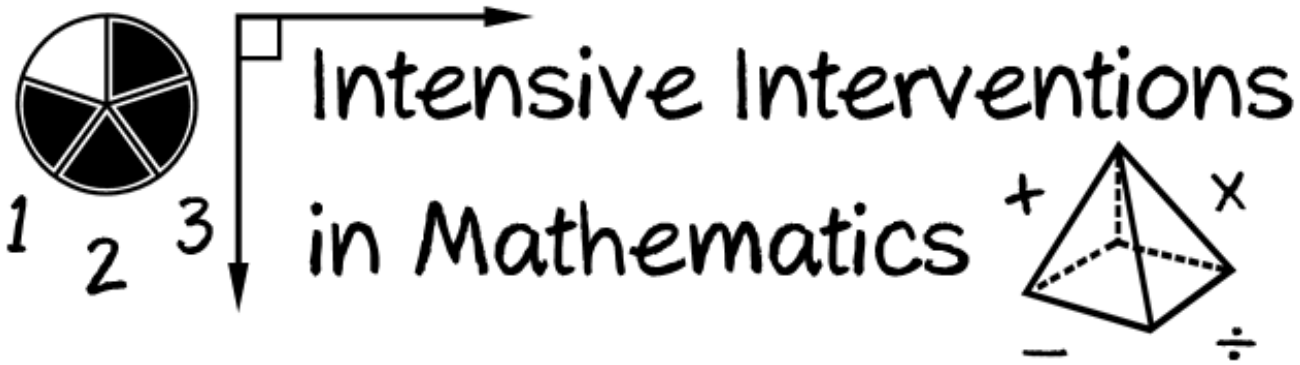
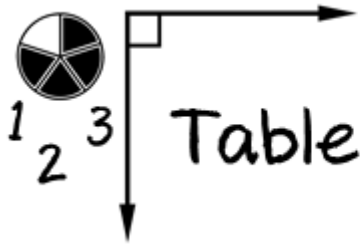


Module 1

Activity Workbook

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

UCONN | UNIVERSITY OF CONNECTICUT



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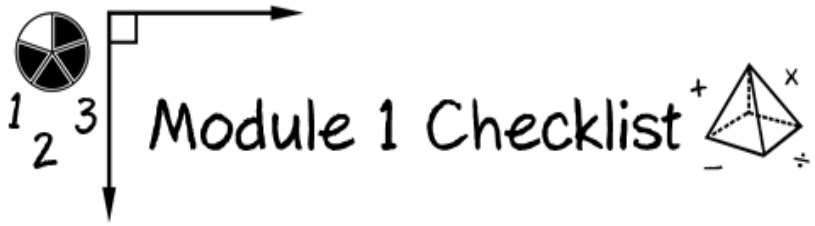
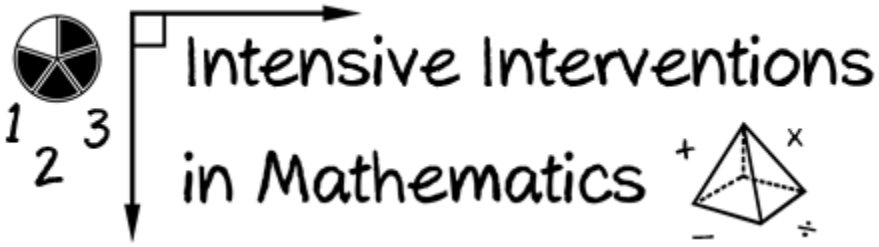


The purpose of this Activity Workbook is to help organize content for this Module. You will do some Activities on your own to help you engage with and think about the content. You will not be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this Module are listed in the "Online" column below.

Section	Assignment	To Be Completed In Activity Workbook	To Be Completed Online	To Be Completed With Coach
Intro	Video		❑ Watch Module 1 Introduction Video Presentation	
Part 1	Video		❑ Watch Module 1 Part 1 Video Presentation	
	Activity 1	❑ Examine NAEP Data		
	Journal		❑ Journal Entry: *Provide Rationale for Intensive Interventions in Math*	
Part 2	Video		❑ Watch Module 1 Part 2 Video Presentation	
	Activity 2	❑ Put Operations Standards in Order		
	Activity 3	❑ Put Problem-Solving Standards in Order		
	Activity 4	❑ Determine Skill Gaps		
	Discussion		❑ Discussion Board: *Ponder Upcoming Lessons* ❑ Write Your Response ❑ Respond to 2 Others	
Part 3	Video		❑ Watch Module 1 Part 3 Video Presentation	
	Activity 5	❑ Determine Skills Needed to Successfully Solve Problems		
	Activity 6	❑ Determine Intervention Needs for a Student		
Next Steps	Video		❑ Watch Module 1 Closing Video Presentation	
	Classroom Application			❑ Identify Foundational Skills Needed in Your Classroom



- Module 1
- Part 1
- Activity #1

Look at NAEP data for students with disabilities.

(The National Assessment of Educational Progress: Nation's Report Card)

Go to https://www.nationsreportcard.gov/reading_math_2015/#mathematics/acl?grade=4

- Scroll down to section titled: **ACHIEVEMENT LEVELS BY STUDENT GROUPS**
- Under SELECT A STUDENT GROUP, use the drop-down menu to select: *Status as students with disabilitie*s
- Compare the two graphs
- To access 8th grade scores, scroll back up to heading **ACHIEVEMENT LEVELS BY STUDENT GROUPS**
- Click 8th Grade selector
- Under SELECT A STUDENT GROUP, use the drop-down menu to select: *Status as students with disabilities*

What's the level of performance (of students with disabilities) compared to students without disabilities?

What does this tell you about the necessity of intensive intervention?

- Module 1
- Part 1
- Journal Entry

Provide a rationale for the need for early intensive intervention by pretending that you're trying to convince a district administrator of the need for the DBI process.

(This space is for organizing your ideas.)

Intensive Interventions in Mathematics

- Module 1
- Part 2
- Activity #2

Place the operations content in order from easier skills to more difficult skills.
(Number from 1-8.)

Explain why addition and subtraction strategies work, using place value and the properties of operations.

_____

Apply properties of operations as strategies to multiply and divide.

_____

Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

_____

Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

_____

Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.

_____

Apply the properties of operations to generate equivalent expressions.

_____

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

_____

Apply properties of operations as strategies to add and subtract.

_____

Intensive Interventions in Mathematics

- Module 1
- Part 2
- Activity #3

Place the problem-solving content in order from easier skills to more difficult skills.
(Number from 1-9.)

Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations.

_____

Use multiplication and division within 100 to solve word problems.

_____

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.

_____

Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions.

_____

Use addition and subtraction within 100 to solve one- and two-step word problem.

_____

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.

_____

Solve addition and subtraction word problems and add and subtract within 10.

_____

Solve real-world and mathematical problems leading to two linear equations in two variables.

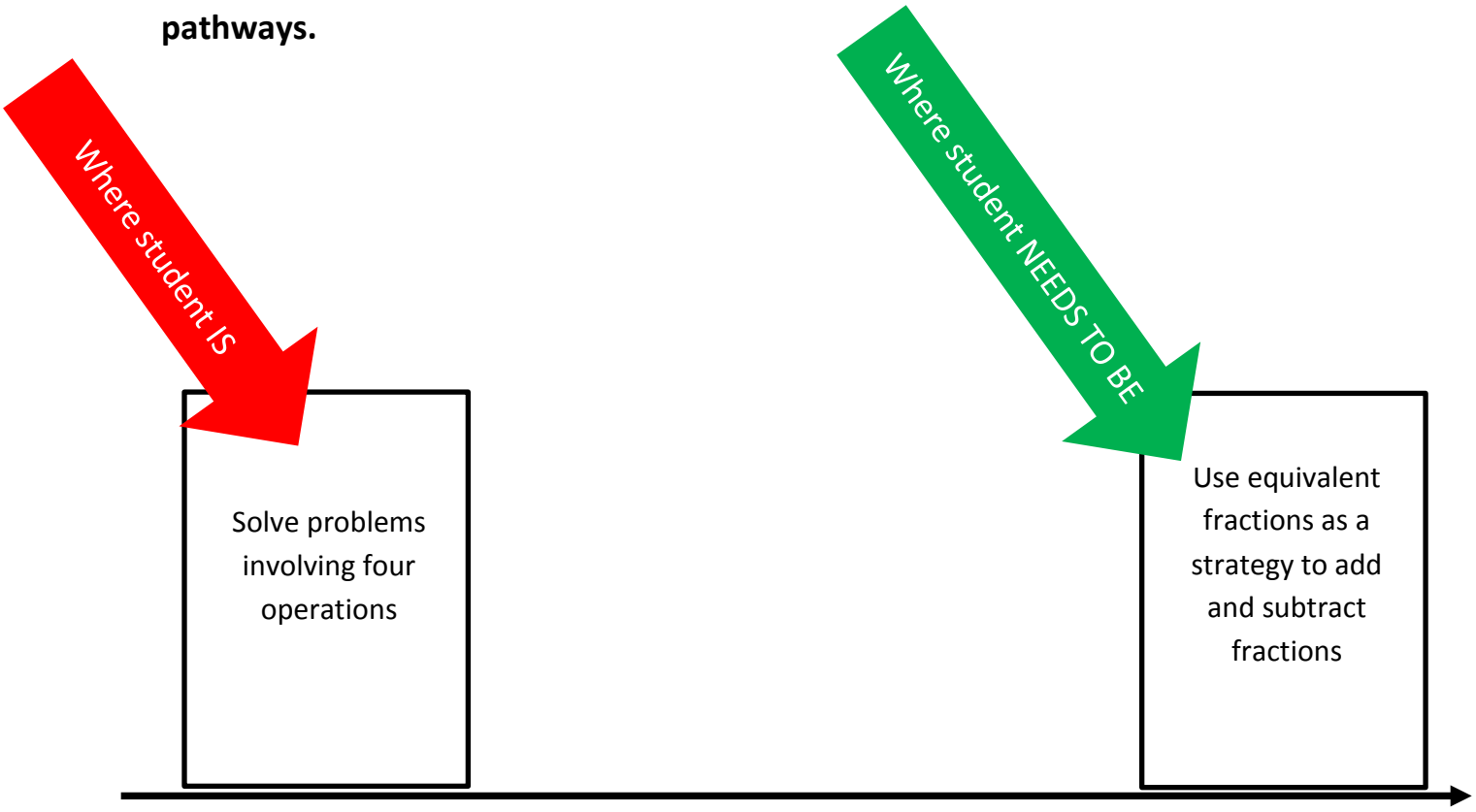
_____

Solve real-world and mathematical problems involving the four operations with rational numbers.

_____

- Module 1
- Part 2
- Activity #4

Determine the foundational skills that may need to be included within intensive intervention. You can use your state standards or your knowledge of mathematical pathways.



continuum of mathematics learning

- Module 1
- Part 2
- Discussion

Reflect upon something that you're teaching soon.

1. **What's the content that the student knows?**
2. **What comes before? What comes after?**
3. **How does this knowledge change your instruction?**
4. **What questions might you have for other teachers?**

Write an original post on the Discussion Board and respond to two peers.

(This space is for organizing your ideas.)

Look at this set of word problems used in a third-grade intervention:

BUCCANEER PROBLEMS: LESSON 49

A. There were 41 kids at the lunch table. Then, 9 kids got up to buy milk and 13 kids cleared their trays. How many kids are at the table now?

B. Marta planted 34 lettuce plants in her garden. Then, she planted 13 more lettuce plants. One night a rabbit ate 22 of her lettuce plants. How many lettuce plants does Marta have left?

C.

Toy Prices	
Video	$ $ $ $
Blocks	$
Doll House	$ $ $

Each $ stands for $5.

Carrie had $20 in her piggy bank. Her grandma gave her $20 for her birthday. Then, she bought blocks. How much money does Carrie have now?

1. What **foundational skills** do students need to know to successfully solve such problems?

2. What **types of assessments** would you use to design the mathematical content for intensive intervention?

- Module 1
- Part 3
- Activity #6

Here's a list of a student's strengths and weaknesses.

Strengths:

- Addition and subtraction of whole numbers with regrouping
- Multiplication by single-digit multiplier/ division by a single-digit divisor
- Comparing whole numbers
- Interpreting graphs, tables, and charts
- Addition and subtraction of fractions with like denominators
- Multiplication of fractions
- Problem solving – single-step problems using whole number operations

Weaknesses:

- Adding and subtracting fractions with unlike denominators
- Dividing, simplifying, and comparing fractions
- Multiplication by double-digit multiplier/ division by a double-digit divisor
- Addition, subtraction, multiplication, and division of decimals
- Comparing decimals
- Problem-solving – multi-step word problems and problems using rational numbers

1. What mathematical content is important for this student in terms of intensive intervention?

2. What foundational skills might be a part of intensive intervention?

3. How might some of those things need to be retaught?

LET'S DO IT Module 1

With your coach: Identify and map the foundational mathematics skills that you may include within intensive intervention.

- **Consider the following:**
  - **the grade level(s) you teach**
  - **your state's core standards**
  - **your students' present skill levels**
  - **appropriate sequencing of skills**

Student(s)	Current Level	Skills to Teach/Reteach	Standard to Meet

Module 1 (cont.)

Student(s)	Current Level	Skills to Teach/Reteach	Standard to Meet

Common Core State Standards for Mathematics:

http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf

Scroll down in yellow column to the right, **Standards by Domain** shows strands vertically aligned by grade level.

A state-specific example: **Texas Essential Knowledge and Skills – Vertical Alignment Documents**:

http://tea.texas.gov/student.assessment/special-ed/staaralt/vertalign/

In center of page, select **Mathematics.**

The standards your state uses:

_____