

# UNIT INTERNALIZATION

## HIGH-QUALITY INSTRUCTIONAL MATERIALS

**ELEMENT 6:** The system and school teams support collaborative planning and preparation using HQIM.



### PURPOSE

Teacher planning and preparation has a significant impact on student achievement. This resource provides a process for internalizing the goals of mathematics unit, understanding the big ideas of the unit, how the content progresses and what strategies, models and representations are being used to build student understanding.

### OUTCOMES

Teachers will deepen their understanding of a unit in order to prepare for and deliver high-quality instruction by:

- articulating the unit’s focus (content and skill);
- analyzing the unit’s assessments and determining what students need to know and do to be successful; and
- deeply examining the problems through the lens of a student and a teacher.

### PROCESS

#### STEP 1: UNDERSTAND THE BIG IDEAS OF THE UNIT

**Action Steps:**

- Read the unit overview and identify how the unit progresses to building student learning from lesson to lesson
- Review the district scope and sequence and note which days you will be teaching lessons and administering assessments
- Write 1-2 sentences to describe the key mathematical understandings for each big topic within the unit

| Guiding Questions and Considerations   | Notes |
|--|-------|
| What seems to be the big ideas of this unit?   |       |
| What strategies, models and/or representations will students be using in this unit to build their understanding?     |       |
| What possible connections do you see between the content of this unit and the content of previous or upcoming units? |       |
| How does the order of the learning support students in understanding the big ideas of the unit?                      |       |

## STEP 2: DO THE MATH

### Action Steps:

- Take the module assessment like a student and note which questions you anticipate will be challenging, moderate, or easy for students
- Create a K.U.D. chart to describe what students need to KNOW, UNDERSTAND, and DO to be successful on the end-of-unit assessment
- Locate where in the unit students will encounter especially challenging content

### Guiding Questions and Considerations

### Notes

Based on the data we reviewed and the progression of content for this unit, where do we anticipate students will struggle in this unit? Why?

What content or unfinished learning from previous units or years do we think will be a barrier to students learning the content in this unit? Why?

## STEP 3: REVIEW THE MODULE STRATEGIES, MODELS, AND LANGUAGE

### Action Steps:

- Represent the key strategies and models used to develop student understanding within the unit
- Show or describe the key strategies that develop conceptual understanding and procedural skill
- Note the terminology that is essential for students to access the grade level content

### Guiding Questions and Considerations

### Notes

## STEP 4: ORGANIZE YOUR RESOURCES

### Action Steps:

- Locate key materials and suggested tools
- Determine supports for students who will need additional scaffolds to access grade level learning

### Guiding Questions and Considerations

### Notes

