

## Second Grade Team Unit Planning Guide

Completed	Processes	Notes
✓	Study the standards	
	Find essential and nice to know standards ~8 ELA(including writing) & Math ~2 Soc. Studies/Science	2 Soc. Studies/Science
	Clarify essentials and create learning targets.	~2 Soc. Studies/Science
	Decide what the formatives and summative will be and what proficiency is required. (Think about Rigor and DOK levels here)	
	Pace out lessons in a unit form to provide learning experience specific to the learning targets. (Think about rigor and DOK levels here)	
	Create profiles based on learning targets	
During the unit	Commit to each other to follow the learning and assessment process of teach, assess, feedback, teach, assess, feedback (use data talks and reflections)	
After the unit	Review lessons and CFAs--make sure they are aligned and results were good (use data talks and reflections)	

We have a new unit plan for you to use, not to recreate what you already have but to make sure you have all the elements in a plan.

Mid and End of Unit reflection is required.

See below!

# Essential Standards Plan

<p><b>Standard</b> What do we want our students to learn?</p>	<p>2OA1 Use addition within 100 to solve one- and two-step word problems by using drawings and equations, with a symbol for the unknown number to represent the problems.</p>
<p><b>Learning Target</b> What do we want our students to learn?</p>	<ul style="list-style-type: none"> <li>- I can solve a one-step addition or subtraction word problem within 20 using mental math, drawing, or written algorithms.</li> <li>- I can solve a one-step addition or subtraction word problem within 100 using mental math, drawing, or written algorithms.</li> <li>- I can solve a two-step addition or subtraction word problem within 20 using mental math or written algorithms.</li> <li>- I can solve a two-step addition or subtraction word problem within 100 using mental math or written algorithms.</li> </ul>
<p><b>Vocabulary</b> What do we want our students to learn?</p>	<ul style="list-style-type: none"> <li>-word problems</li> <li>-mental math</li> <li>-algorithm</li> <li>-sum</li> <li>-difference</li> </ul>
<p><b>Tier 1 Lessons</b> What do we want our students to learn?</p>	<p><b><u>Week One</u></b>  <b>Day 1 - Introduction</b>  <b>Day 2 - Topic A</b>  <b>Lesson 1</b>            Relate 1 more, and 10 more to addition of 1 and 10- w/word problem  <b>Day 3 - Lesson 2</b>            Add multiples of 10- w/word problem  <b>Day 4 - Review</b> Lesson 1 &amp; Lesson 2            w/word problem  <b>Day 5 - CFA</b>  <b>Exit Tickets</b> Lessons 1 and 2            Levels of Understanding            (classwork)</p> <p><b><u>Week Two</u></b>  <b>Day 2 - Topic A</b>  <b>Lesson 3</b>            Add multiples of 10 and some ones within 100  <b>Day 3 - Lesson 4</b></p>

	<p>Add multiples of 10 and some ones within 10010- w/word problem  <b>Day 4 - Review</b> Lesson 3 &amp; Lesson 4  w/word problem  <b>Day 5 - CFA</b>  <b>Exit Tickets</b> Lessons 3 and 4  Level of Understanding  (classwork)</p> <p><b><u>Week Three</u></b>  <b>Day 2 - CFA</b>  Topic A Quiz  (quiz)  <b>Day 3 - Topic B</b>  <b>Combine</b>  <b>Lessons 6 &amp; 7</b>  Use manipulatives to represent the composition of 10 ones as 1 ten with 2-digit addition  Relate addition using manipulatives to a written vertical method 10-  w/word problem  <b>Day 4 - Lesson 8</b>  Use math drawings to represent the composition and relate drawings to a written method  (L9/L10-enrich)  <b>Day 5 - Review</b> Lesson 6, 7, &amp; Lesson 8  w/word problem</p> <p><b><u>Week Four</u></b>  <b>Day 1 - Exit Tickets</b>  <b>Lesson 6, 7, and 8</b>  Levels of Understanding  (classwork)  <b>Day 3 - CFA</b>  Topic B Quiz  (quiz)  <b>Day 4 - SUMMATIVE</b>  Module 4  Topics A &amp; B Quiz  (test)</p>
<p><b>Strategies</b>  What visible learning strategies can you use?</p> <ul style="list-style-type: none"> <li>● Direct Instruction</li> <li>● Summarizing</li> <li>● Vocabulary Instruction</li> <li>● Concept mapping</li> <li>● Class Discussion</li> </ul>	<p><b>Direct Instruction</b> - Direct instruction will be taught in lessons 1, 2, and 5. These lessons focus specifically on word problems. During these lessons teachers will be modeling and teaching the four square method.</p> <p><b>Group Work</b> - Students will work in groups multiple times to fill out a large four square for a word problem to ensure they all know the correct steps in the correct order.</p>

<ul style="list-style-type: none"> <li>● Peer Tutoring</li> </ul>	
<p><b>Co-Teaching Responsibilities</b> What will the co-teacher be doing to support the students?</p>	<p>Co-teacher will be supporting the students through re-teaching and one on one instruction in small groups with manipulatives.</p>
<p><b>Formatives</b> How will we know if they learned it?</p>	<p>Lessons 1 and 2 Exit Ticket  <a href="https://docs.google.com/document/d/1yRjqL4feXCFpOnSWk-UAq1JSj8txfJdHklSKq7k3rq4/edit">https://docs.google.com/document/d/1yRjqL4feXCFpOnSWk-UAq1JSj8txfJdHklSKq7k3rq4/edit</a></p> <p>Lesson 6,7, and 8 Exit Ticket  <a href="https://docs.google.com/document/d/1muO1HrVP3o9fn_g8ZOHjuuisFAV41cOykTzUA8HcZKA/edit">https://docs.google.com/document/d/1muO1HrVP3o9fn_g8ZOHjuuisFAV41cOykTzUA8HcZKA/edit</a></p>
<p><b>Summatives</b> How will we know if they learned it?</p>	<p>There are two summative assessments that students will take. Mastery will be indicated with a score of 80% or higher.</p> <p>One Step Summative  <a href="https://docs.google.com/document/d/1ypmGh-sOFNwn92Gqut8OSUXUH2wIq43b9U06_TDsf3s/edit?usp=drive_web&amp;oid=114298198380121628038">https://docs.google.com/document/d/1ypmGh-sOFNwn92Gqut8OSUXUH2wIq43b9U06_TDsf3s/edit?usp=drive_web&amp;oid=114298198380121628038</a></p> <p>Two Step Summative  <a href="https://docs.google.com/document/d/1CXdTTrwfyfoIYMpp0IINuQTo0AqQpszFPZPZXWXAQG2U/edit">https://docs.google.com/document/d/1CXdTTrwfyfoIYMpp0IINuQTo0AqQpszFPZPZXWXAQG2U/edit</a></p>
<p><b>Tier 2: Re-teaching</b> What will we do when students don't learn it?</p>	<p>Reteaching will involve the reteaching of the first 2 lessons in module 4. These lessons focus on making a ten and provide word problems involving one digit numbers for students to work on with the four square method.</p>
<p><b>Extension</b> What will we do when they already know it?</p>	<p>As an extension students will be creating their own two step word problems along with an answer key. Students will then be solving each other's word problems and learning through partner work activities.</p>

# Mid Unit Reflection:

Date:

What performance tasks/other evidence show that the students are doing well with this unit?

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What learning experiences are being used to facilitate the students' successes?

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What additional supports are needed for this unit?

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Teacher: Class Average:	Teacher: Class Average:	Teacher: Class Average:	Teacher: Class Average::
Students of Concern:	Students of Concern:	Students of Concern:	Students of Concern:

Next Steps:	Next Steps:	Next Steps:	Next Steps:

## End of Unit Reflection:

Date:

### Assessment Results:

Teacher: Class Average:	Teacher: Class Average:	Teacher: Class Average:	Teacher: Class Average::
What students still need reteaching	What students still need reteaching	What students still need reteaching	What students still need reteaching

**What learning experiences were most useful with this unit?**

- 

**What learning experiences did students struggle with?**

-

**What standards did students struggle most with?**

- 

**What adjustments need to be made for this unit?**

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