

Protocol:

Big Picture: understand the arc of the unit

1. Identify the learning goals of the unit (found in the unit overview)
2. Read the full unit narrative with a focus on the big mathematical ideas and the unit storyline
3. Complete the end-of-unit assessment to anticipate student thinking and key demands
4. Watch the learning narrative video (on the unit landing page, “Plan”)

Section Level: zoom in on each section

(Assign one section per team member if unpacking collaboratively.)

1. Identify the learning goals for the section
2. Read the section narrative to understand the flow and purpose
3. Review the checklist or checkpoint (varies by grade level)
4. Read the center summary and identify priority centers for practice (if applicable)

Materials: plan for what you’ll need

1. Review the Planning Map and identify instructional materials
2. List any missing materials you’ll need to gather or prepare

Standards: connect to grade-level expectations

1. Review your grade-level [Next Generation Mathematics Learning Standards](#) (NYS)
2. Identify which standards are addressed in this unit and note any major work of the grade

Debrief: synthesize the big picture and plan ahead

What is the purpose of this unit?

- Why does it matter for student learning?
- What mathematical ideas are central?

Why is this unit sequenced here in the yearlong plan?

- What knowledge does it build on?
- How does it prepare students for what’s next?

What do we want students to be able to *do* and *understand* by the end of this unit?

- What conceptual understandings should they walk away with?

What supports will students need to access the unit’s big ideas?

- Consider [supports](#) like visual models, tools, sentence frames, and purposeful partnerships.

Template:

Unit Overview

Grade:	
Unit:	
Dates:	
Unit Learning Goals:	

Key Takeaways from Unit Narrative & Learning Narrative Video:	Reflection & Takeaways from End-of-Unit Assessment:
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Section Summary *(duplicate as needed)*

Section:	
Section Learning Goals:	

Notes from Section Narrative:	Reflection & Takeaways from Checkpoint or Checklist:
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Priority Centers:	
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(if applicable)

Materials

Materials Needed (from planning map):	Materials to Gather or Prep:
-	-

Standards

Key Standards Addressed:	
Does this unit address major work of the grade? (Y/N)	

Debrief

What is the purpose of this unit? Why does it matter for student learning? What mathematical ideas are central?	Why is it sequenced here in the yearlong plan? What knowledge does it build on? How does it prepare students for what's next?
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What do we hope students will be able to <u>do</u> by the end of this unit?	What do we hope students will <u>understand</u> by the end of this unit?
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What access strategies can we put in place to ensure all students can engage meaningfully with the unit's big ideas? Consider supports like visual models, tools, sentence frames, and purposeful partnerships.	
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