



Sample Teacher Prompts

Tier 3 Intervention Lessons

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/Introductions (Session 1 Only)

- Welcome 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.
- My name is _____ and my favorite thing about school is _____.
- Please share your name with the group and your favorite thing about school!

Welcome/Set Goals: (Sessions 2 through 8)

- 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.

Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		

Model Problem-Solving Thinking (Sessions 1, 3, and 6)

- 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?

Session 1: Modeling (I Do - Teacher Notes)

Learning Target: I will add 2-digit numbers. Readiness for adding 3-digit numbers.

Genevieve and Caroline collected sea shells at the beach. Genevieve collected 35 sea shells and Caroline collected 27 sea shells. How many sea shells did they collect altogether?

Session 1: Modeling (I Do)

Learning Target: I will add 2-digit numbers. Readiness for adding 3-digit numbers.

Genevieve and Caroline collected sea shells at the beach. Genevieve collected 35 sea shells and Caroline collected 27 sea shells. How many sea shells did they collect altogether?

35 sea shells at the beach. It makes sense because I built them to see a total of 6 tens and 2 extra ones.



Sample Teacher Prompts

Tier 3 Intervention Lessons (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.)

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)

DELTA MATH		Name _____	Date _____
Learning Target: I will add 2-digit numbers			
Session 1: Guided Practice (We Do)			
Materials:			
<ul style="list-style-type: none"> ➤ Base-Ten Blocks (20 tens and 20 ones) ➤ Place-value Cards (2 sets) 			
We Do Together: (Teacher Actions)			
<ul style="list-style-type: none"> ➤ Say the addition problem and write the answer if you know it. ➤ Use base-ten blocks and place-value cards to add the numbers or check your work. 			
1.	$37 + 45$	2.	$15 + 62$
3.	$83 + 39$	4.	$45 + 71$
You Do Together: (As a class, or in small groups)			
<ul style="list-style-type: none"> ➤ Students take turns leading and repeat the steps to add 2-digit numbers. 			
5.	$53 + 28$	6.	$26 + 49$
7.	$67 + 25$	8.	$85 + 52$
9.	$74 + 68$	10.	$36 + 67$
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DELTA MATH	Session 1: Self-Reflection
Learning Target: I will add 2-digit numbers	
Briefly discuss student responses	
<ul style="list-style-type: none"> ➤ What did I learn today about adding 2-digit numbers? ➤ How confident do I feel about adding 2-digit numbers on my own? (Thumbs up, down, or sideways) 	
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Sample Teacher Prompts

Tier 3 Intervention Lessons (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.
 - Manipulatives, drawings, visual imagery, specific strategies...
- Then, plot a point in the graph above Form ___ to represent your number of correct answers.

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!

DELTA MATH Quick Check - Form A

Name _____ Date _____

Learning Target: I will add 2-digit numbers.
Directions: Write the answer to each problem. (Work time: 3 minutes)

1. $\begin{array}{r} 57 \\ +12 \\ \hline \end{array}$	2. $49 + 38 = \underline{\quad}$
3. $75 + 84 = \underline{\quad}$	4. $\begin{array}{r} 48 \\ +96 \\ \hline \end{array}$

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DELTA MATH Growth Chart

Name _____ Date _____

Learning Target: I will add 2-digit numbers.
Goal: 3 out of 4 correct

Session	Intervention	Date	Score
Session 1:			
Session 2:			
Session 3:			
Session 4:			
Session 5:			
Session 6:			
Session 7:			
Session 8:			

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