

Alternate Unit Plan

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| <b>Project / Event Name</b>                              | Intervention for Comparing and representing whole numbers to 100,000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Description</b>                                       | Students who do not show evidence of learning the EU after assessment will be taught in a small math group. Something that may be different with this alternative plan - this is being used in an online situation. We purchased our curriculum and students follow this program on a self based timeline. I facilitate and will teach/reteach skills in small groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Purpose</b>                                           | The purpose of this intervention is to help students gain these skills so they can be successful in future skills. This is a number sense skill and students need this to build upon for future concepts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b><u>Established Goals;</u><br/>Standards Being Met</b> | <p><b>Outcome</b> of the project/event</p> <ul style="list-style-type: none"> <li>Compare and represent whole numbers to 100,000 - MN State Standard 3.1.1.2</li> </ul> <p><u>Concepts:</u> (students will know)</p> <ul style="list-style-type: none"> <li>Representations of whole numbers up to 100,000.</li> </ul> <p><u>Skills:</u> (students will be able to do)</p> <ul style="list-style-type: none"> <li>Read numerals up to 100,000</li> <li>Write numerals up to 100,000 (in numerals)</li> <li>Compare and order numerals up to 100,000</li> <li>Represent numerals up to 100,000 using operations, words, pictures, number lines and manipulatives</li> </ul> <p><b>Prerequisites</b></p> <p>Read, write and represent whole numbers up to 120 (1st grade).</p> <p>Read, write and represent whole numbers up to 1000 (2nd grade).</p> |

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|                                                                                                          | <p>In addition, ITSE standard of Digital Citizenship as being an online student you are most often using your computer. In this session, students will also use Chromebook to practice skills outside of small group time.</p> <ul style="list-style-type: none"> <li>Students engage in <b>positive, safe, legal and ethical</b> behavior when using technology, including social interactions <b>online</b> or when using networked devices. 1.2b</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Essential Question(s)</b> (at the end of this project/event) what people will be able to answer or do | <p>a. I can read numbers up to 100,000.</p> <p>b. I can write numbers up to 100,000.</p> <p>c. I can compare and order whole numbers up to 100,000.</p> <p>d. I can show numbers up to 100,000. This means I can use words, pictures, number lines, or math tools to show a given number up to 100,000.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Audience</b>                                                                                          | Students and their learning coaches. All students who do not pass assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Timeline</b>                                                                                          | <p>Project start/event date - Unit 1 - Listen to kids read numbers during unit 1. Those students who are struggling will meet with me in a small group for review starting at ones, tens, hundreds, and thousands places to see where the gap is.</p> <p>Planning start date - Sept early</p> <p>Milestone dates - Will provide small math group opportunities 3X a week for 20 minutes per 5 students. Each week I will do a formative assessment to see progression. During small groups, I will make sure the prerequisites have been met, if not, we will need to go back a grade level to meet this student(s) where they are at. This date will vary depending on when we start. I will use reteaching of information from their self paced curriculum and use their online formative and summative assignments and assessments to guide my instruction. After meeting with small groups, students will be given the below resources to practice independently.</p> |
| <b>Materials / Resources Needed</b>                                                                      | <p>After small group instruction, these activities will be used for independent practice and formative assessments.</p> <p><a href="#">Fill in a number 100 chart grid from Seesaw</a></p> <p><a href="#">Representing numbers in different ways</a> Seesaw - can tweak for specific place value .</p> <p><a href="#">Khan Academy - review for place value for 2nd grade</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                   | <p>Videos to watch to help reinforce skills:</p> <p> Place Value Practice   Math for 3rd Grade   Kids Academy</p> <p><a href="#">Math Antics</a></p> <p>Use this <a href="#">Seesaw</a> last as the formative assessment to tell you their WHY. You can tailor the number to fit the student. If they can tell you their WHY, they are ready to retake the original assessment.</p> |
| <b>Tools/Equipment Needed</b>     | Tables, chairs, collaborative workspace, shared digital space for curated files                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Technology Needed:</b>         | <p>Have in place - Access to Seesaw.</p> <p>Need to secure - Digital Citizenship with ITSE Standard (will have already learned these at beginning of year).</p> <p>Need training - Need to know how to navigate Seesaw.</p> <p>Students have access - will have online programs in place, Seesaw and chromebook access.</p> <p>Families have access</p>                                                                                                              |
| <b>Who to Involve</b>             | Learning Coaches, possibly our EL instructor. If further time needs to be requested, call parents if not already the learning coach.                                                                                                                                                                                                                                                                                                                                 |
| <b>Unit Plan Author</b>           | <p>Karen Thurnau</p> <p>Kthurnau@isd761.org</p>                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Additional Credit Given To</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |