

A Day in the Life

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

Configuration: In Sharmar's 3rd grade classroom there are 4 students attending school using the LaunchED@home model and 17 attending using the traditional model who are physically present in the classroom.

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 the learning management system, Canvas, at the time the first bell rings
- She selects 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. She is wearing a mask because there are students in the classroom.
- She can hear her friends taking their seats and getting settled. The students are wearing masks too. Each student in the classroom has their own computer too!
- Mrs. Vazquez greets the students in the class and in the video conference. Sharmar can see and hear Mrs. Vazquez. Whenever Mrs. Vazquez moves to a different area of the room, Sharmar can see where she is going.
- Students watch the morning announcements in the classroom on the SMART board- Sharmar can see them too.

9:00am - 9:45am

- Mrs. Vazquez begins her reading lesson. She 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. The students who are in the class form pairs, at a safe distance, to discuss and

students at home are placed in breakout rooms in the video conference platform to talk to their partner. When everyone is done sharing, students return to their seats and students at home 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 on the SMART Board and Sharmar can see it on her screen at home.
- Mrs. Vazquez wants all the students to read on their own independently first and annotate anything confusing. Students in class take out their Journeys book from their desk to read, students at home click on the link and read the same story online. There are special “highlighters” Sharmar can use in the e-book to help her highlight the confusing ideas.
- Then, the students in the class 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 the students in the classroom with 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 in class and at home complete the exit ticket in Canvas.

9:45- 9:55am

- The students in class put away their books and wash their hands. Students at home get a ten-minute break to get up and wash their hands too.

9:55-10:30am

- Now, it is time for literacy centers and independent work. Each student in class and at home has to complete certain assignments. All of the assignments are posted in Canvas. Some of them are games! Mrs. Vazquez walks around the room at a safe distance to check on students. Then, she comes to the front of the room and checks in on students at home.

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 checks her device to see if the students on the video conference are making the hand signals.
- 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 turn and 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 in the classroom, the students online can hear them too. She also calls on students online to share their thinking. When it is Sharmar's turn she unmutes her microphone to share her ideas and the students and teacher in the classroom and 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 in the classroom and online write their ideas in a discussion board on Canvas.

11:30am-12:30pm

- During this time the students in the classroom will wash their hands, eat lunch, and attend recess.
- 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 outside 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 in the classroom write their response on a piece of paper and students online write their response in the chat box of the video conference.
- Mrs. Vazquez randomly calls on two students, one in the classroom and one online to share their thoughts.
- Next, we learn how to use our Be a Scientist Interactive journal. Students in the classroom have a paper copy and 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. Students in class write their questions in their paper interactive journal and students like Sharmar online write their questions in their e-journal.
- Mrs. Vazquez asks the class to share their questions with a partner. The students in class share their questions with the person sitting closest to them but at a safe distance. 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 of the students go back to their desks in the classroom and join the main video conference room online.

- Next, Mrs. Vazquez asks the class to explore Interactive Animation on states of matter. Students in the classroom open their laptop and go to the canvas modules to click on the link and begin exploring. Students online also go to the canvas modules to click on the link and begin exploring.
- Students in the classroom and 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

- The students in class put away their materials and wash their hands. 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. To help keep students safe, Mr. Evans is visiting their classroom to provide the students with an art lesson. The families of online students picked up the necessary art supplies from their assigned school. Mr. Evans distributes clean supplies to the students in class, while students online retrieve needed supplies from their 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. Students in the classroom open their laptop and go to the canvas modules to click on the link and begin exploring. Students online also go 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 in class share their observations with the person sitting closest to them but at a safe distance. 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 go back to their desks in the classroom and 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 at a safe distance. Students online may 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

- The students in class put away their drawings, return materials to the personalized class art bin, and wash their hands. Students at home get a ten minute break to get up and wash their hands as well. Mr. Evans seals the class art bin and takes it with him as he

leaves the room. These supplies will be disinfected at the end of the day in order to be used by another class tomorrow.

2:30-3:00pm

- It is time to wrap up the day! Mrs. Vazquez shares homework assignments with students on the Canvas Calendar by projecting them on the SMART board. Sharmar clicks on the icon for the calendar in Canvas and checks to see what her homework is. Students in the classroom can also copy those assignments into their physical planner. Mrs. Vazquez begins dismissing students by dismissing online first before car, bike, and walkers.