| **Time** | **Strategy** | **Your Plans/Notes** |
| --- | --- | --- |
|  | **Warm Welcome/ Check-in**  Welcome students to class. Arrive 10 minutes early to allow time for informal chat. Remind students of resources and support. |  |
|  | **Activate Prior Knowledge**  Share a quick video or story about the day’s topic. Ask students to share in the chat their definition/thoughts on the day’s topic or run a quick poll. |  |
|  | **Lecture**  Share slides (Google Slides are awesome). Punctuate your lecture with lots of questions. Encourage participation in the chat. Consider having students work in a shared Google doc during the lecture. Be mindful of lecture length. |  |
|  | **Questions**  Pause and allow time for questions. Students can come on-camera in most platforms. Also encourage chat questions. |  |
|  | **Activity**  Run a group activity via [breakout rooms in Zoom](https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms). Provide clear expectations and assign one person in each group to be the reporter, another to be timekeeper, and another to keep the group on task. |  |
|  | **Process Activity**  Bring students back into the main room and ask each group to report out. Process together as a large group. |  |
|  | **Repeat Lecture, Questions, Activity, and Process Activity as needed.** |  |
|  | **Plans for Next Class**  Review plans and expectations for the next meeting. Clarify what students will need to do on their own time. Review resources. |  |
|  | **Formative Assessment**  Use poll, chat, or a Google doc to perform a quick, formative assessment of student learning. The [list of 50 CATs](https://vcsa.ucsd.edu/_files/assessment/resources/50_cats.pdf) is a resource. |  |