Student Name **C**   Grade 3rd   HR

MATH

Intervention Goal:_ 3.6A - classify and sort two- and three-dimensional solids,including cones, cylinders, spheres,triangular and rectangular prisms,and cubes,based on attributes using formal geometric language

Intervention	Start/ Frequency	Summary of Data Collection	Notes
☐ Individual ■ Small Group ☐ After School **Baseline/Target Data** Baseline _____ (where student is now) Target 8/10 (where you want student to be at end of intervention)	**Start Date** 11/15 **Time:** 12:45 to 1:00 **Days:** M T W Th F	Week 2/14-3/4 ... Total ____out of _____	Week 2/14-3/4: Identify figures with names and attributes. Week 3/14-4/1: Identify figures with names and attributes. Date to reconvene:

Week 2/14-3/4

Identify 2D	sides	Vertices	
3/10	8/10	8/10	
Identify 3D	Faces	Edges	Vertices
6.4/10	0	1/10	1/10

Week 3/14-4/1

Identify 2D	sides	Vertices	
/10	/10	/10	
Identify 3D	Faces	Edges	Vertices
/10	0	/10	/10

Total ____out of _____

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<u>Intervention Goal:</u> 3.5A - The student will successfully represent and solve one step problems involving addition and subtraction of whole numbers to 1,000.

Research Based Curriculum/Materials Used:

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Intervention	Start/ Frequency	Summary of Data Collection	Notes
☐ Individual ■ Small Group ☐ After School <u>Baseline/Target Data</u> Baseline _____ (where student is now) Target 8/10 (where you want student to be at end of intervention)	Start Date 11/15 Time: 12:45 to 1:00 Days: M T W Th F	**Week 11/15-12/03** <table><tr><td>One step</td><td>Determine operation</td><td>equation</td><td>solve</td></tr><tr><td></td><td>5</td><td>3.3</td><td>6.6</td></tr></table> **Week 12/06-12/17** <table><tr><td>One step</td><td>Determine operation</td><td>equation</td><td>solve</td></tr><tr><td></td><td>6.6</td><td>5</td><td>7.5</td></tr></table> **Week 1/5-1/21** <table><tr><td>One step</td><td>Determine operation</td><td>equation</td><td>solve</td></tr><tr><td></td><td>8.3</td><td>8</td><td>8.3</td></tr></table> **Week 1/24-2/11** <table><tr><td>One step</td><td>Determine operation</td><td>equation</td><td>solve</td></tr><tr><td></td><td>8.3</td><td>10</td><td>10</td></tr></table>	Week 11/15-12/03: represent and solve one step problems involving addition and subtraction. Week 12/06-12/17: Same goal Week 1/5-1/21: Same goal Week 1/24-2/11: Same goal Week 2/14-3/4: <u>Date to reconvene:</u>

		Total _____out of _____	

(Goal Met 11/12/2021)

Intervention Goal: **The student will compose and decompose numbers up to 100,000 using objects, pictorial models, and numbers including expanded form and expanded notation 8 out of 10 times** (3.2A - compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate)

Research Based Curriculum/Materials Used:

_____

Intervention	Start/ Frequency	Summary of Data Collection	Notes
☐ Individual ■ Small Group ☐ After School Baseline/Target Data Baseline _____ (where student is now) Target 8/10 (where you want student to be at end of intervention)	Start Date 9/15 Time: 12:45 to 1:00 Days: M T W Th F	**Week 9/15-9/24** (__ out of 10) 		objects	pictorial	expanded	notation
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	10	10	8.5	5.7 | **Week 9/27-10/8** (__ out of 10) |	objects	pictorial	expanded	notation
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	10	10	5	7.5 | **Week 10/13-10/22** |	Compose from		Decompose to	
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expanded	form	notation	form	notation
Out of 10	5	5	6.6	10	 **Week 10/25-11/12**	**Week 9/15-9/24:** compose/decompose numbers in the 100s, 1,000s and 10,000s using objects, pictorial, expanded form and expanded notation. **Week 9/27-10/8** (Same goal) **Week 10/13-10/22** Start working on composing standard form from expanded form. **Week 10/25-11/12** Compose from/Decompose to expanded form and expanded notation. Date to reconvene:

	Compose from		Decompose to	
expanded	form	notation	form	notation
Out of 10	10	10	10	10

Total   _____out of _____