

AAIS Collaborative Unit Planning Training Template GenEd/SpEd/ELL Version



Grade Level	Subject:	Unit	Time Frame
2	Math	3	

Section 1: Step 1: Identify the priority standards.	Collaborative Task Record the standards that you would like to discuss with your PLC and/or co-teacher. Include the standards code.
2 MDA.3 Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	
2 MDA.4 Measure to determine how much longer one object is than another, using standard length units.	

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Step 2A: Deconstruct the standards		Collaborative Task From the standards you selected in step 1, add specificity and detail to select concept (nouns) and skill (verbs). Focus on the terms that are the most general, vague, and likely to foster multiple interpretations.		
Concepts and Skills	Clarification, Specificity, Prerequisite Knowledge and Skills, Cognitive Demands (Bloom's or DOK)	Success Criteria How will students be expected to demonstrate mastery?	Cognitive Load Concerns What ideas come to mind for helping students manage the demands on their working memory?	Language Demands What Language Functions, Academic vocabulary, and Language structures do we need to model and reinforce?
Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	Non-Standard measurement concepts, vocabulary (length, width, inches, centimeters, meters, feet, yard, yardstick, meterstick), What the measuring instruments are. *Develop the concept of efficiency (which tool would be more appropriate i.e: which one would be easiest, least amount of work.)	Choose the most appropriate tool Explain why the tool is appropriate Measure accurately Provide a reasonable estimate with a correct unit of measurement	Incorporate tactile experiences 3-d anchor charts comparing non-standard measurements to standard measurements Lessons on how to hold and use the measuring instruments Authentic scenarios PBL? Label furniture with the dimensions.	inch foot yard centimeter meter names of tools estimate measure length height width I estimate that the (Dimension) of ___ is ___ units
Measure to determine how much longer one object is than another, using standard length units.	-Be able to compare two objects -Be able to measure accurately -Be able to subtract to find difference -Know standard length units -Present lines to be compared that are not lined up on one side or the other (justified and not justified)	-measurement must be correct -student should be able to explain correctly how they got their answer	-students need to understand what size attributes are -lesson on concept of length, width, height -start with relative comparison (not using measurements to start) -use terms like longer instead of long -What does comparison in math look like as opposed to comparison in ELA or science, etc.	- We will hold students accountable for the following language: "The _____ is _____ inches longer than _____." - Can teach in small groups different terms, such as taller than, shorter than, but we will not hold them to those in assessments

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Step 2B: Determine the learning targets for the unit.	Collaborative Task Review the priority standards and the deconstruction from the previous step. Break them down into smaller learning targets or "I can" statements. Be sure to include any foundational and/or complex learning targets. Record those targets/objectives in the box below.
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Learning Targets or I Can Statements

1. I can make a good estimation of how long an object in (inch, foot, yard, centimeter, meter)
2. I can measure the length of an object accurately.
3. I can explain what an (inch, foot, yard, centimeter, meter).
4. I can use the measuring tool correctly.
5. I can explain what length is.
6. I can measure multiple dimensions of an object.
7. I can measure accurately from a non zero starting point.
8. I can compare the lengths of two objects.
9. I can measure to determine how much longer one object is than another
10. I can choose the appropriate tool to measure an object.
11. I can subtract the lengths of two objects to determine the difference in lengths.
12. I can visually determine if one object is longer than another.
13. I can create a _____ by using accurate measurements.

Step 3: Determine the Big Ideas, Enduring Understandings, and Essential Questions. <i>* These may be present in your district curriculum documents. You may add additional guiding questions.</i>	Collaborative Task Work together to provide essential and guiding questions that fully capture the unit objectives (i.e., questions that focus student attention on meaningful activities leading to desired learning).
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Enduring understandings and essential questions

Refer to the District Unit Planning Organizer for the essential questions and big ideas.

