Math Interventions Staff Development

Monday, October 8, 2018

Presenters: Marisela Magadan and Laura Garcia

Agenda

- 1. Understanding Numbers through number sense
- 2. Using Number Sense activities
 - Ten Frames
 - Rekenrek
 - Subitizing
- 3. Lunch Break 11:30 1:00
- 4. 2nd grade TEKS and interventions
- 5. Examples of interventions
- 6. Teachers will create a chart showing activities they implement in class.
- 7. Share information
- 8. Dismissal

Math Interventions

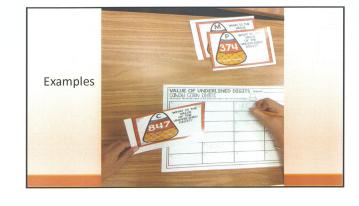
Numerical
Representations
And
Relationships

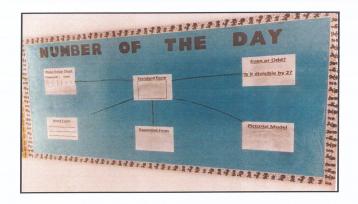
Readiness Standards

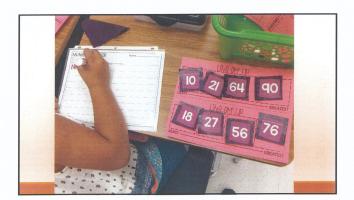
- 2.2(B)* use standard, word, and expanded forms to represent numbers up to 1,200 $\,$
- 2.2(D)* use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)
- 2.3(B)* explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part

Supporting Standards 2.2(A)* use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones 2.2(C) generate a number that is greater than or less than a given whole number up to 1,200 2.2(E)* locate the position of a given whole number on an open number line 2.3(F)* name the whole number that corresponds to a specific point on a number line 2.3(A) partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words 2.3(C)* use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole 2.3(D)* identify examples and non-examples of halves, fourths, and eighths

	Readiness Standards		
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Computations and Algebraic Relationships

Readiness Standards 2.4(C)* solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms 2.4(D)* generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000

	Supporting Standards
2.4(A)	recall basic facts to add and subtract within 20 with automaticity
2.4(8)*	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations
2.6(A)*	model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined
2.6(B)*	model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets
2.7(A)*	determine whether a number up to 40 is even or odd using pairing of objects to represent the number
2.7(B)	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200
2.7(C)	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem

	Rea	diness Standards		
2.4(C)*		nulti-step word problems involving addition and ,000 using a variety of strategies based on place rithms		
2.4(D)*		problem situations for a given mathematical volving addition and subtraction of whole 10		
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Geometry and Measurement

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- 2.8(B)* classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language
- 2.8(C)* classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of
- 2.9(E)* determine a solution to a problem involving length, including estimating lengths
- 2.9(G)* read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.

Supporting Standards

- 2.8(A) create two-dimensional shapes based on given attributes, including number of sides and vertices 2.8(D) compose two-dimensional shapes and three-dimensional solids with given properties or attributes
- 2.8(E) decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts
- 2.9(A)* find the length of objects using concrete models for standard units of length
- 2.9(8) describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object.
- 2.9(C)* represent whole numbers as distances from any given location on a number line determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or
- uncurrently unless the tength of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes

 2.9(F)* use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit

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2.8(C)*				with 12 or fewer sides according to fying the number of sides and number of		
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Data Analysis And **Personal Financial** Literacy

Readiness Standards

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	ELECTRIC CONTRACTOR		

Understanding Numbers Through Number Sense

What is Number Sense?



A person's ability to use and understand numbers:

- · knowing their relative values, · how to use them to make
- how to use them to make judgments,
- · how to use them in flexible ways when adding, subtracting, multiplying or dividing
- · how to develop useful strategies when counting, measuring or estimating.

- Students who struggle in math often lack number sense.
- Without number sense, it is a struggle to find relationships among numbers or equations.
- It becomes difficult to figure out measurement, geometry and data problems.



- With number sense, children become more apt to attempt problems and make sense of mathematics.
- As students build number sense, mathematics takes greater meaning.
- It becomes more about reaching understanding than following rigid sets of rules.

Number sense will facilitate with problem solving, reasoning, and discussing math ideas.

Examples
of using
number sense:

A sense of what numbers mean.

Someone with a sense of what numbers mean has a visual model and concrete understanding of quantities.





Real world meaning of quantity and numbers.

Students will make comparisons, interpret data, estimate, and answer the question.





Flexibility, automaticity, and fluidity with numbers.

Students can solve problems quickly and efficiently because they use the five- and ten-structures of numbers.

Ability to perform mental math.

Students are able to solve in their heads by decomposing or breaking apart numbers into tens and ones.

ten + 7 ones
10 + 7 = 17

Flexibility with problems.

Students are able to show different ways to solve problems.



Ability to determine reasonableness of an answer.	