

## Evaluate progress with assessment and monitoring system

### Assessment Masters

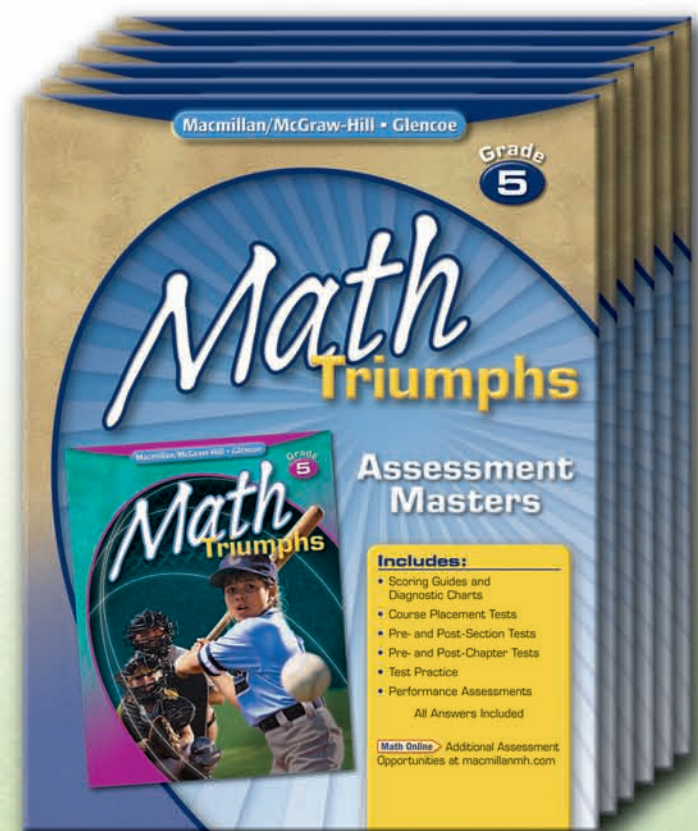
- Placement suggestions
- Multiple assessments
- Exit strategies

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## Math Triumphs An Intervention Program

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Pupil Edition	978-0-07-888193-0	0-07-888193-5
Teacher Edition	978-0-07-888216-6	0-07-888216-8
Glossary, Grades K and 1	978-0-07-888238-8	0-07-888238-9
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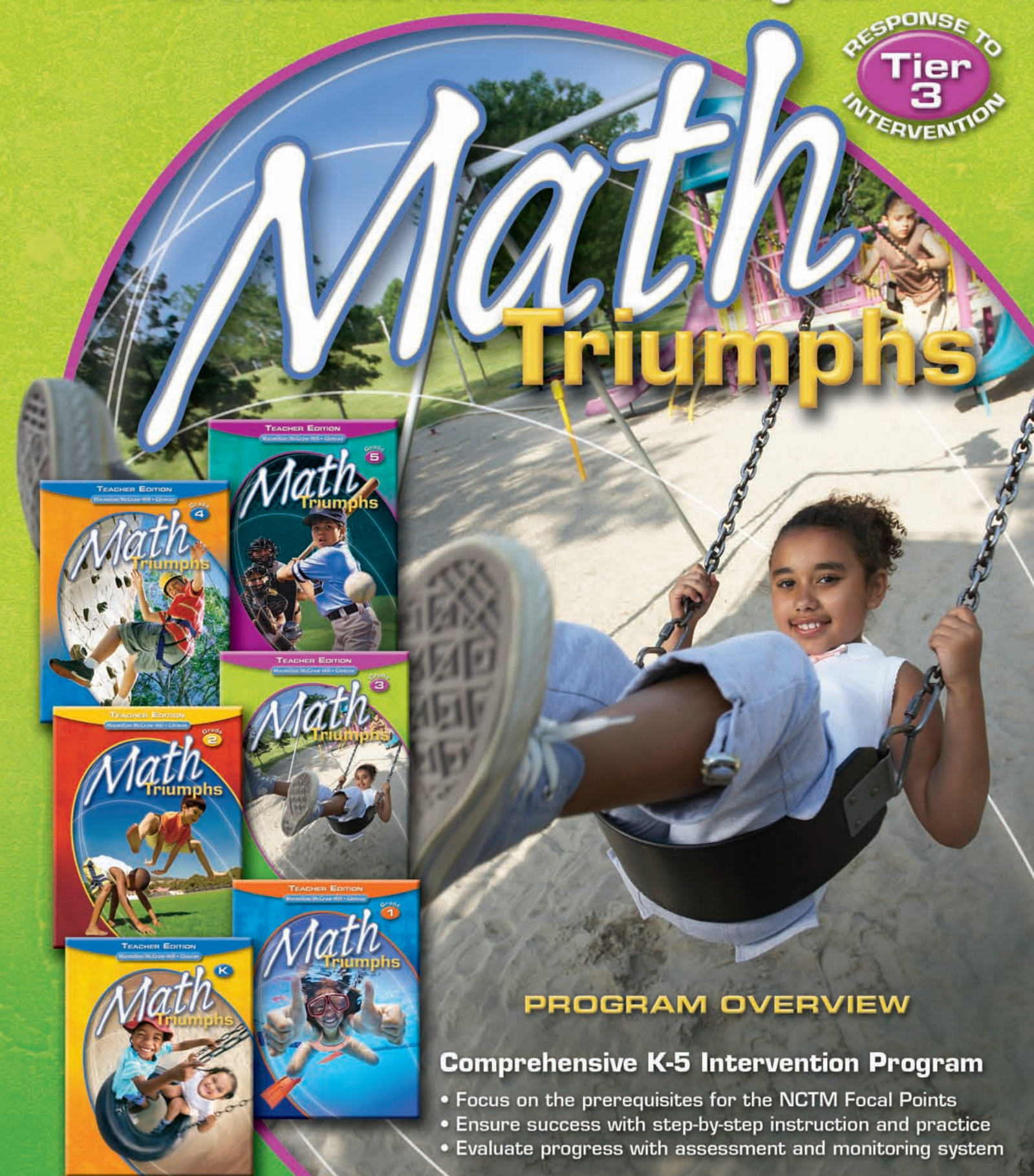
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## An Intensive Intervention Program

RESPONSE TO  
Tier  
3  
INTERVENTION



### PROGRAM OVERVIEW

#### Comprehensive K-5 Intervention Program

- Focus on the prerequisites for the NCTM Focal Points
- Ensure success with step-by-step instruction and practice
- Evaluate progress with assessment and monitoring system

# Focus on the prerequisites for the NCTM Focal Points

# Ensure success with step-by-step instruction and practice



**NCTM Focal Points**

**Preparation in Math Triumphs, Grade 3**

**Chapter 1: Addition and Subtraction**  
**Chapter 2: Introduction to Multiplication**  
**Chapter 3: Introduction to Division**

**Chapter 4: Place Value**  
**Chapter 5: Fractions**  
**Chapter 6: Fraction Equivalence**

**Number and Operations and Algebra (G3-FP1)** Developing understandings of the multiplication and division strategies for basic multiplication facts and related division facts.

Students understand the meanings of multiplication and division of whole numbers through the use of representations (e.g., equal-sized groups, arrays, area models, and equal "jumps" on number lines for multiplication, and successive subtraction, partitioning, and sharing for division). They use properties of addition and multiplication (e.g., commutativity, associativity, and the distributive property) to multiply whole numbers and apply increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving basic facts. By

**Number and Operations and Algebra (G3-FP2)** Developing and understanding of fractions and fraction equivalence

Students develop an understanding of the meanings and uses of fractions to represent parts of a whole, parts of a set, or points or distances on a number line. They understand that the size of a fractional part is relative to the size of the whole, and they use fractions to represent numbers that are equal to, less than, or greater than 1. They solve problems that involve comparing and ordering fractions by using models, benchmark fractions, or common numerators or denominators. They understand and use models, including the number line, to identify equivalent fractions.

**Student Study Guides** are designed around the NCTM Focal Points, with correlations provided for each lesson.

**Lesson 1-6** Name \_\_\_\_\_

## Skip Count by 2s

**Key Concept**  
You can use pennies to skip count by 2s.

You can also use a number line to skip count by 2s.

Start at 0. Skip count by 2s. You count 2, 4, 6, 8, and 10.

**Vocabulary**  
**skip count** to count objects in equal groups of two or more  
**pattern** an order that a set of objects or numbers follows over and over

The numbers 0, 2, 4, 6, 8, and 10 form a **pattern**. They get larger by 2.

Chapter 1 Lesson 6

**Student Study Guides** provide clear and concise lessons to increase student understanding.

- Key Concept
- Vocabulary
- Step-by-Step Practice
- Problem-Solving Practice

**Teacher Guides** assist with instruction.

- Who is Correct?
- Math Coach Notes
- Using Manipulatives
- Are They Getting It?
- Assess

**Are They Getting It?**

Check students' understanding of finding the area by writing these problems on the board. Ask students to point out each wrong answer. Tell them to use a grid to show why the answers are correct or incorrect.

**Find the area of each figure.**

The area of the rectangle is 18 units. **This is incorrect. The area is 18 square units.**

The area of the figure is 8 square units. **This is correct.**

**Focal Points Connections**

**Algebra (G3-FP4)** Understanding properties of multiplication and the relationship between multiplication and division should occur at this grade level. Students build a foundation for later understanding of functional relationships by describing relationships in context with such statements as, "The number of chairs is..."

**Measurement (G3-FP3)** Students in grade 3 strengthen their understanding of fractions as they use measurement that call for more precision than the whole unit allowed them in their work. They develop their facility in measuring with fractional parts of linear units. Students develop measurement skills through experiences in analyzing attributes and properties of two-dimensional objects. They use perimeter as a measurable attribute and select appropriate units, strategies, and tools to solve perimeter problems.

**Data Analysis (G3-FP5)** Addition, subtraction, multiplication, and division of whole numbers of students construct and analyze frequency tables, bar graphs, picture graphs, and line plots and problems.

**Number and Operations (G3-FP1)** Building on their work in grade 2, students extend their understanding of multiplication and division to numbers up to 10,000 in various contexts. Students also apply this understanding to numbers in different equivalent forms (e.g., expanded notation). They develop their understanding of building their facility with mental computation (addition and subtraction in special cases, such as 9,000 - 5,000), by using computational estimation, and by performing paper-and-pencil computation.

For a complete correlation to the NCTM Curriculum Focal Points, go to [www.mheducation.com](http://www.mheducation.com) and select **Math**, then **Teacher View**. The complete Curriculum Focal Points may be viewed at [www.nctm.org](http://www.nctm.org).

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G5-FP2

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G5-FP2

*Row Houses, Charleston, South Carolina*

**Problem-Solving Practice**

3 Margie has five pairs of gloves. How many gloves does Margie have in all?

**Understand** Underline key words.

**Plan** Skip count by 2s.

**Solve** Count 2 for each

**Check** Margie has \_\_\_\_\_ gloves in all. Use a number line to skip count by 2s.

**Example**  
Skip count by 2s. Write the missing numbers.

**Step 1** Start at 10 on the number line. Skip count 2. Land on 12.

**Step 2** Start at 12. Skip count. Land on 14. Skip count. Land on 16. Skip count. Land on 18.

**Answer** The missing numbers are 12 and 18.

**Step-by-Step Practice**  
Skip count by 2s. Write the missing numbers.

**Step 1** Start at  $\frac{1}{2}$  on the number line. Skip count 2. Land on \_\_\_\_\_.

**Step 2** Start at \_\_\_\_\_ Skip count. Land on \_\_\_\_\_.

**Answer** The missing numbers are \_\_\_\_\_ and \_\_\_\_\_.

**Lesson 9-1 Lesson Notes**

**Objective** Estimate the area of a figure using a grid.

**Vocabulary** **area, square unit**

**Materials/Manipulatives** coordinate plane/grid paper, geoboard, ruler

**Chapter Resource Masters**

- Vocabulary and English Language Development (p. A187)
- Skills Practice (p. A188)
- Problem-Solving Practice (p. A189)
- Homework Practice (p. A189)

**1 Introduce**

**Vocabulary**  
**Explore Vocabulary** Hand out a sheet of grid paper to each student. Inform students that one square is one square unit. Ask students to make a rectangle on grid paper and count the number of squares inside the rectangle. Guide students to realize that the number of squares inside the rectangle is the area. Explain nonexamples of area.

**2 Teach**

**Key Concept**  
**Foundational Skills and Concepts** After students have read through the Key Concept box, have them try these exercises.

- Which figure is easier to find the area of?  
*Possible answer:* The figure on the left is easier, because it is a familiar figure.
- What is the area of both figures combined?  
*The area of both figures is 35 1/2 square units.*
- How is the area of each figure found?  
*by counting the number of square units the figure covers.*

**3 Practice**

**Using Manipulatives**  
**Geoboard** When assigning Exercise 1, model the two different ways to find the area of a rectangle and 2 units by 7 units. Point out to the students that it can be either counted the units or multiply the length by the width.

**Coordinate Plane/Grid Paper** When presenting Example 2, model the units on a grid. Emphasize to students that when they are asked to estimate, they need to count the whole units and then count the partial units.

**On-Hand Manipulatives** Draw figures or practice counting the units within the figures to find the area of each figure.

**Math Coach Notes**  
**Strategies**

- Start this lesson by identifying and drawing square units, and hand out a sheet of grid paper to each student. Have each student use a ruler and draw a diagonal line through a few square units. Make sure that the students know that each triangle made is one-half of a square unit. Model how to count partial square units.
- Have students draw different figures that have

**4 Assess**

**See It, Do It, Say It, Write It**  
**Step 1** Draw the following figure on the board.

**Step 2** Have students estimate the area of the figure on the board.

**Step 3** Arrange the students in pairs and have them explain to each other how they found the area of the figure.

**Step 4** Have students write in their journals how to find the area of a figure.

**Looking Ahead: Pre-teach**  
**Area of a Rectangle** In the next lesson, students will learn how to find the area of a rectangle.

**Example**  
What is the area of the rectangle?