

Math Intervention Lesson Plan, K-3

Subject: Math

Teacher(s): Bonnie Murphy

Week: October 31st – November 4th

3rd Grade Collaboration Dolci	<p>9:00-9:35</p>	<p>Number Talks</p> <p>Standards: 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Core Math Idea: Number Talks this week will focus on eliciting a specific, efficient subtraction strategy within 100. Students will use a 100 bead string to explore structuring in this range. This is a concept that is foundational to problem solving involving other standards. During number talks the teacher will model how to notate students' strategies on an empty number line. This weeks' problem strings focus on the removal strategy (problems that require students to regroup or decompose).</p> <p>Number Talk Problem String- Monday- (42-30=) (42-33=) (43-10=) and (43-14=) Tuesday- (72-50=) (72-54=) (72-30=) and (72-36=) Wednesday- (51-30=) (51-35=) (55-20=) and (55-26=) Thursday- (81-50=) (81-55=) (83-70) and (83-74=)</p> <p>Friday (Contextual Problem) Alyssa saved \$64. She bought new roller skates for \$36. How much money does Alyssa have left?</p> <p>Questions/Facilitation (re-voicing, repeating, reasoning, adding-on, waiting): Explain how you found the difference? Tell me more about....., I am wondering..... What do you notice about the subtrahend and minuend?</p> <p>Sharing Out/Wrapping up: Turn and Talks throughout...Record Student responses and strategies. Possible strategies include counting up or down, adding up, place value, etc.</p>	<p>Assessment: <i>anecdotal</i> <i>observation</i> <i>Exit Slip</i></p>
3rd Grade Collaboration Byerley	<p>9:35-10:05</p>	<p>Math Small Groups-</p> <p>Standards: 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Monday- Thursday Students participate in a two problem number talk that is connected to the real-life word problem for the day. Then students work out the word problem by themselves, share their strategy with a partner participating in meaningful math dialogue, then we share out our strategies and answers to the problem.</p>	<p>Assessment: <i>anecdotal</i> <i>observation</i> <i>Exit Slip</i></p>

3rd Grade Collaboration TIME - Miller	10:05-10:35	<p><u>Math Small Groups-</u></p> <p>Will be working with a small group of students or assisting students during stations with the key concepts of place value and rounding.</p>	<p><u>Assessment:</u> <i>anecdotal</i> <i>observation</i> <i>Exit Slip</i></p>
3rd Grade RTI	10:35-10:55	<p><u>Objective:</u> I can add and subtract within 20 using different strategies.</p> <p><u>Standard(s):</u> 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. 2. NBT.5 Fluently add and subtract within 100 using strategies based on place value.</p> <p><u>Vocabulary:</u> add, subtract, making ten, anchor to 5</p> <p><u>Flashback/Warm Up:</u> Reading 3 and 4 digit numbers.</p> <p><u>Activities/Strategies:</u> Fill 20- Students practice adding and subtracting with fill 20 board for support. Begin to screen boards to establish mental strategies.</p> <p><u>School Days:</u> Students solve addition and subtraction tasks involving ones and tens using materials. Students use build place value concepts for solving addition and subtraction problems.</p> <p><u>3 in a Line: to 100 no regrouping and with regrouping.</u> Students use bundles and sticks to model two digit numbers off the decade, then practice adding and subtracting 10's.</p>	<p><u>Assessment:</u> <i>anecdotal</i> <i>observation</i> <i>Exit Slip</i></p>

3 rd Grade RTI	10:55-11:15	<p>Objective: I can add and subtract within 20 using different strategies.</p> <p>Standard(s): 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value.</p> <p>Vocabulary: add, subtract, making ten, anchor to 5</p> <p>Flashback/Warm Up: Reading 3 and 4 digit numbers.</p> <p>Activities/Strategies: Fill 20- Students practice adding and subtracting with fill 20 board for support. Begin to screen boards to establish mental strategies.</p> <p>School Days: Students solve addition and subtraction tasks involving ones and tens using materials. Students use build place value concepts for solving addition and subtraction problems.</p> <p>3 in a Line: to 100 no regrouping and with regrouping. Students use bundles and sticks to model two digit numbers off the decade, then practice adding and subtracting 10's.</p> <p>Leapfrog: Students use game board to practice adding on 10's off the decade.</p>	<p>Assessment: <i>anecdotal observation</i> <i>Exit Slip</i></p>
	Lunch/ Planning	11:15-11:45	Lunch

2 nd Grade RTI	11:45-12:05	<p>Objective: I can use multiple strategies to add and subtract within 20.</p> <p>Standard(s): 2.OA.6 Fluency for addition and subtraction within 20. 1. NBT.2 Understand that the two-digit numbers of a two-digit number represents the amount of tens and ones.</p> <p>Bell Ringer: Subitizing Dot cards with two colors, Ten Frame Flash, BWNS from 120.</p> <p>Vocabulary: join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,</p> <p>Activities/Strategies: Removing Counters: (subtraction) Display 3-10 counters of the same color then take away 1-4 counters, student tells how many are left. Teacher Notes: Watch how student keeps track of removed counters. Question for strategy if needed by asking "How did you get that answer?" Counting Items in Two Screened Collections/Counting Items in Row with Some Items Screened</p> <p>Domino Addition (screened): Students add two collections where the first collection is screened to encourage non count from 1 strategies.</p> <p>How Many? Students count up to 3 groups of items and tell how many to practice adding 3 addends. Students self-discover non-count by one strategies.</p> <p>School Days- Student practice adding and subtracting with the support of manipulatives. Students make place value connections while using bundles and sticks to make bundles while adding and break bundles when subtracting.</p> <p>High/Low Rollers students practice addition and subtraction up to 20 using popsicle sticks to make and break bundles.</p>	<p>Assessment: <i>anecdotal observation</i> <i>Exit Slip</i></p>
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12:05-12:25	<p>Objective: I can use multiple strategies to add and subtract within 20.</p> <p>Standard(s): 2.OA.6 Fluency for addition and subtraction within 20. 1. NBT.2 Understand that the two-digit numbers of a two-digit number represents the amount of tens and ones.</p> <p>Bell Ringer: Subitizing Dot cards with two colors, Ten Frame Flash, BWNS from 120.</p> <p>Vocabulary: join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,</p> <p>Activities/Strategies: Removing Counters: (subtraction) Display 3-10 counters of the same color then take away 1-4 counters, student tells how many are left. Teacher Notes: Watch how student keeps track of removed counters. Question for strategy if needed by asking "How did you get that answer?"</p> <p>Counting Items in Two Screened Collections/Counting Items in Row with Some Items Screened</p> <p>Domino Addition (screened): Students add two collections where the first collection is screened to encourage non count from 1 strategies.</p> <p>How Many? Students count up to 3 groups of items and tell how many to practice adding 3 addends. Students self-discover non-count by one strategies.</p> <p>School Days- Student practice adding and subtracting with the support of manipulatives. Students make place value connections while using bundles and sticks to make bundles while adding and break bundles when subtracting.</p> <p>High/Low Rollers students practice addition and subtraction up to 20 using popsicle sticks to make and break bundles.</p>	<p>Assessment: <i>anecdotal</i> observation <i>Exit Slip</i></p>
12:25-1:00	<p>Kindergarten Collaboration with low kindergarten math class during their MAP switch groups.</p> <p>This week get to know students and play toy box. Students roll a dice and then add toys to their toy box. As the collection increases they must count and name the collection with correct cardinality. Practice identifying numbers 0-10.</p>	<p>Assessment: <i>anecdotal</i> observation <i>Exit Slip</i></p>

1st Grade RTI	1:00-1:20	<p>Objective: I can add and subtract within 10.</p> <p>Standard(s): 0-K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. 1. OA.6 Fluency for addition and subtraction within 10.</p> <p>Vocabulary: plus, minus,</p> <p>Flashback/Warm Up: Forwards and Backwards number sequencing with crossing the decades.</p> <p>Activities/Strategies: <u>Apples Season Spin-and Add-</u> Students are dealt 6 ten frame cards each. Then students spin a spinner labeled 0-9. They have to find the number that goes with the number they spun to make ten. The first player to turn over all six of his or her card wins.</p> <p><u>Build a Floor Race-</u>Students use unifix cubes to make trains made from two colors to show different ways to compose numbers (combinations of 6, 7, 8, 9, and 10) <u>Domino Parking Lot-</u>Student recognize the regular spatial pattern then count on to find the sum of the domino. Students must find combination that equal 0-12 to fill their parking lot.</p> <p><u>School Days-</u>Students practice making bundles and sticks to represent 2 digit numbers. Students practice adding and subtracting sticks using their knowledge of ten.</p>	<p>Assessment: <i>anecdotal observation Exit Slip</i></p>
1st Grade RTI	1:20-1:40	<p>Objective: I can add and subtract within 10.</p> <p>Standard(s): 0-K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. 1. OA.6 Fluency for addition and subtraction within 10.</p> <p>Vocabulary: plus, minus,</p> <p>Flashback/Warm Up: Forwards and Backwards number sequencing with crossing the decades.</p> <p>Activities/Strategies: <u>Apples Season Spin-and Add-</u> Students are dealt 6 ten frame cards each. Then students spin a spinner labeled 0-9. They have to find the number that goes with the number they spun to make ten. The first player to turn over all six of his or her card wins.</p> <p><u>Build a Floor Race-</u>Students use unifix cubes to make trains made from two colors to show different ways to compose numbers (combinations of 6, 7, 8, 9, and 10) <u>Domino Parking Lot-</u>Student recognize the regular spatial pattern then count on to find the sum of the domino. Students must find combination that equal 0-12 to fill their parking lot.</p> <p><u>School Days-</u>Students practice making bundles and sticks to represent 2 digit numbers. Students practice adding and subtracting sticks using their knowledge of ten.</p>	<p>Assessment: <i>anecdotal observation Exit Slip</i></p>

1:45-2:05

Objective: I can count objects and write numbers 0-10. I can recognize dot patterns 0-5.

Standard(s): K.CC.4a Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Vocabulary: count, one-to-one correspondence,

Flashback/Warm Up: Subitizing Cards-0-6 (finger patterns, dot patterns, ten frames, etc)

Activities/Strategies: Students will participate in several small group activities to help them count and name objects focusing on one-to-one correspondence. Students will also practice writing and recognizing numbers 0-10.

Count and Dump-Students drop objects in a container (this provides sound and a visual).

Making Towers-Students practice counting to a designated number as I direct them to make several towers of the different heights.

Toy Box-Student roll a dice with numbers 0, 1, and 2. Student take the rolled number as items to add to their toy box. Students practice counting their growing collection of toys to establish cardinality.

Number After Race-During game play, on a student's turn the student will roll a cube to generate a number, determine the number after, and move his or her token to the next space containing that number. The first student to reach the "winner" space wins the game. For example, if a student rolls a 9, the student will move to the next space on the path containing a 10.

Assessment:

*anecdotal
observation
Exit Slip*

<p>2:05-2:25</p>	<p>Objective: I can count objects and write numbers 0-10. I can recognize dot patterns 0-5.</p> <p>Standard(s): K.CC.4a Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Vocabulary: count, one-to-one correspondence,</p> <p>Flashback/Warm Up: Subitizing Cards-0-6 (finger patterns, dot patterns, ten frames, etc)</p> <p>Activities/Strategies: Students will participate in several small group activities to help them count and name objects focusing on one-to-one correspondence. Students will also practice writing and recognizing numbers 0-10.</p> <p>Count and Dump-Students drop objects in a container (this provides sound and a visual).</p> <p>Making Towers-Students practice counting to a designated number as I direct them to make several towers of the different heights.</p> <p>Toy Box-Student roll a dice with numbers 0, 1, and 2. Student take the rolled number as items to add to their toy box. Students practice counting their growing collection of toys to establish cardinality.</p> <p>Number After Race-During game play, on a student's turn the student will roll a cube to generate a number, determine the number after, and move his or her token to the next space containing that number. The first student to reach the "winner" space wins the game. For example, if a student rolls a 9, the student will move to the next space on the path containing a 10.</p>	<p>Assessment: <i>anecdotal observation</i> Exit Slip</p>
<p>2:25-3:05</p>	<p>Planning</p>	<p>Assessment: <i>anecdotal observation</i> Exit Slip</p>
<p>3:05-3:30 2nd Grade RTI</p>	<p>Objective: I can use multiple strategies to add and subtract within 20.</p> <p>Standard(s): 2.OA.6 Fluency for addition and subtraction within 20. 1. NBT.2 Understand that the two-digit numbers of a two-digit number represents the amount of tens and ones.</p> <p>Bell Ringer: Subitizing Dot cards with two colors, Ten Frame Flash, BWNS from 120.</p> <p>Vocabulary: join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,</p> <p>Activities/Strategies: Removing Counters: (subtraction) Display 3-10 counters of the same color then take away 1-4 counters, student tells how many are left. Teacher Notes: Watch how student keeps track of removed counters. Question for strategy if needed by asking "How did you get that answer?"</p> <p>Counting Items in Two Screened Collections/Counting Items in Row with Some Items Screened</p> <p>Domino Addition (screened): Students add two collections where the first collection is screened to encourage non count from 1 strategies.</p> <p>How Many? Students count up to 3 groups of items and tell how many to practice adding 3 addends. Students self-discover non-count by one strategies.</p> <p>School Days- Student practice adding and subtracting with the support of manipulatives. Students make place value connections while using bundles and sticks to make bundles while adding and break bundles when subtracting.</p>	<p>Assessment: <i>anecdotal observation</i> Exit Slip</p>

		<p>High/Low Rollers students practice addition and subtraction up to 20 using popsicle sticks to make and break bundles.</p>	
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