

Planning to Teach Imagine Learning EL Education Module Lessons

Participant Handout



Planning to Teach Imagine Learning EL Education Content Modules Session Agenda

Component	Estimated Time	Objectives
Welcome	10 minutes	Connect with your fellow teachers and the Imagine Learning EL Team. Review the day's agenda and set the purpose.
What is the Module structure?	64 minutes	We will unpack a Module to understand the learning in each unit and how students are assessed.
What are HLIPs, and how do I plan for them?	31 minutes	In this section, we will identify the High Leverage Instructional Practices used in the curriculum and plan for them using the IL EL lesson planner.
Break	10 minutes	Stretch and refresh.
What are HLIPs, and how do I plan for them? (continued)	88 minutes	In this section, we will identify the High Leverage Instructional Practices used in the curriculum and plan for them using the IL EL lesson planner.
Lunch	60 minutes	Take a break to enjoy lunch with the team.
How can I meet the needs of diverse learners in my class?	52 minutes	We will explore the embedded supports at the lesson level that are designed to assist students in meeting the learning targets.
Break	10 minutes	Stretch and refresh.
How can I meet the needs of diverse learners in my class? (continued)	29 minutes	We will explore the embedded supports at the lesson level that are designed to assist students in meeting the learning targets.
Closing	8 minutes	Reflect on the day's learning and provide feedback.

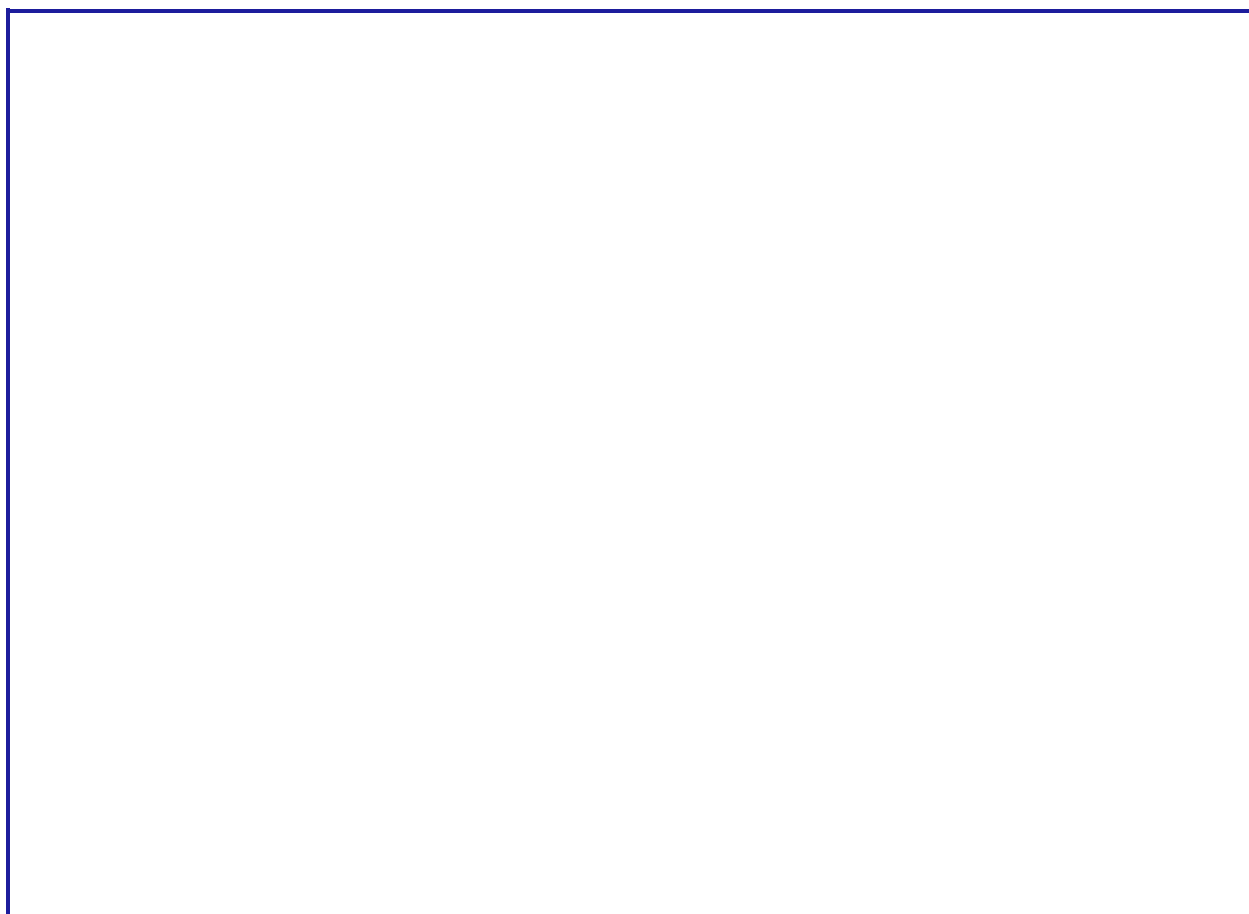
Session Learning Targets

- I can use the backward design of the curriculum to unpack learning within a unit.
- I can connect the learning from each lesson to the unit assessments.
- I can plan for and apply High Leverage Instructional Practices to Module lessons.
- I can effectively plan to meet the needs of diverse learners in my class during every lesson.

What is the Module Structure?

Grade ___ Module___ Unit___ Lesson___

Module Knowledge and Skills



Module Learning Progression

Unit 1 Focus	Unit 2 Focus	Unit 3 Focus
Unit 1 Assessments	Unit 2 Assessments	Unit 3 Assessments

What's the gist of your lesson?

Lesson Planning Template

Module: _____ Unit: _____ Lesson: _____

Learning Targets	How is it assessed?

Lesson Component	Teacher Action - Student Action	Anticipated struggle and how to support
Opening		

Lesson Component	Teacher Action - Student Action	Anticipated struggle and how to support
Work Time		

Lesson Component	Teacher Action - Student Action	Anticipated struggle and how to support
Closing		

Walk a Mile in My Shoes

Profiles Example

<p>Student Profile 1: Striving Reader - Alex</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Enjoys storytelling and has great ideas when sharing verbally. <p>Growth Area:</p> <ul style="list-style-type: none"> • Needs support with identifying main ideas and key details in texts. • Shows a lack of persistence when working on reading tasks when they're challenging. <p>How Alex is Addressing Area of Growth:</p> <ul style="list-style-type: none"> • Participates in whole-class discussions and uses graphic organizers to organize ideas. • Tries to distract himself from reading tasks when he feels overwhelmed. 	<p>Student Profile 2: ELL Student - Maya</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Strong verbal communication skills in her native language. • Attempts to communicate with her peers. • Picks up new vocabulary quickly when introduced with visuals or context. <p>Growth Area:</p> <ul style="list-style-type: none"> • Needs support with reading comprehension, especially with unfamiliar vocabulary and figurative language. <p>How Maya is Addressing Area of Growth:</p> <ul style="list-style-type: none"> • Uses a bilingual dictionary and asks questions to clarify meanings. • Tries to use context clues but sometimes struggles without additional support.
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Think about a specific student you'd like to plan for during this session. Based on the guiding questions, write a little about your student in the box. (You can also use the notes on the Padlet to think about your students' classifications.)

Share out and fill in the information about each group member's target student.

- What strengths does your target student have?
- What is the weakness you plan to address?
- Are there any academic goals you already plan for (based on WIDA, IEPs, and 504 plans, or any other data point if you don't use these)?
 - WIDA (World-Class Instructional Design and Assessment)

- IEP (Individualized Education Programs)

- 504 plans

How have you seen this student attempt to address this weakness?

Planning for Diverse Learners

Lesson Planning Template

Module: _____ Unit: _____ Lesson: _____

Scaffolding the Learning Target

Scaffold the learning target. (Examples of scaffolds: graphic organizers, conversation cues, strategies questioning, read aloud, visual representations, sentence starters/stems, teacher modeling, reference charts/cards)

Your notes:

Lesson Component	Teacher Action - Student Action Tasks and Scaffold Included	Connection to HLIP
<p>Work Time A/B</p> <p>Target Student:</p>	<p>Example: Grade 4 Module 4 Unit 2 Lesson 7</p> <p>Task Students read Chapter 14 of The Hope Chest in triads while the teacher circulates to support. The teacher guides students through identifying new themes using the Theme anchor charts. The teacher guides students through adding new information to the Idioms, Adages, and Proverbs anchor chart. Students discuss, provide real-life examples, and record the meaning of the idiom, “She just believes all the applesauce they told her.”</p> <p>Scaffold Sticky Notes for Evidence: Students use sticky notes to mark where they see evidence of a particular theme and write the theme on the sticky note.</p> <p>Your notes:</p>	<p>Example: Grade 4 Module 4 Unit 2 Lesson 7</p> <p>Check for Understanding CFU is used to self-assess against the learning target “I can summarize Chapter 14 of The Hope Chest.” As students work towards identifying themes in the text, they can use their understanding of the themes to summarize Chapter 14.</p> <p>Your notes:</p>