

WE² 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 learners will move through Wonder, Explore, and Explain with models.

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 Wonder, Explore, and 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.

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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:
 - What learners will **wonder** about.
 - How learners will **explore** with a model.
 - How learners will **explain** or revise their thinking.
- 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.

Share-out

Be ready to share:

- Your course and unit.
- One place in the unit where WE² 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 multiple rounds of Wonder, Explore, and Explain.

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.
 - What learners will **wonder**.
 - How learners will **explore**.
 - How learners will **explain**.
- 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 and WE² in your own classroom.

In this task, you will explicitly think about educator moves, which could be defined as *intentional, in-the-moment strategies (like prompts and questions) used to elicit, support, and extend student thinking*.

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.
- 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 WE² 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 through Wonder, Explore, and Explain.

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:
 - **Wonder**
 - **Explore**
 - **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 Wonder, Explore, or Explain.
- One assessment or feedback shift you want to make.
- One “aha moment” you experienced while working on this.

Design One WE² Lesson

Create a lesson plan for a single class period that uses models and the WE² 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 the **Wonder** phase:
 - What will learners encounter first?
 - What will they notice, question, or wonder?
 - How will you invite all learners into the task?
- Plan the **Explore** phase:
 - 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 the **Explain** phase:
 - What will learners produce, say, draw, revise, or annotate to explain their thinking?
 - How will you make their thinking visible?
- 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 what learners will do in Wonder, Explore, and Explain.
- One challenge you planned for and one support you included.
- One “aha moment” you experienced while working on this