

Backwards Design

		Grade/Content: 2nd
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Purpose: *To plan an instructional sequence that begins with the end in mind and builds on and applies objectives and assessments in order to meet the needs of all students; to think about timeframe options for backwards planning*

Directions: The following template provides a space for you to collaboratively engage in conversation with your mentor. It is not the expectation that all of the questions or “boxes” be addressed. Consider the Assessment of Progress (AoP) criteria and what is outlined in your Individual Learning Plans, and focus on the conversation starters that are most applicable for your professional development and the growth of your students.

Backwards Design Options		
For more information on Backwards Design click HERE		
Long Term Scope and Sequence	Unit Plan	Lesson Plan
Identify learning goals students will work toward, then logically group, order, and schedule these learning goals on the academic calendar.	Break learning goals into daily objectives, then logically order and schedule these objectives on a daily calendar.	Name the lesson’s objective to ensure that the sequence of daily activities you plan for your students will lead to mastery.

Standards and Learning Objectives	
Purpose: <i>To consider what students need to understand, know and/or be able to do at the end of this lesson</i>	
Focus Standard(s):	2. NBT.B.5 Fluently add and subtract within 100 using strategies based on pce value, properties of operations, and/or the relationship between addition and subtraction.
Culminating Task:	Seesaw activity where students will complete some problems using numbers and using their own words to explain how they got to the answer.
Key Topics/Concepts:	Adding groups of tens is similar to adding numbers less than 10.

District/Site Priorities:	Socioemotional health. Support ELLs
Planning With Students In Mind	
<i>Purpose: To consider the strengths and needs of the range of learners, and modifications/differentiation needed to ensure all students can access, and meet, standards and objectives using culturally responsive practices. To learn more about culturally responsive practices please refer to Zaretta Hammond's work HERE.</i>	
District/Site Priority Groups	Socioemotional health. Support ELLs
Student(s) strengths & assets	Using mental math with small numbers/one-digit numbers. Understand addition. For example, my case study student is strong at adding single digit numbers using different tools such as fingers and abacus.
Student(s) needs & areas of growth	Use mental math with two-digit. Orally express themselves the steps to get to the final answer of math problems. My case study student needs to learn how to add two-digit numbers using the 100 number chart.
Neurodiverse Learners: Student(s) With Special Needs/Accommodations	-Communicate with them more by asking questions (scaffold). Allow support with math (mom usually helps at home) so they have opportunity to use the help they have. -Send the slides we will use the day before. -Allow more time. -If needed, have short breaks. -Not required to complete all the exercises but choose a few.
Advanced Student(s)	-Move forward without waiting for the rest. -Use some advanced tools such as the chat to share answers to problems he or she has completed.
Multilingual/English Learner(s)	-Use/allow translanguaging -translate if needed -explain vocabulary if needed -images/visual aid
Additional Elements	
Effective Environment: <ul style="list-style-type: none"> ● Physical ● Virtual 	-slides -allow them to use items they have at home (beans, rice, etc) any tools that will help them visualize and understand the content.

21st Century Skills	Computer skills(keyboard)
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Timeframe	Unit/Lesson Components May include components below. Remember, these components can and should be repeated and reordered. For example, each lesson has various points to review, not just at the end of the lesson.		Accomodations/Differentiation
	Unit/Lesson Objective(s)	Students will be able to add using multiples of 10.	
Ignite:			
	Opening/Connect to Prior Knowledge	Do now activity to review previous content.	
Chunk and Chew:			
	Instruction	-Talk about the topic we are studying and introduce the vocabulary. -I do part: Modeling how to solve a problem.	
	Guided Practice	-Students and I solve a few problems. I have the students walk me through the process of solving some problems.	
	Independent Practice	Students solve a few problems using their book.	
Review:			
	Review/Closure	We check answers.	
	Extension	Exit tickets have to be completed using the Seesaw program.	

Reflections:

Purpose: *To review student successes and challenges of lesson implementation and consider next steps*

Today's lesson went very well. My students had successes and some challenges as I did with the lesson. After the lesson I am able to consider next steps that will be beneficial to support learning.

Some success were

I had more students who shared their ideas/responses orally or via the chat. By giving students more opportunities to share their ideas orally, it gives them the confidence to try several times, to speak for themselves when needed in different situations.

David was able to be attentive in class and use the chat to respond with some help from home.

Students giving the right answers.

Students trying to give the answers during "I do"

Students participating doing think aloud during the "we do" part.

Students completing the Seesaw activity/exit ticket.

Some challenges

-David was not able to express orally just yet.

-Students not having materials.

-Students not finding the correct page/packet to work on.

-Technology issues or background noise

-Some students did not have time to complete the exit ticket in class, so this could be due to long wait time.

My next steps will be to

-Remind parents to pick up materials.

-Have materials ready for students with time ahead.

-Encourage students to use chat more often(for those with background noise)

-Create a short exit ticket (only one or two questions) so if they get to do it in class, they can complete it in class.

Repaso: Resuelve lo siguiente

Zoe tenía 47 estampillas.

Luego, reunió 20 más.

¿Cuántas estampillas tiene

Zoe ahora?

(A) 57

(B) 67

(C) 77

(D) 80

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Sumar múltiplos de 10



6	7	8	9	10
16	17	18	19	20
26	27	28	29	30
36	37	38	39	40

Multiplos de 10: números que podemos dividir en 10 partes iguales



Objetivo: Yo puedo sumar usando múltiplos de 10.

Yo lo hago: La maestra

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. $\boxed{3} + \boxed{4} = \boxed{7}$

$$\boxed{30} + \boxed{40} = \boxed{70}$$

2. $\boxed{2} + \boxed{7} = \boxed{\quad}$

$$\boxed{20} + \boxed{70} = \boxed{\quad}$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Práctica guiada

Suma las decenas. I

2. $40 + 10 = \underline{\hspace{2cm}}$

3. $20 + 20 = \underline{\hspace{2cm}}$

4. $10 + 30 = \underline{\hspace{2cm}}$

5. $50 + 20 = \underline{\hspace{2cm}}$

¿Lo entiendes? ¿De qué dos maneras puedes sumar $50 + 20$?

Hazlo tu



10:00

1. (numeros pares) # 10,12,14,16,18,20 páginas 175 y 176

Terminando:

2. Los impares de las páginas 175 y 176

3. Terminando escribe en el chat “Termine” y ve a Seesaw o lo haces en casa

Hazlo tu

Práctica independiente

Suma las decenas.

10. $30 + 10 = \underline{\quad}$

12. $20 + 40 = \underline{\quad}$

14. $50 + 10 = \underline{\quad}$

16. $60 + \square = 80$

El carro rojo y el carro azul representan un número.
Usa las pistas para calcular cada número.

 + 40 = 90

 +  = 80

 =

 =

Páginas 175 y 176

