

Math Intervention Lesson Plans K-3

Subject: Math
Week: August 24th-28th

Teacher(s): Bonnie Murphy

WIN TIME 2nd Grade	<p>9:00-9:35</p> <p><i>This week go over LEAD expectations : What LEAD looks and sounds like in our math small groups.</i></p>	<p>Objective: I can describe how numbers can be broken up into parts.</p> <p>Standard(s): K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $4+1=5$).</p> <p>Vocabulary: decompose, compose, minus, more, combinations,</p> <p>Flashback/Warm Up: Backwards number sequence with numbers within 10-200. Students will be given the starting number and/or ending number.</p> <p>Activities/Strategies: Number Trains: On and Off –Students take turns rolling a number cube to see how many cubes they are to place on their number-train outlines. They place that number of cubes of one color on the outlines and fill in the remaining spaces with cubes of a different color. Then they describe the number combinations formed. (“I rolled 2”, “I need 3 more”, “Two and Three is five). Relate addition to subtraction by having them also start with trains that are full. Then roll a cube to see how many to take away and then describe the action with the numbers.</p> <p>This groups works with trains of 8, 9, 10</p>	<p>Assessment: <i>anecdotal</i> observation <i>Exit Slip</i></p>
2nd Grade	<p>9:35-10:00</p> <p><i>This week go over LEAD expectations : What LEAD looks and sounds like in our math small groups.</i></p>	<p>Objective: I can describe how numbers can be broken up into parts.</p> <p>Standard(s): K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $4+1=5$).</p> <p>Vocabulary: decompose, compose, minus, more, combinations,</p> <p>Flashback/Warm Up: Backwards number sequence with numbers within 10-200. Students will be given the starting number and/or ending number.</p> <p>Activities/Strategies: Number Trains: On and Off –Students take turns rolling a number cube to see how many cubes they are to place on their number-train outlines. They place that number of cubes of one color on the outlines and fill in the remaining spaces with cubes of a different color. Then they describe the number combinations formed. (“I rolled 2”, “I need 3 more”, “Two and Three is five). Relate addition to subtraction by having them also start with trains that are full. Then roll a cube to see how many to take away and then describe the action with the numbers.</p> <p>This groups works with trains of 8, 9, 10</p>	<p>Assessment: <i>anecdotal</i> observation <i>Exit Slip</i></p>

1st Grade	<p>10:00-10:25</p> <p><i>This week go over LEAD expectations : What LEAD looks and sounds like in our math small groups.</i></p>	<p>Objective: I can add and subtract within 10.</p> <p>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.</p> <p>Vocabulary: plus, minus,</p> <p>Flashback/Warm Up: Forwards and Backwards number sequencing with crossing the decades.</p> <p>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.</p>	<p>Assessment: <i>anecdotal observation Exit Slip</i></p>
1st Grade	<p>10:25-10:50</p> <p><i>This week go over LEAD expectations : What LEAD looks and sounds like in our math small groups.</i></p>	<p>Objective: I can add and subtract within 10.</p> <p>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.</p> <p>Vocabulary: plus, minus,</p> <p>Flashback/Warm Up: Forwards and Backwards number sequencing with crossing the decades.</p> <p>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.</p>	<p>Assessment: <i>anecdotal observation Exit Slip</i></p>
1st Grade	<p>10:50-11:15</p> <p><i>This week go over LEAD expectations : What LEAD looks and sounds like in our math small groups.</i></p>	<p>Objective: I can add and subtract within 10.</p> <p>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.</p> <p>Vocabulary: plus, minus,</p> <p>Flashback/Warm Up: Forwards and Backwards number sequencing with crossing the decades.</p> <p>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.</p>	<p>Assessment: <i>anecdotal observation Exit Slip</i></p>
Lunch/ Planning	<p>11:15-12:05</p>	<p>Lunch and Planning</p>	

2nd Grade

12:05-12:30

This week go over LEAD expectations: What LEAD looks and sounds like in our math small groups.

Objective: I can describe how numbers can be broken up into parts.

Standard(s): K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $4+1=5$).

Vocabulary: decompose, compose, minus, more, combinations,

Flashback/Warm Up: Backwards number sequence with numbers within 10-200. Students will be given the starting number and/or ending number.

Activities/Strategies: Number Trains: On and Off –Students take turns rolling a number cube to see how many cubes they are to place on their number-train outlines. They place that number of cubes of one color on the outlines and fill in the remaining spaces with cubes of a different color. Then they describe the number combinations formed. (“I rolled 2”, “I need 3 more”, “Two and Three is five). Relate addition to subtraction by having them also start with trains that are full. Then roll a cube to see how many to take away and then describe the action with the numbers.

This groups works with trains of 5, 6, and 7

Assessment:
*anecdotal
 observation
 Exit Slip*

Kindergarten

12:30-12:55

This week go over LEAD expectations: What LEAD looks and sounds like in our math small groups.

Objective: I 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.

Assessment:
*anecdotal
 observation
 Exit Slip*

Kindergarten	<p>12:55-1:20</p> <p><i>This week go over LEAD expectations: What LEAD looks and sounds like in our math small groups.</i></p>	<p>Objective: 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>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).</p> <p>Vocabulary: count, one-to-one correspondence,</p> <p>Flashback/Warm Up: Subitizing Cards-0-6 (finger patterns, dot patterns, ten frames, etc)</p> <p>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.</p> <p>Count and Dump-Students drop objects in a container (this provides sound and a visual).</p> <p>Making Towers-Students practice counting to a designated number as I direct them to make several towers of the same height.</p> <p>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.</p> <p>Grow and Shrink-Students place a given number of cubes on a place mat (with dots to help with one-to-one correspondence).</p>  <p style="text-align: center;">Dominos count and write numerals.</p>	<p>Assessment: <i>anecdotal observation</i> Exit Slip</p>
Kindergarten	<p>1:20-1:45</p>	<p>In Kindergarten classrooms during math or open for additional teacher recommendations.</p>	<p>Assessment: <i>anecdotal observation</i> Exit Slip</p>

Kindergarten	<p>1:45-2:15</p> <p><i>This week go over LEAD expectations: What LEAD looks and sounds like in our math small groups.</i></p>	<p>Objective: 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>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).</p> <p>Vocabulary: count, one-to-one correspondence,</p> <p>Flashback/Warm Up: Subitizing Cards-0-6 (finger patterns, dot patterns, ten frames, etc)</p> <p>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).</p>  <p style="text-align: center;">Dominos count and write numerals.</p>	<p>Assessment: <i>anecdotal observation</i> Exit Slip</p>
3rd Grade	<p>2:15-2:40</p> <p><i>This week go over LEAD expectations: What LEAD looks and sounds like in our math small groups.</i></p>	<p>Objective: I can add and subtract within 20 using different strategies.</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: add, subtract, making ten, anchor to 5</p> <p>Flashback/Warm Up: Reading 3 and 4 digit numbers.</p> <p>Activities/Strategies: Each student uses 1 "Fill 20" game board. Before starting the game, each student should fill his/her game board with 20 counters. On a player's turn, he/she rolls the cube and states aloud how many counters will be on his/her board after doing the action given on the cube. The player then adds or removes the indicated number of counters and determines if the amount stated was correct. The first student to empty his/her board wins the game. A screen may be placed over the game board before rolling to encourage mental imagery and more advanced strategies.</p> <p>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.</p>	<p>Assessment: <i>anecdotal observation</i> Exit Slip</p>

3 rd Grade	<p>2:40-3:05</p> <p><i>This week go over LEAD expectations: What LEAD looks and sounds like in our math small groups.</i></p>	<p>Objective: I can add and subtract within 20 using different strategies.</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: add, subtract, making ten, anchor to 5</p> <p>Flashback/Warm Up: Reading 3 and 4 digit numbers.</p> <p>Activities/Strategies: Each student uses 1 "Fill 20" game board. Before starting the game, each student should fill his/her game board with 20 counters. On a player's turn, he/she rolls the cube and states aloud how many counters will be on his/her board after doing the action given on the cube. The player then adds or removes the indicated number of counters and determines if the amount stated was correct. The first student to empty his/her board wins the game. A screen may be placed over the game board before rolling to encourage mental imagery and more advanced strategies.</p> <p>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.</p>	<p>Assessment: <i>anecdotal observation</i> Exit Slip</p>
3 rd Grade	<p>3:05-3:30</p> <p><i>This week go over LEAD expectations: What LEAD looks and sounds like in our math small groups.</i></p>	<p>Objective: I can add and subtract within 20 using different strategies.</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: add, subtract, making ten, anchor to 5</p> <p>Flashback/Warm Up: Reading 3 and 4 digit numbers.</p> <p>Activities/Strategies: Each student uses 1 "Fill 20" game board. Before starting the game, each student should fill his/her game board with 20 counters. On a player's turn, he/she rolls the cube and states aloud how many counters will be on his/her board after doing the action given on the cube. The player then adds or removes the indicated number of counters and determines if the amount stated was correct. The first student to empty his/her board wins the game. A screen may be placed over the game board before rolling to encourage mental imagery and more advanced strategies.</p> <p>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.</p>	<p>Assessment: <i>anecdotal observation</i> Exit Slip</p>