

MII Implementation Planning Options

Use this planning time to create an implementation artifact you can use after the workshop. Work independently unless directed otherwise. Choose **one** option and develop it as fully as you can. Your work should clearly define your learner audience, your instructional context, likely challenges, and how you will use models to support student noticing, investigation, and explanation.

The WE² Model can still serve as a helpful lens, but it does not need to organize every part of your work. If it is useful, you may label parts of your plan as **Wonder**, **Explore**, and **Explain**.

General Expectations for All Options

Include each of the following in your work:

- **Your learner audience:** course, grade level, and when this learning would occur in your year.
- **Your instructional context:** relevant details about your classroom, schedule, curriculum, or setting.
- Likely learner or teaching **challenges** you will need to plan for.
- Clear connections to how you will use models to **launch curiosity** (Wonder), **support investigation** (Explore), and help learners **build explanations** (Explain).
- A **final artifact** you can keep and use later.

Be prepared to briefly share the most important parts of your work during the share-out period.

MII Implementation Planning Options

Use this planning time to create an implementation artifact you can use after the workshop. Work independently unless directed otherwise. Choose **one** option and develop it as fully as you can. Your work should clearly define your learner audience, your instructional context, likely challenges, and how you will use models to support student noticing, investigation, and explanation.

The WE² Model can still serve as a helpful lens, but it does not need to organize every part of your work. If it is useful, you may label parts of your plan as **Wonder**, **Explore**, and **Explain**.

General Expectations for All Options

Include each of the following in your work:

- **Your learner audience:** course, grade level, and when this learning would occur in your year.
- **Your instructional context:** relevant details about your classroom, schedule, curriculum, or setting.
- Likely learner or teaching **challenges** you will need to plan for.
- Clear connections to how you will use models to **launch curiosity** (Wonder), **support investigation** (Explore), and help learners **build explanations** (Explain).
- A **final artifact** you can keep and use later.

Be prepared to briefly share the most important parts of your work during the share-out period.

Build a Unit Spine

Map where ideas from this week will fit into one of your existing units.

Your Task

- Identify the course and unit you are focusing on.
- Describe your learner audience and at least two constraints that shape this unit.
- Sketch a sequence of lessons or class meetings in this unit.
- Mark at least three places where models will play a central role.
- For each of those places, describe:
 - How students will first encounter the model and what they may notice or ask.
 - How students will work with the model to investigate ideas.
 - How students will use the model to explain or revise their thinking.
 - If useful, label these parts as Wonder, Explore and Explain.
- Identify at least one place where learners will revisit an earlier model, idea, or explanation.
- Describe the main implementation challenges you anticipate in this unit and how you will respond to them.
- Identify one lesson in the unit that you most want to redesign using WE² Model-based learning.

Share-out

Be ready to share:

- Your course and unit.
- One place in the unit where model-based learning will be central.
- One implementation challenge and how you plan to address it.
- One “aha moment” you experienced while working on this.

Design a Multi-Lesson Modeling Sequence

Create a 2–3 lesson sequence that shows how understanding can deepen over time through repeated use of models.

Your task

- Identify the course, learner audience, and phenomenon, problem, question, or core idea that will anchor the sequence.
- Describe your instructional context and at least two learner challenges you expect.
- Create a plan for 2–3 connected lessons.
- For each lesson, describe:
 - The model or representation learners will use.
 - How students will first encounter and question the model.
 - How students will use the model to investigate or deepen ideas.
 - How students will use the model to explain, communicate, or refine their thinking.
 - If useful, note where Wonder, Explore, and Explain appear across the sequence.
- Show how learners will revise, revisit, or deepen an earlier model or explanation later in the sequence.
- Identify what will help learners connect ideas across the lessons.
- Describe at least two supports, scaffolds, or design choices that respond to the needs of your audience.
- Identify what evidence of learner thinking you would want to collect across the sequence.

Share-out

Be ready to share:

- The anchor idea for your sequence.
- How learner thinking or models will change from the beginning to the end.
- One learner challenge you designed for.
- One “aha moment” you experienced while working on this.

Create a Classroom Modeling Playbook

Build a practical guide for how you want to use models in your own classroom.

In this task, you will think explicitly about educator moves: intentional prompts, routines, and responses that help students notice, investigate, and explain using models.

Your task

- Describe your typical learners, teaching context, and recurring instructional challenges.
- Make a short inventory of the kinds of models or representations you could use in your classroom.
- Create three sections in your playbook: **Wonder** moves, **Explore** moves, and **Explain** moves. If you prefer, you may think of these as *launch curiosity*, *support investigation*, and *build explanations*.
- Under each section, list specific educator moves (prompts or to promote learning that you want to remember and use.
- For each move, identify:
 - When or where you might use it.
 - What kind of model or representation it pairs with.
 - Which learners it may especially support.
- Identify at least three specific educator moves you want to commit to using this year.
- For each commitment, name the unit or topic where you might use it and how you will know whether it helped.
- Include a short reflection on the challenges of using modeling regularly in your setting and how your playbook helps you plan for them.

Share-out

Be ready to share:

- One move from your playbook.
- Where in your curriculum you plan to use it.
- Why it matters for your learners.
- One “aha moment” you experienced while working on this.

Plan for Assessment and Evidence of Learning

Design a plan for how you will gather and use evidence of student thinking while learners work with models.

Your task

- Identify the course and unit you are planning for.
- Describe your learner audience and at least two assessment or grading challenges you face.
- Identify 3–5 learning targets that matter in this unit.
- For each learning target, describe what evidence of learning you could gather during:
 - first noticing, questioning, or predicting,
 - investigating or revising ideas with models,
 - explaining, communicating, drawing, annotating, or defending their thinking.
 - If useful, map these to Wonder, Explore, and Explain.
- Describe what learners would produce, say, build, revise, or annotate to make their thinking visible.
- Identify which evidence you would use formatively and which evidence might contribute to summative assessment.
- Describe how you would provide feedback and how you would communicate the value of modeling to learners.
- Include a short reflection on the challenges of assessing learning through models in your setting and how you want to respond.

Share-out

Be ready to share:

- One learning target.
- One way you will gather evidence during an early, middle, or later part of model-based learning.
- One assessment or feedback shift you want to make.
- One “aha moment” you experienced while working on this.

Design One WE² Model Lesson

Create a lesson plan for a single class period that uses models and the WE² Model framework.

Your task

- Identify the topic, course, and approximate place in the year when this lesson would occur.
- Describe your learner audience and at least two challenges or constraints that matter for this lesson.
- Define your learning objectives.
- Write a short lesson goal that includes both content learning and learning through modeling.
 - Plan how students will first encounter the model:
 - What will learners encounter first?
 - What might they notice, question, or wonder?
 - How will you invite all learners into the task?
 - Plan how students will investigate with the model:
 - What will learners do with models or representations?
 - What ideas, vocabulary, or relationships will they work to understand?
 - How will you keep the model central to learning?
 - Plan how students will explain their thinking with the model:
 - What will learners produce, say, draw, revise, or annotate?
 - How will you make their thinking visible?
 - If helpful, label these parts Wonder, Explore, and Explain.
- Identify at least one assessment move and at least two supports or adaptations for your learners.
- List the materials, preparation, or resources you would need to teach this lesson.

Share-out

Be ready to share:

- Your learner audience and lesson topic.
- One sentence about how learners will encounter, investigate with, and explain using the model.
- One challenge you planned for and one support you included.
- One “aha moment” you experienced while working on this