

**Grades**

**6-8**

**Handout**

**2**

## **Getting Started with Imagine Learning IM**

The following Imagine IM lessons will guide our work together.

**Grade 6**

**Unit 6**  
**2nd Section**  
**Lesson 8**

Equal and Equivalent

**Grade 7**

**Unit 6**  
**2nd Section**  
**Lesson 10**

Different Options for  
Solving One Equation

**Grade 8**

**Unit 4**  
**2nd Section**  
**Lesson 5**

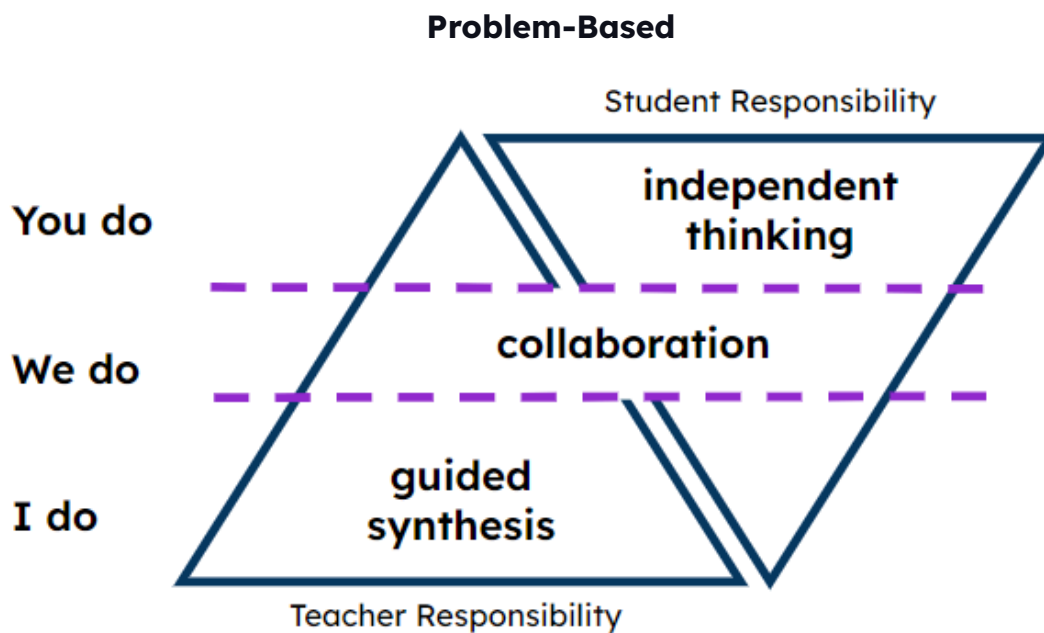
Solving Any  
Linear Equation

## Handout 2: Warm-up

Let's talk about warm-ups.

**Directions:** Review the warm-up in your grade-level lesson and discuss the questions with your grade-level team.

- How does the warm-up support building a mathematics community?
- How is a warm-up different from a review?
- What are teacher responsibilities during the warm-up?
- What are student responsibilities during the warm-up?



## Handout 2: Activity

Let's examine an activity.

### Directions:

Look at the slides and notes for the first activity after the warm-up in your lesson.

Consider how a teacher could lead this activity utilizing gradual release instruction versus problem-based instruction. Use the graphic organizer to keep track of your ideas.

### Gradual Release

Activity (Deep Study)	Launch (Invitation)	Worktime (Deep Study)	Synthesis (Consolidate & Apply)
What are observable actions for students?			
What is the role of the teacher?			

### Problem-Based

Activity (Deep Study)	Launch (Invitation)	Worktime (Deep Study)	Synthesis (Consolidate & Apply)
What are observable actions for students?			
What is the role of the teacher?			

## Handout 2: Synthesis

Let's get real about the synthesis.

**Directions:** Review the lesson synthesis and teaching notes for your specific lesson.

With your grade-level team, discuss:

- How do the learning goals connect to the lesson synthesis?
  
  
  
  
  
  
  
  
  
  
- What might be the effects of skipping the lesson synthesis?

## Handout 2: Cool-down

Let's not forget the cool-down.

**Directions:**

With your grade-level team, utilize any resources you engaged with today to predict student reactions to the cool-down activity. Provide one or two examples that illustrate the learning goal being met.

## Handout 2: Cool-down Guidance

Let's explore ways to support all students.

**Directions:** Review the cool-down guidance below.

Category	What does it mean?	What can I do next?
<b>More Chances</b>	<ul style="list-style-type: none"> <li>This is often associated with lessons that are exploring or playing with a new concept</li> <li>Unfinished learning for these cool-downs is expected.</li> </ul>	<ul style="list-style-type: none"> <li>No modifications need to be made for upcoming lessons.</li> <li>Be mindful of the upcoming opportunities to re-assess.</li> </ul>
<b>Points to Emphasize</b>	<ul style="list-style-type: none"> <li>For cool-downs on this level of support, no major accommodations should be made, but it will help to emphasize related content in upcoming lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the students who have unfinished learning throughout the next few lessons.</li> <li>Perhaps add a few minutes to the following class to address related practice problems, or provide students with incorrect work samples of a similar problem and have them find the error.</li> </ul>
<b>Press Pause</b>	<ul style="list-style-type: none"> <li>This advises a small pause before continuing movement through the curriculum to make sure the base is strong.</li> </ul>	<ul style="list-style-type: none"> <li>Upcoming lessons rely on student understanding of the ideas from this cool-down, so some time should be used to address any unfinished learning before moving on to the next lesson.</li> <li>Consider adding in a practice problem into the next day's lesson, or start the next class by revisiting the cool down.</li> <li>This may also be a place to inject an optional lesson or view the course guide for suggestions on re-engaging with earlier work.</li> </ul>

With your grade level teams:

- Find the guidance category for each cool-down in the section you have been reviewing.
- How does the cool-down guidance connect to the story of the unit?

## Handout 2: Leveraging the Cool-down Guidance

Let's explore ways to support unfinished learning.

**Directions:** Review the anticipated cool-down responses with your grade-level team. Reflect on how you might support unfinished learning.

- How might you address any unfinished learning?