

# Math Intervention Lesson Plans K-3

Subject: Math  
 Week: September 21<sup>st</sup>-25<sup>th</sup>

Teacher: Bonnie Murphy

I will be in London, KY attending a collegial MIT meeting on Wednesday September 23<sup>rd</sup>.

<b>WIN TIME</b> <b>2<sup>nd</sup> Grade</b>	<p>9:00-9:35</p> <p><i>This week review LEAD expectations: Recognize students in group who Excel---show Perseverance.</i></p>	<p><b>Objective:</b> I can quickly determine the number of dots in a flashed image with up to 10 dots.</p> <p><b>Vocabulary:</b> add, mental strategies, screened, total, sum</p> <p><b>Flashback/Warm Up:</b> Forwards and Backward Sequence #'s 1-30.</p> <p><b>Activities/Strategies:</b> Domino Number Battle-Students use dominos/domino cards to identify the regular dot pattern. This game is played like war. Both players turn over a domino at the same time. Player 1 will identify the domino pattern on both dominos, find the sum, and determine which domino shows the higher total. The player with the higher total takes both dominoes. Both players will choose another domino and player 2 will name the patterns and sum.</p> <p>Move It!- Students continue to play game using different subitizing cards to make combinations of 10.</p> <p>Quick Images: Flash subitizing cards with either one or two colors.</p>	<p><b>Assessment:</b>  <i>anecdotal</i>  <b>observation</b>  <i>Exit Slip</i></p>
<b>2<sup>nd</sup> Grade</b>	<p>9:35-10:00</p> <p><i>This week review LEAD expectations: Recognize students in group who Excel---show Perseverance.</i></p>	<p><b>Objective:</b> I can quickly determine the number of dots in a flashed image with up to 10 dots.</p> <p><b>Vocabulary:</b> add, mental strategies, screened, total, sum</p> <p><b>Flashback/Warm Up:</b> Forwards and Backward Sequence #'s 1-30.</p> <p><b>Activities/Strategies:</b> Domino Number Battle-Students use dominos/domino cards to identify the regular dot pattern. This game is played like war. Both players turn over a domino at the same time. Player 1 will identify the domino pattern on both dominos, find the sum, and determine which domino shows the higher total. The player with the higher total takes both dominoes. Both players will choose another domino and player 2 will name the patterns and sum.</p> <p>Move It!- Students continue to play game using different subitizing cards to make combinations of 10.</p> <p>Quick Images: Flash subitizing cards with either one or two colors.</p>	<p><b>Assessment:</b>  <i>anecdotal</i>  <b>observation</b>  <i>Exit Slip</i></p>

<b>1<sup>st</sup> Grade</b>	<p>10:00-10:25</p> <p><i>This week review LEAD expectations: Recognize students in group who Excel---show Perseverance.</i></p>	<p><b>Objective:</b> I can make all combination of 5. I can identify numerals 1-30 and count forward and backward in the range of 1-30.</p> <p><b>Standard(s):</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1) 1.OA.6 Fluency for addition and subtraction within 10.</p> <p><b>Vocabulary:</b> combinations, add, combine,</p> <p><b>Flashback/Warm Up:</b> Before and After: Students draw cards in the number range 1-30. Students place card in the middle, then have to say the number before and after the number. May provide a numeral roll for support. During warm-up give one student a day. The Hiding Assessment (#5) for internalizing number combinations to 10.</p> <p><b>Activities/Strategies:</b> Move It! - Students play with various subitizing cards to find combinations of 5. Towards the end of the week give students a die labeled 0-5 to see if they have internalized combinations of 5.</p> <p>Numeral Track-Use the numeral track for various number ranges to help students with forward and backward number sequences.</p> <p>Apples in Trees-This is a partitioning of numbers activity. Student are given 2 sheets with a tree on each. Then teacher sets the scene by telling how many apples are on the two trees which are displayed. For example, there are 5 birds on the two trees. Children then get their own mat and work out the different combinations on their own sheets. Start with combinations of 5 and change number if they show fluency.</p>	<p><b>Assessment:</b> anecdotal observation Exit Slip</p>
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<b>1<sup>st</sup> Grade</b>	<p>10:25-10:50</p> <p><i>This week review LEAD expectations: Recognize students in group who Excel---show Perseverance.</i></p>	<p><b>Objective:</b> I can make all combination of 5. I can identify numerals 1-30 and count forward and backward in the range of 1-30.</p> <p><b>Standard(s):</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1) 1.OA.6 Fluency for addition and subtraction within 10.</p> <p><b>Vocabulary:</b> combinations, add, combine,</p> <p><b>Flashback/Warm Up:</b> Before and After: Students draw cards in the number range 1-30. Students place card in the middle, then have to say the number before and after the number. May provide a numeral roll for support. During warm-up give one student a day. The Hiding Assessment (#5) for internalizing number combinations to 10.</p> <p><b>Activities/Strategies:</b> Move It! - Students play with various subitizing cards to find combinations of 5. Towards the end of the week give students a die labeled 0-5 to see if they have internalized combinations of 5.</p> <p>Numeral Track-Use the numeral track for various number ranges to help students with forward and backward number sequences.</p> <p>Apples in Trees-This is a partitioning of numbers activity. Student are given 2 sheets with a tree on each. Then teacher sets the scene by telling how many apples are on the two trees which are displayed. For example, there are 5 birds on the two trees. Children then get their own mat and work out the different combinations on their own sheets. Start with combinations of 5 and change number if they show fluency.</p>	<p><b>Assessment:</b> anecdotal observation Exit Slip</p>
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<b>1<sup>st</sup> Grade</b>	<p>10:50-11:15</p> <p><i>This week review LEAD expectations: Recognize students in group who Excel---show Perseverance.</i></p>	<p><b>Objective:</b> I can make all combination of 5. I can identify numerals 1-30 and count forward and backward in the range of 1-30.</p> <p><b>Standard(s):</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1) 1.OA.6 Fluency for addition and subtraction within 10.</p> <p><b>Vocabulary:</b> combinations, add, combine,</p> <p><b>Flashback/Warm Up:</b> Before and After: Students draw cards in the number range 1-30. Students place card in the middle, then have to say the number before and after the number. May provide a numeral roll for support. During warm-up give one student a day. The Hiding Assessment (#5) for internalizing number combinations to 10.</p> <p><b>Activities/Strategies:</b> Move It! - Students play with various subitizing cards to find combinations of 5. Towards the end of the week give students a die labeled 0-5 to see if they have internalized combinations of 5.</p> <p>Numeral Track-Use the numeral track for various number ranges to help students with forward and backward number sequences.</p> <p>Apples in Trees-This is a partitioning of numbers activity. Student are given 2 sheets with a tree on each. Then teacher sets the scene by telling how many apples are on the two trees which are displayed. For example, there are 5 birds on the two trees. Children then get their own mat and work out the different combinations on their own sheets. Start with combinations of 5 and change number if they show fluency.</p>	<p><b>Assessment:</b> <i>anecdotal observation</i> Exit Slip</p>
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<b>Lunch/ Planning</b>	<p>11:15-12:05</p>	<b>Lunch and Planning</b>	
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<b>2<sup>nd</sup> Grade</b>	<p>12:05-12:30</p> <p><i>This week review LEAD expectations: Recognize students in group who Excel---show Perseverance.</i></p>	<p><b>Objective:</b> I can quickly determine the number of dots in a flashed image with up to 10 dots.</p> <p><b>Vocabulary:</b> add, mental strategies, screened, total, sum</p> <p><b>Flashback/Warm Up:</b> Forwards and Backward Sequence #'s 1-30.</p> <p><b>Activities/Strategies:</b> Domino Number Battle-Students use dominos/domino cards to identify the regular dot pattern. This game is played like war. Both players turn over a domino at the same time. Player 1 will identify the domino pattern on both dominos, find the sum, and determine which domino shows the higher total. The player with the higher total takes both dominoes. Both players will choose another domino and player 2 will name the patterns and sum.</p> <p>Move It!- Students continue to play game using different subitizing cards to make combinations of 10.</p> <p>Quick Images: Flash subitizing cards with either one or two colors.</p>	<p><b>Assessment:</b> <i>anecdotal observation</i> Exit Slip</p>
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<b>Kindergarten</b>	<p>12:30-12:55</p> <p><i>This week review LEAD expectations: Recognize students in group who Excel---show Perseverance.</i></p>	<p><b>Objective:</b> I can count and name collections. I can write numbers 0-10. I can recognize dot patterns 0-10.</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 0-20 (with 0 representing a count of no objects).</p> <p><b>Vocabulary:</b> <b>Flashback/Warm Up:</b> Subitizing Cards/Writing Numbers 6-10</p> <p><b>Activities/Strategies:</b> <b>Move It!</b> Students practice identifying subitizing cards 0-10 (various materials regular dot patterns, finger patterns, bead rack). Then students have to identify the symbolic representation of the number on the Move It! board.</p> <p>Emergent Counters Activities:</p> <ul style="list-style-type: none"> <li>• Students use a mat with a raised line to develop a pull-off counting method. Teacher prompts students to have __ ducks cross the river. Students pull each counter by one to the other side.</li> <li>• Teacher will place a collection of small objects in the center of the table. One child rolls a large die labeled 0 and 1. If the die displays 1, the child takes one object. Students take turns building individual collections. When a child has a few objects in the collection ask: <i>How many do you have?</i> Encourage the child to touch and count each object, saying each number in turn. Ask: <i>How many altogether?</i></li> </ul>	<p><b>Assessment:</b> <i>anecdotal observation</i> Exit Slip</p>
<b>Kindergarten</b>	<p>12:55-1:20</p> <p><i>This week review LEAD expectations: Recognize students in group who Excel---show Perseverance.</i></p>	<p><b>Objective:</b> I can count and name collections. I can write numbers 0-10. I can recognize dot patterns 0-10.</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 0-20 (with 0 representing a count of no objects).</p> <p><b>Vocabulary:</b> <b>Flashback/Warm Up:</b> Subitizing Cards/Writing Numbers 6-10</p> <p><b>Activities/Strategies:</b> <b>Move It!</b> Students practice identifying subitizing cards 0-10 (various materials regular dot patterns, finger patterns, bead rack). Then students have to identify the symbolic representation of the number on the Move It! board.</p> <p>Emergent Counters Activities:</p> <ul style="list-style-type: none"> <li>• Students use a mat with a raised line to develop a pull-off counting method. Teacher prompts students to have __ ducks cross the river. Students pull each counter by one to the other side.</li> <li>• Teacher will place a collection of small objects in the center of the table. One child rolls a large die labeled 0 and 1. If the die displays 1, the child takes one object. Students take turns building individual collections. When a child has a few objects in the collection ask: <i>How many do you have?</i> Encourage the child to touch and count each object, saying each number in turn. Ask: <i>How many altogether?</i></li> </ul>	<p><b>Assessment:</b> <i>anecdotal observation</i> Exit Slip</p>

Kindergarten	<p>1:20-1:45</p> <p><i>This week review LEAD expectations: Recognize students in group who Excel---show Perseverance.</i></p> <p><b>Objective:</b> I can count and name collections. I can write numbers 0-10. I can recognize dot patterns 0-10.</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 0-20 (with 0 representing a count of no objects).</p> <p><b>Vocabulary:</b></p> <p><b>Flashback/Warm Up:</b> Subitizing Cards/Writing Numbers 6-10</p> <p><b>Activities/Strategies:</b></p> <p><b>Move It!</b> Students practice identifying subitizing cards 0-10 (various materials regular dot patterns, finger patterns, bead rack). Then students have to identify the symbolic representation of the number on the Move It! board.</p> <p>Emergent Counters Activities:</p> <ul style="list-style-type: none"> <li>• Students use a mat with a raised line to develop a pull-off counting method. Teacher prompts students to have __ ducks cross the river. Students pull each counter by one to the other side.</li> <li>• Teacher will place a collection of small objects in the center of the table. One child rolls a large die labeled 0 and 1. If the die displays 1, the child takes one object. Students take turns building individual collections. When a child has a few objects in the collection ask: <i>How many do you have?</i> Encourage the child to touch and count each object, saying each number in turn. Ask: <i>How many altogether?</i></li> </ul>	<p><b>Assessment:</b>  <i>anecdotal observation</i>  Exit Slip</p>
Kindergarten	<p>1:45-2:15</p> <p><i>This week review LEAD expectations: Recognize students in group who Excel---show Perseverance.</i></p> <p><b>Objective:</b> I can count and name collections. I can write numbers 0-10. I can recognize dot patterns 0-10.</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 0-20 (with 0 representing a count of no objects).</p> <p><b>Vocabulary:</b></p> <p><b>Flashback/Warm Up:</b> Subitizing Cards/Writing Numbers 6-10</p> <p><b>Activities/Strategies:</b></p> <p><b>Move It!</b> Students practice identifying subitizing cards 0-10 (various materials regular dot patterns, finger patterns, bead rack). Then students have to identify the symbolic representation of the number on the Move It! board.</p> <p>Emergent Counters Activities:</p> <ul style="list-style-type: none"> <li>• Students use a mat with a raised line to develop a pull-off counting method. Teacher prompts students to have __ ducks cross the river. Students pull each counter by one to the other side.</li> <li>• Teacher will place a collection of small objects in the center of the table. One child rolls a large die labeled 0 and 1. If the die displays 1, the child takes one object. Students take turns building individual collections. When a child has a few objects in the collection ask: <i>How many do you have?</i> Encourage the child to touch and count each object, saying each number in turn. Ask: <i>How many altogether?</i></li> </ul>	<p><b>Assessment:</b>  <i>anecdotal observation</i>  Exit Slip</p>

2:15-2:40

*This week  
review LEAD  
expectations:  
Recognize  
students in  
group who  
Excel---show  
Perseverance.*

**Objective:** I can tell 2 numbers that go together to make 20.  
I can determine the missing addend for sums 11 to 15.  
I can determine the double of a number 6 through 10.

**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, addend

**Flashback/Warm Up:** Identify and order numerals in the range of 1-1,000

**Activities/Strategies:** **Make 20 Pyramid:** Shuffle 2 sets of 20 frame cards. Take a card out of the deck. Set aside as a "mystery card" (don't look at it). Place cards in a 5 by 5 array face-up. Students choose 2 cards that together make 20. Spaces in the array are filled from the deck. When deck is gone, play continues until one card remains in array. Students should predict the number on the mystery card based on the card left in the array.

**Activity:**

Place cards frame side up on table. The first student rolls the die to find the target number. Then first student chooses a card to be the first addend. The other student chooses a card that will go with the first addend to make the target number. Record equation. Students switch roles. If a student is playing independently, the student can roll the cube and find two cards to make the target. As students become more proficient, the cards can be used with the numeral side up, with students using the frame side as needed or as a final check.

**Finger patterns:** Students work in a pairs. The teacher (or a student) will say a number in the range 6 to 10. Both students make that number on their fingers using a 5-wise arrangement. The students put together their "5" hands (to make 10) and their "non-5" hands (to make a known double of 1 - 5) and call out the total

**Assessment:**  
*anecdotal  
observation  
Exit Slip*

2:40-3:05

*This week  
review LEAD  
expectations:  
Recognize  
students in  
group who  
Excel---show  
Perseverance.*

**Objective:** I can tell 2 numbers that go together to make 20.  
I can determine the missing addend for sums 11 to 15.  
I can determine the double of a number 6 through 10.

**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, addend

**Flashback/Warm Up:** Identify and order numerals in the range of 1-1,000

**Activities/Strategies:** **Make 20 Pyramid:** Shuffle 2 sets of 20 frame cards. Take a card out of the deck. Set aside as a "mystery card" (don't look at it). Place cards in a 5 by 5 array face-up. Students choose 2 cards that together make 20. Spaces in the array are filled from the deck. When deck is gone, play continues until one card remains in array. Students should predict the number on the mystery card based on the card left in the array.

**Activity:**

Place cards frame side up on table. The first student rolls the die to find the target number. Then first student chooses a card to be the first addend. The other student chooses a card that will go with the first addend to make the target number. Record equation. Students switch roles. If a student is playing independently, the student can roll the cube and find two cards to make the target. As students become more proficient, the cards can be used with the numeral side up, with students using the frame side as needed or as a final check.

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**Assessment:**  
*anecdotal  
observation  
Exit Slip*

3:05-3:30

*This week  
review LEAD  
expectations:  
Recognize  
students in  
group who  
Excel---show  
Perseverance.*

**Objective:** I can tell 2 numbers that go together to make 20.  
I can determine the missing addend for sums 11 to 15.  
I can determine the double of a number 6 through 10.

**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, addend

**Flashback/Warm Up:** Identify and order numerals in the range of 1-1,000

**Activities/Strategies:** **Make 20 Pyramid:** Shuffle 2 sets of 20 frame cards. Take a card out of the deck. Set aside as a "mystery card" (don't look at it). Place cards in a 5 by 5 array face-up. Students choose 2 cards that together make 20. Spaces in the array are filled from the deck. When deck is gone, play continues until one card remains in array. Students should predict the number on the mystery card based on the card left in the array.

**Activity:**

Place cards frame side up on table. The first student rolls the die to find the target number. Then first student chooses a card to be the first addend. The other student chooses a card that will go with the first addend to make the target number. Record equation. Students switch roles. If a student is playing independently, the student can roll the cube and find two cards to make the target. As students become more proficient, the cards can be used with the numeral side up, with students using the frame side as needed or as a final check.

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**Assessment:**  
*anecdotal  
observation  
Exit Slip*