

Courses

Algebra 1
Geometry
Algebra 2

Handout

2

Getting Started with Imagine Learning IM

The following Imagine IM lessons will guide our work together.

Algebra 1

Unit 2
Section 2
Lesson 7

Explaining Steps for
Rewriting Equations

Geometry

Unit 6
Section 2
Lesson 5

Squares and Circles

Algebra 2

Unit 2
Section 2
Lesson 11

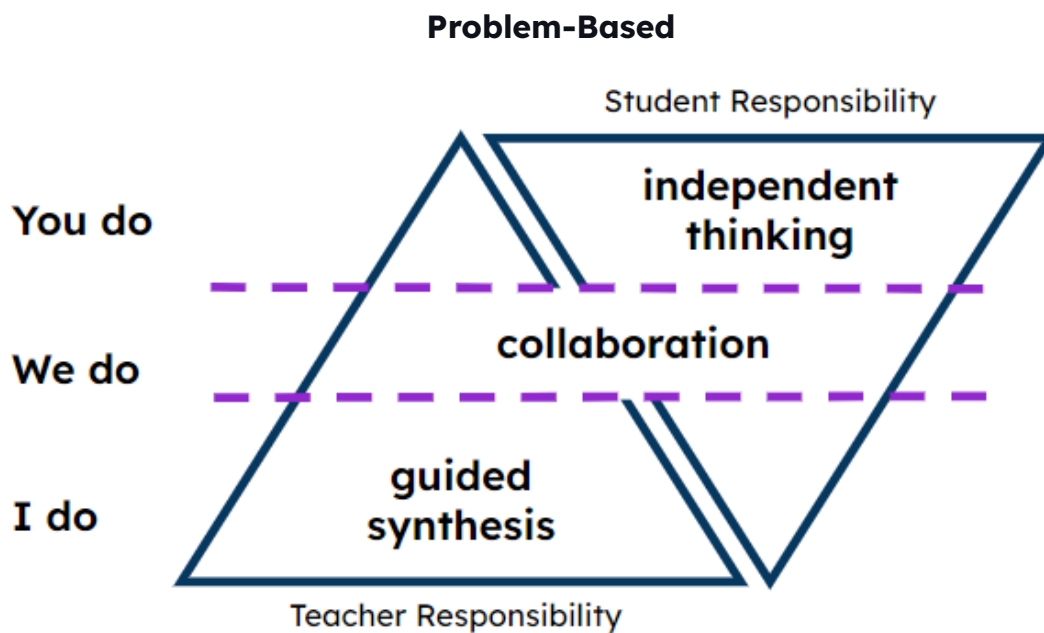
Finding Intersections

Handout 2: Warm-up

Let's talk about warm-ups.

Directions: Review the warm-up in your course lesson and discuss the questions with your course 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 instruction

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 instruction

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 course 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 course team, utilize any resources you engaged with today to predict student responses 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?
More Chances	<ul style="list-style-type: none"> This is often associated with lessons that are exploring or playing with a new concept Unfinished learning for these cool-downs is expected. 	<ul style="list-style-type: none"> No modifications need to be made for upcoming lessons. Be mindful of the upcoming opportunities to re-assess.
Points to Emphasize	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Monitor the students who have unfinished learning throughout the next few lessons. 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.
Press Pause	<ul style="list-style-type: none"> This advises a small pause before continuing movement through the curriculum to make sure the base is strong. 	<ul style="list-style-type: none"> 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. Consider adding in a practice problem into the next day's lesson, or start the next class by revisiting the cool down. This may also be a place to inject an optional lesson or view the course guide for suggestions on re-engaging with earlier work.

With your course teams:

- Find the category of cool-down guidance for each cool down in the section of lessons.
- 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 course team. Reflect on how you might support unfinished learning.

- How might you address any unfinished learning?