



### Unit Planning

<b>Grade:</b> Second Grade	<b>Subject:</b> Math	<b>Unit:</b> (Naming Protocol) Addition and Subtraction without Algorithms
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<b>Collaborative Team:</b> Stephanie Burkett, Molly McInnis, Katherine Otero, Leah Poe	<b>Length of Instruction (# of days):</b> 31 Days <b>Starting</b> October 3, 2022
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#### Priority Standards and Priority Standard Summary Chart

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9
<a href="#">2.4B</a>	<a href="#">2.4C</a>	Link here	Link here	Link here	Link here	Link here	Link here	Link here

Assessments	Rubrics	Weekly Slides	Other
<a href="#">CFA</a>	<a href="#">Unit 3</a>	<a href="#">Week One</a>	<a href="#">Common Assessment Expectations</a>
<a href="#">2.4B Assessment</a>		<a href="#">Week Two</a>	
<a href="#">2.4C Assessment</a>		<a href="#">Week Three</a>	
<a href="#">Cummulative Assessment</a>		<a href="#">Week Four</a>	
		<a href="#">Week Five</a>	
		<a href="#">Week Six</a>	
		<a href="#">Week Seven</a>	

**Team Smart Goal: 80% of students will receive meets or masters**

**22-23 Scored**  
**2.4B: Scored 81%**  
**2.4C: Scored 92%**  
**2.7C: Scored 95%**

## Unit Pacing Calendar [Checklist of items that need to be on the pacing calendar](#)

Day 1: <b>Monday, October 3</b> <b>Beginning of Unit 3</b> 2.7C I can represent and solve addition and subtraction word problems with unknowns (strip diagrams/fact families)	Day 2: <b>Tuesday, October 4</b> 2.7C I can represent and solve addition and subtraction word problems with unknowns (strip diagrams/fact families)	Day 3: <b>Wednesday, October 5</b> 2.7C I can represent and solve addition and subtraction word problems with unknowns (strip diagrams/fact families)	Day 4: <b>Thursday, October 6</b> 2.7C I can represent and solve addition and subtraction word problems with unknowns (strip diagrams/fact families)	<b>Friday, October 7</b>  <b>Pumpkin Palooza</b>
<b>Monday, October 10</b> <b>No School - PD Day</b>	<b>Tuesday, October 11</b> <b>No School- PD Day</b> <b>Parent/Teacher Conferences</b>	Day 5: <b>Wednesday, October 12</b> 2.7C I can represent and solve addition and subtraction word problems with unknowns (strip diagrams/fact families)  <b>Beginning of 2nd 9 weeks</b>	Day 6: <b>Thursday, October 13</b> 2.7C I can represent and solve addition and subtraction word problems with unknowns (strip diagrams/fact families)	Day 7: <b>Friday, October 14</b> 2.7C I can represent and solve addition and subtraction word problems with unknowns (strip diagrams/fact families)  <b>02 Unit 3 - 2.7C ASSESSMENT</b>
Day 8: <b>Monday, October 17</b> 2.4B I can add and subtract using base 10 models  (adding w/regrouping using base 10)  <b>Analyze 2.7C Assessment Data CTM</b>	Day 9: <b>Tuesday, October 18</b> 2.4B I can add and subtract using base 10 models  (adding w/regrouping using base 10)	Day 10: <b>Wednesday, October 19</b> 2.4B I can add and subtract using base 10 models  (subtracting w/regrouping using base 10)	Day 11: <b>Thursday, October 20</b> 2.4B I can add and subtract using base 10 models  (subtracting w/regrouping using base 10)	Day 12: <b>Friday, October 21</b> 2.4B I can add and subtract using base 10 models  (subtracting w/regrouping using base 10)
Day 13: <b>Monday, October 24</b> 2.4B I can add and subtract using a number line  (adding on a number line- WARM UP BASE 10 REGROUP Daily)	Day 14: <b>Tuesday, October 25</b> 2.4B I can add and subtract using a number line	Day 15: <b>Wednesday, October 26</b> 2.4B I can add and subtract using a number line  <b>2.4B add/subtract with base 10 model CFA</b>	Day 16: <b>Thursday, October 27</b> 2.4B I can add and subtract using a number line	Day 17: <b>Friday, October 28</b> 2.4B I can add and subtract using a number line  <b>2.4B CFA Analyze data in CTM/readjust tier groups</b>
Day 18: <b>Monday, October 31</b> 2.4B I can add up to 4 two digit numbers using place value	Day 19: <b>Tuesday, November 1</b> 2.4B I can add up to 4 two digit numbers using place value	Day 20: <b>Wednesday, November 2</b> 2.4B I can add up to 4 two digit numbers using place value  <b>pre-assessment for Unit 4 (2D and 3D Shapes) Put data into checklist/spreadsheet.</b>	Day 21: <b>Thursday, November 3</b> 2.4B I can add up to 4 two digit numbers using place value	Day 22: <b>Friday, November 4</b> 2.4B I can add up to 4 2 two digit numbers using place value  <b>02 Unit 3 - 2.4B ASSESSMENT</b>  <b>Go over pre-assessment data.</b>
Day 23: <b>Monday, November 7</b> 2.4C I can solve one-step and multi-step addition and subtraction word problems <b>one step and multi step word problems all week</b> <b>Analyze 2.4B- Assessment Data CTM</b>	Day 24: <b>Tuesday, November 8</b> 2.4C I can solve one-step and multi-step addition and subtraction word problems	Day 25: <b>Wednesday, November 9</b> 2.4C I can solve one-step and multi-step addition and subtraction word problems	Day 26: <b>Thursday, November 10</b> 2.4C I can solve one-step and multi-step addition and subtraction word problems	Day 27: <b>Friday, November 11</b> 2.4C I can solve one-step and multi-step addition and subtraction word problems  <b>02 Unit 3 - 2.4C ASSESSMENT</b>
Day 28: <b>Monday, November 14</b> 2.4C I can solve one-step and multi-step addition and subtraction word problems.  <b>2.7C Assessment (#2 - reassess)</b>	Day 29: <b>Tuesday, November 15</b> Review of 2.7C, 2.4B, 2.4C, 2.5A	Day 30: <b>Wednesday, November 16</b> 2.7C, 2.4B, 2.4C, 2.5A- Review	Day 31: <b>Thursday, November 17</b>  <b>Unit 3 Assessment (TEKS 2.7C, 2.4B, 2.4C, 2.5A)</b>	Day 32: <b>Friday, November 17</b> Thanksgiving Math Activities/Craftivities

## MFDES Common Assessment Analysis Protocol

1. Which instructional practice proved to be the most effective?

2.4B: Math Mats and having math mats on the assessment. Liked the new math mat better than last year. Chants that Katherine taught. Having students write their equations next to each number line.

2.4C: Math Mats on the assessment. Common protocol- Using CUBE strategy during administration of test, we do/you do paper practice that was mirrored to the test

2.7C: Math mats, exposing the material longer

2. Which patterns can we identify from each student's mistakes?

2.4B: Students were looking for the ending number and not checking the hops.

2.4C: Sloppy work especially on two-step

2.7C: Identifying whether they are adding or subtracting

3. How can we improve this assessment?

2.4B Scaffold number lines, less worried about messiness. Use predrawn hops first and then have them create their own.

2.4C: Put step 1 and step 2 on two-step

2.7C: It is fine

4. What interventions are needed to provide unsuccessful students additional time and support?

2.4B: More regrouping, adding three or more addends, number lines and wording (sum and difference) the sum of 37 and 48.

2.4C: Continued practice with one-step and two-step word problems, using place value blocks instead of drawing the blocks

2.7: Fact families and matching it to the correct answer

5. How will we extend learning for students who have mastered the learning target?

2.4B: Move to larger numbers and double regrouping

2.4C: Move to larger numbers and double regrouping

2.7C: Move to larger numbers