Reading and Math Intervention

Construct 4 Option 3
Collaborative Intervention Reading/Math Planning
<table>
<thead>
<tr>
<th></th>
<th>START</th>
<th>AM RECESS</th>
<th>LUNCH</th>
<th>PM RECESS</th>
<th>DISMISSAL</th>
<th>TARGET TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></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>
</tr>
<tr>
<td><strong>1st</strong></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>
</tr>
<tr>
<td><strong>2nd</strong></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>
</tr>
<tr>
<td><strong>3rd</strong></td>
<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>
</tr>
<tr>
<td><strong>4th</strong></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>
</tr>
<tr>
<td><strong>5th</strong></td>
<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>
</tr>
<tr>
<td><strong>FRIDAY</strong></td>
<td>8:30</td>
<td>Same</td>
<td>Same</td>
<td>X</td>
<td>1:05</td>
<td></td>
</tr>
</tbody>
</table>
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

![Math Stations Poster](image1)

![Race to 100 Game](image2)
What Would You Do With One Hundred Dollars?

Written by the Second Graders
At Patchin HS 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 Harry Potter wand.
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.
Third Grade-Enrichment

Aquaphobia

Hello, I'm Aquaphobia, the hawk. I'm 5.5 standing. Oh, my gosh, I'm so scared! But today, I'm really nice. I rode in the Great St. John Race. My name, Aquaphobia, was made because I see people from the water. Of course, I love school. My teachers are the best. I can never forget my best friend, G. She all over my only page. What a problem after her 1st.

Okay, back to the Great St. John Race. Me and my pack have been through many adventures. We've seen a storm, a river, and even the Great St. John Race. You have to be ready for anything that happens on that trail. My pack is a pack of very large animals. So, of course, my brother had to choose me as the lead dog. Back in Nome, recent storms were doing due to fast spreading. Everyone wanted Balto to be lead dog because he was Balto's dog, and he was trained to sit when I can do backflip! So unfair! But my mother knew I am loyal, helpful, and wise—saving when Balto Jr. wouldn't step one of her.

The Iditarod Race

Iditarod is the Iditarod Race and the winter doesn't have been this hard, so I'm out that Nobby knew how to run up to the sled and stay safe. You are the best! I'm glad that you built my confidence to run 300 miles. We ran with no wind, but we ran so fast that the wind was howling past us. For minutes later, it had already gone, and I was degree in long 45. Even then, we started to get worried. All of us were tired from running because we ran 350 miles already. When we reached the sandy trail, we noticed three minutes later that we were on ice. Just then, we found a crack near our trail. We tried to pull him out of the water, but here was too heavy to see the trail and in the cold water. We all broke and waited until I went into the water and saw him. I tried to pull him up, but he was too heavy. Then another dog came to help, and we both pulled him to shore with all the other dogs. Following, he started to open his eyes, and spout out water. He told us we were good dogs, and we continued now. There were the other races passed us so we finished to sprout as fast as we can in the 15%. We started to see 4 runners' neck and nose. Our training pulled.
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...

<table>
<thead>
<tr>
<th>Role</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Prober</td>
<td>Tyler, Destiny, Riley, Melissa, Thomas, Payton</td>
</tr>
<tr>
<td>Summarizer</td>
<td>Zoey, Gianna, Sadie, Maribel, Faith, Dylan Z., Tatiana</td>
</tr>
<tr>
<td>Character Captain</td>
<td>Lexie, Briona, Shamus, Kim, Jack, Ryan, Frankie</td>
</tr>
<tr>
<td>Discussion Director</td>
<td>Kayla, Hailey, Kyle, Evan, Liam, Angel, David</td>
</tr>
<tr>
<td>Vocabulary Enricher</td>
<td>Blake, Jackson, Rook, Olivia, Chase, Tyler B</td>
</tr>
<tr>
<td>Setting Sorter</td>
<td>Kira, Sarah, Jameel, Brody, McKay</td>
</tr>
<tr>
<td>Connector</td>
<td>Payton, Payton (Text-to-Text, Text-to-World)</td>
</tr>
</tbody>
</table>

Be Sure To Write Job and Date at the Top of Your Paper.
Problem Prober

MELLA FOUND AN EGG!!!
But when she goes back home, screams come from the room. When Mella gets out there she finds a WILD DRAGON. Then she makes a promise to get back the egg. When she returns she sees the dragon is half and dying. When she shows the dragon it was surprised but said, "you must take it to the hatching grounds." Roger found her so they go to get the egg in the hatching grounds.

Summarizer

Dr. Trimmer wanted to know why Nora had such low grades, but she would get the question wrong on purpose so he would follow Nora around without her knowing. Then at lunchtime Nora said some brilliant thing and Dr. Trimmer heard her.

Character Captain

Character: ... She still sat bolt upright.
Holding her head down on her lap. She asked, "Thank you very much for your help.
Determined she would not be in debt anymore.
Character: I'll help. However, one day and then...
Pretend: "he was a rich and deep
Yes: a set of the blue eyes running in the way.
Adjective: being bypassed by the print海棠
Holding her head while she lifted the guns.
Comment: "When the boy brought them a great
Holding his head, he begged. Pup to build
Adjective: a sunny room, next to the window..."
Fifth Grade - Literary Circles Student Work

Discussion Director

1. Why do you think Tony Nelson was at the racetrack while Nick and Melody were finding out who won a race?

2. What happened between Melody and Tony 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>dummy</td>
<td>confused or surprised</td>
<td>didn’t know meaning</td>
</tr>
<tr>
<td>stranded</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 Attan went fishing they went in the dry time which is good, because 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 Blasenhor, Alenco would do anything to help his dad.

3. In the Leanin' 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

“Jessa 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
Fifth Grade-Math
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/Stuhl
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. Jodianne
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.