character.</p>	<p>Vowel Hunt Find a newspaper or magazine to explore. Circle or highlight all of the vowel sounds.</p>	<p>Your Emoji Draw an emoji that reflects how you feel today and write a sentence about your emoji.</p>												
<p>Rhyming Find sets of objects in your house that rhyme and take pictures of these rhyming sets. See how many you can find!</p>	<p>Highlights Magazine Play the daily "Hidden Pictures" activity in the online Highlights Magazine.</p>	<p>Crafty Fun Choose a craft activity to do. Here is a list of 26 crafting activities for elementary students.</p>												



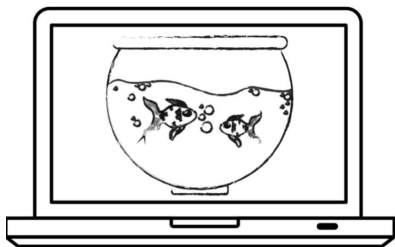
#1 Find an object that is the shape of an oval.





Engaging Pedagogy Examples for the Virtual Classroom

8 Ideas Designed to Engage Students In Active Learning Online



Create a Spotify Playlist for This Unit

Title of Your Playlist			
Track	Artist	Song Title	Connection to the unit
1.			
2.			
3.			
4.			
5.			
6.			
8.			
9.			
10.			
11.			
12.			

The Week Junior: Scavenger Hunt

Read an issue of *The Week Junior* and complete the scavenger hunt below.

Find the following items:	Present your findings in this column. Read the directions carefully to ensure you get credit for each item.
1. An article about the arts (e.g. music, artwork, literature). Write the title of the article and a 3 sentence summary.	
2. An unusual animal fact. Explain the fact in your own words	
3. The item, event, or person featured in "The Week in History." Name the item, event, or person, the year that it happened, and describe what you learned.	
4. An event that happened in another part of the world. Include the city, country, and what happened.	
5. "The big debate" issue. What is being debated? What is your opinion on this topic?	
6. The "All about" section. What is the topic being featured? What is the "Wow" fact?	
7. A space-related fact. What fact did you learn about space?	
8. A story about athletics. What sport was the focus of the article? What did you learn?	





Engaging Pedagogy

Examples for the Virtual Classroom

Slide Contents	
Check In Questions/Sentence Frames	Slide 3-48
Emotional Thermometer	Slide 49
"Take a Stand" Statements	Slide 50-52
Mindfulness Minute	Slide 53-56
Notable Quotable	Slide 57
Fist to Five	Slide 58-61
Check Out with Content	Slide 62-68

- **Mindful Minute**

- ❑ [Breathing GIFs](#)
- ❑ [SEL Prompts Slide Deck](#)

- **Brain Break/Movement**

- ❑ [Go Noodle](#)
- ❑ **Move It** (Chrome Extension)
- ❑ **Stand up and...** (stretch, do 10 jumping jacks, do 10 squats, run in place for 30 seconds, do 10 arm crossovers, do 10 windmills, do 10 knee raises...)



Engaging Pedagogy: Choice Boards and Hyperdocs

TK-2 Examples for Asynchronous Learning



First Grade Family Choice Board
 Visit <https://www.ck12.org> to view this online. Fill out this form on Friday. Thank you!

MUST DO: [Click here](#) to view the instructions.

Writing Time! Write your spelling words on the back of the page. Dixie hit kick	Read Together Read this book aloud with your child. big fit him hit lips little you
Math Fun! Review the Family Letter and do an activity together.	Say it Out Loud! Practice counting to 100. Spelling test is on Friday.
Write sentences using your spelling words.	Video: Watch the video on the back of this form.

Comments: _____

Week 9/16 - Unit 1.2

Kindergarten Family Friendly Choice Board
 Visit <https://www.ck12.org> to view this online. Select 4 (or more) activities to complete with your child from the form on Friday. Thank you!

MUST DO: [Click here](#) to view the instructions.

Practice Spelling Practice spelling the words on the back of this form.	Read Together Read the book. Use the QR code to view the video. Show & Tell What starts with the letter I.
Practice More Than, Less Than, & Equal	Do you know your letter sounds? Less Than, More Than, & Equal
Practice writing your name on the back of this form.	Use your new sign word cards and practice reading them to your family.

Comments: _____

Week 10/26 - Unit 3.1

Monday	Tuesday	Wednesday	Thursday	Friday
2.EA.1 Write the number names from 1 to 10. Directions: Use the number line to write the number names from 1 to 10. Write the number names in the boxes below.	2.EA.1 Write the number names from 1 to 10. Directions: Use the number line to write the number names from 1 to 10. Write the number names in the boxes below.	2.EA.1 Write the number names from 1 to 10. Directions: Use the number line to write the number names from 1 to 10. Write the number names in the boxes below.	2.EA.1 Write the number names from 1 to 10. Directions: Use the number line to write the number names from 1 to 10. Write the number names in the boxes below.	2.EA.1 Write the number names from 1 to 10. Directions: Use the number line to write the number names from 1 to 10. Write the number names in the boxes below.
2.EA.2 Represent a number from 1 to 10 with a ten frame. Directions: Use the ten frame to represent the number 5. Write the number 5 in the box below.	2.EA.2 Represent a number from 1 to 10 with a ten frame. Directions: Use the ten frame to represent the number 5. Write the number 5 in the box below.	2.EA.2 Represent a number from 1 to 10 with a ten frame. Directions: Use the ten frame to represent the number 5. Write the number 5 in the box below.	2.EA.2 Represent a number from 1 to 10 with a ten frame. Directions: Use the ten frame to represent the number 5. Write the number 5 in the box below.	2.EA.2 Represent a number from 1 to 10 with a ten frame. Directions: Use the ten frame to represent the number 5. Write the number 5 in the box below.

Subtracting Numbers

5-3 = 2

10-5 = 5

7-6 = 1

Number Stories

HyperDoc

Created by Kristin VanNest

ERIC CARLE

It's an author study!

HyperDoc

Created by Kristin VanNest

INSECT EXPLORATION

Meghan Coonan-Toburn @johnmundy



Engaging Pedagogy: Choice Boards and Hyperdocs

3-6 Examples for Asynchronous Learning



Grade 5 Math Choice Menu

Items on this menu are grade appropriate with some extension and some review.

Category	Measurement	Unit Skill Word Problem
<p>Color by Shape</p> <p>Scissors a cup (20) or fewer pieces of different colored cereal, or other colored objects.</p> <ul style="list-style-type: none"> Sort by color. Make a table of your data including the following categories: <ul style="list-style-type: none"> Color Shape Equivalent fractions Equivalent decimals What fraction of each color do you have? None or equivalent fraction. Write each fraction as a decimal. 	<p>Measurement</p> <p>Using a standard unit of measurement (feet/inches) or a non-standard unit of measurement (hand/foot) find the area and perimeter of a room or outdoor space.</p> <ul style="list-style-type: none"> Perimeter is the distance around the outside. Area is the space in the middle. <p>After you have measured, answer these questions.</p> <ul style="list-style-type: none"> Which is greater? By how much? If you measure another space, do you think the same will be true? Why or not? 	<p>Unit Skill Word Problem</p> <p>Select a picture, graph, advertisement, restaurant menu from junk mail, a newspaper or a magazine. Write a word problem to represent what is being shown.</p> <p>Use grade level math concepts:</p> <ul style="list-style-type: none"> Operations with fractions Operations with decimals Multi-digit multiplication Multi-digit division Ordering and comparing Also perimeter/volume
<p>Create a Song or Poem</p> <p>Create a song or poem that teaches the steps for:</p> <ul style="list-style-type: none"> Converting a fraction to a decimal and a decimal to a fraction. Adding/subtracting fractions with unlike denominators Multiplying/dividing fractions with unlike denominators 	<p>Skip Count</p> <p>Write the next 20 numbers in the sequence starting with:</p> <ul style="list-style-type: none"> 1, 1, 1, 1, ... 1, 1, 1, 1, ... 0.25, 0.75, 1.25 1.50, 1.44, 1.55 <p>Next:</p> <ul style="list-style-type: none"> Identify the rule for each sequence Create your own sequence and see if a family member can identify the rule. 	<p>Create a Multiplication Chart</p> <p>Use a grid to multiply.</p> <p>Next:</p> <ul style="list-style-type: none"> Set a timer to see how long it takes to complete the chart Try to beat your time every day.
<p>Geometry</p> <p>Choose a room in your home. Create a list of the shapes you see.</p> <ul style="list-style-type: none"> Identify if the shape is 2D or 3D List attributes for the shapes Classify the shapes into categories based upon their attributes List the number of times each shape occurs Rank each shape from least to greatest Create a graph to show your findings. 	<p>Connection to Reading</p> <p>Use the characters and situation from a story you recently read to create 3 word problems.</p> <p>Use grade level math concepts:</p> <ul style="list-style-type: none"> Operations with fractions Operations with decimals Multi-digit multiplication Multi-digit division Ordering and comparing Also perimeter/volume 	<p>Make a Graph</p> <p>Create a line plot.</p> <ul style="list-style-type: none"> Find 5 different recipes in your home. They can be family recipe or on the box. Create a line plot to show ratios set for each of the measurements from the recipes from 1/4 to include 1/4, 1/2, etc. <p>Next:</p> <ul style="list-style-type: none"> Choose 1 recipe. Adjust the ingredients for 1/2 of the recipe and/or triple the recipe.

3rd Grade Math Board				
Use a deck of cards with 10s and Face Cards removed to complete the activities below. (Instructions on back)				
Complete one activity each week/day. When finished play multiplication war with your deck of cards. (Instructions on back)				
	Week 1	Week 2	Week 3	Week 4
Monday	<p>3.N.1 Place Value</p> <p>Using 4 cards create three 4-digit numbers. Record each.</p> <p>Write in order from greatest to least. Repeat several times.</p>	<p>3.N.1 Place Value</p> <p>Using 5 cards create three 5-digit numbers. Record each.</p> <p>Write in order from greatest to least. Repeat several times.</p>	<p>3.N.1 Place Value</p> <p>Using 6 cards create three 6-digit numbers. Record each.</p> <p>Write in order from greatest to least. Repeat several times.</p>	<p>3.N.1 Place Value</p> <p>Create six 4, 5, or 6 digit numbers and write each in expanded form and word form.</p>
	<p>3.N.2.3 Computation (+)</p> <p>Create two 4-digit numbers. Add. Record. Repeat four times.</p>	<p>3.N.2.3 Computation (+)</p> <p>Create two 4-digit numbers. Subtract. Record. Check your solution. Repeat four times.</p>	<p>3.N.2.4 Estimation (+)</p> <p>Create two 4-digit numbers. Round and estimate the sum.</p>	<p>3.N.2.4 Estimation (-)</p> <p>Create two 4-digit numbers. Round and estimate each difference.</p>
	<p>3.N.2.8 Multiply</p> <p>Create a 2-digit number and multiply by a 1-digit number. Record. Repeat 4 times.</p>	<p>3.N.2.1 Modeling (x)</p> <p>Turn over 2 cards. Represent the multiplication fact with an array, a number line, and repeated addition. Repeat 4 times.</p>	<p>3.N.2.8 Multiply</p> <p>Create a 2-digit number and multiply by a 1-digit number. Record. Repeat 4 times.</p>	<p>3.N.2.8 Relating (+) (-)</p> <p>Turn over 2 cards and write a multiplication sentence and the related division sentence. Solve. Repeat 4 times.</p>
	<p>3.N.1.3 Writing Fractions</p> <p>Turn over 2 cards and create a fraction. Record the fraction with words and numerals.</p> <p>$\frac{3}{4}$ three one-fourths</p> <p>Repeat 4 times.</p>	<p>3.N.1.3 Modeling Fractions</p> <p>Turn over 2 cards and create a fraction. Model the fraction using a length, set, and area model. Repeat 4 times.</p> <p>$\frac{3}{4}$ </p>	<p>3.N.1.3 Decompose Fractions</p> <p>Turn over 2 cards and create a fraction. Decompose the fraction by writing as an addition sentence. Repeat 4 times.</p> <p>$\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$</p>	<p>Closest to 100</p> <p>To play, each player deals themselves four cards that determines how to arrange them so they make two two-digit numbers that add up close to 100 without going over.</p> <p></p>
Tuesday	<p>3.N.2.8 Multiply</p> <p>Create a 2-digit number and multiply by a 1-digit number. Record. Repeat 4 times.</p>	<p>3.N.2.1 Modeling (x)</p> <p>Turn over 2 cards. Represent the multiplication fact with an array, a number line, and repeated addition. Repeat 4 times.</p>	<p>3.N.2.8 Multiply</p> <p>Create a 2-digit number and multiply by a 1-digit number. Record. Repeat 4 times.</p>	<p>3.N.2.8 Relating (+) (-)</p> <p>Turn over 2 cards and write a multiplication sentence and the related division sentence. Solve. Repeat 4 times.</p>
	<p>3.N.1.3 Writing Fractions</p> <p>Turn over 2 cards and create a fraction. Record the fraction with words and numerals.</p> <p>$\frac{3}{4}$ three one-fourths</p> <p>Repeat 4 times.</p>	<p>3.N.1.3 Modeling Fractions</p> <p>Turn over 2 cards and create a fraction. Model the fraction using a length, set, and area model. Repeat 4 times.</p> <p>$\frac{3}{4}$ </p>	<p>3.N.1.3 Decompose Fractions</p> <p>Turn over 2 cards and create a fraction. Decompose the fraction by writing as an addition sentence. Repeat 4 times.</p> <p>$\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$</p>	<p>Closest to 100</p> <p>To play, each player deals themselves four cards that determines how to arrange them so they make two two-digit numbers that add up close to 100 without going over.</p> <p></p>
Wednesday	<p>3.N.2.8 Multiply</p> <p>Create a 2-digit number and multiply by a 1-digit number. Record. Repeat 4 times.</p>	<p>3.N.2.1 Modeling (x)</p> <p>Turn over 2 cards. Represent the multiplication fact with an array, a number line, and repeated addition. Repeat 4 times.</p>	<p>3.N.2.8 Multiply</p> <p>Create a 2-digit number and multiply by a 1-digit number. Record. Repeat 4 times.</p>	<p>3.N.2.8 Relating (+) (-)</p> <p>Turn over 2 cards and write a multiplication sentence and the related division sentence. Solve. Repeat 4 times.</p>
	<p>3.N.1.3 Writing Fractions</p> <p>Turn over 2 cards and create a fraction. Record the fraction with words and numerals.</p> <p>$\frac{3}{4}$ three one-fourths</p> <p>Repeat 4 times.</p>	<p>3.N.1.3 Modeling Fractions</p> <p>Turn over 2 cards and create a fraction. Model the fraction using a length, set, and area model. Repeat 4 times.</p> <p>$\frac{3}{4}$ </p>	<p>3.N.1.3 Decompose Fractions</p> <p>Turn over 2 cards and create a fraction. Decompose the fraction by writing as an addition sentence. Repeat 4 times.</p> <p>$\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$</p>	<p>Closest to 100</p> <p>To play, each player deals themselves four cards that determines how to arrange them so they make two two-digit numbers that add up close to 100 without going over.</p> <p></p>
Thursday	<p>3.N.2.8 Multiply</p> <p>Create a 2-digit number and multiply by a 1-digit number. Record. Repeat 4 times.</p>	<p>3.N.2.1 Modeling (x)</p> <p>Turn over 2 cards. Represent the multiplication fact with an array, a number line, and repeated addition. Repeat 4 times.</p>	<p>3.N.2.8 Multiply</p> <p>Create a 2-digit number and multiply by a 1-digit number. Record. Repeat 4 times.</p>	<p>3.N.2.8 Relating (+) (-)</p> <p>Turn over 2 cards and write a multiplication sentence and the related division sentence. Solve. Repeat 4 times.</p>
	<p>3.N.1.3 Writing Fractions</p> <p>Turn over 2 cards and create a fraction. Record the fraction with words and numerals.</p> <p>$\frac{3}{4}$ three one-fourths</p> <p>Repeat 4 times.</p>	<p>3.N.1.3 Modeling Fractions</p> <p>Turn over 2 cards and create a fraction. Model the fraction using a length, set, and area model. Repeat 4 times.</p> <p>$\frac{3}{4}$ </p>	<p>3.N.1.3 Decompose Fractions</p> <p>Turn over 2 cards and create a fraction. Decompose the fraction by writing as an addition sentence. Repeat 4 times.</p> <p>$\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$</p>	<p>Closest to 100</p> <p>To play, each player deals themselves four cards that determines how to arrange them so they make two two-digit numbers that add up close to 100 without going over.</p> <p></p>
Friday	<p>PLACE VALUE NUMBER BATTLE</p> <p>(With a Partner) Directions on back.</p>	<p>MAKE IT TEXAS SIZE</p> <p>(With a Partner) Directions on back.</p>	<p>HIT THE TARGET</p> <p>(With a Partner) Directions on back.</p>	<p>MULTIPLICATION NUMBER BATTLE</p> <p>(With a Partner) Directions on back.</p>

Laura Rogers 19th Elementary Instructional Math Coach



PIONEERS SETTLE THE SAN JOAQUIN VALLEY

Materials:

Picture Analysis

BIRTH OF A TOWN

CA Treasures Text, p. 156
Observe, Reflect, and Question EVERYTHING!

Vocabulary

LET'S TRADE

CA Treasures Text, p. 158
Read words in context. Are they words you know?

Main Story

BOOM TOWN

CA Treasures Text, p. 160
By Sonia Levitin. Illustrated by Cat Bowman Smith



Engaging Pedagogy: Choice Boards and Hyperdocs

6-12 Examples for Asynchronous Learning

Monday	Tuesday	Wednesday	Thursday	Friday
<p>6RP.3 Directions: Using the digits from 1 to 9, all most once, make as many true statements as possible.</p> <p>$\square \square \square = \square \square$</p>	<p>6RP.3 Directions: Using each of the digits 0-9 only once, make two equivalent ratios.</p> <p>$\square / \square = \square / \square$</p>	<p>6RP.3 Directions: Using the digits 0 to 9 as many times as you want, fill in the boxes to create a correct number sentence.</p> <p>$\square \square$ is 50% of $\square \square$ and 75% of $\square \square$</p>	<p>6NS.3 Directions: Using the digits 0 through 9, without repeating any digits, find the quotient closest to 1.</p> <p>$\square \square \square \square \square \square \square \square = \square \square \square \square$</p>	<p>6NBT.7 6NS.3 Directions: Using the digits 1 to 9 at most one time each, fill in the boxes to make three decimals whose sum is as close to 1 as possible.</p> <p>$0.\square\square\square + 0.\square\square\square + 0.\square\square\square = \square$</p>
<p>6RP.3</p>	<p>6RP.3 4.MD.3</p> <p>There equal cubes on the base 10 blocks. How many equal cubes are there on the top base? How many equal cubes are there on the bottom base?</p>	<p>6RP.3 5.MD.5 Would you rather... from.</p>	<p>6RP.3 6SP.4</p> <p>THE DATA FROM YOUR FINAL EXAM LOOK LIKE THIS.</p>	<p>6RP.3 6NS.3</p> <p>Candy Data</p>
<p>1-2 Nim (Game) PDF link</p> <p>Nim is a two player game. You start with a pile of counters. On your turn, remove one or two counters from the pile. You must take at least one token on your turn, but you may not take more than two. Whoever takes the last token is the winner.</p>	<p>Closest to 24 (Game)</p> <p>Materials: Deck of Cards</p> <p>Directions: Deal 4 cards to each player. Arrange the cards and add grouping symbols and operators to make a number closest to 24.</p>	<p>Integers (Game)</p> <p>Materials: Deck of Cards</p> <p>Directions: In this game, red cards are negative integers while black cards are positive. Each person turns over 4 cards and finds their sum. Person with highest sum keeps cards in a pile. When cards are out, most cards in a pile wins.</p>	<p>Fraction War (Game)</p> <p>Materials: Deck of Cards</p> <p>Directions: In this game, each player turns over 4 cards. Cards are arranged to make the largest fraction (digit numerator/digit denominator). Player with largest fraction wins. When cards are out, most cards in a pile wins.</p>	<p>4 Fours youcubed.org</p> <p>Materials: paper and pen</p> <p>Directions: Try to find every number between 0 and 20 by creating expressions using any operations, exponents or grouping symbols. But, you can only use the digit 4 Four times.</p> <p>Ex. $4+4+(4+4)=0$</p>

Science vs. Belief

The Nature of Science

OBJECTIVES:

- Investigate the Nature of Science by contrasting science with science misconceptions, pseudoscience, and belief.
- Explore cognitive bias as a mechanism by which misconceptions occur.
- Consider Evolutionary Psychology as a possible explanation for the necessary development of cognitive bias in humans. Is this science?
- Synthesize this understanding of the Nature of Science to explore the limits and misuse of "The Scientific Method"
- Expand understanding of science as a set of practices.

ENGAGE

FLAT EARTH SOCIETY

What makes this funny?

TITLE	
Brief Description/Outcome	
	<p>Connection/Hook</p> <p>[insert video, quote, other inspirational hook]</p>
	<p>Teach/Learn</p> <p>[insert instructional video, multimedia text sets, etc.]</p>
	<p>Engagement Activity</p> <p>[insert tool for students to collaborate on ideas]</p>
	<p>Independent Application</p> <p>[insert space for students to create, draft, etc.]</p>
	<p>Show What You Know</p> <p>[tool to create something, assessment evidence]</p>
	<p>Extend the Learning</p> <p>[insert enrichment links, extra activities]</p>

Jic-Tac-Toe Choice Menu:

Novel Study (grades 6-12)

Directions: Start with number 5 and then make two other choices to make your Jic-tac-toe.

Teachers - see [CLICK HERE to Make a Copy and save to your Drive!](#)

<p>1 Create a fictional interview video with the protagonist, antagonist, or author when you play the character/author and dress the part. Write a complete script in Google Docs and submit with the video.</p>	<p>2 Create four character trading cards using the digital tool of your choice. Remember to include the character's name, an image, and at least five characteristics for each character.</p>	<p>3 Write a diary from the point of view of one of the story's main characters that they would have written before, during, or after the book's events. Remember that the character's thoughts and feelings are very important in a diary.</p>
<p>4 Create an interactive digital timeline of events from your book. Include important dates, character introductions, conflicts and resolution, images to represent each event, and links to additional information, videos, etc.</p>	<p>5 Write a one-paragraph summary of your novel, and share on a slide in our collaborative slide deck [insert your own link] Add an image of the book cover and links to your other two projects.</p> <p>★</p>	<p>6 If this novel had a soundtrack, what would it be? Create a YouTube playlist with at least 10 songs that would make a great soundtrack. Explain each of your choices in a Google Doc and where they fit in the story arc.</p>
<p>7 Create a comic strip retelling the story in your own words. Be sure to include all of the important characters, exciting events, conflicts, and resolution.</p>	<p>8 Create a video book trailer using the digital tool of your choice. Remember to include music to set the tone, and tell a brief story about the central conflict and characters without revealing too much! Tease the audience!</p>	<p>9 Create a new book jacket for the novel. Use the digital tool of your choice or the artistic medium of your choice (draw, paint, etc.). Remember to include a summary about the author and an eye-catching cover image.</p>

Writing Exponential Equations

These equations can be helpful to determine how fast bacteria or monsters, or even Alice, grows and stinks!

In this lesson, you will follow Alice down the rabbit hole to learn how to write exponential equations and solve real-world problems.

Created by @CathyLynch



**Which engagement
and collaboration
strategies might you
use with your
students?**



*We don't learn from experience.
We learn from reflecting on experience.
~ John Dewey*



Optimistic Closures (Reflections and Looking Forward)

OPTIMISTIC CLOSURE (3-5 minutes)

Reflections and Looking Forward

End the day by having students reflect on, and then name something that helps them leave on an optimistic note. This provides positive closure, reinforces learning, can connect school to home, and create a moment of looking forward to returning tomorrow.

EXAMPLES FROM THE CLASSROOM:

Reflect and Share...

- Something I learned today.
- Someone I was able to help.
- Something I want to share with my grown-up.
- Something I'm looking forward to doing tomorrow.
- Something I enjoyed about the day.
- Someone who was kind/helpful to me.



How will you have students reflect on their learning?

How will you give and get feedback to your students?

How can we help students articulate their next steps?



Reflection, Feedback and Self-Assessment Examples for the Virtual Classroom

Presentation Rubric
(for grades K-2)

	1. still learning	2. sometimes	3. almost always
I plan a beginning, middle, and end.			
I use pictures, drawings, and props.			
I look at my audience.			
I speak loudly and clearly.			
I answer questions from the audience.			



Single-Point Mastery Rubric

Grows Strong aspects of your work	Outcome(s)*	Grows How you can strengthen your work
	Criteria #1: Description of grade-level mastery performance	
	Criteria #2: Description of grade-level mastery performance	
	Criteria #3: Description of grade-level mastery performance	
	Criteria #4: Description of grade-level mastery performance	

Name: _____ Date: _____

Writing Rubric

	1	2	3	4
	*	**	***	****
Introduction	I didn't include an introduction.	I attempted an introduction.	I included a basic introduction.	I included a hook.
Details	I didn't include details.	I included relevant details.	I included descriptive details.	I included details that create an image.
Transition Words	I didn't include transition words.	I included basic transition words.	I included transition words.	I included variety of transition words.
Conclusion	I didn't include a conclusion.	I attempted a conclusion.	I included a basic conclusion.	I included a well-developed conclusion.
Teacher Comments:			Total Score:	

SEL Prompts

Slide Contents

Check In Questions/Sentence Frames	Slide 3-48
Emotional Thermometer	Slide 49
"Take a Stand" Statements	Slide 50-52
Mindfulness Minute	Slide 53-56
Notable Quotation	Slide 57
Fist to Five	Slide 58-61
Check Out with Content	Slide 62-68

For more [ReadWriteThink](#) visit [www.illustrativemathematics.org](#)



KID-FRIENDLY RUBRIC FOR 6-TRAITS

	1	3	5
IDEAS	*Few/No Details *Doesn't know much about topic	*Some details *Knows little about topic	*Lots of interesting details *Expert on the topic
ORGANIZATION	*Order does not make sense *Middle only	*Some ideas out of order *Mid - no end	*Order makes sense - easy to follow *Mid - all 3!
VOICE	*Reader is bored	*Some boring parts - some interesting parts	*Reader enjoyed the entire piece of writing
WORD CHOICE	*All R.I.P. words	*Some R.I.P. words and some "WOW" words	*Tons of "WOW" words
SENTENCE FLUENCY	*Little or no sentence variety in length	*Some sentence variety in length - but more needed	*Different types and lengths of sentences
CONVENTIONS	*Tons of mistakes	*Some mistakes	*Few or no mistakes



Reflection, Feedback and Self-Assessment Examples for the Virtual Classroom



SEL Prompts

Breakfast in Bed Holistic Rubric

Score	Description
4	All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.
3	Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.
2	Some food is cooked poorly, some aspects of presentation are sloppy or unclear, or the recipient is uncomfortable at times.
1	Most of the food is cooked poorly, the presentation is sloppy or unclear, and the recipient is uncomfortable most of the time.

Slide Contents

- Check In Questions/Sentence Frames [Slide 3-48](#)
- Emotional Thermometer [Slide 49](#)
- "Take a Stand" Statements [Slide 50-52](#)
- Mindfulness Minute [Slide 53-56](#)
- Notable Quotable [Slide 57](#)
- Fist to Five [Slide 58-61](#)
- Check Out with Content [Slide 62-68](#)



Single-Point Mastery Rubric

Grows Strong aspects of your work	Outcome(s)*	Grows How you can strengthen your work
	Criteria #1: Description of grade-level mastery performance	
	Criteria #2: Description of grade-level mastery performance	
	Criteria #3: Description of grade-level mastery performance	
	Criteria #4: Description of grade-level mastery performance	

Breakfast in Bed Analytic Rubric

	Emerging 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is cooked to recipe that should be, is under- or over-seasoned, or is under- or overcooked.	Some food is under- or overcooked, should be, is under- or over-seasoned, or is under- or overcooked.	All foods at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional comments are added.	
Presentation	More than one item from table is presented as dirty or missing.	Two, three or all items may be dirty or missing.	Food is served on a clean tray, with labels and adequate space for presentation.	Food is served on a clean tray, with labels and adequate space for presentation. Several additional comments are added.	
Courtesy	Wishes to be helped with eating and the recipient is not asked to assist during the meal.	Wishes to be helped with eating and the recipient is not asked to assist during the meal.	Recipient is seated, greeted, assisted in food placement, and given maximum time and space to eat.	Recipient is seated, greeted and brought food to table, and is given a prompt and waiting time and space to eat and to thank.	



Students
self-assess
and monitor
their
progress.

Figure 5.2 Distance Learning Log

Student name:	Content: ELA	Grade: 5
---------------	--------------	----------

Week of October 14

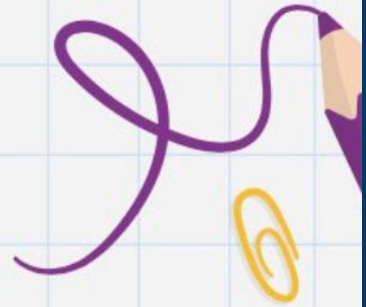
This Week's Learning Intention(s)	Tasks/Assessments I Completed
I am learning how to use information that supports an opinion.	

Success Criteria

Use the space below to rate your learning before and after each lesson.

Criteria	Before	After
I can find factual information in a text.		
I can sort the information and identify useful information for an opinion.		
I can review the information to make sure that the opinion is valid.		
I can analyze an opinion to determine if the facts support it.		

Choose a Breakout Room



Content Help

I want to hear Ms. Safran explain more about the History and ask questions



Assignment Help

I want to hear Mr. Bailey explain the instructions again and ask questions about the assignment



Get Started

I am ready to get started. I will start my assignment and can always switch rooms if I have a question

SEL THROUGH DISTANCE LEARNING: TEACHER SELF-ASSESSMENT

Assess your strengths and areas to develop as you promote SEL through distance learning and at-home assignments.

For All Ages	Strength	Growth Area
I am reaching out to students individually and communicating that I value their contributions.		
I follow up with students on topics that are of importance to them to show them they are known and cared for.		
I facilitate virtual class meetings, collaborative classroom websites or forums, or other community-building activities to cultivate a culture of personal connection and belonging.		
Learning activities and projects link to students' lived experiences, frames of reference, and issues that are important to them.		
Learning activities activate students' self and social awareness by asking them to identify feelings, reflect on their experiences, and talk through topics with family members or peers.		
Learning activities affirm students' diverse identities and cultures, and students have opportunities to share and learn about each other's lives.		
I connect with all students' families to hear from them about how at-home learning is going and provide support.		
Especially for Upper Elementary and Secondary Students	Strength	Growth Area
I coordinate learning activities in which students are able to engage in small group discussions, cooperate, and problem-solve with peers.		
Assignments include open-ended questions to surface student thinking and probe students to elaborate on their responses.		
After completing a project, students reflect on what made their work successful or challenging and make a plan for improvement.		
I regularly request and receive feedback from students about how distance learning is going and how it could be improved.		

For a more comprehensive self-assessment designed for reflection on in-person teaching, see CASEL's [SEL in the Classroom Self-Assessment](#).



LINK to Self Assessment



Choose **ONE** prompt to reflect on your learning and articulate your next steps...

What are:

- **3** things you learned about strategies to use in the virtual classroom?
- **2** ideas you are going to try or want to explore more?
- **1** question you still have?

- **AHA:** What is one AHA you had as you explored this content?
- **APPRECIATION:** What is one thing you appreciate about this idea?
- **AMPLIFY:** What is one thing that will amplify what you are already doing?

What is your **next step** with regards to implementing some of these ideas in your classroom? Share your thought with someone else.



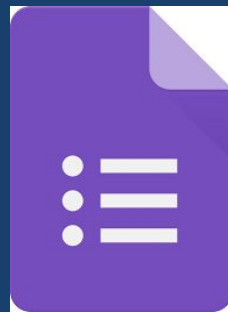
Thanks for being here!

Reach out if we can help...

GRATEFUL



Michelle Sanchez
msanchez@bcoe.org

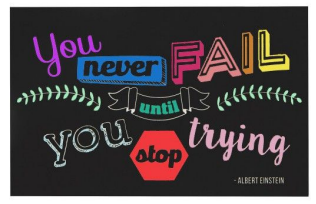


Don't forget to fill
out the survey!!

THANKS



Ryan Van Roekel
rvanroekel@bcoe.org



ARRIVAL

MORNING MEETING

DAILY 5

WRITER'S WORKSHOP

LUNCH

D.E.A.R.

RECESS

MATH

We are learning our...
COLORS
Yellow
Green
White
Black
Red

3 10 10 8

2

