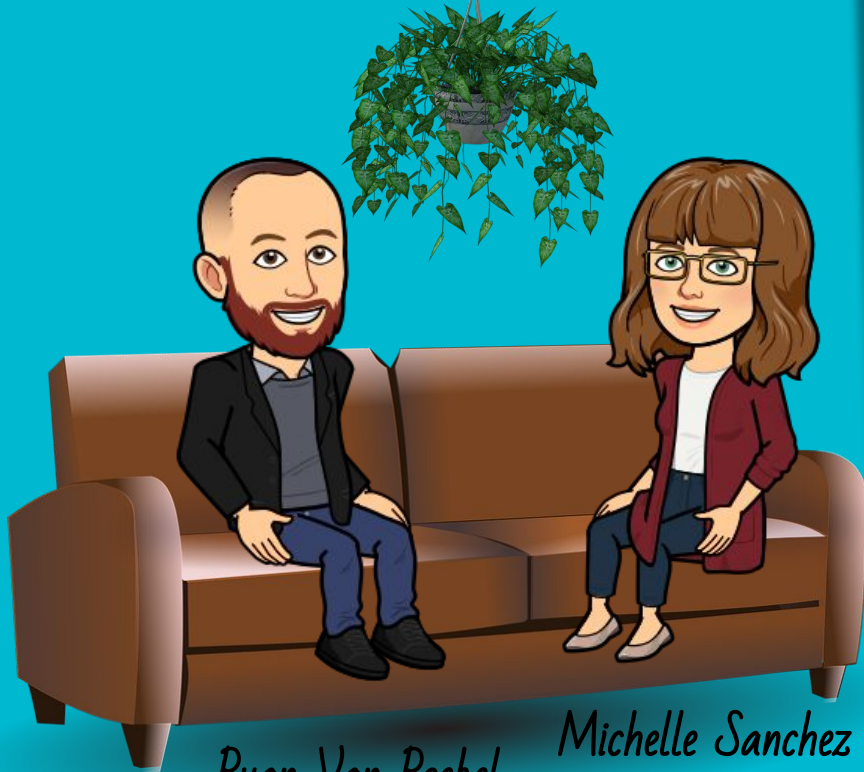# Do Now

What activities do you think of when you think of the first days of school?

Please share your ideas, along with your name, school and grade level, into the chat box while you are waiting.

We will start in just a few minutes...

Determine your Notetaking Approach

First Days of School Considerations	Physical School Activities	Virtual School Activities

Beginning of Year Activities	
Physical School	**Virtual School**

HOW TO BE AN EFFECTIVE TEACHER

THE FIRST DAYS
OF **Virtual School**
by YOU and YOUR COLLEAGUES
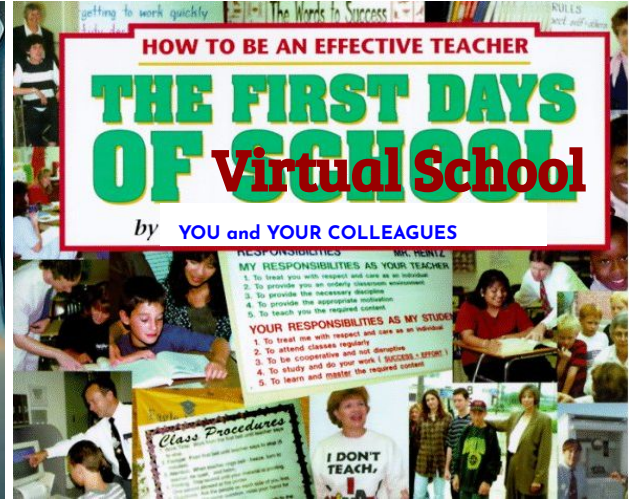
Just Breathe

"Start where you are. Use what you have. Do what you can." - Arthur Ashe

The first days of school are exciting.

The first days of school are exciting.
AND THAT IS STILL TRUE!

Outcomes for today

- **Revisit and refine the practices you are going to take into your first weeks of (virtual) school to build your classroom culture**

- **Consider how to translate your effective classroom management practices to the virtual environment**

▲ Classroom Structure ▼

- ☐ Physical Layout
- ☐ Classroom Rules
- ☐ Classroom Routines
- ☐ Smooth Transitions

■ Instruction Management ▼

- ☐ Schedule Posted and Followed
- ☐ Academic Objectives Clear
- ☐ Pacing
- ☐ Student Accuracy
- ☐ Student Engagement

◆ Classroom Climate ▼

- ☐ Use of Noncontingent Attention
- ☐ Interactions with Students
- ☐ Level of Disruptive Behavior

● Behavior Management ▼

- ☐ Behavioral Expectations Clear
- ☐ Active Supervision
- ☐ Use of Praise
- ☐ Use of Reprimands
- ☐ Positive to Negative Ratio
- ☐ Used Variety of Reinforcement
- ☐ Use of Planned Ignoring

The Classroom
Check-Up

Support and
Training in Effective
Classroom Management

Getting to Know You

Classroom Climate ◆ ▼

- ☐ Use of Noncontingent Attention
- ☒ Interactions with Students
- ☐ Level of Disruptive Behavior

Getting to Know You

Getting to Know You

Classroom Climate ▼

- ☐ Use of Noncontingent Attention
- **X** Interactions with Students
- ☐ Level of Disruptive Behavior

Considerations

- How will I introduce myself to my students?
- What activities will students participate in to share about themselves?
- How will students learn about each other?
- Call students by name as often as possible. Use names in feedback.
- Plans to address Covid and social change issues?
- Don't forget the fun. :-)

Continuing to Know You

◆ **Classroom Climate** ▼

☐ Use of Noncontingent Attention

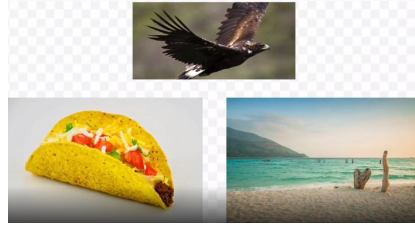☒ Interactions with Students

☐ Level of Disruptive Behavior

Please share some ideas or strategies that you have for…

- Connecting more deeply with individual students
- Seeking feedback from students
- Having students collaborate with other students

Continuing to Know You

Student Interaction Touchpoints 💬

	Did I greet the student by name when they entered the virtual classroom?	How many times did I use their name (not as a correction) during the session?	Did I ask them a critical thinking question related to the content?	Did I ask them a personal question?	Did I pay them a compliment?	How many times did I provide them with praise for learning performance?
Student 1						
Student 2						
Student 3						

B	I	N	G	O
Anna	Linda	Frank	Pat	Ben
Mary	John	Joe	Mike	Susan
Dave	Ruth	FREE	Liberty	Makenna
Beth	Bella	Nyah	Lucy	Lisa
James	Billy	Ralph	Avery	Rob

DO NOW Activity while in waiting room. Then greet each student as they enter.

teach. train. love.

Continuing to Know You

Classroom Climate ▼

☐ Use of Noncontingent Attention
X Interactions with Students
☐ Level of Disruptive Behavior

Considerations

- How do I ensure that I am connecting with each individual student by name, in praise and feedback, and with critical thinking questions?
- How am I seeking personal feedback from each student about how they are doing?
- What opportunities do students have to collaborate with each other?
- Can last year's teacher help me to learn more about my students?

Physical Layout
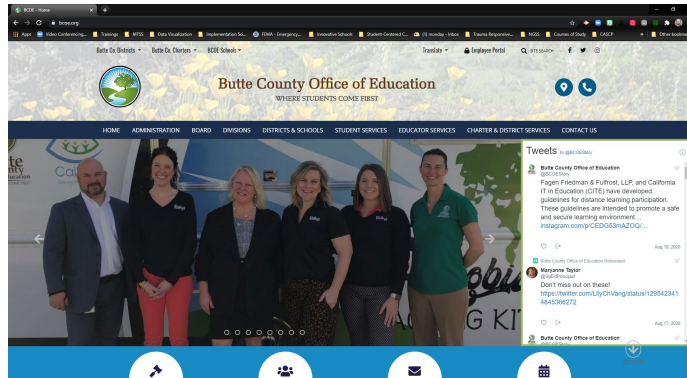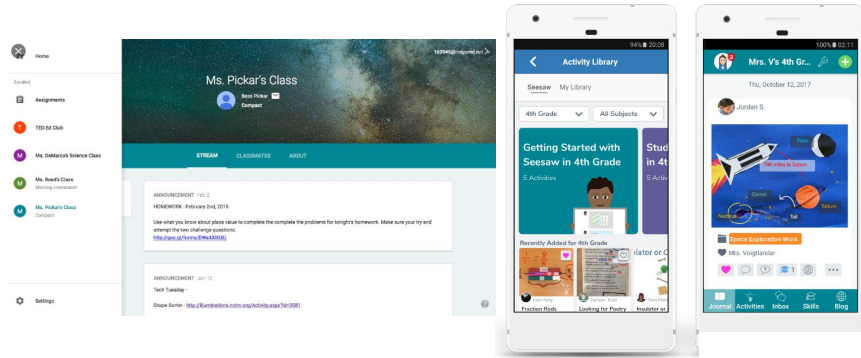
▲ Classroom Structure ▼

- ☒ Physical Layout
- ☐ Classroom Rules
- ☐ Classroom Routines
- ☐ Smooth Transitions

Share your ideas about how you want to address

- Layout of your virtual classroom and resources
- Develop a home learning plan with students/parents

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Physical Layout

Physical Layout

Classroom Structure

❌ Physical Layout
☐ Classroom Rules
☐ Classroom Routines
☐ Smooth Transitions

Considerations

- Where do I find...?
- How can you make your virtual space workspace predictable for students and parents?
- Guidance for student work environments at home?
- How will you arrange your workspace as a teacher?
- How will parents and students learn about this?
- Is there some consistency across the grade-level team or school site?

Smooth Transitions

▲ Classroom Structure ▼

- ☐ Physical Layout
- ☐ Classroom Rules
- ☐ Classroom Routines
- **X** Smooth Transitions

● Behavior Management ▼

- **X** Behavioral Expectations Clear
- ☐ Active Supervision
- ☐ Use of Praise
- ☐ Use of Reprimands
- ☐ Positive to Negative Ratio
- ☐ Used Variety of Reinforcement
- ☐ Use of Planned Ignoring

Smooth Transitions

Smooth Transitions

Classroom Structure ▲ ▼

- ☐ Physical Layout
- ☐ Classroom Rules
- ☐ Classroom Routines
- ✗ Smooth Transitions

● Behavior Management ▼

- ✗ Behavioral Expectations Clear
- ☐ Active Supervision
- ☐ Use of Praise
- ☐ Use of Reprimands
- ☐ Positive to Negative Ratio
- ☐ Used Variety of Reinforcement
- ☐ Use of Planned Ignoring

<u>Considerations</u>

- Identify a verbal and visual cue to use that your students will recognize immediately as your attention signal

Behavioral Expectations, Classroom Routines & Norms

▲ Classroom Structure ▼

☐ Physical Layout
✗ Classroom Rules
✗ Classroom Routines
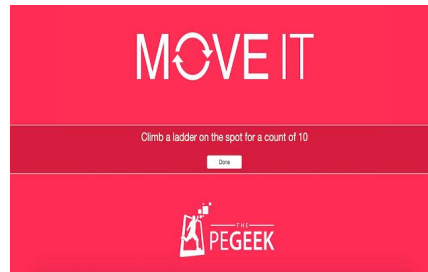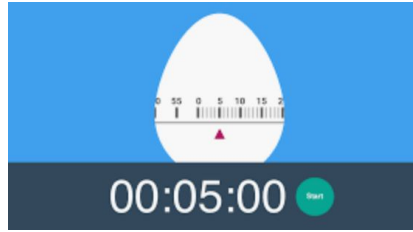☐ Smooth Transitions

● Behavior Management ▼

✗ Behavioral Expectations Clear
☐ Active Supervision
☐ Use of Praise
☐ Use of Reprimands
☐ Positive to Negative Ratio
☐ Used Variety of Reinforcement
☐ Use of Planned Ignoring

Share some of the classroom routines that you will start the year with.

How will you set up and teach norms and develop classroom routines for your virtual classroom?

How do you plan on sharing these routines/schedules with students and parents?

GETTING READY for Your Class Meeting

◇ Make sure you have completed any work you were supposed to have done for this class.

◇ Work with your family to find a quiet space where you disturb others in your house and where you won't be distracted.

◇ Prepare your learning space. Make sure you have a clear workspace to write and all the supplies you need (paper, pencil, crayons, etc.)

◇ If there are personal items you don't want others to see, move the camera so they are not visible.

◇ Know the start time of class so you are ready before it starts.

◇ Check the lighting to be sure that your classmates can see you.

◇ Check that your first and last name show up on the screen.

Using the structure of 3 SEL Signature Practices

1. **Welcoming Routines**

2. **Engaging Pedagogy**

3. **Optimistic Closure**
   (Reflection and Looking Ahead)

DURING Your Class Meeting

◇ Listen carefully to others.

◇ Ask questions if you don't understand.

◇ Use the reaction buttons to let your classmates know when you agree or disagree with them.

◇ Give your classmates a thumbs-up or clap to encourage them.

◇ The hand-raising button lets us all know you have something to say or that you have a question.

◇ Mute your microphone when you are not talking. Turn off notifications from email or social media so you are not distracted.

◇ If you have a smartphone, turn it over and mute the sound so you are not distracted.

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

Figure 2.2 Video Chat Expectations for Younger Students

Video Chats

Movement **M**	Sit at computer	Sit with phone or table	Body calm
Activity **A**	Video Chat	Eyes Watching	Ears Listening
Conversation **C**	Voice level 0 While mic is muted	Raise hand to speak	

Student Tips For Google Meet
How to Have a Successful Video Call

1 Use the code your teacher provides to check in. Be on time.

2 Be prepaed with all of your materials and questions before logging in.

3 Mute your mic when you enter the chat. Only unmute when it is your turn to speak.

4 Stay engaged, Use physical responses like nodding or give a thumbs up.

5 Use the chat feature to "raise your hand", make a comment, or ask a question.

6 Remember everyone can see what you type in the chat box and the Meet will be recorded.

7 Wait for your teacher to call on you before you unmute your mic.

8 If needed, take notes for future reference.

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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

Class Meeting Rules
1. Be on time
2. Find a quiet spot
3. Have materials ready
4. Place yourself on mute
5. Wait your turn
6. Be respectful

AROUND THE KAMPFIRE

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 and 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.

Your Turn

- 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 simple 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).

AT THE END of Your Class Meeting

◇ Review the goals you set for today. Did you achieve them?

◇ Make sure you know what you need to do before the next meeting.

◇ Make sure you know how to access all the assignments and resources you need to complete your work.

◇ Ask any clarifying questions before you sign off.

◇ Be sure you know what time your class meets next.

◇ Say goodbye to your classmates and teachers!

Heading Requirements	Example	Nonexample
First and last name	Melissa Smith	Melissa S.
Date	4-18-21 or April 18, 2021	April
Subject/Period	US History/3	history
Assignment	p. 87, #1–5	questions

File-Saving Requirements	Example	Nonexample
Last name	Smith	Melissa
Subject/Period	US History 3	history
Assignment	p. 87	questions
Extension	.doc	Left blank

Choose a Breakout Room

1

Content Help

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

2

Assignment Help

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

3

Get Started

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

Behavioral Expectations, Classroom Routines & Norms

▲ **Classroom Structure** ▼

☐ Physical Layout
X Classroom Rules
X Classroom Routines
☐ Smooth Transitions

● **Behavior Management** ▼

X Behavioral Expectations Clear
☐ Active Supervision
☐ Use of Praise
☐ Use of Reprimands
☐ Positive to Negative Ratio
☐ Used Variety of Reinforcement
☐ Use of Planned Ignoring

Considerations

- Unstated norms in the classroom will evolve for better or for worse
- What routines will you develop with students before, during and at the end of your synchronous class meetings?
- How do we communicate these norms and expectations to students and parents?

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Suit Yourself

Choose at least one question to reflect on.

- Something I'll do as a result of this meeting is..
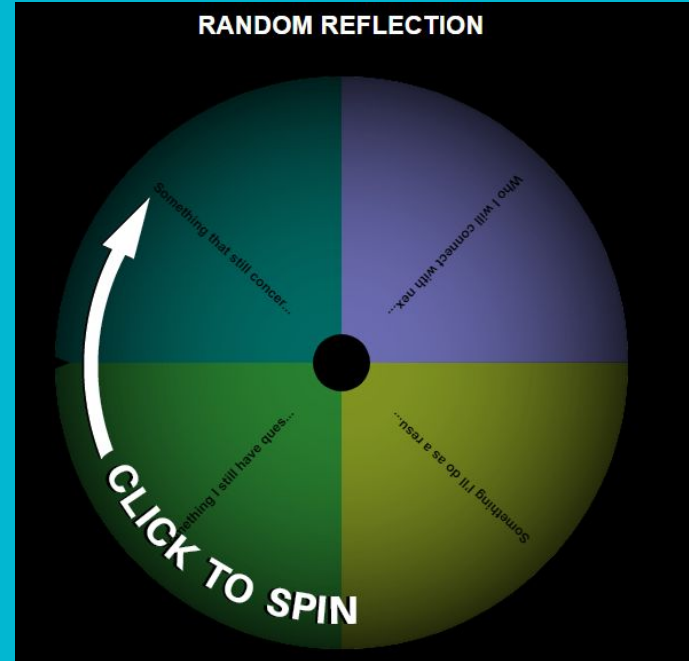
- Something I still have questions about...

- Something that still concerns me...

- Who I will connect with next around these ideas...

OR

Currently tired of making decisions?
Spin the wheel for a random reflection prompt.

RANDOM REFLECTION

Something that still concer...
Who I will connect with nex...
Something I still have ques...
Something I'll do as a resu...
CLICK TO SPIN