

Intervention Plans

C. Prather

Week of Oct. 17th

1st Grade Sunday 1 Level 4	Week of Oct. 17
READ SOUNDS: Sound cards 1- 19	
SPELL SOUNDS: D a m v l g p n r f	
READ WORDS: Short a and short i words	
SPELL WORDS: Spell words w/ short a i and o Phrases: sad man, bad hat, bit him, big pit, tin man	
INTRO NEW MATERIAL: o	
READ ALOUD: Reading strip	

4th Grade Sunday 2 Level 3	Week of Oct. 17
READ SOUNDS: Sound Cards 1- 31	
SPELL SOUNDS: (qu u b a o ch e i)	
READ WORDS: Read words from WORD BOOK pgs 15 rev short a, i, o, ee, ay w/ blends, pg 13 w/ ff, ss, ll, zz, sight words, words with th, and qu	
SPELL WORDS: Use words with the sounds from read sounds, spell sounds and read words. SENTENCES: That dog needs a bath. This is the tenth play. Ship the box to Greg. Who hit the sixth run? Are you in the bath tub? Get the stuff in the bag.	

INTRO. NEW MATERIAL: Sound card: ck, -nt, -mp, -nd, -st, -ft, -lt, -lk, -sk, sp, -ct, -ing, -ang, -ong, -ung

READ ALOUD: SENTENCES, WORD BOOK pg 10, 14, and 24, and a passage

5th Grade Sunday 2 Level 3

READ SOUNDS: Sound Cards 1- 31

SPELL SOUNDS: (qu u b a o ch e i)

READ WORDS: Read words from WORD BOOK pgs 15 rev short a, i, o, ee, ay w/ blends, pg 13 w/ ff, ss, ll, zz, sight words, words with th, and qu

SPELL WORDS:

Use words with the sounds from read sounds, spell sounds and read words.

SENTENCES: That dog needs a bath. This is the tenth play. Ship the box to Greg. Who hit the sixth run? Are you in the bath tub? Get the stuff in the bag.

INTRO. NEW MATERIAL: Sound card: ck, -nt, -mp, -nd, -st, -ft, -lt, -lk, -sk, sp, -ct, -ing, -ang, -ong, -ung

READ ALOUD: SENTENCES, WORD BOOK pg 10, 14, and 24, and a passage

Intervention Plans

C. Prather

Week of Sept. 12th

1st Grade Level 1	Week of Sept. 12
READ SOUNDS: Sound cards 1- 17	
SPELL SOUNDS: b m s p t l f d n r	
INTRO NEW MATERIAL: a t m	
READ ALOUD: Read words with (-at and -an)	

4th Grade Sunday 2 Level 1	Week of Sept. 12
READ SOUNDS: Sound Cards 1-27	
SPELL SOUNDS: (a m v l g o f p b)(p a r o t l s x o w)(k m ee y l j z o h d)(a b l ay r p ee i j z)(f ee g l o ay h w t p)(sh d r b ch ee o n x v)	
READ WORDS: Read words from WORD BOOK pgs 7 rev short a, i, o, ee, ay w/ blends, 1 short a w/ blends, 2 short i w/ blends, 3 short o w/ blends, 4 ay, ee w/ blends, 5 sh, 6 ch	
SPELL WORDS: Words with short a, i, o, ee, ay w/ blends	
INTRO. NEW MATERIAL: Sight word cards 1-8 (a do the to I of you is) SOUND CARD 28 /u/, SOUND Card 29 /e/	

READ ALOUD: SENTENCES, WORD BOOK pg 10, READING STRIPS, and an article or book

5th Grade Sunday 2 Level 1	Week of Sept. 12
READ SOUNDS: Sound Cards 1-27	
SPELL SOUNDS: (a m v l g o f p b)(p a r o t l s x o w)(k m ee y l j z o h d)(a b l ay r p ee i j z)(f ee g l o ay h w t p)(sh d r b ch ee o n x v)	
READ WORDS: Read words from WORD BOOK pgs 7 rev short a, i, o, ee, ay w/ blends, 1 short a w/ blends, 2 short i w/ blends, 3 short o w/ blends, 4 ay, ee w/ blends, 5 sh, 6 ch	
SPELL WORDS: Words with short a, i, o, ee, ay w/ blends	
INTRO. NEW MATERIAL: Sight word cards 1-8 (a do the to I of you is) SOUND CARD 28 /u/, SOUND Card 29 /e/	
READ ALOUD: SENTENCES, WORD BOOK pg 10, READING STRIPS, and an article or book	

Intervention Teacher: C Prather

Teacher: 1st grade teachers: Shipman, Dennis, Colston, Milling

Week of: Jan. 30, 2017

CCRS:
ELA.1.21.1, ELA.1.21.3
ELA.1.22.3, ELA.1.22.1

Students:

Monday	Tuesday	Wednesday	Thursday	Friday
Monday Focus	Tuesday Focus	Wednesday Focus	Thursday Focus	Friday Focus
-Phonemic Awareness practice	-Phonemic Awareness Practice	-Phonemic Awareness practice	-Phonemic Awareness practice	Computer lab practice
- Inter Practice letters s and finding words with the letter	- Go over words w/ letters A and S	-Go over letters A, s & m	- Go over letters a, s, m & t	Starfall
Rd. sentences	-Rd. sentences	Rd. sentences and find words w/ above letters	Rd. sentences Find words w/ above letters	
I.T. Notes	I.T. Notes	I.T. Notes	I.T. Notes	I.T. Notes

Mrs. Bell

Math Intervention

Week of: September 7-11, 2015

Grade 3

Objective

3.0A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.

TW work with third grade students on learning their multiplication facts. TW demonstrate multiplication as repeated addition and as equal sets of groups. TW go over multiplication strategies with students.

Grade 4

4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

TW review the difference between factors and multiples. T & S will review how to find factors and multiples. TW introduce the terms prime and composite. TW provide several examples. SW be able to apply knowledge learned in a variety of scenarios.

Grade 5

5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.

5.NBT.3 Read, write, and compare decimals to thousandths. [5-NBT3]a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$.

TW review place value of whole numbers and decimals. TW make sure that students can read, write, and expand numbers from the millions to the thousandths. (I will be working with this standard throughout the year until students have a thorough understanding since this will be the last year that they will have the NBT standard). TW work with students on applying the knowledge learned about place value.

Mrs. Bell

Math Intervention

Week of: September 14-18, 2015

Grade 3

Objectives:

3.0A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.

3. OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3. OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

TW work with third grade students using visual models, arrays, and equal groups to solve word problems in problem situations.

Grade 4

4. OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite

4. NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value

and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

TW review the difference between factors and multiples. T & S will review how to find factors and multiples. TW introduce the terms prime and composite. TW provide several examples. SW be able to apply knowledge learned in a variety of scenarios. TW review multiplying up to four digit numbers by a one digit whole number.

Grade 5

5. NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

5. NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models

TW review multiplying two digit by two digit numbers using the standard algorithm. TW provide other methods for struggling students. TW also review dividing numbers by two digit dividends.