There is no perfect way to plan for this fall, but you can plan for flexibility. You can plan to ensure that regardless of your school’s status, students will be given access to multiple opportunities to learn, process and apply their understanding. Use different technology tools, an LMS, a learning board and the station rotation model of blended learning to plan SMARTER not HARDER!
A Typical Instructional Lesson

When you plan for...

We typically plan & think about our instruction vertically!

Frame the Learning (O: Objective)
- Hook student interest... Connect to Prior Knowledge
- Introduce Essential Question & Learning Target/Mastery Objective
- Post objectives & Ensure student understanding of them

Present the Learning (P: Plan)
- Explicit Instruction of objective “I do”
- Guided practice of objective with students “We do”
- Collaborative discussion, work or practice of objective “You do together”
- Independent practice of objective “You do alone”

Anchor the Learning (E: Evaluation)
- Summary/Debrief of learning
- Revisit Essential Question & Learning Target
- End of lesson assessment
**Frame the Learning** (O: Objective)
- Hook student interest... maybe connect to prior knowledge
- Introduce Essential Question & Learning Target/Mastery Objective
- Post Objectives, ensure student understanding

**Present the Learning** (P: Plan)
- Whole class... explicit Instruction of the learning objective “I do” & some guided practice “We do”
- Targeted Small Group Stations
  - Targeted Teacher Led Instruction “We do”
  - Collaborative work/practice of the objective “You do together”
- Independent practice of objective “You do alone” online or offline

**Anchor the Learning** (E: Evaluation)
- Summary/Debrief of learning
- Revisit Essential Question & Learning Target
- End of lesson assessment

A Blended Learning Station Rotation Lesson

We need to think horizontally!!
A majority of students are learning in school with a small percentage of students (parents who opted out, exposed to virus, medically fragile, etc..), who are learning at Home. In school, you may have a part of one grade in one room and the rest in another room with an aide or volunteer monitoring. All students in school are spaced and instructed, according to CDC guidelines for distancing.

Plan A:

Students are divided into small instructional groups with the students at-home in their own instructional group. The teacher rotates through the different groups, using video conferencing to meet synchronously with students at home for the targeted teacher-led station and any intervention conferences or SEL support.

If students are spaced in person into more than one room, the additional adult is monitoring students working on the tech or independent station.

Academic intervention, conferencing, SEL support and culture should be built into each week, so as to help address student needs and any remaining gaps from the spring, while preventing further gaps during the fall.
Students are rotating through a two/three day a week hybrid schedule, where a cohort of 50% of them are working at home, while the rest of the students in another cohort are in-person on campus. Depending on the site, students on campus may still be split into multiple rooms per grade.

### Plan B:

**Academic intervention, conferencing, SEL support and culture should be built into each week, so as to help address student needs and any remaining gaps from the spring, while preventing further gaps during the fall.**

**Example of At-Home**

Teachers plan lessons in slightly “longer chunks.” This could be either an objective that will last two days or two smaller objectives. Explicit mini lessons for each objective can be given via pre-made videos found online that meet the given objective or are created by the teacher, using a video recording tool. Students practice the given objective independently and using technology online within their class LMS at-home, while all targeted instruction/guided practice, collaborative opportunities, intervention/student conferencing and SEL/culture building will be in-person to maximize use of that time.

**On-campus**

Regardless of being at-home or in-person all students will know the objectives/essential questions and have access to the same mini lesson video. They will likewise prove their work/learning in different ways that can be used for formative assessment daily.
Students are fully learning from a distance online with their teacher providing synchronous and asynchronous components through video conferencing and a LMS. Particular sites may opt to have a location on campus for a small number of students, whose parents desperately need to leave them during work, where students are monitored but continue to learn virtually like their classmates.

**Plan C:**

Academic intervention, conferencing, SEL support and culture should be built into each week, so as to help address student needs and any remaining gaps from the spring, while preventing further gaps during the fall.

**Example of Asynchronous:**

Teachers daily or weekly send home organized learning to students through an LMS or other school site/portal. Instruction continues to be organized to include communication of the objective, a pre-recorded found/created video that explicitly teaches the objective, multiple opportunities to learn, process and apply that objective through online, offline activities and some style of end of lesson assessment to show student understanding. Teachers host synchronous small group time for brief periods of time on video conferencing to support students with targeted instruction and collaboration.

**Example of Synchronous:**

Additional office hours held weekly are conducted synchronously via video conferencing to provide student intervention, conferencing and other instruction on a needs basis. Once or twice a week, whole group synchronous web calls are held to promote SEL support and culture building for students in a class.
Work Smarter NOT Harder!

Instead of planning like this...

O: I can solve word problems, using 3-digit addition or subtraction. (3.NBT.A.2).

P: Mini lesson connecting the word problems strategies that we worked on earlier in the year to the work that we’ve done recently on regrouping in addition & subtraction.

- Teacher Station- Targeted practice on specific types of addition or subtraction word problems based on students in group.
- Collaborative Station- Snap and Share
- Tech Station- Freckle Assignment. Two Math online games as an extension if they finish early.
- Independent Station- 7 Practice Problems. Create their own word problems if they finish early

E: Google Form Assessment (2 problems)

Plan like this...

Regardless of your school’s status or how things change, create just one lesson plan... one that could be pushed out to students at home, if need be.