

# Math Intervention Lesson Plan, K-3

Subject: Math  
 Week: April 17<sup>th</sup>-21<sup>st</sup>  
 1<sup>st</sup> and 2<sup>nd</sup> Grade MAP testing

Teacher(s): Bonnie Murphy

<b>2<sup>nd</sup> Grade RTI</b>	<p>9:00-9:20</p>	<p><b>Objective:</b> I can use many strategies to add and subtract within 20 (and within 100).          I can use base-ten materials to help me add and subtract two and three digit numbers.</p> <p><b>Standard(s):</b> 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><b>Vocabulary:</b> value, add, subtract, difference, sum, shift a ten, expanded form, represent, number bond</p> <p><b>Activities/Strategies:</b> Students will begin by examining the following representation of numbers using bundles and sticks. One pile will have 6 tens, and 5 ones. The other pile will have 5 tens, and 15 ones. Ask students if these represent the same number and to prove their thinking. Then ask students which number bond would be best for helping us solve 65-39. Continue to give students time to practice how to shift a ten to help them add and subtract with materials.</p> <p>Give students some “fake student examples” and have them identify the misconceptions or find the errors in the computation. Focus on students using reasoning skills to evaluate the ideas of others</p> <p>Leapfrog- Students practice adding 10s or subtracting multiples of ten from any number. Number ladder practice with adding and subtracting 10s.</p> <p><b>Deal Out Ten:</b> Students practice making 10 when adding two numbers. Give students materials like a ten frame for extra support</p> <p><b>Snatch it to 20.</b> Students find combinations to 20. Then have students write an addition and subtraction sentence for each match to reinforce the relationship between addition and subtraction.</p>	<p><b>Assessment:</b>  <i>anecdotal</i>  <i>observation</i>  <i>Exit Slip</i></p>
<b>3<sup>rd</sup> Grade Collaboration Edlin</b>	<p>9:20-10:00</p>	<p>During this time I co-teach assist during Eureka math instruction. I also complete any diagnostic or formative assessments for future math groups, etc. I pull small groups based on formative assessment data as needed.</p>	<p><b>Assessment:</b>  <i>anecdotal</i>  <i>observation</i>  <i>Exit Slip</i></p>

<b>1<sup>st</sup> Grade Collaboration</b>	<p>10:00-10:35</p>	<p><b>1<sup>st</sup> Grade Math Small Groups (M &amp; T) (W &amp; F)</b></p> <p>I will be working with students identified by weekly 1<sup>st</sup> grade formative assessments. I will be providing them with additional opportunities to review and build on prior learning in a small group setting. Students will use math tools to work towards mastery of standards.</p>	<p><b>Assessment:</b>  <i>anecdotal</i>  <i>observation</i>  <i>Exit Slip</i></p>
<b>3<sup>rd</sup> Grade RTI</b>	<p>10:35-10:55</p>	<p><b>Objective:</b> I can add and subtract within 100 (and 1,000) using multiple mental strategies. I can multiply numbers by using equal groups, arrays, and skip counting.</p> <p><b>Standard(s):</b> 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.OA.7 Fluently multiply within 100.</p> <p><b>Vocabulary:</b> value, add, subtract, difference, sum,</p> <p><b>Activities/Strategies:</b> <b>3 In A Line/100 or Bust!</b> –Make 60, 100 (on the decade), and 100 (off the decade)</p> <p><b>Screened Beaded Chenille Stems-</b> Use larger stems and bead cards to screen addition and subtraction problems. Giving students the opportunity to explain their strategy and justify their thinking.</p> <p><b># Board Scrabble-</b> Students work in the number range 771-870 and 941-1,040 using a blank number board. Teacher lays the first 5 tiles on the board. Then students draw 7 tiles. They must then take turns laying down numbers that are 1 more, 1 less, 10 more, or 10 less. First player to get rid of tiles wins!</p> <p><b>Delivery Game Within 1,000-</b>Students add and subtract one, tens, and or hundreds using materials. Students also practice notating, writing the matching number sentences.</p> <p><b>Screened Bundles and Stick/Math Talks-</b>Students solve two and three digit addition and subtraction problems when the second collection is screened. Assist students in notating their strategies during a number talk. Students share strategies with others. Show students place value strategies for adding and subtracting three digit numbers. Assist students in connecting place value strategies to using the algorithm.</p> <p><b>Treasure Hunt/Pop-Drop Move It!, Go-Fish, Tile Arrays, Composite Cookie:</b> Students work on developing multiplicative concepts by playing games that involves making equal groups, arrays, skip counting</p>	<p><b>Assessment:</b>  <i>anecdotal</i>  <i>observation</i>  <i>Exit Slip</i></p>

<b>3<sup>rd</sup> Grade RTI</b>	10:55-11:15	<p><b>Objective:</b> I can add and subtract within 100 (and 1,000) using multiple mental strategies. I can multiply numbers by using equal groups, arrays, and skip counting.</p> <p><b>Standard(s):</b> 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.OA.7 Fluently multiply within 100.</p> <p><b>Vocabulary:</b> value, add, subtract, difference, sum, factor, equal groups</p> <p><b>Activities/Strategies:</b> <b>3 In A Line/100 or Bust!</b> –Make 60, 100 (on the decade), and 100 (off the decade)</p> <p><b>Screened Beaded Chenille Stems-</b> Use larger stems and bead cards to screen addition and subtraction problems. Giving students the opportunity to explain their strategy and justify their thinking.</p> <p><b># Board Scrabble-</b> Students work in the number range 771-870 and 941-1,040 using a blank number board. Teacher lays the first 5 tiles on the board. Then students draw 7 tiles. They must then take turns laying down numbers that are 1 more, 1 less, 10 more, or 10 less. First player to get rid of tiles wins!</p> <p><b>Delivery Game Within 1,000-</b>Students add and subtract one, tens, and or hundreds using materials. Students also practice notating, writing the matching number sentences.</p> <p><b>Screened Bundles and Stick/Math Talks-</b>Students solve two and three digit addition and subtraction problems when the second collection is screened. Assist students in notating their strategies during a number talk. Students share strategies with others. Show students place value strategies for adding and subtracting three digit numbers. Assist students in connecting place value strategies to using the algorithm.</p> <p><b>Treasure Hunt/Pop-Drop Move It!, Go-Fish, Tile Arrays, Composite Cookie:</b> Students work on developing multiplicative concepts by playing games that involves making equal groups, arrays, skip counting</p>	<p><b>Assessment:</b>  <i>anecdotal observation</i>  <i>Exit Slip</i></p>
<b>Lunch/ Planning</b>	11:15-11:45	<b>Lunch</b>	

<b>2<sup>nd</sup> Grade RTI</b>	11:45-12:05	<p><b>Objective:</b> I can use many strategies to add and subtract within 20 (and within 100). I can use base-ten materials to help me add and subtract two and three digit numbers.</p> <p><b>Standard(s):</b> 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><b>Vocabulary:</b> value, add, subtract, difference, sum, shift a ten, expanded form, represent, number bond</p> <p><b>Activities/Strategies:</b> Students will begin by examining the following representation of numbers using bundles and sticks. One pile will have 6 tens, and 5 ones. The other pile will have 5 tens, and 15 ones. Ask students if these represent the same number and to prove their thinking. Then ask students which number bond would be best for helping us solve 65-39. Continue to give students time to practice how to shift a ten to help them add and subtract with materials.</p> <p>Give students some “fake student examples” and have them identify the misconceptions or find the errors in the computation. Focus on students using reasoning skills to evaluate the ideas of others</p> <p>Leapfrog- Students practice adding 10s or subtracting multiples of ten from any number. Number ladder practice with adding and subtracting 10s.</p> <p><b>Deal Out Ten:</b> Students practice making 10 when adding two numbers. Give students materials like a ten frame for extra support</p> <p><b>Snatch it to 20.</b> Students find combinations to 20. Then have students write an addition and subtraction sentence for each match to reinforce the relationship between addition and subtraction.</p>	<p><b>Assessment:</b> <i>anecdotal observation</i> <i>Exit Slip</i></p>
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12:05-12:25	<p><b>Objective:</b> I can use many strategies to add and subtract within 20 (and within 100). I can use base-ten materials to help me add and subtract two and three digit numbers.</p> <p><b>Standard(s):</b> 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><b>Vocabulary:</b> value, add, subtract, difference, sum, shift a ten, expanded form, represent, number bond</p> <p><b>Activities/Strategies:</b> Students will begin by examining the following representation of numbers using bundles and sticks. One pile will have 6 tens, and 5 ones. The other pile will have 5 tens, and 15 ones. Ask students if these represent the same number and to prove their thinking. Then ask students which number bond would be best for helping us solve 65-39. Continue to give students time to practice how to shift a ten to help them add and subtract with materials.</p> <p>Give students some “fake student examples” and have them identify the misconceptions or find the errors in the computation. Focus on students using reasoning skills to evaluate the ideas of others</p> <p>Leapfrog- Students practice adding 10s or subtracting multiples of ten from any number. Number ladder practice with adding and subtracting 10s.</p> <p><b>Deal Out Ten:</b> Students practice making 10 when adding two numbers. Give students materials like a ten frame for extra support</p> <p><b>Snatch it to 20.</b> Students find combinations to 20. Then have students write an addition and subtraction sentence for each match to reinforce the relationship between addition and subtraction.</p>	<p><b>Assessment:</b> <i>anecdotal observation</i> Exit Slip</p>
12:25-1:00	<p><b>Objective:</b> I can count and name quantities up to 20. I can identify and write numbers 0-20. I can compare numbers using more and less.</p> <p><b>Standard(s):</b> 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. K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. COMPARE numbers.</p> <p><b>Vocabulary:</b> teen numbers-eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, ten and some more,</p> <p><b>Activities/Strategies:</b></p> <p>Counting forward and backwards within 20 from any number. Sequencing numbers in the range of 0-20. (#s- 0, 9, and 20)</p> <p>Flash subitizing cards/finger patterns -regular and irregular dot patterns. Also have students flash finger patterns 1-10.</p> <p>Grow, Shrink, and Compare- Teacher calls out number and student used counters to cover that number of dots on their working-space paper. As you call out different numbers ask if the number is more or less.</p> <p>Treasure Hunt- #7-17, 9-19, 11-21 Practice counting forward and backwards within 20 from any number. Sequencing numbers in the range of 0-20.</p>	<p><b>Assessment:</b> <i>anecdotal observation</i> Exit Slip</p>

1:00-1:20

**Objective:** I can use the relationship between addition and subtraction to add and subtract numbers up to 20. I can find the total of two numbers within twenty with support, when one quantity is screened.

**Standard(s):** 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. 1.OA.3 Apply properties of operations as strategies to add and subtract. 1.OA.5 Relate counting to addition and subtraction.

**Vocabulary:** add, subtract, compose/decompose

**Activities/Strategies:**

BNWS-Count arounds from numbers 30 or less to 0 to practice their backward number word sequence. Numeral Tracks can be used for support materials.

Additive tasks with two screened collections within 20. Addition and Subtraction with a rack. Teacher poses additive tasks with both addends in the range of 1-10 and corresponding subtractive tasks: such as  $6+5$ ,  $9+6$ ,  $8+7$ ,  $6+ \underline{\quad}=13$ ,  $7+ \underline{\quad}=14$ . Students use a bead rack to show the first addend. Then give students a bare number problem and ask them to work it out.

Number bonds-Students will use number bonds to add and subtract with making 10 strategy. Students may use ten and twenty frames for support.

**How Many?**

Students will draw a word problem card and place the card on the top section of the working mat. Students will then use counters to represent the known quantities in the question. Before solving, students will cover the first group of counters with the corresponding numeral card (screening) and then will solve for the unknown quantity. Students will then move counters to the WHOLE section of the working mat to check their answer.

**Evidence of Learning (Diagnostic Assessment of Progress):**

Put some counters in one hand and briefly show student. Place more counters in the other hand and allow student to see. Say to student...there are 8 counters in this hand (closed hand) and five counters in this hand (open hand). How many counters is that in all? Repeat with other combinations.

**Assessment:**

*anecdotal  
observation  
Exit Slip*

1:20-1:40

**Objective:** I can use the relationship between addition and subtraction to add and subtract numbers up to 20. I can find the total of two numbers within twenty with support, when one quantity is screened.

**Standard(s):** 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. 1.OA.3 Apply properties of operations as strategies to add and subtract. 1.OA.5 Relate counting to addition and subtraction.

**Vocabulary:** add, subtract, compose/decompose

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**Assessment:**

*anecdotal  
observation  
Exit Slip*

1:45-2:05

**Objective:** I can count and name quantities up to 20. I can identify and write numbers 0-20. I can compare numbers using more and less.

**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. K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. COMPARE numbers.

**Vocabulary:** teen numbers-eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, ten and some more,

**Activities/Strategies:**

Counting forward and backwards within 20 from any number. Sequencing numbers in the range of 0-20.

Flash subitizing cards/finger patterns -regular and irregular dot patterns. Also have students flash finger patterns 1-10.

Grow, Shrink, and Compare- Teacher calls out number and student used counters to cover that number of dots on their working-space paper. As you call out different numbers ask if the number is more or less.

Treasure Hunt- #7-17, 9-19, 11-21 Practice counting forward and backwards within 20 from any number. Sequencing numbers in the range of 0-20.

Arrow Ten Frame Teen cards-Students draw a number and "stack" it to discover than teen numbers are composed of 10 and some more.

Compare and Race- Students roll two die and find the sum of the dots. Then they make a tower with that quantity. Students then must determine the larger quantity.

**Acting Out Stories-** Students use counting boards (various scenes) and counters to model stories told by teacher involving addition and subtraction. Teacher will begin to model how to record that actions by writing the equation.

**Assessment:**

*anecdotal  
observation  
Exit Slip*

2:05-2:25	<p><b>Objective:</b> I can count and name quantities up to 20. I can identify and write numbers 0-20. I can compare numbers using more and less.</p> <p><b>Standard(s):</b> 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. K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. COMPARE numbers.</p> <p><b>Vocabulary:</b> teen numbers-eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, ten and some more,</p> <p><b>Activities/Strategies:</b></p> <p>Counting forward and backwards within 20 from any number. Sequencing numbers in the range of 0-20.</p> <p>Flash subitizing cards/finger patterns -regular and irregular dot patterns. Also have students flash finger patterns 1-10.</p> <p>Grow, Shrink, and Compare- Teacher calls out number and student used counters to cover that number of dots on their working-space paper. As you call out different numbers ask if the number is more or less.</p> <p>Treasure Hunt- #7-17, 9-19, 11-21 Practice counting forward and backwards within 20 from any number. Sequencing numbers in the range of 0-20.</p> <p>Arrow Ten Frame Teen cards-Students draw a number and "stack" it to discover than teen numbers are composed of 10 and some more.</p> <p><b>Acting Out Stories-</b> Students use counting boards (various scenes) and counters to model stories told by teacher involving addition and subtraction. Teacher will begin to model how to record that actions by writing the equation.</p>	<p><b>Assessment:</b>  <i>anecdotal  observation  Exit Slip</i></p>
2:25-3:05	<p><b>Planning</b></p>	<p><b>Assessment:</b>  <i>anecdotal  observation  Exit Slip</i></p>
3:05-3:30 3 <sup>rd</sup> Grade RTI	<p><b>Objective:</b> I can add and subtract within 100 (and 1,000) using multiple mental strategies. I can multiply numbers by using equal groups, arrays, and skip counting.</p> <p><b>Standard(s):</b> 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.OA.7 Fluently multiply within 100.</p> <p><b>Vocabulary:</b> value, add, subtract, difference, sum,</p> <p><b>Activities/Strategies:</b> <b>3 In A Line/100 or Bust!</b> –Make 60, 100 (on the decade), and 100 (off the decade)</p> <p><b>Screened Beaded Chenille Stems-</b> Use larger stems and bead cards to screen addition and subtraction problems. Giving students the opportunity to explain their strategy and justify their thinking.</p> <p><b># Board Scrabble-</b> Students work in the number range 771-870 and 941-1,040 using a blank number board. Teacher lays the first 5 tiles on the board. Then students draw 7 tiles. They must then take turns laying down numbers that are 1 more, 1 less, 10 more, or 10 less. First player to get rid of tiles wins!</p> <p><b>Delivery Game Within 1,000-</b>Students add and subtract one, tens, and or hundreds using materials. Students also practice notating, writing the matching number sentences.</p> <p><b>Screened Bundles and Stick/Math Talks-</b>Students solve two and three digit addition and subtraction problems when the second collection is screened. Assist students in notating their strategies during a number talk. Students share strategies with others. Show students place value strategies for adding and subtracting three digit numbers. Assist students in connecting place value strategies to using the algorithm.</p> <p><b>Treasure Hunt/Pop-Drop Move It!, Go-Fish, Tile Arrays, Composite Cookie:</b> Students work on developing multiplicative concepts by playing games that involves making equal groups, arrays, skip counting</p>	<p><b>Assessment:</b>  <i>anecdotal  observation  Exit Slip</i></p>

