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CEP842/Section 730  
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## Week 6: Unit Plan Assignment

### **Identify the topic of an instructional unit**

The topic of my instructional unit is measurement. Students will learn the standard units of inch and centimeter and be able to measure objects to the nearest inch or centimeter. Students will understand the following as stated by the Georgia Performance Standards (2008) in the second grade standard M2M1:

- a. Compare the relationship of one unit to another by measuring objects twice using different units each time.
- b. Estimate lengths, and then measure to determine if estimations were reasonable.
- c. Determine an appropriate tool and unit for measuring (Georgia Department of Education)

### **Describe your learners**

This unit will be taught in whole and small group activities. The introduction of daily lessons will be taught as a whole class and students will explore and extend their learning in homogenous small groups.

My class of twenty-three second graders is diverse in ages, abilities, and personalities. Students range in age between early seven year olds to nine. Most of my students were born in the United States; however, we are fortunate to have students from India, Chile, and Venezuela in our class.

There are eleven boys and 12 girls that make up my twenty-three learners. Out of twenty-three students, three students have been diagnosed ADHD, one student has a 504 plan, and two students are in the RTI tiers. Two students receive Speech and Language Services and one student receives pull out from an Occupational Therapist. While all of my students speak English, two students attend a daily ESOL class because they are not yet proficient in the English language. Five students in my class have also been identified as gifted students and receive services for 45 minutes daily from a gifted teacher.

Most of my students are Level 2 and 3 learners. This means that they are meeting and exceeding second grade standards. Three of my students are Level 1 students in one area, which means that they are performing below grade level. All of my students can read, write, and communicate.

Overall, my students are eager to learn. Their families are a huge support of their learning and are extremely involved in classroom and school functions both financially and physically. Families are motivated to "do whatever it takes" to help their children learn. Parents donate their time to read to the children, tutor students in areas of concern, among various activities throughout the school year.

### **Explain how you'd use co-teaching and co-planning in this lesson**

Although I do not have the opportunity to work with a co-teacher this school year, I have been fortunate to work with a co-teacher in years past. I value and miss collaborating with another teacher, as I truly

feel co-teaching is one of the best ways to meet the diverse needs of a classroom. When I had a co-teacher in the classroom, I was responsible for the content of the lessons and “The special educator or specialist focuses on the learning process, helping students acquire, remember, and demonstrate knowledge and skills” (Friend, 2007). It was helpful to find new ways to reach all learners in a classroom, especially those with special needs.

Throughout this unit I would use co-teaching in several ways. First, I would use parallel and station co-teaching models in order to best teach math to my wide range of learners. Using parallel teaching and station models would provide students more time, interaction, and immediate feedback from a teacher. One teacher could be working with students using manipulatives and simple problems, while another teacher could be re-teaching or extending with a game, project, or task. These two models provide both teachers the flexibility to lead their small groups and teach with their own unique styles while working together to teach concepts.

To best plan for this type of instruction, it would be necessary to co-plan. In the article *Special Connections* (1999-2005) the authors explain that “without co-planning, lessons that are developed may just address the general needs of students in the classroom.” Finding ample time to discuss ways to accommodate students with special needs to gifted and talented students would be necessary to adequately prepare for a lesson.

Using the BASE model to plan co-taught lessons would be beneficial. In the article *Building a Strong BASE* Hawbaker et al (2001) described that through “Using BASE, [they] have created strategies and structures to help secondary students with disabilities and students who are at risk to be successful in a “reform” math curriculum (p. 24). The BASE model describes the process for planning and teaching using the following acronyms:

B: Big Ideas  
A: Analyzing Areas of Difficulty  
S: creating Strategies and Supports  
E: Evaluating the Process  
(Hawbaker et al, 2001)

This process for planning and teaching would effectively concentrate teaching to what all children need to learn, while also planning for accommodations and extensions.

Co-teaching and co-planning would benefit not only the diverse needs in my classroom; it would also benefit me as an educator. Planning and teaching with others stimulates ideas and focuses teaching on the big ideas of the subject. Hawbaker et al (2001) states that by using BASE teachers will focus their time on “defining the big ideas and creating strategies and support” which will effectively support students and potentially save a teacher additional time planning lessons on her own (p.30).