



Morning Meeting

What is Morning Meeting?

Virtual meetings that aim to build community and create a sense of togetherness. These are carefully planned to result in high engagement from all students. There is more student voice than teacher voice. Please check this [article](#) for a detailed explanation and make sure that the format is adjusted for online learning (e.g. do not wait for every child to say good morning - the whole class can do a shared reading of a good morning poem for example).

What Morning Meeting is not?

It is NOT just a way to entertain students, only play a game or run a show and tell.

Who should participate?

The whole class as a group.

How does it work?

It is a 'live' moment at the beginning of the day and consists of four parts: greeting, share, game, and morning message that help students feel a little less distant. Morning Meetings can also be used to give instructions for the day during the morning message. Break out rooms should be used during Morning Meetings to make sure every child's voice is heard. Focus on interaction and communication. **Restrict Morning Meetings to only some days so that they become special and students are interested in participating.** To make it meaningful, all students need to be seen and heard which is difficult to do with the whole class on zoom.



Check-in

What is Check-in?

Check-in to give instructions for the day and see how things are going for the students.

What Check-in is not?

It is NOT a morning meeting, mini-lesson, or other learning moment. It should be brief and help clarify instructions and expectations.

	<p>Who should participate? Students who need to check-in live to get explicit instructions to get their day started.</p> <p>How does it work? A 15 minute zoom meeting before the day starts that can be organized for an individual student, small groups, for the class or whole grade level together. Students who are already independent would have the 'get ready for the day' (asynchronous) icon on their schedule.</p>
 <p>Small group</p>	<p>What is Small group? It is part of the targeted practice moment and should be designed for 2 to 6 students.</p> <p>What small group is not? It is NOT a moment to organize a random group to socialize or play without a specific goal and plan.</p> <p>Who should participate? Students assigned to the group by the teachers to practice a skill that they may be struggling with or to work on a challenging enrichment activity that the group may need. This can be organized by teachers for any discipline depending on student need.</p> <p>How does it work? As these groups are strategically planned, students will feel more motivated and more comfortable to engage in a smaller group than in front of the whole group. This can be used for instruction and especially, as a moment for teachers to give confirmation to students who are practicing a skill they need to develop or to give support for them to understand a difficult concept. This article explains the importance of small group instruction.</p> <p>What should other students be doing if they are not part of this 'live' moment? They should be either in an O3, one of the ELS and SST moments, joining teacher time or working on an asynchronous assignment for targeted practice.</p>
	<p>What is O3? It is part of the check-in and targeted practice moment, and is a One-On-One meeting between a teacher and a student. It should take a maximum of 15 mins with each child and should happen at least once a week.</p>

O3

What O3 is not?

It is NOT a moment to meet with a child without a specific goal and plan.

Who should participate?

Students assigned to have an individual moment with a teacher.

How does it work?

Think of this as a conferring moment when the teacher determines the course of conversation based on observations combined with strategic questioning. This conversation should guide you to determine what the student needs. Nudge the learner forward by sharing one specific point of instruction. Discuss which tool or model might help him/her the most, and give them tips or encouragement to help them persevere. Resist the temptation to give answers or even direct students towards answers. Scaffold student independence as necessary, and whenever possible, ask questions to guide them to their own discoveries. Your goal is to leave them with something to think about or a new direction to explore, not to give answers. Ask the student what she now understands as a result of your interaction. Briefly, document your conversation, and explain that you will check back next time to see how it went. The next time you circle around to that student or group, make sure to follow up. This not only holds students accountable, but it shows that you were actively listening and that you have a vested interest in their success. Here are two examples of protocols/routines you can use for O3s: [conferring cheat sheet](#) and [ladder of feedback](#).

What should other students be doing if they are not part of this 'live' moment?

They should be either in a small group, one of the ELS and SST moments, joining teacher time or working on an asynchronous assignment for targeted practice.



Teacher Time

What is Teacher Time?

It is another check-in moment that is **optional** for students to reach out to a teacher if they are unclear about an assignment but the teacher can also invite specific students that would benefit from this time.

What Teacher Time is not?

It is NOT a time to just sit and wait for students to join. Although it is optional to students, this is a precious amount of time in the schedule. If you notice this is not something that works for your class, make sure you reach out to those students that would benefit from this time. You may need to invite them to a check-in

first with only a few students before they feel comfortable to go to teacher time.

Who should participate?

Students not assigned to an O3 or small group can use this time to clarify doubts.

How does it work?

A teacher from the cohort is available to help go through the assignments for the day. If teachers feel that they should request a student to come to Teacher Time, they should not leave it to the students to decide. This is important to establish a routine. They should add an O3 or Check-in icon on that student's schedule.

What should other students be doing if they are not part of this 'live' moment?

An O3, small group, or an SST/ELS live moment.

Mini-lesson

What is Mini-lesson?

A 5-10 min zoom meeting before an asynchronous assignment to help students learn content and skills related to a goal that will be followed by an asynchronous assignment in that subject/discipline.

What Mini-lesson is not?

A lengthy lesson focused on the teacher rather than the students that has not been planned to be direct, concise and focused on a goal.

Who should participate?

The whole class, however, possibly split into breakout rooms to foster greater interaction and support among smaller groups.

How does it work?

The icon for the Mini-lesson should be chosen according to the assignment (reading, writing, science, math, etc). The mini-lesson should be focused on a goal you want students to learn by the end of the assignment and this goal has to be clear to the students. If you feel that you need more than 10mins, spread your lesson into a series of mini-lessons given at different 'live' moments.

What is the Work In Out lesson?

It is a lesson focused on developing students' motor, cognitive and emotional skills in addition to providing students with fun moments to interact with one another while moving their body encouraging collective



<p>Work In Out</p>	<p>effort in staying physically and mentally healthy. Furthermore, physical activities performed in groups are more likely to provide an extra boost to accomplish the exercises.</p> <p>Who should participate? Students from SW to 5th grade</p> <p>How does it work? This lesson will happen every other week. It will last 30 minutes in total organized in different clusters: N, PK&K, 1st, 2nd&3rd, 4th&5th. The SW lesson will last 10 minutes.</p> <p>Must Have</p>
<p> Read aloud</p>	<p>What is Read aloud? It is a moment in the day or week when a teacher reads-aloud to their students.</p> <p>Who should participate? The whole class.</p> <p>How does it work? A teacher from the cohort or a library teacher reads aloud to the students to help build many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about. They must happen every week but can be embedded in other moments. Please remember we have many resources (Epic!, Raz-Kids, etc.) that provide digital read-alouds for students.</p>
<p> Sharing ideas</p>	<p>What is Sharing ideas? It is a moment, usually in the middle of the day, or at the end of an asynchronous assignment, for students to share what they have been working on, make connections, collaborate with one another, and clarify misconceptions before the afternoon assignments.</p> <p>What Sharing ideas is not? It is NOT just a way to entertain students, play a game or run a show and tell. To make it meaningful, all students need to be seen and heard which is difficult to do with the whole class on zoom.</p>

Who should participate?

The whole class, as a group or in two/three smaller groups.

How does it work?

It happens daily or after asynchronous assignments and is important for students to feel accountable for their work as they are able to have a shared understanding of an assignment with their peers, enhancing the collective knowledge of the group and boosting creativity and problem solving. This can be in the form of an anchor task that starts students thinking about a problem or can be a moment where students show their work and can receive feedback from peers to be able to revise and improve on it. For teachers, it is a moment for observing and assessing students participation and progress towards the objectives for the assignment/day.



Reflect

What is Reflection

It is an interactive moment, at the end of the day, for students to share their reflections about their learning and goals related to their next steps, and usually comes after an individual journaling moment and should be facilitated with either a protocol or prompt.

What Reflection is not?

It is NOT just a way to entertain students, play a game or run a show and tell. It is also NOT a way to come together at the end of the day to just say goodbye.

Who should participate?

The whole class as a group or in two/three smaller groups.

How does it work?

It happens daily (except Fridays due to choice club) at the end of the day for students to reflect on their learning as a collaborative group. This will develop self-regulation skills and support students to become more metacognitive. For teachers, it is a moment for observing and assessing students' thinking. This can be in the form of a written brainstorm on nearpod for example or a Town Hall format. Thinking Routines that can be used for this reflection moment include: [connect, extend, challenge](#) and [think, puzzle, explore](#).



Choice Club

What is Choice Club

It is a moment on Friday afternoon when students can choose the 'live' activity they would like to take part in. This provides an informal moment for students to bond with children beyond their own class and grade level.

Who should participate?

This is an optional activity

How does it work?

Teachers offer different 'live' activities that can be anything from something more practical like cooking, to a game, to a quiz. Students can choose any activity for their grade level that interests them and join in.