



# THE TURN AND TALK

by Daina Yousif Weber  
San Diego Unified School District



"The Turn and Talk" empowers students to make their own meaning by exploring open-ended questions, sharing their thoughts and perspectives, and building upon each other's ideas.

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- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### DEVELOP OPEN-ENDED PROMPTS

- Develop clear and intentional prompts that are open-ended and push students to both grapple with the content and develop their skills

2

### STUDENTS TALK IN PAIRS OR SMALL GROUPS

- Sets an expectation that every single student must contribute to the conversation. Each student brings new ideas
- Be intentional about the timing and telling students exactly how much time they have
- Consider pairing students strategically
- Scaffold with sentence starters
- Consider incorporating note-taking tools to help students retain information

3

### SHARE OUT WITH WHOLE CLASS

- Students share their contributions in a class discussion amplifying valuable ideas and insights and encouraging metacognitive reflection
- They can also elaborate on the discussion in writing



# WOW (WORD OF THE WEEK)

by Kate Bowen  
Davis Joint Unified School District



"WOW (Word of the Week)" channels students' creativity in learning new vocabulary and developing deeper understanding about a person, place, or idea.

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## GRADE LEVEL:



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## KEY STEPS

### 1

### TEACH THE CONTENT WORD OR PHRASE

- Choose a person, place, idea, or event
- Discuss, brainstorm, and record ideas, facts, examples, part of speech

### 2

### CREATE A SCENE WITH THE WOW

- Students create a full-page scene with the WOW as its center, weaving in the part of speech and an original sentence correctly using the word, creative lettering, etc
- Support students by providing access to stencils and a variety of images of the person, place, idea, or event

### 3

### IDEAS AND MODIFICATIONS

- Provide hole-punched paper so students can keep a chronological portfolio across the year
- Create a Google slide with animation



# CONCEPT CIRCLES

by Chris Mullin  
Santa Ynez Valley Union High  
School District



"Concept Circles" help students communicate their understanding of key words and concepts, and how their selected terms relate to a larger theme.

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RESOURCES

## GRADE LEVEL:



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## KEY STEPS

1

### PRE-TEACH CONTENT AND VOCABULARY

- Students need to be familiar with the content and vocabulary to be successful in this activity
- Could be 30 minutes or three days of exploration

2

### CREATE CONCEPT CIRCLE IN SMALL GROUPS

- A concept circle is a circle with 4 quadrants
- Each group selects 4 terms from a list that go together to create a thematic idea
- Place one word in each quadrant and add an image that represents it

3

### GALLERY WALK

- Post each concept circle around the classroom
- Each group has a "Team Answer Sheet" with a list to record a word for each peer group's circle
- Groups discuss the 4 terms in the Concept Circles of their peers and determine a common theme, recording it on the answer sheet



# BEGINNING, MIDDLE, END

by Martha Garcia Gallaga  
Las Palmas Elementary



"Beginning, Middle, End" is a read aloud strategy to help TK-1st grade students retain information about the characters and events in the story.

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- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



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## KEY STEPS

1

### CREATE A BEGINNING, MIDDLE, END CHART

- While reading the story, draw or write about events, characters, setting, problems, and solutions as they arise

2

### PARTNERS RETELL THE EVENTS IN THE STORY AND WRITE ABOUT THEM

- Using the chart you created to support their recall, students share an oral retell with their partner
- Students then independently create their own retell chart using drawings or writing

3

### OPTIONS TO MODIFY

- To focus on the middle of the story, chart what happened at the beginning of the story, skip what happened in the middle, and then chart what happened at the end
- Refer to images in the story to prompt students' memory
- Consider color coding the chart and using sentence frames
- As students progress, begin with partner talk, omitting whole class chart





# FIST TO THREE

by Celia De La Loza  
Valencia Academy of the Arts



"Fist to Three" allows a teacher to gauge student understanding levels after a lesson.

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- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### RESTATE THE LESSON OBJECTIVE

- Ask the students to think how well they understood the lesson's objective

2

### SHOW FINGERS TO DEMONSTRATE LEVEL OF UNDERSTANDING

- Ask the students to put one fist on their chests (or do it with their eyes closed) to promote anonymity
  - One finger: did not understand the lesson's objective, need a lot more practice
  - Two fingers: understood the lesson's objective, but need more practice
  - Three fingers: understand the lesson's objective, can do it independently and teach others
- Scan to gauge what your next moves will be (reteaching, peer tutors, etc.)

3

### [OPTIONAL] VISUAL REPRESENTATIONS

- Lower grades: Sketch butterfly egg (1), a caterpillar (2) and a butterfly (3)
- Upper grades: Amateur, apprentice, expert



# I NOTICE, I WONDER

by Betsy Hall  
Albert Einstein Academy Charter  
Elementary School



"I Notice, I Wonder" can make any read aloud more interactive, meaningful and engaging by encouraging students to look more deeply into the text and ask questions about their noticings.

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- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### MODEL WHAT IT MEANS TO NOTICE AND WONDER

- Using the front cover, model noticing details from the illustrations and asking questions to yourself about the story or pictures
- Ask students what they notice and wonder from the front cover

2

### READ ALOUD STOPPING TO ELICIT NOTICINGS AND WONDERINGS

- At a spot where they might have a wondering, give students time to notice and then share noticings and wonderings with a partner
- It is better to preselect stopping points, but this can be done in the moment

3

### [OPTIONAL] WRITTEN RESPONSE

- Students can draw or write what they noticed and wondered
- Can be done on sticky notes, in a notebook, or whole class T-chart



# BEFORE, DURING, AFTER

by Evy Baca  
California Reading and Literature  
Project



"Before, During, After" is a routine to support comprehension and vocabulary development of a narrative text.

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- WATCH THE VIDEO
- DOWNLOAD  
ADDITIONAL  
RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### BEFORE: INTRODUCE THE BOOK & MAKE PREDICTIONS

- Give a short introduction to the book and ask students to observe the front cover and make predictions
- What do you notice? What do you think will happen in this story? Who do you think the characters will be?

2

### DURING: FOCUS ON PRESELECTED VOCABULARY

- Explain 5-6 new vocabulary words (those critical to understanding the story) when you get to those pages
- Use short explanations
- Options: gestures, act it out, or point to the picture in the book

3

### AFTER: ASK OPEN-ENDED COMPREHENSION QUESTIONS

- Ask open-ended questions that require inferences about the story events
- Can be whole group, call on individuals, or think, pair, share



# ABCs FOR POSITIVE CLASSROOM MANAGEMENT

by Janice Anderson  
Encanto Elementary School



"ABCs of positive classroom management" covers three areas teachers should consider when setting up and maintaining classroom routine expectations: attention, behavior, and coaching.

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## GRADE LEVEL:



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## KEY STEPS

### A IS FOR ATTENTION

1

- How will I get the classroom's attention?
- Options: bell, call and response, raised hand, music transitions, finger over mouth, countdown

### B IS FOR BEHAVIOR EXPECTATIONS

2

- What behaviors will I expect?
- Communicate and remind students of expectations in advance
- Examples: sit straight and tall like a pineapple, 4S line (Silent, Straight, Still and Smiling), active participation and sharing
- Give one direction at a time and acknowledge those following expectations

### C IS FOR COACHING AND MODELING EXPECTED BEHAVIORS.

3

- Which behaviors will I need to explicitly model or coach?
- Allow students to try again



# SUMMARIZING WITH THE ABCs

by Janine Campos  
National School District



"Summarizing with the ABCs" supports comprehension by encouraging students to find many key details and use important vocabulary from a text.

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- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



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## KEY STEPS

1

### PREPARE THE ALPHABET CHART AND SELECT A TEXT

- Create a whole class chart or individual worksheets with each letter of the alphabet (see Accompanying Materials & Resources on the website)

2

### STUDENTS WRITE A SENTENCE FOR EACH LETTER WITH A KEY WORD THEY FIND IN THE TEXT

- Model writing complete sentences
- Model selecting which fact is the most important if students find two facts for the same letter
- The teacher can read the text aloud, or students can read in groups

\*

### POSSIBLE MODIFICATIONS OR ACCOMODATIONS

- Students can work alone or in pairs
- Assign half of the alphabet
- You could allow students who need a modification to just write words or phrases



# INTERACTIVE READ-ALOUD

by Liliann Patterson  
California Reading Literature  
Project



"Interactive Read-Aloud" supports students to learn, use, and practice new language through meaningful conversations, aiding in overall comprehension.

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- DOWNLOAD  
ADDITIONAL  
RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### PREVIEW AND PREPARE THE READING

- Practice and preview the story before class
- Know pronunciation and be clear on dialogue
- Find and prepare between 7 to 10 vocabulary words
- Prepare sticky notes with questions throughout the story or text

2

### TEACH VOCABULARY WORDS

- Begin by teaching the words with their pronunciations, a picture that conveys the meaning, and the word in a sentence

3

### READ THE STORY/TEXT TOGETHER

- Read one paragraph at a time
- Clarify the meanings of words that students do not understand
- Stop and do a think-pair-share at each sticky note question you have prepared
- You may need to reread or review sections that are confusing to students
- Visit the Think, Pair, Share guide in this resource for a refresher on the activity





# FRACTIONS STRIPS

by Lori Fury  
Western Placer Unified School  
District



Building "Fraction Strips" helps students develop a fuller conceptual understanding of fractions and how they compare with each other.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD  
ADDITIONAL  
RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### BUILD THE FRACTION STRIPS

- Students cut a piece of regular printer paper into thinner strips of equal sizes
- Tip to get specific shapes/sizes:
  - Halves: Fold the strip in half
  - Fourths: Fold the strip in half and then in half again
  - Eights: Fold the strip in half three times
  - Thirds: Overlap the two edges of the strip of paper in the middle and then crease it
  - Sixths: Fold the strip of thirds in half again before you unfold

2

### LABEL THE FRACTION STRIPS

- For example, label the folds  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  and the ends  $\frac{0}{4}$  and  $\frac{4}{4}$

3

### COMPARE THE FRACTIONS

- Allow students the opportunity to predict which fraction will be greater before they put their fraction strips beside each other for comparison
- Provide sentence frames: "I think [blank] will be less/greater because [blank]" or "I know that [blank] is [blank] because [blank]"
- After predicting which fraction is going to be less or greater, allow students to see what happens when those fractions are placed side by side vertically



# STAND AND TALK

by Sumita Jaggar  
Monterey Bay Area Math Project



"Stand and Talk" is strategy to build understanding through discussion, while promoting a participative classroom culture.

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- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### CREATE HANDOUTS WITH A PROBLEM OR MATH BIG IDEA

- Create handouts on a quarter or half sheet of paper
- Create enough handouts for students to work in pairs
- Examples: problem stem (without question), an image with a big idea, same-but-different (compare two things), graph missing some of the contextual information

2

### STUDENTS WALK AROUND THE CLASSROOM TO FIND A PARTNER TO DISCUSS

- Students talk with their partner for two minutes about the handout you give them
- Ask them to notice at least 15 things
- Tell them it's okay to repeat or notice what they are wondering, but students must keep talking for two full minutes

3

### STUDENTS SHARE OUT WITH THE WHOLE CLASS

- Teacher should withhold any judgement, encourage and praise contributions
- After the share out, launch into the lesson for the day



# GUIDED INQUIRY

by Ashley Hill  
Fullerton Union High School



"Guided Inquiry" is strategy to support higher level questioning about a new topic.

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- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



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## KEY STEPS

1

### SELECT AND DISPLAY AN INFOGRAPHIC OR IMAGE TO SPARK CURIOSITY

- Students write down three questions about the item
- Students can use sticky notes, pieces of paper, or a notebook

2

### DISCUSS QUESTIONS WITH A PARTNER OR SMALL GROUP

- Once they have a discussion, have students compare and rank their questions
- Share out the top two or three questions with the class
- You can use sticky notes on a poster, write on board, Padlet, or Jamboard

3

### GUIDE CLASS TO GROUP AND FOCUS QUESTIONS

- Group similar questions to come up with the overarching theme and focus of the unit
- If a question is misleading, you can say, "We're going to get to this later"



# PARTNER TALK: "I AM, I CAN"

by Valerie Sun  
Glendale Unified School District



"Partner Talk" using the sentence frames "I Am, I Can" is a strategy for students to practice a second language by discussing and asking questions in pairs.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### INTRODUCE SENTENCE FRAMES AND BRAINSTORM VOCABULARY

- Provide sentence frames in the instructional language: I am [a role in society], [profession] or [emotion] / I can [a verb to describe the actions and activities related to their abilities and interests]
- Brainstorm adjectives, roles and professions, or emotions
- Practice and act out some of the words and their meanings

2

### STUDENTS PARTNER SHARE SENTENCES

- For one to five minutes, students share a list of sentences with their partner
- Students already at an intermediate level can provide a description of how or why to extend their sentence

3

### SHARE OUT WITH CLASS

- Call on students to share their sentences with the whole class
- Students can write their sentences if there is time



# EXIT TICKETS

by Kim Guadagnoli  
Grand Terrace High School



"Exit tickets" are an easy way for students to reflect on and review their learning, and for teachers to gauge student understanding or wellness.

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- WATCH THE VIDEO
- DOWNLOAD  
ADDITIONAL  
RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### CREATE AN EXIT TICKET

- Check-in option: questions focused on mental health
- Classroom-related option: questions focused on understanding classroom content or lesson

2

### MODEL SO STUDENTS KNOW WHAT YOU EXPECT

- Make sure you model filling out an exit ticket so students understand how to connect their answers to what you're working on in class

3

### OPTIONS FOR IMPLEMENTATION

- You can use google forms
- Students can answer with emojis



# NAME ACROSTIC

by Nancy Perez  
El Diamante High School



Creating a "Name Acrostic" encourages students to consider and share their identify in a creative way.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### STUDENTS WRITE THEIR NAME VERTICALLY DOWN A PAPER

- Ask students to consider, "Who am I?"
- They can think about music, movies, weekend activities, friendships, family, food, favorite people, traditions
- For each letter of their name, they come up with things or ideas, sentences, and words that reflect who they are
- Letters can be in the beginning or middle of each word/sentence
- Can be done in a foreign language

2

### PEER EDIT

- With a partner (or two) get feedback on spelling, etc

3

### CREATE A FINAL DRAFT WITH COLOR

- Show some examples (see Accompanying Materials & Resources on the website)
- On a new paper, students create a final draft
- You can offer them stickers, stamps, etc to decorate





# NAME GAMES

by Maria Montes Clemens  
Prospect Sierra

"Name Games" are learning strategies to help teachers and students build relationships and learn names in order to effectively manage the class.

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RESOURCES

## GRADE LEVEL:



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## KEY STEPS

1

### NAME AND PERSONAL ATTRIBUTE CARDS

- Select and make copies of one of the name cards (see Accompanying Materials & Resources on the website)
- Students fill it out using the name they wish to be called
- Share in a circle at the rug

2

### SYLLABLE OUT YOUR NAME WITH AN ACTION

- Students stand in a circle
- One by one, each student says their name out loud while picking one action for a syllable of their name
- The entire group repeats their name with the actions
- After the second student goes, repeat the second and first students' names and actions, continuing until the class is repeating the whole circle's names

3

### CIRCLE NAME MEMORY GAME

- Each student thinks of a descriptive word that starts with the same letter of their name (e.g. Magical Maria)
- Each student needs to say all of the students names that came before them.



# TEACHING PHYSICAL EDUCATION

by Terry Piper  
Hayward Unified School District



A variety of tips and tricks for substituting a PE class at any level are shared, from getting prepared to engaging with students.

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- WATCH THE VIDEO
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## GRADE LEVEL:



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## KEY STEPS

1

### REVIEW THE LESSON PLAN AND GET PREPARED FOR CLASS

- Know who to contact if there's an injury
- Visit the space
- Check the lesson plan for accommodations or health conditions

2

### TIPS FOR DURING CLASS

- Review prior learning
- Review the benefits of being active in PE

3

### 3 BIG IDEAS

- Physical education is a place of learning, just like every part of school
- Many of the same skills, methods, and strategies you use in other content areas also apply to teaching physical education
- You can be most effective when you encourage student improvement and effort towards improvement



# ELEMENTARY SCHOOL P.E.

by Danielle Della Gala  
Los Angeles Unified School  
District



A variety of tips and tricks for substituting an "Elementary School P.E." class are shared, from getting prepared to engaging with students.

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## GRADE LEVEL:



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## KEY STEPS

1

### REVIEW THE LESSON PLAN AND GET PREPARED FOR CLASS

- Know who to contact if there's an injury
- Check the lesson plan for accommodations or health conditions
- Visit the space
- Consider how you will distribute and collect equipment in an organized and safe way: ex. Carry the bean bag with two hands above your head
- Have a few no-equipment-needed activities to incorporate (see Accompanying Resources)

2

### TIPS FOR DURING CLASS

- Remind students of expectations, routines, and procedures for bathroom, water, equipment, whistle, emergencies, etc
- Use attention-getters, like "When I say [call], you say [response]"
- Circulate among students and give positive feedback

3

### 3 BIG IDEAS

- Physical education is a place of learning, just like every part of school
- Many of the same skills, methods, and strategies you use in other content areas also apply to teaching physical education
- You can be most effective when you encourage student improvement and effort towards improvement



# MIDDLE SCHOOL P.E.

by Kimberly Steffen  
Hayward Unified School District



A variety of tips and tricks for substituting a "Middle School P.E." class are shared, from getting prepared to engaging with students.

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ADDITIONAL  
RESOURCES

## GRADE LEVEL:



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## KEY STEPS

### 1

### REVIEW THE LESSON PLAN AND GET PREPARED FOR CLASS

- Review locker room procedures
- Know who to contact if there's an injury
- Visit the space
- Consider how you will distribute and collect equipment in an organized and safe way
- Have a few no-equipment-needed activities to incorporate

### 2

### TIPS FOR DURING CLASS

- Share the objective and ask students how it connects with prior learning
- Use attention-getters, like "clap once if you can hear me"
- Circulate among students and give positive feedback

### 3

### 3 BIG IDEAS

- Physical education is a place of learning, just like every part of school
- Many of the same skills, methods, and strategies you use in other content areas also apply to teaching physical education
- You can be most effective when you encourage student improvement and effort towards improvement



# HIGH SCHOOL P.E.

by Terry Piper  
Hayward Unified School District



A variety of tips and tricks for substituting a "High School P.E." class are shared, from getting prepared to engaging with students.

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RESOURCES

## GRADE LEVEL:



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## KEY STEPS

1

### REVIEW THE LESSON PLAN AND GET PREPARED FOR CLASS

- Review locker room procedures
- Consider how you will distribute and collect equipment in an organized and safe way: e.g., by teams or groups
- Visit the space
- Check the lesson plan for accommodations or health conditions
- Have a few no-equipment-needed activities to incorporate (see Accompanying Resources)

2

### TIPS FOR DURING CLASS

- Review prior learning
- Remember high schoolers are very concerned with what others think of them, so success and encouragement are motivating
- Save a few minutes to close the class: job, give positive feedback, reflection questions

3

### 3 BIG IDEAS

- Physical education is a place of learning, just like every part of school
- Many of the same skills, methods, and strategies you use in other content areas also apply to teaching physical education
- You can be most effective when you encourage student improvement and effort towards improvement



# THREE READS PROTOCOL

by Gloria Hurtado  
Hillsborough Junior High School



The "3 Reads Protocol" is a helpful way to introduce word problems so students better understand the problem and are prepared to tackle it confidently.

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- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



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## KEY STEPS

1

### READ THE WORLD PROBLEM AND ASK STUDENTS FOR THE GIST

- Remove the questions from the word problem and read it aloud to students
- Students take notes and share the gist of the situation
- Students shouldn't calculate anything
- You can use [Desmos](#) if it's available to you

2

### STUDENTS DETERMINE IMPORTANT INFORMATION OR NUMBERS

- In the second read, students should identify important information or numbers
- Students still shouldn't calculate anything
- After a few minutes, share student responses
- [Teacher or students can read the problem for the second read](#)

3

### STUDENTS DEVELOP MATHEMATICAL QUESTIONS

- After the third read, students create possible mathematical questions that relate to the story
- Still not calculating anything yet
- Share student responses
- After three reads, give students the original problem with questions to solve





# ASK SMALL QUESTIONS FIRST

by Kyle Dimla  
High School Science Teacher



Using the "See, Think, Wonder" framework scaffolds students to make sense of, interpret, and think critically about graphs, maps, images, or data.

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## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### SEE - DISPLAY A GRAPH, MAP OR DATA AND ASK STUDENTS WHAT THEY SEE

- The "see" step might elicit responses about numbers, colors, labels, and trends (if it's going up or down)
- If a student says, "I don't know," ask a follow-up question and direct them to a specific part

2

### THINK - ASK STUDENTS TO THINK DEEPER

- The "think" step aims to elicit deeper thinking with questions like:
  - What do you think this value means?
  - What does it say about this year?
  - What do you think that means about this country versus that country?

3

### WONDER - ENCOURAGE CRITICAL THINKING BY ASKING WHAT THEY WONDER

- The "wonder" step asks students to question the data or image
- Come into the lesson with questions prepared to guide student's thinking



# CONNECTING TO EMOTIONS USING A STUDENT-GENERATED PLAYLIST

by Charity Tanaleon  
California Arts Project



A “Student-Generated Music Playlist” allows teachers to connect with students, gives students a chance to discover commonalities with peers, and broadens everyone's musical repertoire.

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- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



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## KEY STEPS

1

### ASK STUDENTS TO LIST OUT SONGS, PIECES, MUSIC GENRES OR ARTISTS THEY ENJOY OR CONNECT WITH

- Students should select up to three

2

### ASSOCIATE THE SONGS WITH EMOTIONS

- Ask students to choose one emotion that articulates their go-to song
- Use emojis, bit emojis, or images they think depict that particular emotion
- Students complete the remainder of the chart deciding if they want to choose songs first and relate them to emotions, or if they want to think about an emotion and then relate it to a song

3

### SHARE WITH PEERS

- Discuss and share song selections with a peer partner and write down their rationales to their song and image selections
- Follow up questions: What is it about this song from your playlist that engages you? What hooks you into it? What does this song mean to you and your life right now?



# MANAGING CLASSROOM NOISE LEVELS

by Maria Montes Clemens  
Prospect Sierra

"Managing Classroom Noise Levels" gives three explicit and consistent strategies to support students in understanding classroom noise level expectations.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



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## KEY STEPS

1

### VOICE-O-METER

- Print the Voice-o-meter visual aid demonstrating classroom volume expectations on a one to four point scale
- Use a black arrow to point to where the classroom volume level should be for a given activity
- Use a purple arrow to show the kids where their volume actually is
- Use consistent language and ask students to model

2

### GIVE ME FIVE

- Print the "Give Me Five" poster and use your five fingers to teach the following expectations:
  - Thumb: crisscross applesauce, legs on the rug!
  - Index finger: hands on your lap
  - Middle finger: ears listening
  - Ring finger: eyes watching
  - Pinky: raise your hand to speak

3

### CLASSROOM BELL

- To call the class's attention, use three strong bell rings and say, "Stop, look, and listen"



# SENTENCE STRETCHERS

by Kate Bowen  
California History-Social Science  
Project



"Sentence Stretchers" is a strategy to encourage students to add detail and descriptors to their sentences.

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- WATCH THE VIDEO
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ADDITIONAL  
RESOURCES

## GRADE LEVEL:



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## KEY STEPS

1

### PASS OUT FOUR SENTENCE STRIPS AND HAVE STUDENTS LABEL THEM A, B, C, D

- A: Students should write a subject (person, place, thing) and a verb (action word)
- B: adverb that usually ends in "-ly" (descriptor of that verb)
- C: preposition phrase (where)
- D: time period (when)

2

### STUDENTS ARRANGE STRIPS IN ALPHABETICAL ORDER

- Ask volunteers to read their sentence to the class

3

### REARRANGE STRIPS TO CREATE MORE SENTENCES

- Have them create the combinations of strips indicated on the handout
- **Modifications:** do the activity as a whole class, provide the words on strip A, use content themes you are studying



# LISTENING WORD GAMES

by Julie Kanel  
Bullis Charter School



"Listening Word Games" are ways for students to practice hearing and manipulating sounds in words, a strong predictor of reading and spelling abilities.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### I SPY

- Teacher says, "I spy something that begins with the sound /m/," and students offer a suggestion to fit
- Repeat the words so students really hear the first sound
- Options: ending sounds, rhyming ("rhymes with mencil"), compound words (backpack), two-syllable words

2

### GUESS MY OBJECT

- Teacher says, "I'm thinking of an animal that rhymes with the word 'miger' that begins /t/," and students offer a suggestion to fit
- Continue with other words "I'm thinking of a food that rhymes with poodles but begins /n/"

3

### RHYMING CATEGORIES

- Pick a category (numbers, body parts, etc)
- Play with the students saying, "This is the number zun"
- Students respond, "No, it's not zun, it's one."
- Make sure students repeat both the rhyming words: the nonsense one, and the real one



# SEE, MEAN, MATTER

by Chris Lewis  
Mountain View High School  
District



"See, Mean, Matter" enhances students' ability to analyze visual media like political cartoons, photographs, and artwork by guiding them to consider the layers of meaning, interpretation, and significance within the image.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

### 1

### FIND AND CONTEXTUALIZE THE CARTOON

- Students find (or you provide) a political cartoon
- Students consider the historical context of the cartoon: who created the cartoon, the year, and what other major historical events and historical figures are relevant in the context
- [You can find political cartoons in historical websites, textbooks](#)

### 2

### ANALYZE THE CARTOON USING "SEE, DO, MEAN, MATTER"

- See: What do I see in the cartoon? (Basic scientific observations)
- Do: What artistic techniques convey a message? (Symbolism, color, exaggeration)
- Mean: What do those elements symbolize/represent? How are they trying to create a message?
- Matter: Why does this information "Matter"? What message is the cartoonist trying to convey?

### 3

### CLOSE WITH A SUMMARY OR DISCUSSION

- Have students to a written summary or engage in a class discussion
- [Provide sentence frames](#)





# DID YOU KNOW THAT...?

by Robin Walker  
Santa Maria-Bonita School District



"Did You Know That...?" is an effective way to build teacher-student relationships and encourage communication by giving them a place to share their thoughts one-on-one.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### GIVE STUDENTS A SMALL NOTEBOOK TO WRITE TO YOU, THE TEACHER

- Ask students to finish the sentence, "Did you know that....?" with anything they feel comfortable sharing
- *It could be a drawing, song lyrics, or anything that reflects their feelings or ideas*
- *Frequency: It can be done daily or weekly*

2

### WRITE BACK

- Make a comment on what they've said
- Ask more and continue the conversation

\*

### OPTIONS FOR SUBSTITUTE TEACHERS

- Use paper instead of a notebook
- Ask: "What are three classroom rules that are important for the sub to know?" or "What's something you wish the sub knew?"



# COUNTING IN A CIRCLE (SPARKLE)

by Kara Holtzman  
National School District



"Counting in a Circle," or "Sparkle," is a fast-paced and versatile routine to practice fluency in counting and other math and literacy concepts.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### CHOOSE A COUNTING SEQUENCE

- Select a counting sequence suitable for your students' level
- Options for K-1: counting one through ten, backward ten to one, teen numbers, or starting at a random number, practicing spelling words one letter at a time
- Options for upper grades: skip counting for multiplication practice, fractions, decimals

2

### COUNT THE SEQUENCE AROUND THE CIRCLE

- Students stand in a circle, taking turns to count in sequence
- If a student makes a mistake, they sit in the center and counting continues
- When students get to the last number in the sequence, everyone claps (or says "sparkle"), and that student sits down in the center of the circle

3

### CONTINUE SEQUENCE UNTIL ONE STUDENT IS LEFT STANDING

- Students start over with the counting sequence until there is one student left, and that student is the winner of the game for that round



# FOUR CORNERS

by Jennifer Schafran  
Sweetwater Union High School  
District



The "Four Corners" activity engages students in discussions based on statements or questions, promoting open dialogue and community.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD  
ADDITIONAL  
RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### PREPARE FOR THE DISCUSSION

- Place labels around the classroom: "Strongly Disagree," "Disagree," "Agree," or "Strongly Agree"
- For a quick activity, create three to five debatable statements or closed questions
- To introduce a new unit, develop five to fifteen statements on a handout based on the unit's themes or big ideas

2

### STUDENTS DECIDE AND MOVE

- First, students individually decide on their level of agreement and develop their reasons why
- Randomly pick statements from the handout and have students move to the wall that coincides with their choice

3

### DISCUSS DIFFERING VIEWPOINTS

- Encourage students to have a discussion with either their group members or across the room with other groups
- Allow them to move from one wall to another if they feel like someone made a good point



# FUN VISUAL MATH PUZZLES

by Cassandra Hayes  
Fortuna Elementary School  
District



"Visual Emoji Math Puzzles" are math challenges that replace traditional variables with emojis, offering an engaging way to build students' algebraic thinking.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### SELECT AND INTRODUCE THE PUZZLES

- Search for a variety of "visual emoji math puzzles," ensuring they are slightly below the capabilities of your students
- Choose initial puzzles that are solvable using mental math
- For 3rd-6th graders puzzles without order of operations
- For 7th and above, you can opt for puzzles involving order of operations
- Later, you can add more emojis, exponents, and increase the number of operations in an equation

2

### STUDENTS CREATE THEIR OWN PUZZLES

- Guide students to create their own visual emoji math puzzles, encouraging them to use school-appropriate emojis, symbols, and shapes
- Walk around the classroom as students work to ensure their math is accurate and their puzzles are well-constructed

3

### SOLVE EACH OTHERS' PUZZLES

- When students have completed their puzzles, have them trade with another student and solve each other's puzzles



# CHUNKING A TEXT: SUPPORTS FOR ACCESSING GRADE LEVEL TEXTS

by Carisa Barnes  
San Diego Unified School District



"Chunking a Text" is breaking complex texts into smaller portions, helping students comprehend and analyze them effectively.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### ESTABLISH A PURPOSE FOR READING

- Highlight the purpose: "Why am I reading this?", "What's the purpose of this?"
- Read the text multiple times, having a distinct purpose for each read

2

### CHUNK THE TEXT

- Divide the assigned reading into smaller sections to facilitate deeper understanding and engagement
- Craft questions that encourage students to explore the text comprehensively, using provided templates or customizing them to fit the specific text
- During the first reading, support students' comprehension, laying the foundation for later summarization and analysis
- Consider breaking down longer sentences into manageable clauses and phrases

3

### CONSIDER MORE COMPLEX TASKS DURING SUBSEQUENT READINGS OF THE SAME TEXT

- Could be writing a summary, engaging in talk structures about what students have read, or writing an analysis



# THINK-PAIR-SHARE

by Jan Ferrer  
Santa Barbara Unified School  
District



"Think-Pair-Share" is a discussion technique that gives students a chance to formulate their own thoughts and talk about them with a partner and the whole class, promoting engagement, collaboration, critical thinking, and confidence.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD  
ADDITIONAL  
RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### POSE A QUESTION OR A PROBLEM TO THE CLASS AND ASK STUDENTS TO THINK QUIETLY TO THEMSELVES

- Make sure it's beyond just a Yes or No question, something they need to ponder and explain their thinking
- Give thirty seconds or up to two minutes if the question is more complex

2

### TURN TO A PARTNER TO SHARE

- Students take turns sharing their response with one another, usually the person next to them
- Give one to two minutes for both partners to share
- Students can share with one partner or in small groups of three or four
- In a virtual classroom you can use the breakout rooms

3

### BRING THE CLASS TOGETHER AND CALL ON STUDENTS TO SHARE THEIR RESPONSES

- This step ensures that students feel accountable and know that their thinking is shared with a wider audience
- Variations: Think-Ink-Pair-Share and Think-Pair-Share What You Heard





# THE WRITING ROADMAP

by Margit Boyesen  
Cardiff Elementary School District



“The Writing Roadmap” is a physical list that guides students in the revision and editing process, encouraging personal accountability and independence.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### CREATE THE WRITING ROADMAP

- Develop the roadmap (checklist) to fit the project your students are working on (storytelling language, linking words, details, dialogue, title, hook, etc.)
- Adjust the roadmap based on grade level and time of year
- Consider hanging the roadmap as a poster to reference during lessons
- Possible accommodations: reading the roadmap aloud, adding images to represent certain criteria, printing the checklist for each student

2

### REVIEW THE ROADMAP BEFORE STUDENTS WORK INDEPENDENTLY EVERY WRITING SESSION

- You can have students color code using colored pencils on the checklist and highlight their writing with that color
- This works digitally and on paper

3

### MEET WITH EVERY STUDENT ONE-ON-ONE

- Help students add the things they may have checked off on the list but they actually don't have in their writing.
- Have a choice board or other list of activities while students are waiting for the writing meeting



# READING LIKE AN ACTOR

by Judy Garey  
Ventura College District



"Reading Like an Actor" is a reading and thinking strategy used in the theater that can be valuable in the English Language Arts classroom to help students dive deeper into a text.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### SEARCH FOR AND RECORD EVIDENCE OF CHARACTER FROM THE TEXT

- Find everything in the text about the characters
- Take notes on what you find
- Can be done individually or in groups

2

### CREATE A BIOGRAPHY OF EACH CHARACTER

- Use the information you have identified and extrapolate from it
- Make inferences and draw logical conclusions to write about the character's life from birth to the time the story begins
- Can be done individually or in groups
- Students can write biographies of all of the characters in a story, or you can split the characters among the students

3

### [OPTIONAL] FILL IN ANY GAPS IN THE STORY LINE

- Identify any time gaps in the storyline
- Make inferences and draw logical conclusions to determine what occurs during each time gap to link sections of the story together
- Can be done individually or in groups
- Can be done as a writing assignment or discussion



# POSSIBLE SENTENCES

by Emily Yamasaki  
San Diego Global Vision Academy



"Possible Sentences" is a pre-reading strategy that provides context for the reading for students and offers educators insight into students' prior knowledge.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### PREPARE THE VOCABULARY WORDS

- Pick out eight words from the text you will be reading and list them on the board (you could modify and select 6-10)
- If there are bold or highlighted vocabulary words, select those and maybe include a few words that are more familiar to the students

2

### PARTNER STUDENTS TO PAIR WORDS AND CREATE FOUR POSSIBLE SENTENCES

- In partnerships, ask students to pair words and agree on a sentence that they think might exist in the text
- Have them write down the sentence
- Ask the class share some out, giving you insight into what students already know

3

### [OPTIONAL] REVIEW AND REFLECT AFTER READING

- After they've read the article, students can rate their sentences with a one (this was nowhere near the mark), two, or three (that sentence could have been lifted right from the text)
- They can revise their sentences
- They can use the words to write a summary



# BUILD RAPPORT AT THE DOOR

by Ashlee Lidyoff  
Washington Unified School  
District



"Building Rapport at the Door" by greeting each student by name allows students to have an individual connection with their teacher, meaning they're more likely to be engaged and feel supported and comfortable.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### MAKE SURE YOU HAVE AN ESTABLISHED ROUTINE FOR ENTERING CLASS

- Have all instructional materials prepared
- Establish a routine or provide a clear set of directions for students to follow when they enter the classroom
- You're going to be at the door, so directions must be direct and easy to follow

2

### GREET STUDENTS AS THEY ENTER THE CLASSROOM ONE BY ONE

- You could have a printed class roster for each period to make notes on for pronunciations and pronouns
- Other options include developing a handshake with students, asking students to rate their day on a scale, or another social-emotional check-in

3

### BEGIN CLASS WITH ANNOUNCEMENTS AND EXPECTATIONS

- Once most students have entered, make classroom announcements and clarify behavioral expectations
- Continue to call students by their preferred names and pronouns during class



# THE RAFFLE TICKET ACTIVITY

by Katie Martel  
Poway Unified School District



The Raffle Ticket Activity promotes and recognizes positive behaviors across a class period, day, or entire school year.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### GET YOUR RAFFLE TICKETS AND PRIZES READY

- You can use a roll of raffle tickets pre-ripped apart or print your own
- Make sure you have multiple prizes for students to choose from
- Be aware of allergies or braces when considering snacks

2

### RECOGNIZE STUDENTS DEMONSTRATING POSITIVE BEHAVIORS

- When you notice a student demonstrating positive behavior, give them a raffle ticket
- Use specific language naming the behavior (using kind language, raising their hand)
- Have students write their name and period on their raffle ticket

3

### COLLECT THE TICKETS AND RAFFLE OFF PRIZES

- At the end of class, collect all the raffle tickets and select three to five tickets (students) at a time for a prize to avoid singling out students



# POWER WRITING: A WRITING FLUENCY ACTIVITY

by Jamie Lanham  
San Diego Global Vision Academy



"Power Writing" is a writing fluency activity to engage students around a meaningful topic.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### BRAINSTORM AS A CLASS

- Choose a low-stakes, but high-interest topic (favorite things, movies, culture)
- Brainstorm ideas important to the topic and create a list of related words and phrases using a document camera, whiteboard, or chart
- Ask students to turn and talk to orally rehearse what they will write

2

### SEND STUDENTS TO THEIR DESKS TO WRITE

- Tell students the only goal is to generate as much writing as possible, not to worry about spelling
- Set a timer for five to seven minutes of continuous writing

3

### STUDENTS USE "MAGIC HEADPHONES" TO REVIEW

- Students plug their ears, read, and vocalize their writing to authentically edit and make changes to their work
- Have them count their words (not letters), write that number at the bottom of their page and circle it
- Remind them that it's a competition within themselves, not their peers

4

### PICK 2-3 STUDENTS TO SHARE THEIR WRITING

- Prompt peers to give writerly feedback





# CLASSROOM MANAGEMENT IN SECONDARY GRADES

by Christine Ybarra  
California Reading and Literature  
Project



To establish and maintain a positive classroom environment, be clear with students about expectations and approach misbehaviors positively.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD  
ADDITIONAL  
RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### GET PREPARED TO TEACH THE CLASS

- Preview and review the plan left by the teacher
- Locate and set up any materials that you might need (teacher's edition or dry-erase markers)
- Prepare a brief introduction

2

### SET CLEAR, CONSISTENT, KIND, AND CONFIDENT EXPECTATIONS RIGHT AWAY

- Greet students and introduce yourself enthusiastically
- Set clear limits and expectations for procedures and routines like noise level, work completion, asking for help, and using the restroom (You might ask, "If your teacher were here, what would the expectation be?")
- Be active and circulate around the classroom as students are working
- Remind students of the expectations each time there is a transition to a new activity

3

### RESPOND POSITIVELY TO UNEXPECTED BEHAVIORS

- Remind them of expectations, staying calm and mindful of your tone
- You might say, "That did not go quite as expected. Let's try it again."
- Have quiet conversation with the student or offer choice



# THE ONE-PAGER ACTIVITY

by Jenée Fawson  
Westmont High School



“The One-Pager Activity” is a single sheet that students create to visually share key ideas and information from what they have learned. They use symbols and important words to share their most important takeaways from the lesson.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### SELECT AND READ ANCHOR TEXT

- “The One-Pager Activity” can be used following a text, film, or listening to a song in any content area

2

### GIVE INSTRUCTIONS ON WHAT TO INCLUDE AND WHERE ON THE PAGE TO PLACE IT

- You can pick and choose what’s most relevant
- For example, create a border with the key themes of the text, select five new vocabulary words and accompany them with images, three quotes that resonated, discuss the setting or the main characters

3

### [OPTIONAL] RESOURCES, SUPPORTS AND MODIFICATIONS

- Complete a one-pager together as a class
- Can modify for students by selecting fewer elements to be included in their one-pager
- Use the provided resources: Show examples of one-pagers before they begin, use the rubric or one of the templates



# USING JAMBOARD TO BUILD RAPPORT WITH STUDENTS

by Monica Galvan  
Cajon Valley Union School District



Jamboard is a free Google tool that allows teachers to conduct digital check-ins and "get to know you" activities with students.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### SET UP THE JAMBOARD

- Use Jamboard to do check-ins with students and build community
- Examples: Something sweet and something sour about your day today; Which superheroes do you identify with?
- Find additional templates and ideas online
- Use chart paper and Post-it notes if you don't have access to technology

2

### HAVE STUDENTS SHARE ON THE JAMBOARD

- Students can attach images, emojis, and information in one sentence
- If your students don't know how to write yet, they can draw
- Students can submit anonymously, or you can ask them to include their names
- Give students time limits

3

### [OPTIONAL] SHARE OUT WITH THE WHOLE GROUP

- You can ask if there are any students that would like to share



# ASKING OPEN-ENDED QUESTIONS

by Susan Hawkins  
Manteca Unified School District



“Asking open-ended questions” encourages deeper thinking among students by placing value on their ideas and encouraging their capacity to build knowledge.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### ASK STUDENTS WHAT THEY ALREADY KNOW

- Begin by asking students what they already know about the subject
- Use a relatable example like a photo or short video
- Allow them to discuss the topic in groups to generate excitement and interest
- Provide sentence frames

2

### WHOLE GROUP DISCUSSION AND DEEPER INQUIRY

- Invite volunteers to share their responses with the whole group and then guide the discussion to dig deeper
- Ask follow-up questions like "Why do you think that?"
- (Optional) Create a chart "What we think" and "why we think it."

3

### ACCEPT AND CELEBRATE ALL CONTRIBUTIONS

- Emphasize that all ideas are valuable and contribute to building understanding in science (and other content areas)
- If a student is saying what they think, they cannot be wrong



# SUPPORTING MENTAL, EMOTIONAL, AND SOCIAL HEALTH – MIDDLE SCHOOL

by Savannah Linhares  
California Physical Education and  
Health Project



A "Mood Meter" activity facilitates identifying and reflecting on emotions, strengthening a healthy learning environment, emotional awareness, and communication.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD  
ADDITIONAL  
RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### IDENTIFY MOOD USING THE MOOD METER

- Ask students to identify their mood and energy level using colors on the Mood Meter
- Can be done on paper or through a movement activity like the "Four Corners Activity"

2

### REFLECT ON FACTORS

- Have students identify internal and external, and positive and negative factors affecting their emotions
- Ask the highlight and lowlight of their week

3

### REVIEW INFORMATION AND CONNECT WITH STUDENTS

- Regularly review the information students share
- Check in with students who may be struggling and build connections
- Remember the importance of your own mental health and modeling the practice for students



# SUPPORTING MENTAL, EMOTIONAL, AND SOCIAL HEALTH – ELEMENTARY SCHOOL

by Daniele Della Gala  
California Physical Education and  
Health Project



Facilitating students' understanding of emotions through activities that involve visual aids and self-expression helps build strong social skills, emotional intelligence, and overall well-being.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD  
ADDITIONAL  
RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### INTRODUCE EMOTIONS AND THEIR IMPORTANCE

- Begin by introducing the concept of emotions and their significance
- Teach young students the three major facial clues - eyes, eyebrows, and mouth - that convey emotions

2

### ENGAGE IN INTERACTIVE ACTIVITIES

- Use visual aids to practice reading facial expressions and body language, emphasizing the process of matching these cues to specific emotions
- Help students grasp the idea that others may feel differently in various situations and that facial clues provide insight into these emotions

3

### SHARE CALMING STRATEGIES

- Encourage students to share techniques for calming their emotions
- Share through whiteboard or poster drawings, acting, or provide a worksheet for recording personal calming strategies





# ENGAGEMENT THROUGH FEEDBACK AND CHOICE

by Kelli Merrill-Topliff  
San Diego Unified School District



Tailored feedback and strategic choices, when carefully planned, positively impact student proficiency and engagement by fostering perceived competence, and self-motivation.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### PLAN FOR SPECIFIC FEEDBACK

- Plan feedback that is specific to the skill being taught
- Feedback should acknowledge effort and provide detailed insights to aid skill development and enhance perceived competence

2

### INCORPORATE THOUGHTFUL CHOICE

- Carefully integrate choices that align with the learning objective
- Allow students to select options aligned with their abilities to foster higher levels of perceived competence

3

### PROVIDE SKILL PROGRESSIONS

- Teachers can present various skill progressions with clear guidelines for advancement, selecting activities and equipment that facilitate growth
- Students can challenge themselves while having the option to return to a previous level if needed
- Skill progressions promote self-assessment and motivation for skill development



# BREATHING EXERCISES TO SUPPORT MENTAL, EMOTIONAL, AND SOCIAL HEALTH

by Michelle Presley  
California Physical Education and Health Project



Breathing exercises foster a positive, stress-free learning environment, helping students to calm the nervous system, enhance endorphins, and improve mental wellbeing.

## SCAN THE QR CODE TO:



- WATCH THE VIDEO
- DOWNLOAD ADDITIONAL RESOURCES

## GRADE LEVEL:



<https://microlearning.ccee-ca.org>

## KEY STEPS

1

### INTRODUCE DEEP BREATHING AND EXPLAIN BENEFITS

- Explain the benefits of deep breathing as a stress management technique, emphasizing how it calms the nervous system and increases oxygen intake
- Highlight that deep breathing can be done anywhere and anytime
- Discuss how it helps reduce stress and anxiety

2

### DEMONSTRATE BELLY BREATHING

- Explain the technique of placing one hand on the chest and the other on the belly
- Inhale deeply, ensuring the belly expands while the chest remains relatively still
- Then, exhale slowly through pursed lips while feeling the belly contract

3

### GUIDE STUDENTS THROUGH BREATHING PRACTICE

- Instruct student to place their hands on their chest and belly, guiding them through several rounds of inhaling and exhaling with the belly-breathing technique
- Encourage them to focus on the sensations and the calming effects of the exercise