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## ThinkCERCA 5-Day Remote Learning Plans

### Synchronous Learning: Lesson Plan

*The goal for synchronous learning should be engagement, leveraging strategies such as jigsaw, breakout rooms, and discussion as often as possible.*

Day 1	Day 2	Day 3	Day 4	Day 5
<p>1. Review Class Discussion Question. Ask students to free write their initial response via email, chat, or Google Docs.</p> <p>2. Read the <b>Topic Overview</b> as a class</p> <p>3. <b>Review vocabulary.</b> Then, have students work in small groups to complete a <a href="#">Frayer Model</a> graphic organizer for one word they don't know. Share out with the class.</p> <p>4. <b>Step 1: Connect:</b> Ask students to discuss the connect question with a partner via a <a href="#">virtual Think-Pair-Share</a>.</p> <p>5. <b>Listen to the audio of the text</b>, with students following along online.</p>	<p>1. <b>Summarize the text</b> and ask students to write down one thing they learned via email, chat, or Google Docs.</p> <p>2. <b>Step 2: Read</b> the article as a class. Ask students to highlight evidence as they listen.</p> <p>3. <b>Step 3: Engage with the Text:</b> Break students into groups and have them collaborate and find evidence, using prompts and highlighters in Step 3. Switch students into new groups and share their evidence/notes with new partners.</p> <p>4. <b>Step 2: Check:</b> Students review the article and complete the Check questions.</p>	<p>1. <b>Step 4: Summarize:</b> Ask students to write down the most important points and share with a partner via <a href="#">virtual Think-Pair-Share</a>.</p> <p>2. <b>Step 5: Build your Argument:</b> Teacher models using student view. Students begin building their CERCA's.</p> <p>3. As students work individually, leverage ThinkCERCA's <a href="#">View Progress feature</a> to <b>monitor student progress virtually</b>. If possible, communicate feedback to students on their progress via chat or email.</p> <p>4. Based on feedback, <b>identify an area for improvement</b> (Claims, Evidence, or Reasoning) and assign a <a href="#">Skills Lesson</a> in that area for Day 4 or 5..</p>	<p>1. Students <b>complete assigned Skills Lesson</b> based on growth focus area.</p> <p>2. <b>Step 5: Build your Argument:</b> Teacher models exemplary paragraph and builds their own argument using Student View.</p> <p>3. Facilitate a <a href="#">virtual Think-Pair-Share</a>. Have students share their initial <b>response to the writing prompt</b>.</p> <p>4. <b>Students work on their draft paragraphs</b>, adding an introduction and a conclusion sentence.</p>	<p>1. Revisit the Class Discussion Question and facilitate a <b>whole class discussion</b>. .</p> <p>2. <b>Step 6: Create Your CERCA</b> Students complete final revisions and submit. *<i>Good opportunity to host virtual office hours or speed conferencing</i></p> <p>3. When students are finished, they can <b>work on Skills Lessons</b>:</p> <p>4. <b>Class Debrief:</b> Facilitate a whole class discussion. How'd it go? What did you enjoy? What was challenging?</p>

## Asynchronous Learning: Lesson Plan

*If possible, post the video and written directions for the whole week so you can spend your time giving feedback instead of planning.*

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Teacher:</b> Post video that:</p> <ul style="list-style-type: none"> <li>- Models answering the class discussion question and reading the <b>Topic Overview</b>.</li> <li>- <b>Reviews vocabulary</b> and models completing a <a href="#">Frayer Models</a> graphic organizer for 1-2 words.</li> <li>- Models listening to the audio of the text.</li> </ul> <p><b>Student Expectations:</b> Students read the <b>Topic Overview</b> and complete a <a href="#">Frayer Model</a> graphic organizer for 1-2 new words. Students answer the <b>Connect</b> question and then listen to the audio of the text.</p>	<p><b>Teacher:</b> Post video that:</p> <ul style="list-style-type: none"> <li>- Models reading the text and highlighting pieces of evidence.</li> <li>- Explains how students will collaborate with peers to find evidence.</li> <li>- Models completing the <b>Check</b> questions.</li> </ul> <p><b>Student Expectations:</b> Students read the text and highlight evidence. Students work with other peers to collaborate to find evidence. Students complete the <b>Check</b> questions.</p>	<p><b>Teacher:</b> Post video that:</p> <ul style="list-style-type: none"> <li>- Models summarizing the text.</li> <li>- Models <b>building argument</b> using student view.</li> <li>- Explains the process for receiving feedback during the writing and revising stages.</li> </ul> <p><b>Student Expectations:</b> Students <b>summarize</b> the text and build their CERCA's.</p>	<p><b>Teacher:</b> Post video that:</p> <ul style="list-style-type: none"> <li>- Models reviewing feedback in student view, finding the growth focus area, and completing the assigned <a href="#">Skills Lesson</a>.</li> <li>- Models writing an exemplary paragraph and building an argument using Student View.</li> <li>- Explains how students will share their initial response to the writing prompt with a peer.</li> <li>- Models how to continue working on writing draft, making sure to add an introduction and a conclusion.</li> </ul> <p><b>Student Expectations:</b> Students review teacher feedback and complete the assigned <a href="#">Skills Lesson</a>. Students share their initial response to the writing prompt with a peer. Students continue building their CERCA's, making sure to add an introduction and a conclusion.</p>	<p><b>Teacher:</b> Post video that:</p> <ul style="list-style-type: none"> <li>- Models participating in an online class discussion that revisits the <b>class discussion question</b>.</li> <li>- Models completing, revising, and submitting <b>CERCA</b>.</li> <li>- Models what students can work on when finished and how to participate in <b>debrief</b>.</li> </ul> <p><i>*Good opportunity to host virtual office hours or speed conferencing.</i></p> <p><b>Student Expectations:</b> Students contribute ideas, questions, and comments in the online class discussion. Students complete final revisions and submit. Students can <b>work on Skills Lessons</b> when they're finished. Students participate in debrief.</p>

## Hybrid Learning: Lesson Plan

*Where possible, leverage the in-person time for **conferencing, discussion, and collaboration**. Students can complete independent work, skills lessons, and watch your direct instruction by video in the virtual classes.*

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Introduce Class Discussion Question &amp; lead <a href="#">Vote With Your Feet</a> (for either the discussion question or writing prompt).</p> <p>Review <a href="#">Claims Direct Instruction Lesson</a> as a class. Students complete comprehension check individually.</p> <p>Students work independently on <b>Step 1</b>: Connect</p> <p>Work on completing a <a href="#">Frayer Model</a> for two new vocabulary words with a partner.</p>	<p>Teacher posts a video that:</p> <ul style="list-style-type: none"> <li>- Introduces the text and models reading expectations and completing the <b>Step 2</b> comprehension questions.</li> <li>- Walks through <a href="#">Evidence Direct Instruction</a> lesson.</li> <li>- Sets expectations for <b>Step 3</b>. For example, how many aqua and pink highlights should they have?</li> </ul> <p>Students listen/read the text in <b>Step 2</b> and answer the comprehension questions. Then, complete <b>Step 3</b>: Engage with the Text</p>	<p>Teacher posts a video that:</p> <ul style="list-style-type: none"> <li>- Sets expectations for completing the skills lesson and <b>Step 4</b>.</li> <li>- Models expectations for Step 5: Build Your Argument.</li> </ul> <p>Students complete <a href="#">Summary Skills Lesson</a>, and write a 3-sentence summary for <b>Step 4</b>.</p> <p>In <b>Step 5</b>, students write a claim, two reasons, and two pieces of evidence to support their claim.</p>	<p>Students participate in a quick <a href="#">Debate Game</a> about discussion question, using their claims, reasons, and evidence.</p> <p>As a class, review claims, reasons, and evidence and answer any questions.</p> <p>Students work in small groups to revise their work in <b>Step 5</b>. Teacher holds small group conferences about their writing to provide feedback.</p>	<p>Teacher posts a video that:</p> <ul style="list-style-type: none"> <li>- Sets expectations completing <b>Step 6</b>, including the end writing expectations.</li> </ul> <p>Students complete Skills Lesson: <a href="#">Supporting Claims with Evidence</a>.</p> <p>Students copy all to draft for <b>Step 6</b>, complete the <a href="#">Writing Lesson Checklist</a>, revise their work, and hit submit.</p>

## Additional ThinkCERCA Lessons & Resources

### Lessons for Students

Remote learning means students will likely be spending more time working independently. As such, we recommend assigning additional ThinkCERCA lessons so students have other assignments to work on when they're not working on a Writing Lesson.

- [Direct Instruction Lessons](#)
- [Skills Lessons](#)
- [Reading Practice Lessons](#)

### Teacher Resources

Many of the following activities can be adapted using teleconferencing or other web-based communication tools.

- [Download Scripted Lesson Plans and Slides](#)
- [Paper-Based Writing Lesson](#) (for students with limited Internet access)
- [Adapted Student Engagement Activities for Virtual Learning](#)
- [ThinkCERCA Teacher Toolkit](#)
- [Student Engagement Activities](#)
- [Grading & Feedback Resources](#)

## Additional Tips & Resources for Educators & Students

- [10 Strategies for Online Learning During a Coronavirus Outbreak](#) (ISTE)
- [Distance Learning Readiness Kit](#) (Schoology)
- [Best Practices for Remote Learning](#) (Go Guardian)
- [75 Digital Tools and Apps Teachers Can Use to Support Formative Assessment](#) (NWEA)