Math Intervention Lesson Plans K-3

Subject: Math Teacher(s): Bonnie Murphy
Week: September 12th-16th

3rd Grade Collaboration TIME-Dolci 3rd Grade	*9:00-9:35*	**Monday-Wednesday I will be assist co-teaching to get to know students and the flow of the math block for the time I am in the classroom.** **Core Math Idea:** I can use arrays to solve and think about multiplication. I can use the distributive property as a strategy to find related multiplication facts. I can model the relationship between multiplication and division. **Number Talk Problem String**: Students will examine a screened array showing only the first row and first column. Student will need to determine how many dots make up the total array (3X7). The second problem will be another screened collection (4X7), followed by the last problem (7X7). **Questions/Facilitation (re-voicing, repeating, reasoning, adding-on, waiting):** How many did you see? How did you see it? How many dots altogether? **Sharing Out/Wrapping up:** Record Student responses and strategies. Possible repeated addition, skip counting, etc.	**Assessment:** *anecdotal* *observation* *Exit Slip*
3rd Grade Collaboration TIME-Byerley	9:35-10:05	**Monday-Wednesday I will be assist co-teaching to get to know students and the flow of the math block for the time I am in the classroom.** **Core Math Idea:** I can use the distributive property as a strategy to find related multiplication facts. I can model the relationship between multiplication and division. **Number Talk Problem String**: Student will examine a screened array showing only the first row and first column. Student will need to determine how many dots make up the total array (2X7). The second problem will be another screened collection (4X7), followed by the last problem (7X7). **Questions/Facilitation (re-voicing, repeating, reasoning, adding-on, waiting):** How many did you see? How did you see it? How many dots altogether? **Sharing Out/Wrapping up:** Record Student responses and strategies. Possible repeated addition, skip counting, etc.	**Assessment:** *anecdotal* *observation* *Exit Slip*

3rd Grade Collaboration TIME-Miller	*10:05-10:35*	**Monday-Wednesday I will be assist co-teaching to get to know students and the flow of the math block for the time I am in the classroom.** **Core Math Idea:** I can use the distributive property as a strategy to find related multiplication facts. I can model the relationship between multiplication and division. **Number Talk Problem String**: Student will examine a screened array showing only the first row and first column. Student will need to determine how many dots make up the total array (2X7). The second problem will be another screened collection (4X7), followed by the last problem (7X7). **Questions/Facilitation (re-voicing, repeating, reasoning, adding-on, waiting):** How many did you see? How did you see it? How many dots altogether? **Sharing Out/Wrapping up:** Record Student responses and strategies. Possible repeated addition, skip counting, etc.	**Assessment:** *anecdotal* *observation* *Exit Slip*
3rd Grade RTI	*10:35-10:55*	**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*
3rd Grade RTI	*10:55-11:15*	**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*

Lunch/ Planning	*11:15-11:45*	**Lunch**	

2nd Grade RTI	*11:45-12:05*	**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 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*

2nd Grade RTI	*12:05-12:25*	**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 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*
Open RTI Block	*12:25-1:00*	. **Objective:** **Standard(s):** **Vocabulary:** add, subtract, making ten, anchor to 5 **Flashback/Warm Up:** **Activities/Strategies:**	**Assessment:** *anecdotal* *observation* *Exit Slip*

1st Grade RTI	*1:00-1:20*	**Objective:** I can add and subtract within 10. **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. **Vocabulary:** plus, minus, **Flashback/Warm Up:** Forwards and Backwards number sequencing with crossing the decades. **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. Number Trains- Student find different combinations with sums 6, 7, 8, 9, and 10.	**Assessment:** *anecdotal* *observation* *Exit Slip*
1st Grade RTI	*1:20-1:40*	**Objective:** I can add and subtract within 10. **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. **Vocabulary:** plus, minus, **Flashback/Warm Up:** Forwards and Backwards number sequencing with crossing the decades. **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. Number Trains- Student find different combinations with sums 6, 7, 8, 9, and 10.	**Assessment:** *anecdotal* *observation* *Exit Slip*

Kindergarten RTI	*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 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 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.	**Assessment:** *anecdotal* *observation* *Exit Slip*

Kindergarten RTI	*2:05-2:25*	**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 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.	**Assessment:** *anecdotal* *observation* *Exit Slip*
Open RTI Block	2:25-2:50	.	**Assessment:** *anecdotal* *observation* *Exit Slip*

	2:50-3:35	**Planning**	