

Microlearning for Teachers

(5 minutes total)

High-Leverage Practice 13

Adapt Curriculum Tasks and Materials for Specific Learning Goals

Why it matters

When students struggle, it's often not the *content*. It's the *access point*. Strategic adaptations reduce unnecessary cognitive load so students can focus on the learning goal.

Try This Tomorrow

Review your lesson and ask:

- Where might students get stuck?
- What one support could remove that barrier *without lowering the expectation*?

Add **one** adaptation *before* teaching:

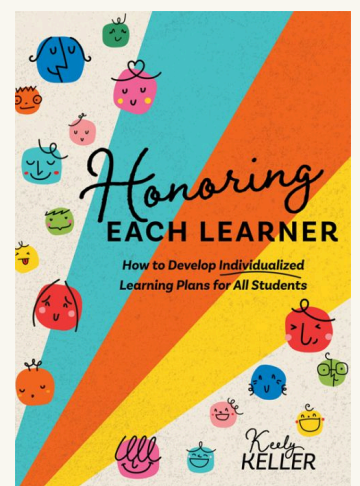
- A worked example or model
- A sentence starter or frame
 - A short checklist
- A visual or anchor chart

Look-fors in the classroom

You'll know the adaptation worked when:

- Students start the task more quickly
- Fewer clarifying questions are asked
- Student thinking is more visible (written, spoken, or drawn)

Small, intentional adaptations preserve rigor while expanding access.



Connect with Keely Keller, the author of *Honoring Each Learner*, or tag her when sharing insights, questions, and celebrations from the book and your school or classroom.

LinkedIn:
www.linkedin.com/in/keely-keller-a3833085

keller_learning.com



Student-Facing Learning Support Template

(Aligned to HLP 13 | Adapting and modifying curriculum tasks and materials for specific learning goals)

Date

Today’s Learning Focus

What I am learning:

Why it matters:

Before I Start

What does success looks like?

- ☐ I can
- ☐ I can

What supports are helpful for this task?

- ☐ Example or model
- ☐ Checklist
- ☐ Visual

My Thinking Tools

Key words or ideas I’ll use:

Sentence starter (optional):

- “One important idea is...”
- “I noticed that...”

During the Task

- ☐ I know what to do next
- ☐ I am checking my work as I go
- ☐ I can explain my answer or process

After the Task

One thing that helped me learn today:

One question I still have: