

TRE Extension/Intervention Information:

SMART Goal: 100% of students can divide a decimal by both a one and two digit divisor by _____. 80% by _____.

Blue indicates advanced scores on the previous year's state summative test in 5th grade math. (Appendix 1)

	B	C
	448	417
	446	446
	515	528
	477	475
	453	470
	519	512
	461	461
	462	441
	452	414
	413	429
	453	468
	511	482
	528	505
	463	472
	507	473
	451	467
	504	500
	525	504
	469	474
	465	454
	485	476
	528	530
	432	427
	552	553
	449	432

Math I-ready Data (Appendix 2)

454	Grade 4	Grade 4	Grade 4	Grade 2	Grade 4
463	Grade 4	Early 5	Grade 3	Grade 4	Grade 4
506	Mid Grade 5	Mid Grade 5	Mid Grade 5	Mid Grade 5	Mid 5
473					
447	Grade 4	Grade 3	Grade 4	Grade 2	Grade 3
522	Late Grade 5	Mid Grade 5	Mid Grade 5	Mid Grade 5	Mid Grade 5
454	Grade 4	Grade 4	Grade 3	Grade 2	Grade 4
453	Grade 4	Grade 4	Grade 3	Grade 2	Grade 4
456	Grade 4	Grade 4	Grade 4	Grade 3	Grade 4
439	Grade 2	Grade 3	Grade 4	Grade 3	grade 3
471	Grade 4	Grade 4	Early 5	Grade 4	Grade 4
507	Mid Grade 5	Early Grade 5	Mid Grade 5	Mid Grade 5	Mid 5
495	Early 5	mid Grade 5	mid Grade 5	mid Grade 5	early Grade 5
461	Grade 4	Grade 4	Grade 4	Grade 4	grade 4
493	Mid Grade 5	Grade 4	Mid 5	Early 5	early Grade 5
476	Early 5	Grade 4	Grade 4	Mid 5	Grade 4
497	Mid Grade 5	early 5	mid 5	mid 5	early 5
506	Mid 5	Early Grade 5	Mid 5	Mid 5	Mid 5
465	Early 5	Grade 4	Early Grade 5	Grade 2	grade 4
459	Grade 4	Grade 4	Grade 4	Grade 4	grade 4
482	Grade 4	Grade 4	Mid Grade 5	Mid Grade 5	Early 5
513	late 5	early 5	mid 5	mid 5	mid 5
451	Grade 4	Grade 3	Grade 4	Grade 4	grade 4
533	Late 5	Grade 6	Mid Grade 5	Mid Grade 5	Mid Grade 5
471	grade 4	early 5	early 5	grade 3	grade 4

Extension Worksheet for Division of Decimals (Appendix #3)

Missing Digits
Write the missing digits in the boxes.

1. $8 \overline{) 27.4}$

2. $26 \overline{) 328}$

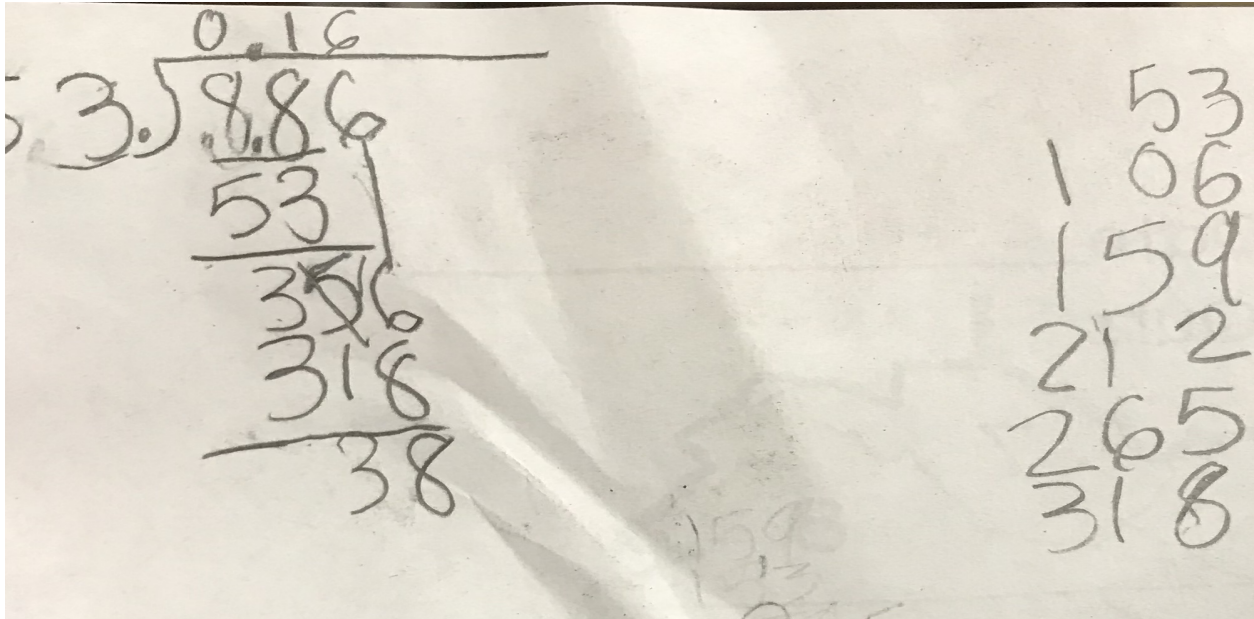
3. $\overline{) 72.9}$
3 1 5
1 3 0
4 0 5
0

4. $72 \overline{) 0.764}$

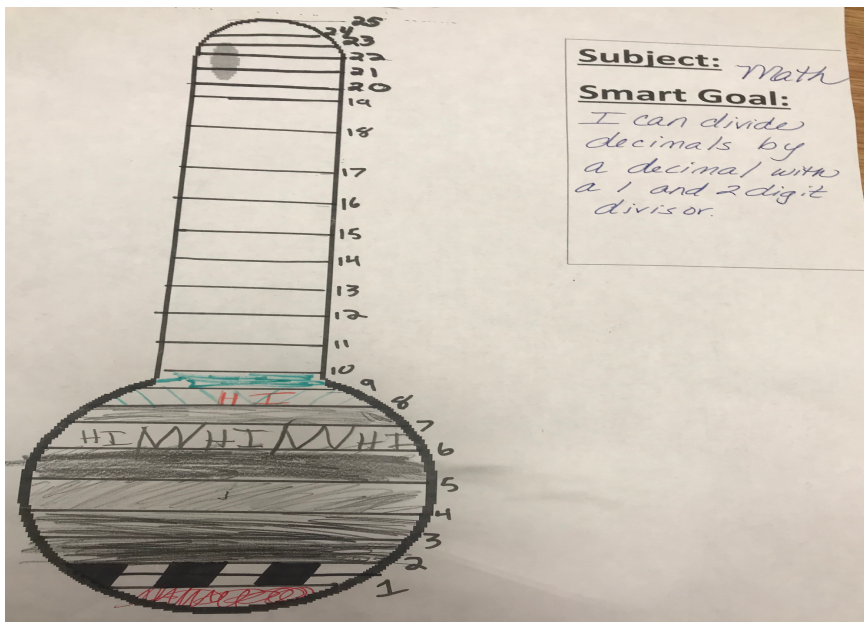
5. $37 \overline{) 222}$
1 9 2
1 8 5
7 4
7 4
0

6. $\overline{) 37}$
4 8
4
3
2 5 4
4
4 4
1
0

Exit ticket used as formative assessment.(Appendix # 4)



Essential Thermometer which each student colors when they meet the target as proven by formative and summative data. (Appendix #5)



(Appendix # 6)

TURN ON TO BASE 2

The five lights in each box below represent the first five places of a base 2 numeral. A light that is OFF (empty circle) stands for 0, and a light that is ON stands for 1.

Change each base 2 numeral into a base 10 numeral. Your answer stands for a letter of the alphabet. An answer of 1 stands for A, 2 for B, 3 for C and so on up to 26 for Z. As you decode each answer, write the letters, in order, into the 30 boxes at the bottom of the page. A seven-word message will appear!

1	● ○ ● ○ ○	=	20	○ ○ ○ ○ ●	=	○	○ ● ○ ○ ○	=	○
2	○ ● ○ ○ ○	=	○	○ ● ● ● ○	=	○	○ ○ ● ○ ●	=	○
3	○ ● ○ ○ ●	=	○	○ ○ ● ● ●	=	○	○ ○ ○ ● ●	=	○
4	● ○ ○ ● ●	=	○	● ○ ● ○ ●	=	○	○ ● ● ● ●	=	○
5	○ ● ○ ○ ●	=	○	○ ○ ○ ○ ●	=	○	○ ● ● ○ ●	=	○
6	● ○ ○ ● ●	=	○	○ ○ ● ● ●	=	○	● ○ ○ ○ ○	=	○
7	● ○ ● ○ ○	=	○	○ ○ ● ○ ●	=	○	● ● ● ○ ●	=	○
8	○ ● ○ ○ ○	=	○	○ ● ● ● ●	=	○	● ○ ● ○ ○	=	○
9	○ ○ ● ○ ●	=	○	○ ○ ● ● ○	=	○	○ ○ ● ○ ●	=	○
10	○ ● ● ○ ○	=	○	● ○ ● ○ ○	=	○	● ○ ○ ● ○	=	○
11									
12									
13									
14									
15									
16									
17									
18									
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30									

T

At TRE we enrich our students in two capacities. One in the regular classroom and one during Intervention and extension time. In the regular classroom, teachers use pre assessment data to see if any students have mastered the next unit's components. For example, if a student has already proven they know how to divide decimals by decimals, they do not need to participate in the lesson. As an alternative, they are either given supplemental enriching worksheets to work on independently or with a partner (see Appendix #3). Another option is to frontload upcoming essentials using assigned pathways on i-Ready, an online mathematics program.

Our students may also be enriched during I & E. Prior to Intervention and Extension (I & E) time which is held for 40 minutes 4 times per week, teachers use formative assessment data from the week before (Appendix # 4). This formative assessment is based on their essential learning targets or outcome based assessments in either math or language arts. Groups in I & E are created according to their needs as shown on the data. Some students need additional intervention, and others who have mastered the skill work on extension activities based around the essential skill. If a student proves later in the week they have mastered the skill, they are automatically bumped up to the accelerated group. When a class

achieves an essential, students fill in their own thermometers and one for the class (Appendix # 5). Classroom celebrations occur when every student masters the skill. Intervention and Extension time can also be used to reinforce math or language skills based on modules from the state testing site and i-Ready math data. If students are below grade level in geometry or base 10 operations, for example, prerequisite skills and frontloading skills are taught during this time. (Appendix # 2)

Some students enter the grade already advanced in the fifth grade content area due to the state summative assessment from the year before. (See Appendix #1) Sometimes during I & E teachers teach advanced skills beyond that particular grade level. The I & E time can be spent teaching advanced learners percentages or binary numbers (Appendix # 6). In addition, these students are assigned skills a grade level above on Khan Academy to work on either at home or when finished with other tasks.