TASK TYPE or STRATEGY (A-Z order)	Digital Version (Most similar to F2F experience)	How learners experience this on a phone
Ask questions about a picture	• Share an image from the computer or Web. Ask questions. • Use annotation tools to help focus learners on different areas of the image or to highlight learners' responses to the question. • Have learners in breakout groups look at an image online or in the books & answer visual thinking strategy questions posted in chat. (Zoom allows you to share an image directly to all breakout rooms from the main room)	Most images will display well on the phone. For images that learners need to observe closely, suggest that learners hold the phones horizontally. On Zoom, breakouts work well with 4 learners being able to see each other on the phone and share images.
Brainstorm **• & categorize** **• & prioritize**	Learners can brainstorm by typing onto the whiteboard, onto a shared Google slide, Google Jamboard, or into the chat. (They can also • If items were brainstormed on a Zoom whiteboard, copy the brainstormed items into a text box on a new whiteboard with a 2-3 column T-chart. • If items were brainstormed on a shared Google Slide, move the items off to the side and create a T-chart with 2-3 columns on the whiteboard or slide and have learners take turns typing the terms into the chart or telling you where to type them on the slide.) *Note that to do this you cannot be in slideshow mode. If the brainstorm was on Google Jamboard, you can copy the brainstorm onto the next jamboard slide and follow the procedure above to categorize. • Use the annotation tools from Zoom (or those on Jamboard) to circle the top 3-10 brainstormed items on the whiteboard or slide, according to the class' suggestions and then have them reach consensus on ranking #1, #2 etc. Either you or learners can number the items in order of priority. (You can also have learners determine the ranking in breakout groups)	Ss' phone keyboards are active in the chat. On iPhones, there is no text tool in the annotation tools, but Android phones have the text tool. iPhone users can use the chat and you can copy their ideas into a text box on a whiteboard to share at the end of the brainstorm. • Draw a T-chart on the whiteboard from above with 2,3, or more columns and label it according to the class' suggestions for categorizing the terms from the brainstorm. Have learners tell you how to categorize the terms from the brainstorm. Remember, they'll be looking at the chart rather than each other. • As shown on the left, use the annotation tools to circle the top 3-10 brainstormed items on the whiteboard, according to the class' suggestions and then have them reach consensus on ranking - #1, #2 etc. Learners with Android phones can write the ranking numbers because they have access to a typing tool in their annotation tools, iPhone users have the pen to write with--which can be quite challenging-- so you may want to call on Android phone users to write the ranking numbers.)

TASK TYPE or STRATEGY (A-Z order)	Digital Version (Most similar to F2F experience)	How learners experience this on a phone
Check comprehension (Formative Assessment)	● For Zoom- in Gallery View -Use Yes/No, True/False or other answer cards that learners hold up on camera. -Use fist-to-five to have learners hold up their hands in response to the fist-to-0five rating -Ask questions and have learners raise their hand on video or use reactions off camera. -Ask questions and have learners type their responses in the chat (public or private to you) ● With Google forms, create a quiz and put the link in the chat. You can share the charted results with the class.	-Answer cards are easy for learners to show to their camera -Fist-to-five also works with the phone. -Hand raising requires that learners tap "more" on their toolbar, but they can then easily speak when called on. Ss need fluency with this process, so worth doing. -Chatting responses is also an important process. Allow for more time because learners have a few steps to go through to move from chat back to the "main screen," i.e. tap More, tap Chat, type, tap send icon, tap close). -Google forms work very well on Smartphones.
Conduct close reading of texts	● Send the text, if more than a paragraph, to learners to preview before class. ● Share the text on your screen. Ask learners text-dependent questions and have them use their Zoom annotation tools to highlight the answers in the text. ● Put the text-depending questions in the chat, open breakouts, and share the text into breakout rooms so that learners can collaborate to respond to the questions (Teams can annotate the text to highlight the answers, then take a screenshot to be able to share out when the return to the whole group. ● If using Google Jamboard or Google slides, put the text on one slide per team. Post the link to the slide deck or Jamboard in the chat along with several text-dependent questions and have teams work together to find the answers in the text.	Learners on phones can read a text shared by the teacher or another learner. It may be helpful to have learners hold their phone horizontally to allow them to see more of the text and they can pinch out and in to adjust the size. Both Android and iPhone users have access to a highlighter and pen on the annotation toolbar. If working with text from a website, consider using an extension to eliminate ads or other superfluous content on the site, e.g. Mercury reader (Chrome), Safari Reader (Safari), or Tranquility (Firefox).

TASK TYPE or STRATEGY	Digital version (Most similar to F2F experience)	How learners experience this on a phone
4-Corners activity	● On Zoom - Use the open rectangle tool to create 4-6 boxes on a whiteboard with text labels (similar to the signs you'd have with corners), or follow the same procedure with a Google slide, or Jamboard. - Have Ss use their annotation toolbar to put a mark inside the box with the label that represents their response to a prompt e.g. *Which of these is your favorite place to study? At home? Outside? In a breakroom? Other?* OR.. ● Label 4-6 breakout rooms with the "corners" question, topic, preference, or other labels e.g. favorite type of math, etc. ● Set breakout rooms so that Ss can choose their own room and explain the activity to Ss (e.g. *Take turns saying what you like about...*) Open rooms and tell Ss to click on the breakout room icon to see the list of rooms and *choose* one, then have their discussion.	Ss on iPhones do not have a text tool, so will have to make a check or x in the box with their annotation pen. Android phones have access to the text tool. Ss working in breakout rooms can create their own 4-corners, however Ss on Android phones can share a whiteboard, Ss on iPhones cannot. A workaround for groups with only iPhone users is to have one student take a photo of a piece of paper and then "share" that photo from the phone's photo roll as the "whiteboard." This works similarly on phones. Use screenshots to show phone users where they click to choose their breakout room.
Discussion (Team)	Use Zoom breakout rooms. Supply discussion prompts - in main chat immediately before breakout - by sharing out a slide with prompts from main room to breakouts - on a share screen in main room for Ss to copy - on a share screen in main room for Ss to photograph - in a broadcast announcement to breakouts (this is pretty fleeting though, so best to keep prompts very brief, e.g. *Next question!* Or *Change roles!* - on an assignment sheet sent by email, *Whatsapp* or LMS (e.g. posted in assignments, provided in a discussion forum, or sent through the messaging system of the learning management system.)	Discussions in breakouts, where teams have students on the phone work best when there are four learners in a group. (More than four and the student on the phone has to swipe left to see the additional speakers.) Prompts can be sent in the same way as for Ss on a computer, but remember to: - show learners where broadcast info appears (at the bottom of the screen) - remind learners to look at the chat for prompts if you're putting them there. You can see a template for a discussion guide here.

TASK TYPE or STRATEGY	Digital version (Most similar to F2F experience)	How learners experience this on a phone
Discussion (Whole class)	In Gallery view have Ss use hand-raising to comment, space bar to unmute. Provide academic language sentence frames or stems in the chat for learners to use. Chat also serves as a second channel for commentary. Assign one learner to watch the chat and summarize/ spotlight comments intermittently throughout the discussion.	Allot more time for discussions when Ss are on the phone, because: - gallery view on the phone requires swiping if more than 4 are in the class - the raise hand icon is under *More* on the toolbar, as is chat so Ss have to head there from the main window, - the unmute tool is on the toolbar which is not visible from chat Therefore, Ss are doing more toggling on the phone.
Drills	Speaker view (use spotlight feature--to keep T as speaker, or in multilevel classes, spotlight higher-level learners who can use scripts to lead drills.) Conduct drills as usual. If using whiteboard cues, share the whiteboard, but ask learners to use a side-by-side view and spotlight your video so it is at the top.	This works similarly on the phone. The learners on phones will see the teacher and a thumbnail image of themselves but not their classmates. (If learners want to see the teacher and two other classmates during the drill, they can pin the teacher and two other classmates to keep them on one page in the gallery view.)
Extensive Reading (and a little more on close/intensive reading)	Having learners read while the entire class is online may not seem like the best use of virtual classroom time, but sometimes giving learners 5-10 minutes to choose the text they will read and talk about why they want to read it can be a great motivator for learners to tackle the reading when they are not "in class." To encourage close reading and make use of more than one modality, you can use a recorded book, stopping and starting the recording to ask prediction, inference, and key detail questions. Learners can share a recorded book in a breakout room and stop and start the recording to answer questions. (This can be done by using breakout announcements or assigning the job of pausing the recording and asking the questions provided prior to the task.)	As mentioned earlier, mobile users can see a shared screen more effectively by turning the phone horizontally. Remember that even with this adjustment, learners on phones will still only see part of the text and they cannot advance the text if someone else is sharing. This is not a problem for learners if they are independently viewing a text, but it's important to be sure all learners are ready to move on before scrolling up. Close reading is perfect on phones because of the limited text available at one time. And learners on phones in breakout rooms can still share links (see links in left column) to texts or read alouds to use with their group.

TASK TYPE or STRATEGY	Digital version (Most similar to F2F experience)	How learners experience this on a phone
Extensive Reading (Continued)	Another option that fosters learners' voice and choice is the use of a "virtual library" that links to different texts and allows individuals or teams in breakouts to choose the text they want to read. (Note that the link above gives you the option of copying the slide so that you can make your own adjustments to the library. See this video for an explanation of how to make the virtual library using google slides. Learners on computers/laptops/tablets can be sent a PDF through the chat. (This keeps the objects from moving around when learners click on them.)	The virtual library works on the phone as a PDF and doesn't require the learner to have a Google account. Email or text learners a PDF and the links will remain live on the PDF. Links you may want to use include The Bow Valley ESL Literacy Readers (adult stories) The Marshall Leveled Reading Program (adult stories) The Story Online (childrens' books read by actors) NPR features typically include the transcript of the oral text Voice of America has oral texts and transcripts as well.
Focused Listening tasks	Select the Mp3 audio file(s) or Mp4 video file(s) you plan to use for the listening lesson and either upload them to Schoology, open them on your computer, or drag them onto a browser. Be sure to click "play computer sound" on the share window before clicking Share. Use the scrubber bar on the player window the same way you would use the start/pause/stop controls on a CD player to allow learners to listen closely to sections of the oral text or repeat a section of text. Provide while-listening tasks for learners by providing worksheets on an LMS or by emailing for learners to print out, or by having learners use their own paper to take down information according to your prompts. (*Listen for the spelling of the parent's name. Listen for the different items on the shelf.*) Post-listening tasks can be done in team breakout groups with discussions, paired peer-listening tasks such as peer dictation or information gaps, or providing pairs or teams with a link to a new but related Mp3 file.	Listening tasks transfer well to the phone. If learners have printers, listening task worksheets should be sent out ahead of time. If not, consider creating listening tasks that require short written answers or having learners look at a share screen slide with m/c questions so that they only need to write a/b/c/d on their papers. You can also 1) ask a question of the group before playing the audio. 2) play the audio 3) then ask the question again and provide multiple choice answers (verbally) so that learners can respond with answer cards in gallery view. Post-listening tasks in breakout groups can work on the phone because learners can listen to and see 1-3 partners during a peer-dictation task or an information gap. Ideally the worksheet or prompts for the post-listening partner

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Find Someone Who	See *Mixer* below for the classic way to have Ss ask and answer questions to complete the task of finding someone who... [does --or is-- something].	See Mixer below.
Language Experience Approach	Share an image, video, or live interview with a guest from outside the class and ask learners to dictate the story of what they saw and/or heard. Use the whiteboard, a shared slide, or a shared Jamboard to write what students say. Use the learner-generated text to help learners focus on literacy skills, e.g. locating (through annotation) letters and sounds in the text; vocabulary, sequencing, and/or writing mechanics - punctuation, capitalization.	Learners on phones will see the evolution of the story on a whiteboard, slide or Jamboard, but will not be able to see as much clearly at one time. For this reason, it may be better to work with a couple of sentences at a time, so that everyone –whether on a laptop, Chromebook, or Smartphone, can be looking at the same material you're discussing.
Learning Stations (Centers)	Breakout room teams can receive a sequence of links to activities that Ss can rotate through within a time frame or they can move from Google slide to Google slide in the same file, but again with a time frame. (Google slides make it easy for teams to work on the same file - different slides-- at the same time.)	For Ss on phones, moving to-- or selecting--a breakout room is straightforward, but navigating to and sharing "learning station" sites may require additional time. Consider phone screen size and Ss' ability to interact with sites. Ss can work on paper, take photos of, and upload, work to an LMS for feedback.
Lecture with slides (Teacher's and Learners')	Share screen w/slides (Many platforms offer the option of recording the screen share and speaker's video window so that the teacher can provide a link to the recording. This allows for flipped learning or review.)	Ss can easily observe the slides on phones as long as the type size is no smaller than 24 pt. Ss can share their own slides as part of an oral report or other presentation.
Lecture using whiteboard	Share Whiteboard with annotation tools	Ss on phones can easily observe the whiteboard, listen to the lecture and respond with annotation tools.

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Mixer (Q&A for community building, data gathering, quizzing, etc.)	● Share the exchange/dialog/Q&A Ss will do with partners during the mixer by putting the text on a slide or in the chat. (Check to be sure they'll be visible in breakouts.) ● Model the exchange with a volunteer, spotlighting both your video and a volunteer learner's video so the class can focus on the exchange. While setting up the breakouts, consider having learners copy down questions and response frames they'll use. ● Set up breakout rooms with 2 per room. (If there's an uneven number of Ss, set up 1-2 and bring the single learner back to the main room to talk with you.) Set the breakout room options to: 　- "automatically move all assigned participants into breakout rooms." 　- Auto close rooms after xx minutes (Depending on length of exchange.) 　- Set countdown timer for 15 seconds ● Click "Open Rooms" to send Ss into their rooms. ● If desired, share the prompts into breakouts from main room. ● As soon as Ss come back, click "recreate rooms" and open rooms so that Ss go to rooms with a new partner. 　(The first time you do this, pause in the main room to tell Ss they're going to repeat the exchange with a new partner.)	On the phone, Ss will be moved to the rooms automatically and the experience should be nearly identical to what Ss on computers would experience.
Pair work	Use breakout rooms for pair work, however creating triads is sometimes better than pairs. That way if one of the trio has tech issues, the other partners can continue with the activity.	It's easy to see 1-2 partners on the phone in breakouts. For pairs, Ss tap on a partner's image to bring it to the center of the screen. For triads, Ss swipe left.

TASK TYPE or STRATEGY	Digital version (Most similar to F2F experience)	How learners experience this on a phone

Paired Reading (Pairs of Ss read one of two complementary texts, teach another pair about their text, and then synthesize the information in both texts.)	• Provide learners with a Paired Reading **checklist** to explain and help them complete the task.
	• Poll learners to discover who is interested in topic A and who is interested in topic B. (E.g. the Arctic, the Rainforest) Based on preferences, provide reading texts (A or B) to Ss by
	  - uploading the text to an LMS or Google drive OR
	  - providing a link to different google docs or sites with the text. E.g., Use Padlet's option to create breakout links for different sections. These samples are for a jigsaw, but the Padlet concept is the same.
	    READING A: https://tinyurl.com/SamplePairedRdgA
	    READING B: https://tinyurl.com/SamplePairedRdgB
	● Ss can read the text as homework and then again in class while you prepare the first set of breakout rooms. Label breakout rooms A1, B2, A2, B2, etc.
	● Assign Ss to breakout rooms based on the text they read. (Note it will be easiest to alternate A and B pairs in the breakout window to make the next step easier.)
	● Open the breakout rooms so that text-alike pairs review their text and use the guiding questions to locate what they will share with the pair who read the other text. Set a time limit based on the length of the text.
	● Send a broadcast message to all Ss letting them know they will be joining another pair (or tryad) to teach the main ideas of their texts. Move B pairs up with an A pair.
	● In their AA-BB teams, pairs teach each other about their texts using the guiding questions for support.
	* Note: Share the guiding questions into the breakouts with a slide, the **Padlet**, or chat window.
	● Bring learners back to the main room and provide a prompt or problem teams can address using the information from both texts and their own
		The phone allows learners to see a partner and three other classmates, so the teaching and discussion sections of the task can be done on the phone if learners are given time to download and read their text prior to coming to class (or in a designated time in class). The final synthesis task is achievable on the phone because Ss can use their phones to take photos of charts, drawings or text that they create; can make a video using Padlet, Flipgrid or their phones' own cameras (although they may have to do so off of the teleconference call) or simply have a discussion.
		Be aware that learners on the phone will have to start and stop screen sharing to alternate between seeing what they're sharing and the team's faces.

TASK TYPE or STRATEGY	Digital version (Most similar to F2F experience)	How learners experience this on a phone
Paired Reading (Continued)	- evidence-based opinions. Set a time limit and identify how teams will share their task results. - Return teams to their breakout rooms to complete the task (See Padlet example)and then have teams share out as planned.	
Partners' Jigsaw (Partners read a section of a text and teach their section to their team, and learn about the other sections from their teammates.)	- Provide Ss with a Jigsaw **checklist** to explain and help them complete the task. - Divide the text into two sections* and assign the sections to different learners, uploading each section of the text to an LMS or Google drive. (Learners could decide which section they want to focus on, letting the T know in the chat. - Use breakout groups in two cycles. **Cycle 1 -** form section-alike breakouts with 2-3 Ss each. Pairs or triads review their section of the text with a set of guiding questions to help them focus on key information they need to share once they join a team. **Cycle 2-** form teams with a section 1 pair and a section 2 pair. Pairs teach their team members about their section of the text. - Bring learners back to the main room and quiz the whole class on the content they learned during the jigsaw using polling, Kahoot ™ or another assessment tool. (See formative assessment above.) *Partners Jigsaw helps language learners because they have the support of a partner, however a standard jigsaw (where individuals each take one section of the text) is also doable. Divide the text into 3-4 sections and assign or have team members choose which section they will read and teach.	As with paired reading above, this task can transfer to the phone because learners will be able to see a partner to work with during cycle 1, and they'll be able to see the other pair in Cycle 2. Be aware, however, that if learners share the text either through a photo in their roll, a website URL, or a Google doc, they may find it challenging to toggle between sharing the text/image and stopping the share in order to see their partner. If the pair just wants to look at the text and talk, it's very doable--however, some learners might be challenged by not seeing their classmate's face. The same would apply during cycle 2 when learners are teaching each other.

Peer Feedback (Writing Process)	To support real-time peer feedback sessions, pairs can meet in a breakout and share their texts or other products by - sharing a link to the digital version - taking a photo of the text or product and emailing or uploading it to Google Drive or an LMS - screen sharing in a breakout room.	The same process would apply for learners on the phone, with the caveat that share screen should be done horizontally for better viewing. Consider providing time for Ss on phones to read/view their classmate's work prior to the breakout feedback session so that they can take their time scrolling through the text.
TASK TYPE or STRATEGY	**Digital version (Most similar to F2F experience)**	**How learners experience this on a phone**
Peer Feedback (Writing Process) Continued	Classmates can give feedback using commenting tools in Google docs/slides or word processing and slide apps. Or using annotation tools during a screen share.	Ss on phones would benefit from copying a set of questions or prompts onto their own paper to look at the questions while giving the feedback on the text (seen on the phone.)
Performance-based assessment using Choice Boards	Create Choice Boards on Google Docs with links to "How To's" as needed. E.g. 4 choices for a project that summarizes and draws conclusions from data teams collect from surveys or other research. This could be 1) a Video Report (with a link to FlipGrid) 2) a Written Report (with a link to a google doc template) 3) a Poster (with a link to Google Slides or Canva) or 4) Podcast (with a link to Anchor).	Ss on phones will get a link to the Google doc or slide with a choice board, so links are "tap-able." Limit to 3-4 choices for easier access. Consider these adaptations for teams: 1) plan an oral report and then use the phone to video record a team member giving the report. 2) collaborate on written report's content using a Google template as a guide. Take a photo of the report to share with the teacher/class. 3) collaborate on the ideas for the poster, then draw it on paper and take a photo to share with the teacher/class. 4) use Google Voice, Skype, or Facetime, etc. for recording interviews.

Posters	If Ss are comfortable drawing, they can collaborate on a whiteboard using their annotation tools. For example, creating a pie chart about data the team collected. If they would prefer pasting "magazine pictures" on their poster, have them collaborate on: 1) Google slides- text, insert Google images, photos, shapes and colors. Prepare a deck with instructions on the first slide and create a "copy" URL to send to the facilitator in each team.*(See note below on creating "copy" URLs) **OR** 2) Canva - a free app that learners can use to design their poster. 3) a Padlet presentation- a versatile tool that has a variety of templates (bulletin board, timeline, map, etc.) teams can choose from and includes text, images, and video.	Ss on iPhones cannot share whiteboards in breakout groups, but Android users can. Both types of phones have tools for drawing, but the Android user has more tools available. 1) Learners on phones can work on Google slides in a breakout group, but there are limitations depending on whether or not they have a Google account. Prior to asking learners to create something on slides, try it out for yourself on your phone to see what is available. 2) Canva has a mobile app for Android 3) Padlet also has a mobile application that allows users to see 4-5 items on the screen at a time, and scroll to view more as added.
TASK TYPE or STRATEGY	**Digital version (Most similar to F2F experience)**	**How learners experience this on a phone**
Roleplay	Create breakout rooms for pairs or teams. Share the roleplay prompts in the chat and assign one person from each pair or team to copy the prompt from the chat before going into the breakout group. Open breakout rooms and have learners practice their roleplays	Follow the same procedure described on the left.
Round Robin	Create breakout rooms for teams of 3-4 learners. Direct them to take turns responding to a prompt sent via broadcast or in the chat. Open the breakout rooms.	Follow the same procedure described on the left.

Scavenger Hunt	Conducting a Scavenger Hunt on the school site or in the classroom may not have been as common a team task in the F2F setting, but in the virtual learning environment it can be applied to many contexts and engage Ss' higher-order thinking, communication skills, and creativity. One way is to use Padlet in Wall format and give Ss the URL or have them download the app on their phones. - Begin by providing the first prompt: *Find something [blue]* and explain that Ss will look around their environment to find something [blue] and take a photo of that item with their phone. (They can also snip a picture from the Web.) - Demonstrate the task by screen sharing the padlet and showing them how to 1) add a photo to the "Wall" you've created, and 2) label the item. - Have all Ss do the practice prompt. Respond to questions that come up as they populate the Padlet wall. - Follow up with additional prompts, e.g. *Find something that makes you smile, that's mysterious,* etc. - Show Ss how to respond to their classmates' posts.	Padlet's mobile app is easy to use and Ss on phones can follow the same process as Ss on computers even more readily because they can use the camera icon within the Padlet app to take photos. Note: Ss on phones may need to be reminded how to toggle between Zoom and Padlet (similar to how they would toggle between a phone call and any app.)
TASK TYPE or STRATEGY	**Digital version (Most similar to F2F experience)**	**How learners experience this on a phone**
Sequencing words or sentences on a whiteboard (Sentence maker, scrambled sentences, etc.)	Put text (words, sentences) out of sequence on a whiteboard or google doc and have learners take turns writing the numbers that reflect the correct order of the text using their annotation text tool. Once the class agrees on the order, you can select the text and sequence it to confirm the order.	Put the text out of sequence on a whiteboard or slide and label each with a letter. Have learners take a photo of the screen with the text out of sequence and then have one team member share the photo in the breakout room so that the team can decide on the correct sequence (e.g. A- 3, B-4, C-2, etc.) Team members use their notes to help them report back to the main group and you write their ideas on the whiteboard or slide.

Showing a video	Use the share screen option, being sure to click both play computer audio and optimize video boxes in the share window. Mute all attendees during the video.	This works for phone users as well. Remind learners they can increase the volume on their device.
Sorting and Categorizing (See brainstorming & categorizing above)	Approximating the F2F experience of physically moving items to sort or categorize is probably easiest to do using an app such as Word Wall or Jamboard. However, if a learner shares a whiteboard from a computer or a tablet, you can type words on the whiteboard, and the student can move them into categories. (Note that the learner HAS to be the one sharing the whiteboard to have the ability to move text.). The easiest way to categorize or sort without moving items would be to have Ss use color-coded circles or open rectangles to categorize terms on the whiteboard.	Sharing a whiteboard with the words up in advance, you can ask phone users to circle words with different colors to represent different categories. Circling works with IOS and Android, but Android users can also use open shapes such as a rectangle or circle. WordWall works well on mobile phones. It has lots of pre-made materials that are editable, with student feedback and you can see Ss' work without them creating an account. [LG]
Storytelling and Dictocomps	Ss in gallery view or breakout rooms can take turns adding onto and telling a story based on a prompt from the teacher. The teacher can record the story to the cloud. Ss in breakouts can record their team's work to their computers. For a dictocomp storytelling session-- the teacher tells a story to Ss in gallery view and then puts Ss in breakouts to recreate and write the story based on what they heard.	Ss on phones in Zoom can see 4 people at a time in their version of gallery view, so it may help them keep track of the story if you spotlight three students at a time in gallery view so that those Ss appear on the first screen of the phone user. The dictocomp task works well in the breakout room if learners are in groups of 3-4, so that learners don't have to swipe multiple times to see their classmates.
TASK TYPE or STRATEGY	**Digital version (Most similar to F2F experience)**	**How learners experience this on a phone**
Team writing	Give each learner a URL to a google doc with the directions for the collaborative writing task. Create breakout groups and have learners communicate on Zoom, but work in the Google doc to collaborate on the writing task.	Typing more than a word or short sentence on a google doc on the phone is awkward. For this type of task, learners might be better off using the teleconference platform to talk to each other as one team member writes offline. That team member then takes a photo of the written draft and shares it with the team via the share/photos option to confirm that s/he has captured the team's ideas.

Toss the Ball (Whole class Q&A)	Alphabetize video windows and have the class "follow host order" in gallery view. Tell Ss you will be tossing "the ball" to one student and asking a question, then that student will toss the ball to someone else and ask a question, and that person will toss the ball, etc. Having everyone in the same visual order on the screen can make it easier for you to identify who has and hasn't had the ball thrown their way. Use this as you would any ball toss activity with random questions, the same question repeated or with substitutions, a chain drill, etc.	Remember that Ss on phones can only see 4 people at a time on their screens, so they will be tossing to one of the 3 people near their video (on your host's view). This will help you support Ss on phones because you can know what names they're likely to be calling out or who will be called on.
TPR (Total Physical Response Commands)	Teacher models commands and actions on camera, and learners watch/listen. The teacher models commands and actions on camera, learners follow along. The teacher gives commands and learners perform on camera. (Teacher may turn off his/her/their camera and watch learners' video windows.) Learners give the teacher commands.	Follow the procedure described on the left, but be sure to have smartphone users take a hands-free approach, propping up their phones so that it's easy for the person giving commands to see what the learners are doing.
More T's to come :-)		
TASK TYPE or STRATEGY	**Digital version (Most similar to F2F experience)**	**How learners experience this on a phone**
Worksheets for teamwork	Provide a URL to the worksheet on an LMS or Google Drive with each learner or team making a copy* to have their own document. One team member shares the screen with the team and (if on laptops or computers) types or marks the doc according to the team's input. Alternatively, (again if all team members are on laptops or computers), all team members use Zoom (minimized) to talk to each other while they work on the worksheet together.	If the worksheet only requires circling or checking, this would be fine to do on the phone. The teacher supplies the URL and then one team member shares it. (It might be easier for teams on phones to get their own URL so they wouldn't have to create a copy.)

Developed by **Jayme Adelson-Goldstein (Lighthearted Learning)** **Contributors:** **Lori Howard** **and** **Sylvia Ramirez** **(This Doc is now View Only. Make a copy to your own computer to make changes.)**

	* To ensure that teams make a copy, change the text in the shareable link that follows the last backslash to **copy**. See below: https://docs.google.com/document/d/1VFoPkfFPIt-N4KnuXj8SYWxL_LS6lB1l60zXqvZKAj0/**edit?usp=sharing** **c**hanges to https://docs.google.com/document/d/1VFoPkfFPIt-N4KnuXj8SYWxL_LS6lB1l60zXqvZKAj0/**copy**

Thank you to all who have contributed* (and continue to contribute) to this chart:

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*Contributions start with comments and then are added as possible to the content. If you would prefer to edit the chart for your own purposes, you are welcome to do so. Go to File>Make a copy and download the chart to your Google Drive. This chart is creative commons licensed for share and share alike and attribution. That means you must be willing to make the document copyable and would just give the creators & contributors a shout-out on the doc.