

## Math Intervention Learning Plans K-3

Grade Level: 2nd		Time: 9:00-9:35		Date: October 26 <sup>th</sup> -30 <sup>th</sup>		
Classroom Teacher(s): Gandia and Tudor						
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
██████████	5	4	3	1	1	
██████████	4	1	2	1	2	
██████████	5	2	3	1	2	
██████████	4	2	3	1	0	

<b>2<sup>nd</sup> Grade</b>	<p>Notes:</p> <p><i>Review I LEAD expectations during math small groups.</i></p>	<p><b><u>Objective:</u></b> I can determine what goes with a number to make 10.</p> <p style="text-align: center;"><b>I can solve addition and subtraction tasks by counting single units.</b></p> <p style="text-align: center;"><b>Using materials I can model two digit numbers and discover patterns in our number system.</b></p> <p><b><u>Standard(s):</u></b> 1.OA.6 Fluency for addition and subtraction within 10. K.NBT.1, 1.NBT.2, 1.NBT.4, 2.NBT.1</p> <p><b><u>Vocabulary:</u></b> five wise, pair wise, base ten, bundle, stick,</p> <p><b><u>Bell Ringer:</u></b> Forward and <b>Backward</b> number sequence (focusing on crossing decades). Making Ten Games-Ten Frame Flash</p> <p><b><u>Activities/Strategies:</u></b></p> <p>Race to Write: Students take turns rolling the die. The students who are not rolling must quickly write the number that goes with the number rolled to make 10. For example, if the first student rolls a 4, then the remaining students race to write the answer 6. The person who rolled the die (or the teacher) is the person in charge of judging the winner of the round. The game should continue until someone wins at least 5 rounds.</p> <p>Ten Frame Puzzle Gold Fish</p> <p>School Days-Student add and subtract within 30 using bundles and sticks.</p> <p>Build a Bundle-Students use arrow cards and build a target number focusing on making 10.</p>	<p><b><u>Assessment:</u></b></p> <p style="text-align: center;"><i>anecdotal</i></p> <p style="text-align: center;"><b>observation</b></p> <p style="text-align: center;"><i>Exit Slip</i></p>
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Grade Level: 2nd Classroom Teacher(s):Tudor			Time: 9:35-10:00			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
██████████	5	3	3	1	1	
██████████	5	3	2	2	1	
██████████	4	3	3	1	0	
██████████	5	2	3	1	0	

<b>2<sup>nd</sup> Grade</b>	Notes:  <i>Review I LEAD expectations during math small groups</i>	<p><b><u>Objective:</u></b> I can determine what goes with a number to make 10.</p> <p>I can solve addition and subtraction tasks by counting single units. Using materials I can model two digit numbers and discover patterns in our number system.</p> <p><b><u>Standard(s):</u></b> 1.OA.6 Fluency for addition and subtraction within 10. K.NBT.1, 1.NBT.2, 1.NBT.4, 2.NBT.1</p> <p><b><u>Vocabulary:</u></b> five wise, pair wise, base ten, bundle, stick,</p> <p><b><u>Bell Ringer:</u></b> Forward and <b>Backward</b> number sequence (focusing on crossing decades). Making Ten Games-Ten Frame Flash</p> <p><b><u>Activities/Strategies:</u></b></p> <p>Race to Write: Students take turns rolling the die. The students who are not rolling must quickly write the number that goes with the number rolled to make 10. For example, if the first student rolls a 4, then the remaining students race to write the answer 6. The person who rolled the die (or the teacher) is the person in charge of judging the winner of the round. The game should continue until someone wins at least 5 rounds.</p> <p>Ten Frame Puzzle Gold Fish</p> <p>School Days-Student add and subtract within 30 using bundles and sticks.</p> <p>Build a Bundle-Students use arrow cards and build a target number focusing on making 10.</p>	<p><b><u>Assessment:</u></b></p> <p><i>anecdotal observation Exit Slip</i></p>

Grade Level: Kindergarten Classroom Teacher(s): Flynn Collaboration			Time: 10:00-11:15			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
██████████						
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<b>Kindergarten</b>	Notes:	<p><b>Objective:</b> I can say the number after any given number in the range 1 to 9.</p> <p><b>Standard(s):</b> 0-K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>Vocabulary:</b> number sequence, number after, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve</p> <p><b>Activities/Strategies:</b> 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>Tic Tac Toe-Students recognize and read the numerals 1-10 and count forward from 1-10</p> <p>Domino Parking lot 0-12, Making 5</p>	<p><b>Assessment:</b></p> <p><i>anecdotal observation</i></p> <p><i>Exit Slip</i></p>
	<p>Review I LEAD expectations during math small groups</p>		

<b>Planning</b>		11:15-11:40				
<b>Lunch</b>		11:40-12:05				
Grade Level: 2nd Classroom Teacher(s):Kessler		Time: 12:05-12:30				
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
██████████	5	5	3	2	0	
██████████	5	5	4	1	1	
██████████	4	3	2	1	1	
██████████	5	4	3	1	1	

<b>2<sup>nd</sup> Grade</b>	<p>Notes:</p> <p><i>Review I LEAD expectations during math small groups</i></p>	<p><b>Objective:</b> I can determine what goes with a number to make 10.</p> <p>I can solve addition and subtraction tasks by counting single units.</p> <p>Using materials I can model two digit numbers and discover patterns in our number system.</p> <p><b>Standard(s):</b> 1.OA.6 Fluency for addition and subtraction within 10. K.NBT.1, 1.NBT.2, 1.NBT.4, 2.NBT.1</p> <p><b>Vocabulary:</b> five wise, pair wise, base ten, bundle, stick,</p> <p><b>Bell Ringer:</b> Forward and <b>Backward</b> number sequence (focusing on crossing decades). Making Ten Games-Ten Frame Flash</p> <p><b>Activities/Strategies:</b></p> <p>Race to Write: Students take turns rolling the die. The students who are not rolling must quickly write the number that goes with the number rolled to make 10. For example, if the first student rolls a 4, then the remaining students race to write the answer 6. The person who rolled the die (or the teacher) is the person in charge of judging the winner of the round. The game should continue until someone wins at least 5 rounds.</p> <p>Ten Frame Puzzle Gold Fish</p> <p>School Days-Student add and subtract within 30 using bundles and sticks. Build a Bundle-Students use arrow cards and build a target number focusing on making 10.</p>	<p><b>Assessment:</b></p> <p><i>anecdotal observation</i></p> <p><i>Exit Slip</i></p>
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Grade Level: 2nd Classroom Teacher(s):Kessler and Tudor			Time: 12:30-12:55			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
██████████	5	4	3	2	2	
██████████	5	4	3	2	1	
██████████	4	4	3	1	0	
██████████						

<b>2<sup>nd</sup> Grade</b>	<p>Notes:</p> <p><i>Review I LEAD expectations during math small groups</i></p>	<p><b><u>Objective:</u> I can determine what goes with a number to make 10.</b></p> <p><b>I can solve addition and subtraction tasks by counting single units.</b></p> <p><b>Using materials I can model two digit numbers and discover patterns in our number system.</b></p> <p><b><u>Standard(s):</u> 1.OA.6 Fluency for addition and subtraction within 10.</b> K.NBT.1, 1.NBT.2, 1.NBT.4, 2.NBT.1</p> <p><b><u>Vocabulary:</u> five wise, pair wise, base ten, bundle, stick,</b></p> <p><b><u>Bell Ringer:</u> Forward and <b>Backward</b> number sequence (focusing on crossing decades).</b> Making Ten Games-Ten Frame Flash</p> <p><b><u>Activities/Strategies:</u></b></p> <p>Race to Write: Students take turns rolling the die. The students who are not rolling must quickly write the number that goes with the number rolled to make 10. For example, if the first student rolls a 4, then the remaining students race to write the answer 6. The person who rolled the die (or the teacher) is the person in charge of judging the winner of the round. The game should continue until someone wins at least 5 rounds.</p> <p>Ten Frame Puzzle Gold Fish</p> <p>School Days-Student add and subtract within 30 using bundles and sticks.</p> <p>Build a Bundle-Students use arrow cards and build a target number focusing on making 10.</p>	<p><b><u>Assessment:</u></b></p> <p><i>anecdotal observation Exit Slip</i></p>
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Grade Level: 1st Classroom Teacher(s):Conner			Time: 12:55-1:20			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
██████████	2	1	2	0	0	
██████████	2	1	2	1	0	
██████████	2	1	2	1	1	
██████████	2	1	2	1	1	
██████████	4	2	2	1	1	

<b>1<sup>st</sup> Grade- Conner</b>	Notes: <i>Review I LEAD expectations during math small groups</i>	<p><b>Objective:</b> I can quickly determine the number of dots in a flashed image with up to 10 dots. I can use different strategies to add and subtract numbers.</p> <p><b>Standard(s):</b> 1.OA.6 Add and subtract within 20, <b>demonstrating fluency for addition and subtraction within 10</b> using multiple strategies.</p> <p><b>Bell Ringer:</b> Ten Frame Goldfish, Subitizing Cards, and forwards and backward number sequences 11-20 and 15-25)</p> <p><b>Vocabulary:</b> add, subtract,</p> <p><b>Activities/Strategies:</b> Build a Floor Race-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)</p> <p>Domino Parking Lot-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. School Days-Students practice making bundles and sticks to represent 2 digit numbers. Students practice adding and subtracting sticks using their knowledge of ten.</p>	<p><b>Assessment:</b></p> <p><i>anecdotal observation Exit Slip</i></p>

Grade Level: Kindergarten Classroom Teacher(s): Baker			Time: 1:20-1:45			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
██████████						

<b>Kindergarten</b>	Notes:  <i>Review I LEAD expectations during math small groups</i>	<p><b><u>Objective:</u></b> I can say the number after any given number in the range 1 to 9.</p> <p style="text-align: center;"><b>I can identify numbers 0-10 and</b></p> <p><b><u>Standard(s):</u></b> 0-K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b><u>Vocabulary:</u></b> number sequence, number after, one, two, three, four, five, six, seven, eight, nine</p> <p><b><u>Activities/Strategies:</u></b> 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>Diggity Dog-Students will use subitizing cards and numeral cards to move their dog around the game board. Student then have to determine if the bone matches the quantity. If it is a match the student keeps the bone. The first player to collect 3 bones wins.</p> <p>Tic Tac Toe-Students recognize and read the numerals 1-10 and count forward from 1-10</p> <p>Toy Collection. Roll a die and then the student collects that many objects for the student's treasure box. This reinforces counting and the quantity of a number. Ask students to write how many toys are in their collection periodically.</p>	<p><b><u>Assessment:</u></b></p> <p><i>anecdotal observation Exit Slip</i></p>

Grade Level: 3rd Classroom Teacher(s): Miller			Time: 1:45-2:15			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
██████████	4	3	3	1	1	
██████████	4	4	3	1	1	
██████████	5	3	4	1	1	

<b>3<sup>rd</sup> Grade</b>	<p>Notes:</p> <p><i>Review I LEAD expectations during math small groups</i></p>	<p><b><u>Objective:</u></b> I can use count-on and count-down-from strategies with support to solve word problems. I can write the matching number sentence</p> <p><b><u>Standard(s):</u></b> 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><b><u>Vocabulary:</u></b></p> <p><b><u>Bell Ringer:</u></b> Bead Rack Flashcards-Have student engage in mathematical discourse describing how they saw the bead (strategy used-Did they anchor to 5 or 10?)</p> <p><b><u>Activities/Strategies:</u></b> Day one and two- orally read and model how to use a bead rack to solve word problems as students use bead rack also. Day 3 and 4 students play the game with teacher support and use of materials.</p> <p>Students will take turns selecting word problem cards and solving them. Provide counters for them to work with. Students will write the matching number sentence on the recording sheet. Check the card for the color space they should move to next. They may also mark this on their recording sheet to keep track of their place. Students will continue to select cards and solve problems until they have reached the treasure. May use counters for support.      Game--- Full Speed Ahead</p>	<p><b><u>Assessment:</u></b></p> <p><i>anecdotal observation Exit Slip</i></p>

Grade Level: 3rd Classroom Teacher(s):Byerley			Time: 2:15-2:40			
Student Names:	FNWS Level	BNWS Level	Numerical ID Level	Add & Sub Construct	Struct. Level	Notes:
██████████	5	4	4	2	2	
██████████	5	4	4	2	1	
██████████	5	4	3	2	3	
██████████	5	5	3	2	3	

<b>3<sup>rd</sup> Grade</b>	Notes:	<b>Objective:</b> I can find equivalent expressions.	<p><b>Assessment:</b></p> <p><i>anecdotal observation</i></p> <p><i>Exit Slip</i></p>
	<p><i>Review I LEAD expectations during math small groups.</i></p> <p><i>***Students also play Full Speed Ahead small groups</i></p>	<p><b>Standard(s):</b> 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>1.NBT.2</p> <p><b>Vocabulary:</b> bundles, sticks, value, fluently, mental strategies</p> <p><b>Activities/Strategies:</b></p> <p>Bead Rack to 20 Flash &amp; Ten Frame Flash-Students participate in a number talk to share different strategies used.</p> <p>Students play Build a Bundle focusing on making ten. Students self-discover patterns in our base ten system and begin to apply these concepts to addition and subtraction.</p> <p>School Day- Student play a monopoly-like game making and breaking bundles to help them add and subtract involving ones and tens.</p>	

Grade Level: 3rd Classroom Teacher(s): Miller and Byerely			Time: 2:40-3:05			
Student Names:	FNWS Level	BNWS Level	Numerical ID Level	Add & Sub Construct	Struct. Level	Notes:
██████████	5	4	3	3	0	
██████████	5	4	3	3	0	
██████████	5	5	3	3	1	

<b>3<sup>rd</sup> Grade</b>	Notes: <i>Review I LEAD expectations during math small groups</i>	<p><b><u>Objective:</u></b> I can solve addition and subtraction involving ones or tens using materials.</p> <p><b><u>Standard(s):</u></b> 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>1.NBT.2</p> <p><b><u>Vocabulary:</u></b> bundles, sticks, value, fluently, mental strategies</p> <p><b><u>Activities/Strategies:</u></b></p> <p>Bead Rack to 20 Flash &amp; Ten Frame Flash-Students participate in number talks to share different strategies used. Encourage students to try other strategies than counting on using their fingers.</p> <p>Students play Build a Bundle focusing on making ten. Students self-discover patterns in our base ten system and begin to apply these concepts to addition and subtraction.</p> <p>School Day- Student play a monopoly-like game making and breaking bundles to help them add and subtract involving ones and tens.</p>	<p><b><u>Assessment:</u></b></p> <p><i>anecdotal observation</i></p> <p><i>Exit Slip</i></p>
	**Students also play equivalent equation game.		

Grade Level: 1 <sup>st</sup> Classroom Teacher(s): Unser, Johnson, Mason			Time: 3:05-3:30			
Student Names:	FNWS Level	BNWS Level	Numer al ID Level	Add & Sub Construct	Struct. Level	Notes:
██████████	2	1	2	1	0	
██████████	4	2	3	1	0	
██████████	1	1	1	1	0	
██████████	1	0	1	1	0	
██████████						

<b>1st Grade</b>	Notes:	<p><b>Objective:</b> I can solve addition and subtraction tasks by counting single units.</p> <p><b>Standard(s):</b> 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>1.NBT.2</p> <p><b>Vocabulary:</b> bundles, sticks, value, fluently, mental strategies,</p> <p><b>Activities/Strategies:</b></p> <p>Students play Build a Bundle focusing on making ten. Students self-discover patterns in our base ten system and begin to apply these concepts to addition and subtraction.</p> <p>School Day- Student play a monopoly-like game making and breaking bundles to help them add and subtract involving ones and tens.</p>	<p><b>Assessment:</b></p> <p><i>anecdotal observation</i></p> <p><i>Exit Slip</i></p>
	<p><i>Review I LEAD expectations during math small groups</i></p>		

