

Math Intervention Lesson Plans K-3

Subject: Math

Teacher: Bonnie Murphy

Week: September 7th -11th

No School Monday the 7th: Labor Day

I will be in Frankfort Thursday the 10th & Friday the 11th to attend AVMR II Training)

WIN TIME 2nd Grade	<p><i>This week review LEAD expectations : Recognize students in group who Listen *eyes on speaker *hands are free</i></p>	<p>9:00-9:35</p> <p><i>This week review LEAD expectations : Recognize students in group who Listen *eyes on speaker *hands are free</i></p>	<p>Objective: I can tell the total within 20 of two collections when screened</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, mental strategies, screened, total, sum</p> <p>Flashback/Warm Up: Backwards number sequence with numbers within 100. Students will be given the starting number and/or ending number.</p> <p>Activities/Strategies: Place the set of beaded chenille stems in a large cup so the beads are not visible. On a student's turn, the student will choose one stem and determine the total number of beads. Next the student will draw a bead card and glance at it briefly and place card face down. The student will determine the total. To decrease the challenge, use cards with up to 3 beads. To increase the challenge, a cover can be placed over the beaded chenille stem before the card is drawn. To further increase the challenge, the teacher or another player can tell the student the amount on the card without the student seeing the card.</p>
2nd Grade	<p><i>This week review LEAD expectations : Recognize students in group who Listen *eyes on speaker *hands are free</i></p>	<p>9:35-10:00</p> <p><i>This week review LEAD expectations : Recognize students in group who Listen *eyes on speaker *hands are free</i></p>	<p>Objective: I can tell the total within 20 of two collections when screened</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, mental strategies, screened, total, sum</p> <p>Flashback/Warm Up: Backwards number sequence with numbers within 100. Students will be given the starting number and/or ending number.</p> <p>Activities/Strategies: Place the set of beaded chenille stems in a large cup so the beads are not visible. On a student's turn, the student will choose one stem and determine the total number of beads. Next the student will draw a bead card and glance at it briefly and place card face down. The student will determine the total. To decrease the challenge, use cards with up to 3 beads. To increase the challenge, a cover can be placed over the beaded chenille stem before the card is drawn. To further increase the challenge, the teacher or another player can tell the student the amount on the card without the student seeing the card.</p>

1 st Grade	<p><i>This week review LEAD expectations : Recognize students in group who Listen *eyes on speaker *hands are free</i></p>		<p>10:00-10:25</p> <p><i>This week review LEAD expectations : Recognize students in group who Listen *eyes on speaker *hands are free</i></p>	<p>Objective: I can tell the number needed to make 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: combinations, add, combine,</p> <p>Flashback/Warm Up: Forwards and Backwards number sequencing with crossing the decades. During warm-up give one student a day The Hiding Assessment (#5) for internalizing number combinations to 10.</p> <p>Activities/Strategies: Make 10 Four in a Row: Each player chooses 1 color use as a cover. On a turn, the player rolls both dice and places a marker on number that goes with the number rolled to make 10. For example, if the student rolls a 4 he/she would mark a 6 on the board. Play until one player has 4 adjacent counters in any direction. Play together on one board in a group of 2-4.</p> <p>Differentiate by giving students a 10 train with cubes if needed (this connects last weeks learning).</p>
1 st Grade	<p><i>This week review LEAD expectations : Recognize students in group who Listen *eyes on speaker *hands are free</i></p>		<p>10:25-10:50</p> <p><i>This week review LEAD expectations : Recognize students in group who Listen *eyes on speaker *hands are free</i></p>	<p>Objective: I can tell the number needed to make 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. During warm-up give one student a day The Hiding Assessment (#5) for internalizing number combinations to 10.</p> <p>Activities/Strategies: Make 10 Four in a Row: Each player chooses 1 color use as a cover. On a turn, the player rolls both dice and places a marker on number that goes with the number rolled to make 10. For example, if the student rolls a 4 he/she would mark a 6 on the board. Play until one player has 4 adjacent counters in any direction. Play together on one board in a group of 2-4.</p> <p>Differentiate by giving students a 10 train with cubes if needed (this connects last weeks learning).</p>
1 st Grade	<p><i>This week review LEAD expectations : Recognize students in group who Listen *eyes on speaker *hands are free</i></p>		<p>10:50-11:15</p> <p><i>This week review LEAD expectations : Recognize students in group who Listen *eyes on speaker *hands are free</i></p>	<p>Objective: I can tell the number needed to make 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. During warm-up give one student a day The Hiding Assessment (#5) for internalizing number combinations to 10.</p> <p>Activities/Strategies: Make 10 Four in a Row: Each player chooses 1 color use as a cover. On a turn, the player rolls both dice and places a marker on number that goes with the number rolled to make 10. For example, if the student rolls a 4 he/she would mark a 6 on the board. Play until one player has 4 adjacent counters in any direction. Play together on one board in a group of 2-4.</p> <p>Differentiate by giving students a 10 train with cubes if needed (this connects last weeks learning).</p>

Lunch/ Planning	11:15-12:05	Lunch and Planning	
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2nd Grade	<p>12:05-12:30</p> <p><i>This week review LEAD expectations: Recognize students in group who Listen *eyes on speaker *hands are free</i></p>	<p>Objective: I can tell the total within 20 of two collections when screened.</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, mental strategies, screened, total, sum</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: Place the set of beaded chenille stems in a large cup so beads are not visible. On a student's turn, the student will choose one stem and determine the total number of beads. Next the student will draw a bead card, glance at it briefly and place card face down. The student will determine the sum. To decrease the challenge, use cards with up to 3 beads. To increase the challenge, a cover can be placed over the beaded chenille stem before the card is drawn. To further increase the challenge, the teacher or another player can tell the student the amount on the card without the student seeing the card.</p>	<p>Assessment: <i>anecdotal observation Exit Slip</i></p>
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Kindergarten	<p>12:30-12:55</p> <p><i>This week review LEAD expectations: Recognize students in group who Listen *eyes on speaker *hands are free</i></p>	<p>Objective: I can count objects and write numbers 0-10. I can recognize dot patterns 0-5.</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: Number Shapes 2-6 (finger patterns, dot patterns, ten frames, etc) Writing Numbers 0-3</p> <p>Activities/Strategies: Roll-a-Tower Race-A student rolls a 1-6 dot cube, builds a tower with enough cubes to match the number rolled, and then places the tower on the game board in the corresponding column. Students keep rolling the dot cube and building towers until an entire column is filled and one number has "won".</p> <p>By Wednesday and Thursday students work on level 2 of Roll-a-Tower Race. This time students will use a number cube in place of a dot cube for number recognition. #1-6</p> <div style="text-align: center;">  <p>Dominos count and write numerals.</p> </div> <p>KNP-Matching Numbers 1-6</p>	<p>Assessment: <i>anecdotal observation Exit Slip</i></p>
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Kindergarten	<p>12:55-1:20</p> <p><i>This week review LEAD expectations: Recognize students in group who Listen *eyes on speaker *hands are free</i></p>	<p>Objective: I can count objects and write numbers 0-10. I can recognize dot patterns 0-5.</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: Number Shapes 2-6 (finger patterns, dot patterns, ten frames, etc) Writing Numbers 0-3</p> <p>Activities/Strategies: Roll-a-Tower Race-A student rolls a 1-6 dot cube, builds a tower with enough cubes to match the number rolled, and then places the tower on the game board in the corresponding column. Students keep rolling the dot cube and building towers until an entire column is filled and one number has “won”.</p> <p>By Wednesday and Thursday students work on level 2 of Roll-a-Tower Race. This time students will use a number cube in place of a dot cube for number recognition. #1-6</p>  <p>Dominos count and write numerals.</p> <p>KNP-Matching Numbers 1-6</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

1:45-2:15

*This week review LEAD expectations: Recognize students in group who Listen *eyes on speaker *hands are free*

Objective: I can 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: Number Shapes 2-6 (finger patterns, dot patterns, ten frames, etc) Writing Numbers 0-3

Activities/Strategies: Roll-a-Tower Race-A student rolls a 1-6 dot cube, builds a tower with enough cubes to match the number rolled, and then places the tower on the game board in the corresponding column. Students keep rolling the dot cube and building towers until an entire column is filled and one number has "won".

By Wednesday and Thursday students work on level 2 of Roll-a-Tower Race. This time students will use a number cube in place of a dot cube for number recognition. #1-6



Dominos count and write numerals.

KNP-Matching Numbers 1-6

Assessment:
anecdotal observation
 Exit Slip

3rd Grade

2:15-2:40

*This week review LEAD expectations: Recognize students in group who Listen *eyes on speaker *hands are free*

Objective: I can add quantities with addends up to 20 without counting by ones. I can also explain how I combined two quantities.

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, anchor to 5

Flashback/Warm Up: Reading 3 and 4 digit numbers.

Activities/Strategies: Top It: Students use ten frame cards to begin mentally combining quantities without counting by ones. Divide a deck of cards between or among students. Students turn over two cards from their decks and determine the total. One with the larger total collects the cards and explains how he/she combined quantities.

Differentiate by providing a page with two blank 10 frames and counters for student who are needing to count by ones.

Evidence of Learning (Diagnostic Assessment of Progress):
 Flash two ten frames cards, for example 7 and 4, and ask students to determine the total. Note if students are able to solve without counting. Do similarly with 9 & 6 and 5 & 8.

Assessment:
anecdotal observation
 Exit Slip

<p style="text-align: center;">3rd Grade</p>	<p>2:40-3:05</p> <p><i>This week review LEAD expectations: Recognize students in group who Listen *eyes on speaker *hands are free</i></p>	<p>Objective: I can add quantities with addends up to 20 without counting by ones. I can also explain how I combined two quantities.</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: Top It: Students use ten frame cards to begin mentally combining quantities without counting by ones. Divide a deck of cards between or among students. Students turn over two cards from their decks and determine the total. One with the larger total collects the cards and explains how he/she combined quantities.</p> <p>Differentiate by providing a page with two blank 10 frames and counters for student who are needing to count by ones.</p> <p>Evidence of Learning (Diagnostic Assessment of Progress): Flash two ten frames cards, for example 7 and 4, and ask students to determine the total. Note if students are able to solve without counting. Do similarly with 9 & 6 and 5 & 8.</p>	<p>Assessment: <i>anecdotal observation</i> Exit Slip</p>
<p style="text-align: center;">3rd Grade</p>	<p>3:05-3:30</p> <p><i>This week review LEAD expectations: Recognize students in group who Listen *eyes on speaker *hands are free</i></p>	<p>Objective: I can add quantities with addends up to 20 without counting by ones. I can also explain how I combined two quantities.</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: Top It: Students use ten frame cards to begin mentally combining quantities without counting by ones. Divide a deck of cards between or among students. Students turn over two cards from their decks and determine the total. One with the larger total collects the cards and explains how he/she combined quantities.</p> <p>Differentiate by providing a page with two blank 10 frames and counters for student who are needing to count by ones.</p> <p>Evidence of Learning (Diagnostic Assessment of Progress): Flash two ten frames cards, for example 7 and 4, and ask students to determine the total. Note if students are able to solve without counting. Do similarly with 9 & 6 and 5 & 8.</p>	<p>Assessment: <i>anecdotal observation</i> Exit Slip</p>