

This virtual companion tool is meant to support the use of the Common Planning Time Support Tool. This tool is specifically designed for the planning of math instruction for virtual units and lessons. This companion gives examples of virtual considerations needed for each indicator of the support tool.

During planning for virtual math instruction, teachers:	
Indicators	Virtual Planning Considerations
<p><u>Prepare for the unit by:</u></p> <ul style="list-style-type: none"> <li>● Reading and annotating the standards or unit overview to determine how standards progress throughout the unit</li> <li>● Examining the sequence of lesson objectives</li> <li>● Completing and analyzing the unit assessments</li> <li>● Solving all problems to understand how the learning develops throughout the unit</li> <li>● Identifying how the models and strategies necessary to ensure students master of the most difficult task of the unit can be utilized in virtual instruction model</li> </ul> <p><u>Prepare for the lesson by annotating the lesson plan to:</u></p> <ul style="list-style-type: none"> <li>● Complete the culminating task using the models/strategies highlighted</li> <li>● Complete and analyze the problem set</li> <li>● Distinguish between “Must Do” and “Could Do” problems</li> <li>● Answer the student debrief questions</li> <li>● Identify the questions to support students to master the lesson</li> <li>● Identify scaffolds suggested by the curriculum to support diverse learners. Determine if additional scaffolds are necessary for virtual learning.</li> </ul>	<p><u>Prepare for the unit:</u></p> <ul style="list-style-type: none"> <li>● Using the analysis of the unit assessment, plan for the communication of learning objectives using virtual tools such as video and virtual anchor charts.</li> <li>● When examining the sequence of the lessons, determine where to explain learning objectives and lesson expectations using virtual tools.</li> <li>● When completing and analyzing the unit assessments, plan for how students will articulate their learning and thinking in a virtual experience (e.g., questions, illustrations, audio/video recordings).</li> <li>● Plan for which virtual tools will be used to engage in written discussions and check for understanding between students.</li> <li>● Consider how to support students with use of instructional models in a virtual learning environment.</li> </ul> <p><u>Preparing for the lesson:</u></p> <ul style="list-style-type: none"> <li>● Segment and sequence curricular lessons into smaller time frames for the virtual environment.</li> <li>● Plan for pacing to ensure ample time for student-to-student interaction.</li> <li>● Determine intentional opportunities where students prepare products to share/post for an audience, such as through an online submission tool and/or video.</li> <li>● Determine which “Must Do” problems will be embedded in synchronous instruction and which “Could Do” problems will be completed in asynchronous learning opportunities.</li> <li>● Utilize student work from “Must Do” problems to determine asynchronous learning and just in time supports for students</li> <li>● Determine which activities in the lesson are critical to students’ mastery during asynchronous and synchronous assignments.</li> <li>● Determine multiple places and modalities to assess and address student misunderstanding; differentiate and extend or accelerate learning as appropriate.</li> <li>● Determine how and when students will answer student debrief problems</li> </ul>

## Questions

### Prepare for the unit:

- What virtual instructional strategies and/or tools might assist with the communication of the learning objective?
- What virtual tools will be used in the lesson that allow students to articulate/ demonstrate their learning?
- How will I check for understanding virtually? What assessments could be modified for virtual instruction in the form of a product (audio/video, taking a picture of their product, graphs, charts, presentation, essay, short answer, multiple choice, polling, etc.)
- What are the best tools to utilize in our virtual platform that will keep my students engaged in the unit's overall goal and focus?
- How and when within the unit will I provide feedback to students using virtual platforms?

### Prepare for the lesson:

- What does success look and sound like for students in this virtual lesson?
- What are the best tools to utilize in our virtual platform that will keep my students engaged in the lesson's overall goal and focus?
- Which "Must Do" problems will be addressed in synchronous and asynchronous learning opportunities?
- What virtual tools can be used for students to demonstrate mastery of the learning objective?
- What are the best tools to utilize in our virtual platform that will engage and keep my students engaged in the student debrief?