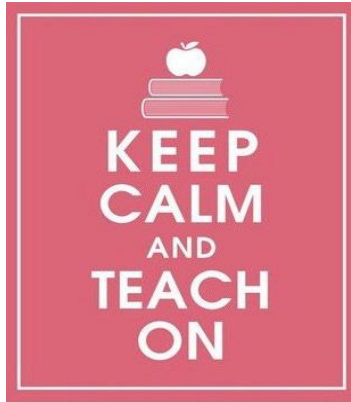


## **April 2014 – Response to Intervention Key Messages**



**“Keep Calm and Get Comfortable!”**

**“Keep Calm and Collaborate!”**

**“Keep Calm and Differentiate!”**

In April:

- Student Growth Teams will meet with Kim once this month to wrap up the discussion on algebraic thinking and nonfiction strategies. Teams will also share across grade levels their successes and challenges this year.
- RtI Teams will meet twice this month to review goals, needs, and student progress. Teams should consider bringing formative assessment data from their grade level to RtI Teams to analyze and review.
- Kim and Susan Flicek will meet with TATs this month to fine-tune the pre-referral process.

### **April’s Dazzling Ideas from Your Colleagues!**

Below are a few of your colleagues’ “Dazzling Ideas” that helped their students achieve and improve their skills! Think “consistency, engagement, and differentiation”!

#### **TO IMPROVE NONSENSE WORD FLUENCY**

**Dazzling Idea #1:** Practice Daily and Use Variety! – Ideas from Angie Rogers-Elstad, Gr. 1 at Horace May:

- “...I use phonogram cards every morning. Every morning we go through the sounds the phonograms make. They are almost identical to the cards our reading series has, just in a smaller format so I can use them like a flash card. I do also use these and incorporate them into my spelling. This way the kids see them being used and get familiar with them.”
- “I try to do station work. I do not do Daily 5 like it is intended; in fact, I only do ½ hour stations 4 days (a week). We rotate 4 days. One group is reading the leveled readers with me, another works on workbook pages from the unit that are very simple and they can complete without assistance, the third group is doing a writing activity, and the last is doing some type of word work. Each week varies. I try to tie it in with the idea/concept of the week and even throw in an activity that is with the season/holiday. For example, for writing, my kids wrote about what they would do if they caught a leprechaun, and then they were able to make a leprechaun to hang by their writing.”

## **TO IMPROVE QUANTITY DISCRIMINATION AND COMPUTATION SKILLS**

**Dazzling Idea #2:** Use games, technology, and incentives! Ideas from Kevin Cochran, Grade K at JW Smith:

- “We play games with the Every Day Math Number Cards (blue cards) up to 20. This is similar to ‘Top It’. Each time a child won, they would collect a popsicle stick. They would then take the stick and exchange five of them for an already-bundled five-stack. They then counted by fives to understand how many they had accumulated.”
- “They also do activities on the Smartboard, specifically the ‘Numbers and Counting Adventures’ games. I supplement Everyday Math with number/quantity matching games/worksheets. Number/Quantity recognition is essential in understanding the number and what it represents.”
- “I was also trained extensively in CGI (Cognitively Guided Instruction) while I taught in Cass Lake. This was presented to me by Runninghorse Livingston. He is a Native American man from Red Lake. He taught me many different ways of explaining math problems to children. I guess having the ability to use this helps me relate to all learning abilities. It is an exceptional program and I couldn’t imagine teaching without it.”
- “I also assign homework every week (math and reading) that the kids have to have completed by the following Friday. Every week they have the option to complete extra credit math work. The kids that complete it get a toy/snack out of the treasure chest. This is usually incentive enough to do the work. Regular homework is due every week and I might have one or two kids who don’t turn it in. The percentage of completed work is very high.”

## **TO IMPROVE READING FLUENCY**

**Dazzling Idea #3:** Data, Teamwork, and Routines! Ideas from Hannah Hollmann, Grade 1 at Solway:

- “Title I and Reading Corps were a great help. They took my struggling readers and worked on interventions so I could focus on the ‘bubble students’...this was a team effort and I am so grateful to the hard-working staff at Solway. I couldn’t have done it alone.”
- “I spent a lot of time using the AIMSweb progress monitoring probes. Often times I didn’t have time to input the info, but the probes were beneficial.”
- “I used sight words as flashcards. We collected the words throughout the year and put them on rings for them to use during the day. I believe that helped with fluency.”
- “I also used segmenting and phonics activities as part of my morning meeting.”
- “I created an intervention basket for each student and they could use the baskets when finished with something or during down time. In the baskets they had their flashcards (both math and reading), phonics boxes and letter tiles, whisper phones, and weekly spelling words.”

**GIVE THESE DAZZLING IDEAS A TRY IN YOUR CLASSROOM! FEEL FREE TO CONTACT THESE TEACHERS FOR MORE INFORMATION!**

