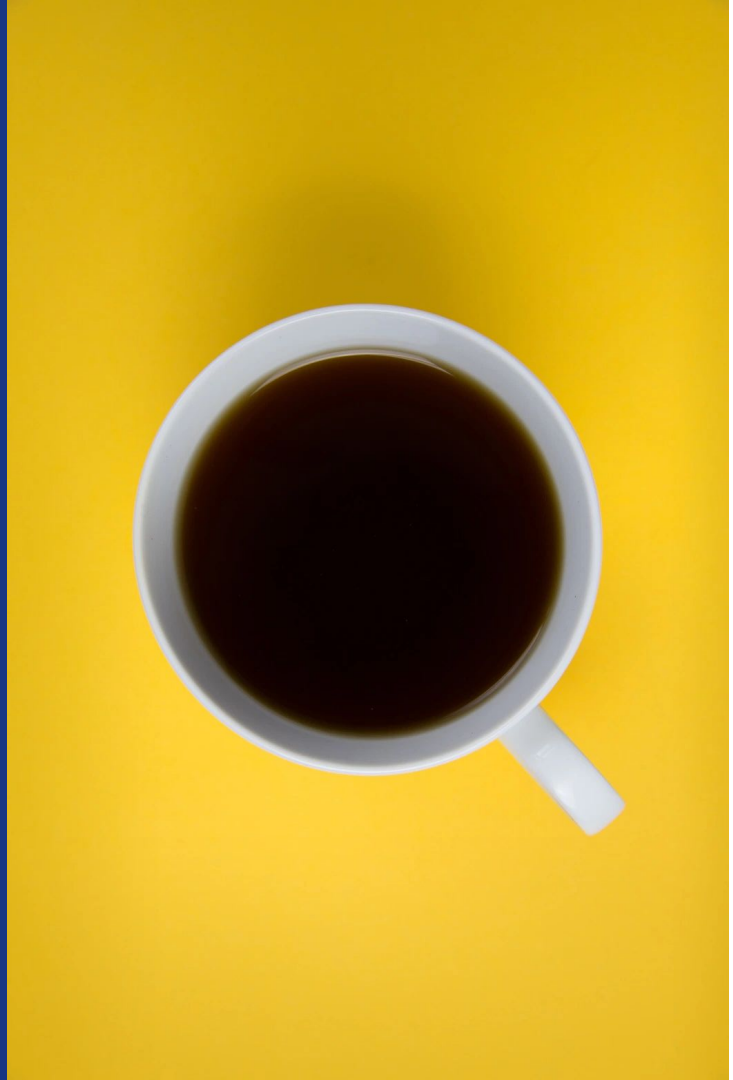


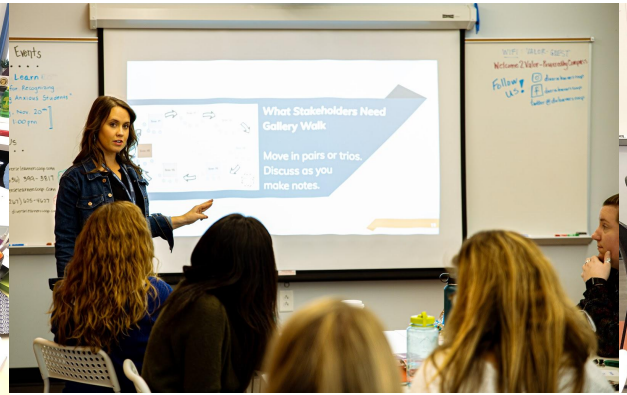
# Coffee Chat

## with the Diverse Learners Cooperative

**Math Intervention: Data Based Planning**

- Friday, October 16
- 8:30 - 8:45am CST

# Diverse Learners COOPERATIVE




The Diverse Learners Cooperative is a nonprofit organizationconnects teachers and leaders with professional **learning**, **resources**, and **networks** to improve outcomes for diverse learners and increase teacher and leader retention.

# Today's Mission

Develop 1-2 next best steps for planning WHAT to teach your math intervention small group math

**AGENDA:**

1. Setting the Stage
2. Where Do I Start?
3. What Does a Weekly Schedule Look Like?
4. Tips and Resources

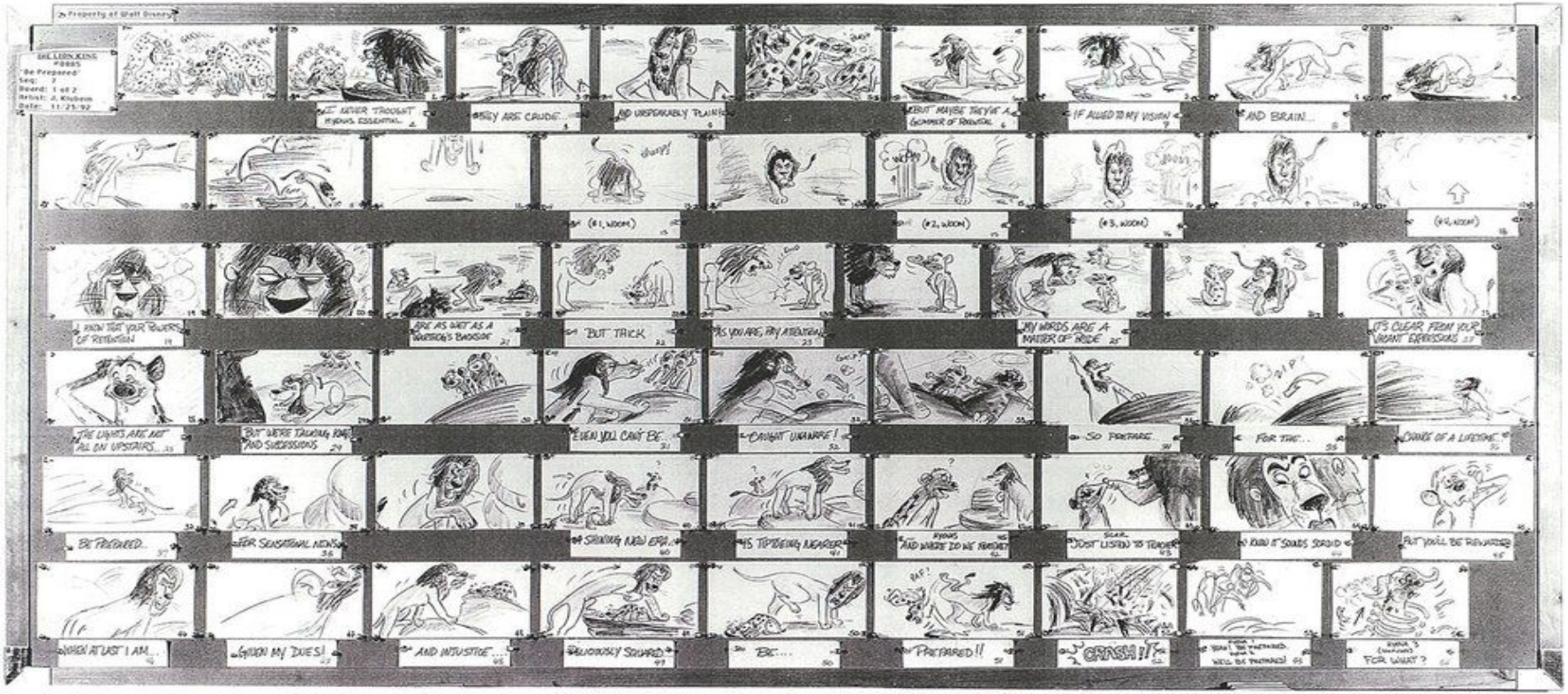
# What Challenges Are We Trying to Solve?

1) Students have difficulty accessing grade level standards
2) Students have significant gaps with foundational math skills
3) There is no scope and sequence for math intervention

**So...**

- **WHERE do I start?**
- **Should I focus on grade level standards or pre-requisite standards?**

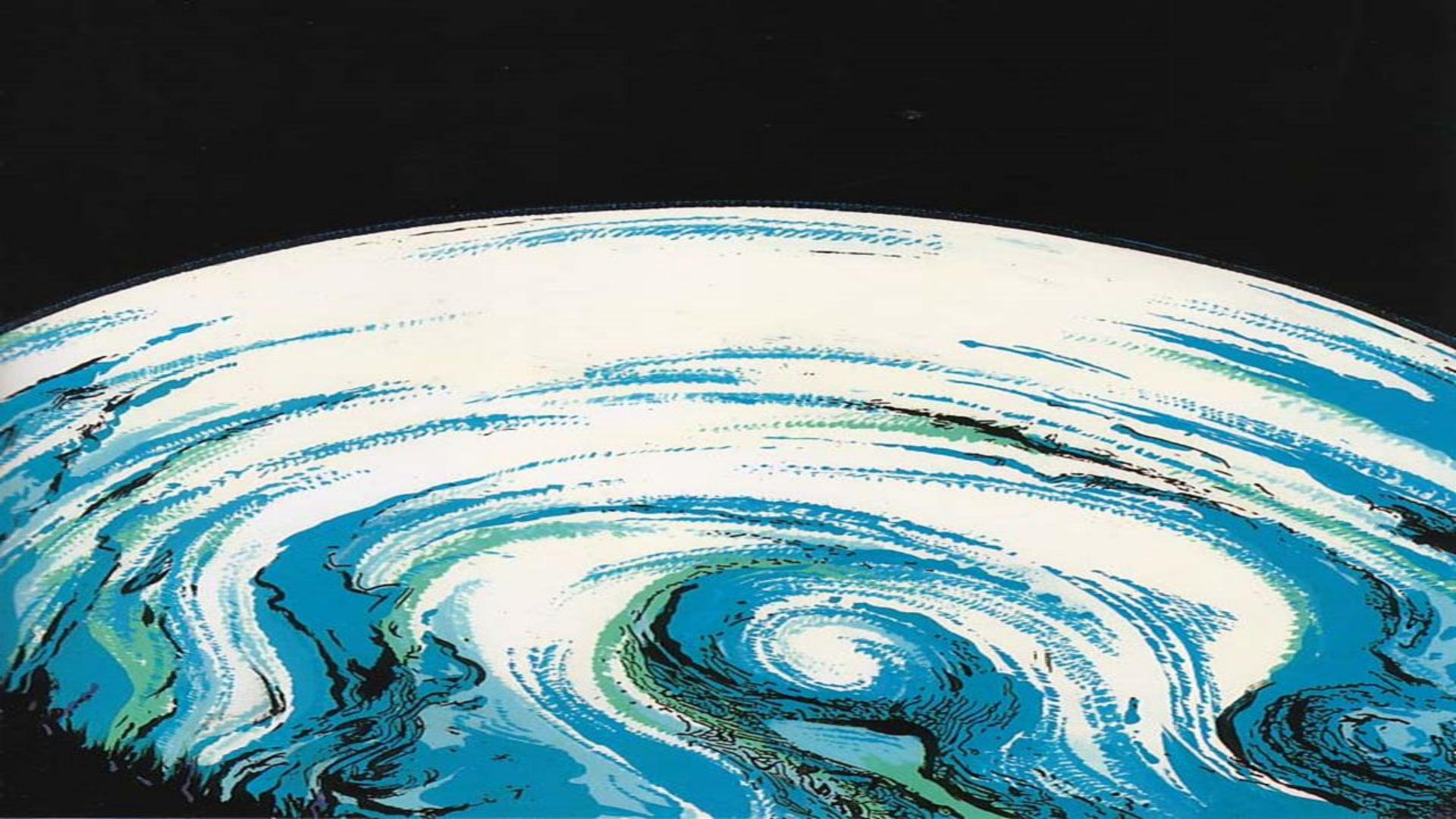
# Storyboard

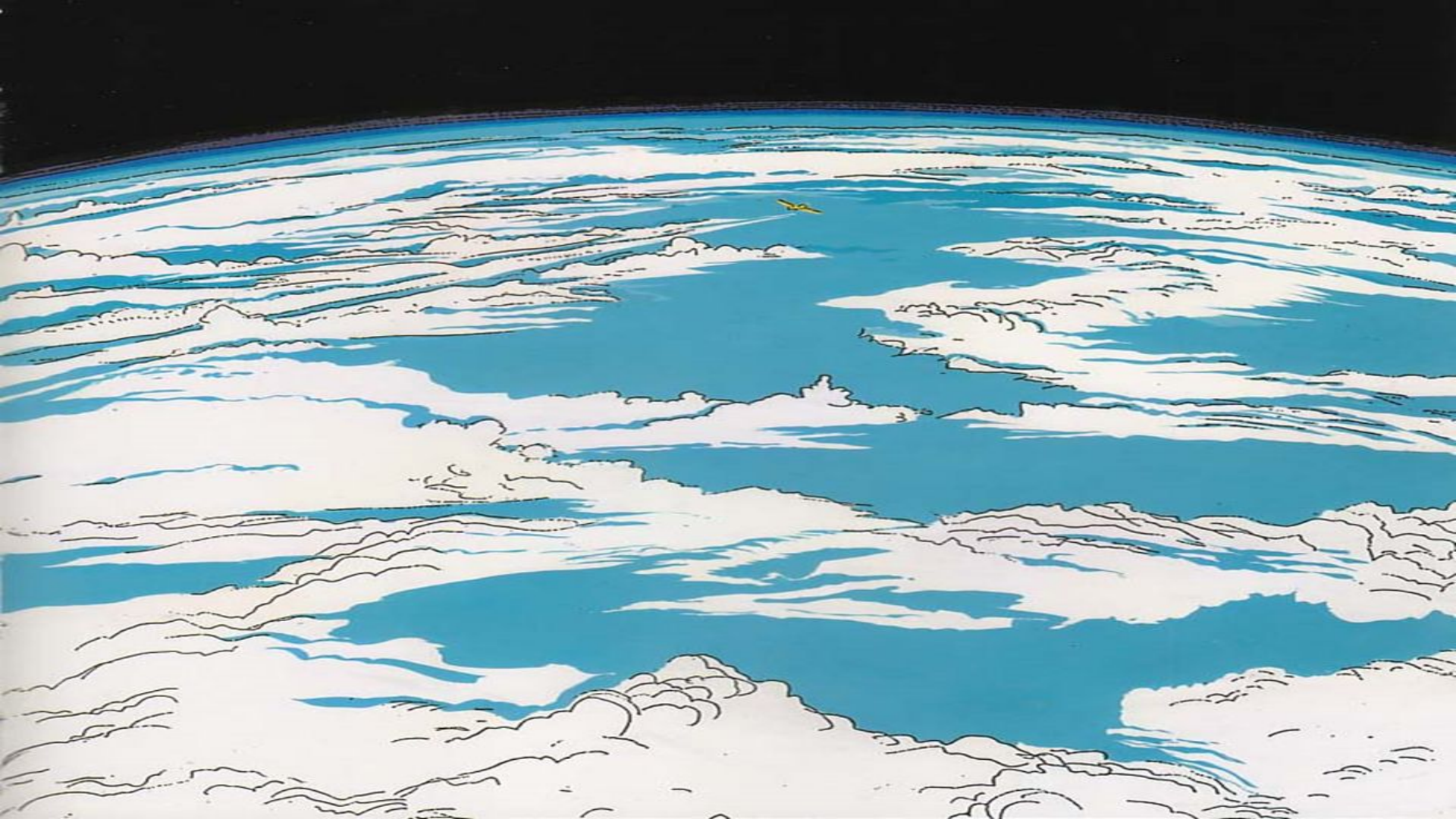

Property of Walt Disney
THE LION KING
#8885
"Be Prepared"
Seq: 7
Board: 1 of 2
Artist: A. Kinkade
Date: 11/25/92
I NEVER THOUGHT MUSICAL ESSENTIAL
THEY ARE CRUDE...
AND UNSPEAKABLY TALENTED
BUT MAYBE THEY'VE A GLIMMER OF POTENTIAL
IF ALLIED TO MY VISION
AND BRAIN...
(#1, zoom)
(#2, zoom)
(#3, zoom)
(#4, zoom)
RAISE THAT YOUR POWERS OF RETENTION
ARE AS WET AS A WARTHOG'S BACKSIDE
"BUT TRICK
AS YOU ARE, MY ATTENTION
MY WORDS ARE A MATTER OF PRIDE
IT'S CLEAR FROM YOUR VIGOROUS EXPRESSIONS
THE LIGHTS ARE NOT ALL ON UPSTAIRS...
BUT WE'RE TALKING RAT AND SUGGESTIONS
EVEN YOU CAN'T BE
CAUGHT UNAWARE!
SO PREPARED
FOR THE...
CHANCE OF A LIFETIME
BE PREPARED
FOR SENSATIONAL NEWS
SPARKING NEW ERA...
HIS TOTTERING MEASURE
AND WHERE DO WE FIGURE?
JUST LISTEN TO THOSE
I KNEW IT SOUNDS SCROD
BUT YOU'LL BE REWARDED
WHEN AT LAST I AM...
GIVEN MY DUES!
AND INJUSTICE...
BLUDGEONSLY SQUARED
BE...
PREPARED!!
CRASH!!
WELL BE PREPARED
FOR WHAT?

# Core Idea

“If you don't know where you are going, you'll end up someplace else.”

- Yogi Berra





# Guiding Principles


## *Week-at-Glance*

Unit Planning

*Lesson Planning*

Checking for Understanding (CFU) DURING a lesson and adjusting instruction

# Why Do We Need Guiding Principles?

**Guiding Principles** (based on research!)

Influence our **Behaviors** (how we spend our time)

**Our Behaviors** Drive our Scholar's **Performance**

# Math Intervention Guiding Principles


1. Focus on **Major Work** standards and **prioritize the most essential prerequisite** skills and understanding for ***upcoming*** content


2. **Connect learning experiences** in intervention and universal instruction

**Developed from ANeT's and Student Achievement Partners recommendations*

# CCSS WHERE TO FOCUS GRADE 5 MATHEMATICS

MATH — MATHEMATICS | 5 — GRADE 5 | F — FOCUS

**This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.**

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority[1] of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (○) can engage students in the major work of the grade.[2, 3]

## MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 5

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ○ Additional Clusters

| | | |
|---|---|---|
| 5.OA.A | ○ | Write and interpret numerical expressions. |
| 5.OA.B | ○ | Analyze patterns and relationships. |
| 5.NBT.A | ■ | Understand the place value system. |
| 5.NBT.B | ■ | Perform operations with multi-digit whole numbers and with decimals to hundredths. |
| 5.NF.A | ■ | Use equivalent fractions as a strategy to add and subtract fractions. |
| 5.NF.B | ■ | Apply and extend previous understandings of multiplication and division to multiply and divide fractions. |
| 5.MD.A | □ | Convert like measurement units within a given measurement system. |
| 5.MD.B | □ | Represent and interpret data. |
| 5.MD.C | ■ | Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. |
| 5.G.A | ○ | Graph points on the coordinate plane to solve real-world and mathematical problems. |
| 5.G.B | ○ | Classify two-dimensional figures into categories based on their properties. |

## HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

| | |
|---|---|
| K–2 | Addition and subtraction – concepts, skills, and problem solving; place value |
| 3–5 | Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving |
| 6 | Ratios and proportional relationships; early expressions and equations |
| 7 | Ratios and proportional relationships; arithmetic of rational numbers |
| 8 | Linear algebra and linear functions |

## REQUIRED FLUENCIES FOR GRADE 5

| | |
|---|---|
| 5.NBT.B.5 | Multi-digit multiplication |

# Where Do I Start?

## HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

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MATH 5 F

MATHEMATICS GRADE 5 FOCUS

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**Developed from ANeT's and Student Achievement Partners recommendations*

# What Prerequisite Standards Do I Start With?

5th Grade Student

**1 to 1.5 years behind Grade Level**

1) Identify the first 5th grade major standard
2) Use Achieve the Core's Coherence Map to track back 1 grade level
3) Teach the Major standards (clusters) before teaching any supporting ("blue") standards
4) Students still struggling? Consider using concrete materials to teach the standard (4.NBT.A) prior to going back to an even earlier standard (Concrete-Representational-Abstract)

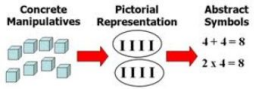
# What Prerequisite Standards Do I Start With?

5th Grade Student

## 2-3 Years Behind Grade Level

1) Identify the grade band major work
2) Use assessment data from universal screener or EasyCBM/Aimsweb to get the student's instructional level and start with the major standard at that level (i.e. 3.OA or 2.NBT)
3) Not sure which one? Assign a pre-test in Assistments or Khan Academy or use these from Achieve the Core

**General Tip**: *If you're picking between 2 different grade levels, start with the higher grade level standard but give the students a lot of practice using concrete manipulatives to solve the problems*



# Guiding Principles

***Week-at-Glance***


Unit Planning

*Lesson Planning*

Checking for Understanding (CFU) DURING a lesson and adjusting instruction

# Week-at-a-Glance

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| | **Grade Level** | **Prerequisite** (aligned to grade band focus or grade level focus standard) | | | **Assessment; Reteach or Spiral Review** |
| **Fluency -** 5-10 mins | Grade Level Fluency activity | Eureka Fluency Activity or Achieve the Core | | | • Additional Group as needed based on individual student's progress toward mastering the weekly Focus standard<br>• Other students work through assigned Khan lessons on *previously* covered standards or Fun Friday fluency games<br>• Bi-weekly EasyCBM Progress Monitoring*<br>*students chart their own progress in their data folder and compare their progress to their goal line |
| **Do Now -** 10 min | Pre-teach the weekly grade level "Focus" lesson | 1 Problem to match GL from previous day | 1 Problem to match prereq from the previous day | | |
| **Mini-Lesson (Direct Instruction/ Modeling)** 10-15 min | | Pre-requisite standard lesson (Eureka or Achieve the Core) | Pre-requisite standard lesson (Eureka or Achieve the Core) | | |
| **Problem Set -** 10 min | Guided Practice | Guided Practice | Guided Practice | | |
| **Exit Ticket (twice a week)** 5 min | Assess the day's skill or standard. | | Assess the day's standard | | |

Link

# Core Idea

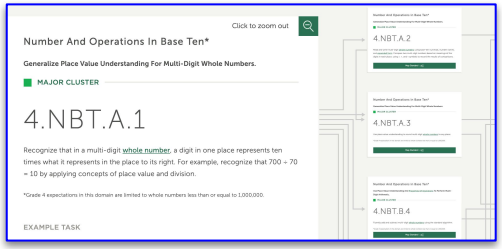
“If you don't know where you are going, you'll end up someplace else.”

- Yogi Berra

# Content Resources

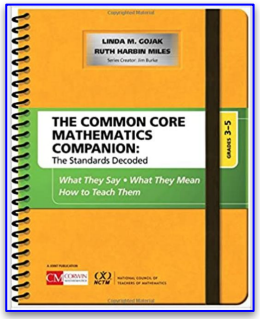
**Blank Week-at-a-Glance**

**Sample Week-at-a-Glance**




Focus by Grade Level

**Find the highest priority standards**




**Common Core Mathematics Companion: Use to plan for student misconceptions**

ASSISTments

Edulastic

**Assistments & Edulastic have free virtual assessments**

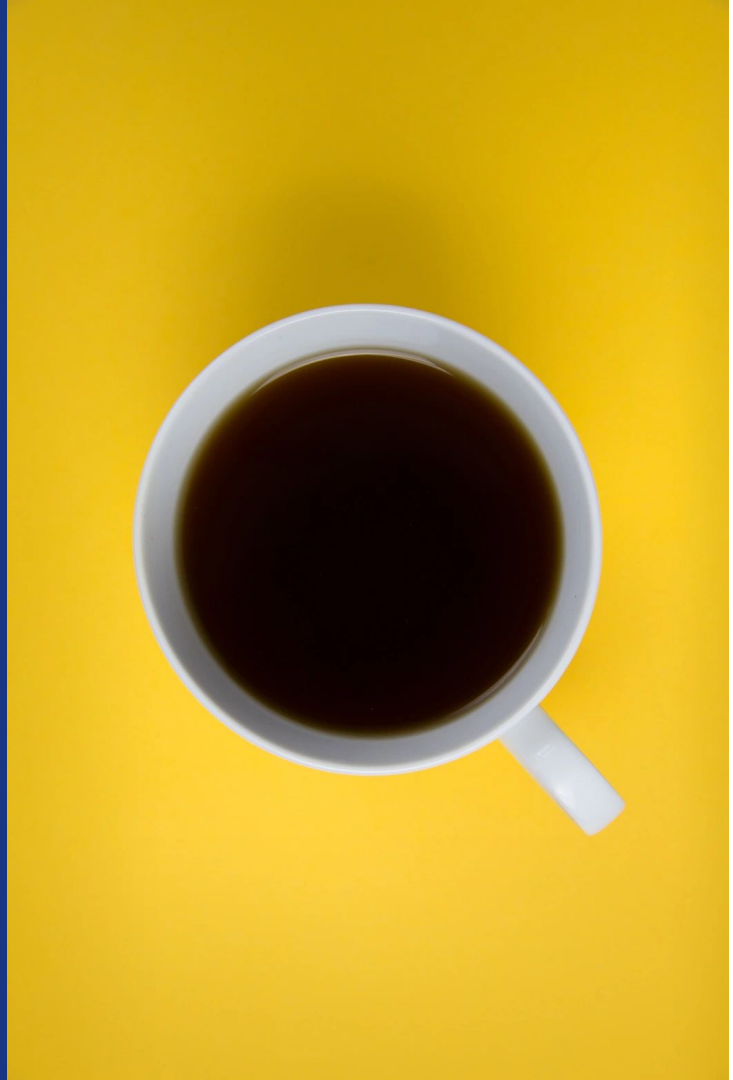
**Folder of K-5 Fluency Activities from Achieve the Core**

**Folder of Comprehensive Resources (K-5) Aligned to Engage NY & Eureka Curriculum**

**High School Math Standard Prioritization for 20-21**

**3rd-6th Fractions Guidance for 20-21**

# Next Best Step

# Thank you!

**www.diverselearnerscoop.com/covid19**

*Join us here next time for:*

**“Juicy Sentences” A Comprehension Strategy**

- October 23, 2020
- 8:30 - 8:45am CST


brooke@diverselearnerscoop.com
josh@diverselearnerscoop.com