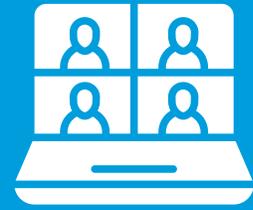


LESSON: JOINING AND PARTICIPATING ON ZOOM



LEVEL

EMERGENT LITERACY

TIME

35 MIN.

OBJECTIVES

Students will be able to join a zoom call from a provided link.
Students will understand how to allow audio connection for a Zoom meeting.
Students will know how and when to mute and unmute themselves during a Zoom meeting.
Students will know how and when to turn their video off and on during a Zoom meeting.

NOTE:

If teaching in-person, prior to this lesson you will want to create a trial Zoom meeting during your class time and have the link ready to send in your group messaging app. If teaching a large in-person class, you could go through the lesson in small groups in order to be able to address the downloading of the app, microphone, video, etc. in order to better assist students.

TIME	ACTIVITY	MATERIALS
10 MIN.	<p>Warm-Up <u>Vocabulary</u></p> <ul style="list-style-type: none">• <i>Using slide 1, introduce the following terms:</i><ul style="list-style-type: none">◦ Zoom, Link◦ Muted◦ Unmuted◦ Video Off◦ Video On• <i>Since the terms are abstract, you will have to use gestures and facial expressions to help make the meaning of each new term very clear.</i> <p>Note: If you are teaching online, you can turn your video and microphone off and on to help make the meaning clear. When you turn your microphone off, make sure your video is still on and that your lips are moving. This will help students understand that you are muted.</p>	Matching presentation for download on Thinkific site

	<p>Note: If you are teaching in person, you can open the camera app on your phone and turn it around as if taking a selfie with the students behind you. Hold the camera up, showing yourself where the students can see you on the camera, and say, “video on.” Turn the phone off suddenly, and say, “video off.” Do this several times. If students need additional support with “muted” and “unmuted,” use the photos on page 7 as an example.</p> <ul style="list-style-type: none"> • <i>Once all terms have been introduced, have students respond by pointing to the correct term on the handout (or circling on the slideshow) as you make statements such as:</i> <ul style="list-style-type: none"> ◦ “Where is Zoom?” ◦ “Show me muted.” ◦ “Where is unmuted?” 	
<p>2 MIN.</p>	<p>Presentation <u>What is Zoom?</u></p> <ul style="list-style-type: none"> • <i>Using slide 2, explain to students that Zoom is used for online classes, business meetings, and job interviews. To help students grasp what you are trying to communicate, use very simple phrases:</i> <ul style="list-style-type: none"> ◦ “Zoom is for English Class online.” ◦ “Zoom is for work online.” ◦ “Zoom is for getting a job.” • <i>If this is too advanced, allow the pictures to do the heavy lifting.</i> 	<p>Matching presentation for download on Thinkific site</p>
<p>3 MIN.</p>	<p><u>How to Join</u></p> <ul style="list-style-type: none"> • Using slide 3, explain to students that to join a Zoom meeting, you must click on a link that has been sent to you. <p>Note: If you are teaching online, slide 3 should be enough to help your students understand what you are saying since they had to click on a link to meet you.</p>	<p>Matching presentation for download on Thinkific site</p>

	<p>Note: If you are teaching in person, send out the test Zoom meeting link and have students click on it from your group messaging app. Assist students individually as needed repeating the newly learned terms “click link” to help them understand. If there are any students without a phone, pair them up with a student that has a phone.</p> <p>If any students did not have the Zoom app previously downloaded, clicking on the link will automatically prompt them to download the app. Assist students in this process individually as needed</p>	
<p>2 MIN.</p>	<p><u>Opening the Zoom App</u></p> <ul style="list-style-type: none"> • <i>Using slide 4, explain to students that after the link has been clicked, a pop up appears asking for permission to open the Zoom app. You can help them gain understanding, by using gestures and simple phrases such as:</i> <ul style="list-style-type: none"> ◦ “Next, click open” ◦ “Now Zoom will open.” <p>Note: If you are teaching online, slide 4 should be enough to help your students understand what you are saying since they had to complete this process to meet with you.</p> <p>If you are teaching in-person, in addition to slide 4, you can have them click “open” after clicking on the test link you already sent. They will see that the Zoom app opens.</p>	
<p>3 MIN.</p>	<p><u>Join Audio and Allow Microphone Access</u></p> <ul style="list-style-type: none"> • <i>Using slide 5, explain to students that without clicking the headphone icon to join audio, they will not be able to hear anything. You can help them gain understanding of what you are saying by showing the first picture on slide 5 and stating, “I can’t hear” along with gesturing no and pointing to your ear as you lean towards the phone.</i> 	

	<p>Note: If you are teaching online, they have already completed this step or else they would not be able to hear you. However, it's great to review in case they get a new phone or ever have to use another device for class.</p> <p>If you are teaching in-person, assist students in this step as needed.</p> <ul style="list-style-type: none"> • <i>For students that have just now downloaded the app for the first time and have never joined a Zoom meeting, they will need to allow microphone access by selecting "ok." This step is only done once per device, so it will not be necessary for students to complete this step again on their own unless they get a new phone or have to use a different device.</i> <p>Note: For in-person teaching, you will want to make sure that as students are allowing microphone access that you are muting them immediately. If all students are unmuted at once, it will create a very loud echoing sound.</p>	
<p>2 MIN.</p>	<p><u>Say "Hello!"</u></p> <ul style="list-style-type: none"> • <i>Using the last picture on slide 5, explain to students that at this point in the process you can now say, "hello" because you are ready to meet.</i> <p>Note: If you are teaching in-person, tell students to look at their phones as you turn on your video in the test Zoom meeting. Wave to them and say, "hello!"</p>	
<p>5 MIN.</p>	<p><u>Video Instructions</u></p> <ul style="list-style-type: none"> • <i>Using the pictures on slide 6, explain to students that you cannot see them if their video is turned off.</i> • <i>Point to the first picture and say, "I can't see the woman. Her video is off." Point to the second picture and say, "I can see the woman. Her video is on." Point at the pictures again, stating, "video off" and "video on." Repeat several times. Then, ask the students to point to the correct picture as you make statements such as:</i> <ul style="list-style-type: none"> ◦ "Show me video off" ◦ "Show me video on." 	

	<ul style="list-style-type: none"> • <i>Using slides 7 and 8, help students understand when it is appropriate to have their video on and when to have it off. Make simple statements to help them gain understanding, such as:</i> <ul style="list-style-type: none"> ◦ “When I go to the restroom, I turn the video off.” ◦ “When I am changing clothes, I turn the video off.” ◦ “When I am sitting at my desk or table, I turn the video on.” ◦ “I am ready to meet.” 	
<p>3 MIN.</p>	<p><u>Microphone Instructions</u></p> <ul style="list-style-type: none"> • <i>Using the pictures on slide 9, explain to students that you cannot hear them if their microphone is off.</i> <ul style="list-style-type: none"> ◦ <i>Draw students’ attention to the muted microphone symbol and say, “I can’t hear you” as you gesture to your ear and shake your head no.</i> ◦ <i>Then, draw students’ attention to the unmuted microphone symbol and say, “I can hear you” as you smile, nod and point to your ear.</i> • <i>Using slides 10 and 11, help students understand when it is appropriate to have their microphone on and when to have it off. You can help guide their understanding by making simple statements, such as:</i> <ul style="list-style-type: none"> ◦ “When the baby is crying, I am muted.” ◦ “When I am ready to talk, I am unmuted.” 	
<p>5 MIN.</p>	<p>Practice <u>Vocabulary Matching</u></p> <ul style="list-style-type: none"> • Have students complete a comprehension check of the newly learned terms via an online matching activity on their phones. This can be done as a whole class or in pairs. 	
<p>1 MIN</p>	<p>Application <u>At Home Review</u></p> <ul style="list-style-type: none"> • Send students home with the link to the vocabulary to practice on their own. 	