

General/English – First Online Class Lesson Plan

Learning Intentions (Student focused):

Intention 1 – I will be able to communicate with my teacher in the Online room and ask a question

Intention 2 – I will show I can share on microphone and webcam

Intention 3 – I will submit my thoughts on the online space and reply to my teachers' feedback.

Success Criteria:










Activity 1 – I was able to communicate my questions and ideas in an appropriate way with my classmates (VCELA304)


















Activity 2 – I was able to share my feelings on using the online class, and use my teachers' feedback to improve my work (VCELY308)

Prepare:

Prep 1 – communicate with students and parents about login details and information (have student login details ready in case students forget using a new computer)

Prep 2 – prepare a submission x3 or forum post in the learning system or a google doc (have links ready).

40 min	Teacher:	Student:	HITS
Prior to lesson start	Teacher to send reminder of instructions and access method to students and families. Teacher enters classroom early to help set up students. Welcomes students, facilitates students talking to each other.	Students join the classroom up to 30 minutes before first class to set up if needed. Communicates with peers to build relationships, asks teacher questions if needed.	
Introduction 2mins	Welcome and roll (welcomes each student) Explanation of LI's (relate to IEP's) Wellbeing check in (know your learners) Provide direct link to learning activity to students. Link (substitute your own) https://stileapp.com/au/VSV_VIC-5941/subject-251854/lesson-1635420/worksheet-10988553	Students respond to their name being called with the explicit instruction of typing "hi" Respond to wellbeing check-in in with a number from 1-10 Students goes to link for learning activity and logs in by double clicking chat link	2  3  1 
Online class Intro 10 mins	Share a video and audio. Hook https://www.youtube.com/watch?v=QclOuO6rdng (2 min) Class discussion: What do you think about online classes, what is the good and what is the bad? Teacher indicate to students to type HELP if they need link+ send link to brainstorm tool again	Students listen Students watch Students brainstorm ideas chat or in brainstorm tool.	4  5  6  7 
10mins	Short answer activity. (VCELA304) Part 1:	Students listen and get prepared with the online submission	3  7 

	<p>In the short response box answer the following question: Submission 1: When you do online class, how is it different to speaking with your friends on the computer? How should we act in the online class? (give 4 minutes working time)</p>	<p>Students listen, ask questions, before being sent to do activity for clarification</p> <p>Students work with no microphone for working time</p>	<p>9 </p> <p>6 </p> <p>8 </p>
<p>Reflection 10mins</p>	<p>Part 2 Peer reflection (VCELY308) Tell students to return to sharing screen</p> <p>“As a class we will look over other students’ responses and have a discussion.” Teacher leads through students posts and prompts students to reflect on peers responses</p> <p>Submission 2: From the discussion, what are some things you agree with from the class. Why do you agree? (4 minutes working)</p>	<p>Students watch teachers screenshare</p> <p>Students engage with voice chat or chat box to give responses.</p> <p>Students work with no microphone for working time</p>	<p>3 </p> <p>4 </p> <p>7 </p> <p>9 </p> <p>6 </p> <p>8 </p>
<p>Class Rules 10min</p>	<p>Teacher to collate student answers onto a single document</p> <p>Screenshare document as you complete this</p> <p>At every stage have students respond with “Thumbs up” “thumbs down” either on chat or webcam</p>	<p>Put ideas in chat</p> <p>Students participate with the Thumbs up and thumbs down</p>	<p>3 </p> <p>4 </p> <p>7 </p> <p>6 </p> <p>8 </p>
<p>Extra if time</p>	<p>Metacognition activity Type into chat why you think classes need rules? What would an online class be like if there was no rules?</p>	<p>Students respond via voice or chat</p>	
<p>Reflect 5 min</p>	<p>Success criteria reflected on Wellbeing check-out</p>	<p>Students reflect on LI’s either in chat or in learning tool. Reflect on emotion in chat</p>	<p>9 </p>
<p><u>FINISH</u></p>	<p>Farewell students individually</p>	<p>Ask questions or log off</p>	<p>8 </p> <p>6 </p>

High Impact Teaching Strategies

1. Goal setting **1** 
2. Structuring Lessons **2** 
3. Explicit teaching **3** 
4. Worked examples **4** 
5. Collaborative learning **5** 
6. Multiple exposures **6** 
7. Questioning **7** 
8. Feedback **8** 
9. Metacognition **9** 
10. Differentiated **10** 