

# 6 -12 Shared Synchronous Learning Ideas

*Opening, Work Session, and Closing ideas to engage digital learners.*

## Opening Session

Whole Group Learning  
10 – 15 Minutes

### [Shout it Out](#)

Use the SMART Learning Suite Online to brainstorm ideas regarding a phenomena.

### [NearPod](#)

Use NearPod to embed questions directly into a phenomena video.

### [Quizziz](#)

Use the teleport feature to create an activity. Use it again during closing.

### [SMART Activity](#)

Use Game Show or Monster Quiz to preview learning. Use again for closing.

### [Kahoot!](#)

Create a game to assess prior knowledge. Use again for closing.

### [Legends of Learning](#) (6-8)

Use Quick Play to quickly create an activity based on your standards.

## Work Session

Personalized Work Time  
30 – 40 Minutes

### [Microsoft Sway](#)

Students use Sway to evaluate and communicate information.

### [Flipgrid](#)

Students use the inking feature in Flipgrid to label and explain a picture.

### [CTLIS Resource Library](#)

Students play a teacher curated collection of videos, text, and assignments.

### [Newsela](#)

Students read an article and complete the writing prompt.

### [#Fliphunt](#)

Students complete a digital scavenger hunt.

### [Class Notebook](#)

Students use the Collaboration space in a Onenote Class Notebook for a group project.

### [Flipgrid Virtual Fieldtrips](#)

Students take a virtual journey to meet engineers, authors, and scientists.

## Closing Session

Whole Group Learning  
10 – 15 Minutes

### [Discovery Education](#)

Use an SOS strategy from Discovery Education to wrap-up learning.

### [Microsoft Forms](#)

Use a Forms Quiz to check for understanding.

### [Menti-meter](#)

Use an Open-Ended Flowing Grid for students to share their learning.

### [Whiteboard.chat](#)

Use Whiteboard.chat to collect student learning.

### [Go Formative](#)

Use an exit ticket from the public library of formatives.

### [Padlet](#)

Use the shelf format and comments feature to have students share their views.