Adapt ideas from the annotated agenda and use the agenda template to plan a teacher training session that incorporates the “learn, do, reflect” strategy.

SAMPLE AGENDA

Objectives

Working in groups, teachers will be able to:

- Deepen their understanding of the learning trajectories associated with number sense
- Consider where students are on their learning trajectories and use this information to plan for the upcoming weeks of Small Groups
- Share strategies for peer-to-peer learning, implementing both Small Groups and Computers each week
- Reflect on their own learning processes

A. Introduction (12:00–12:05)

- Introductions Whole Group
  - Group facilitators choose how to approach introductions, keeping it brief.
  - Reintroduce each person by name.
  - Make a note to the group if there is a new person joining the group.
- Review expectations Whole Group
  - The expectations will be placed in the middle of the table and labeled Working Group Expectations.
  - Facilitators remind the group of the expectations, which include:
    - Be respectful. Listen to each other; take turns talking; turn off cell phones; take emergency calls outside.
    - Be open-minded. It is okay to have different points of view; listen to others’ ideas.
    - Take a risk. It is okay to be wrong; it is more important to try out new things and learn from others.
**Ask questions.** If you don’t understand something, ask! Someone else probably has the same question as you have.

**Have fun.** This process should be interesting and fun.

- **Quick overview of the afternoon** *Whole Group*

  We will:
  - **LEARN:** Look at developmental levels for Measurement.
  - **DO:** Plan for weeks 21–22 Measurement by considering how you may group your children and practicing some activities with ideas for differentiating instruction.
  - **REFLECT:** Review what was learned and plan for how to take the learning back to the classroom.

**B. Learn: Review the Curriculum for Weeks 21–22 (12:05–12:30)**

- **Brief read-through of curricular materials on Measurement for weeks 21–22** *Individual*

- **Review of developmental levels for Measurement** *Whole Group*

  - Use *Measurement Developmental Progression 3* and *Planning Guide Weeks 21–22* to recall the measurement activities done last year and how children reacted to them.
  - Consider the following questions to help teachers better understand how kids think about these activities:
    - What was easy/what was difficult?
    - What strategies did you use with your kids last year and how did they respond?
    - Did children understand the need to align two objects physically to compare them?
    - Could children correctly lay units end to end?
    - Could they use a ruler correctly?

- **Teachers’ opportunity to try out the activities** *Small Group*

- **Chart of reflections, ideas, and adaptations** *Whole Group*

**C. Do: Plan for Weeks 21–22 (12:30–1:00)**

- **Introduction to the activity** *Whole Group*

  - Let teachers know that they will use blank assessment sheet and:
    - Look over the small group activities.
    - Review the choices of Length Riddles and think about how they will implement them with their children. What did they do last year?
    - Group children.
    - Note opportunities to adapt materials to individuals.
    - Use the materials to try out adaptations.
• Teachers’ plans for weeks 21–22 *Individual or Partners*
  ○ Encourage teachers to make notes indicating the type of language/words they want to use.
  ○ Have teachers make a note answering, “What is the point of this activity?”
  ○ Remind teachers that they need to prepare ahead of time and have the items ready for length riddles.

**D. Reflect: Strategies for Next Steps in the Classroom (1:00–1:15)**

• Teachers’ descriptions of how they will bring the learning back to the classroom, noting: *Individual*
  ○ One idea to tailor instruction to individuals
  ○ How planning in training has affected their work in the classroom up to this point
  ○ What else trainers can do to help teachers translate training into classroom practice
  ○ How they will share information with their co-teachers

• Chart of strategies and ideas *Whole Group*

• Final questions *Whole Group*