

A Day in the Life

of an Elementary School Student in OCPS LaunchED@Home Environment A

Configuration: In Sharmar's 3rd grade classroom there are 21 attending using the innovative OCPS LaunchED@home learning model. All students are at home.

Note: The description below is just one example of how a OCPS LaunchED@Home lesson may be conducted by teachers. Each individual teacher's lessons and delivery style is different.

8:30am

- Sharmar finds a quiet and comfortable spot to learn at home

8:45am

- Sharmar logs into Canvas at the time the first bell rings
- She select Mrs. Vasquez's 3rd grade course tile from her dashboard
- Then, she clicks on the live lessons button to access the link to the video conference for the day
- When she enters the video conference room for the day, Sharmar sees Mrs. Vazquez in her classroom standing near the smart board.
- Mrs. Vazquez greets the students in the video conference. Sharmar can see and hear Mrs. Vazquez.

9:00am - 9:45am

- Mrs. Vazquez begins her reading. is helping students understand key ideas and details.
- She tells the class that, "Today we are beginning a new unit. In this unit we will be learning how to determine a story's central message, lesson, or moral, and how the author develops that lesson throughout the story. We will also be learning how to determine character traits, motivations, and feelings, as well as how a character's actions affect the events in the story. Finally, we will also be practicing asking and answering questions, using text evidence to support our answers."
- Then, she asks the class to talk with a partner about how to recount the steps of the story. Students at home are placed in breakout rooms in the video conference platform to talk to their partner. When everyone is done sharing, students come back to the main video conference room.
- Today the class is reading the story, "[The Grasshopper and the Ant](#)". Mrs. Vazquez has the story open on her laptop and Sharmar can see it on her screen at home too.
- She wants all the students to read on their own independently first and annotate anything confusing. Students at home click on the link and read the story online. There are special "highlighters" Sharmar can use in the e-book to help her highlight the confusing ideas.

- Then, the students take turns reading the story out loud. When Mrs. Vazquez calls on Sharmar to read, Sharmar unmutes her microphone and reads her section. The students online can hear her read and so can Mrs. Vazquez.
- Finally, Mrs. Vazquez ends the lesson by asking students to answer an exit ticket question to make sure the class understands how to recount the first part of the story. All of the students at home complete the exit ticket in Canvas.

9:45- 9:55am

- Students at home get a ten-minute break to get up and wash their hands.

9:55-10:30am

- Now, it is time for literacy centers and independent work. Each student at home has to complete certain assignments. All of the assignments are posted in Canvas. Some of them are games! Mrs. Vazquez messages each student to check their progress and understanding.

10:30am- 11:30am

- It's time for math! Today the class is learning how to do a number talk routine. Number Talks are when the class solves a problem in their heads and then they share all the different ways they solved the problem. Before Number Talks can begin, everyone needs to learn the hand signals.
- Mrs. Vazquez shows the class each hand signal and asks the class to show them as well. She asks each student to make hand signals in front of their camera so she can see them.
- Then, Mrs. Vazquez introduces the rules for math lessons. First, she tells the class that, "Our first expectation is that you will respectfully say when I agree or disagree."
- She asks the class to talk to a partner about what that may look like or sound like. Students online are placed in breakout rooms to discuss in pairs. When it is time to stop discussing, students online join the main video conference room.
- Mrs. Vazquez calls on students to share their thoughts. When she calls on a student the other students online can hear them too. When it is Sharmar's turn, she unmutes her microphone to share her ideas and the students and teacher online can hear her.
- The class repeats this process to go through all of the rules for math lessons.
- At the end of the lesson, Mrs. Vazquez asks the class to write about how they will maintain the classroom rules and routines so all students grow into mathematicians. All of the students online write their ideas in a discussion board on Canvas.

11:30am-12:30pm

- Sharmar has this time to eat lunch too! She can eat lunch at home or her family can drive her to school to pick up a Grab and Go lunch which she can eat at home.
- After she eats lunch, Sharmar can play at her home until 12:30pm.

- So she doesn't forget to come back, she asks her family to help her set an alarm.

12:30-1:00pm

- At 12:30 Sharmar's alarm goes off and she rejoins Mrs. Vazquez's video conference. At this time of day, Mrs. Vazquez has students engaged in writing. Sharmar finds a journal prompt in Canvas and begins to respond to it.

1:00-1:35pm

- Mrs. Vazquez starts science by placing a bell ringer on the board and giving the class one minute to answer it independently. "The question is you are looking for rocks for a class garden, Where is the best place to look and why?" Students online write their response in the chat box of the video conference.
- Mrs. Vazquez randomly calls on two students to share their thoughts.
- Next, students learn how to use their Be a Scientist Interactive journal. Students online have an e-version with special tools that let you write in it.
- The class looks at a picture of a bonfire and Mrs. Vazquez asks them to brainstorm what questions they have about the picture.
- Sharmar writes her questions in their e-journal.
- Mrs. Vazquez asks the class to share their questions with a partner.
- The students online are placed in a breakout room where they can share with their partner. At the end of the time to share, all join the main video conference room online.
- Next, Mrs. Vazquez asks the class to explore Interactive Animation on states of matter.
- Students online go to the Canvas modules to click on the link and begin exploring.
- Students online write down what they've learned and what they need to learn more about in their Interactive Science Journals.
- At the end of the lesson Mrs. Vazquez, asks students to complete the exit ticket in Canvas which asks students which objects in the picture below have a definite shape.

1:35-1:45pm

- Students at home get a ten minute break to get up and wash their hands too.

1:45pm-2:30pm

- It's time for specials! Today the class has art, Shamar's favorite. The families of online students picked up the necessary art supplies from their assigned school. Shamar retrieves needed supplies from her personal collection or provided art supplies.
- Next, Mr. Evans asks the class to explore the Virtual Art Gallery he has prepared for them, while looking for similarities and differences between the pieces in the gallery. Shamar goes to the canvas modules to click on the link and begin exploring.
- Mr. Evans asks the class to share their observations with a partner. The students online are placed in a virtual breakout room where they can share with their partner. After

sharing with their partner, Mr. Evans invites all students to join the main video conference room online.

- Students are asked to take out their still life drawings from the previous art lesson. Mr. Evans explains that they will now work on the element of shading. He demonstrates this skill on the Smart board and provides instructions for their task.
- As students work on their drawing, Mr. Evans provides feedback to students in class who hold up their drawing for him to view on their webcam or who upload a picture of their drawing to receive feedback.
- At the end of the lesson Mr. Evans asks students to complete the exit ticket in Canvas which asks students, “Which picture below demonstrates the best example of shading? Please explain why.”

2:30-2:40pm

- Students at home get a ten minute break to get up, put away their supplies, and wash their hands.

2:40-3:00pm

- It is time to wrap up the day!
- Sharmar rejoins Mrs. Vazquez’s 3rd grade class course in Canvas and jumps into the live lesson link.
- Mrs. Vazquez shares homework assignments with students on the Canvas Calendar.
- Sharmar clicks on the icon for the calendar in Canvas and checks to see what her homework is.
- Mrs. Vazquez dismisses students online by ending the video conferencing session.