

Math Intervention Learning Plans K-3

Grade Level: 2nd Classroom Teacher(s): Gandia and Tudor			Time: 9:00-9:35		Date: November 9 th -13 th	
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
[REDACTED]	5	4	3	1	1	
[REDACTED]	4	1	2	1	2	
[REDACTED]	5	2	3	1	2	
[REDACTED]	4	2	3	1	0	

***Friday conduct AIMS RTI monitoring probes and K and 1 fluency to 10 assessments.

2nd Grade	Notes: <u>Objective:</u> I can determine what goes with a number to make 20 without counting. <u>Standard(s):</u> 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. <u>Vocabulary:</u> 20 frame, combination, subtraction <u>Bell Ringer:</u> Numeral ID 100-1,000, number before and after, FWNS and BWNS <u>Activities/Strategies:</u> Stack 20-frames face down. Students take turns turning over the top 20-frame. Others quickly write the number that goes with the quantity on the 20-frame to make 20. Ex: first student flips over 4, then the remaining students race to write 16. The one who turned over the 20 frame (or the teacher) is in charge of judging the winner of the round. Continue until someone wins at least 5 rounds. If all the 20-frames have been used, reshuffle and start again or stop play after one time through the stack. **To start the week have students use empty 20 frames and use chips to make numbers. Then ask students how many more to make 20. Have students share their strategies for finding out quickly how many more to make 20. (Either pair wise or 10+ arrangements may be used. If desired, have students compete to write the amount shown on the 20 frame.) <u>Bingo Addition (12-20)</u> -Students draw 20 frame cards and roll the dice to find the sum (up to 20). <u>Finger patterns:</u> 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. "	<u>Assessment:</u> <i>anecdotal</i> observation <i>Exit Slip</i>

Kindergarten	<p>Notes:</p> <p>Objective: I can add numbers for combinations up to 12 (using dot patterns on dice). I can identify numbers 2-12. I can count collections and write numerals 4-9.</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.</p> <p>K.OA.5 Fluently add and subtract within 5.</p> <p>Bell Ringer: Dot cards for subitizing.</p> <p>Vocabulary:</p> <p>Activities/Strategies: Roll-A-Tower Race using a numeral dice, dot pattern cards 4-9, and unifix cubes. Discuss number before and after. Discuss patterns they see in their towers, etc.</p> <p>Cookie jar game-Students work on subitizing.</p> <p>Grab Bag Counting Station- Students grab handfuls of objects, count, then write the numeral on their game board.</p> <p>Pick a Number-Students grab a numeral card, then build a tower with that quantity.</p>	<p>Assessment:</p> <p><i>anecdotal observation Exit Slip</i></p>
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Planning		11:15-11:40					
Lunch		11:40-12:05					
Grade Level: 2nd Classroom Teacher(s):Kessler		Time: 12:05-12:30					
Student Names:		FNWS Level	BNWS Level	Numerical 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	
Notes:		<p>Objective: I can determine what goes with a number to make 20 without counting.</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: 20 frame, combination, subtraction</p> <p>Bell Ringer: Numeral ID 100-1,000, number before and after, FWNS and BWNS</p> <p>Activities/Strategies: Stack 20-frames face down. Students take turns turning over the top 20-frame. Others quickly write the number that goes with the quantity on the 20-frame to make 20. Ex: first student flips over 4, then the remaining students race to write 16. The one who turned over the 20 frame (or the teacher) is in charge of judging the winner of the round. Continue until someone wins at least 5 rounds. If all the 20-frames have been used, reshuffle and start again or stop play after one time through the stack.</p> <p>**To start the week have students use empty 20 frames and use chips to make numbers. Then ask students how many more to make 20. Have students share their strategies for finding out quickly how many more to make 20.</p> <p>(Either pair wise or 10+ arrangements may be used. If desired, have students compete to write the amount shown on the 20 frame.)</p> <p>Bingo Addition (12-20)-Students draw 20 frame cards and roll the dice to find the sum (up to 20).</p> <p>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. "</p>					
2 nd Grade							Assessment: <i>anecdotal observation Exit Slip</i>

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:	
[REDACTED]	5	4	3	2	2		
[REDACTED]	5	4	3	2	1		
[REDACTED]	4	4	3	1	0		
2nd Grade	Notes:	<p>Objective: I can determine what goes with a number to make 20 without counting.</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: 20 frame, combination, subtraction</p> <p>Bell Ringer: Numeral ID 100-1,000, number before and after, FWNS and BWNS</p> <p>Activities/Strategies: Stack 20-frames face down. Students take turns turning over the top 20-frame. Others quickly write the number that goes with the quantity on the 20-frame to make 20. Ex: first student flips over 4, then the remaining students race to write 16. The one who turned over the 20 frame (or the teacher) is in charge of judging the winner of the round. Continue until someone wins at least 5 rounds. If all the 20-frames have been used, reshuffle and start again or stop play after one time through the stack.</p> <p>**To start the week have students use empty 20 frames and use chips to make numbers. Then ask students how many more to make 20. Have students share their strategies for finding out quickly how many more to make 20.</p> <p>(Either pair wise or 10+ arrangements may be used. If desired, have students compete to write the amount shown on the 20 frame.)</p> <p>Bingo Addition (12-20)-Students draw 20 frame cards and roll the dice to find the sum (up to 20).</p> <p>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. "</p>					<p>Assessment:</p> <p><i>anecdotal observation Exit Slip</i></p>

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:
[REDACTED]	2	1	2	0	0	
[REDACTED]	2	1	2	1	0	
[REDACTED]	2	1	2	1	1	
[REDACTED]	2	1	2	1	1	
[REDACTED]	4	2	2	1	1	
1st Grade- Conner	<p>Objective: I can tell the pairs of numbers that go together to make 10, without counting. I can match a numeral (1 to 10) to the doubles or near-doubles expression.</p> <p>Standard(s): 1.OA.6 Fluency for addition and subtraction within 10.</p> <p>Bell Ringer: Subitizing Dot cards with two colors, Ten Frame Flash, FWNS and BWNS 1-120</p> <p>Vocabulary: join, combine, ten, fluency, number sentence/equation, quantity</p> <p>Activities/Strategies: Mystery Card-Shuffle a deck and remove one card as a 'mystery card'. Lay the others face down with four in a row face up. Draw a card to see if it can be used (and/or the four face-up cards) to make ten (use only two cards). If so, keep the set, and replace the cards used from the deck. Make sure that 4 cards are face up at all times by replacing them from the deck. Continue to make sets until all but one card has been used. If combinations were made correctly, students should be left with one card matching the mystery card to make 10. Ask students "What are two numbers that add to make 10? What are another two? And another?"</p> <p>Memory: This game is played like regular memory where a "match" consists of a numeral card and a doubles expression card of matching quantity.</p>					Assessment:
						anecdotal observation
					<i>Exit Slip</i>	

Grade Level: Classroom Teacher(s):			Time: 1:20-1:45			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
Open Slot	Notes:					<p><u>Assessment:</u></p> <p><i>anecdotal observation Exit Slip</i></p>

Planning

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:
Emma Goodlett	4	3	3	1	1	
Stephany Zamora	4	4	3	1	1	
Jada Cheatham	5	3	4	1	1	
3rd Grade	Notes: Objective: I can add and subtract within 100 by using non-count-by-one strategies. Standard(s): 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. Vocabulary: value, add, subtract, difference, sum, Bell Ringer: Students work on structuring numbers through 20 using bead racks and twenty frames. Students also work on backward number sequence using numeral roll, Treasure Hunt, and hundreds chart. Review: Before and after vocabulary with numbers 1-1,000 (fluency assessments showed this was a grade level area for improvement). Activities/Strategies: 3 In A Line- The student will roll the cubes/spinner, determine the sum or difference (as indicated by the roll) and cover that number on his or her board. Students are encouraged to use a base-ten manipulative such as bundles and sticks, 10 frames or a 10 row bead rack to work out the problem or as a "check" to verify a predicted answer. The first player with 3 in a line (any direction) wins. Allow students to skip the "building" step if they are confident and can explain what would happen with the materials. Fill 30 Game: Students use a fill 30 game board. Roll two cubes with 2 digit numbers and find the difference between the numbers and put that many counters on your game board. Give students word problems to solve and discuss involving adding and subtracting 2 digit numbers.				Assessment: <i>anecdotal observation</i> <i>Exit Slip</i>	

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:
[REDACTED]	5	4	4	2	2	
[REDACTED]	5	4	4	2	1	
[REDACTED]	5	4	3	2	3	
[REDACTED]	5	5	3	2	3	

3rd Grade	Notes:	Objective: I can add and subtract within 100 by using non-count-by-one strategies.	
		<p>Standard(s): 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>Vocabulary: value, add, subtract, difference, sum,</p> <p>Bell Ringer: Students work on structuring numbers through 20 using bead racks and twenty frames. Students also work on backward number sequence using numeral roll, Treasure Hunt, and hundreds chart.</p> <p>Review: Before and after vocabulary with numbers 1-1,000 (fluency assessments showed this was a grade level area for improvement).</p> <p>Activities/Strategies: 3 In A Line- The student will roll the cubes/spinner, determine the sum or difference (as indicated by the roll) and cover that number on his or her board. Students are encouraged to use a base-ten manipulative such as bundles and sticks, 10 frames or a 10 row bead rack to work out the problem or as a "check" to verify a predicted answer. The first player with 3 in a line (any direction) wins. Allow students to skip the "building" step if they are confident and can explain what would happen with the materials.</p> <p>Fill 30 Game: Students use a fill 30 game board. Roll two cubes with 2 digit numbers and find the difference between the numbers and put that many counters on your game board.</p> <p>Give students word problems to solve and discuss involving adding and subtracting 2 digit numbers.</p>	

Grade Level: 3rd Classroom Teacher(s):Miller and Byerely			Time: 2:40-3:05				
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:	
[REDACTED]	5	4	3	3	0		
[REDACTED]	5	4	3	3	0		
[REDACTED]	5	5	3	3	1		
3rd Grade	Notes:		<p>Objective: I can add and subtract within 100 by using non-count-by-one strategies.</p> <p>Standard(s): 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>Vocabulary: value, add, subtract, difference, sum,</p> <p>Bell Ringer: Students work on structuring numbers through 20 using bead racks and twenty frames. Students also work on backward number sequence using numeral roll, Treasure Hunt, and hundreds chart.</p> <p>Review: Before and after vocabulary with numbers 1-1,000 (fluency assessments showed this was a grade level area for improvement).</p> <p>Activities/Strategies: 3 In A Line- The student will roll the cubes/spinner, determine the sum or difference (as indicated by the roll) and cover that number on his or her board. Students are encouraged to use a base-ten manipulative such as bundles and sticks, 10 frames or a 10 row bead rack to work out the problem or as a "check" to verify a predicted answer. The first player with 3 in a line (any direction) wins. Allow students to skip the "building" step if they are confident and can explain what would happen with the materials.</p> <p>Fill 30 Game: Students use a fill 30 game board. Roll two cubes with 2 digit numbers and find the difference between the numbers and put that many counters on your game board.</p> <p>Give students word problems to solve and discuss involving adding and subtracting 2 digit numbers.</p>				Assessment: <i>anecdotal observation</i> <i>Exit Slip</i>

