Remote Teaching Guide
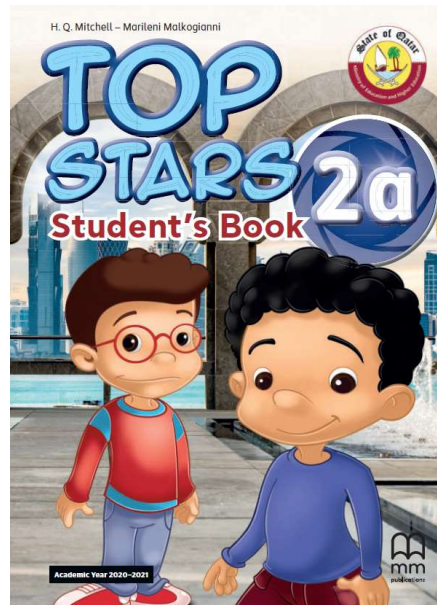
Grade 2

Introduction

This is a guide for teaching **Top Stars 2A** remotely. When switching to a remote teaching/learning environment, it is normal for teachers and students to feel overwhelmed by the new, challenging circumstances. However, as teachers, we should strive to make the learning experience fun and motivating for our young learners.

This guide will take you step by step, giving you ideas and suggestions on how to adapt your teaching style to suit the needs of a remote environment.

Tools for the remote learning environment:

1. An online video conferencing platform like Microsoft Teams which has a variety of functions that facilitate the teaching process. In this guide, we will describe functions on Microsoft Teams specifically, so if you select a different platform, there may be differences regarding the features.

2. The Interactive Whiteboard Material for Qatar 2A (IWB). In order to share your screen, click 'SHARE' on the toolbar that appears on the lower part of your screen. After that, make sure to tick (√) the box that says 'INCLUDE SYSTEM AUDIO' in the sub-menu that will appear and click on the window you want to share at the beginning of the lesson.

3. Word processor applications, such as Microsoft Word, LibreOffice and Google Docs, can also be useful in the remote teaching environment for preparing documents that can be shown to Ss via screensharing. We will use the term 'Word document' to refer to such documents in this guide.

4. (OPTIONAL) Online platforms which facilitate classroom management, like Zoom, Edmodo or Moodle. We can use these platforms to upload material, make announcements and share links, as well as allow Ss to upload homework and assignments. Additionally, other tools like Padlet (a collaborative online bulletin board), Mentimeter (an online poll creator), LiveWorksheets (a platform allowing the transformation of traditional printable worksheets into interactive online exercises) and many others can prove to be helpful in an online learning environment.

In this guide, you will find instructions on how to incorporate these tools into your remote lessons. Here are features found in Microsoft Teams (and possibly in other video conferencing platforms) that you will probably find useful.

Screen sharing

This option allows Ss to view the contents of the teacher's screen, so teachers can share other applications or windows they have open during the online session.

This means that you can:

- share and use the Interactive Whiteboard exactly as you would in your regular classes.
- share other media or applications, like images, a web browser, videos, a Word document, PowerPoint presentations, etc.
- share control of your screen with a S and allow them to type, move the cursor and select something on the IWB, etc.
- It is recommended that you have all the applications needed for the lesson ready prior to starting the online session and not forget to tick (√) the box that says "INCLUDE SYSTEM AUDIO" in the lower left-hand corner of the share window before you click on the window you want to share..

MEETING CHAT

Through the MEETING CHAT, Ss can communicate with the teacher or with each other, and the teacher can also communicate with all Ss or send private messages to individual ones. In order to send private messages to individual ones, you just need to send it outside of the group, directly to the student you want.

This means that you can:

- ask Ss to give short answers throughout the lesson.
- check Ss' answers.
- privately check in on individual Ss.

This feature is more beneficial for older or higher-performing Ss that feel confident enough to type their answers. When and how often you use this feature depends on the type of activity you are doing and the level of your Ss. This means that some Ss may feel comfortable using the MEETING CHAT whereas others will prefer to communicate orally.

You can also use this feature to allow Ss to give answers like A, B, C…, 1, 2, 3…, Yes/No, or allow them to respond with emoticons, which is easier for Ss. You can establish a time limit for answers to make this more motivating and fun for Ss.

Private Channels (Microsoft Teams)

This function allows the teacher to create different channels and assign which students will be part of each channel in order to work on group activities. However, the teacher needs to create the channels before they start the lesson (unlike Zoom or other platforms where you can do that on the go). This means that they have to assign which student will be in which channel before they start the lesson. Once the lesson begins, no alterations

can be made. Ss in those channels can communicate with each other away from the main classroom. The teacher has full control over these channels and can connect/disconnect/reconnect to each one.

In order to do so:

1. Click on the '**Teams'** icon, on the toolbar on the left of your screen.
2. Find the name of your classroom click **More options ... > Add channel.**
3. Write the name of the Channel, e.g. **'Channel 1'.**
4. On the privacy field, select **'Private'** on the sub-menu **> Add.**
5. Type the names of the students that you want to add in the channel **> Add.**

Pair work / Group work

Use the Private Channels for **group-** and **pair-work activities**. Choose which Ss will be grouped together. Ss can complete the activities on their own while you go from group to group monitoring and offering help as needed. Allow Ss to share answers in these groups or work on activities.

Use of puppets/props

If the Private Channels become challenging to manage with young learners, you can tell them to make their own puppets (from simple materials like old socks or paper) or they can use stuffed animals and use these to recreate and act out the dialogues in any given lesson.

Nominating pairs or groups of Ss

Pair work and group work activities can be done during the live session without putting Ss in Private Channels. You can select 2-3 Ss at a time (unmuting only their microphones) to perform the activities while the rest of the class follows along.

General guideline for remote teaching:

Cameras:

It is recommended that all Ss keep their cameras on during the lesson. This will help make the lesson more interactive and encourage active participation of the Ss. It will also help you check in on Ss to see if they are following along and taking part in the activities, and to check their understanding.

Microphones:

Whether you ask Ss to keep their microphones on or off during the lesson depends on the number of Ss in your classroom and the level of noise in each of their personal environments. Keeping the microphones on during the lesson helps you make sure Ss are quietly following along and allows them to communicate with you and the rest of the class easily. Keeping the microphones off during the lesson will help the sound be clearer during the lesson and help you have better control in terms of classroom management because you can decide who speaks at any given time.

Whether you decide for the microphones to be on or off, you should establish a set of gestures that Ss can use to communicate with you and with others. For instance, Ss can continue to raise their hands as they would in class when they want to say something. Apart from the physical action, Microsoft Teams has the option to "RAISE HAND" in order to speak or in cases that some Ss choose to keep their cameras turned off. Hand gestures (found on the MEETING CHAT) like thumbs up or thumbs down and facial expressions like smiling or frowning, can be used by Ss to show whether they understand, if they like or dislike something, and if they are following along.

Checking understanding and answers

During the lesson, you need to make sure Ss are paying attention to and are able to understand the different parts of the lesson. That is why it is advised to check in on the class or individual Ss often throughout the lesson by asking questions, eliciting responses, giving Ss instructions to use gestures or body movements, etc.

To check Ss' written answers to activities in the Student's Book or the Workbook, you can nominate Ss to answer orally by unmuting their microphones or have them type their answers in the MEETING CHAT. To do so, click on "SHOW PARTICIPANTS" and then you show the answers from the IWB key via screensharing or you can choose a S and give

them remote control of your cursor and have them reveal the answers on the screen. To do so:

- On the sharing toolbar, select Give control.
- Select the name of the students you want to give control to.
- To take control back, select Take back control.

Additionally, you can encourage Ss to become their own "teachers" by correcting their mistakes with coloured pens or pencils or drawing a smiling or frowning face next to activities. Ss can also hold their work up to the cameras for you to check or take a picture of it and send it to you via an online platform or email (possibly with the help of a parent or older sibling).

TIPS for Remote Teaching for Young Learners

- Get parents involved, especially in the beginning, to help Ss establish their new routine. They might even need to be present during the first few Microsoft Teams sessions. After a couple of weeks, Ss will have gotten used to remote teaching and will only occasionally need their parents' help.

- You should continue to do some things as you normally would. For instance, in addition to using the IWB throughout the lesson, you can show the Ss which activity/page you are on by pointing to the book and having Ss show their books as well. You can also use a bulletin board or a whiteboard to stick images on or to draw/write things needed for the lesson. You can additionally use realia as you would in class. Finally, you can use Microsoft Whiteboard.

- If you choose to have Ss' microphones muted for most of the lesson, you will not be able to hear them at times when it might be required, e.g. for repeating vocabulary words. That is why it is advised to always pause and give Ss adequate time to respond.

- Use an enthusiastic tone, vivid facial expressions, and lively gestures to encourage Ss' active participation.

- Establish common hand gestures (e.g. thumbs up/down) that you can use in class so that Ss can communicate without speaking if needed. These can be for feelings, for Yes/No, for Like/Dislike, etc. Ss can also use the 'raise hand' option in Microsoft Teams when they want to participate.

- Alternate activity types frequently. Ss can easily get restless, bored or demotivated, especially if they are sitting at a desk looking at a computer screen. Try to provide a variety of stirrer and settler activities. You should allow Ss to stand up, sit down, sing songs, do movements, draw, do crafts, etc.

- You can nominate a different S to be the teacher's assistant or classroom monitor for each lesson. The teacher's assistant makes sure Ss are active, points out things other Ss can't see, etc.

Top Stars 2A

Here is an example of how to teach the key skills remotely. The examples are taken from Top Stars 2a, Module 2.
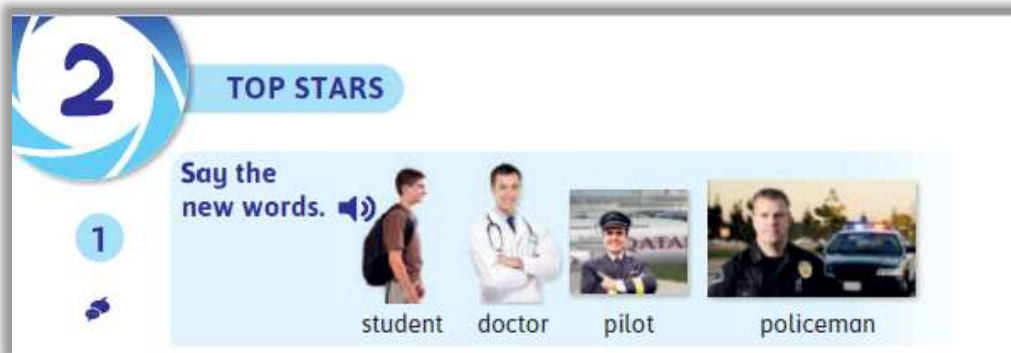
Vocabulary

(p. 26, Module 2, Top Stars, Activity 1)

Warm-up

- Mime actions people of each occupation do and have Ss guess the occupation. For example, raise your hand to give an answer, or pretend to be examining a patient. **Nominate Ss to give their answers orally.**
- **Stick the flashcards of the lesson on the wall behind you or hold them up to your camera.**
- Point to each one, say the word a few times and ask Ss to guess what it means and repeat after you. **Allow time for Ss to repeat even if you cannot hear them.**

Vocabulary

- **Point out the words in the vocabulary section from the IWB via screensharing**. When you first begin sharing your screen, remember to tick (√)

the box that says "INCLUDE SYSTEM AUDIO" in the lower left-hand corner of the share window before you click on the window you want to share.

- **Play the recording from the IWB a few times** and have Ss point to the corresponding pictures in their books and repeat.
- Say the words again in random order and have Ss point and repeat. **Allow time for Ss to repeat even if you cannot hear them.**

Read

(p. 26, Module 2, Top Stars, Activity 2 & 3)

Activity 2
Before Reading
- **Ask Ss to look at the pictures in activity 2 from the IWB via screensharing** and predict what the story will be about.
- **Write Ss' predictions on the whiteboard application or in a Word document shown via screensharing**.

- Have Ss look at activity 2 and ask them *What are the jobs of the people in the pictures?* (Some are doctors, some are policemen and some are pilots.) **Nominate Ss to give their answers orally.**

While reading
- **Play the recording from the IWB** and/or read the text and encourage Ss to shadow read (read along with the recording/you). **Show it from the IWB via screensharing.**
- **Check Ss' predictions by nominating Ss to give their answers orally.**
- Ask Ss some questions about the story:
  Are the men in the first picture doctors? (Yes, they are.)
  Are the men in the second picture policemen? (Yes, they are.)
  Are the men in the third picture pilots? (Yes, they are.)
- Divide Ss into groups of four and have them read the story. **You can prepare the groups before class by writing the names of the Ss in a Word document with a specific number (1, 2, 3 or 4) next to each name. Show this document via screensharing and have Ss type their group number into the MEETING CHAT. Then have them read the text as a group. You can allow to unmute only the Ss who are supposed to speak at any given time or allow all of them to unmute themselves and encourage Ss not to speak if it isn't their turn. You might not be able to hear everyone, but you can see if they are following along from their cameras.**
- Explain to them that the children are in the car with Ali's dad on the way to the airport. They see two doctors in the street that Ali mistakes for teachers. Later, the children see two policemen. Then they see two pilots. The pilots offer to show the boys the planes. Ali sees one of the pilots' hats and wears it, pretending he is a pilot too.

Post reading
- **Write the following questions in a Word document or on a whiteboard application** (Microsoft Whiteboard through Microsoft teams might require downloading) **shown via screensharing**:
  Are you a student? Are you a doctor? Are you a pilot? Are you a policeman?
- **Point to the first question, nominate a S to read it and hold up the flashcard for *student*. The S has to answer with *Yes, I am* if the flashcard corresponds to the question and *No, I'm not* if it doesn't. Then nominate a different S and hold up the flashcard for *pilot*. For the third question, hold up the flashcard for *doctor* and for the fourth question, hold up the flashcard for *policeman*.**

Activity 3
- Explain to Ss that they have to look at the **pictures shown on the IWB via screensharing**, read the questions and circle the correct answer *A* or *B*.

- **Check Ss' answers by nominating Ss to give their answers orally or type the answer A or B in the MEETING CHAT.**

Song

(p. 25, Module 2, Song, Activity 2)

Pre-listening
- Direct Ss' attention to the picture, from the IWB via screensharing, tell them not to look at the text, and ask them, *What can you see in the picture? What will you hear about?*
- Give Ss time to discuss the picture. **Nominate Ss to give their answers orally.**
- **Elicit their response and write it on a whiteboard application or in a Word document** (a woman, a boy and a cat).
- Ask Ss to look at the picture and answer, *What is the text about?*
- Ask Ss to listen to the recording of the song/poem and to confirm their predictions.

While listening
- Play the song/poem from the IWB a second time and ask Ss, *Is the woman tall/old?* Encourage Ss to answer, *Yes, she is.* **Show the boy from the IWB via screensharing and** ask, *Is the boy happy?* Encourage Ss to answer, *Yes, he is.* Point to the cat and ask, *Is the cat small/big?* Encourage Ss to answer, *No, it isn't/Yes, it is.*

- Play the song/poem a third time and encourage Ss to say the song/poem along with the recording.

Post listening

- **Direct Ss' attention to the two girls in the picture from the IWB via screensharing** and ask them to guess what's happening. (The girls are playing a game, asking and answering about the people/animals shown in the pictures on p.103.)
- Read the exchange aloud and get Ss to repeat. **Allow time for Ss to repeat even if you cannot hear them.**
- Discuss with Ss about the pictures on p.103 to prepare them for the game.
- Divide Ss into pairs. Ask each pair to turn to p. 103 and take turns asking and answering about the people/animals shown in the pictures. SA chooses a person/animal and SB has to guess who/what he/she/it is by asking questions, similar to the exchange presented in the activity.
- **Choose a S and demonstrate the dialogue for the class.**
- **Nominate pairs to practice and present the exchange to the whole class.**
- **Continue until all Ss have had a chance to speak.**

Module 2

Song

Is he/she/it happy?
Yes, he/she/it is.
No, he/she/it isn't.

isn't = is not

Top Stars

Are you a student?

Yes, I am.   No, I'm not.

Are they doctors?

Yes, they are.   No, they aren't.

one policeman

two policemen

Our world

I
You   can swim / can't fly.
He/She/It

Let's play

Can you spell your name?

Yes, I can. / No, I can't.

can't = cannot

Grammar

(Grammar ref, p. 90 (SB), Module 2, Top Stars)

- Ask Ss to turn to page 90, Module 2 Top Stars and read the questions and the answers aloud. Point out the plural form for the noun *policeman*. **You can show it from the IWB via screensharing.**

- Nominate a S and ask him/her, *Are you happy?* Encourage him/her to answer, *Yes, I am*. Ask the same S, *Are you sad?* and encourage him/ her to answer, *No, I'm not.*
- Hold up two pens to your camera and ask Ss, *Are they pens/rubbers?* Encourage Ss to answer, *Yes, they are. / No, they aren't*, accordingly.
- Ask Ss when we use the question *Are they ...?* Elicit that we use it to ask questions about a group of objects, people or animals.
- **You can write more examples in a Word document shown via screensharing.**

Listen

(p. 26, Module 2, Top Stars, Activity 4)

- **Draw Ss' attention to the pictures from the IWB via screensharing and ask them to name the occupation depicted. Nominate Ss to give their answers orally.**
- **Play the recording from the IWB** twice and ask Ss to listen to the questions, look at the pictures and circle the correct answers.
- **Check Ss' answers by nominating Ss to give their answers orally. Alternatively, you can have Ss type their answers in the MEETING CHAT or show their written answers through their cameras. Reveal the answers on the IWB.**
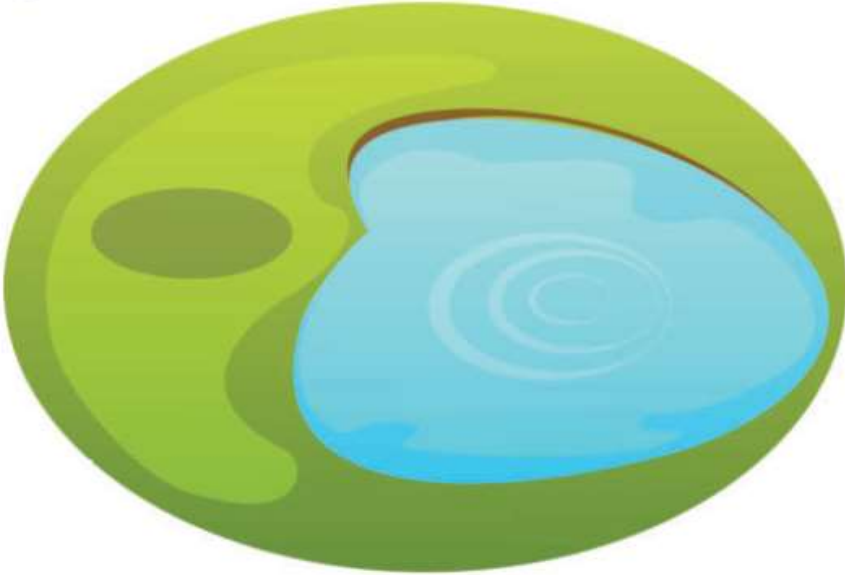
Speak

(p. 26, Module 2, Top Stars, Activity 5)

- Tell Ss that they are going to play a miming game.
- Explain to Ss that they have to take turns miming one of the jobs presented in this lesson. The rest of the Ss try to guess what he/she is miming and ask him/her, *Are you a (doctor)?* The S answers, *Yes, I am / No, I'm not*, accordingly. Make sure all Ss take turns miming an occupation.
- **You can have the Ss raise their hand (Just select Raise your hand in the Teams meeting controls) before they guess the occupation and allow them to unmute their microphone before they can speak.**

Write

(p. 34, Module 2, Project, Activity 1, 2, 3)

Activity 1

- Draw Ss' attention to the pond in activity 1 **shown from the IWB via screensharing**.
- Explain to them that they have to make their own pond.
- Ss have to turn to the back of their Student's Book, find the stickers with the animals and stick as many as they want in activity 1.
- **While Ss are doing the activity, invite Ss to show you their progress by showing their books to their cameras and make sure Ss have stuck the animals and made their own pond**.

Activity 2

- **Draw Ss' attention to activity 2 from the IWB via screensharing**.
- Explain to Ss that they have to trace the sentence/phrases and then complete the sentences according to the pond they have created.
- **Check that Ss have traced the sentence/phrases and have completed the sentences correctly by nominating Ss to show their books to their cameras. Alternatively, you can have Ss take a picture of their work with the help of a parent or older sibling and send it to you via email or an online classroom management platform.**

Activity 3

- **Draw Ss' attention to the activity from the IWB via screensharing and ask Ss what they see in the picture.** (A girl presenting her pond to the class.)
- Read the text and have Ss point and repeat after you.
- Explain to Ss that they have to point to their project and present it to the class, as in the example.
- **Nominate Ss to present their projects orally.**