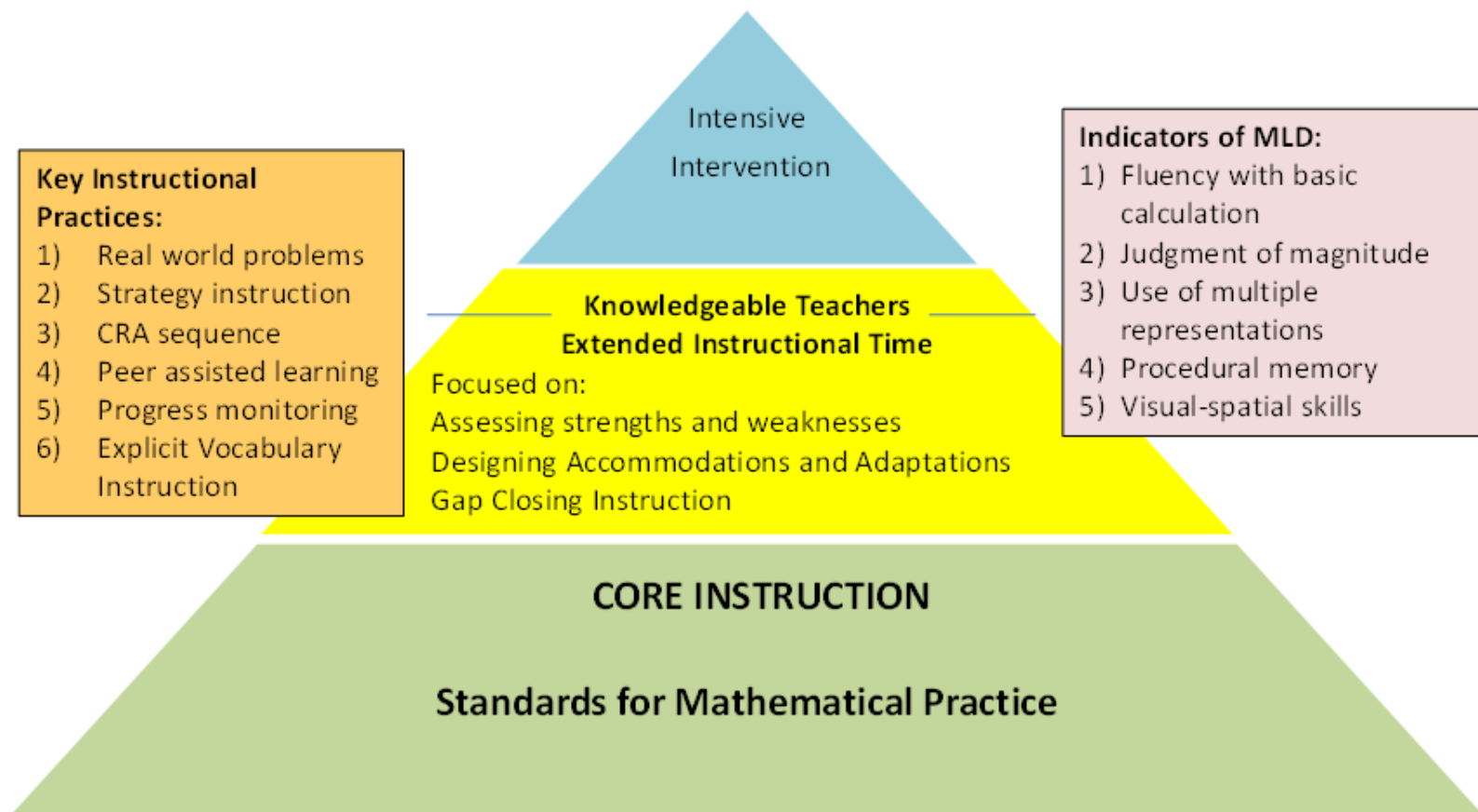


# An Instructional Framework Tier 2 Mathematics Intervention



Coding Key: FBC – Fluency with Basic Calculation; JM – Judgement of Magnitude; MR – Multiple Representations, PM- Procedural Memory; VSS – Visual Spatial Skills

**Data Recording Sheet**

| Date/Time | Activity | Observations | Coding                              |                                     |
|-----------|----------|--------------|-------------------------------------|-------------------------------------|
|           |          |              | Strength                            | Struggle                            |
|           |          |              | FBC JM MR PM<br>VSS Other<br>Notes: | FBC JM MR PM<br>VSS Other<br>Notes: |
|           |          |              | FBC JM MR PM<br>VSS Other           | FBC JM MR PM<br>VSS Other           |
|           |          |              | FBC JM MR PM<br>VSS Other<br>Notes: | FBC JM MR PM<br>VSS Other<br>Notes: |
|           |          |              | FBC JM MR PM<br>VSS Other<br>Notes: | FBC JM MR PM<br>VSS Other<br>Notes: |
|           |          |              | FBC JM MR PM<br>VSS Other<br>Notes: | FBC JM MR PM<br>VSS Other<br>Notes: |

## Suggested Accommodations by Type of Difficulty

| Fluency With Basic Calculation  | Judgment of Magnitude  | Use of Multiple Representations   | Procedural Memory  | Visual Spatial Skills   |
|---|--|---|--|---|
| <ul style="list-style-type: none"> <li>• Visual aids for calculation of basic facts such as 100's charts, number lines, counters, fact charts</li> <li>• Calculator</li> <li>• Take time factor off of basic fact assessments</li> <li>• Strategy notebook – draw models of strategies such as counting on or double and double again.</li> <li>• Card ring of tricky facts they can't remember</li> <li>• Use assessments to identify which facts student can recall or reason through quickly and which they consistently struggle with. Base visual aids on strengths and weaknesses.</li> </ul> | <ul style="list-style-type: none"> <li>• Models notebook or cards to use as reference when solving problems (tree diagram, area model, open number line, arrow math)</li> <li>• Use visual models to draw problems.</li> <li>• Manipulatives</li> <li>• Use problems with smaller numbers students can be successful with.</li> <li>• Check with a buddy – explain in words how the problem was solved – does my answer make sense?</li> <li>• Identify errors in the work of others – find the answer that doesn't make sense.</li> <li>• Use measuring activities to develop this area of weakness.</li> </ul> | <ul style="list-style-type: none"> <li>• Models notebook or card (tree diagram, area model, open number line, arrow math)</li> <li>• Use visual models to draw the problem.</li> <li>• Manipulatives</li> <li>• Use problems with smaller numbers students can be successful with.</li> <li>• Check with a buddy – explain in words how the problem was solved –</li> <li>• Cards or charts to connect words to symbols to models</li> <li>• Make a story to go with symbolic equations.</li> </ul> | <ul style="list-style-type: none"> <li>• Cue cards for multi step procedures</li> <li>• Personal math notebook for procedures to remember</li> <li>• Sample problem for student to use as a guide</li> <li>• Have the student talk through the procedure before doing independently</li> <li>• Use visual models to draw the problem before solving.</li> <li>• Work with a buddy</li> <li>• Prompting</li> <li>• Use color coding for different parts of problem such as red for step 1, blue for step 2</li> </ul> | <ul style="list-style-type: none"> <li>• Turn lined paper sideways</li> <li>• Use graph paper</li> <li>• Do not ask student to copy problems off of the board – copy for them or print out problems</li> <li>• Prompt student when models are not drawn proportionally</li> <li>• Use color coding for different parts of problem such as red for ones place, blue for tens, etc</li> <li>• Computer assisted instruction so student can reduce need to write problems</li> <li>• Cue cards to remember directionality such as a clock, place value order, positive/negative quadrants</li> </ul> |