



Using Intervention Lessons At Home

(Last modified on 1/5/21)

This document is intended to support planning for providing targeted intervention to students learning at a distance.

- **Option 1** uses paper copies and physical manipulatives
- **Option 2** uses digital copies and virtual manipulatives.

Note: The resources recommended in this document are not an exhaustive list and the options are not the only ways to use the intervention lessons at home.

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Before Providing Intervention with Delta Math Lessons

- Determine if you will use concrete manipulatives with a document camera or [virtual manipulatives](#).
 - An [overhead stand](#) can be used to hold a cell phone as an alternative to a document camera.
- Print the **Student Copy** document, mats, and other tools like fraction strips to be picked up by an adult. Or, upload the electronic file into Kami, or a similar tool, and share the file through Google Classroom, Seesaw, or a similar tool.
 - To find the student copies, click on the [tier 2 tab](#), select the appropriate grade level and expand the box for the readiness standard.
- Preview the **Teacher Notes** provided in the **Teacher Copy** of the Tier 2 or Tier 3 intervention lesson.
- Schedule the virtual meeting(s) and send out links with the date and start time for each meeting.



Using Intervention Lessons At Home

Option 1 - Use paper copies and physical manipulatives

Session 1		
	Steps for Instruction Review → Reflect → Assess → Chart Progress	Teacher Notes for Option 1 Teachers and students write on paper handouts and use physical manipulatives.
Beginning (≈15 min.)	<ul style="list-style-type: none"> ▪ Get to know student thinking for the readiness standard using the Guided Review <ul style="list-style-type: none"> ○ Read the learning goal and why it is important for future learning. (See page 1 of the teacher packet, “Readiness for ____”.) ○ Ask students to try to solve each Guided Review problem in their student packet. ○ Ask student volunteers to share their solutions. 	<ul style="list-style-type: none"> ❖ Use Zoom, or a similar virtual meeting tool. ❖ Use a document camera, or a cell phone on a stand, to display the Guided Review in the Teacher Copy by sharing your screen. ❖ Ask students to take out their Student Copy that was picked up by an adult and try each question on the Guided Review. ❖ Students take turns thinking aloud as you write and document their thoughts on the Guided Review in the Teacher Copy.
Middle (≈5 min.)	<ul style="list-style-type: none"> ▪ Ask students to reflect on their progress towards the learning target <ul style="list-style-type: none"> ○ What did I remember about the learning target? ○ What did I learn today about the learning target? ○ How confident do I feel about doing the learning target on my own? 	<ul style="list-style-type: none"> ❖ Display the reflection questions in the Teacher Copy and invite a few students to share. <ul style="list-style-type: none"> ▪ The reflection questions are only included in the Teacher Copy file. ❖ Another option includes asking students to reflect on common errors and potential barriers. <ul style="list-style-type: none"> ▪ Why do you think students chose one or more of the answer choices? ▪ Why do you think this problem was more difficult as compared to other questions?
End (≈10 min.)	<ul style="list-style-type: none"> ▪ Assess each student’s progress ▪ Self-correct their Quick Check ▪ Chart progress 	<ul style="list-style-type: none"> ❖ Ask students to complete Quick Check - Form A in their Student Copy. ❖ Provide answers so that students can score their own Quick Check - Form A in their Student Copy. ❖ Guide students to plot their Quick Check score on their Growth Chart in their Student Copy. ❖ Ask students to take a picture of their Quick Check and Growth Chart and send it to you.



Using Intervention Lessons At Home

Option 1 Continued - Use paper copies and physical manipulatives

Sessions 2 through 8

	Steps for Instruction Review/Set Goal → Teach/Practice → Reflect → Assess → Chart Progress	Teacher Notes for Option 1 Teachers and students write on paper handouts and use physical manipulatives.
Beginning (≈15 min.)	<ul style="list-style-type: none"> ▪ Re-introduce the learning target and ask each student to set a personal goal for the next Quick Check. 	<ul style="list-style-type: none"> ❖ Use Zoom, or a similar virtual meeting tool. ❖ Ask students to take out their Student Copy and turn to Session 2 Guided Practice
Middle (≈5 min.)	<ul style="list-style-type: none"> ▪ Watch the modeling video. ▪ Ask students if they have any questions about what they heard or saw in the video. ▪ Begin to release responsibility. <ul style="list-style-type: none"> ○ Display the We Do Together problems and use a think-aloud to model your thinking. <ul style="list-style-type: none"> ▪ “First, I am going to ____, because ____”, ▪ “Next, I am going to ____, because ____” ... ▪ Continue to release responsibility. <ul style="list-style-type: none"> ○ Display the You Do Together problems and record student’s thinking <ul style="list-style-type: none"> ▪ “What would you like me to write first...why?”, ▪ “What would you like me to write next...why?” ○ Students not modeling their thinking should be writing in their packet. 	<ul style="list-style-type: none"> ❖ Please remember to share your audio! <ul style="list-style-type: none"> ○ Modeling videos are available for each readiness standard on the Tier 2 and Tier 3 Intervention tabs. ❖ Use a document camera, or a cell phone on a stand, to display the Guided Practice – We Do Together problems in the Teacher Copy by sharing your screen. ❖ Students take turns thinking aloud as you write and document their thoughts on the Guided Practice – You Do Together problems, similar to a number talk.
End (≈10 min.)	<ul style="list-style-type: none"> ▪ Display the reflection questions, ask students to reflect individually and invite a few students to share. <ul style="list-style-type: none"> ○ What did you learn today? How confident are you to meet the learning goal? ▪ Ask students to complete the next Quick Check in their student packet. ▪ Provide each answer for students to score their own Quick Check. ▪ Ask students to plot their Quick Check score on their Growth Chart in their student packet. ▪ Ask students to take a picture of their Quick Check and Growth Chart and send it to you. 	<ul style="list-style-type: none"> ❖ Display the reflection questions in the Teacher Copy and invite a few students to share. <ul style="list-style-type: none"> ▪ The reflection questions are only included in the Teacher Copy file.



Using Intervention Lessons At Home

Option 2 - Use digital copies and virtual manipulatives

Session 1		
	Steps for Instruction Review → Reflect → Assess → Chart Progress	Teacher Notes for Option 2
Beginning (≈15 min.)	<ul style="list-style-type: none"> ▪ Get to know student thinking for the readiness standard using the Guided Review <ul style="list-style-type: none"> ○ Read the learning goal and why it is important for future learning. (See page 1 of the teacher packet, “Readiness for ____”.) ○ Ask students to try to solve each Guided Review problem in their student packet. ○ Ask student volunteers to share their solutions. 	<ul style="list-style-type: none"> ❖ Use Zoom, or a similar virtual meeting tool. ❖ Use Kami, or a similar tool, to display the Guided Review in the Teacher Copy by sharing your screen. ❖ Ask students to open their Student Copy that was shared using Google Classroom, or a similar tool and try each question on the Guided Review. ❖ Students take turns thinking aloud as you write and document their thoughts on the Guided Review in the Teacher Copy.
Middle (≈5 min.)	<ul style="list-style-type: none"> ▪ Ask students to reflect on their progress towards the learning target <ul style="list-style-type: none"> ○ What did I remember about the learning target? ○ What did I learn today about the learning target? ○ How confident do I feel about doing the learning target on my own? 	<ul style="list-style-type: none"> ❖ Display the reflection questions in the Teacher Copy and invite a few students to share. <ul style="list-style-type: none"> ▪ The reflection questions are only included in the Teacher Copy file. ❖ Another option includes asking students to reflect on common errors and potential barriers. <ul style="list-style-type: none"> ▪ Why do you think students chose one or more of the answer choices? ▪ Why do you think this problem was more difficult as compared to other questions?
End (≈10 min.)	<ul style="list-style-type: none"> ▪ Assess each student’s progress ▪ Self-correct their Quick Check ▪ Chart progress 	<ul style="list-style-type: none"> ❖ Ask students to complete Quick Check - Form A in their Student Copy. ❖ Provide answers so that students can score their own Quick Check - Form A in their Student Copy. ❖ Guide students to plot their Quick Check score on their Growth Chart in their Student Copy. ❖ Ask students to submit their Student Copy file using Google Classroom, or a similar tool.



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Option 2 Continued - Use digital copies and virtual manipulatives

Sessions 2 through 8		
	Steps for Instruction	Teacher Notes for Option 2
	Review/Set Goal → Teach/Practice → Reflect → Assess → Chart Progress	Teachers and students write on digital handouts and use virtual manipulatives.
Beginning (≈15 min.)	<ul style="list-style-type: none"> Re-introduce the learning target and ask each student to set a personal goal for the next Quick Check. 	<ul style="list-style-type: none"> Use Zoom, or a similar virtual meeting tool. Use Kami, or a similar tool, to display the Guided Review in the Teacher Copy by sharing your screen. Ask students to open their Student Copy that was shared using Google Classroom, or a similar tool and try each question on the Guided Review.
Middle (≈5 min.)	<ul style="list-style-type: none"> Watch the modeling video. Ask students if they have any questions about what they heard or saw in the video. Begin to release responsibility. <ul style="list-style-type: none"> Display the We Do Together problems and use a think-aloud to model your thinking. <ul style="list-style-type: none"> “First, I am going to ____, because ____”, “Next, I am going to ____, because ____”... Continue to release responsibility. <ul style="list-style-type: none"> Display the You Do Together problems and record student’s thinking <ul style="list-style-type: none"> “What would you like me to write first...why?”, “What would you like me to write next...why?” Students not modeling their thinking should be writing in their packet. 	<ul style="list-style-type: none"> Use Kami, or a similar tool, for students to write on and save their work. Students take turns thinking aloud as you write and document their thoughts on the Guided Practice – You Do Together problems, similar to a number talk.
End (≈10 min.)	<ul style="list-style-type: none"> Display the reflection questions, ask students to reflect individually and invite a few students to share. <ul style="list-style-type: none"> What did you learn today? How confident are you to meet the learning goal? Ask students to complete the next Quick Check in their student packet. Provide each answer for students to score their own Quick Check. Ask students to plot their Quick Check score on their Growth Chart in their student packet. Ask students to submit their Student Copy file using Google Classroom, or a similar tool. 	<ul style="list-style-type: none"> Display the reflection questions in the Teacher Copy and invite a few students to share. <ul style="list-style-type: none"> The reflection questions are only included in the Teacher Copy file.

After Providing Intervention with Delta Math Lessons

- Provide distributed practice within the next 2 to 4 weeks using: Additional Guided Practice, Visual Fluency Cards, Online Practice and/or Independent Practice Activities (Pairs or Small Groups)



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Recommendations for Virtual Manipulatives			
Readiness Standard #	Grade 1 Readiness (Whole numbers)	Grade 2 Readiness (Whole numbers)	Grade 3 Readiness (Whole numbers)
1	K.CC.5	1.NBT.1	2.NBT.3
2	K.CC.7	1.NBT.5	2.NBT.8
3	K.NBT.1	1.NBT.3	2.NBT.4
4	K.OA.4	1.OA.6a	2.OA.2a
5	K.OA.5a	1.OA.6c	2.OA.2b
6	K.OA.5b		2.NBT.5a
7			2.NBT.5b

Readiness Standard #	Grade 4 Readiness (Whole numbers and fractions)	Grade 5 Readiness (Whole numbers and fractions)	Grade 6 Readiness (Whole numbers and fractions)
1	3.NBT.2a	4.NBT.5	5.OA.1
2	3.NBT.2b	4.NBT.6	5.NBT.5
3	3.OA.7a	4.NF.2	5.NBT.6
4	3.OA.7b	4.NF.3b	5.NF.1
5	3.NF.1	4.NF.3c	5.NF.4b
6	3.NF.2	4.NF.4b	5.NF.7a
7	3.NF.3d		5.NF.7b

Readiness Standard #	Grade 7 Readiness (Fractions, algebraic expressions and equations)	Grade 8 Readiness (Linear expressions and equations)	Algebra 1 Readiness (Numerical expressions and linear functions)
1	6.NS.1	7.NS.1d	8.EE.7b
2	6.NS.6c	7.NS.2c	8.EE.7a
3	6.EE.2a	7.EE.1a	8.F.4
4	6.EE.2c	7.EE.1b	8.EE.1
5	6.EE.4	7.EE.1c	8.EE.2
6	6.EE.7	7.EE.4a	



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(Continued)

Recommendations for Virtual Manipulatives (Continued)

Readiness Standard #	Algebra 2 Readiness (Functions, solve systems of equations and factor quadratic expressions)	Fraction Concepts (Identify, compare, add, subtract, multiply and divide)	Algebra Concepts (Integers, linear expressions and equations)
1	F.IF.2	3.NF.1	7.NS.1d
2	F.LE.1	3.NF.2	7.NS.2c
3	A.CED.2	3.NF.3d	6.NS.6c
4	A.REI.6	4.NF.2	6.EE.2a
5	A.SSE.3	4.NF.3b	6.EE.2c
6		4.NF.3c	6.EE.4
7		4.NF.4b	6.EE.7
8		5.NF.1	7.EE.1a
9		5.NF.4b	7.EE.1b
10		5.NF.7a	7.EE.1c
11		5.NF.7b	7.EE.4a
12		6.NS.1	



Using Intervention Lessons At Home

Summary of Similar Tech Tools		
Tool	Pro's	Con's
<p>Kami (tutorial): google extension that allows you to write (text or pen) on a PDF.</p>	<ul style="list-style-type: none"> ▪ Easy to google extension to install and use (teachers and students) ▪ Works with google classroom. Can assign a PDF, have kids annotate, and turn in. Kids only need their google log-in. 	<ul style="list-style-type: none"> ▪ No ability for an assignment to be computer scored. ▪ Equation editor is part of paid version (you get 90 days for free)
<p>Jamboard (tutorial 1) (tutorial with Jamboard and Google classroom): google's whiteboard that operates like a google doc (shareable, collaborative)</p>	<ul style="list-style-type: none"> ▪ Students/teachers can see writing in real time and can collaborate. ▪ No log-in needed beyond google account. ▪ Teachers can add a PDF to a Jamboard and assign it via google classroom. ▪ Embedded in Google Meets 	<ul style="list-style-type: none"> ▪ Teachers have to go in and upload images to the Jamboard before assigning it. ▪ No ability for it to be computer scored.
<p>Whiteboard.fi (tutorial): basic website that gives each kid a whiteboard and allows teacher to see the whiteboard in real time.</p> <p>Similar to Desmos whiteboard</p>	<ul style="list-style-type: none"> ▪ No log-in needed for teachers or students. ▪ Teacher can see all whiteboards at once and can save the whiteboards as PDF. ▪ Teacher can push out an image/PDF out to all of the whiteboards for kids to write on. ▪ Equation editor feature 	<ul style="list-style-type: none"> ▪ No ability for it to be self-graded. ▪ Teachers need to have screenshots prepared ahead of time to push to student whiteboards. ▪ Nothing is saved unless teacher manually saves PDF's of student whiteboards.
<p>Formative (tutorial): online formative assessment tool that has many resources in the free version (premium available at a cost).</p>	<ul style="list-style-type: none"> ▪ Can be set to be computer scored. ▪ Can create a fillable, computer scored PDF very easily (limit of 20 pages a month) ▪ Can set it so that kids have a whiteboard to write on (and teacher can see it in real time) 	<ul style="list-style-type: none"> ▪ Free version does not have as many features as premium version including limited PDF-->formative. ▪ Teachers have to go in and create the formatives.
<p>Google Forms as a quiz (tutorial)</p>	<ul style="list-style-type: none"> ▪ What many students are used to. ▪ Easy to create, computer score, and import into Google Classroom. ▪ Can add a file upload question for kids to add a picture of their work at the end of the quiz. 	<ul style="list-style-type: none"> ▪ Teacher has to manually create the form. ▪ Not a good way to see student work without asking them to upload a picture.
<p>Tips to Learning From a Video</p>	<p>Slides for elementary students and Slides for secondary students</p>	