Unit 4 Reveal Grade 2

Content Area: **Math**
Course(s): **Math**
Time Period: **December**
Length: **3 weeks**
Status: **Published**

Unit Overview

UNIT 4 PLANNER

Meanings of Addition and Subtraction

PACING: 16 days

LESSON		MATH OBJECTIVE	LANGUAGE OBJECTIVE	SOCIAL AND EMOTIONAL LEARNING OBJECTIVE	LESSON	KEY VOCABULARY
Unit Opener IQNITE! Up and Down Play a strategy game that involves counting up, counting down, addition, and subtraction.						
4-1	Represent and Solve Add To Problems	Students represent and solve Add To problems.	Students discuss Add To problems using the verbs *matter* and *belong*.	Students break down a situation to identify the problem at hand.	4-1	Math Terms addend part-part-whole mat unknown
4-2	Represent and Solve Take From Problems	Students represent and solve Take From problems.	Students talk about Take From problems using the verb *know*.	Students engage in respectful discourse with peers about various perspectives for approaching a mathematical challenge.	4-2	bar diagram
4-3	Solve Two-Step Add To and Take From Problems	Students solve two-step Add To and Take From problems.	Students discuss two-step problems using the verbs *connect* and *include*.	Students identify a problem, use creativity to execute problem-solving steps, and identify multiple solutions.	4-3	sum
4-4	Represent and Solve Put Together Problems	Students represent and solve Put Together problems.	Students talk about representing and solving Put Together problems using *useful* and *help*.	Students collaborate with peers to complete a mathematical task and offer constructive feedback to the mathematical ideas posed by others.	4-4	unknown
4-5	Represent and Solve Take Apart Problems	Students represent and solve Take Apart problems.	Students talk about representing and solving Take Apart problems with the verb *using*.	Students discuss and practice strategies for managing stressful situations.	4-5	unknown
4-6	Solve Two-Step Put Together and Take Apart Problems	Students solve two-step Put Together and Take Apart problems.	Students discuss two-step problems using the verb *find*.	Students identify personal traits that make them good students, peers, and math learners.	4-6	unknown
4-7	Represent and Solve Compare Problems	Students represent and solve Compare problems.	Students discuss how to represent and solve Compare problems using the terms *useful*, *use*, and *know*.	Students develop and execute a plan, including selecting tools for mathematical problem solving.	4-7	compare
4-8	Represent and Solve More Compare Problems	Students represent and solve Compare problems.	Students discuss how to solve Compare problems using verbs *use*, *find*, and *know*.	Students exchange ideas for mathematical problem-solving with a peer, listening attentively and providing thoughtful and constructive feedback.	4-8	compare
Math Probe Addition and Subtraction Equations Students solve a problem using a strategy of their choice.						
4-9	Solve Two-Step Problems with Comparison	Students solve two-step problems involving comparison.	Students talk about solving two-step problems using words such as *first* and *next*.	Students set a focused mathematical goal and make a plan for achieving that goal.	4-9	compare
4-10	Solve Two-Step Problems Using Addition and Subtraction	Students solve two-step problems using addition and subtraction.	Students discuss solving two-step problems using the words *know*, *find*, *represent*, and *helpful*.	Students recognize personal strengths through thoughtful self-reflection.	4-10	unknown
Unit Review **Fluency Practice**						
Unit Assessment **Performance Task**						

99A Unit 4 • Meanings of Addition and Subtraction

Enduring Understandings

See Above

Essential Questions

See Above

Instructional Strategies and Learning Activities

LESSON 4-1

Represent and Solve Add To Problems

Learning Targets

- I can represent Add To problems.
- I can solve Add To problems.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Make sense of problems and persevere in solving them.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent and solve Add To problems.	• Students discuss Add To problems using the verbs *matter* and *belong*. • To support maximizing cognitive and linguistic meta-awareness, ELs participate in MLR8: Discussion Supports.	• Students break down a situation to identify the problem at hand.

Coherence

Previous	Now	Next
• Students added and subtracted within 20 to solve word problems (Grade 1). • Students used arrays to find the sum of equal addends (Unit 3).	• Students apply their understanding of representing word problems with drawings and equations by solving addition word problems.	• Students represent and solve Take From problems (Unit 4). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students make sense of quantities to represent and solve Add To problems. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students develop proficiency representing and solving Add To problems. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students apply their understanding of representing addition situations to solve real-world problems.

LESSON 4-2

Represent and Solve Take From Problems

Learning Targets

- I can represent Take From problems.
- I can solve Take From problems.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent and solve Take From problems.	• Students talk about Take From problems using the verb *know*. • To support optimizing output, ELs participate in MLR1: Stronger and Clearer Each Time.	• Students engage in respectful discourse with peers about various perspectives for approaching a mathematical challenge.

Coherence

Previous	Now	Next
• Students added and subtracted within 20 to solve word problems (Grade 1). • Students solved Add To word problems (Unit 4).	• Students apply their understanding of representing word problems with drawings and equations by solving subtraction word problems.	• Students represent and solve two-step Add To and Take From problems (Unit 4). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students make sense of quantities to represent and solve Take From problems. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students develop proficiency representing and solving Take From problems. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students apply their understanding of representing subtraction situations to solve real-world problems.

LESSON 4-3

Solve Two-Step Add To and Take From Prob

Learning Targets

- I can represent two-step Add To and Take From problems.
- I can solve two-step Add To and Take From problems.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Make sense of problems and persevere in solving them.

Focus

Content Objective	Language Objectives	SEL Objective
• Students solve two-step Add To and Take From problems.	• Students discuss two-step problems using the verbs *connect* and *include*. • To support sense-making, ELs participate in MLR3: Three Reads.	• Students identify a problem, use creativity to execute problem-solving steps, and identify multiple solutions.

Coherence

Previous	Now	Next
• Students added and subtracted within 20 to solve word problems (Grade 1). • Students solved Add To and Take From word problems (Unit 4).	• Students apply their understanding of representing word problems with drawings and equations by solving two-step word problems.	• Students represent and solve Put Together problems (Unit 4). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students make sense of quantities to represent and solve two-step Add To and Take From problems. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students develop proficiency representing and solving two-step Add To and Take From problems. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students apply their understanding of representing two-step addition and subtraction situations to solve real-world problems.

LESSON 4-4

Represent and Solve Put Together Problems

Learning Targets

- I can represent Put Together problems.
- I can solve Put Together problems.

Standards ◆ Major ▲ Supporting ○ Additional

Content

◇ **2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

MPP Make sense of problems and persevere in solving them.

Focus

Content Objective

- Students represent and solve Put Together problems.

Language Objectives

- Students talk about representing and solving Put Together problems using *useful* and *help*.
- To support optimizing output, ELs participate in MLR7: Compare and Connect.

SEL Objective

- Students collaborate with peers to complete a mathematical task and offer constructive feedback to the mathematical ideas posed by others.

Coherence

Previous

- Students added and subtracted within 20 to solve word problems (Grade 1).
- Students solved Add To and Take From word problems (Unit 4).

Now

- Students apply their understanding of representing word problems with drawings and equations by solving addition word problems.

Next

- Students represent and solve Take Apart problems (Unit 4).
- Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding

- Students make sense of quantities to represent and solve Put Together problems.

Conceptual understanding is not a targeted element of rigor for this standard.

Procedural Skill & Fluency

- Students develop proficiency representing and solving Put Together problems.

Procedural skill & fluency is not a targeted element of rigor for this standard.

Application

- Students apply their understanding of representing addition situations to solve real-world problems.

LESSON 4-5

Represent and Solve Take Apart Problems

Learning Targets

- I can represent Take Apart problems.
- I can solve Take Apart problems.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Make sense of problems and persevere in solving them.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent and solve Take Apart problems.	• Students talk about representing and solving Take Apart problems with the verb *using*. • To support sense-making, ELs participate in MLR2: Collect and Display.	• Students discuss and practice strategies for managing stressful situations.

Coherence

Previous	Now	Next
• Students added and subtracted within 20 to solve word problems (Grade 1). • Students solved Add To, Take From, and Put Together word problems (Unit 4).	• Students apply their understanding of representing word problems with drawings and equations by solving subtraction word problems.	• Students represent and solve two-step Put Together and Take Apart problems (Unit 4). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students make sense of quantities to represent and solve Take Apart problems. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students develop proficiency representing and solving Take Apart problems. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students apply their understanding of representing subtraction situations to solve real-world problems.

LESSON 4-6

Solve Two-Step Put Together and Take Apart Problems

Learning Targets

- I can represent two-step Put Together and Take Apart problems.
- I can solve two-step Put Together and Take Apart problems.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Math Practices and Processes

MPP Make sense of problems and persevere in solving them.

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students solve two-step Put Together and Take Apart problems.	• Students discuss two-step problems using the verb *find*. • To support maximizing linguistic and cognitive meta-awareness, ELs participate in MLR5: Co-Craft Questions and Problems.	• Students identify personal traits that make them good students, peers, and math learners.

Coherence

Previous	Now	Next
• Students added and subtracted within 20 to solve word problems (Grade 1). • Students solved Add To, Take From, Put Together, and Take Apart word problems (Unit 4).	• Students apply their understanding of representing word problems with drawings and equations by solving two-step addition and subtraction word problems.	• Students represent and solve Compare problems (Unit 4). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students make sense of quantities to represent and solve two-step Put Together and Take Apart problems. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students develop proficiency representing and solving two-step Put Together and Take Apart problems. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students apply their understanding of representing two-step addition and subtraction situations to solve real-world problems.

LESSON 4-7

Represent and Solve Compare Problems

Learning Targets

- I can represent Compare problems where the greater quantity is unknown.
- I can solve Compare problems where the greater quantity is unknown.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Math Practices and Processes

MPP Use appropriate tools strategically.

MPP Make sense of problems and persevere in solving them.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent and solve Compare problems.	• Students discuss how to represent and solve Compare problems using the terms *useful*, *use*, and *know*. • To support cultivating conversation, ELs participate in MLR3: Critique, Correct, and Clarify.	• Students develop and execute a plan, including selecting tools for mathematical problem solving.

Coherence

Previous	Now	Next
• Students added and subtracted within 20 to solve word problems (Grade 1). • Students solved Add To, Take From, Put Together, and Take Apart word problems (Unit 4).	• Students apply their understanding of representing word problems with drawings and equations by solving Compare word problems.	• Students represent and solve more Compare word problems (Unit 4). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students make sense of quantities to represent and solve Compare problems. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students develop proficiency representing and solving Compare problems. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students apply their understanding of representing addition and subtraction situations to solve real-world Compare problems.

LESSON 4-8

Represent and Solve More Compare Problem

Learning Targets

- I can represent Compare problems where the lesser quantity is unknown.
- I can solve Compare problems where the lesser quantity is unknown.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Math Practices and Processes

MPP Model with mathematics.

MPP Make sense of problems and persevere in solving them.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent and solve Compare problems.	• Students discuss how to solve Compare problems using verbs *use*, *find*, and *know*. • To support optimizing output, ELs participate in MLR7: Compare and Connect.	• Students exchange ideas for mathematical problem-solving with a peer, listening attentively and providing thoughtful and constructive feedback.

Coherence

Previous	Now	Next
• Students added and subtracted within 20 to solve word problems (Grade 1). • Students solved Add To, Take From, Put Together, and Take Apart word problems (Unit 4).	• Students apply their understanding of representing word problems with drawings and equations by solving Compare word problems.	• Students represent and solve two-step Compare word problems (Unit 4). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students make sense of quantities to represent and solve Compare problems. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students develop proficiency representing and solving Compare problems. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students apply their understanding of representing addition and subtraction situations to solve real-world Compare problems.

LESSON 4-9

Solve Two-Step Problems with Comparison

Learning Targets

- I can represent two-step Compare problems.
- I can solve two-step Compare problems.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Math Practices and Processes

MPP Make sense of problems and persevere in solving them.

MPP Model with mathematics.

Focus

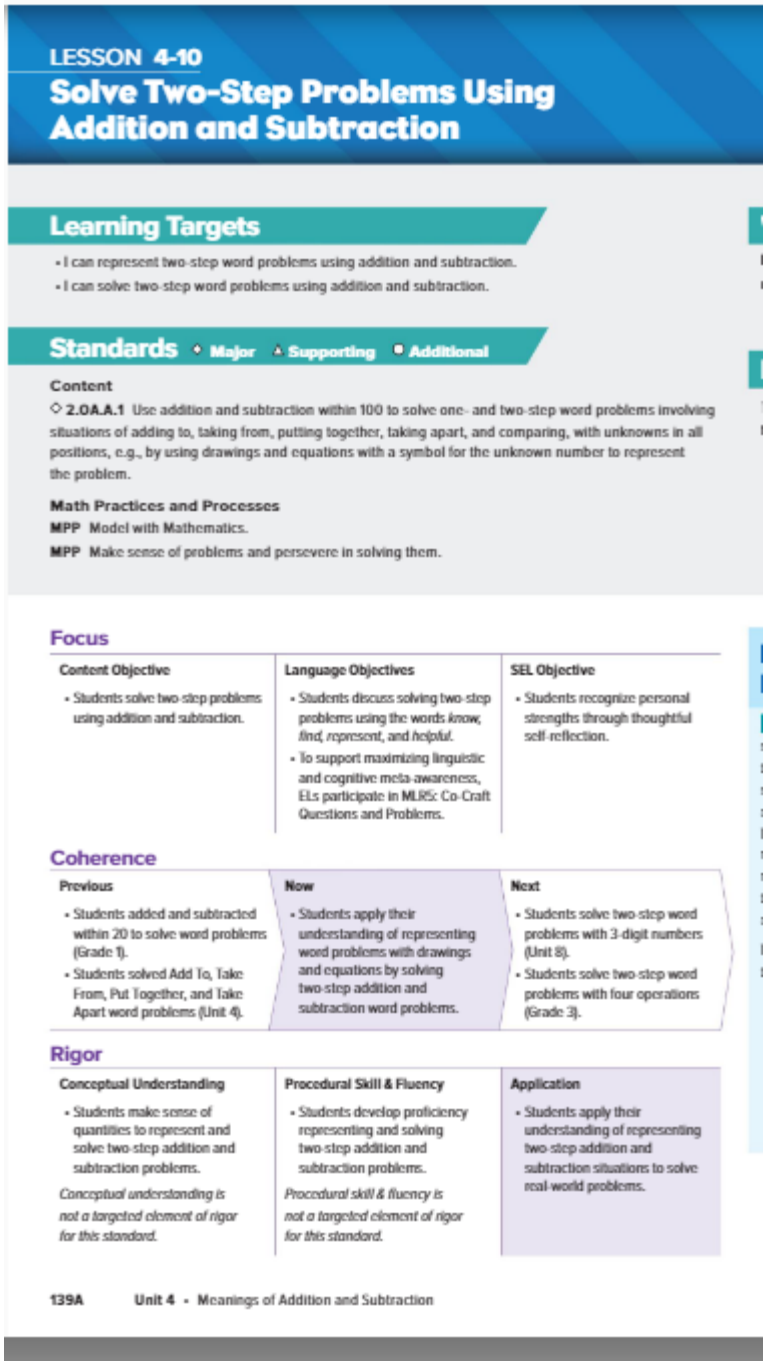
Content Objective	Language Objectives	SEL Objective
• Students solve two-step problems involving comparison.	• Students talk about solving two-step problems using words such as *first* and *next*. • To cultivate conversation, ELs participate in MLR8: Discussion Supports.	• Students set a focused mathematical goal and make a plan for achieving that goal.

Coherence

Previous	Now	Next
• Students added and subtracted within 20 to solve word problems (Grade 1). • Students solved Add To, Take From, Put Together, and Take Apart word problems (Unit 4).	• Students apply their understanding of representing word problems with drawings and equations by solving two-step word problems involving comparison.	• Students represent and solve two-step addition and subtraction word problems (Unit 4). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students make sense of quantities to represent and solve two-step problems involving comparison. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students develop proficiency representing and solving two-step problems involving comparison. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students apply their understanding of representing two-step comparison situations to solve real-world problems.



LESSON 4-10

Solve Two-Step Problems Using Addition and Subtraction

Learning Targets

- I can represent two-step word problems using addition and subtraction.
- I can solve two-step word problems using addition and subtraction.

Standards ◆ Major ▲ Supporting ○ Additional

Content

◇ **2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Math Practices and Processes

MPP Model with Mathematics.

MPP Make sense of problems and persevere in solving them.

Focus

Content Objective	Language Objectives	SEL Objective
• Students solve two-step problems using addition and subtraction.	• Students discuss solving two-step problems using the words *know, find, represent,* and *helpful.* • To support maximizing linguistic and cognitive meta-awareness, ELs participate in MLR5: Co-Craft Questions and Problems.	• Students recognize personal strengths through thoughtful self-reflection.

Coherence

Previous	Now	Next
• Students added and subtracted within 20 to solve word problems (Grade 1). • Students solved Add To, Take From, Put Together, and Take Apart word problems (Unit 4).	• Students apply their understanding of representing word problems with drawings and equations by solving two-step addition and subtraction word problems.	• Students solve two-step word problems with 3-digit numbers (Unit 8). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students make sense of quantities to represent and solve two-step addition and subtraction problems. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students develop proficiency representing and solving two-step addition and subtraction problems. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students apply their understanding of representing two-step addition and subtraction situations to solve real-world problems.

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks,

	debit and credit cards).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
9.1.2.PB.2	Explain why an individual would choose to save money.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.5	Describe the difference between real and virtual experiences.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Technology and Design Integration

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.1.2.AP.5	Describe a program’s sequence of events, goals, and expected outcomes.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.

Interdisciplinary Connections

LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:



-

Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Reveal Unit assessments

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation

Checklists

Questioning and Discussion

Quizzes

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

End of Unit assessments

Instructional Materials

See above

Standards

2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.