Second Grade Team Unit Planning Guide
Essential Standards Plan

Standard What do we want our students to learn?	**MGSE2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens an d 0 ones).7 hundreds, 0 tens, and 6 ones.
Learning Target What do we want our students to learn?	-I can demonstrate with a drawing the value of the digits of a number in the hundreds. -I can represent and read a number in the hundreds in unit form. -I can represent and read a number in the hundreds in expanded form. -I can compose and decompose a number in the hundreds. -I can identify a number in hundreds represented as tens and ones. -I can use models to symbolize a number in the hundreds as tens and ones. -I can evaluate a number in the hundreds to find errors in its value.
Vocabulary What do we want our students to learn?	-ones -tens -hundreds -place value -compose -decompose -value -unit form -expanded form
Tier 1 Lessons What do we want our students to learn?	<u>Week One</u> **Day 1 -** How can we count these straws? (see Lesson 1 Concept Development) **Day 2 -** Lesson 1:Bundle and count ones, tens, and hundreds to 1,000. -Problem Set Center/Extension: Create meter strip **Day 3 -** Lesson 2: Counting with Ones, Tens, and Hundreds: 0 to 1,000 using Draw, Box, and Label -Problem Set

	Day 4 - Lesson 3: Counting with Ones, Tens, and Hundreds: 0 to 1,000 using Draw, Box, and Label -Problem Set **Day 5 -** CFA Exit Ticket: Lessons 1, 2 & 3 **<u>Week Two</u>** **Day 2 -** Topic A and B Quiz **Day 3 -** Lesson 4: Count up to 1,000 on the place value chart. (Intro Hide Zero Cards) **Day 4 -** Lesson 5: Write base ten three-digit numbers in unit form; show the value of each digit. Center/Extension: Use Hide Zero Cards to build numbers. **Day 5 -** CFA Exit Ticket: Lessons 4 & 5 **<u>Week Three</u>** **Day 1 -** Lesson 6: Write base ten numbers in expanded form. **Day 2 -** Lesson 7: Write, read, and relate base ten numbers in all forms. Center: Spell Numbers **Day 3 -** CFA Exit Ticket: Lessons 6 & 7 **Day 5 -** Lesson 8: Count the total value of $1, $10, and $100 bills up to $1,000. **<u>Week Four</u>** **Day 1 -** CFA Exit Ticket: Lesson 8 **Day 3 -** Topic C & D Quiz **Day 4 -** Lesson 11: Count the total value of ones, and hundreds with place value disks. **<u>Week Five</u>** **Day 1 -** CFA Exit Ticket: Lessons 11 & 12 **Day 2 -** Lesson 13: Read and write numbers within 1,000 after modeling with place value disks. **Day 3 -** Lesson 14: Model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms. **Day 4 -** CFA Exit Ticket: Lessons 13 & 14 **<u>Week Six</u>** **Day 1 -** Topic E Quiz **Day 3 -** Summative Assessment
Strategies What visible learning strategies can you use? ● Direct Instruction ● Summarizing	<u>Manipulatives</u>: straws, base ten blocks, hide zero cards, place value charts, meter strips, place value discs, play money <u>Lessons</u>: Promethean flipchart lessons with interactive math activities for whole group instruction. Direct instruction can also take place in small groups for differentiation. <u>Vocabulary & Concept Mapping</u>: Interactive Math Notebook

• Vocabulary Instruction • Concept mapping • Class Discussion • Peer Tutoring	Class Discussion: Student Debrief Peer Tutoring: During independent work and reteach days
Co-Teaching Responsibilities What will the co-teacher be doing to support the students?	Small group instruction. Providing reteaching and enrichment depending on what is needed at that time in small groups. SPED teachers will pull both review groups and implement tier 1 instruction based on formative assessment results.
Formatives How will we know if they learned it?	Students will be given exit tickets to determine those who need reteaching. After reteaching, a quiz for each topic in the module will be given to assess all students' mastery. Formative Assessment over Topic A and B https://docs.google.com/document/d/1zuUUovmP0obXXrB2mwNyCWq2XgBDmvi8LZKCVJIexSo/edit Formative Assessment over topic C and D https://drive.google.com/file/d/1FRZ1goKay08ulymTJYUyR6wQSv3MQzVy/view?usp=sharing Formative Assessment over Topic E https://docs.google.com/document/d/1sm7MneG8xAL0Wbx5KQu3i1fzrqlxDd4pxWwkUjYLPH4/edit
Summatives How will we know if they learned it?	Summative will be given towards the end of the unit. Summative: https://docs.google.com/document/d/15NWPp5elzyLB8SjbF2OvtydGivP2YdkfMMI2FCyztb8/edit Reteaching will occur in small groups based on points gained for each learning target.
Tier 2: Re-teaching What will we do when students don't learn it?	After a topic is taught before moving to the next topic, a day will be taken to reteach the areas of misunderstanding in small groups with the continued use of manipulatives when needed to help understanding.
Extension What will we do when they	Students will be given work in centers, challenging math problems found in some homework pages, and IXL Math to further develop their skills in place value. Students will check

already know it?	in with teachers during small group meetings.

Mid Unit Reflection:

Date:

What performance tasks/other evidence show that the students are doing well with this unit?
• •
What learning experiences are being used to facilitate the students' successes?
•
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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