YOUR PLAN FOR PROGRESSIVE LEARNING: MATH

Created by Mandi Clemente and Elysa Pike 2nd grade skill/strategy _____

 Kindergarten Skill/Strategy:
 1st grade skill/strategy:
 2nd grade skill/strategy

 Connecting Concept
 or Math Practice Standard
 2nd grade skill/strategy

Monday Make It Clear	Tuesday Take It Farther	Wednesday Work with It	Thursday Think It Through	Friday Finish and Share
I do: Preview week's focus. Then model	I do: Teacher models skill to be	I do: Teacher models skill to be	I do: Lead review of skills	I do: Clarify directions and
skill to be learned. Introduce math	learned. Review math vocabulary.	learned. Review math vocabulary.	learned throughout the week.	model activities to be done at
vocabulary.				math stations
	Strategies/Material Teacher may use:	Strategies/Material Teacher may use:	Teachers may refer to Graphic	
Strategies/Material Teacher may use: graphic	graphic organizers, charts, overhead,	graphic organizers, charts, overhead,	organizers and charts.	
organizers, charts, overhead, smart board,	smart board, white board, think aloud, and manipulatives.	smart board, white board, think aloud, and manipulatives.		
white board, think aloud, and manipulatives. We do: Guided instruction: Students work in	We do: Guided instruction: Students	We do: Guided instruction: Students	We der Chudente werk with nertrere	We do: Teacher works with small
whole or small groups together with the teacher	work in whole or small groups together	work in whole or small groups together	We do: Students work with partners or in small groups to solve practice	groups who need extra support based
to solve the skill presented for the day.	with the teacher to solve the skill	with the teacher to solve the skill	assessment problems and explain	on data from assessments.
to solve the skill presented for the day.	presented for the day.	presented for the day.	their reasoning to each other.	Remainder of the students play math
Skills/Material Teacher and Students may use:			Teacher circulates to Check for	games or do math stations.
Graphic organizers, charts, overhead, smart	Skills/Material Teacher and Students	Skills/Material Teacher and Students	Understanding and provide	0
board, think aloud, manipulatives, small group	may use: Graphic organizers, charts,	may use: Graphic organizers, charts,	clarification.	Graphic organizers, charts, overhead,
guided instruction, differentiated instruction to	overhead, smart board, think aloud,	overhead, smart board, think aloud,		smart board, think aloud,
meet the needs of a small group, mini or large	manipulatives, small group guided	manipulatives, small group guided		manipulatives, small group guided
white board.	instruction, differentiated instruction to	instruction, differentiated instruction to		instruction, differentiated instruction to
	meet the needs of a small group, mini	meet the needs of a small group, mini		meet the needs of a small group, mini
Nou des lades enderst optivities. Ot deste words	or large white board.	or large white board.		or large white board.
You do: Independent activities: Students work independently to solve problems. This may	You do: Independent activities: Students work independently to solve	You do: Independent activities: Students work independently to solve	You do: ASSESSMENT of skills and	You do: Stations/Games The activities may be set up for the
include differentiated skill practice, word	problems. This may include	problems. This may include	concepts.	day. They may be from this week or
problems, math stations and quadrant D	differentiated skill practice, word	differentiated skill practice, word	short answer	previous weeks.
activities.	problems, math stations and quadrant	problems, math stations and quadrant D	extended response	my own math/vocabulary book
	D activities.	activities.	multiple choice	class math display/charts
Skills/Material Students may use: Graphic				play math games
organizers, charts, manipulatives, mini white	Skills/Material Students may use:	Skills/Material Students may use:		challenging word problems.
boards, math games.	Graphic organizers, charts,	Graphic organizers, charts,		Quadrant D Activities
	manipulatives, mini white boards, math games.	manipulatives, mini white boards, math		
Check for Understanding:	Check for Understanding:	games. Check for Understanding:	Check for Understanding:	Check for Understanding:
Give an example, explain reasoning written or	Give an example, explain reasoning	Give an example, explain reasoning	Formal Assessment	Observation of students at stations.
oral, exit ticket, problem of the day.	written or oral, exit ticket, problem of	written or oral, exit ticket, problem of the	Short answer should show work,	Work completed at stations.
	the day.	day.	Extended response should explain	
	-		the work and/or reasoning.	
Homework: Skill Practice	Homework: Skill Practice	Homework: Skill Practice	Homework: Skill Practice	Homework:
1	1	1	1	1
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2	2	2	2	2