

## **Math General Intervention Strategy – Re-teaching Using Math Games**

**For:** Any student in Grade K or above who performs below benchmark/target on any MN math standard or benchmark regarding a specific math concept. This intervention would be applicable for students low on the MAP Math, standard/benchmark, or curriculum assessment who do not seem to be able to grasp a math concept or skill as quickly as his/her peers.

**Materials:** Curricular or teacher-made math games tied to the skills and concepts the student is learning in the classroom

**Recommended Duration and Frequency:** This intervention should be conducted 3-5 times per week for at least 15 minutes in a small group (2 – 4 students). The 15 minutes of time provided should be IN ADDITION TO the regular core math instruction. The intervention should be conducted until a student scores at benchmark level on the MAP Math, MN Standard, MN Benchmark, or Math Curriculum assessment 3 consecutive times, and when the student begins to grasp math concepts and skills in generally the same amount of time as his peers.

### **Steps for Intervention:**

Note: This intervention relies heavily on a strong collaboration between the interventionist and the classroom teacher (if different). The interventionist will be incorporating skills and concepts used in math class into a re-teaching activity utilizing math games. This should NOT involve simply placing a student on a computer to play a game independently. The intervention involves the modeling and re-teaching of strategies by the teacher when difficulties arise, and the practicing of strategies by the students.

1. Explain to students that they will have the opportunity to practice their math skills and concepts by playing math games with each other during your time together. (The teacher may be a “player” in the game, or may simply facilitate the game.)
2. Show the students the game you are going to play. Explain the rules. Tell the students the skill(s) and concept(s) the game will help them with. Review the skill or concept using a “practice round”, modeling the key skill or strategy for the students using a “think-aloud” to display your thought processes in performing the skill. Use a different or modified strategy in re-teaching the skill than was used in the classroom (i.e. bring in manipulatives, a number line, or other aid that was not used in the classroom).
3. Have students begin playing the game. At the point of difficulty, model the skill, concept, or strategy that the student had difficulty with using a “think-aloud” and the new or modified strategy.
4. After the student listens to your explanation of the performance of the skill, have him/her demonstrate correct performance of the skill.
5. Continue the game, following steps 3 and 4 every time a student has difficulty.
6. When students are able to play the game with accuracy and very little help from the teacher, select another game involving a different classroom skill or concept, or another more advanced version of the game just played. Repeat these steps for each new game played.
7. **Progress Monitoring** – At least twice monthly, monitor the student’s progress by administering a MAP Skills, standard/benchmark, or curriculum assessment.

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**Interventionist:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_ **Tier** \_\_\_\_\_  
**Integrity Monitor:** \_\_\_\_\_ **Key Skills or Strategies:** \_\_\_\_\_

<b>Descriptor - Student</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Student is not meeting benchmark on MAP Math, standard/benchmark, or curriculum assessment, and does not seem to be able to grasp math skills and concepts as quickly as peers.			
Student is in Grade K or above.			
Students are in (a) group(s) of 2 – 4.			

<b>Descriptor - Materials</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Interventionist has secured or made a math game corresponding to the key math skill(s) currently being taught in the classroom.			
(Optional) Interventionist has provided materials that support a different teaching strategy for the concept than what was used in the classroom.			

<b>Descriptor - Interventionist</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist explains the purpose of the intervention sessions.			
Interventionist shows students the game and explains the rules.			
Interventionist models the skill(s) or concept(s) needed to play the game, using “think-alouds” and re-teaching the concept using a different strategy and/or materials (optional) than what was used in the classroom.			
Interventionist has the students begin playing the game. Upon difficulty, Interventionist models the skill or concept missed by the student, using “think-alouds” and the new or modified strategy.			
Interventionist asks the student to demonstrate performance on the skill or concept previously missed.			
Intervention is conducted for at least 15 minutes 3-5 times per week in addition to regular core instruction.			
Interventionist continues having the students play the game until they are successful without much guidance, and then begins another game.			
Interventionist uses the MN MAP Math Skills, math standard, or curriculum assessment to monitor the student’s progress at least twice monthly.			
Intervention is continued until the student scores at benchmark level on the MAP Skills, standard/benchmark, or curriculum assessment 3 consecutive times, and until the student begins to grasps skills and concepts at a pace similar			

Math General Intervention-Re-teaching Using Math Games Integrity Check Summary: \_\_\_\_\_ of \_\_\_\_\_ applicable components are observed.

Notes: