

Math Intervention Lesson Plans K-3

Subject: Math

Week: August 29th – Sept. 2nd

Teacher(s): Bonnie Murphy

WIN TIME 3rd Grade	<p>9:00-9:35</p> <p><i>Review ILEAD expectations for math groups. Think about 1st 3 habits to set goals for math: I can't _____ YET...but if I _____ I will be able to.</i></p>	<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.</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>Bead Rack Flash and Problem Strings-Students use bead racks to look for patterns and strategies for adding and subtracting within 20. Encourage students to discover new strategies beyond counting on and counting down.</p> <p>Thursday- Evidence of Learning (Diagnostic Assessment of Progress): Briefly show a game board filled with 16 counters and then cover it. Say to the student, "If you have 16 counters and you remove 4 counters, how many counters will you have left?" Repeat for similar quantities.</p>	<p>Assessment:</p> <div style="background-color: #ffff00; padding: 2px;"> anecdotal observation Exit Slip </div>
		<p>9:35-10:00</p> <p><i>Review ILEAD expectations for math groups. Think about 1st 3 habits to set goals for math: I can't _____ YET...but if I _____ I will be able to.</i></p> <p>Objective: I can use multiple strategies to add and subtract within 10.</p> <p>Standard(s): 1.OA.6 Fluency for addition and subtraction within 10. 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, FWNS and BWNS 105-120</p> <p>Vocabulary: join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,</p> <p>Activities/Strategies: Ten Frame Flash- use subitizing cards to help students develop non-count by one strategies by recognizing quantities as groups/collections.</p> <p>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 some non-count by one strategies.</p> <p>Roll a Ten- Students roll 12 dice and then look for combinations of 10. Students can compete to see who can make the most pairs.</p>	

1st Grade3rd Grade1st Grade

	<p>10:00-10:25</p> <p><i>Review ILEAD expectations for math groups. Think about 1st 3 habits to set goals for math: I can't _____ YET...but if I _____ I will be able to.</i></p> <p>Objective: I can describe how numbers can be broken up into parts.</p> <p>Standard(s): K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $4+1=5$).</p> <p>Vocabulary: decompose, compose, minus, more, combinations,</p> <p>Flashback/Warm Up: Backwards number sequence with numbers within 10-200. Students will be given the starting number and/or ending number.</p> <p>Activities/Strategies: Number Trains: On and Off –Students take turns rolling a number cube to see how many cubes they are to place on their number-train outlines. They place that number of cubes of one color on the outlines and fill in the remaining spaces with cubes of a different color. Then they describe the number combinations formed. (“I rolled 2”, “I need 3 more”, “Two and Three is five). Relate addition to subtraction by having them also start with trains that are full. Then roll a cube to see how many to take away and then describe the action with the numbers.</p> <p>This group works with trains of 5, 6, and 7</p>	<p>Assessment:</p> <ul style="list-style-type: none"> anecdotal observation Exit Slip
	<p>10:25-10:50</p> <p><i>Review ILEAD expectations for math groups. Think about 1st 3 habits to set goals for math: I can't _____ YET...but if I _____ I will be able to.</i></p> <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.</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. Bead Rack Flash and Problem Strings-Students use bead racks to look for patterns and strategies for adding and subtracting within 20. Encourage students to discover new strategies beyond counting on and counting down.</p> <p>Thursday- Evidence of Learning (Diagnostic Assessment of Progress): Briefly show a game board filled with 16 counters and then cover it. Say to the student, "If you have 16 counters and you remove 4 counters, how many counters will you have left?" Repeat for similar quantities.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> anecdotal observation Exit Slip
	<p>10:50-11:15</p> <p><i>Review ILEAD expectations for math groups. Think about 1st 3 habits to set goals for math: I can't _____ YET...but if I _____ I will be able to.</i></p> <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: Race to 10-This game helps students practice distinguishing between the plus and minus signs and performing the corresponding operation. Each player starts with an empty working space paper. Players use counters to cover the dots on their papers. Their goal is to be the first to cover all ten dots.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> anecdotal observation Exit Slip

Kindergarten	<p>11:15-11:40</p> <p><i>Review ILEAD expectations for math groups. Think about 1st 3 habits to set goals for math: I can't _____ YET...but if I _____ I will be able to.</i></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 the 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 same height. Finger Counting- Students develop flexibility with working with numbers and an understanding of conservation of number by representing a single number in a variety of ways. Grow and Shrink-Students place a given number of cubes on a place mat (with dots to help with one-to-one correspondence).</p>  <p>Dominoes count and write numerals.</p>	
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Lunch/ Planning	<p>11:40-12:05</p> <h2 style="margin: 0;">Lunch and Planning</h2>	
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1st Grade	<p>12:05-12:30</p> <p><i>Review ILEAD expectations for math groups. Think about 1st 3 habits to set goals for math: I can't _____ YET...but if I _____ I will be able to.</i></p> <p>Objective: I can describe how numbers can be broken up into parts.</p> <p>Standard(s): K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5=2+3 and 4+1=5).</p> <p>Vocabulary: decompose, compose, minus, more, combinations,</p> <p>Flashback/Warm Up: Backwards number sequence with numbers within 10-200. Students will be given the starting number and/or ending number.</p> <p>Activities/Strategies: Number Trains: On and Off –Students take turns rolling a number cube to see how many cubes they are to place on their number-train outlines. They place that number of cubes of one color on the outlines and fill in the remaining spaces with cubes of a different color. Then they describe the number combinations formed. (“I rolled 2”, “I need 3 more”, “Two and Three is five). Relate addition to subtraction by having them also start with trains that are full. Then roll a cube to see how many to take away and then describe the action with the numbers.</p> <p>This group works with trains of 5, 6, and 7</p>	<p>Assessment:</p> <ul style="list-style-type: none"> anecdotal observation Exit Slip
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Kindergarten

12:30-12:55

*Review ILEAD expectations for math groups.
Think about 1st 3 habits to set goals for math:
I can't _____ YET...but if I _____ I will be able to.*

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 the 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 same height.
Finger Counting- Students develop flexibility with working with numbers and an understanding of conservation of number by representing a single number in a variety of ways.
Grow and Shrink-Students place a given number of cubes on a place mat (with dots to help with one-to-one correspondence).



Dominos count and write numerals.

Assessment:
anecdotal
observation
Exit Slip

12:55-1:20

*Review ILEAD expectations for math groups.
Think about 1st 3 habits to set goals for math:
I can't _____ YET...but if I _____ I will be able to.*

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 the 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 same height.
Finger Counting- Students develop flexibility with working with numbers and an understanding of conservation of number by representing a single number in a variety of ways.
Grow and Shrink-Students place a given number of cubes on a place mat (with dots to help with one-to-one correspondence).



Dominos count and write numerals.

Assessment:
anecdotal
observation
Exit Slip

Kindergarten	1:20-1:45 <i>Review ILEAD expectations for math groups. Think about 1st 3 habits to set goals for math: I can't _____ YET...but if I _____ I will be able to.</i>	<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 the 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 same height. Finger Counting- Students develop flexibility with working with numbers and an understanding of conservation of number by representing a single number in a variety of ways. Grow and Shrink-Students place a given number of cubes on a place mat (with dots to help with one-to-one correspondence).</p>  <p>Dominoes count and write numerals</p>	Assessment: <i>anecdotal observation Exit Slip</i>
	1:45-2:10 <i>Review ILEAD expectations for math groups. Think about 1st 3 habits to set goals for math: I can't _____ YET...but if I _____ I will be able to.</i>	<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.</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>Bead Rack Flash and Problem Strings-Students use bead racks to look for patterns and strategies for adding and subtracting within 20. Encourage students to discover new strategies beyond counting on and counting down.</p> <p>Thursday- Evidence of Learning (Diagnostic Assessment of Progress): Briefly show a game board filled with 16 counters and then cover it. Say to the student, "If you have 16 counters and you remove 4 counters, how many counters will you have left?" Repeat for similar quantities.</p>	Assessment: <i>anecdotal observation Exit Slip</i>

3rd Grade

2:10-2:35

Review ILEAD expectations for math groups.
Think about 1st 3 habits to set goals for math:
I can't _____ YET...but if I _____ I will be able to.

Objective: I can add and subtract within 20 using different strategies.

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.

Vocabulary: add, subtract, making ten, anchor to 5

Flashback/Warm Up: Reading 3 and 4 digit numbers.

Activities/Strategies:

Fill 20- Students practice adding and subtracting with fill 20 board for support. Begin to screen boards to establish mental strategies.

Bead Rack Flash and Problem Strings-Students use bead racks to look for patterns and strategies for adding and subtracting within 20. Encourage students to discover new strategies beyond counting on and counting down.

Thursday- **Evidence of Learning (Diagnostic Assessment of Progress):** Briefly show a game board filled with 16 counters and then cover it. Say to the student, "If you have 16 counters and you remove 4 counters, how many counters will you have left?" Repeat for similar quantities.

Assessment:
anecdotal
observation
Exit Slip

2nd Grade

2:35-3:00

Review ILEAD expectations for math groups.
Think about 1st 3 habits to set goals for math:
I can't _____ YET...but if I _____ I will be able to.

Objective: I can use multiple strategies to add and subtract within 10.

Standard(s): 1.OA.6 Fluency for addition and subtraction within 10. 1.

NBT.2 Understand that the two-digit numbers of a two-digit number represents the amount of tens and ones.

Bell Ringer: Subitizing Dot cards with two colors, Ten Frame Flash, FWNS and BWNS 105-120

Vocabulary: join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,

Activities/Strategies: **Ten Frame Flash-** use subitizing cards to help students develop non-count by one strategies by recognizing quantities as groups/collections.

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

Domino Addition (screened): Students add two collections where the first collection is screened to encourage non count from 1 strategies.

How Many? Students count up to 3 groups of items and tell how many to practice adding 3 addends. Students self-discover some non-count by one strategies.

Roll a Ten- Students roll 12 dice and then look for combinations of 10. Students can compete to see who can make the most pairs.

Assessment:
anecdotal
observation
Exit Slip

		Assessment: anecdotal observation Exit Slip
3:00-3:25 <i>Review ILEAD expectations for math groups. Think about 1st 3 habits to set goals for math: I can't _____ YET...but if I _____ I will be able to.</i>	<p>Objective: I can use multiple strategies to add and subtract within 10.</p> <p>Standard(s): 1.OA.6 Fluency for addition and subtraction within 10. 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, FWNS and BWNS 105-120</p> <p>Vocabulary: join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,</p> <p>Activities/Strategies: Ten Frame Flash- use subitizing cards to help students develop non-count by one strategies by recognizing quantities as groups/collections.</p> <p>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 some non-count by one strategies.</p> <p>Roll a Ten- Students roll 12 dice and then look for combinations of 10. Students can compete to see who can make the most pairs.</p>	