

+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>Standard What do we want our students to learn?</p>	<p>1. ELAGSE2RI2 (MAIN IDEA) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text</p>
<p>Learning Target What do we want our students to learn?</p>	<p>-I can deduce the main idea of a paragraph. -I can specify the main topic of a whole text.</p>
<p>Vocabulary What do we want our students to learn?</p>	<p>Unit 3/Week 3: across, borrow, countryside, idea, insists, lonely, solution, villages Unit 4/Week 1: eerie, growth, layers, lively, location, region, temperate, seasons Unit 6/Week 3: exploration, important, machines, prepare, repair, result, scientific, teamwork Unit 6/Week 4: invented, money, crisis, purchase, record, system, value, worth</p>
<p>Tier 1 Lessons What do we want our students to learn?</p>	<p>Unit 3/Week 3: <u>Day 1-</u> Introduce new vocab words for 'The Enormous Turnip' Intro. new vocabulary <u>Day 2-</u> Comprehension strategy- ask and answer questions Skill- author's purpose <u>Day 3-</u> Reread story with a partner and work on comprehension skill for identifying the main idea -exit ticket <u>Day4-</u> Assess with CFA unit test for 'Bully-Free Zone'</p> <p>Unit 4/Week 1: <u>Day1-</u> Introduce new vocabulary words for 'African Savannas' <u>Day 2-</u> Comprehension strategy- Reread Skill- Compare and Contrast -read text as a class <u>Day 3-</u> Reread story with a partner and work on comprehension skill for identifying the main idea -exit ticket <u>Day4-</u> Assess with CFA over</p>

	<p>Unit 6/Week 3: <u>Day1-</u> Introduce new vocabulary words for “Teamwork to the Top” <u>Day 2-</u> Comprehension strategy- summarize Skill- main idea and key details -read text as a class <u>Day 3-</u> Reread story with a partner and work on comprehension skill for identifying the main idea -exit ticket <u>Day4-</u> Assess with unit test CFA for “Teamwork to the Top”</p> <p>Unit 6/Week 4: <u>Day1-</u> Introduce new vocabulary words for “King Midas and the Golden Touch” <u>Day 2-</u> Comprehension strategy- summarize Skill- connections within text (problem and solution) -read text as a class <u>Day 3-</u> Reread story with a partner and work on comprehension skill for identifying the main idea -exit ticket <u>Day4-</u> Assess with unit test CFA for “King Midas and the Golden Touch”</p>
<p>Strategies What visible learning strategies can you use?</p> <ul style="list-style-type: none"> ● Direct Instruction ● Summarizing ● Vocabulary Instruction ● Concept mapping ● Class Discussion ● Peer Tutoring 	<p>Direct Instruction - Teacher will introduce vocabulary words on day 1 to the whole class. Class will then read the week’s story out loud together while the teacher asks comprehension questions verbally.</p> <p>Peer Tutoring - Teachers will pair students based on academic levels to re-read the week’s story to practice recognizing vocab words in text as well as for comprehension.</p> <p>Class Discussions - Class discussions will take place during the whole class read-aloud. Students and teachers will ask and answer questions to practice comprehension skills for informational texts.</p>
<p>Co-Teaching Responsibilities What will the co-teacher be doing to support the</p>	<p>Co-teachers will pull students in a small group to start with a shorter story in the reading/writing workshop book. This book includes a shorter informational text with more simplified sentences using the week’s vocabulary words. Unit 3/Week 3: ‘Lighting Lives’</p>

students?	<p>Unit 4/Week 1: 'Alaska, A Special Place' Unit 6/Week 3: 'Dive Teams' Unit 6/Week 4: 'The Life of a Dollar Bill'</p>
<p>Formatives How will we know if they learned it?</p>	<p>Formatives will be done verbally during class read alouds/ partner reads. Teachers will be asking comprehension questions to see if students are comprehending informational texts. Teachers will also use student's syntax and discourse during their partner reads to see if they understand the text on their own.</p> <p>Exit Tickets will also be given after read alouds. Teacher will ask questions based on the text and students will answer on a sticky note and turn in. This will be a quick way for teachers to identify if students are gaining the skill.</p> <p>A formative will also be done each Friday. Students will read the short story in the reading workshop book and take an assessment to assess their comprehension.</p> <p>https://catalog.mcgraw-hill.com/repository/private_data/DOC/50000278/1/89.pdf#page=344 (The page numbers are listed below for each formative assessment)</p> <p>Unit 3/week 3: p.152-163 Unit 4/Week 1: p. 188-199 Unit 6/Week 3: p. 332-343 Unit 6/Week 4: p. 344-355</p>
<p>Summatives How will we know if they learned it?</p>	<p>Summative Assessment will be given on Wednesday of the fifth week to allow time to re-teach and/or re-assess. Questions are differentiated for each story with how, what, who, where, when to help determine what information students are having trouble comprehending. Students will need to pass with an 80% or higher.</p> <p>Summative Assessment: https://docs.google.com/document/d/10GDla27aK7tqcSUHFoVm9FaDf2RaqaEwsqN6rT7UL_E/edit</p>
<p>Tier 2: Re-teaching What will we do when</p>	<p>For reteaching students will be pulled in small groups to reread the short story with the teacher to practice the comprehension skills. The short story is more simplified</p>

students don't learn it?	with the same vocabulary words giving students more differentiation to practice these skills.
Extension What will we do when they already know it?	For an extension for students they will be reading the story in the workshop book and completing the response to reading found at the end of the story. Students will be reading and answering more in depth comprehension questions that require higher order thinking skills.

Mid Unit Reflection:

Date:

What performance tasks/other evidence show that the students are doing well with this unit?
<ul style="list-style-type: none"> • •
What learning experiences are being used to facilitate the students' successes?
<ul style="list-style-type: none"> •
What additional supports are needed for this unit?
<ul style="list-style-type: none"> •

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?

-