***Talent Development Academy Planning Supports***

***Tips for Implementing M2/M3 and William & Mary Units***

1. Always prepare by reading all of the components in the teacher guide (**Background/Context, tips, Possible Difficulties).** They’re lengthy & meaty, but incredibly helpful.
2. Explore the **Extensions** and **Homework** components (ELA) and the **Hint Cards** & **Think Deeply Cards** (M2/M3) as opportunities for differentiation.
3. Display the **generalizations about change** formed from the Taba Model (lesson 2 or 3) throughout the year as a platform for interdisciplinary connections.
4. **Modify** the **pacing/reading of the novel study book** to best fit your students’ needs and your teaching style, but use the discussion questions included.
5. Use the **models with fidelity** (as they were intended).
6. Realize that the lessons build upon one another. Use them in order to the fullest degree possible.
7. Reach out to Lindsey and Lara for support.

***Questions to Consider during Planning - Unpacking a Lesson***

**What:**

* Are the objectives of the lesson, and how do they align to SC state standards?
* Is the purpose of this lesson (how does it connect to the unit’s goals)?

**How:**

* Do the lesson’s steps relate to the objectives?
* Will I present necessary background information?
* Might I include more modeling (in a student-directed way) for those students requiring it?
* Might I modify the lesson to make sure other school-/district-mandates are addressed (e.g. readers’ workshop, centers, etc.)?

**Where:**

* In the lesson will I listen for misconceptions and a-has?
* Are the natural stopping points within the lesson?
* Might I want to include additional thinking models, scaffolds, or opportunities for relevance?

***Key Considerations***

