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# UPPER ELEMENTARY MATH INTERVENTION OVERVIEW

This intervention curriculum was specifically designed for upper elementary students who need additional math instruction in order to be successful in mastering essential math standards. This curriculum was not designed for students who simply need a bit of extra instruction, time, or practice. Instead, this curriculum was designed for upper elementary students who experience difficulty with number sense, generalizing math concepts, have significant gaps in their math understanding, and are having difficulty keeping up with and understanding their current math curriculum. This may be used as a part of your small group math instruction, math interventions, or math RTI.

This is a very flexible and versatile math intervention curriculum and is best used with small group lessons. The lessons are based on approximately 20 minutes of instruction, but more time can certainly be added to that instruction. Each lesson is broken into three components: review, focus lesson, and practice. There is a similar routine for each lesson to allow the lessons to flow quickly and to provide predictability for students. The review and practice are both very short components to the lesson, because the bulk of the lesson is focused on instruction during the focus lesson. This is NOT a series of practice or review worksheets, as the lessons focus on interaction and discussion with a little practice mixed in.

You may teach the topics in any order and skip around to reflect your math curriculum. However, it is not necessary for these lessons to match your current math workshop lessons. I find that I often need to address gaps in student understanding before students are able to access their grade level curriculum. These lessons emphasize conceptual understanding and each topic's lessons build upon the next for increased difficulty. Before beginning the lessons, I first assess students to determine their placement within each topic of this curriculum.

# UPPER ELEMENTARY MATH INTERVENTION SCOPE AND SEQUENCE

Part 1 Place Value.....	2 weeks of instruction
Part 2 Addition.....	3 weeks of instruction
Part 3 Subtraction.....	2 weeks of instruction
Part 4 Addition & Subtraction Word Problems.....	1 week of instruction
Part 5 Multiplication.....	5 weeks of instruction (3 <sup>rd</sup> grade skips 3 <sup>rd</sup> -5 <sup>th</sup> week)
Part 6 Division.....	4 weeks of instruction (3 <sup>rd</sup> grade skips 3 <sup>rd</sup> week)
Part 7 Multiplication & Division Word Problems.....	1 week of instruction
Part 8 Fractions.....	5 weeks of instruction
Part 9 Decimals.....	1 week of instruction

It is not necessary to follow this pacing guide exactly as-is. While the lessons do build upon each other, I recommend assessing students to find where their needs begin. Some students may not need to start at Week 1 for each unit, while other students may need to spend two weeks on Week 1. Even though I am often tempted, I try to move slowly through the weeks to ensure complete understanding of the lessons before moving forward. The purpose of each lesson is to build foundational and conceptual understanding, which may take extra time.

# UPPER ELEMENTARY MATH INTERVENTION USER GUIDE

How you choose to set up and organize these intervention lessons depends on your personal preferences. I have experienced the most success by assembling an intervention binder. In the intervention binder, I keep all of my lessons and materials for each topic. I love using plastic, pocket dividers to keep all of my materials in. I punch holes in the lesson plans and keep those on the rings, and I place everything else in the pockets.

# UPPER ELEMENTARY MATH INTERVENTION USER GUIDE

I strongly encourage using this program approximately 20 minutes a day, five days a week. I am certainly aware that sometimes it's just not possible to squeeze in that extra time, so don't feel as if the lessons must be completed on Fridays. Whenever, I don't have time to complete all five lessons, I carry the lessons over to the following week, because it is not necessary to begin each new week on Monday. It is also not necessary to begin at week one. Instead, I like to first assess my students to see where their weaknesses are, and I use that information as a starting place for my interventions.

You will notice that these lessons often do not address grade level standards. Instead, they address concepts and foundational skills that are essential for number sense and for students to be able to access grade level standards. I did add an extra week to address algorithms for addition, subtraction, multiplication, and division. Anytime you are teaching a particular concept and you feel that students did not grasp the lesson, be sure to spend another day revisiting that concept before moving on. This is when I take the opportunity to slow down and allow students fully grasp the concept.

In these lessons, the number talk will also serve as a review and will not always follow skill taught during the lesson. Despite the difference, this is an essential part of this intervention program. This is a powerful way to allow students to strengthen students' number sense and reasoning skills. The number talks should be completed orally, and students should be encouraged to use the strategy of the week for the number talk.

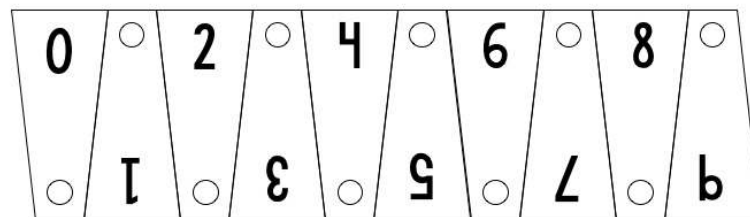
# PLACE VALUE-THROUGH 6-DIGIT NUMBERS

## UPPER ELEMENTARY MATH INTERVENTION

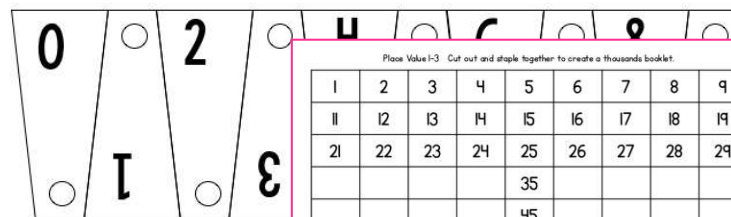
## Place Value-1

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
NUMBER TALK	Addition Adding On: Ask students how many dots they see and how do they see them. Printable Included	Addition Adding On: Ask students how many dots they see and how do they see them. Printable Included	Addition Adding On: Ask students how many dots they see and how do they see them. Printable Included	Addition Adding On: Ask students how many dots they see and how do they see them. Printable Included	
FOCUS SKILL	Explain how each house is broken into hundreds, tens, and ones. Help students read large numbers using the houses. Then, have students write the number in expanded form.  Give the students a number and have them write the number on the houses. Once the students' knowledge is secure ask them to read numbers without houses. If needed, spend multiple days on this lesson, slowly increasing the size of the numbers.	Have students use the fans to show numbers. As the students' knowledge develops, bigger numbers may be used. For example: 134, then 2,345, then 45,702, and 803,856. No digit can be repeated in a number because the fans have no repeated digits.  Have students show the number that comes after or before given numbers. Have students show the number 10/100/1,000 after or before given numbers. *Laminating makes them a little slippery for students.	Point to random spots in the thousands book and have students identify the missing number. Discuss what moving one square to the right or left does to the size of the number (increases/decreases by one). Ask what moving one square down or up does (increases/decreases by 10), and what moving through to the next/previous page does (increases/decreases by 100).  Don't give away books as they will be used again.	Give students a aim of the game every floor of the house with numbers in. Player cannot place a number they have drawn that turn. Player rolls a rolling dice. If digits rolled, decrease digit number the number on the left. Have students read the number on the left. rocket where the best fits between number is written. be moved. This can be done with 2, 3, and 4 digit numbers.	
PRACTICE	Students write a four digit number in expanded form, and identify the place value and value of a digit.	Students write a five digit number in expanded form, and identify the place value and value of a digit.	Student write a six digit number in expanded form, and identify the place value and value of a digit.	Student write a seven digit number in expanded form, and identify the place value and value of a digit.	Student write an eight digit number in expanded form, and identify the place value and value of a digit.

Place Value 1-2



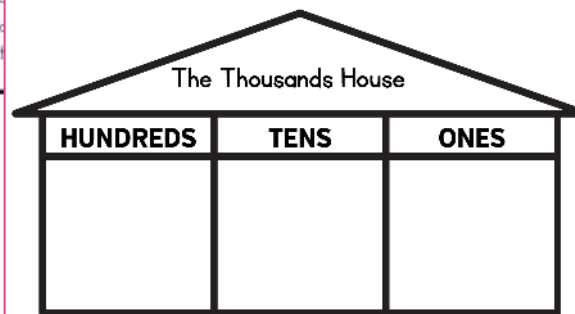
Directions: Print on cardstock, laminate, and cut out. Punch a hole through the circles and hold together with a brad.



Place Value 1-3 Cut out and staple together to create a thousands booklet.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
				35					40
				45					50
				55					60
				65					70
				75					80
				85					90
				95					100

101	102	103	104	105	106				110
				115					120
				125					130
131				135					140
				145					150
	152	153	154	155	156	157	158	159	160
				165					170
				175					180
				185					190
191				195					200



# ADDITION-UP TO ADDING 4-DIGIT BY 4-DIGIT NUMBERS

## UPPER ELEMENTARY MATH INTERVENTION

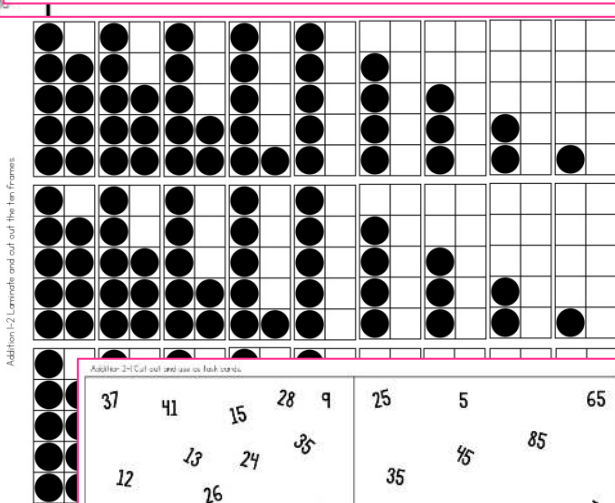
Addition-1

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
NUMBER TALK	Addition: Counting On With Number Sentences 3+6, 3+7, 3+8 4+6, 7+4, 4+8, 4+9	Addition: Counting On With Number Sentences 9+1, 9+3, 9+5, 9+7 6+4, 6+6, 6+8, 6+9	Addition: Counting On With Number Sentences 7+3, 7+7, 7+9, 7+5 9+1, 9+3, 9+5	Addition: Counting On With Number Sentences 5+5, 5+7, 5+9 8+2, 8+5, 8+7, 8+9	Addition: Counting On With Number Sentences 11+5, 12+4, 13+3 9+2, 9+4, 9+6, 9+8
FOCUS SKILL	Review the 10 frames with students. Make sure students realize that the dots plus the spaces equal 10. Use 2-sided counters to practice all the combinations that make 10.  Practice all combinations of every basic fact. For example the basic fact $3 + 7 = 10$ is linked to all these problems: $3+7=10$ , $7+3=10$ , $10-7=3$ , $7-7=10$ , $10-3=7$ , $3+7=10$ , $10-7=3$ , $7+3=10$ , $10-3=7$ .	Give students a collection of little 10-frames. Each student should have a set of 10 tens and a set of frames for each number 1-5 with an extra 5. Use the 10-frames to develop the idea of one more than or one less than. For example if 6 is one less than 7, then 60 is one less than 70. Then, begin having students think about larger numbers in parts. Have students think of ways to take apart multiples of ten.	Give students the same collection of 10-frames. Challenge students to build numbers in as many different ways as possible allowing students to develop a better understanding of parts and wholes. For example, how many ways can students build 76? The most obvious way is $70+6$ , but have students determine different ways to build the number.	Give students the Working with Tens and Hundreds worksheet/task cards. In this, students are given a number and a model of base-ten pieces. Students should solve the addition problem mentally. The dots act as ones, the lines act as tens, and the squares act as hundreds.	Say a number between 5 and 100. Have students respond with 50 and _____, for example, with the number 25. This allows students to begin reasoning with and applying nice numbers to their computation strategies.
ACTICE	Students should attempt to solve the addition problems. This practice allows you to observe students attempting to apply the strategies.	Students should attempt to solve the addition problems. This practice allows you to observe students attempting to apply the strategies.	Students should attempt to solve the addition problems. This practice allows you to observe students attempting to apply the strategies.	Students should attempt to solve the addition problems. This practice allows you to observe students attempting to apply the strategies.	Students should attempt to solve the addition problems. This practice allows you to observe students attempting to apply the strategies.

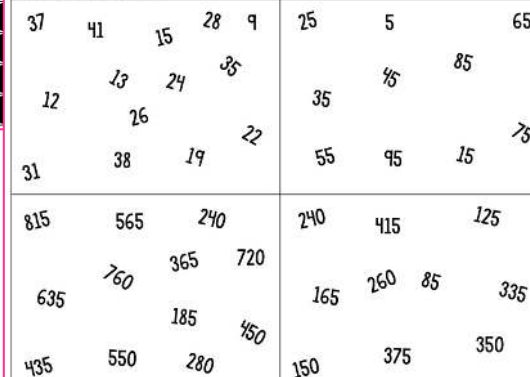
### ADDITION 1-1 NUMBER TALK

Show students one row at a time. Keep the other rows covered until you are ready to move on. Students should explain how they used the strategy.

$$\begin{array}{l} 3+6 \\ 3+7 \\ 3+8 \end{array} \quad \begin{array}{l} 4+6 \\ 7+4 \\ 4+8 \\ 4+9 \end{array}$$



Addition 2-4: Cut out and use as task cards.



#### ADDITION 1-1 EXIT SLIP

#### ADDITION 1-1 EXIT SLIP

46+57=\_\_\_\_\_

674+387=\_\_\_\_\_

8,328+3,984=\_\_\_\_\_

46+57=\_\_\_\_\_

674+387=\_\_\_\_\_

8,328+3,984=\_\_\_\_\_

#### ADDITION 1-1 EXIT SLIP

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46+57=\_\_\_\_\_

674+387=\_\_\_\_\_

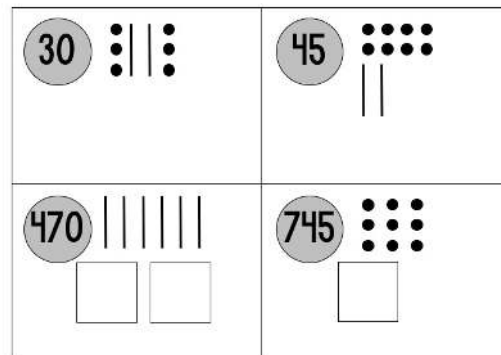
8,328+3,984=\_\_\_\_\_

46+57=\_\_\_\_\_

674+387=\_\_\_\_\_

8,328+3,984=\_\_\_\_\_

Addition 1-1: Cut out and use as task cards or keep together and use as a worksheet.



# SUBTRACTION-UP TO SUBTRACTING 4-DIGIT BY 4-DIGIT NUMBERS

## UPPER ELEMENTARY MATH INTERVENTION

## Subtraction

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>NUMBER TALK</b>	Addition: Making Friendly Numbers $10+20$ , $9+19$ , $9+29$ , $9+39$	Addition: Making Tens Number Sentences $25+25$ , $26+25$ , $26+26$ , $26+27$	Addition: Making Landmark or Friendly Numbers $20+30$ , $19+29$ , $18+28$ , $18+26$	Addition: Making Landmark or Friendly Numbers $10+20$ , $9+18$ , $10+30$ , $9+28$	Addition: Making Landmark or Friendly Numbers $30+30$ , $29+29$ , $28+29$ , $28$
<b>FOCUS SKILL</b>	Give students a blank ten-frame card and place 10 counters on it and ask the students to imagine removing some of the counters. For example, ask students to mentally remove four of the counters. Students should imagine four counters removed and see that there are six counters left. Then have students remove the four counters to check their thinking. Repeat until students feel comfortable with this process.	Provide a set of little ten-frame cards for students. You can use the same set from previous lessons or print a new set. Have one student make a 2-digit number. Then, both students should work mentally to determine what goes with the ten-frame amount to make 100. Have students check their work by counting with their ten-frames to see if the total is 100. If needed, start with 50 and work students toward working with 100.	Give students the set of little ten-frames. Have students to make a given 2-digit number with the little ten-frame cards. Then, have students remove a given amount from the ten-frame cards. If laminated, students can write on the ten-frames to show the removal of dots. This will allow students to SEE regrouping in a natural way that is familiar to students.	Provide a set of little ten-frame cards for each of two students. One student should make a number greater than 50, and one student should make a number less than 50. Both numbers should be placed where students can easily see the cards. The smaller number should then be subtracted from the larger number. This allows students to review the previous lesson.	Introduce the concept of regrouping with snap cubes. Give students any 2-digit number and 1-digit number that requires regrouping. Students should use the cubes to build the 2-digit number on the place value chart. Then, students should subtract the 1-digit number (2-digits if the student is ready). Have students work, show their relationship to the
<b>PRACTICE</b>	Have students complete three subtraction problems. As problems get progressively more difficult, so you may have students omit problems they are not ready for.	Have students complete three subtraction problems. As problems get progressively more difficult, so you may have students omit problems they are not ready for.	Have students complete three subtraction problems. As problems get progressively more difficult, so you may have students omit problems they are not ready for.	Have students complete three subtraction problems. As problems get progressively more difficult, so you may have students omit problems they are not ready for.	Have students complete three subtraction problems. As problems get progressively more difficult, so you may have students omit problems they are not ready for.

Subtraction 2-1				
Completed Together	$\begin{array}{r} 46 \\ -39 \\ \hline \end{array}$	$\begin{array}{r} 78 \\ -59 \\ \hline \end{array}$	$\begin{array}{r} 84 \\ -58 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ -69 \\ \hline \end{array}$
Guided Practice	$\begin{array}{r} 80 \\ -37 \\ \hline \end{array}$	$\begin{array}{r} 86 \\ -69 \\ \hline \end{array}$	$\begin{array}{r} 95 \\ -48 \\ \hline \end{array}$	$\begin{array}{r} 87 \\ -28 \\ \hline \end{array}$
Independent Practice	$\begin{array}{r} 74 \\ -49 \\ \hline \end{array}$	$\begin{array}{r} 85 \\ -59 \\ \hline \end{array}$	$\begin{array}{r} 75 \\ -26 \\ \hline \end{array}$	$\begin{array}{r} 96 \\ -68 \\ \hline \end{array}$

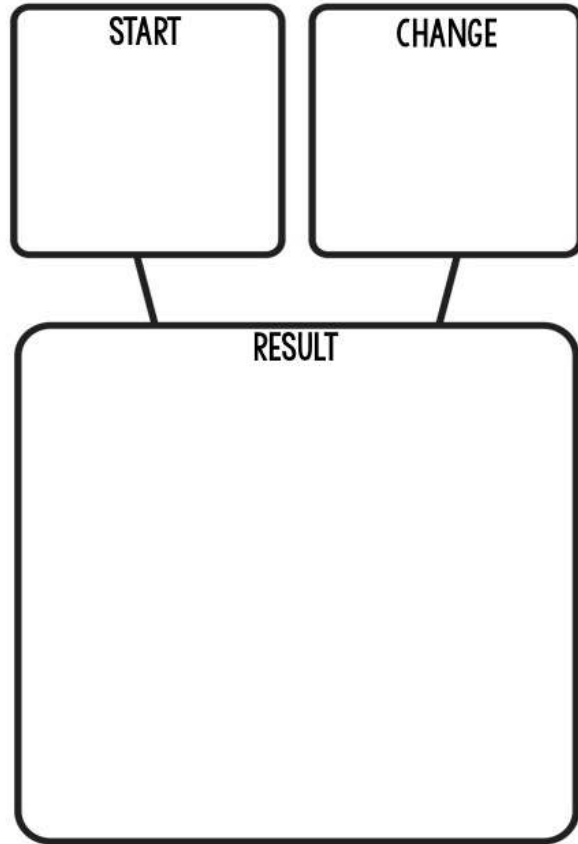
tens	ones

SUBTRACTION 1-5 EXIT SLIP	SUBTRACTION 1-5 EXIT SLIP
$643-37=$ _____	$643-37=$ _____
$362-287=$ _____	$362-287=$ _____
$4,352-168=$ _____	$4,352-168=$ _____
SUBTRACTION 1-5 EXIT SLIP	SUBTRACTION 1-5 EXIT SLIP
$643-37=$ _____	$643-37=$ _____
$362-287=$ _____	$362-287=$ _____
$4,352-168=$ _____	$4,352-168=$ _____



# WORD PROBLEMS

## JOINING PROBLEMS



Word Problems I-I laminate and have students write with a dry erase marker. Use this page with counters.

Word Problems I-I

## JOINING PROBLEMS-RESULT UNKNOWN

- Emma has \_\_\_\_ rocks, and her friend Liam gave her \_\_\_\_ more rocks. How many rocks does Emma have now?
- Olivia has \_\_\_\_ board games. She had a birthday party and got \_\_\_\_ more board games. How many board games does Olivia have now?
- Noah found \_\_\_\_ tadpoles. He went to a different pond and found \_\_\_\_ more tadpoles. How many tadpoles did Noah find?
- Ava picked \_\_\_\_ flowers. Her brother gave her \_\_\_\_ more flowers. How many flowers does Ava have now?
- Oliver had \_\_\_\_ songs on his playlist. He added \_\_\_\_ more songs. How many songs are on Oliver's playlist?

## JOINING PROBLEMS-CHANGE UNKNOWN

- The pet store had \_\_\_\_ puppies. The the store got some new puppies. Now the store has \_\_\_\_ puppies. How many new puppies did the store receive?
- Isabella had \_\_\_\_ beads. Her friend gave her a few more beads. Now Isabella has \_\_\_\_ beads. How many beads did Isabella's friend give her?
- Mason collected \_\_\_\_ stamps. How many stamps did he receive?
- Sophia got \_\_\_\_ seashells. How many seashells did she have before?
- Lucas's baseball team has \_\_\_\_ baseballs. How many baseballs did he have before?

- Amelia had \_\_\_\_ stickers. She gave some to her friend. How many stickers did she have before?
- Logan had \_\_\_\_ cups of juice. He drank some. How many cups of juice did he have before?
- Mia saved \_\_\_\_ dollars. She spent some. How many dollars did she have before?
- Elijah made \_\_\_\_ slime. He gave some to his friend. How much slime did he have before?
- Charlotte had \_\_\_\_ books. She read some. How many books did she have before?

Name \_\_\_\_\_

start change

result


0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

equation answer statement

\_\_\_\_ stamps. How many stamps did he receive?

\_\_\_\_ seashells. How many seashells did she have before she

has \_\_\_\_ baseballs. How many baseballs did he have before?

\_\_\_\_ stickers did she have before?

\_\_\_\_ cups of juice did he have before?

\_\_\_\_ dollars did she have before?

\_\_\_\_ slime did he have before?

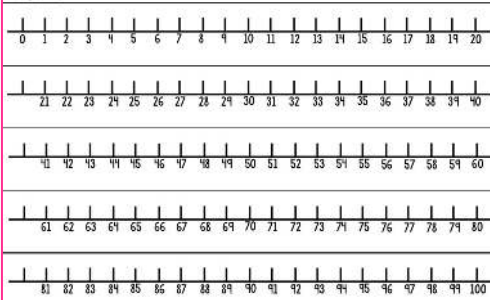
\_\_\_\_ books did Charlotte have before?

# MULTIPLICATION-UP TO 2-DIGIT BY 2-DIGIT

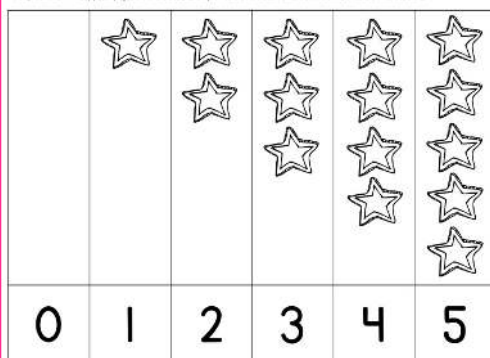
## UPPER ELEMENTARY MATH INTERVENTION Multiplication-1

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
NUMBER TALK	Addition: Adding Up In Chunks 26+10, 26+30, 26+50, 26+53	Addition: Adding Up In Chunks 32+10, 32+40, 32+20, 32+25	Addition: Adding Up In Chunks 16+10, 16+20, 16+40, 16+42	Addition: Adding Up In Chunks 35+10, 35+20, 35+40, 35+42	Addition: Adding Up In Chunks 44+10, 44+20, 44+30, 44+35
FOCUS SKILL	Give students the Multiplication Game Mat. Students will play this game to begin developing and understanding of multiplication. Students should spin once to determine how many groups they will have. Students will spin again to determine how many counters to place in each group. Students should use repeated addition and a multiplication number sentence to show how many total dots there are. Students should also verbalize, "there are x groups of y."	Show students the equation card for 3 groups of 2 and have students give a multiplication equation using times and groups. Repeat with all other ways to have 6 in all. Use the equation cards to show students how to fill in the Equation Chart. Have students notice that the first three have been completed for them. Have students use their counters to find all of the possible equations for numbers 1-24.	Read Amanda Bean's Amazing Dream to students (this is a longer than a typical lesson, so this could be broken into two days). After reading, have students look at illustrations and find examples of multiplication situations. After finding an example, have students write a multiplication equation and statement on the Amanda Bean recording sheet. For example, there are five jars of feabags with two feabags in each jar for 10 total feabags.	Show students how to use counters or tiles to represent multiplication problems through arrays. Model an example and show students how to read the array as an addition problem and as a multiplication problem. Refer back to Amanda Bean's Amazing Dream, and have students build arrays to represent the multiplication situations described in the previous lesson. Once students are ready, have them draw concrete representations on the recording sheet.	Have students find multiplication expressions and the corresponding arrays for numbers 12-36. Students should use color tiles to explore the possible arrays and record the rectangles and a multiplication equation on grid paper. Students should group together all arrays with the same number of squares for observations and a discussion about the patterns they notice. For example, all even numbers can be broken into two equal rows.
PRACTICE	Have students write a multiplication equation from a grouping model and represent a problem with a grouping model and an array.	Have students write a multiplication equation from a grouping model and represent a problem with a grouping model and an array.	Have students write a multiplication equation from a grouping model and represent a problem with a grouping model and an array.	Have students write a multiplication equation from a grouping model and represent a problem with a grouping model and an array.	Have students write a multiplication equation from a grouping model and represent a problem with a grouping model and an array.

Multiplication 2-1



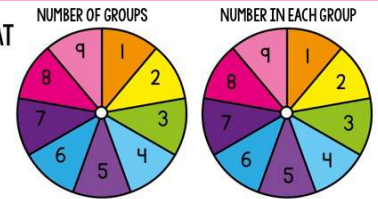
Multiplication 2-1 Copy to help guide students in using the number line to find the product. 2-1a Use the number line to find the product.



Multiplication 1-1

### MULTIPLICATION GAME MAT

SPIN 1-DRAW THAT MANY GROUPS  
SPIN 2-DRAW THAT MANY DOTS IN EACH GROUP

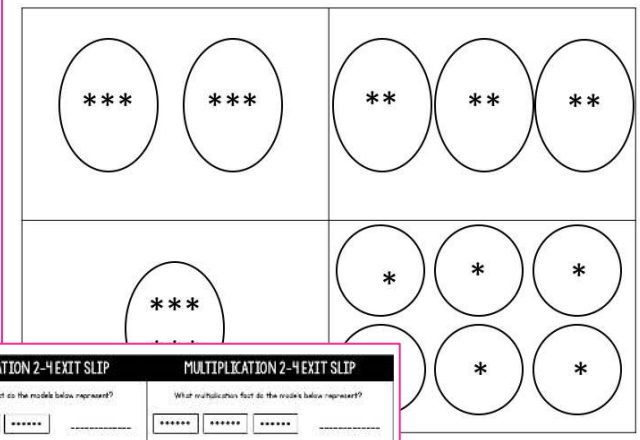


Use addition to show how many total dots you drew.

Use multiplication to show how many total dots you drew.

Multiplication 1-2

### EQUATION CARDS



### MULTIPLICATION 2-4 EXIT SLIP

What multiplication fact do the models below represent?

\*\*\*\*\*

5+5+5+5+5=

### MULTIPLICATION 2-4 EXIT SLIP

What multiplication fact do the models below represent?

\*\*\*\*\*

5+5+5+5+5=

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5+5+5+5+5=

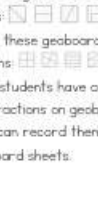
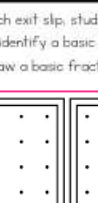




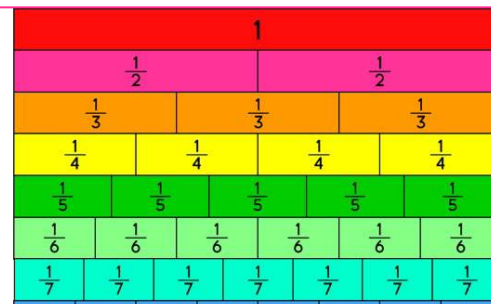
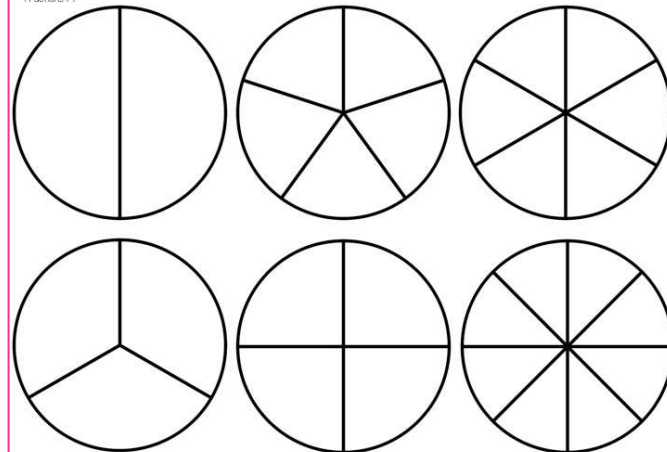
# FRACTIONS-COMPARING, EQUIVALENT, ADDING, & SUBTRACTING

## UPPER ELEMENTARY MATH INTERVENTION

Fractions-1

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
NUMBER TALK	Multiplication: Partial Products 4x25, 4x25, 6x100, 6x20, 6x25	Multiplication: Partial Products 2x12, 6x100, 6x20, 6x4, 6x24	Multiplication: Partial Products 2x100, 2x5, 4x5, 4x10, 4x15	Multiplication: Partial Products 2x500, 4x500, 4x30, 4x2, 4x532	Multiplication: Partial Products 8x100, 8x10, 8x2, 4x100, 4x2, 8x12
FOCUS SKILL	It is important that the students know that most fraction words end in a "th". However, several fractions do not obey this rule. Have students sort similar fraction pieces and then create whole circles. Record the words for the unit fractions and their symbols on the board. Draw a circle on the board or with two unequal pieces. Discuss why these pieces are not halves. Extend this to three and four equal and non-equal divisions and ask the students to identify the thirds and quarters (fourths).	Distribute fraction strips to students. Explain that in this task, students will use different fraction pieces to build one whole. Have students show you one whole. Give students a work mat (copied front and back) and have students use the fraction pieces to build fractions. Make sure students note how many unit fractions it takes to build a whole for the fractions they create. Hopefully, students will conclude that it takes the number of pieces as stated in the denominator.	Bring a food item that can be easily divided in half (mini candy bar) and show students one and a half candy bar. Ask students how they could write that as a fraction. Model how to write a mixed number. Then, have students use their fraction strips to build mixed numbers on the work mat. Students should also write the fraction as a mixed number.	Review how to write a mixed number and ask students if they can think of a different way to write a fraction that represents more than one whole. Show students that when the numerator is greater than the denominator, that fraction is larger than one whole. Have students use their fraction strips to build improper fractions.	Have students to fold a piece of paper a number of times and name the unit fractions created after each fold. Then, have students create halves, fourths, and eighths on a geoboard in as many ways as they can. For example, all of these geoboards show halves:  All of these geoboards show fourths:  Once students have created the fractions on geoboards, they can record them on geoboard sheets:
PRACTICE	In each exit slip, students will identify a basic fraction or draw a basic fraction.	In each exit slip, students will identify a basic fraction or draw a basic fraction.	In each exit slip, students will identify a basic fraction or draw a basic fraction.	In each exit slip, students will identify a basic fraction or draw a basic fraction.	In each exit slip, students will identify a basic fraction or draw a basic fraction.

Fractions 1-1



## FRACTIONS AND MIXED NUMBERS

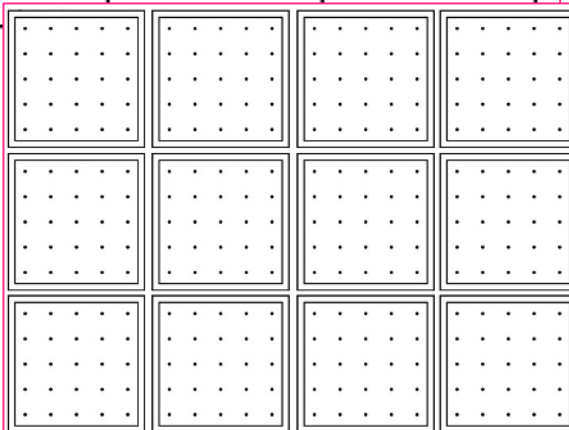
Fractions-3

A mixed number has a whole number and a fraction. Build fractions for each mixed number.

1 whole and 3 fifths

1 whole and 5 twelfths

1 whole and 3 fourths



## FRACTIONS 5-1 EXIT SLIP

Add the fractions:  $\frac{1}{10} + \frac{3}{10} =$

Add the fractions:  $1\frac{4}{6} + \frac{5}{6} =$

Subtract the fractions:  $\frac{7}{12} - \frac{2}{12} =$

Subtract the fractions:  $3\frac{3}{10} - \frac{8}{10} =$

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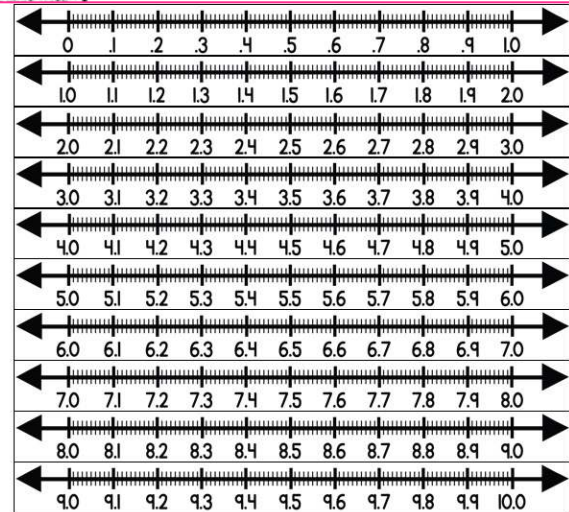
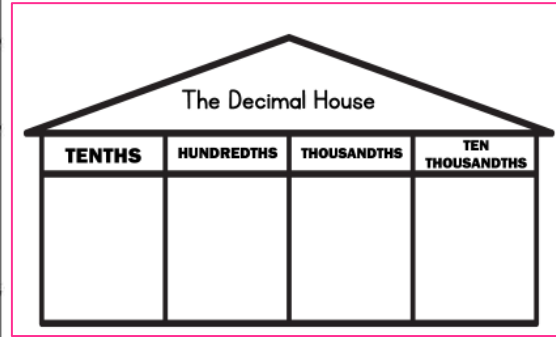
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Subtract the fractions:  $3\frac{3}{10} - \frac{8}{10} =$

# DECIMALS

## UPPER ELEMENTARY MATH INTERVENTION Decimals Fractions-1

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
NUMBER TALK	Multiplication: Breaking Factors Into Smaller Factors $2 \times 4 \times 35$ , $8 \times 5 \times 7$ , $8 \times 35$	Multiplication: Breaking Factors Into Smaller Factors $2 \times 10 \times 5$ , $4 \times 5 \times 5$ , $20 \times 5$	Multiplication: Breaking Factors Into Smaller Factors $8 \times 9 \times 3$ , $3 \times 2 \times 3$ , $9 \times 2 \times 2$ , $2 \times 4 \times 9$	Multiplication: Doubling and Halving $8 \times 10 \times 5$ , $50 \times 2 \times 4$ , $25 \times 4 \times 4$ , $50 \times 8$	Multiplication: Doubling and Halving $4 \times 2 \times 15$ , $4 \times 4 \times 8$ , $2 \times 4 \times 8 \times 2$ , $8 \times 8 \times 2$ , $16 \times 8$
FOCUS SKILL	Review how each house is broken into hundreds, tens, and ones. Then introduce the decimal house and have students determine where to place the decimal house. Explain that the decimal point signals the ones place, so the decimals are behind the decimal point. Give the students a number and have them write the number on the houses. Once the students' knowledge is secure ask them to read numbers without houses.	Give the students an empty number line that shows only the numbers at the start and end. The other numbers are shown on the reverse side as a reference. Have the students place a counter on the number line and ask their partner to guess which number the counter is on. If the students have difficulty to start with, their partner can help by pointing to and saying reference numbers close to the pegged number. For example, "I am pointing to 15. What number is the counter on?"	Have students place a counter at each end of a number line, for example, on 0 and 100. One student should choose a number between the pegs and writes it on a piece of paper. Their partner will then ask 'less than' or 'greater than' questions to find the mystery number. With each question, a counter is moved to eliminate numbers. For example, if 'Is it greater than 0.25?' is answered by 'Yes', then the zero is shifted up to 0.25 to eliminate all the numbers 0.25 and under. This continues until the mystery number is finally found by squeezing in from above and below.	Give students a copy of the decimal fraction mat and decimal fraction pieces. Have students cut out a large piece (one-tenth) and place it on an uncut mat. Discuss how big the piece is compared to the whole mat (one-tenth the size). Have students to cut out the next largest piece and place it on an uncut mat. Discuss the size of this piece compared to the whole (one-hundredth) and compared to the tenth. Continue this process to progressively smaller pieces. Have students to try to cut a thousandth into 10 equal pieces. Show that, with each division by 10, the pieces decrease in size.	Give students a racket. The aim of the game is to fill every floor of the decimal house. Numbers in one cannot place a have drawn, the turn. Players roll a rolling dice. From number they've rolled, decide decimals to the thousandths. record the number level of the racket. Once a number cannot be moved.
PRACTICE	Students will write a number	Students will write a number	Students will write a number	Students will write a number	Students will write a number



Decimal Fractions 1-2 and 1-3 Cut out a set of number lines for each student. Trim the arrows so you can tape the number lines together into one continuous line.

Decimals Fractions 1-4 Exit Slip

Write the number in expanded form.  What digit is in the hundredth place?  What is the value of the digit?	Write the number in expanded form.  What digit is in the hundredth place?  What is the value of the digit?
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DECIMAL FRACTIONS 1-4 EXIT SLIP

504,678.92

Write the number in expanded form.

What digit is in the hundredth place?

What is the value of the digit?

DECIMAL FRACTIONS 1-4 EXIT SLIP

504,678.92

Write the number in expanded form.

What digit is in the hundredth place?

What is the value of the digit?

# DECIMAL-FRACTIONS 1-5 NUMBER TALK

Show students one row at a time. Keep the other rows covered until you are ready to move on. Students should explain how they used the strategy.

$$4 \times 2 \times 16$$

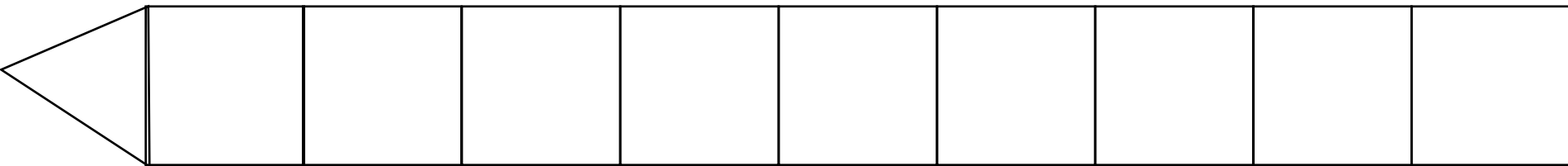
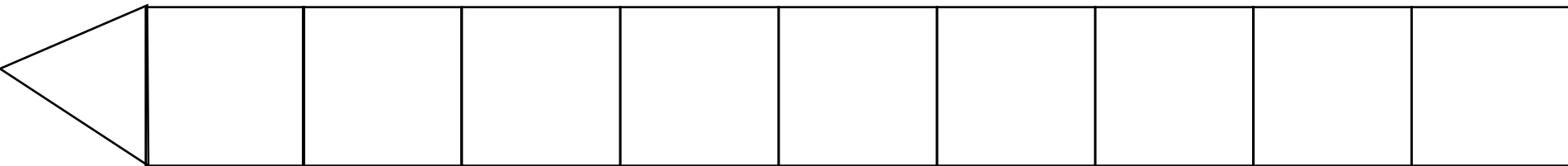
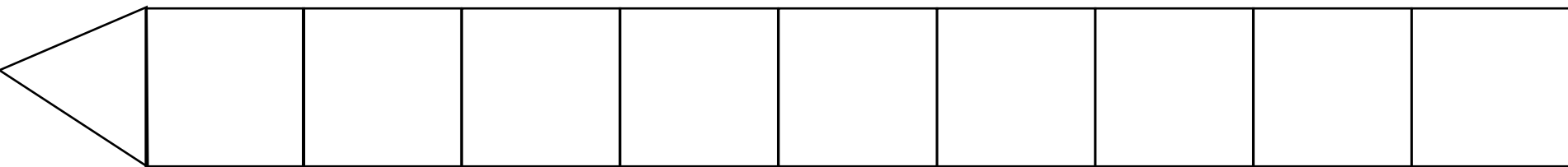
$$8 \times 8 \times 2$$

$$4 \times 4 \times 8$$

$$16 \times 8$$

$$2 \times 4 \times 8 \times 2$$

Decimal Fractions 1-5 Cut out a strip for each student.



## DECIMAL FRACTIONS 1-5 EXIT SLIP

67,346.850

Write the number in expanded form.

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What digit is in the hundredth place?

-----

What is the value of the digit 8?

-----

## DECIMAL FRACTIONS 1-5 EXIT SLIP

67,346.850

Write the number in expanded form.

-----

What digit is in the hundredth place?

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What is the value of the digit 8?

-----

## DECIMAL FRACTIONS 1-5 EXIT SLIP

67,346.850

Write the number in expanded form.

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What digit is in the hundredth place?

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What is the value of the digit 8?

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## DECIMAL FRACTIONS 1-5 EXIT SLIP

67,346.850

Write the number in expanded form.

-----

What digit is in the hundredth place?

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What is the value of the digit 8?

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# Thank You!

Thank you so much for your purchase. I hope that you are thrilled with this product! If you have any questions or concerns, feel free to email me at [ashleigh\\_60@hotmail.com](mailto:ashleigh_60@hotmail.com). You can visit my blog [ashleigh-educationjourney.com](http://ashleigh-educationjourney.com) for lots of ideas, pictures of instructional ideas and products in use, and bonus freebies!

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## About Ashleigh



Ashleigh has taught upper elementary school for the past 15 years. Ashleigh has a Bachelors of Science in Elementary Education, and a Masters Degree in Curriculum and Instruction. She also has an Education Specialist in Brain Research, and she has earned her Gifted Endorsement. She is currently working toward her Google Classroom Certification.