



# Math Support Class

## Planning Guide Using Tier 3 Intervention Lessons

### Week 1 of 2

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Warm-up</b> <ul style="list-style-type: none"> <li>Select an engagement routine               <ul style="list-style-type: none"> <li>Keep students interested by not repeating the same routine more than 3 days in a row.</li> <li>Use the links at the bottom of this page to view summaries and resources.</li> </ul> </li> </ul>	<b>Warm-up</b> <i>Tier 3</i> <ul style="list-style-type: none"> <li>Select an engagement routine               <ul style="list-style-type: none"> <li>Keep students interested by not repeating the same routine more than 3 days in a row.</li> </ul> </li> <li>Set a personal goal</li> </ul>	<b>Warm-up</b> <i>Tier 3</i> <ul style="list-style-type: none"> <li>Select an engagement routine               <ul style="list-style-type: none"> <li>Keep students interested by not repeating the same routine more than 3 days in a row.</li> </ul> </li> <li>Set a personal goal</li> </ul>	<b>Warm-up</b> <i>Tier 3</i> <ul style="list-style-type: none"> <li>Select an engagement routine               <ul style="list-style-type: none"> <li>Keep students interested by not repeating the same routine more than 3 days in a row.</li> </ul> </li> <li>Set a personal goal</li> </ul>	<b>Warm-up</b> <i>Tier 1 or 3</i> <ul style="list-style-type: none"> <li><a href="#">Brain Dump</a> <ul style="list-style-type: none"> <li>Ask students to write down everything they can remember about a topic previously explored in this support class or from their other math class.</li> </ul> </li> </ul>
<b>Delta Math</b> <i>Tier 3</i> Session 1 - Build it <ul style="list-style-type: none"> <li>State the learning goal.</li> <li>Model with manipulatives.</li> <li>Guided Practice               <ul style="list-style-type: none"> <li>We Do/You Do Together</li> </ul> </li> <li>Reflect</li> <li>Assess (Quick Check – Form A)</li> <li>Chart Progress (Growth Chart)</li> </ul>	<b>Delta Math</b> <i>Tier 3</i> Session 2 - Build it <ul style="list-style-type: none"> <li>Set a personal goal.</li> <li>Guided Practice               <ul style="list-style-type: none"> <li>We Do/You Do Together</li> </ul> </li> <li>Reflect</li> <li>Assess (Quick Check – Form B)</li> <li>Chart Progress (Growth Chart)</li> </ul>	<b>Delta Math</b> <i>Tier 3</i> Session 3 - Draw it <ul style="list-style-type: none"> <li>Set a personal goal.</li> <li>Model with a math drawing.</li> <li>Guided Practice               <ul style="list-style-type: none"> <li>We Do/You Do Together</li> </ul> </li> <li>Reflect</li> <li>Assess (Quick Check – Form C)</li> <li>Chart Progress (Growth Chart)</li> </ul>	<b>Delta Math</b> <i>Tier 3</i> Session 4 - Draw it <ul style="list-style-type: none"> <li>Set a personal goal.</li> <li>Guided Practice               <ul style="list-style-type: none"> <li>We Do/You Do Together</li> </ul> </li> <li>Reflect</li> <li>Assess (Quick Check – Form D)</li> <li>Chart Progress (Growth Chart)</li> </ul>	<b>Delta Math</b> <i>Tier 3</i> <ul style="list-style-type: none"> <li><a href="#">Virtual Card Sorts</a></li> <li><a href="#">Online Practice</a></li> <li><a href="#">Independent Practice (Pairs or Small Groups)</a></li> </ul>
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#### Suggested Engagement Routines:

- [Same, but different \(Video Overview\)](#)
  - 1. Show the image. 2. Ask, "How are these two images same but different?" 3. Students share in pairs and then the whole class. 4. Summarize 5. Generalize and Apply
- [Splat! \(Video Overview\) \(Original\) \(Nested Splat! Series\) \(Fraction Splat! Series\)](#)
  - 1. Show the image. 2. Ask, "How many dots are beneath the splat?", "What could the total be?, or "How many dots are beneath each splat?" 3. Discuss the correct, or possible, solutions.
- [Which One Doesn't Belong? \(Video Overview\)](#)
  - 1. Analyze four expressions/graphs/tables. 2. Students sort 3 in one category and the 4<sup>th</sup> in another. 3. Discuss possible reasons why each might not belong.
- [Number/Math Talks \(Video Overview - Elementary\) \(Video Overview - Middle School\)](#)
  - 1. Present a problem. 2. Students work independently to find 1 or more solutions. 3. Invite multiple students to share different solution methods while the teacher records their thoughts.



# Math Support Class

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### Week 2 of 2

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<b>Delta Math</b> <i>Tier 3</i> Session 5 - Draw it <ul style="list-style-type: none"> <li>Set a personal goal.</li> <li>Guided Practice               <ul style="list-style-type: none"> <li>We Do/You Do Together</li> </ul> </li> <li>Reflect</li> <li>Assess (Quick Check – Form E)</li> <li>Chart Progress (Growth Chart)</li> </ul>	<b>Delta Math</b> <i>Tier 3</i> Session 6 - Write it <ul style="list-style-type: none"> <li>Set a personal goal.</li> <li>Guided Practice               <ul style="list-style-type: none"> <li>We Do/You Do Together</li> </ul> </li> <li>Reflect</li> <li>Assess (Quick Check – Form F)</li> <li>Chart Progress (Growth Chart)</li> </ul>	<b>Delta Math</b> <i>Tier 3</i> Session 7 - Write it <ul style="list-style-type: none"> <li>Set a personal goal.</li> <li>Guided Practice               <ul style="list-style-type: none"> <li>We Do/You Do Together</li> </ul> </li> <li>Reflect</li> <li>Assess (Quick Check – Form G)</li> <li>Chart Progress (Growth Chart)</li> </ul>	<b>Delta Math</b> <i>Tier 3</i> Session 8 - Write it <ul style="list-style-type: none"> <li>Set a personal goal.</li> <li>Guided Practice               <ul style="list-style-type: none"> <li>We Do/You Do Together</li> </ul> </li> <li>Reflect</li> <li>Assess (Quick Check – Form H)</li> <li>Chart Progress (Growth Chart)</li> </ul>	<b>Delta Math</b> <i>Tier 3</i> <ul style="list-style-type: none"> <li><a href="#">Virtual Card Sorts</a></li> <li><a href="#">Online Practice</a></li> <li><a href="#">Independent Practice (Pairs or Small Groups)</a></li> </ul>
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#### Suggested Targeted Practice:

- [Virtual Card Sorts](#)
  - 1. Select and share a link to your students. 2. Provide a brief summary of the sort. 3. Students match cards in four slides. 4. Students rejoin the group to reflect, assess and chart progress.
- [Online Practice](#)
  - 1. Select and share a link to your students. 2. Students complete 10 problems. 3. Click “Learn with an example” if necessary. 4. Students rejoin the group to reflect, assess and chart progress
- [Independent Practice \(Pairs or Small Groups\)](#)
  - 1. Prepare cards and gather resources for students. 2. Provide a brief summary of the activity. 3. Students play. 4. Students rejoin the group to reflect, assess and chart progress.