Jay Curriculum: Unit Cover Page

Unit title: Numbers and Graphing **Grade Level:** 2

Content Area(s): Math **Date Created:**

Designed By: Grade 2 Team

Year 1
Map & Template Development

- [ ] Map/Matrix Completed
- [ ] Material & Resources Listed
- [ ] Draft Design Template Completed
- [X] Initial Draft Template Document

Year 2
Piloting

Develop:

- [ ] Performance Tasks
- [ ] Other Assessments
- [ ] Scoring Rubrics
- [ ] Piloted

Year 3
Review & Complete Assessment

- [ ] Performance Tasks Development
- [ ] Other Assessments Completed
- [ ] Scoring Rubrics Completed
- [ ] Reviewed/Revised Templates

Year 4

- [ ] Full Implementation
- [ ] Benchmarks Established

Standard(s)/Performance Indicators:

A 1, 2, 4
B 1
C 1, 2
H 2

Unit: Numbers and Graphing

Brief Summary of Unit/Topic

Summary:
In this unit, the student will be introduced to strategies for collecting and analyzing data, creating and interpreting information from graphs, comparing numbers in sets (using the vocabulary: more, fewer, and equal), and skip counting 2's, 5's and 10's.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)
Counting and comparison of numbers
Number patterns (skip counting)
Types of graphs

Students will know:
Vocabulary: more, fewer, equal
Strategies for counting and comparing numbers
Patterns occur in skip counting
Graphs are visual representations of data

Students will be able to:
Count and compare numbers in sets, using *more, fewer* and *equal*
Use *more/fewer* and *most/fewest* to compare two sets
Count by 2s, 5s, 10s
Solve problems by looking for number patterns
Create and analyze graphs
Solve problems by collecting, organizing, and using data

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a scoring guide.	*Performance Indicators* for this task.* Example: **ELA: C- 1,2,3** **Science: B- 3,5,7** **SS His: H- 2**	Modalities **K**=Kinesthetic **O**=oral **V**=visual **W**=written	Are examples available to students? **Y, N, or N/A**	Component of Local Assessment System? **Y or N** **(See aligned scoring guide.)**
Counting and comparing numbers in sets	A1, A2, H2			
Skip counts by 2s, 5s, 10s	A1, A2, B1			
Creating and analyzing graphs	C1, C2, A4, H2			
Problem solving by collecting, organizing and using data	A2, A4, C1, C2			
QUIZZES, TESTS, PROMPTS:				
Teacher observation of student use of manipulatives for counting				
Problem solving assessment 1-1 Scott Foresman-Addison Wesley (S.F.—A.W)				
Illustration of daily use of numbers				
Rubric assessment (graphing)				
OTHER:				
Teacher observation of student created graphs, diagrams, illustrations.				
STUDENT SELF ASSESSMENT:				
Daily entries in a math journal				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Count and compare numbers in sets using words more, fewer, and equal
2. Collect, sort, and compare data in two groups (Venn diagrams)
3. Brainstorm and chart daily use and importance of numbers
4. Class involvement in estimation of data; discussion of reasonable guesses
5. Collect data for the creation of simple graphs (ex. Favorite colors, shoe types, birthdays, etc.)
6. Problem of the Day
7. Direct teaching of appropriate vocabulary; posted lists for reference.

REFERENCES: