

## IM 6-8 Math Teach & Learn for ELLs

*(Four Virtual Sessions)*

*Designed for schools in their first implementation year, these four virtual sessions support teachers to understand the mathematical progressions in the curriculum, the instructional routines, and other embedded supports for understanding and managing teaching with IM. Participants will be guided by an IM Certified facilitator to gain first-hand experience and fluency with the IM curricula.*

### Session 1: Establishing Instructional Routines

Participants will experience three key instructional routines from the IM curriculum, and then have a chance to plan a routine that they can test out over the summer. In addition to experiencing, planning, and rehearsing routines, we will explore the conditions that support these instructional routines to be successful, leading to classrooms where students do math, share their understanding, and connect and reflect on their learning. How instructional routines can support the needs of ELL students will be a focus.

### Learning Goals

- Describe what instructional routines are and how they are used in the curriculum.
- Recognize classroom norms that make instructional routines successful.
- Prepare to incorporate one or more instructional routines into current teaching practice.

## QUICK FACTS

### Who Should Attend:

6-8 Teachers, EL Specialist,  
Coaches & Math Leaders  
*Up to 25 participants only*

### Duration

2 hours per session +  
asynchronous work between  
sessions

*For optimal outcome, we welcome and highly encourage school and district leaders to attend our professional learning events.*

### **Session 2: Experiencing Problem-Based Instruction**

In this session, participants experience a complete problem-based lesson and explore how this principle is experienced by teachers and students, and the support built into the curriculum to help teachers engage students in learning through problem solving. How problem-based learning creates opportunities for ELL students, as well as providing access to ELL students will be a focus of this session. (Prior to this session, participants take a self-guided tour of their online platform.)

#### **Learning Goals**

- Recognize opportunities for students to understand the context and what is being asked without being told what to do.
- Identify questions to advance student thinking in productive ways.
- Recognize opportunities for students to learn mathematical ideas through the experience of solving problems.

### **Session 3: Focus on Access and Support**

Participants will learn about the support built into the IM 6-8 Math for students with disabilities and English Language Learners. We will explore the design principles that support access, as well as how the built-in supports provide opportunities for language development over time. Participants will experience and rehearse additional Math Language Routines.

#### **Learning Goals**

- Locate resources and opportunities to support access for students with disabilities and English learners.
- Explain the purposes of different curriculum assessments.
- Locate and identify multiple opportunities for assessment.

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**Session 4: Planning to Support ELLs in Unit 1**

Participants will engage in collaborative planning as they study Unit 1 and selected lessons within the unit. Teachers will collaboratively plan and focus on supporting ELL students, in both distance learning and face-to-face contexts. (Prior to this session participants engage in 2-3 hours of planning time, supported by resources and templates from IM.)

**Learning Goals:**

In this session participants consolidate and apply their learning from previous sessions, and they are given the opportunity to ask lingering questions.

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