MILTON GOTTESMAN
JEWISH DAY SCHOOL
OF THE NATION'S CAPITAL

Teacher Distance Learning Handbook

Guidelines for Distance Learning @MILTON

Academic Year 2020-21

Created by the Off-Campus Design Thinking Team

Table of Contents

What's New?

There are lots of new things to read in this document. It can be overwhelming, here's a quick summary of what's **NEW** this year and where to find that information:

- ❏ Only use the approved Ed Tech applications (i.e. do not ask students to create logins to websites or applications not approved.)

- ❏ **Early Childhood Only-** Seesaw is the new Learning Management System

- ❏ Schedule meetings with your students

- ❏ Google Classroom management will be consistent across all grades/subjects. Follow the instructions for managing the new topic headers provided.

- ❏ Unified Schedule across grades- this lives in the classwork tab of ALL google classrooms and does not get moved. All teachers in the grade have access.

- ❏ Every teacher has their own Google Classroom (no more cross-posting. Exception 2nd Grade).

- ❏ Zoom Room setup is a bit different. Make sure to submit your Zoom Classroom links to the directory.

- ❏ Use Tech Support if you need it. Response time is good, don't wait to submit a help ticket.

- ❏ Be planful- ensure that not only the activities are planned in advance, but also the way in which you will provide support along the way and feedback.

- ❏ All asynchronous work must be clearly defined (playlists, choice boards and numbered activities in google classroom.)

Zoom

Zoom classes will be primarily for big ideas, assessment, community building and group work. Anything that *can* be done asynchronously, should be done asynchronously.

Settings

We will NOT be using our personal meeting rooms (PMI) to host students this year.
Follow these instructions for each class/section you teach.

In order to setup your virtual classroom following these instructions:

- Open Zoom.com and sign in

- Click on [Schedule a New Meeting]

- **Topic:** Type YOUR NAME + Classroom (Example: Ms. Stepak's Classroom)

- ☑ **Recurring meeting**: Set it to the latest date possible. We are unsure why it only lets us schedule a few months out, but it likely means an update is coming to Zoom in October. Stay tuned for instructions later in the fall if changes are required. It does not matter what time you schedule your meeting, **you can reuse the meeting over and over again, at any time you want.** DO NOT select more than one day of the week for this recurring meeting as that will generate different information for each day and defeat the purpose of having one room you can reuse!

| When | 08/25/2020 🗓 | 9:00 ⌄ | AM ⌄ |

It doesn't matter what day/time you assign, you can reuse this meeting any day/time you want.

| Duration | 1 ⌄ hr 0 ⌄ min |

| Time Zone | (GMT-4:00) Eastern Time (US and Canada) ⌄ |

☑ Recurring meeting **Every day, until Oct 6, 2020, 43 occurrence(s)**

| Recurrence | Daily ⌄ |

| Repeat every | 1 ⌄ day |

| End date | ⦿By 10/06/2020 🗓 ◯After 7 ⌄ occurrences |

- ☑**Passcode:** Enter a passcode for your class. (Note: Because you have a waiting room enabled, your students won't need this regularly. It's only if there is a tech issue.)

- ☑**Waiting Room**

- **Meeting Options** (see below)

Meeting Options   ☐ Enable join before host

                ☑ Mute participants upon entry

                ☐ Only authenticated users can join

                ☐ Breakout Room pre-assign

                ☑ Record the meeting automatically   ○ On the local computer   ● In the cloud

- **Alternative Hosts:** Enter any assistant teachers emails that will be joining you.

- **Save**

- On the left hand menu click "**Recordings**"--> on the top right corner click **"Settings"**

- There are a lot of settings-- please turn on 🔵 the following settings (the rest are optional for you as the host):
  - Cloud recording
    - Record active speaker and shared screen
    - Record gallery view with shared screen
    - Save chat messages from meeting/webinar
    - **Advanced Cloud Recording Settings:**
      - UNCHECK "Display participants' names in recordings."

- On the left hand menu click "**Settings**"

- Click on **"In Meeting (Basic)"**
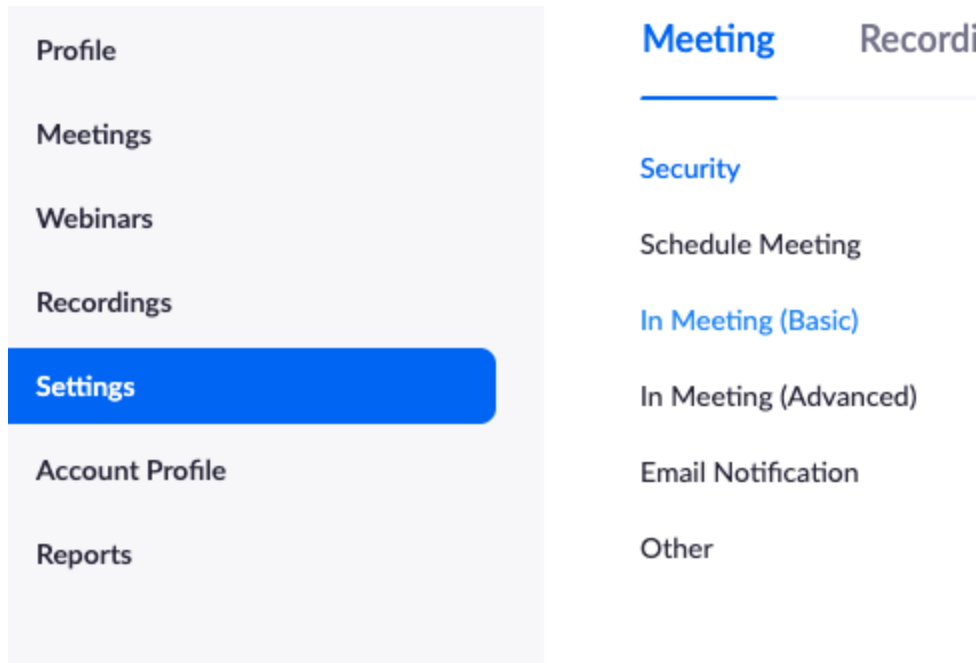
Profile

Meetings

Webinars

Recordings

Settings

Account Profile

Reports

Meeting   Recordi

Security

Schedule Meeting

In Meeting (Basic)

In Meeting (Advanced)

Email Notification

Other

- There are a lot of settings-- please turn on ⬤ the following settings (the rest are optional for you as the host):
    - Waiting Room (Everyone should go to the waiting room first)
    - Require a passcode when scheduling new meetings
    - Require passcode for PMI
    - Embed passcode in invite link for one-click join
    - Participants Video
    - Enable Personal Meeting Room
    - Use Personal Meeting Room when initiating an instant meeting
    - Mute participants upon entry
    - Chat
    - Auto Saving Chat (make sure the setting to "prevent participants from saving chat" is not selected)
    - Co-host
    - Always show meeting control toolbar
    - Screen sharing (Host only)- *OPTIONAL*
    - Annotation (Allow saving of shared screens with annotations)
    - Whiteboard (allow saving of whiteboard)
    - Remote control
    - Meeting reactions
    - Allow removed participants to rejoin
    - Report participants to Zoom (unwelcome/unknown people who show up to your zoom can be reported directly to the company.)
    - Breakout room (allow host to pre-assign)
    - Virtual background- OPTIONAL
    - When a cloud recording is available

How to Download a Recording

Your Zoom room is set up to record into the cloud. However, as a school, that cloud gets very full, very fast. **It will be purged approximately every two weeks.** **If there are recordings you want to save, follow these steps:**

1. Go to your Zoom account (either through the desktop application on your device or the Zoom website) and click on "Recordings".

2. Select the recording you want to keep. If you are in the desktop application, click "open", If you are on the website, click the "more" drop-down menu on the far right.

DESKTOP APPLICATION VIEW
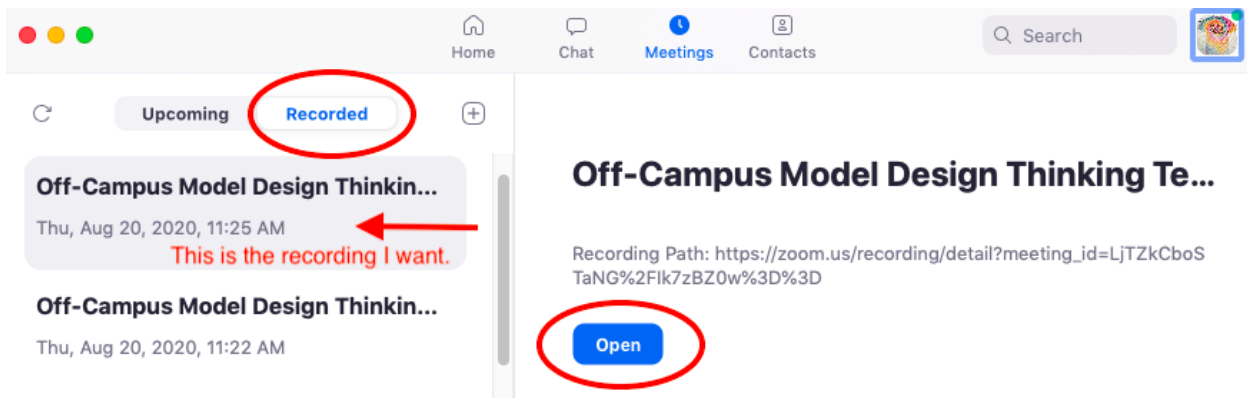
WEBSITE VIEW
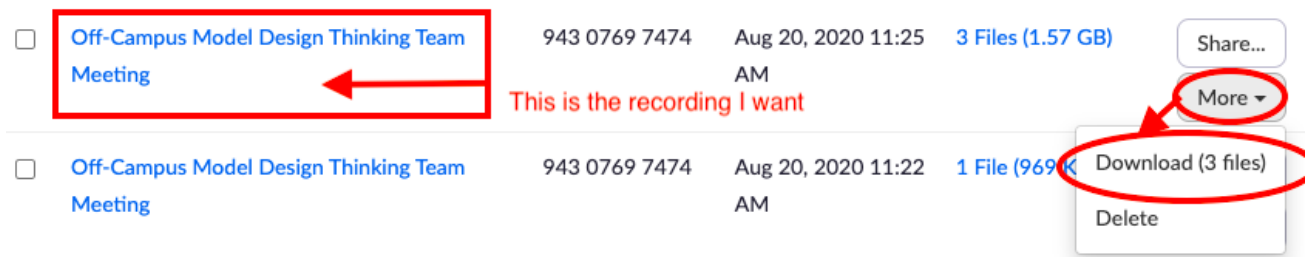
3. Click "download"
4. You will have the video files and the text of the chat in your downloads.
5. Go to your google drive→ create a folder for all of your class recordings.
6. Drag and drop the video file and text files into your google drive folder. These files can now be shared just like any other google drive file.

Rules for Managing the Zoom Room

- Students must use their REAL FIRST name and last initial in order to be admitted to Zoom class. No emojis.
- No virtual backgrounds for students unless it's part of the lesson.
- Students' cameras must be on at all times unless you know they have unstable internet connection. (When the internet is unstable, Zoom will automatically turn off the camera first to try and keep the student in class).
- Only admit students whose names you recognize. You can message people in the waiting room if you don't recognize their name.
- Once class is started, chat should be either **turned off** or **hosted only**. You can turn it on for activities, but students should not be chatting away.
- **Record ALL Meetings/Classes including 1:1 with students.**
- **1:1 meetings with students**
    - Record
    - Ensure student is in a public/family space/has door open
- Students **may not be alone in a Zoom room without a teacher** (breakout rooms are ok). A teacher can host an informal Zoom session for students and turn off their own camera/mic, but they must be recording and present.

Zoom link sharing

Once you've created your Zoom Classroom, please share the information AND YOUR PERSONAL MEETING ROOM in our school directory here.

Zoom School Norms

Be Respectful	- Keep your audio muted until your turn. - Keep your video on unless instructed otherwise. - During class, use the chat box for questions or comments related to our learning. - Communicate with classmates kindly, helpfully, and respectfully over chat and through discussions. - Your background should be a solid color, your actual surroundings, or as directed by your teacher.

Be Responsible	- Arrive on time. - Come prepared to learn. - Stay focused on the lesson. - Eat snacks between zoom sessions, away from the computer. - Use the split screen to see the assignment we are discussing.

Be Safe	● Join meetings your teacher (or those you know) invites you to. ● Sign in with your first name and last initial when Zooming with your class. ● Ask your teacher before exploring new websites. ● Never give your name or other personal information to people outside of MILTON. ● Meet in a calm, distraction free environment.

Zoom Norm Resources

Google Slide of Zoom Norms

Model slide presentation to introduce Zoom Norms

Early Childhood and Elementary School Norm doc

Middle School Zoom Norms doc

Google Classroom

Getting Started

Every teacher will have a google classroom for their subject/grade. A class has been created for you. You can use multiple google classrooms for each section *or* you place them all into one google classroom (i.e. if you teach three sections of 3rd grade Hebrew, you can create one google classroom for all of them. Individual assignments can be given to students in each section if differentiation is needed.)

You are responsible for maintaining *your* Google Classroom (including the stream for announcements, classwork tabs and calendar). Need help? Check out this playlist of videos help guides.

It's a great touch to add your face to either your school gmail profile or to the banner in your google classroom. It's nice for students to see you personally even when they aren't in Zoom. All the staff photos from last year are on the Media Drive under Staff-->2019-2020-->Yearbook Photos and new teachers will be under Staff-->2020-2021 or you can create your own bitmoji to add your face to different elements of your classroom. This can enable students to feel more connected to you!

You can edit the template provided in your google classroom account. Revise it to suit your needs (while still following the guidelines below) and then copy it if needed for multiple grades.

When you create your google classroom, you'll need to name it. Use this formula:

Class name:
Grade ClassName (Example: 3 Mountains, 3 Hebrew Tavor, 3 Judaics Mountains, 3 Science Mountains, etc.)* Please follow this. Do not change it to only Hebrew since other support staff need to be able to access your class easily. (Example: 6 Arazim Hebrew ארזים)

Class description
3rd grade GS with Ms. Stepak
Math Pod with…

Room
ZOOM LINK

Subject
General Studies, Math, Science, Judaics, Hebrew

Use canva to design a classroom header (free for teachers).
Use bitmoji to add your face to different elements of your classroom. This can enable students to feel more connected to you!

*At the end of the year, you'll rename this class to include 2020-21 before archiving it.

Schedule

- Every **grade** will have a shared google sheets schedule.
- Every teacher in that **grade** will have editing access to the same file.
- The schedule will live above all topic headers in the *Classwork tab* of google classroom.
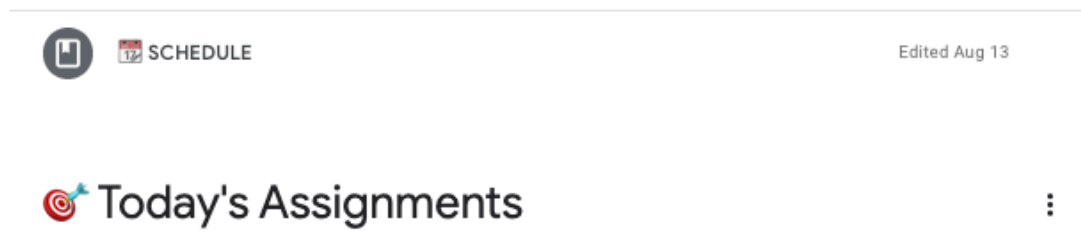
- The template is consistent across ALL grades.
- The template includes the name of the class, the teacher, the zoom link *and* the meeting number and password, announcements and "what to bring".

- Teachers can also post announcements here (why? Because if Suzy only goes to her LASS class for the first half of the day, she may not make it to the Judaics Google Classroom to see the announcements until after lunch. Putting it on the schedule allows her to see all her classes announcements in one place.)
- "What to bring" is where you can put any special materials students need for class that day.
- There are Tabs across the bottom for each day of the week. Please educate your students about how to click on these tabs to get to the right schedule.

Classwork

Assignments are used for anything <u>with a due date</u>. You can include work using tools such as Kami, Nearpod or screencastify. You should not post assignments without a due date. Even long term assignments should have a due date, even if it's months away. Try to break down long-term assignments into smaller tasks that can have progressive due dates.

Materials are for everything else! If you have an article or video you just want to share or have a link to a google drive folder with materials-- this is where you add it. Do not use materials to post anything that you expect students to turn in.

All teachers will follow the same basic guidelines for organizing the Classwork into **Topics.**

1. A topic header called   🎯 Today's Assignments   is in every teacher's google classroom. This header is where you put all work for the day. At the end of the day, you either move

   the work into the appropriate topic headers (see #4 below) or to the ✅ Done category.

2. Assignments for each day **must be numbered in the sequence** you want students to complete. At the end of the day, remove the sequence number before relocating the assignment to a different topic.
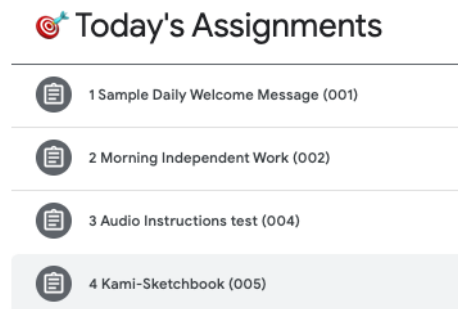
3. **When you create an assignment, add a sequential number** in parentheses at the end of the title. This way, when a student asks you later on about an assignment, you can refer to it by number rather than a title that is hard to locate amidst all the work. Each new assignment gets the next number in your sequence (example: 045 is the 45th

assignment I've created this year).

4. When it's time to move an assignment from 🎯 Today's Assignments , you have two choices:
   a. Move it to a ✅ Done category. These live at the VERY bottom of your classwork section. You make any unit or project into ✅ Done category when you finish it by changing the emoji and including the word DONE in the rename:

      i. Changing the name: Click on the three dots on the far right of the topic, click "rename".

      🌍 Project Work (specific: DC Project, etc.)   ⋮

      Students can only see topics with published posts   Rename
                                                                Delete
                                                                Copy link

                                                                Move up
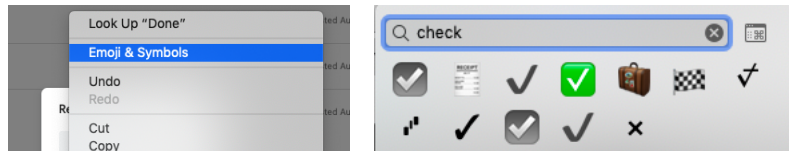   📚 Reading   Move down
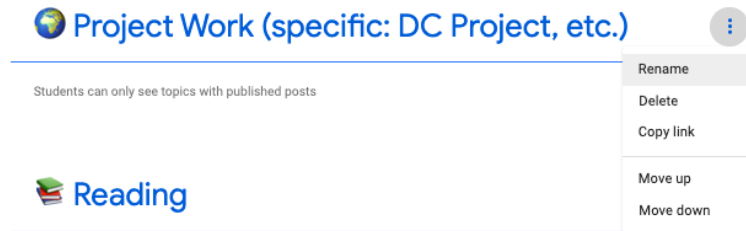
      ii. Adding emoji & symbols:
          1. Right click in the text box → select "Emoji & Symbols"
          2. OR simply copy and paste them from a source like www.emojicopy.com.

          Look Up "Done"
          Emoji & Symbols
          Undo
          Redo
          Cut
          Copy

          🔍 check

   b. **Ongoing Assignments** can be moved to the topic header for that project or Unit. All Projects should have an 🌍 emoji.

      🌍 Project Work (specific: DC Project, etc.)

      When the project or unit is finished, you can rename the header as indicated above and relocate it to the bottom of your Classwork section.

      All topics

      🎯 Today's Assign...

      🌍 Project Work (sp...

      📚 Reading

      📝 Writing

      👀 Posters Around ...

      ❓ Help Desk

      ✅ Done WRITING

      ✅ Done READING
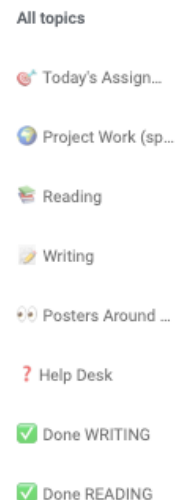
5.   👀 Posters Around the Room (Resources) is where you put any resources or elements that are just *materials* for students to reference but are not tied to any lesson. You can change the name of this header, but leave the eyes emoji (as that will be consistent in all google classrooms to represent "resources".)

6.   ? Help Desk is where the ed-tech team can put resources and how-to guides for students and families.

Videos

There were many challenges with playing videos on chromebooks and in Zoom classrooms last spring. Below are the guidelines for how to safely share video content with students.

In Google Classroom:

1. Copy the video URL you want to share with students.
2. Go to https://video.link/?src=syt (bookmark this) and paste the URL
3. Click "Generate Link". You now have a new link to your video that blocks all the pop-ups and ads that are inappropriate for students. **This is the link you post in your google classroom, your google slides or your Nearpod.**
4. Finally: Submit a tech support ticket (link removed for public viewing: bookmark this in your web browser if you haven't already!) for Dan/Thomas to allow-list your videos (24 hours in advance is best). Please indicate what grades you need the video to be accessible to.

In Zoom- Early Childhood & Elementary

Unfortunately, we have learned that sharing content like videos or asking students to have multiple tabs open with active content, doesn't work for the Early Childhood & Elementary school chromebooks (not applicable to 5th grade since they have laptops). The computing power of those devices is already strained by Zoom itself.

Ask students to view the videos before or after class. You can screen share videos, so long as it's just a clip (no more than 5 minutes).

We are hoping Zoom classes will be primarily for big ideas, assessment, community building and group work. Anything that *can* be done asynchronously, should be done asynchronously.

In Zoom- Middle School & 5th grade

Middle school devices can handle videos, but we prefer you use the Zoom time for aforementioned goals. Using short videos as prompts in Zoom can work. Use longer videos asynchronously inside a Nearpod for assessment and comprehension.

Stream

Think of the stream as your hallway interactions, what are the things students need to know before they enter your classroom? How can you build community using your stream?
- Post funny word puzzles or riddles
- Share photos of what's going on in your life
- Important announcements for the day for YOUR class or SCHOOL-WIDE (Not classroom URLs unless it's an emergency). Do not post announcements for other teachers in your google classroom. Each teacher has their own classroom for this reason. There will also be shared grade level schedules where announcements can be posted and any Zoom link changes.

Settings for your stream are going to be:

Stream	Students can only comment ▾
Classwork on the stream	Hide notifications ▾

Calendar

How to subscribe to your google calendar in Outlook

Unfortunately, we still have two email accounts to manage this year (We're working on consolidating this in the future!).

Adding your school gmail calendar to your outlook will make everything easier to find in one place.
- You'll have both email accounts in one inbox.
- You'll have your personal, master and class calendars in one place (which will be important when scheduling the 1:1 meetings with students (below).
- Consider also using "Categories" to get your inbox organized (or folders).

Here's how to install a google email/calendar to your outlook.

Use google calendar for 1:1 Office Hours (sign up)

1. Install this Zoom scheduler extension on your school device.
2. Watch this video to learn how to schedule office hours or 1:1 appointments with students using Google Classroom calendar.

Student View

If you would like to access a student view, please login to google classroom using one of these accounts (organized by Division) and you will be able to see what students see in your classroom. Please note, these are SHARED accounts, so they are enrolled in all classes for their division.
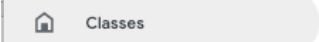
ES-Classroom@▓▓▓▓▓▓▓▓

MS-classroom@▓▓▓▓▓▓▓

Both use the same password: ▓▓▓▓▓▓

Enable Email Notifications in Google Classroom

Click on the ☰ **Google** Classroom

This is at the top of the menu, 🏠 Classes but scroll **all the way down.**

At the bottom, you see this

⊡ Archived classes
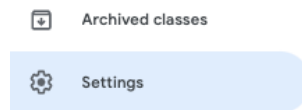
⚙ Settings

Click on "Settings", turn ON your email notifications to your own preferences.

Profile

Profile picture

Change

Account settings
Change your password and security options, and access other Google services. Manage

Notifications

Email

Receive email notifications

Comments

Comments on your posts

Comments that mention you

Private comments on work

Classes you teach

Late submissions of student work

Resubmissions of student work

Invitations to co-teach classes

Communication - Elementary

[(Early Childhood will use Seesaw for communication)](#)

- Create **one** Smores Newsletter per grade per season (Fall, Winter, Spring).
- The Fall Newsletter has already been set up for each grade inside Smores.
    - **Smores Login Information: Arielle.derby@miltongottesman.org, PW:milton**
- Post updates (one classroom highlight) using a **consistent format**,
    - Update "today's date" Posted by "Teacher Name."
    - Picture or video should be included.
- All subject areas post **twice** monthly.
- Place the most **recent update at the top**.
- Arielle will then send out 1 email each week to parents with the links to all of the newsletters. The teachers will **not** send newsletters to parent inboxes.
- The links will also be posted in blackbaud parent resources.

- Links should always remain the same and teachers will just drop in updates.

  Here is a sample: https://www.smore.com/w10s9

Educational Technology Tools

These five tools were chosen with great care and we believe, offer the MOST functionality and are the EASIEST to use. We will let you know when we add more tools to this list after school starts, but for now **we ask all teachers to try some of these and gain comfort with them**. A priority this year is to minimize the number of applications students use for three reasons:
1) We want to decrease the number of 3rd parties that have access to student and teacher data. Even if they have a Google login, they are still requiring that student to create a NEW account with that company when they choose to "login".
2) We want to decrease the number of new technologies that students have to learn. If all teachers use the same tech tools it makes it easier for students to know what to expect.
3) Most of these tools integrate directly into Google Classroom or the school-owned device. They do not require students to personally download and install anything. These tools have also been "allow-listed" so anything you create in them will be accessible to students and not blocked by our filters.

   Without further ado-- here are the FIRST 5 ed tech applications for MILTON teachers:

Nearpod

Nearpod allows you to create many different types of activities and lump them into a "pod" (slide show). Students can do an entire lesson for their independent work time within one Nearpod that you created!
- Tools: Videos* with quizzes embedded (like Edpuzzle), matching activities (Hebrew friendly), whiteboard, assessments, embed Flipgrid, collaborative post-it notes (like padlet), and so much more!
- Create interactive slideshows.
- Best if used in Asynchronous/Self-Paced/Independent Learning.
- Can watch students working in real time (even asynchronously).
- Reports on student progress, completion, and correct answers.
- Integrates into Google Classroom directly.
- This has many of the same features of bookwidgets but is easier for beginners and groups the activities into one link for Google Classroom. Prefer Bookwidgets? Limited licenses available.

Nearpod Logins are for the gold license. If you teach multiple grades, just use one license.

Account logins:
Gr2Teachers@

Gr3Teachers@ ███████
Gr4Teachers@ ███████
Gr5Teachers@ ███████

Password for all: TeachersR#1

Have old Nearpods you want to move to these accounts so you have **more users** and **more storage?**

1. Login to your old personal account.
2. Find the nearpod you want to share with the new account.
3. Click the three dots in the top right and select "Share"
4. If you created this file in google slides, you will be only able to edit in nearpod moving forward.
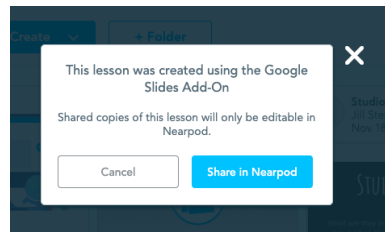
5. Copy the URL for the "editable link"
6. Log out of Nearpod
7. Log back in using one of the grade level accounts listed above.
8. Paste the URL in the Web browser bar and hit "enter"
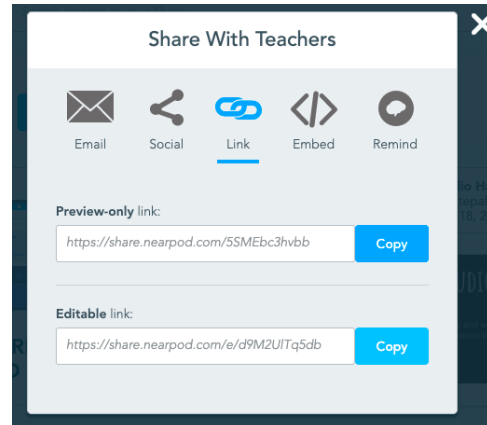
9. Choose "Add to My Library" and done.
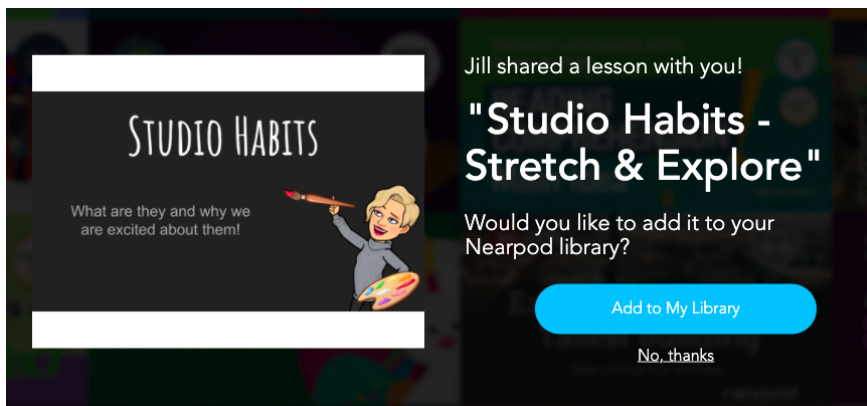
Flipgrid

Use this tool to allow students to record themselves. You can use it for community building, assessment or sharing.
Teachers should use topics rather than creating separate Flipgrid pages for everything. Also, you can embed in a Nearpod lesson!

Use your school gmail accounts.

What are some ways I can use it in my teaching?
1. Embed in a Nearpod
2. Show and tell
3. Hebrew reading or speaking practice
4. Feedback and assessment

Screencastify

This is a Google Chrome extension that allows you to record yourself, your screen, just audio and edit videos. You can add it directly to Google Classroom. It's just a few clicks to get your asynchronous lesson done. Paid accounts for this are forthcoming.

What are some ways I can use it in my teaching?
1. Recording with screencastify
2. Morning Greeting
3. Give instructions for how you want students to complete asynchronous work or show where things are in your Google Classroom.

Jamboard

- Write and draw (Whiteboard)
- Insert images (including Google image search)
- Drag and resize text and images
    - Create post-it notes gallery walks
    - Work in real time with others (collaborative)

What are some ways I can use it in my teaching?
1. Using Jamboard for Remote Teaching
2. How to Use Jamboard
3. Examples for Writing and Feedback (created by TCRWP)
4. Create a gallery walk virtually (including taking photos of students writing or work, putting it in the middle and asking students to post feedback.
5. Use it like a Chalk Talk

Kami

Creates interactive pdfs that students complete and submit within Google Classroom (not some other website). All students will have Kami installed on their school devices and will see the option to open it with Kami. Paid accounts for this are forthcoming.

What are some ways I can use it in my teaching?
1. How to use Kami
2. Demo: How to use kami for remote learning
3. Create a worksheet for any subject, ask students to type in answers and submit

(Elementary & Middle School teachers can skip the next section and jump ahead to here)

Seesaw - Early Childhood Only

Teachers use essential Seesaw tools to create engaging learning experiences that make thinking and learning visible. Creating lessons on Seesaw is like creating lessons in real life, but you have so many more options! Which is exciting but can be hard to get used to. It takes a lot of thought and consideration to create transformational learning experiences, but the more we do it the easier it'll be.

Get up and running on Seesaw! Learn to set-up your account and classroom and use basic Seesaw tools.

Activate Your Account

You have been sent an email with your activation link for your Seesaw account through your @miltongottesman.com email. If you have a previous Seesaw account through the same email, they will be merged. If you cannot find the email, check your Spam folder and/or contact Jennie to resend it. An administrator will do the following: create **classes,** add **students,** and choose a student **sign in mode.**
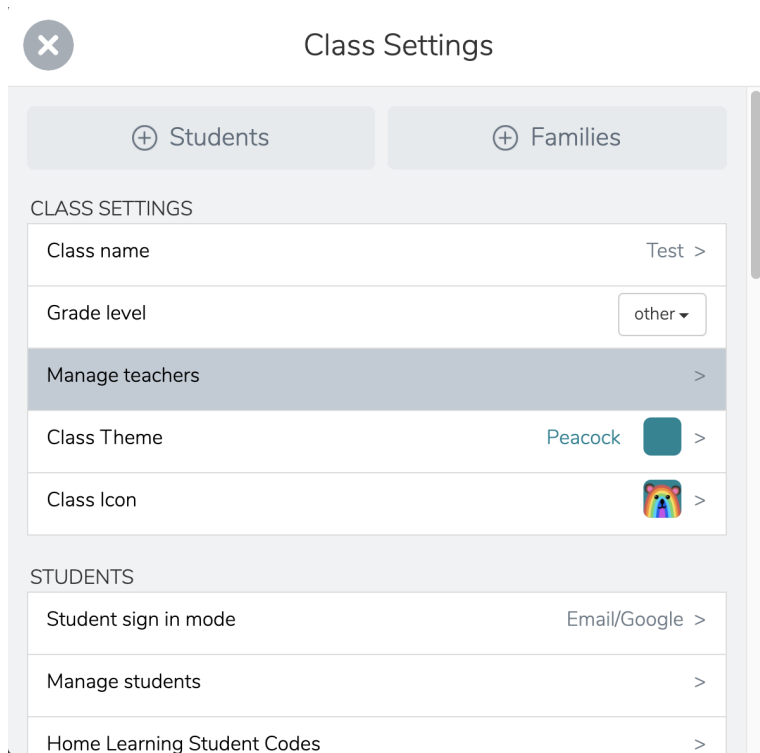
Each teacher will have their own Seesaw account. Classrooms can have multiple co-teachers. To add a co-teacher, go to **settings** (the wrench icon in the upper right of your screen), click **manage teachers**, and then add co-teachers using their @mitongottesman address.
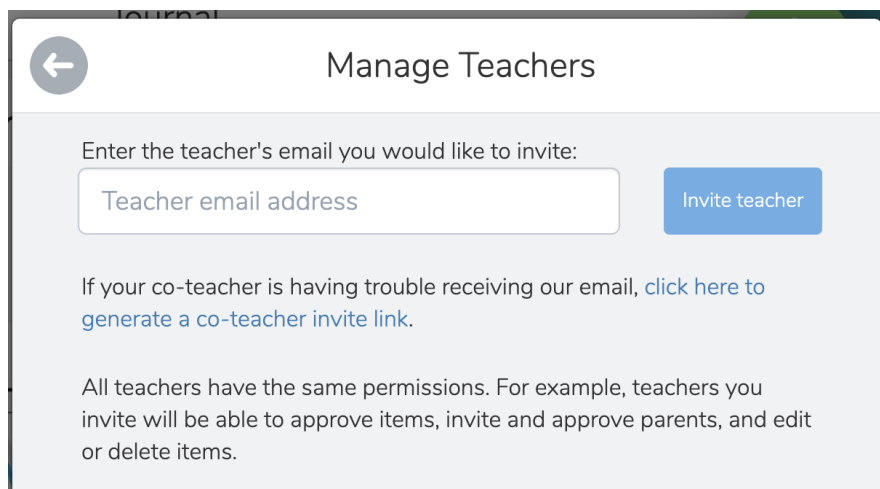
Viewing and Creating Posts
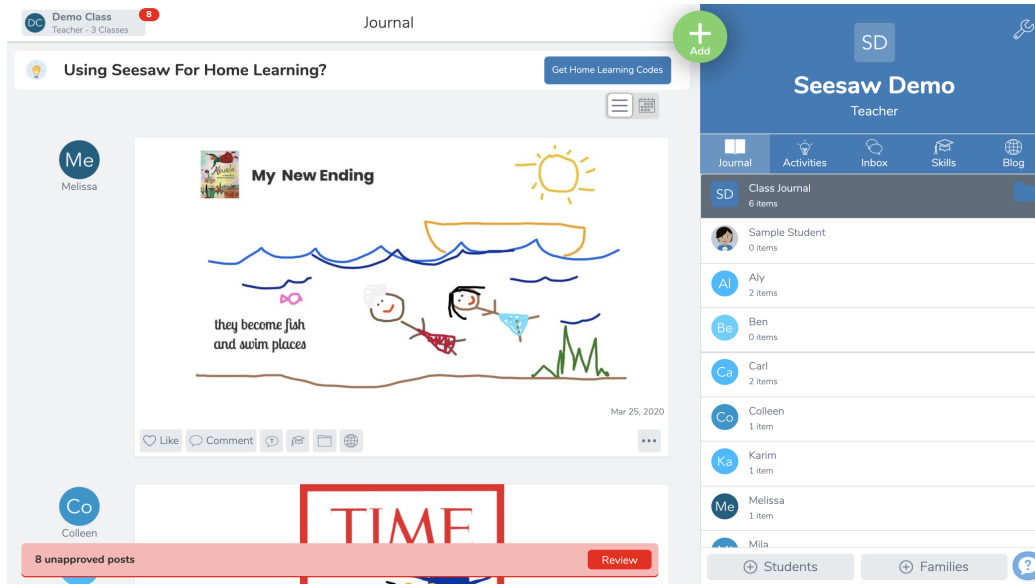
Above is your **default view**. You'll see all posts from all students in the order they're posted. Many teachers ask if there's a way to reorder or clear this view. Right now there is NOT a way to reorder posts in the Journal tab.

If you click on the little **calendar icon** at the top of the journal feed, you'll be able to see student posts by date. Click on any date and see all work posted on that date. If you click on a student's name in the list on the right, you'll see all the work by that student.
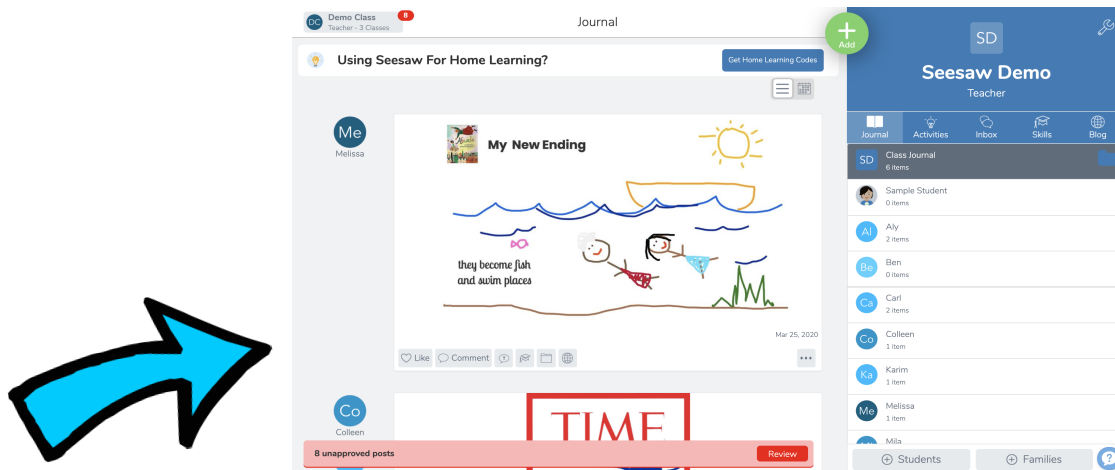
Engage with student work by clicking Like (heart) or Comment (speech bubble). Other

students can like and comment on each other's work as well, unless you disable this setting in Class Settings. When you comment on a post, you can leave a text or audio comment.
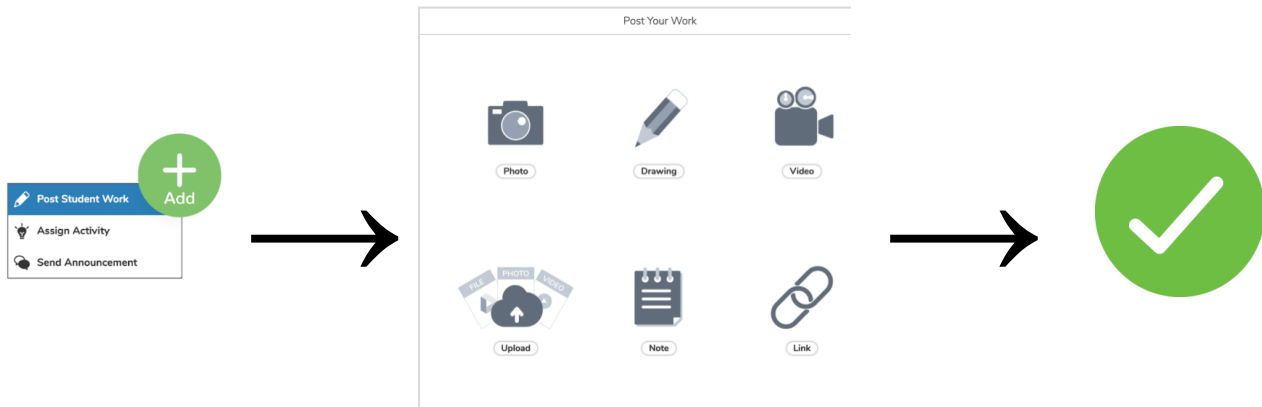
The green Add button is where it all begins. Students post their learning to the Class Journal by clicking .

There are many options when creating posts!
- Share anything with the **Photo** and **Video** tools
- **Draw** pictures, write explanations, or add annotation to a photo. On the canvas of the **Draw** tool, the **microphone** allows you to record your voice over your work. Create a **Multi Page** slide-show to show even more great learning and provide more information.
- **Upload** a google spreadsheet, slide show, or document as a pdf. You can also upload items on your computer.
- **Link** a video you would like your students to watch, from youtube, google drive, or your computer.

Privacy

You as the teacher can also post to the Class Journal by clicking the green Add button then Post Student Work! You can post work on behalf of students, or you can post resources, photos, and videos of your own. When you post in this way, students can comment on the post (if you have that setting enabled) but they cannot reply to the post with their own new post.

All student posts and comments must be approved by you before they're added to the Class Journal. When there is a student post to approve, a red bar pops up on the bottom of the screen. You'll be able to approve the post, delete the post, or send the post back for revision. By default, *all students can see each other's work*, including posts you tag a student in and comments by you or other students. If you want student work to be private, you can turn this off in **Class Settings.**

Creating Activities

Learn how to create your first Seesaw activity by watching this video or following the steps below.
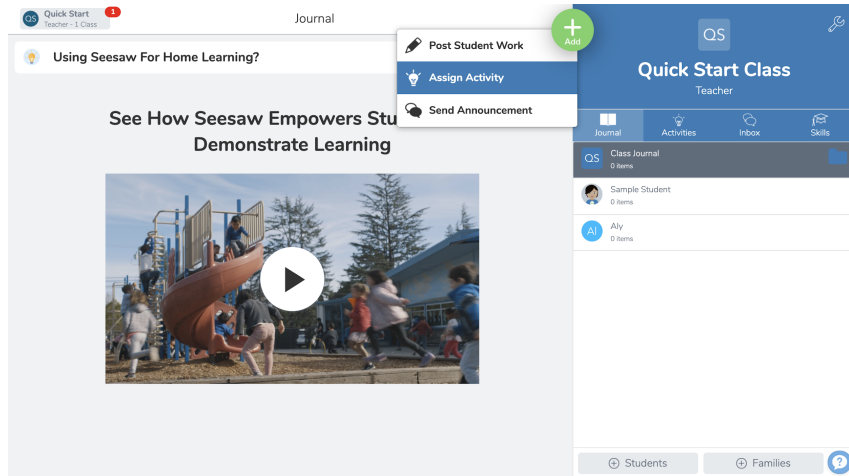
Use the green Add button to choose "**assign activity**."
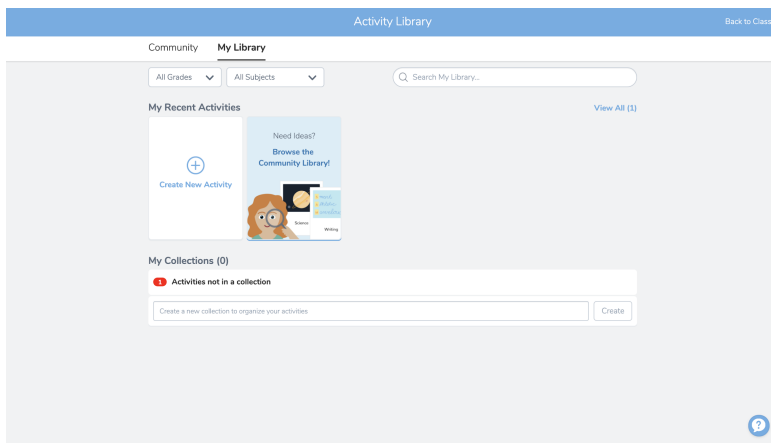
Find activities in the Community or your School's library and save and modify them to fit your needs. You can create your own activities and share them with colleagues. Any of these activities can be assigned for students to complete in Seesaw.

Access the Activity Library by clicking **Add > Assign Activity**

Save (heart) activities to your My Library, then **Assign**

We assign activities by clicking the green Assign button. This allows us to change any aspect of the activity we need to meet our class's needs.
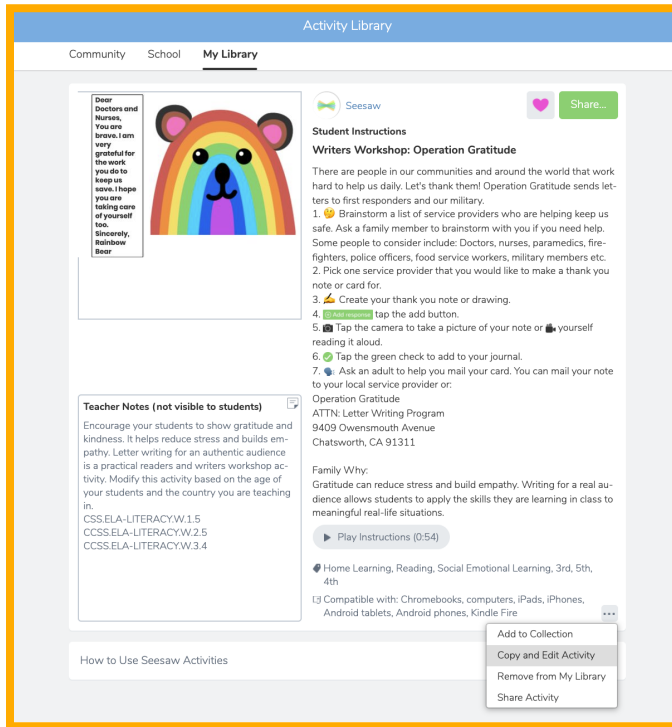
We can modify existing activities by clicking the **three dots** then **Copy & Edit Activity.**

Students complete activities by clicking **Add Response**

When we assign activities, they show in the Activities tab, and students click Add Response to reply. If students accidentally click the green Add button, the response will get added to the journal but it will NOT be attached to the activity. **So we want to train students to always click Add Response.**

Create New Activity

Activity Name (required)

Play-Doh Fractions

Student Instructions

1. ✋ Using your hands, form the Play-Doh into a ball and make into a flat disk like a pizza.
3. ✏️ Using a ruler or other straight edge, make lines on your "pizza" to show the following fractions: 1/2, 1/4, 1/8
4. :add: Tap to add to our journal
5. :video: Take a video of your play dough and explain how you made each of the fractions
6. :check: Tap the green check to add to your journal

✏️ Add Voice Instructions

⊕ Add Multimedia Instructions or Example

Student Template
Students will respond directly on top of this template. Photos, drawings, and notes work best.

⊕ Add Template for Student Responses

More Options   >

Save

This is the activity template! Simply fill in the fields, including a descriptive title and step-by-step directions.

- You might notice that some of the directions include emojis. To add emojis to your directions, simply copy and paste them from a source like www.emojicopy.com.
- You might also notice there are some words written in between to colons, like :add:. Those are Seesaw icon shortcuts! Find the list of icons and shortcuts here: https://drive.google.com/file/d/1OqIyumDSxyonGvWjH-_O9z_VStN0wqMA/view?usp=sharing
- You can add **Voice instructions** or **Multimedia instructions or example**! You might attach a video of you giving a demonstration or mini-lesson that students can access on-demand as they complete the activity.
- Whatever you attach as your example can be VIEWED by students. If you want students to complete work on top of a graphic organizer, handout, photo, or pdf, you'll need to add it as a **Template**. Students can use Seesaw tools on top of whatever you attach as a **Template**.

To learn more about creating transformative activities, click here.

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Share Activities with Colleagues
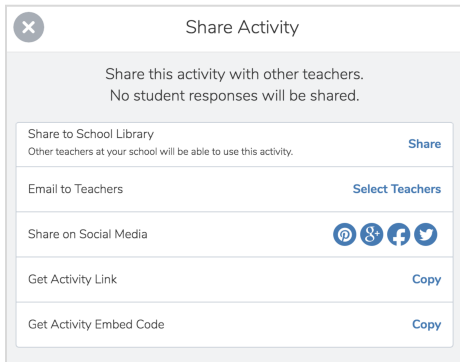
On an activity, click the **three dots > Share**

Share with **Select Teachers**

*To show up on the list, **enable email notifications** and **add MILTON** to your account by clicking your profile icon > Add School*

Share to your **School/District Activity Library**

Follow your admin's guidance for what activities to share and when

You can share the activity link with educators at your school or other schools by selecting "Get Activity Link." This will give you the URL of the activity that you can share.

To learn more about collaborating with colleagues using Seesaw, click here.

Communication

Seesaw brings educators, students and families together to create a powerful learning loop between the classroom and the home. Connecting families on the Family app invites families to be part of this learning journey and creates an authentic audience for the students to create their best work.

Class and Family App
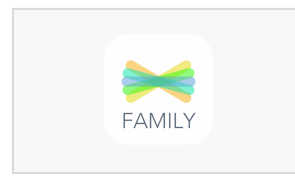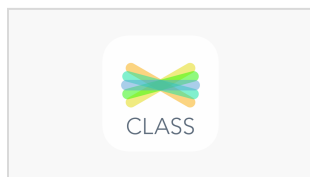
- For **teachers** and **students**
- **Students** post to the journal and respond to activities
- **Teachers** post to the journal, assign activities, send announcements, and message families

  ***Note:** Group messaging is not available. Messages are between one teacher and one family member. Co-teachers cannot see each other's messages.*

- For **families**
- **Students** <u>cannot</u> post to the journal or respond to activities
- **Families** view and engage with their child's journal and message the teacher

  ***Note:** The teacher must first send an announcement before families can message.*

- Typed text (messages, comments, etc.) can be **translated**

Students and families **cannot complete activities or post to the journal** from the Family app.

In the Family app, connected family members only **see** their child's work.

They can engage with their child's learning in real time by liking posts or leaving encouraging comments!

In addition to viewing and engaging with their child's learning, families can also communicate with the teacher in the Family app.

Teachers can send resources and support as Seesaw messages to family members, creating a strong home-school connection that involves families in the learning journey and equips them with the tools they need to support learning at home.

To learn how to send announcements and messages to parents, watch this video.

If you are interested in exploring Seesaw further, more information about Seesaw tools and best practice can be found here.

Digital Citizenship K-8

This year every grade K-8 will engage in a digital citizenship curriculum. There are 3-8 lessons for each grade and will be taught by all teachers in that grade (not just General Studies) during the *first two weeks of school*. Middle School will mostly be taught these during advisory. Each lesson takes on real challenges and digital dilemmas that students face today, giving them the skills they need to succeed as digital learners, leaders, and citizens tomorrow. Click here to get started with the Common Sense Media Digital Citizenship Curriculum

Want to get yourself up to date before you teach your students? Complete this one-hour self directed training

Best Practices in Online Teaching

Pedagogy

The four key aspects of teaching online are:

- [Develop an Offline Learning Plan for Students' Independent Work](#)
- [Real-Time Meetings Are for Coaching](#)
- [Responsive Feedback Is Critical](#)
- [Relationships Matter](#)

Source: https://www.edutopia.org/article/4-key-aspects-teaching-online-class

Synchronous Learning

Synchronous Learning means anything we do in real time, together. It can be on Zoom or in person. Think of this time as your lesson introduction, your "carpet time" at the start of class, or the time when you give instructions before breaking into small groups.

Zoom classes will be primarily for big ideas, assessment, community building and group work. Anything that *can* be done asynchronously, should be done asynchronously.

Meetings with Students

Most Teachers will have office hours for meetings with their students. For example, if you teach for an hour on Tuesdays, twenty minutes can be Zoom teaching and the other 40 minutes can be a combination of small group meetings with students in breakouts OR you can send students off to work asynchronously, but ask a few students to stay on and meet with you.

These are to build relationships, check in on work progress, to do assessment and to ensure students feel secure in their relationship to you and their learning. In order for students to welcome the feedback you provide on their academic work, students need to feel connected to you and trust you.

Put the office hours on your daily grade-wide schedule with a link and a list of students you want to meet with. If it's open to anyone who needs you, indicate that. These can be small groups or 1:1 meetings.

Trust & Feedback

We all know this, but sometimes reminders are helpful. The better relationship you have with a student, the more open they are to receiving your feedback. Check out this video for a great visual of how this works:
https://www.youtube.com/watch?v=DLhNX-ArJT8&list=WL&index=4&t=0s

In addition, we want to make sure that whatever we assign students, it is clear from the beginning whether they will be receiving feedback on this work. When students are working on their own, gaps in understanding happen, so they really need feedback for revisions. Consider this *sample* timing guide for giving feedback:

Turnaround time of 24 to 48 hours for assignment submissions: Provide feedback on the tasks so that students can revise or know that they are ready for the next level of tasks. Taking longer to share feedback could be too late to impact a learner's reflection on their work, especially if they have moved on to other tasks. Virtual space encourages opportunities for revisions of work that give students practice based on the professional feedback of the teacher and their peers.

Turnaround time of up to three hours after posted discussion events: When students are participating in a timed event to respond to each other's posts—say within three to six hours—the teacher should also write some posts during the event to show visibility. This tells students, "I am supervising what you are posting."

Teachers should also post after the event to honor students' participation—they can encourage further participation by including a reflective question in responses.

Students need a quick turnaround when they reach out for help about offline tasks. When they're working on tasks and hit a learning gap or do not understand the directions or resources, they need a quick response to continue with the work. The next real-time session could be too late, and waiting until then could cause students to feel like they're not being supported, even though by asking for help they are demonstrating responsibility for their learning. *Let students know your working hours, when you will respond quickly—you don't have to respond right away to a midnight message.*

This edited excerpt was taken from: https://www.edutopia.org/article/4-key-aspects-teaching-online-class

Social-Emotional Learning

The goal here is to provide opportunities for students to engage socially (not academically) with each other online to build community and provide a sense of belonging.

Social interactions are more difficult to foster online, even for children who are friends in real life, due to the awkwardness of online communication. We need to do more to make these social interactions work. Below are some ideas:

At the beginning of class time	Do a quick silly question for students to discuss for 1-2 minutes in break out rooms (What is the best flavor of ice cream?). When they return from their break-out room, encourage them to type answers they heard into the chat, and read some out to the group. Side benefit: Students arrive to class on time in order to have time to chat with their classmates!
One on one interactions between students	Assign students a check-in buddy who they need to call once a week. Give them a google form to fill out with some interview questions about their buddy so that the interaction does not have to be awkward silence, but they can continue it for longer if desired. Or create a thread on your stream that students can comment on what they learned in their call.
"Recess"- planned social times	Choice activities with different breakout rooms/zoom rooms facilitated by different teachers in the grade: Example of a "fun day" in the 4th grade from the spring: https://docs.google.com/document/d/13vTnB410Q8QuQfY1uzrGX5WfNqGJVznQ4oEDI1eYdeA/edit?usp=sharing

Games to play on zoom **https://www.youtube.com/watch?v=KnWUvpMQOpw** **https://www.youtube.com/watch?v=oMCTUAd5b3c&list=WL&index=5** **Family Games on Zoom** **https://www.youtube.com/watch?v=KnWUvpMQOpw&list=WL&index=4**

Early Childhood	Indoor scavenger hunt ● Teacher directed (beginning of the year): teacher tells students which items to go find in their home. ● Student directed: Students take turns naming the item for the group to go find. ● "Get to know you" version: Bring your favorite toy, something that is your favorite color, etc. Animal charades- A student chooses an animal and acts it out, while others guess. Animal noises- Everyone is unmuted. One child makes the sound of an animal, then the other people try to think what that animal can be and make other noises this animal can make. Storyteller- Each person tells one sentence of the story, then names another person to tell the next sentence. Silly faces- Students are supposed to make different silly faces and the teacher takes screenshots of the whole group, then shares these screenshots in a slideshow at some other time ("everyone stick out your tongue", "touch your

	nose", "lick your elbow", etc.)
	I Spy - Teacher/Student chooses a student from the group but doesn't say who. They give clues as to who it is based on what is in the background of the student's area- like I spy something red if there is a rose behind the child. Give more clues until the children guess who it is.
Elementary	Pictionary using the white board functionality in Zoom. Hand it off to students and privately message them what they should draw.
	Charades- Private message or let the student choose what to act out. Could be tied to the curriculum too.
	Flower Power (like hangman)- Draw a daisy type flower with five petals and erase as you go.
	Similar to above- Spaceman.
	Snowman
	Storyteller- Each person tells one sentence of the story, then names another person to tell the next sentence.
	Singing whisper song- A student is supposed to sing and dance dramatically to a song, while on mute. Other students guess the song.
	Two truths and a lie- Students guess the lie by typing 1, 2, or 3 into the chat.
	Silent telephone- All students are muted except the teacher. The teacher types a word into the chat that the first student needs to state, clearly with their lips, while on mute. The teacher asks another student to repeat the word based on what they saw. At the end the teacher reveals the word and everyone laughs about what they said.
	"Find a Person Who" Bingo in breakout rooms- Give students a bingo board to fill out before doing the breakout. You could share one on your screen and ask them to copy one by hand or you can put it in your classwork tab as a Kami file and they can open it and write directly on it. When they go to breakout rooms, they need to find people who match what's on their board.
Middle School	Mafia (teacher/moderator assigns roles via private chat)
	Singing whisper song- A student is supposed to sing and dance dramatically to a song, while on mute. Other students guess the song.

	Would you rather- Quarantine version
	  Would you rather be quarantined with a unicorn or bigfoot?
	  Would you rather have no toilet paper or no laptop?

	Escape room puzzles for groups to figure out together
	Scavenger hunt - find something that represents how you are feeling today, or where you wish you could travel to, or how you are taking care of yourself.

Asynchronous Learning

Any learning that takes place independently, at home, or self-paced is considered asynchronous. There is no "homework" this year, only asynchronous (flexible learning time).

As a teacher, you will need to provide lots of structure about **how** you want students to complete the work (choice boards, playlists, and numbering assignments in Google Classroom).

Because you will not be physically sharing the space with students, you'll want to make sure all your learning structures you normally do in person are still present (For example, providing rubrics and examples of good work, you will demonstrate the quality of the work you expect.). **Asynchronous learning requires teachers to be planful, everything you do is intentional from the assignments you give to when support is provided to students (and how).** *Don't forget to plan how and when you will provide support along the way.*

Consider using the RASE model when developing your units to ensure proper support alongside activities and ensuring assessment.

Sample Lesson Timelines to Balance Synch/Asynchronous

Sample Zoom Lesson Structure #1		Sample Zoom Lesson Structure #2	
8:30-8:35	Arrival to Zoom & Silly question, riddle or just chatting	8:30-8:35	Arrival and check ins
8:35-8:40	Introduce Lesson for today	8:35-8:45	Show a short video (share screen) and introduce a lesson.
8:40-9:00	Breakout Rooms with clearly written directions on a slide shared with breakouts. Teacher floats between them and answers questions. Make sure they have a task to complete.	8:45-9:30	Ask 5 students to stay on zoom. The rest of the class should go to GC and complete assignments #1-4 in "Today's Assignments"
9:00-9:10	Come back together and share	8:45-8:55	*Check in with the 5 students who stayed on Zoom.*
9:10-9:30	Asynchronous time- ask students to go to GC and complete activity #1 from "Today's Assignments" (give them a number)	8:55-9:30	*Those 5 students go work on Asynchronous assignments #1-4 (or less if you covered the content in your meeting)*

Another structure example:

Independent Activity → Pair Shair → Whole Group Mini Lesson/Lecture → Small Group/Independent work→ Whole class→ Independent activity

Suggestions for lesson plan elements:

Synchronous time	Asynchronous Time
Quick game/touchpoint	Videos (with comprehension/understanding questions along the way-Nearpod)
Introduction to topic of the day	Quizzes and Assessment
short video clip/prompt (no more than 5 minutes-screen share)	Flipgrid
Breakout rooms/Small group work	Writing or Journaling
Office hours	Art projects/posters
1:1 or small groups with teacher	Any worksheets (Kami)
Movement breaks	
Mid lesson check-in	
End of lesson wrap up	
Community building and social time	

The RASE pedagogical model for integrating technology

RASE (Resources, Activity, Support and Evaluation) is a pedagogical model developed to support teachers design a student-centered and authentic curriculum. The RASE model was designed with a focus on how best to apply, or integrate, technology to improve student learning outcomes and satisfaction (Churchill, King & Fox, 2013; Churchill, King, Webster & Fox, 2013).

RASE emphasizes that four elements need to be well designed to achieve the intended learning outcomes:

Resources - authentic content is developed to engage students in learning, for example video, experiments, demonstrations, mini-lectures, or readings, enabling students to learn with, not just learn from, these resources.

Activity - for students to engage in a learning experience using resources. These activities are learning experiences where students develop understanding, test ideas and apply knowledge, for example, experiments, case studies or problem solving. Learning activities are what students do in order to learn. Good learning activities are designed to provide students with the opportunities to develop their learning and achieve the stated learning outcomes.

Support - for anything that the students will need to support their learning. Support may be teacher-student, student-student, and student-learning resources. We need to know our students so that we can offer appropriate and needed support.

Evaluation - of student learning provides information, or feedback,to guide students' progress and to serve as a tool for understanding what else we need to do to ensure that learning outcomes are being achieved.

[Here's a sample RASE unit (with everything planned)](#)

Source: https://www.futurelearn.com/courses/educational-design/0/steps/26421

Playlists

A playlist is simply the list of what you want students to complete and in what sequence. Provide checklists that break out the steps for task completion to help them understand the scope of the work and the milestones they'll accomplish along the way. Do check-ins to monitor progress on checklists and collect assessment data on students' growth.

This is a MUST for all asynchronous work. You do this in your Google Classroom by numbering your "Today's Assignments" or you can create a separate document that outlines what students need to complete (or a Nearpod that contains all of the work in one click!). Make sure to include opportunities for 1:1 meetings or check ins throughout the time they are working on asynchronous work.

Here is a sample: Catlin Tucker sample playlist

Sample Choice Boards

Providing choice gives students control over their learning and provides a more authentic experience. Choice boards can be used either for introducing new information or for assessment. They can also be used as your playlists for asynchronous time ('Choose three in a row to complete today!").
- The Ultimate Guide to Choice Boards
- Choice Board sample for k-5
- Templates and Examples from Yorktown

Assessment and Feedback

Authentic assessment is an important part of online learning. Assessments of content and concepts acquired can be incorporated as part of lessons using Google Classroom quizzes, with embedded quizzes as part of Nearpod, and with surveys or class discussion on Zoom. Low stakes formative assessments combined with feedback provide opportunities for student growth and involvement in their learning. Assessment can also be in the form of performance tasks and final projects. Providing a rubric to students at the start that include the learning goals or standards can set the stage for expectations. You can set those up using Google Classroom. Here are some examples.

Assessment Structure- Synchronous

Source: http://ajjuliani.com/three-step-system-getting-students-talking/

Colored Cards
Each student gets a number of different colored cards to use throughout the discussion. They must play each card once, but can play the question card multiple times after using all other cards.

Red Card = I think
Blue Card = I know (because)
Yellow Card = Pose a Question
Green Card = I feel
Orange Card = Connect (to yourself, to the world, to another text/idea/subject)

Each card is worth a point. The goal is to replace final product (quiz) assessment, with more active discussion assessment.
This scaffolds the student-centered classroom in two ways.

First, the game is centered on your subject, concept, content, text for the lesson. Students have to be engaged with that content in order to respond with the above answers and questions (I think, I know because, I feel, Connect, etc).

Second, it models the many ways you can contribute to an active learning discussion. This helps the students who may be shy or want to hide during the discussion.

Finally, you can add a back-channel component to this game where students did not have to always talk out-loud to the class to discuss and earn points, but could "play their cards" online on platforms like Flipgrid or Nearpod.

Virtual Fishbowl
After everyone has completed their asynchronous work, you can use a fishbowl to assess students and allow for intense conversation and debate without having to constantly unmute and re-mute students. Select 3-4 kids talking, everyone else is taking notes and listening. After a few minutes, mute them and select another 3-4 jump in and respond.

Sample Assessment Tools

- Single Point Rubric (2 Examples)
- GRIT rubric
- Summative Assessment Examples
- Using a Rubric in Google Classroom