

PLC Process Template

Course: Addition and Subtraction with no regrouping

Date Started: November 4th, 2020

Teachers Collaborating:

1. Laura Crispin
2. Jenny Lang
3. Kim Quintus
4. Kim Smidt

Pre Unit Work (1. What do you want student to learn?)

Essential Standard

2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction

2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Learning Targets

Just b/c there are 5 rows- does not mean you HAVE to have 5 learning targets

1. I can fluently add and subtract within 100.
2. I can fluently add and subtract within 1,000 using many strategies.
3. I can solve addition and subtraction word problems within 100.
- 4.
- 5.

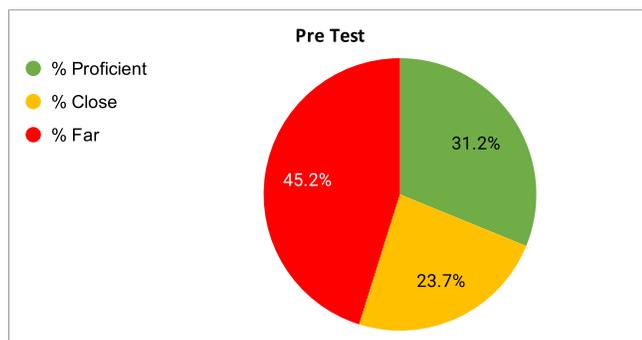
Pre-Requisite Skills

Knowing numbers 1 to 1000
Math facts
Simple math strategies

Pre-Instruction

Pre Req	% Proficient	% Close	% Far
Kim Quintus	6	3	15
Laura Crispin	8	6	9
Jenny Lang	8	5	11
Kim Smidt	7	8	7
Totals	29	22	42
Total #	93		

% Proficient	31.18%
% Close	23.66%
% Far	45.16%



List of Prerequisite Skills that need to be integrated into core instruction

Knowing numbers 1 to 1000
Math facts
Simple math strategies

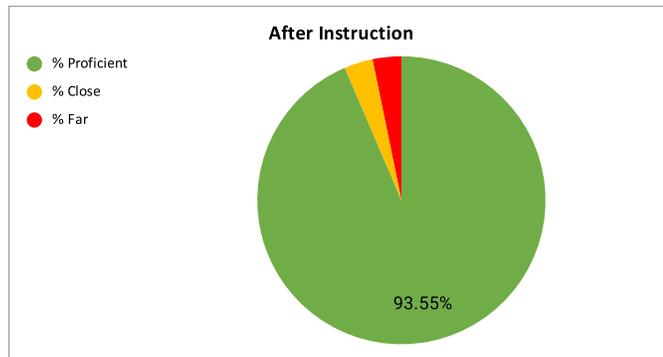
SMART GOAL- do not change any of these text boxes

The percent of *the 2nd grade students* scoring proficient or higher in *addition/subtraction without regrouping summative assessment* will increase from *current percentage* to *80%* by the end of *November* as measured by *addition/subtraction without regrouping summative assessment* administered on *Nov. 22, 2019*

During Instruction: 2. How will we know if they have learned it?

After Instr.	% Proficient	% Close	% Far
Kim Quintus	22	1	1
Laura Crispin	22	1	0
Jenny Lang	24	0	0
Kim Smidt	19	1	2
Totals	87	3	3
Total #	93		

% Proficient	93.55%
% Close	3.23%
% Far	3.23%



Learning Target 1	Learning Target 2	Learning Target 3	Learning Target 4
I can fluently add and subtract within 100.	I can fluently add and subtract withing 1,000 using many strategies.	I can solve addition and subtraction word problems within 100.	

Post Instruction 3. What will we do if they do not learn it?

Learning Target 1	Learning Target 2	Learning Target 3	Learning Target 4
I can fluently add and subtract within 100.	I can fluently add and subtract withing 1,000 using many strategies.	I can solve addition and subtraction word problems within 100.	

Intervention
 Small Group or Individual Intervention?
 When will it take place?
 What are looking for in student work?
 What strategies will be used to improve student learning?

Small group with the teacher in the classroom during Math time.

Post Instruction 4. What will we do if they have already learned it?

How will you challenge students to develop higher order thinking or higher levels of DOK?

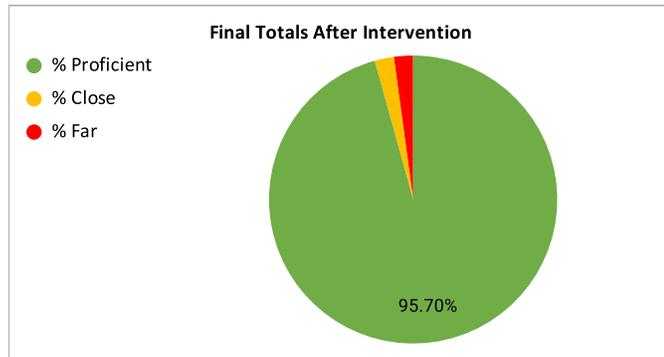
Activity or Strategy used to Enrich Students

Extension Activities: Description of activity used to Extend Learning

IXL

After Intervention	% Proficient	% Close	% Far
Kim Quintus	24.00	0.00	0.00
Laura Crispin	22.00	1.00	0.00
Jenny Lang	24.00	0.00	0.00
Kim Smidt	19.00	1.00	2.00
Totals	89.00	2.00	2.00
Total #	93.00		

% Proficient	95.70%
% Close	2.15%
% Far	0.02



Goal Met: Yes No