

Sample Teacher Prompts

Tier 2 Intervention Lessons: Sessions $2 \rightarrow 8$

Set Goal Model Practice Reflect Assess Chart Progress Celebrate/ Feedback on Strengths

Note: Below are statements that may be used to facilitate each component of the instructional sequence.

Welcome/Set Goals:Welcome back to o

- Welcome back to our math group focused on ______.
- The purpose of this group is to help you better understand _____ to help you learn about _____ in your math class.
- Today we are going to discuss and practice a strategy using _____ to increase our progress toward our learning goal.
- Please look at your Growth Chart and the last Quick Check you completed and think of a goal for the number correct you would like to score on your next Quick Check.
- Write that goal on your Growth Chart below the next Quick Check form we will use today to measure our growth.
- Today, I am going to begin by modeling how I can solve a real-life problem using ______.
- Then, we are going to practice together solving problems using _____
 and then you will have opportunities to share your thoughts while solving similar problems.

Group 2 Options

- Option 1: If you met or exceeded the learning goal at the end of our last meeting, congratulations! Today, you
 may work on _____ while the rest of the group works on the Guided Practice problems.
- **Option 2:** If you met or exceeded the learning goal at the end of our last meeting, congratulations! Today you will deepen your understanding by working with others during the You Do Together problems.

Model Problem-Solving Thinking (Sessions 2, 3, and 4 only.)

- For the next few minutes, I am going to think aloud to model solving this problem.
- Your job is to watch, listen, think and ask questions.
- First, it is important to know what the problem is about?
- The problem is about .
- Second, I need to determine what I need to find.
- I need to find .
- Third, I need to determine what I know.
- I know that .
- Fourth, I need to figure out what I can try.
- I am going to try ______. (Building, drawing or writing)
- Last, I need to make sure that my answer makes sense.
- It makes sense because
- What questions do you have about the actions or words I used to solve this problem?

	Learning Target: 1 will add 2-digit numbers	Readiness for adding 3-digit nu	ımber
	Genevieve and Caroline collected sea shells collected 27 sea shells. How many sea shell	at the beach. Genevieve collected 35 sea shells and Carolin is did they collect altogether?	ne.
	I am ening to think aloud to model solving this orn	alem.	
Session 2: Mo 3rd Grade - Readiness Sta		st. te sea shells at the beach.	_
Learning Target: I will add 2-digit numbers	Readiness for adding 3-digit numbers	g sea snells at the beach.	_
Genevieve and Caroline collected sea shells at the b collected 27 sea shells. How many sea shells did the		cted together.	
conected 27 sea sirens. How many sea sirens und the	y conect anogether?	oline collected 27 sea shells.	
		cards to help me find	
		using 3 tens and 5 ones.	
		ens and 7 ones.	
		e tens down into one	
		eswhich equals th the blocks.)	_
		62).	
		t. If 62 sea shells at the beach. It makes sense because I is ned them to see a total of 6 tens and 2 extra ones.	built
			_
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Sample Teacher Prompts

Tier 2 Intervention Lessons: Sessions $2 \rightarrow 8$ (Continued)

Guided Practice: We Do Together - Problem 1

- Please turn to the Guided Practice problems on page in your packet.
- We are all going to work on these problems together with me leading the
 We Do Together problems.
- Let's begin with problem 1, _____.
- First, I am going to ______, because ______.
- Next, I am going to ______, because ______.
- (Continue until the problem is solved.)

Guided Practice: We Do Together - Options for Problems 2-4

- What would you like me to do first? Why?
- What would you like me to do next? Why? (Continue until the problem is solved.)

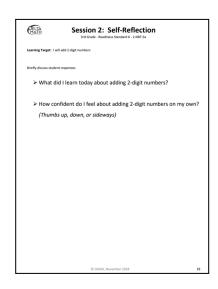
MATH Name	Date
Learning Target: I will add 2-digit numbers	3rd Grade - Readiness Standard 6 - 2.NBT.5
Session 2: Guided Pract	ice (We Do)
Materials:	
 Base-Ten Blocks (20 tens and 20 ones) 	
 Place-value Cards (2 sets) 	
We Do Together: (Teacher Actions)	
> Say the addition problem and write the answ	er if you know it.
 Use base-ten blocks and place-value cards to 	add the numbers or check your work.
I.	2.
37 + 45	15 + 62
3.	4
83 + 39	45 + 71
You Do Together: (As a class, or in small groups) > Students take turns leading and repeat the st	eps to add 2-digit numbers.
s. 53 + 28	6. 26 + 49
7.	8.
67 + 25	85 + 52
9.	10.
74 + 68	36 + 67
	November 2018

Guided Practice: You Do Together – Problems

- Option 1 (Partner Practice): Next, please find a partner and decide who will be partner A and who will be partner
 B. Both partners try the problem. Then, Partner A will begin by thinking aloud and modeling their work.
 Partner B will be watching, listening, and asking clarifying questions.
- Option 2 (Whole Group Practice): Next, we will all try the first You Do Together problem on our own before asking a volunteer to come to the board and share how they solved it. Let students work for a minute or two. Who would like to come to the board and share their thinking while everyone else watches, listens, and asks clarifying questions.
- Option 3 (Whole Group Practice): Next, we will work together as a group on the You Do Together problems.
 Who would like to be the first person to think aloud while everyone else watches, listens, and asks clarifying questions.

Student Reflection

- Now that we practiced problems represented in our learning target,
 I would like you to reflect on one or two things you learned today.
- Who would like to share their thoughts first?
- Before we measure how close you are to meeting the learning goal, please show me with a thumbs up, down or side-ways how confident you feel about meeting the learning target on your own?
 (You may also use a scale from 1 to 5)





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Tier 2 Intervention Lessons: Sessions $2 \rightarrow 8$ (Continued)

Assess Student Progress

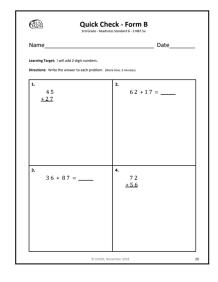
- Next, we are going to see if each of you met the goals you set at the beginning of this session.
- Please turn to Quick Check Form
- Move to the next problem if you get stuck. It is OK if you do not complete all of the problems. We will continue to work on more efficient strategies over the next few sessions.
- Take a deep breath, relax and try your best. You may begin.
- Please stop and put your pencil down

Students Score Their Own Quick Check

- Next, I will give you each answer and please write +1 next to each of your correct answers
 - Consider creating your own solutions to each problem to display for students to compare their work.
- The answer to question # ____ is ____.
- Who solved the problem like me?
- Who did something else and had the correct answer?

Students Chart Progress

- Please write the number of correct answers at the top of the Quick Check and turn to the Growth Chart in your packet.
- Find "Session ____" in the table below the graph and write "Used ____"
 in the table at the bottom half of the page.
 - o Manipulatives, drawings, visual imagery, specific strategies...
- Then, plot a point in the graph above Form ____ to represent your number of correct answers.



MATH				Chart tandard 6 - 2.NBT.	5a		
Name_					Da	te	
Learning Targ	pet: I will add 2-	digit numbers.					
Goal: 3 out o	f 4 correct						
Number Correct	3						-
	1	Å B	c Quic	D E		G P	
		A B	Quic			G F	•
Session 1:			Quic			G F	•
Session 1: Session 2:			Quic			G F	•
			Quic			G F	•
Session 2:			Quic			G F	•
Session 2: Session 3:			Quic			G F	•
Session 2: Session 3: Session 4:			Quic			G F	•
Session 2: Session 3: Session 4: Session 5:			Quic			G F	Scor

Collect Student Work

- Please make sure your name is still at the top of the first page of your packet and hand the packet to me.
- If you met the learning goal on today's quick check, congratulations!
- If you did not meet a learning goal on today's quick check, it's OK. The next time we meet, you are going to set a personal learning goal and then I will model how to solve a problem using math tools to help you better understand our learning target. Then, we are going to explore guided practice problems together.
- Thank you for trying your best by watching, listening, asking questions and sharing your thinking!