

# Math Intervention Learning Plans K-3

Grade Level: 2nd Classroom Teacher(s): Gandia and Tudor		Time: 9:00-9:35		Date: December 7 <sup>th</sup> -11 <sup>th</sup>		
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	

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

<b>2<sup>nd</sup> Grade</b>	Notes:	<p><b>Objective:</b> I can identify and match quantities and numerals up to 20.</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><b>Vocabulary:</b> 20 frame, combination, subtraction, mental strategy,</p> <p><b>Bell Ringer:</b> Numeral ID 100-1,000, number before and after, FWNS and BWNS</p> <p><b>Activities/Strategies:</b> <b>Stack 20-</b>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><b>High/Low Rollers (within 20)</b>-Students add and subtract within 20 and practice notating.</p> <p><b>Fill the Pockets-</b> Students draw two ten frame cards. Example: 7 and 5. Then they must show which 10 + equation can be made using those addends. This helps develop the making 10 strategy-they must decompose the 5 into a 3 and 2. Move the 3 with the 7 to make 10 and then add on 2. So, <math>10+2 = 7 + 5</math></p> <p><b>Math Talks-</b> Two digit addition</p> <p>2 digit addition split game-Start by having students use materials (bundles and sticks) to add horizontal 2 digit addition problems. Then model for students how to notate. Students then practice using cards</p>	<p><b>Assessment:</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>

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:	<p><b>Objective:</b> I can identify and match quantities and numerals up to 20.</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><b>Vocabulary:</b> 20 frame, combination, subtraction, mental strategy,</p> <p><b>Bell Ringer:</b> Numeral ID 100-1,000, number before and after, FWNS and BWNS</p> <p><b>Activities/Strategies:</b> <b>Stack 20-</b>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><b>High/Low Rollers (within 20)</b>-Students add and subtract within 20 and practice notating.</p> <p><b>Fill the Pockets-</b> Students draw two ten frame cards. Example: 7 and 5. Then they must show which 10 + equation can be made using those addends. This helps develop the making 10 strategy-they must decompose the 5 into a 3 and 2. Move the 3 with the 7 to make 10 and then add on 2. So, <math>10+2 = 7 + 5</math></p> <p><b>Math Talks-</b> Two digit addition</p> <p>2 digit addition split game-Start by having students use materials (bundles and sticks) to add horizontal 2 digit addition problems. Then model for students how to notate. Students then practice using cards</p>	<p><b>Assessment:</b></p> <p><i>anecdotal</i></p> <p><b>observation</b></p> <p><i>Exit Slip</i></p>

Grade Level: Kindergarten Classroom Teacher(s): Flynn Collaboration			Time: 10:00-11:15		I will be providing interventions in the classroom in collaboration with the teacher.	
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 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><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.</p> <p>K.OA.5 Fluently add and subtract within 5.</p> <p><b>Bell Ringer:</b> Dot cards for subitizing.</p> <p><b>Vocabulary:</b> teen numbers-eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen</p> <p><b>Activities/Strategies:</b> 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 and identifying numbers.</p> <p>Grab Bag Counting Station- Students grab handfuls of objects, count, and 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>Diffy Game-Students roll a 1 to 6 die and counts to make a tower with the quantity. Then compare students' towers to discuss most, more, least, less.</p> <p>Counters in a Row-Teacher screens an amount then continues to place additional counters. Student practice counting on from a screened collection.</p>	<p><b>Assessment:</b></p> <p><i>anecdotal observation</i></p> <p><i>Exit Slip</i></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>	Notes:	<p><b>Objective:</b> I can identify and match quantities and numerals up to 20.</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><b>Vocabulary:</b> 20 frame, combination, subtraction, mental strategy,</p> <p><b>Bell Ringer:</b> Numeral ID 100-1,000, number before and after, FWNS and BWNS</p> <p><b>Activities/Strategies: Stack 20-</b>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><b>High/Low Rollers (within 20)</b>-Students add and subtract within 20 and practice notating.</p> <p><b>Fill the Pockets-</b> Students draw two ten frame cards. Example: 7 and 5. Then they must show which 10 + equation can be made using those addends. This helps develop the making 10 strategy-they must decompose the 5 into a 3 and 2. Move the 3 with the 7 to make 10 and then add on 2. So, <math>10+2=7+5</math></p> <p><b>Math Talks-</b> Two digit addition</p> <p>2 digit addition split game-Start by having students use materials (bundles and sticks) to add horizontal 2 digit addition problems. Then model for students how to notate. Students then practice using cards</p>	<p><b>Assessment:</b></p> <p><i>anecdotal observation</i></p> <p><i>Exit Slip</i></p>

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>	Notes:	<p><b>Objective:</b> I can identify and match quantities and numerals up to 20.</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><b>Vocabulary:</b> 20 frame, combination, subtraction, mental strategy,</p> <p><b>Bell Ringer:</b> Numeral ID 100-1,000, number before and after, FWNS and BWNS</p> <p><b>Activities/Strategies:</b> <b>Stack 20-</b>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><b>High/Low Rollers (within 20)</b>-Students add and subtract within 20 and practice notating.</p> <p><b>Fill the Pockets-</b> Students draw two ten frame cards. Example: 7 and 5. Then they must show which 10 + equation can be made using those addends. This helps develop the making 10 strategy-they must decompose the 5 into a 3 and 2. Move the 3 with the 7 to make 10 and then add on 2. So, <math>10+2=7+5</math></p> <p><b>Math Talks-</b> Two digit addition</p> <p>2 digit addition split game-Start by having students use materials (bundles and sticks) to add horizontal 2 digit addition problems. Then model for students how to notate. Students then practice using cards</p>	<p><b>Assessment:</b></p> <p><i>anecdotal</i></p> <p><i>observation</i></p> <p><i>Exit Slip</i></p>

Grade Level: 1st Classroom Teacher(s):Conner			Time: 12:55-1:20			
Student Names:	FNWS Level	BNWS Level	Numerical 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:	<p><b>Objective:</b> I can tell the pairs of numbers that go together to make 10, without counting. I can solve subtraction word problems using materials (ten frame). I can tell the total of two numbers within ten with support.</p> <p><b>Standard(s):</b> 1.OA.6 Fluency for addition and subtraction within 10.</p> <p><b>Bell Ringer:</b> Subitizing Dot cards with two colors, Ten Frame Flash, FWNS and BNWS 1-120</p> <p><b>Vocabulary:</b> join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,</p> <p><b>Activities/Strategies:</b> Mystery Card-Students determine of two numbers make 10. <i>Ask students "What are two numbers that add to make 10? What are another two? And another?"</i></p> <p><b>Removing Counters: (subtraction)</b> 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>Domino Addition (screened): Students add two collections where the first collection is screened to encourage non count from 1 strategies.</p> <p>Bull's Eye-Students draw dot cards and find the sum. Students practice notating using a recording sheet. Extend questioning by asking students how far away the sum is from 10. Students may use bead rack for support.</p> <p>Santa's Sleigh Drop. Students use ten frames to subtract numbers. Students practice notating subtraction equations.</p>	<p><b>Assessment:</b></p> <p style="text-align: center;"><i>anecdotal observation</i></p> <p style="text-align: center;"><i>Exit Slip</i></p>

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:

<b>Open Slot</b>	Notes:	<h1>Planning</h1>	<p><b><u>Assessment:</u></b></p> <p><i>anecdotal</i></p> <p><i>observation</i></p> <p><i>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>	Notes:	<p><b>Objective:</b> I can add or subtract a single digit number or 10 from a number in the range 1 to 100!</p> <p><b>Standard(s):</b> 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><b>Vocabulary:</b> value, add, subtract, difference, sum,</p> <p><b>Bell Ringer:</b> 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><b>Activities/Strategies:</b> 3 In A Line C, D, or E- 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>Math Race! Rules: Students solve math questions as they try and race their markers (each student has 2) to the finish line on the game board. Sample question: What are two numbers that add up to 51?</p> <p>Steal the Crown!- Game starts by selecting a numeral card and placing a marker on the hundreds chart. Then students choose addition or subtraction cards and must find the sum or difference. Students will also practice notating their work to show how they determined the total. Specialty cards can be drawn. Game ends when the treasury (stack of cards) equals or exceeds 100. The player who has the crown wins.</p>	<p><b>Assessment:</b></p> <p><i>anecdotal observation</i></p> <p><i>Exit Slip</i></p>

Grade Level: 3rd Classroom Teacher(s):Byerley			Time: 2:15-2:40			
Student Names:	FNWS Level	BNWS Level	Numeral 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	

3<sup>rd</sup> Grade

Notes:

**Objective:** I can add or subtract a single digit number or 10 from a number in the range 1 to100!

**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 C, D, or E- 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.

Math Race! Rules: Students solve math questions as they try and race their markers (each student has 2) to the finish line on the game board. Sample question: What are two numbers that add up to 51?

Steal the Crown!- Game starts by selecting a numeral card and placing a marker on the hundreds chart. Then students choose addition or subtractions cards and must find the sum or difference. Students will also practice notating their work to show how they determined the total. Specialty cards can be drawn. Game ends when the treasury (stack of cards) equals or exceeds 100. The player who has the crown wins.

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:
██████████	5	4	3	3	0	
██████████	5	4	3	3	0	
██████████	5	5	3	3	1	

<b>3<sup>rd</sup> Grade</b>	Notes:	<p><b>Objective:</b> I can add or subtract a single digit number or 10 from a number in the range 1 to 100!</p> <p><b>Standard(s):</b> 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><b>Vocabulary:</b> value, add, subtract, difference, sum,</p> <p><b>Bell Ringer:</b> 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><b>Activities/Strategies:</b> 3 In A Line C, D, or E- 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>Math Race! Rules: Students solve math questions as they try and race their markers (each student has 2) to the finish line on the game board. Sample question: What are two numbers that add up to 51?</p> <p>Steal the Crown!- Game starts by selecting a numeral card and placing a marker on the hundreds chart. Then students choose addition or subtraction cards and must find the sum or difference. Students will also practice notating their work to show how they determined the total. Specialty cards can be drawn. Game ends when the treasury (stack of cards) equals or exceeds 100. The player who has the crown wins.</p>	<p><b>Assessment:</b></p> <p><i>anecdotal observation</i></p> <p><i>Exit Slip</i></p>

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 tell the pairs of numbers that go together to make 10, without counting. I can solve subtraction word problems using materials (ten frame). I can tell the total of two numbers within ten with support.</p> <p><b>Standard(s):</b> 1.OA.6 Fluency for addition and subtraction within 10.</p> <p><b>Bell Ringer:</b> Subitizing Dot cards with two colors, Ten Frame Flash, FWNS and BNWS 1-120</p> <p><b>Vocabulary:</b> join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,</p> <p><b>Activities/Strategies:</b> Mystery Card-Students determine of two numbers make 10. <i>Ask students "What are two numbers that add to make 10? What are another two? And another?"</i></p> <p><b>Removing Counters: (subtraction)</b> 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>Domino Addition (screened): Students add two collections where the first collection is screened to encourage non count from 1 strategies.</p> <p>Bull's Eye-Students draw dot cards and find the sum. Students practice notating using a recording sheet. Extend questioning by asking students how far away the sum is from 10. Students may use bead rack for support.</p> <p>Santa's Sleigh Drop. Students use ten frames to subtract numbers. Students practice notating subtraction equations.</p>	<p><b>Assessment:</b></p> <p style="text-align: center;"><i>anecdotal observation Exit Slip</i></p>

