

+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. RL1 (READING LITERATURE) Ask and answer such questions as who,what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
<p>Learning Target What do we want our students to learn?</p>	<p>-I can demonstrate an understanding by answering questions orally before, during, and after reading. (who, what, where, and when) -I can describe how or why by answering questions orally after reading. -I can organize questions in a written response before, during, and after reading. (who, what, where, and when) -I can organize how and why questions in a written response after reading.</p>
<p>Vocabulary What do we want our students to learn?</p>	<p>Unit 1/Week 1: actions, afraid, depend, nervously, peered, perfectly, rescue, secret Unit 1/Week 2: aside, culture, fair, invited, language, plead, scurries, share Unit 1/Week 3: decide, different, friendship, glance, proper, relationship, stares, trade Unit 2/Week 1: adapt, climate, eager, freedom, fresh, sense, shadows, silence Unit 2/Week 2: believe, delicious, feast, fond, lessons, remarkable, snatch, stories</p>
<p>Tier 1 Lessons What do we want our students to learn?</p>	<p>Unit 1/Week 1: <u>Day 1-</u> ‘Help! A Story of Friendship’ Intro. new vocabulary <u>Day 2-</u> Comprehension strategy-ask and answer questions -read text as a class <u>Day 3-</u> Reread story with a partner and work on comprehension skill with key details -exit ticket <u>Day4-</u> Assess with CFA unit test for Help! A Story of Friendship’</p> <p>Unit 1/Week 2: <u>Day1-</u> Introduce new vocabulary words for “Big Red Lollipop” <u>Day 2-</u> Comprehension strategy-ask and answer questions Skill- key details -read text as a class</p>

	<p><u>Day 3</u>- Reread story with a partner and work on comprehension skill of key details -exit ticket <u>Day4</u>- Assess with CFA over “Big Red Lollipop”</p> <p>Unit 1/Week 3: <u>Day1</u>- Introduce new vocabulary words for “Not Norman” <u>Day 2</u>- Comprehension strategy-predictions Skill- main topic and key details -read text as a class <u>Day 3</u>- Reread story with a partner and work on comprehension skill of key details -exit ticket <u>Day4</u>- Assess with unit test CFA for “Not Norman”</p> <p>Unit 2/Week 1: <u>Day1</u>- Introduce new vocabulary words for “Sled Dogs Run” <u>Day 2</u>- Comprehension strategy-rereading Skill- main topic and key details -read text as a class <u>Day 3</u>-Reread story with a partner and work on comprehension skill of key details -exit ticket <u>Day4</u>- Assess with unit test CFA for “Sled Dogs Run”</p> <p>Unit 2/Week 2: <u>Day1</u>- Introduce new vocabulary words for “Wolf! Wolf!” <u>Day 2</u>- Comprehension strategy-rereading Skill- main topic and key details -read text as a class <u>Day 3</u>-Reread story with a partner and work on comprehension skill of key details -exit ticket <u>Day4</u>- Assess with unit test CFA for “Wolf! Wolf!”</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 	<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>

<ul style="list-style-type: none"> Peer Tutoring 	<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 students?</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 literary text with more simplified sentences using the week’s vocabulary words.</p> <p>Unit 1/Week 1: “Little Flap Learns to Fly” Unit 1/Week 2: “Maria Celebrates Brazil” Unit 1/Week 3: “Finding Cal” Unit 2/Week 1: “A Visit to the Desert” Unit 2/Week 2: “The Boy Who Cried Wolf”</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 literary 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 informational 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>Unit 1/Week 1: https://drive.google.com/drive/u/0/folders/1_V6MmJQ8C9FOMygiA-rEs56fHsRJO4Hu</p> <p>Unit 1/Week 2: https://drive.google.com/drive/u/0/folders/1_V6MmJQ8C9FOMygiA-rEs56fHsRJO4Hu</p> <p>Unit 1/Week 3: https://drive.google.com/drive/u/0/folders/1_V6MmJQ8C9FOMygiA-rEs56fHsRJO4Hu</p> <p>Unit 2/Week 1: https://drive.google.com/drive/u/0/folders/1_V6MmJQ8C9FOMygiA-rEs56fHsRJO4Hu</p> <p>Unit 2/Week 2: https://drive.google.com/drive/u/0/folders/1_V6MmJQ8C9FOMygiA-rEs56fHsRJO4Hu</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 Summative test over three literary stories and their comprehension questions.</p> <p>Summative Assessment: https://drive.google.com/drive/u/0/folders/1_V6MmJQ8C9FOMygiA-rEs56fHsRJO4Hu</p>
<p>Tier 2: Re-teaching What will we do when students don't learn it?</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 with the same vocabulary words giving students more differentiation to practice these skills.</p>
<p>Extension What will we do when they already know it?</p>	<p>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.</p>

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?

-