



Targeted Practice Opportunities

Due to reasons beyond your control, your school may not be able to provide intervention to all students who would benefit using Delta Math lessons that include goal setting and progress monitoring. The targeted support opportunities listed below can be provided in shorter, less structured time slots that may be available throughout each day. Each resource highlighted below can be found on the Tier 2 Intervention tab at www.deltamath.org.

Delta Math student performance data can be used to differentiate Tier 2 and Tier 3 support without decreasing access to Core instruction. This can be possible through the strategic use of warm-ups, closing activities, math centers, choice time and at-home practice.

Student Item Analysis	
Purpose: To re-engage students with a readiness standard and create the need for deeper understanding. (5 to 15 minutes)	
Before	<ul style="list-style-type: none">▪ Click on the teacher's DASHBOARD. (inqwizit.oaisd.org)▪ Click on an assessment to display the STATUS & RESULTS.▪ Click to de-select SHOW STUDENT PERFORMANCE.▪ Click on QUESTION ANALYSIS.▪ Identify a question to analyze with students.▪ Click the blue arrow (▶) to view incorrect and correct answers.
During	<ul style="list-style-type: none">▪ Read the problem projected on the screen, provide <i>think time</i>, then ask students to <i>share</i>.<ul style="list-style-type: none">○ How did you complete this question on the readiness screener?
After	<ul style="list-style-type: none">▪ Students <i>reflect</i> on common errors or 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?

Visual Fluency Cards	
Purpose: To help students strengthen and maintain basic fact fluency using 5-frame, 10-frame and area models. (5 to 15 minutes)	
Before	<ul style="list-style-type: none">▪ Print out the cards (Set A, B, C and D) and Table Tent Directions.▪ Read the directions and gather materials.
During	<ul style="list-style-type: none">▪ Model the activity with the whole class or small group(s).▪ Students play in groups of 2 to 4.<ul style="list-style-type: none">○ Card sort - Match all four sets of cards within a deck.○ Match-up #1 - Begin with number problem cards face-down and visual problem cards face-up.○ Concentration #1 - Begin with number problem cards and visual problem cards face-down.
After	<ul style="list-style-type: none">▪ Students reflect<ul style="list-style-type: none">○ Share a basic fact and explain how to find the answer using a math drawing or another strategy.



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(Continued)

Additional Guided Practice	
Purpose: To help students strengthen and maintain basic fact fluency using 5-frame, 10-frame and area models. <i>(5 to 15 minutes)</i>	
Before	<ul style="list-style-type: none">▪ Print out the practice page. (Form A, B, or C)▪ Read the prompts within each problem. (Form A solutions are provided at the end of the file.)
During	<ul style="list-style-type: none">▪ Model the We Do Together problem(s) with the whole class or small group(s).▪ Students reflect by asking clarifying questions about the math drawing, words or symbols.▪ Students complete the You Do Together problems in pairs or individually.
After	<ul style="list-style-type: none">▪ Students reflect<ul style="list-style-type: none">○ How can the drawings help you understand and solve today's problems?

Independent Practice (Pairs or Small Groups)	
Purpose: To strengthen and maintain procedural fluency using card games and matching activities. <i>(5 to 15 minutes)</i>	
Before	<ul style="list-style-type: none">▪ Print out the activity cards and recording sheet.▪ Read the directions and gather materials.
During	<ul style="list-style-type: none">▪ Model the activity by playing against the whole class or small group(s).▪ Students play in groups of 2 to 4.
After	<ul style="list-style-type: none">▪ Students reflect<ul style="list-style-type: none">○ What felt easy and/or difficult during today's activity?○ Explain how you solved one problem from today's activity?

Online Practice	
Purpose: To strengthen and maintain procedural fluency using visual and symbolic representations. <i>(5 to 15 minutes)</i>	
Before	<ul style="list-style-type: none">▪ Decide which link(s) to assign and verify that they work on student devices.<ul style="list-style-type: none">○ Assign activities in the order they are listed within each readiness standard.<ul style="list-style-type: none">▪ Each list of activities progress from including visual representations to support conceptual understanding to applying understanding to support procedural fluency.
During	<ul style="list-style-type: none">▪ Model the activity with the whole class or small group(s).▪ Students open the link and complete 5 to 10 questions.<ul style="list-style-type: none">○ Accounts for IXL/mathgames.com are not required to access up to 10 free questions each day.▪ Students take a screen shot after their allotted time to show their progress. (Optional)
After	<ul style="list-style-type: none">▪ Students reflect<ul style="list-style-type: none">○ What felt easy and/or difficult during today's online practice?○ Explain how you solved one problem from today's activity?