Reading and Math Intervention

Construct 4 Option 3
Collaborative Intervention Reading/Math Planning

3rd grade Target Group Planning

2nd trimester Math Topic Weekly Calendar:

1/28/19: Topic 8-4
1/29/19: Topic 8-7
1/30/19: Topic 8-6
1/31/19: Topic 8-5
2/1/19: Topic 8-5 & topic 10 videos in class

2/4/19: Topic 8-8 & Topic 8 Review
2/6/19: Topic 9 Review and Topic 9 textbook HW
2/8/19: Topic 9 Test & topic 15-1 HW only & topic 9-1 (Dividing Fractions into Equal Parts) in class only
2/7/19: Topic 9-2 (Fractions and Regions) in class only & topic 15-2 HW only
2/8/19: Topic 9-3 (Fractions and Sets) in class only

2/11/19: Topic 9-4 (Fractional Parts of Set) in class only & topic 15-3 HW only
2/12/19: Topic 9-5 (Fraction Number Lines) & topic 15-4 HW only
2/13/19: Topic 9-8 (Locating Fractions on # Lines) & topic 15-5 HW only
2/14/19: Valentine's Day Activities & topic 9-7 (Fractions and Length) & Review Fraction Sheet or textbook pgd for HW
2/15/19: Topic 9-8 (Problem Solving) & Topic 9-1 thru 9-7 Quiz

2/18/19: No School
2/21/19: topic 10-1 (Fractions)
2/25/19: topic 10-2 (Fractions)
2/21/19: topic 10-3 (Fractions)
2/22/19: topic 10-4 (Fractions)

2/25/19: topic 10-5 (Fractions)
2/26/19: topic 10-6 (Fractions)
2/27/19: topic 10-7 (Fractions)
2/28/19: topic 10-8 (Fractions) and Topic 9 test
3/1/19: Topic 9 Review

3/4/19: Topic 9 Review and Topic 10 textbook HW
3/5/19: Topic 10 Topic & Topic 11-1
3/6/19: Review Topics 6-10 & Topic 11-2
3/7/19: Review Topics 6-10 & Topic 11-3
3/8/19: Review Topics 6-10 & Topic 11-4
(End of Tri 2 Reporting Period)

Topics tested each trimester:
Tri 1 Topic 1-5
Tri 2 Topic 6-7, 8, 9, 10, 11
Tri 3 Topic 12, 13, 14, 15, 16
<table>
<thead>
<tr>
<th>Grade</th>
<th>Starting Time</th>
<th>AM Recess</th>
<th>Lunch Time</th>
<th>PM Recess</th>
<th>Dismissal Time</th>
<th>Target Time</th>
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<tbody>
<tr>
<td>K</td>
<td>8:30</td>
<td>9:50-10:05</td>
<td>11:30-12:10</td>
<td>Open</td>
<td>2:35</td>
<td>1:30-2:30</td>
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<td>1st</td>
<td>8:30</td>
<td>10:10-10:25</td>
<td>11:40-12:20</td>
<td>1:30-1:40</td>
<td>2:35</td>
<td>12:30-1:30</td>
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<td>2nd</td>
<td>8:30</td>
<td>10:10-10:25</td>
<td>11:50-12:30</td>
<td>1:30-1:40</td>
<td>2:35</td>
<td>10:45-11:45</td>
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<td>8:30</td>
<td>10:30-10:45</td>
<td>12:00-12:40</td>
<td>X</td>
<td>2:35</td>
<td>9:30-10:30</td>
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<tr>
<td>4th</td>
<td>8:15</td>
<td>10:30-10:45</td>
<td>12:10-12:50</td>
<td>X</td>
<td>2:35</td>
<td>1:30-2:30</td>
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<td>8:15</td>
<td>10:50-11:05</td>
<td>12:20-1:00</td>
<td>X</td>
<td>2:35</td>
<td>8:30-9:30</td>
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<td>8:30</td>
<td>Same</td>
<td>Same</td>
<td>X</td>
<td>1:05</td>
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Examples of Reading Intervention

- Read Naturally Program
- Wonders Intervention Program
- Soar to Success Program
- Early Success Program
- SIPPS
- Wonders Designated ELD Program
- Moby Max
- SAI Services
- Speech and Language Services
- Zoophonics
- Rosetta Stone
- Intense vocabulary focus through the use of read alouds (fiction and non-fiction)
- Results - English Language Development Program
- Partner “pair/share” work to increase speaking opportunities
- Models of sentence structure work to increase confidence with our students
- Sight word reinforcement activities

- 4-Square writing to practice narrative descriptive writing.
- Daily Self-Selected Reading
- Reader’s Theater activities
- Fiction and Non-fiction Literature
- Poetry
- Word work
- Descriptive sentences
- Story elements and structure
- Comprehension skills
- Read Alouds using Fiction and Non-fiction
- Print Concept Activities
- Phonemic Awareness Activities
- Phonics and Word Recognition Activities
- Fluency Activities to support comprehension
- Word work targeting sight words
- Leveled Readers
- Literature groups with AR Leveled books
Kindergarten - ELD and Targeted Learning RtI
Kindergarten - Leveled Groups for Math Stations

[Image: Bulletin board with stars labeled Meet with Mrs. Winters, At a table, Math practice, Technology, Hands-on activity]

[Image: Race to 100 game board with numbers 1 to 100]
What Would You Do With One Hundred Dollars?

Written by the Second Graders
At Padulc HR Academy
2018-2019

If I had to donate dollars, I would donate $20.00 dollars to the Animal Shelter and I would spend $80.00 dollars for a puppy with a bed, blanket, toys and let it sleep with me in my bed for as long as the puppy wants to sleep with me. I wish the Animal Shelter will like it's money. I would also buy J.K. Rowling's Harry Potter wand and some Harry Potter dollars I have now.
Second Grade /Target Time/RtI Phonics Intervention

Students are sorting -er, -ur, and -ir words in partnerships.
Reading Intervention- Students read aloud with partners to practice fluency.
Second Grade Targeted Learning Time-RtI
Rehearsing Reader’s Theater during Target Time/RtI.
Hello, I'm Aquamoth, the husky. I'm 5.5 months old. I'm standing on my hind legs. Yes, I know what you're thinking. "Oh, my gosh, that's so scary!" But first, let me introduce myself. My name is Aquamoth, and I was born in the Great Salmon Race. My name was made by a group of people from the water community to honor me. I am the lead dog of our team, and my modifications are designed to enhance my strength and agility. I am 160 cm in height and 200 cm in girth. I am a very困难 but a fast runner. What a challenge after the 1st.

Okay back to the Great Salmon Race. Me and my pack have been through many obstacles, including stairs, rocks, and even blizzards. You have to be ready for anything that happens on the trail. My pack is a full of hard work. So of course, my musher had to choose me as the lead dog. Back in Nome, recent accidents were happening due to fast-spreading diseases. Everyone wanted Balto Jr. to be the lead dog because he was Balto Jr. and he was trained to sit when I can do a backflip. So unfair! But my musher knew I am loyal, helpful, and wise-saving when Balto Jr. wouldn't stop one of her.
Literary circles occur daily during reading intervention. This is the chart that shows each student’s “job” for the day. The colorful piece of paper is changed daily to alternate student jobs throughout the week. Students work independently to complete their job and meet as a group with the teacher to discuss their results.

An example of each student “job” can be seen in the following slides...
**Problem Prober**

Dr. Trilpler wanted to know why Nora had such low grades, but she would get the questions wrong on purpose, so he would follow Nora around without her knowing. Then at lunch time Nora said, "Some brilliant thing and Dr. Trilpler heard her.

**Summarizer**

Nora found an egg! But when she goes back home, screams come from the forest when mella gets out there. She finds a wild dragon! Then she makes a promise to get her the egg. When she returns, she sees the dragon is broken and dying. When she shows the dragon, it was surprised, but said, "You must go and take it to the hatching grounds." Roger found her so they go to put the egg in the hatching grounds.

**Character Captain**

Character: "She still got up right.

Honest: "He put his hand on her hair.

Adjective: "They were very, very, very big!"

Energetic: "She was not ready to leave the room"

Historical: "When the boy brought them a giant

Alcoholic: "Just to be quiet enough"}

Adjective: "Was a shiny red sign"
Fifth Grade - Literary Circles Student Work

Discussion Director

1. Why do you think Tenny Nelson was at the window while Nick and Melody were finding out who nancy was?
2. What happened between Melody and Tenny Nelson?
3. Why do you think Mrs. Hogan came to the house?
4. What do you think Bee-Bee's reaction was when Mrs. Hogan said, "I am getting married?"
5. Why do you think Bee-Bee asked Mrs. Hogan if her hair should be up or down?

Vocabulary Enricher

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Why I Picked This Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leather</td>
<td>Material used for clothes</td>
<td>Unknown</td>
</tr>
<tr>
<td>Dismayed</td>
<td>Confused or surprised</td>
<td>Didn't know meaning</td>
</tr>
<tr>
<td>Shipwrecked</td>
<td>Island or crashed ashore</td>
<td>Unknown or didn't understand</td>
</tr>
</tbody>
</table>

Setting Sorter

The setting is important in the story because when Matt and Aden went fishing they went in the daytime which is good, cause you don't want to go at night. The fish might not be awake. Also, they went fishing at a lake if they didn't go to a lake they might not find a good fish to eat.
Connector

1. The girl was worried to lose her dog and would do anything to keep him.
2. In Balerapor, Alons would do anything to help his dad.
3. In the Dooen Dog, the girl wanted to keep the dog that she found on the road.
4. In Hello Universe, my book, she finds a dog in the forest and the girl in that story wanted to keep him.

Illustrator

Dessa is trying to get the dog to come in and not be afraid of her.
Examples of Math Intervention

- Math learning centers
- Leveled math activities
- Problem solving and critical thinking skills
- Math facts and concepts practice
- Math vocabulary
- Hands on activities
- Envision math intervention program
- Moby Max
- Leveled math groups
- Principal Math Challenge
- SAI services
Second Grade- This is a sample of the weekly practice of math skills learned during the week. We focus on fluency and fundamental operations.

**Math Centers Week 2**

- **Cubes making numbers 8 & 9**
  Students get 2 colors to show the fact families for each. They may draw the different groups and write an equation to show the groups.

- **Bean activity (teacher)**

- **Computer**

- **Dice equations graphs**
  Students write their answers on the worksheet to create a graph.

- **3 digit addition page**
  Students roll dice and record their number. Then they add up their 3 addends.
Math Centers - Teacher and volunteers offer guidance and support within small group settings.
In the photo on the left, the data shows student growth. The child struggled with learning basic math facts. The data reflects this student’s growth from August through mid-March.
Students are practicing ordering numbers by twos, fives, and tens.
This is a sample of the materials used to practice place value.
Math

Whiteboards

Visuals
Math

Manipulatives
Math games, realia, and projects to reach all learners
Leveled Math Grouping 5th Grade

5th grade math groups:
To Room 11/Furey
From Sullivan's Class
1. Johnny
2. Gabriel
3. Skylla
4. Brisa
5. Alec
6. Sam
7. Maria
From Palomarez's Class
8. Miranda
9. Kyle
10. Angela
11. Dylan
12. Hailey
13. Samuel
From Escalante's Class
14. Shamus
15. Don
16. Melissa
17. Jonathan
18. Rosy
19. Ashley

To Room 12/Escalante
From Sullivan's Group
1. Kira
2. Tyler
3. Cody
4. Brady
5. Angel
6. Riley
7. Sophie
8. Noah W
9. Zoey
10. Gianna
11. Sadie
12. Emma
13. Evan
14. Harper
From Palomarez's Class
15. Frankie
16. Destiny
17. Khalid
18. McKay
19. Ryan
20. Tatiana
From Escalante's Class
21. Lexie
22. Marlee
23. Kim
24. Jessica
25. Jameel
26. Peyon
27. Cannon
28. Brady
29. Briona
30. Rook
31. Sarah
32. Kayla
33. Brianna
34. Noah

To Room 10/Ruhl
From Sullivan's Class
1. Jonah
2. Cookie
3. Carson
4. Addie
5. Emerson
6. Madi
7. Sydney
8. Lily
9. Norah
10. Blake
11. Geo
From Palomarez's Class
12. Sean
13. Dylan Hazuka
14. Rebecca
15. Jodiannne
16. Ronin
17. Tyler
18. Brooke
19. Valeria
20. Linnea
21. Thomas
22. Megan
From Escalante's Class
23. Jameson
24. Calvin
25. Maribel
26. James
27. Jasmine
28. Ella
29. Nolan
30. Ethan
31. AJ (Andrew M)
32. Jackson
Communication With Parents

These forms are used to communicate with parents as to what standards their children have mastered or need more help to master.