Math Data Teams Grade 2: Chapter 2

|  |
| --- |
| **I Can Statements** |
| * I can understand that each group of 10 tens is equivalent to 100. * I can apply place value concepts, use concrete models, and use pictorial models to represent 3-digit numbers. * I can use place value to describe the values of digits in numbers to 1,000. * I can write 3-digit numbers that are represented by groups of tens. * I can read and write 3-digit numbers in word form. * I can write 3-digit numbers in expanded and standard form. * I can apply place value concepts to find equivalent representations of numbers. * I can solve problems involving number comparison by using the strategy *make a model.* * I can compare 3-digit numbers using the >, =, and < symbols. * I can identify 10 more, 10 less, 100 more, or 100 less than a given number. * I can extend number patterns by counting on tens or hundreds. |

**Step 1: Pretest**Teachers will administer the Show What You Know prerequisite assessment prior to teaching Lesson 2.1. This assessment will diagnose student needs for small group interventions (Tier 2 and Tier 3) based on prerequisite concepts needed for the chapter. Show What You Know will be administered on Click here to enter a date..

***OPTIONAL:*** Teams will evaluate the chapter posttest before administering as a pretest. Teams may add or delete problems to fit student needs. Pretest will be used for customization of instructional content to optimize the time spend teaching specific objectives in whole group instruction. Pretest will be administered on Click here to enter a date..

**Step 2: Identify Tier 2 + Tier 3 Students (Small Group Instruction Planning) / Whole Group Prerequisite Skills**Review and plan for Tier 2 Think Central small group lessons. Evaluate center and enrich activities.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |
|  |  |  |  |  |  |
| 2.7 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 |
|  |  |  |  |  |  |

Gaps in prerequisite skills to be addressed Whole Group:

|  |
| --- |
|  |

***OPTIONAL* Step 2.5: Set a Pretest/Posttest SMART Goal and Identify Strengths + Needs**

The percentage of students scoring proficient or higher on the pretest will increase from Click here to enter text.% to Click here to enter text.% measured by the posttest administered on Click here to enter a date.

|  |  |
| --- | --- |
| **Strengths** |  |
| **Needs/**  **Implications** |  |

***OPTIONAL* Step 3: Planning for Whole Group Instruction Based on Pretest Results**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |
|  |  |  |  |  |  |
| 2.7 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 |
|  |  |  |  |  |  |

**Step 4: Evaluate Posttest for Mastery**

Identify Daily Math Review Categories + Questions

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Category:** | **Category:** | **Category:** |
| **Question Example** |  |  |  |
| **Key Statement** |  |  |  |