

# Olmsted Falls Schools: Unit Design Framework

The purpose of the lesson planning framework is to act as a guide for Olmsted Falls Educators as they collaboratively plan units of instruction. The framework attempts to incorporate best practices from the research and couple these with the professional development concepts that Olmsted Falls Educators have taken part in.

Academic content standards and the learning targets that comprise the standards come to life for teachers and students when they are incorporated into a unit of instruction. Teachers work in teams to ensure the learning intentions are the same in corresponding grade levels and subject areas. Teaching the same targets creates the opportunity to collaboratively design common formative assessments that can be collaboratively discussed throughout the instructional unit with fellow teachers. In addition, it allows teachers to design reliable and valid summative assessments that can be used to measure learning at the end of the instructional unit and use the results for future planning.

Ultimately the unit design framework should be used by teachers for the purpose of instructional alignment. The learning targets should be clear to students before and during instruction and they should be aligned with the assessments students will experience. The last step in the alignment process occurs when the learning targets and assessments are consciously aligned with the instruction and classroom activities.

Unit Planning Graphic Linking Prof. Dev. Concepts in Olmsted Falls City Schools



Graphic created by Jim Lloyd and used by Olmsted Falls City Schools' Teachers

Subject: Math

Unit: Coins

**Part I: Clarity of Learning Targets**

**What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom’s Taxonomy next to each Power Indicator.**

Identify and state the value of a penny, nickel, and dime.

**What are the Big Ideas that go with this unit?**

We can show numbers in many ways.

**What are the Essential Questions that go with this unit?**

Why do we need to know coins and their values?

**What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?**

**Part II: Feedback and Assessments (Formative and Summative)**

**How will we provide students with feedback throughout the unit?**

**What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.**

The Money Cube Game (7.1) pages 330-331  
Sorting coins by value  
Coin identifying centers

**What summative assessments will we use? (Graded, evaluative assessments)**

Third Trimester Report Card – see report card rubric

**How Can I Close the Gap?**

**What will we do AFTER the students have completed the formative assessment to differentiate instruction?**

**What interventions will we provide for students who do not do well on the formative assessment?**

**What will we do for the students who are on track?**

**What will we do for the students who excel? What extension activities will we provide?**

**Part III: Instruction and Student Activities**

**What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.**

**Introduction of Penny (6.1) Nickel (See Teaching Options) (6.2) pages 282-283**

**Sorting**

**Four corners (Kathy's switch game)**

**The money Cube Game (7.1) pages 330-331**

**Go forward and Backward (4.1) pages 189 - enrichment MM page 125**

**Spin the Number Game (2.4) or page 331**

**Coin exchanges (6.8) pages 298-299**

**Math Masters page 45**

**Patty's Games (goes with poem)**

**Poetry Notebook**

**Add coins and values to Popcorn Bags**

**Matching Coin Game (2.8) pages 104-105**

**Homelink MM page 10**

**MM page 104 (coin page)**

**Math Center Cards Math Workbook page 8**

**#23 Counting Nickels**

**#26 Counting Rubbings**

**Games: \*see INDEX in back of book page 421**

**Go Forward, Back Up, page 331**

**Matching Coin , pages 104-105, 267**

**Money Cube Game, pages 330-331**

**Penny Dime Exchange, page 297**

**Penny-Nickel Exchange Game, 255, 285, 299**

**Spin a Number, page 331**