



**ISM**

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INTERNATIONAL SCHOOL OF MYANMAR

# Supporting the Curriculum

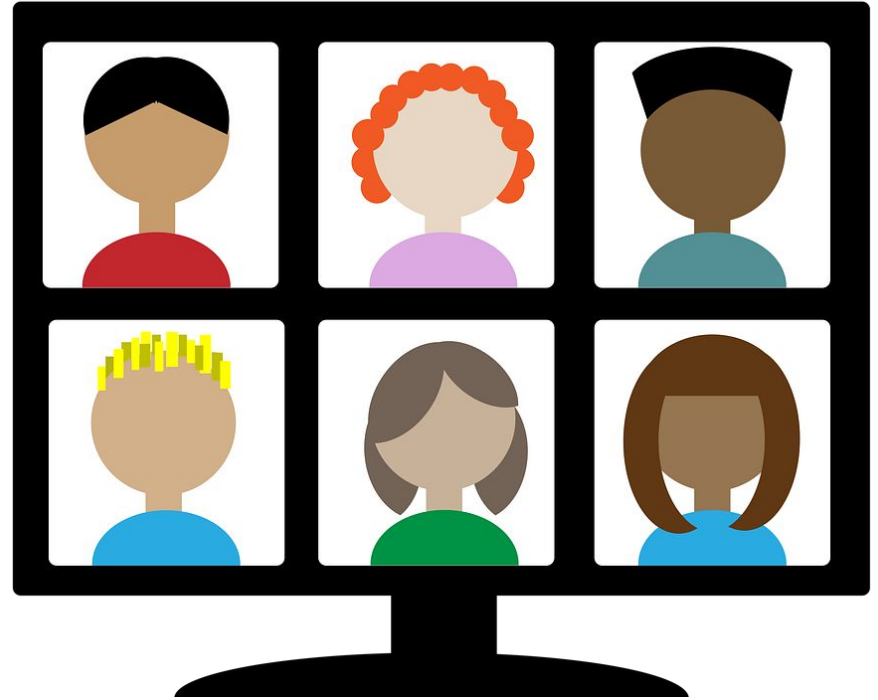
## Facilitating Learning in DL

ES / September 14, 2021

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# AGENDA

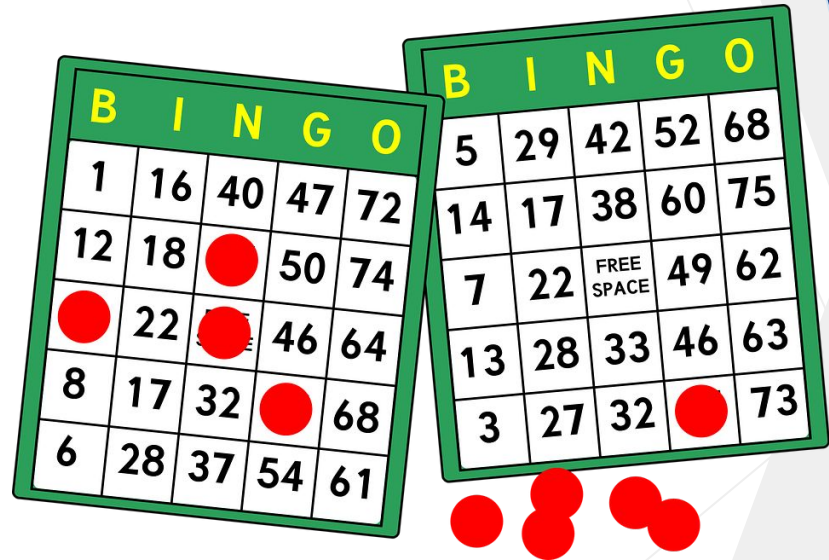
- **Defining Your Purpose**
- **Offering Support in the Classroom**
- **Reflection/Takeaway**



# Icebreaker Activity (Bingo!)

Generate your Bingo Card by clicking on the [link](#).

First person to claim bingo **WINS!**



# Defining Your Purpose

**Choose one of the following questions and share your answer in the group.**

- 1. What is your role as a local teacher?**
- 2. What do you contribute to the classroom?**
- 3. What do you like about being a local teacher?**



# Defining Your Purpose

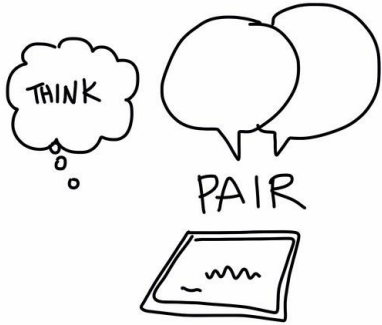
| Breakout Room 1  | Breakout Room 2   | Breakout Room 3  | Breakout Room 4 |
|--|---|--|-----------------|
| <p>My role as a local teacher:</p> <ul style="list-style-type: none"><li>-being a model for the students.</li><li>-Support the students.</li></ul> <p>Contribute</p> <ul style="list-style-type: none"><li>-Assisting the foreign teacher</li><li>-working with all the grade level.</li></ul> | <p>Contact parents</p> <p>Teach MS</p> <p>Take attendance</p> <p>Check on students</p> <p>Make sure camera isn't on</p> <p>Substitute</p> <p>Translator</p> | <p>-Our role is to support the experts and students.</p> <ul style="list-style-type: none"><li>- To run the classroom process smoothly</li><li>- We can communicate between the homeroom teachers and the family</li></ul> |                 |



# Did You Know?

**You have a huge impact in the classroom!**

**The key to success is to collaborate and communicate with your class teacher.**



**Read the following statement and be ready to explain what you think it is in a breakout room.**

**“Teaching is not something that can be done ‘to’ children - it is something that is done ‘with’ them.”**





# Offering Support in the Classroom

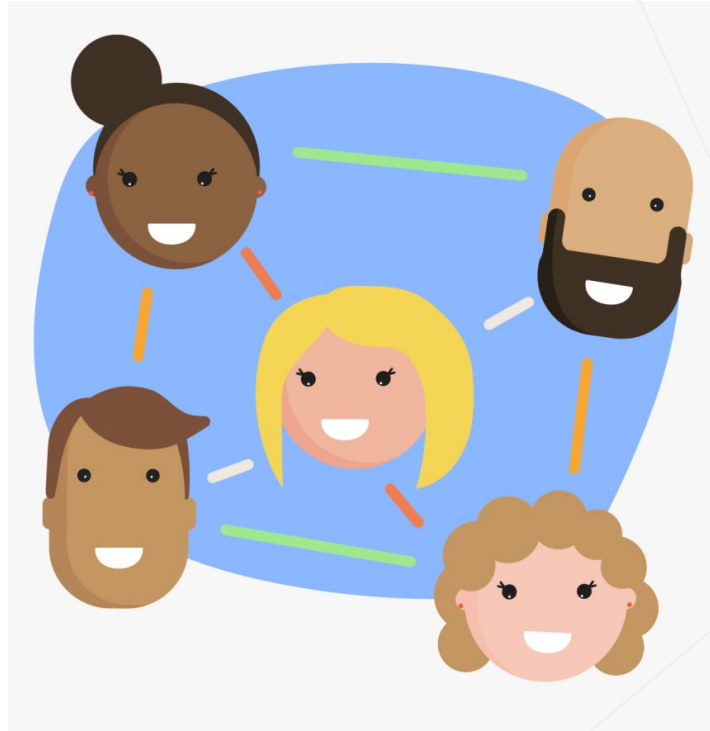




# General Support

## Before the Lesson

- Communicate with your classroom teacher on how you can support students in this lesson



# Student Profile

## Set up

- Notice what are his/her strengths/challenges
- Learning Style
  - Visual (images, reading), Auditory (songs, listening), kinesthetic (building, writing).
- Learning Style Approach
  - Multiple means of representation, engagement, and expression.
- Record the strategies that work.
- Try to understand their logic



# General Support



## During the Lesson

- Make sure you have access to materials while you work with a student
- Student engagement and thinking is more important than task completion
  - (help develop conceptual understanding)



# Generating Ideas on Student Support

## Strategies

- Break it down in parts.
- Look for connections
  - Student's environment
  - Previous context
- Explain the same concept in different ways (visual, manipulatives)



# Generating Ideas on Student Support

## Strategies

- **Before explaining a concept:**
  - **Ask the student what they know about the concept**
  - **KWL Chart**
- **Use available resources (GDrive, McGraw Hill, iReady, etc.)**



# General Support

## After the Lesson

- Give classroom teacher feedback on student process (especially if the task is partially completed)





**Let's Practice!**



# Generating Ideas on Student Support

## Scenario 1

In Math class, Kyaw Linn has trouble memorizing number facts (multiplication table, simple addition/subtraction).


How can you help Kyaw Linn?





# Generating Ideas on Student Support

## Scenario 1 - Brainstorming

| Breakout Room 1  | Breakout Room 2 | Breakout Room 3   | Breakout Room 4 |
|--|-----------------|---|-----------------|
| <ul style="list-style-type: none"><li>-Make sure he recognizes the letters or numbers. Then, use flash cards or fingers.</li><li>-Start with the sound and then the symbol.</li><li>- Sing poem (use music to memorize)</li><li>-Use real representation/ real object.</li><li>-Practice</li><li>-Expose to the material many times.</li><li>-Break it down.</li><li>-They repeat after teacher.</li></ul> |                 | <ul style="list-style-type: none"><li>-repeating</li><li>-Practice more</li><li>-prictice with number block</li></ul> |                 |
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# Generating Ideas on Student Support

## Scenario 2

The third grade class is working on narrative essays and Shwe Waddy said she is finished. However, when looking at her work, she has only written three sentences.

How can you help Shwe Waddy improve her writing?



# Generating Ideas on Student Support

## Scenario 2 - Brainstorming

| Breakout Room 1  | Breakout Room 2 | Breakout Room 3   | Breakout Room 4  |
|--|-----------------|---|--|
| <ul style="list-style-type: none"><li>- Encourage her to reread the book</li><li>- Look for a book of her interest.</li><li>- Expose her to new material related to the story. Example: watch a youtube video of the story.</li><li>- Provide hints</li><li>- Provide simple sentences and make them her own.</li><li>- Brainstorm the topic, and scribe for them. Prompt questions.</li><li>-</li></ul> |                 | <ul style="list-style-type: none"><li>-ask her to make more detail</li><li>-give her leading questions</li><li>-ask her to draw the story</li></ul> | <ul style="list-style-type: none"><li>- read overall first</li><li>- think about key details like conversation or dialogue</li><li>- think about the main idea of the story</li><li>- ask wh/how question</li><li>- use dictionary for some words that they don't know</li></ul> |



# Generating Ideas on Student Support

## Scenario 3


**Kaung Myat reads a lot of books based on his Epic! account. However, when answering questions about what he read, he doesn't seem to understand what's going on.**

**How can you help Kaung Myat?**



# Generating Ideas on Student Support

## Scenario 3 - Brainstorming

| Breakout Room 1   | Breakout Room 2  | Breakout Room 3   | Breakout Room 4  |
|---|--|---|--|
| Maybe he has problems understanding the story.<br>Encourage him to focus.   | -give him a list of questions to use while reading<br>-graphic organizer/diagram<br>-who what when where why? game | -tell him to read carefully<br>-ask him about the story<br>-summarize about the story | -  |
|  International School of Myanmar |  |   | <a href="http://www.ismyanmar.com">www.ismyanmar.com</a> |

# Generating Ideas on Student Support

## Scenario 4

Phoo Phoo, in Grade 4, is able to have a quick understanding of the subjects, but she does not hand in the work.

How can you help Phoo Phoo organize her time?



# Generating Ideas on Student Support

## Scenario 4 - Brainstorming

| Breakout Room 1 | Breakout Room 2  | Breakout Room 3   | Breakout Room 4                                   |
|-----------------|--|---|---|
|                 | <p>Connect with the student - ask why?<br/>Contact parents to help/ask</p> <p>Sit down with the student and show them how<br/>Send a reminder<br/>Make a checklist (visual)<br/>Reminder app</p> | <p>-remind her to do her work<br/>- to write notes on her students' planner book<br/>- remind parents if needed</p> | <p>-make to do list<br/>-remind her regularly</p> |



# Working Together





# Takeaways



**“It shouldn’t matter how slowly a child learns as long as we are encouraging them not to stop.”**

**- Robert John Meehan**

**When in doubt...**



# I used to think... now I think...

I used to think of students completing task on time is important , now I think students learning something during that time is what matters

Text

Text

Text

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