

Chat Room Online Teaching Outline

<p>Set-up/Introduction (10 mins)</p> <ul style="list-style-type: none"> • Ensure that the classroom is setup appropriately (students can see the board, laptop is eye-level, all required materials are prepared) • Welcome students. • Ask introductory questions and prompt full sentence responses. • Introduce classroom rules and create a visually progressive reward system.
<p>Context Creation/Vocabulary (20 mins)</p> <ul style="list-style-type: none"> • Begin by drawing a theme related scene on the board. Develop an interactive story using visuals on the board, incorporate the target language (p. 2 of workbook), include the language skill focus (p. 3 of workbook), and concept checking questions. • Drill target language and assess students; understanding using flashcards, chants, and games.
<p>Practical English (10 mins)</p> <ul style="list-style-type: none"> • Students will be taught key language in order to improve their fluency. A new practical English phrase will be provided each day. • This encompasses phrases, pronunciation, and intonation of words and sentences.
<p>Theme Song (5 mins)</p> <ul style="list-style-type: none"> • Teach and sing the designated Chat Room song (p. 2 of workbook) • Incorporate actions and movements where possible.
<p>Daily Focus (10 mins)</p> <ul style="list-style-type: none"> • Monday – Interview Day • Tuesday – Practical Skills • Wednesday – Presentation Day • Thursday – Science Day • Friday – Practical Skills
<p>Worksheet (10 mins) *Worksheets will be completed each day</p> <ul style="list-style-type: none"> • Introduce the workbook activity to the class on the board and provide a visual demonstration. • Encourage students to complete their workbook neatly. • During the activity, the teacher should hold up the workbook page and show students how to complete the task (one by one, providing the correct answer). • Provide positive encouragement as the students are completing the task.
<p>Conclusion & Goodbye (5 mins)</p> <ul style="list-style-type: none"> • Review the lesson content • Praise students individually for their progress in the lesson • Dismiss students and end the call

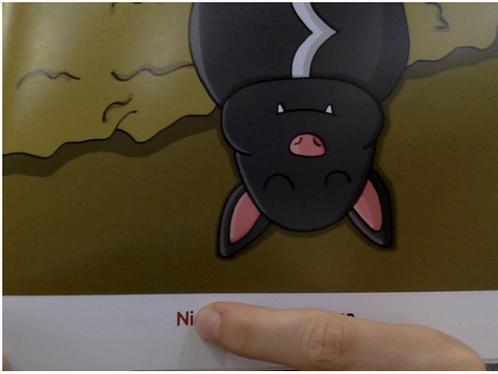
Helpful Chat Room Teaching Tips

- Please note that role plays won't be as effective in these lessons since students won't be physically present in the classroom. Instead, teachers should focus on including visuals when creating context and teaching the vocabulary.
- Teachers can play teacher-led games such as Pictionary and Charades to review the vocabulary (i.e. the teacher draws a farm animal on the board and the students must guess what it is).

Beginner Phonics Teaching Outline

<p>Set-up/Introduction (5 mins)</p> <ul style="list-style-type: none"> • Ensure that the classroom is setup appropriately (students can see the board, laptop is eye-level, all required materials are prepared) • Welcome students, introduce the classroom rules and create a visually progressive reward system
<p>Review (5 mins)</p> <ul style="list-style-type: none"> • Review previously learnt letters on the board • Make use of phonics readers, phonics songs, drilling and or chanting
<p>Board Work (10 mins)</p> <ul style="list-style-type: none"> • Introduce the target letter (upper - / lowercase) and six corresponding vocabulary words • Draw a picture for each and write the word alongside – use color differentiation to highlight the letter being taught (reference textbook presentation) • Use the phonics song to drill the letter name, sound and corresponding vocabulary words • Check and correct students’ pronunciation
<p>Writing Practice (5 mins)</p> <ul style="list-style-type: none"> • Demonstrate the correct stroke order on the board • Ask students to only complete the first two lines of the writing activity (the tracing lines), encouraging them to write neatly • Students can then show their work on the screen and complete the remainder thereof after the lesson
<p>Listening Practice (15 mins)</p> <ul style="list-style-type: none"> • Prepare a photocopy of the listening activity – this will be used to demonstrate and show correct answers • Show students the listening activity and explain the activity by doing the first question with them • Nominate individual students to complete questions one at a time in a verbal manner • Show students the correct answer on the photocopied sheet and ask them to make corrections accordingly • Include additional board/activity-based listening activities, such as: <ul style="list-style-type: none"> - Write 5 letters on the board and number each. Say different vocabulary words and nominate students on an individual basis to identify the correct beginning sound by saying the corresponding letter. - Prepare a variety of pictures with different beginning sounds and write a number on the back. Nominate students individually to choose a number, identify the vocabulary word and corresponding beginning sound.
<p>Spelling (15 mins)</p> <ul style="list-style-type: none"> • Introduce the spelling test to the class on the board • Repeat each word twice without emphasizing any specific sounds (utilize the teacher answer key), and ask students to complete the corresponding number in their workbook • Write the spelling word on the board, with the first letter left blank • Nominate students on an individual basis to identify the correct beginning sound and write the answer accordingly • Encourage students to write the correct letter in their book if they did not get it right the first time
<p>Conclusion (5 mins)</p> <ul style="list-style-type: none"> • Review the lesson content • Praise students individually for their progress in the lesson • Dismiss students and end the call

Intermediate / Advanced Phonics Teaching Outline

<p>Set-up/Introduction (5 mins)</p> <ul style="list-style-type: none"> • Ensure that the classroom is setup appropriately (students can see the board, laptop is eye-level, all required materials are prepared) • Welcome students, introduce the classroom rules and create a visually progressive reward system 	
<p>Board Work (10 mins)</p> <ul style="list-style-type: none"> • Drill the vowel sounds and review content from previous lessons • Introduce the target blend – use color differentiation to distinguish the blend, vowel, and ending sound • Words should be introduced and built one letter at a time (reference textbook) • Drill each word with the class and check individual student pronunciation 	
<p>Reading (10 mins)</p> <ul style="list-style-type: none"> • Use the target phonics reader to test students’ reading by holding the reader up to the screen, ensuring that students can see the words properly • Nominate students on an individual basis and assist them in building the words one letter at a time • When one student has completed a page, the whole class can read the page together as a class • Check and correct students’ pronunciation • Additional readers can be used to ensure an appropriate amount of reading practice is being accomplished 	
<p>Listening (15 mins)</p> <ul style="list-style-type: none"> • Prepare a photocopy of the listening activity – this will be used to demonstrate and show correct answers • Show students the listening activity and explain the activity by doing the first question with them • Nominate individual students to complete questions one at a time in a verbal manner • Show students the correct answer on the photocopied sheet and ask them to make corrections accordingly • Include additional board/activity-based listening activities, such as: <ul style="list-style-type: none"> - Write the 5 vowel sounds on the board and number each. Say different vocabulary words and nominate students on an individual basis to identify the correct vowel sound by saying the corresponding letter. - Write a variety of beginning blends/ending sound combinations on the board and number them. Say different vocabulary words and nominate students on an individual basis to identify the correct beginning blend / ending sound combination by saying the corresponding number 	
<p>Spelling (15 mins)</p> <ul style="list-style-type: none"> • Introduce the spelling test to the class on the board • Repeat each word twice without emphasizing any specific sounds (utilize the teacher answer key) , and ask students to complete the corresponding number in their workbook • Marking should be completed by nominating students on an individual basis to spell the word out loud – write the letters on the board and indicate any mistakes • Complete the error correction after every question on the board using the gap-fill method, asking students to assist in filling in the missing letters verbally 	
<p>Conclusion (5 mins)</p> <ul style="list-style-type: none"> • Review the lesson content • Praise students individually for their progress in the lesson • Dismiss students and end the call 	

Trinity Online Teaching Outline

Set-up/Introduction (5 mins) <ul style="list-style-type: none"> Ensure that the classroom is setup appropriately (students can see that board, laptop is eye-level, all required materials are prepared) Welcome students, introduce the classroom rules and create visually progressive reward system 	
Review & Questions (10 mins) <ul style="list-style-type: none"> Review content from previous lesson and units (vocabulary and grammar) Practice imperatives Conduct exam-based Q&A 	
Context Creation (5 mins) <ul style="list-style-type: none"> Introduce/Review the unit topic by making use of realia, scene pictures, and interactive stories Elicit target language from students by using visuals on the board 	
Vocabulary (15 mins) <ul style="list-style-type: none"> Teach and drill the unit vocabulary using flashcards Teach sentence structures using Q&A Check vocabulary understanding using information check questions, games and additional resources 	Grammar (15 mins) <ul style="list-style-type: none"> Teach and board the grammar Teach sentence structures using Q&A Check grammar understanding using information check questions, games and additional resources
Oral Practice (10 mins) <ul style="list-style-type: none"> Provide a quick demonstration/review of the grammar Elicit responses from students Use repetition to reinforce the vocabulary & grammar concepts 	
Workbook (10 mins) <ul style="list-style-type: none"> Complete workbook activities (demonstrate all bookwork activities on the board or a notepad ahead of their commencement) Go over answers orally to check student's comprehension (ask students to hold up their book to the camera after completion) 	
Conclusion (5 mins) <ul style="list-style-type: none"> Review the lesson content Praise students individually for their progress in the lesson Dismiss students and end the call 	

Trinity Suggested Games:

Memory Game

This can be a memory and/or alphabet game. The first student always starts with "I went to the shop and I bought.... an apple". Then student two would choose something different and add it to what student one has said, so "I went to the shop and I bought an apple... and a bird". Then, the third student would say, "I went to the shop and I bought an apple, a bird... and a camera." And so on. If anyone

makes a mistake they are out. Some students can find it a bit frustrating so make sure it doesn't go on for too long. This can be adapted the grammar and vocabulary of the course.

Keyword Game

Select one word or grammar point that you wish to revise as the keyword. Place the flashcards or pictures of the words on the board and circle the word chosen. Explain or demonstrate to the students that they need to repeat the subject names after you, but when you say the keyword, they must touch their head or raise their hands in the air. The student who completes the relevant action first is the winner.

Last Man Standing

This is a game which gives students the time to think and encourage peer learning. As they hear other students speaking, they will pick up on some words. Allocate each student a number, this will determine the order in which students will take turns to give their answers. The teacher will provide the name of a category such as food, belongings, etc. (pick something relevant to what is being taught or has been covered). If students repeat a word or can't say any more words, they need to sit down. The last man/student standing wins the game.

Objects

Time to test your students' memories and vocabulary! Gather 10-15 objects that can be found in the classroom (or realia of the vocabulary) and lay them all out on the desk or board (pictures can be drawn). Show them all to the students and then cover everything or move the screen away after one minute. Ask the students to vocalize the items they remember. Write a list of the items on the board and allow students to self-correct.

Cambridge (Pre-Starters & Starters) Online Teaching Outline

<p>Set-up/Introduction (5 mins)</p> <ul style="list-style-type: none"> • Ensure the classroom is set up appropriately (students can see the board, laptop is eye-level, all required materials are prepared) • Welcome students, introduce the classroom rules and create a visually progressive reward system 		
<p>Review & Questions (15 mins)</p> <ul style="list-style-type: none"> • Review content from previous lesson and units (vocabulary and grammar) with pictures on the board/flashcards • Practice imperatives • Conduct exam-based Q&A 		
<p>Context creation (5 mins)</p> <ul style="list-style-type: none"> • Introduce/review the unit topic by making use of realia, scene pictures and visuals on the board • Elicit target language from students by drawing pictures on the board and by referencing the Pupil's Book 		
<p>Lesson 1 (15 mins) (Vocabulary)</p> <ul style="list-style-type: none"> • Teach and drill the target language using flashcards, scene pictures, chants or the Pupil's Book • Check understanding using information check questions and additional resources 	<p>Lesson 2 (15 mins) (Grammar)</p> <ul style="list-style-type: none"> • Teach and practice grammar functions (reference teacher book) • Teach sentence structures using Q&A • Check understanding using information check questions and additional resources 	<p>Lesson 3 (15 mins) (Phonics/Reading Focus)</p> <ul style="list-style-type: none"> • Teach phonics concept using chants and drilling • Introduce and discuss the story • Check understanding using information check questions and additional resources
<p>Workbook (10 mins)</p> <ul style="list-style-type: none"> • Offer visual demonstrations of all tasks by referencing the Activity Book and with visuals on the board • Instruct students to prepare the relevant materials (pencils, crayons etc) • Complete activities as a class by nominating students individually for answers • Offer verbal feedback • Have students show workbooks to cameras at the end of each activity and offer praise 		
<p>Conclusion (5 mins)</p> <ul style="list-style-type: none"> • Review the lesson content • Praise students individually for their progress in the lesson • Dismiss students and end the call 		

Helpful Cambridge (Pre-Starters & Starters) Teaching Tips

- Ensure each student is nominated and given a fair opportunity to take part, offer answers and engage with the material.

Cambridge (Movers & Flyers) Online Teaching Outline

<p>Set-up/Introduction (5 mins)</p> <ul style="list-style-type: none"> • Ensure that the classroom is set up appropriately (students can see the board, laptop is eye-level, all required materials are prepared) • Welcome students, introduce the classroom rules and create a visually progressive reward system 		
<p>Review & Questions (10 mins)</p> <ul style="list-style-type: none"> • Review content from previous lesson and units (vocabulary and grammar) with pictures on the board/flashcards • Practice imperatives • Conduct exam-based Q&A 		
<p>Context creation (5 mins)</p> <ul style="list-style-type: none"> • Introduce/review the unit topic by making use of realia, scene pictures and visuals on the board • Elicit target language from students by drawing pictures on the board and by referencing the Pupil's Book 		
<p>Lesson 1 (10 mins) (Vocabulary)</p> <ul style="list-style-type: none"> • Teach and drill the target language using flashcards, scene pictures, chants or the Pupil's Book • Check understanding using information check questions and additional resources 	<p>Lesson 2 (10 mins) (Grammar)</p> <ul style="list-style-type: none"> • Teach and practice grammar functions (reference teacher book) • Teach sentence structures using Q&A • Check understanding using information check questions and additional resources 	<p>Lesson 3 (10 mins) (Phonics/Reading Focus)</p> <ul style="list-style-type: none"> • Teach phonics concept using chants and drilling • Introduce and discuss the story • Check understanding using information check questions and additional resources
<p>Workbook (15 mins)</p> <ul style="list-style-type: none"> • Offer visual demonstrations of all tasks by referencing the Activity Book and with visuals on the board • Instruct students to prepare the relevant materials (pencils, crayons etc) • Complete activities as a class by nominating students individually for answers • Offer verbal feedback • Have students show workbooks to cameras at the end of each activity and offer praise 		
<p>Spelling (10 mins)</p> <ul style="list-style-type: none"> • Complete a spelling test based on the unit's vocabulary • Allow students to write each word down on a scrap piece of paper and then nominate them individually after each word for the answer 		
<p>Conclusion (5 mins)</p> <ul style="list-style-type: none"> • Review the lesson content • Praise the students individually for their progress in the lesson • Dismiss the students and end the call 		

Helpful Cambridge (Movers & Flyers) Teaching Tips

- Ensure each student is nominated and given a fair opportunity to take part, offer answers and engage with the material.

Grammar and Writing Online Teaching Outline – Week 1

<p>Set-up/Introduction (5 mins)</p> <ul style="list-style-type: none"> • Ensure that the classroom is setup appropriately (students can see the board, laptop is eye-level, all required materials are prepared) • Welcome students, introduce the classroom rules and create a visually progressive reward system
<p>Context Creation (5 mins)</p> <ul style="list-style-type: none"> • Introduce and contextualize the topic • Encourage discussions – ensure each student is nominated
<p>Reading (10 mins)</p> <ul style="list-style-type: none"> • Students take turns to read the text - ensure each student is nominated and has an equal opportunity • Have students underline unknown words • Facilitate a class discussion on the text – ensure each student is nominated
<p>Vocabulary & Discussion (10 mins)</p> <ul style="list-style-type: none"> • Select a word from the text, write it on the board along with the definition • Have students copy it down • Repeat this until activity is complete • Nominate students individually and ask CCQs to assess understanding of vocab words
<p>Writing Skill Intro (10 mins)</p> <ul style="list-style-type: none"> • Introduce and contextualize the writing • Test each student’s comprehension individually
<p>Analyzing Text (15 mins)</p> <ul style="list-style-type: none"> • Offer visual demonstrations of each activity by referencing workbook as well as completing practice example on the board • Nominate students and complete questions as a class
<p>Conclusion (5 mins)</p> <ul style="list-style-type: none"> • Review the lesson content • Praise students individually for their progress in the lesson • Dismiss students and end the call

Grammar and Writing Online Teaching Outline – Week 2

<p>Set-up/Introduction (5 mins)</p> <ul style="list-style-type: none"> • Ensure that the classroom is setup appropriately (students can see the board, laptop is eye-level, all required materials are prepared) • Welcome students, introduce the classroom rules and create a visually progressive reward system
<p>Grammar Context (10 mins)</p> <ul style="list-style-type: none"> • Introduce and contextualize the grammar concept with visuals/sentences on the board
<p>Grammar Concept (10 mins)</p> <ul style="list-style-type: none"> • Explain the grammar concept • Teaching to include meaning, form, pronunciation and appropriacy • Individually assess each student’s comprehension

<p>Notes (10 mins)</p> <ul style="list-style-type: none"> • Write basic grammar notes on the board (ensure they are clear for the students) • Have the students copy the notes in their work books
<p>Workbook (20 mins)</p> <ul style="list-style-type: none"> • Offer visual demonstrations of each activity by doing practice examples on the board • Nominate students and complete activities as a class
<p>Conclusion (5 mins)</p> <ul style="list-style-type: none"> • Review the lesson content • Praise students individually for their progress in the lesson • Dismiss students and end the call

Grammar and Writing Online Teaching Outline – Week 3

<p>Set-up/Introduction (5 mins)</p> <ul style="list-style-type: none"> • Ensure that the classroom is setup appropriately (students can see the board, laptop is eye-level, all required materials are prepared) • Welcome students, introduce the classroom rules and create a visually progressive reward system
<p>Journal Time/Free Write Context (15 mins)</p> <ul style="list-style-type: none"> • Introduce and contextualize the journal task/free time with visuals on the board • Complete the activity as a class • Elicit ideas, offer outlines and have students include their own content
<p>Writing Skill Review (10 mins)</p> <ul style="list-style-type: none"> • Contextualize and review the writing skill • Elicit and board important information • Test each student’s comprehension individually
<p>Writing Skill Practice (10 Mins)</p> <ul style="list-style-type: none"> • Have students complete the activities in their workbooks
<p>Grammar Review (10 mins)</p> <ul style="list-style-type: none"> • Contextualize and review the grammar topic • Elicit and board important information • Test each student’s comprehension individually
<p>Grammar Practice (10 mins)</p> <ul style="list-style-type: none"> • Have students complete the activities in their workbooks
<p>Conclusion (5 mins)</p> <ul style="list-style-type: none"> • Review the lesson content • Praise students individually for their progress in the lesson • Dismiss students and end the call

Grammar and Writing Online Teaching Outline - Week 4

<p>Set-up/Introduction (5 mins)</p> <ul style="list-style-type: none"> • Ensure that the classroom is setup appropriately (students can see the board, laptop is eye-level, all required materials are prepared) • Welcome students, introduce the classroom rules and create a visually progressive reward system

Grammar Review (10 mins) <ul style="list-style-type: none">Contextualize and review the grammar topicElicit and board important informationTest each student's comprehension individually
Writing Topic Intro (5 mins) <ul style="list-style-type: none">Introduce and contextualize the writing activity
Class Planning (10 mins) <ul style="list-style-type: none">Plan the writing activity as a class, elicit ideas, offer outlines and have students include their own content. Highlight sections which can be easily adapted for each student.
Writing Time (10 mins) <ul style="list-style-type: none">Have students complete the activity using the outline and including their own content.
Class Discussion (15 mins) <ul style="list-style-type: none">Using the '<i>Grammar and Writing + Notes</i>' create a discussion related to the topic.
Conclusion (5 mins) <ul style="list-style-type: none">Review the lesson contentPraise students individually for their progress in the lessonDismiss students and end the call

Useful Tips for Teaching Grammar and Writing

- Ensure all students have an equal opportunity to contribute to class discussions. Nominate each student individually and ask follow-up questions.
- When completing bookwork, complete oral feedback after each question by nominating a student to volunteer their answer. Students can self-mark in another color.
- Offer a framework for long written answers.
- Ensure you are fully prepared to teach the grammar focus and writing skills.
- Prepare an answer key for all questions

Reading & Speaking Online Teaching Outline – Week 1

Set-up/Introduction (5 mins) <ul style="list-style-type: none"> • Ensure the classroom is set up appropriately (students can see the board, laptop is eye-level, all required materials are prepared) • Welcome students, introduce the classroom rules and create a visually progressive reward system 	
Contextualization (5 mins) <ul style="list-style-type: none"> • Introduce and contextualize the topic with visuals on the board/by referencing cover picture • Nominate and encourage discussions with students 	
Reading (15 mins) <ul style="list-style-type: none"> • Nominate students to take turns to read the text • Have the rest of the students follow along • Ask students to underline unknown words • Facilitate a discussion on the text (nominate students for answers) 	
Vocabulary (15 mins) <ul style="list-style-type: none"> • Select a word from the text, write it on the board along with the definition • Have students copy it down • Repeat this until activity is complete • Nominate students individually and ask CCQs to assess understanding of vocab words 	
Vocabulary Check (10 mins) <ul style="list-style-type: none"> • Offer visual demonstrations of each activity by referencing workbook as well as completing practice example on the board • Nominate students and complete questions as a class 	
Level A&B - Presentation (10 mins) <ul style="list-style-type: none"> • Contextualize the topic with visuals on the board as well as by referencing the picture in the book • Read the text to the students • Nominate students and facilitate a class discussion on the topic 	Levels C&D - Extended vocab check (10 mins) <ul style="list-style-type: none"> • Offer visual demonstrations of each activity by referencing workbook as well as completing practice example on the board • Complete bookwork activities as a class, nominating students individually for answers
Conclusion (5 mins) <ul style="list-style-type: none"> • Review the lesson content • Praise students individually for their progress in the lesson • Dismiss students and end the call 	

Reading & Speaking Online Teaching Outline – Week 2

Set-up/Introduction (5 mins) <ul style="list-style-type: none"> • Ensure the classroom is set up appropriately (students can see the board, laptop is eye-level, all required materials are prepared) • Welcome students, introduce the classroom rules and create a visually progressive reward system
--

<p>Topic Review & Discussion (10 mins)</p> <ul style="list-style-type: none"> Using visuals on the board/with reference to the pictures on the front cover/in the workbook, review the work and story from the previous lessons Nominate students individually and encourage answers in full sentences
<p>Topic Learning & Discussion (10 mins)</p> <ul style="list-style-type: none"> Introduce and contextualize the topic with visuals on the board/by referencing workbook picture/s Read the passage to the students Nominate students individually to answers questions on the text (encourage full sentences) Introduce new ideas/facts to build on the topic
<p>Workbook time (15 mins)</p> <ul style="list-style-type: none"> Offer visual demonstrations of each activity by referencing workbook as well as completing practice example on the board Complete bookwork activities as a class, nominating students individually for answers
<p>Language Focus (10 mins)</p> <ul style="list-style-type: none"> Using visuals on the board/with reference to the pictures in the workbook, introduce and contextualize the Language Focus Model examples and have students repeat Use CCQs to assess students' understanding
<p>Language Focus Practice (10 mins)</p> <ul style="list-style-type: none"> Using the visuals in the workbook, nominate students to practice the Language Focus Using visuals on the board/with reference to other pictures, model and encourage students to practice with other examples
<p>Conclusion (5 mins)</p> <ul style="list-style-type: none"> Review the lesson content Praise students individually for their progress in the lesson Dismiss students and end the call

Reading & Speaking Online Teaching Outline – Week 3

<p>Set-up/Introduction (5 mins)</p> <ul style="list-style-type: none"> Ensure the classroom is set up appropriately (students can see the board, laptop is eye-level, all required materials are prepared) Welcome students, introduce the classroom rules and create a visually progressive reward system
<p>Topic Review & Discussion (10 mins)</p> <ul style="list-style-type: none"> Using visuals on the board/with reference to the pictures on the front cover/in the workbook, review the work and story from the previous lesson Nominate students individually and encourage answers in full sentences
<p>Reading (15 mins)</p> <ul style="list-style-type: none"> Nominate students to take turns to read the text Have the rest of the students follow along Ask students to underline unknown words Explain words using context clues/with visuals on the board

Discussion (5 mins) <ul style="list-style-type: none"> Nominate students individually and ask CCQs to assess understanding Encourage students to answer in full sentences 	
Skill Introduction (10 mins) <ul style="list-style-type: none"> Using visuals on the board, introduce the reading comprehension skill (see workbook) Explain it to students and nominate them individually to assess understanding 	
Skill Practice (15 mins) <ul style="list-style-type: none"> Offer a visual demonstration of the practice activity on the board Nominate students and complete the practice activity as a class 	
Level A&B - Listening (5 mins) <ul style="list-style-type: none"> Offer a visual demonstration of the listening activity on the board Read the script and complete the activity as a class, nominating students individually for answers 	Level C&D - Extended Skill Practice (5 mins) <ul style="list-style-type: none"> Continue to guide students through their workbook activities Nominate students and complete the activities as a class
Conclusion (5 mins) <ul style="list-style-type: none"> Review the lesson content Praise students individually for their progress in the lesson Dismiss students and end the call 	

Reading & Speaking Online Teaching Outline – Week 4

Set-up/Introduction (5 mins) <ul style="list-style-type: none"> Ensure the classroom is set up appropriately (students can see the board, laptop is eye-level, all required materials are prepared) Welcome students, introduce the classroom rules and create a visually progressive reward system
Topic Review & Discussion (10 mins) <ul style="list-style-type: none"> Using visuals on the board/with reference to the pictures on the front cover/in the workbook, review the content and stories from the previous lessons Nominate students individually and encourage answers in full sentences Complete workbook activity (if applicable)
Topic Learning & Discussion (5 mins) <ul style="list-style-type: none"> Contextualize and read the text to the students Nominate students individually for CCQs and encourage answers in full sentences
Worksheets (15 mins) <ul style="list-style-type: none"> Offer visual demonstrations of each activity by referencing workbook as well as completing practice example on the board Complete bookwork activities as a class, nominating students individually for answers
Spelling (10 mins) <ul style="list-style-type: none"> Using visuals on the board, introduce and explain that students will be completing spelling Choose words that are theme related that students have covered

Presentation (15 mins)

- Contextualize and explain the presentation activity
- Have students plan and prepare their own presentations
- Nominate students individually to present their work (encourage answers in full sentences)

Conclusion (5 mins)

- Review the lesson content
- Praise students individually for their progress in the lesson
- Dismiss students and end the call

Materials for Online Teaching

- **Materials required by students**

- Computer/tablet (with working camera and microphone) and the Skype program installed
- Course textbooks / packs / additional materials (either to be picked up at centers or printed out at home)
- Printer for the printing of any course-related materials (if not picked up from the center)
- Stationary (pencil, erasers, crayons, A4 blank paper, glue sticks etc.)

- **Materials required by teachers**

- Computer/tablet (with working camera and microphone) and the Skype program installed
- Computer/tablet charger (should be kept in class during the lesson)
- All course related materials needed for the lesson (teacher keys, flashcards, additional materials etc.)
- Stationary (clipboard, A4 blank paper, black Sharpie pen, working board markers etc.)
- Class folders and student progress sheets (for each student)

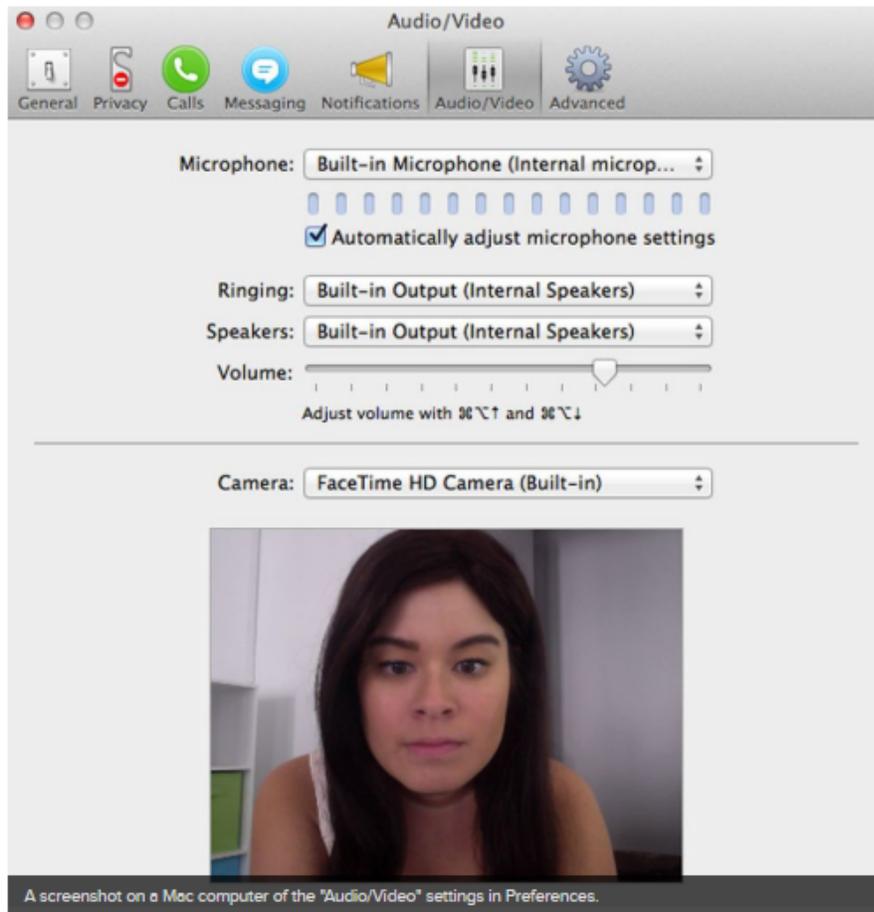
General Classroom setup for Online Teaching

Classroom needs to be appropriately setup before the commencement of any lesson, in a neat manner. Please note that parents will likely be able to see the screen, so this needs to be prepared appropriately.

- walls should be free of posters/stickers etc.
- all unnecessary clutter should be removed (bookshelves, toys etc.)
- lighting should be checked on screen to ensure good visibility
- computer/tablet(s) should be charged (and chargers kept at hand) and technical aspects tested beforehand (camera, microphone etc.)
- Ensure that the screen is at the correct eye level, allowing for clear visibility of the board and teacher (it may be necessary to place the laptop/tablet on a stack of books/boxes)
- Check that board markers are fully visible when writing on the board (do a screen test)

Skype User Guide for Teachers

1. Check your audio and video settings before each lesson



For Mac users: Click "Skype" at the upper left-hand corner and scroll down to "Preferences." Then click on the "Audio/Video" button.

For Windows users: Go to "Call" and click "Audio settings." Below it, you'll see "Video settings."

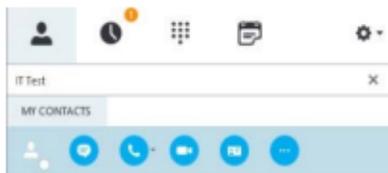
Once you're in the settings page, here's what to check for:

- Make sure your speakers are on. If you can hear the Skype jingle, you're good.
- Check that your voice can be heard through the microphone. If not, choose the appropriate microphone from the drop-down menu.
- Check to see if your webcam is connected. If so, you should be able to see yourself on the live video feed. If not, check your video settings and make sure your webcam is plugged in correctly.

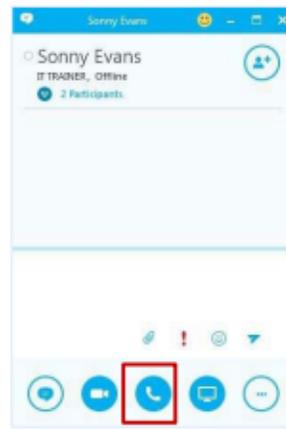
2. Communicating with your contacts

To communicate with a contact, use one of the following methods to access the communication tools, then select the option you want to use (e.g. instant message, video call, etc.).

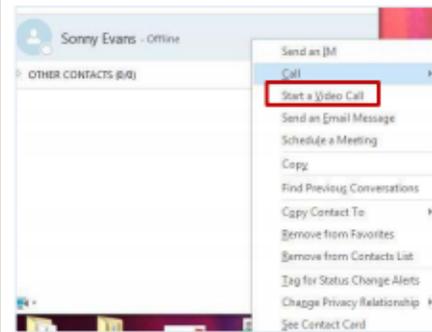
Hover your mouse over their picture in the contacts list



Double-click anywhere on their contact listing:



Right-click their contact listing:

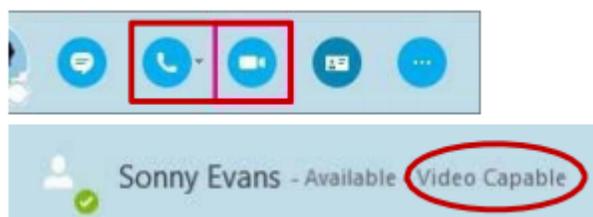


Instant messaging (IM): Instant messaging (IM) allows you to communicate with people in real time, and on a moment's notice. It is less formal than email, and faster than a phone call. You can have an IM conversation with one or many people, send pictures and files or add audio or video.

3. Making an audio or video call

If you have a microphone, a headset (or speakers) and a webcam attached to your computer, you can use Skype for Business to make and receive audio and video calls. Skype for Business automatically detects your audio and video devices, but before making an audio or video call you should check that they are set up correctly. To do this:

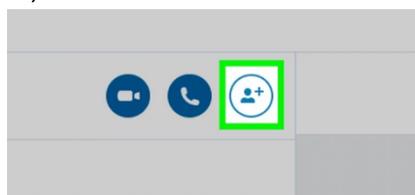
1. Click the **Options** menu (cog icon) in the main Skype for Business window
2. Choose **Tools > Audio (or Video) Device Settings**.



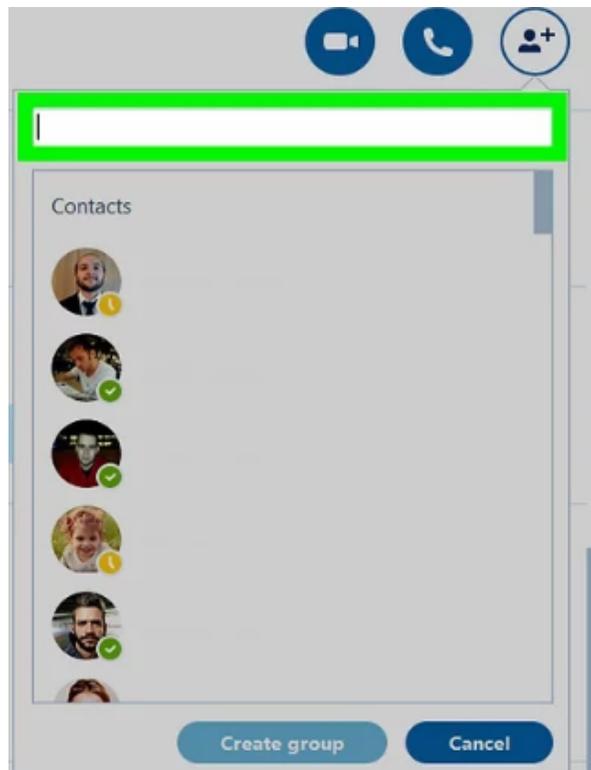
4. Creating/Leading a Group Chat

Select a chat. Click the chat that you want to into a group chat on the left side of the Skype window.

- If you haven't yet created a chat, create one first.



Click the "Create group" icon. This person-shaped icon with a "+" in it is in the upper-right side of the chat. Doing so opens an "Add participants" window with all of your Skype contacts listed in it.



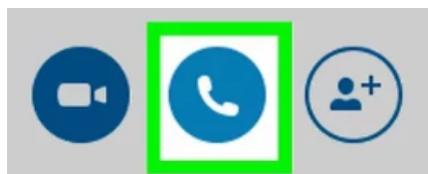
Select contacts. Click the checkbox to the left of each contact whom you want to add to the group. You can also search in the text box at the top of the "Add participants" window for a contact to add if you want to add someone not in your contacts.

Click Create Group. It's a blue button at the bottom of the "Add participants" window. Doing so will create a new chat with your group of contacts.

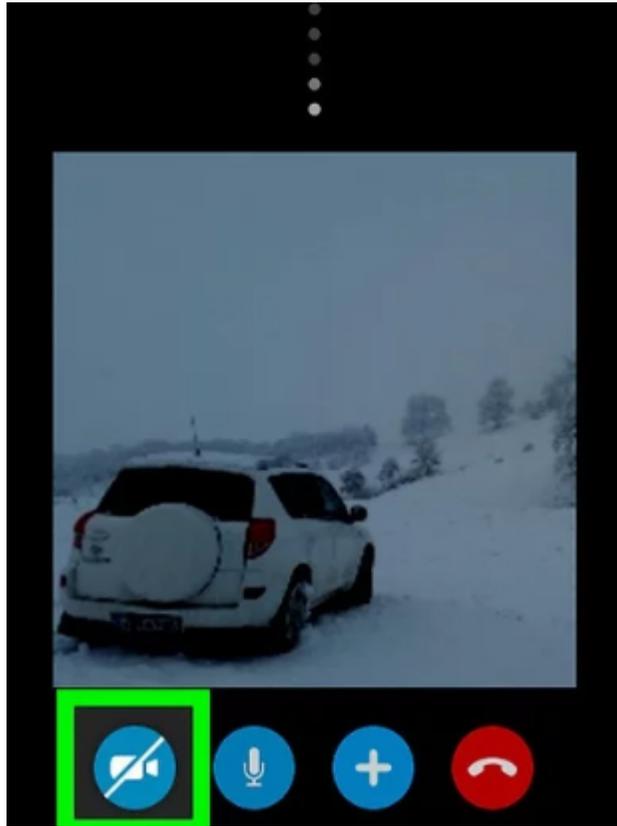
5. Calling a Contact or Group

Select a chat. Click the conversation with the contact whom you want to call, or start a new conversation.

Click the "Call" button. This is a phone receiver-shaped icon in the upper-right side of the window. Doing so will initiate a video call to the person or group of people. If you want to make a video call, click the video camera icon here instead.



Switch to video. Click the video camera icon with a slash through it to turn on your camera. This will allow your contact(s) to see whatever your camera is facing.



You can also turn back off video by clicking the video camera icon here.