

A quick guide for observing classroom content and practice

In grade 2, instructional time should focus on four critical areas:

1. Extending understanding of base-ten notation (NB)

2. Building fluency with addition and subtraction (OA, NBT)

3. Using standard units of measure (MD)

4. Describing and analyzing shapes (G)

In a 2<sup>nd</sup> grade math class you should observe students engaged with at least one math standard and practice:

Content Standards

Operations and Algebraic Thinking (OA)

- Representing and solving problems involving addition and subtraction
- Adding and subtracting within 20
- Working with equal groups of objects to gain foundations for multiplication

Number and Operations in Base Ten (NBT)

- Understanding place value
- Using place value understanding and properties of operations to add and subtract

Measurement and Data (MD)

- Measuring and estimating lengths in standard units
- Relating addition and subtraction to length
- Working with time and money
- Representing and interpreting data

Geometry (G)

- Reasoning with shapes and their attributes

Mathematical Practices

- Making sense of problems and persevering in solving them
- Reasoning abstractly and quantitatively
- Constructing viable arguments and critiquing the reasoning of others
- Modeling with mathematics
- Using appropriate tools strategically
- Attending to precision
- Looking for and making use of structure
- Looking for and expressing regularity in repeated reasoning

NOTES



### Mathematics What to Look For Guide

The practices below, which are aligned to the MA Model Teacher Rubric, should be evident in planning and instruction. Any particular lesson will demonstrate some of the practices, not all. For each lesson, artifacts or observables might include: lesson plan, tasks and assessments, teacher instruction, student discussion and behavior, or student work.

#### Standard I: Curriculum, Planning, and Assessment (I-A, I-B)

- The lesson focuses on grade-level cluster(s), content standard(s), or part(s) thereof.
- The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, and application) called for by the content and practice standard(s) being addressed.
- The lesson includes clear explanations, representations, and/or examples to make the mathematics of the lesson explicit.
- The lesson intentionally relates new learning to students' prior skills and knowledge.
- The lesson includes opportunities to monitor learning throughout the lesson (such as through questioning or performance on short problems).

#### Standard II: Teaching all Students (II-A)

- The teacher poses high quality questions and problems, and provides time for students to develop and communicate their thinking about the content of the lesson.
- The teacher used variation in students' ideas and solution methods to strengthen other students' understanding.
- The teacher addresses student variability and diverse needs (including English language learners and students with disabilities) to ensure equitable access to the lesson and achievement of the standard(s).
- The teacher guides student thinking toward the focus of the lesson and references student work and discussion to summarize the mathematics learned.

#### NOTES