Classwide Math Intervention: Applied Practice

Step 1: Underline what's known
Step 2: Circle what's unknown
Step 3: Write the operation(s) next to the problem
Step 4: Write the problem, the answer, and label the answer

During 15 Minute Practice Period:

_____ Distribute worksheets to students and tell students to get into their working pairs.

_____ Instruct students to write their names and the date on math sheet.

_____ Students should complete as many problems as possible in **5 minutes** of the worksheet with help from their math buddy. **Each step should be completed** and the student writing the answers should **explain out loud** how they find the information for each step.

_____ After each problem, the peer buddy should say, "**How did you solve the problem?**" and the student should explain the answer (e.g., we started with 4 apples and sold 2, so 4 minus 2 equals 2, so 2 apples were left. 2 apples is the answer).

_____ Peer buddy completes checklist for each problem as partner explains answer, **giving a check for each step correctly explained**.

_____ Tell students to switch roles. Now, the other student should complete as many problems as possible in 5 minutes with help from their math buddy.

The goal is for students to work as quickly as possible completing as many problems as possible in the short amount of time with 100% accuracy. If one student is stronger than another, then you will have to monitor to make sure that the stronger student does not simply supply the answer but explains how to get the answer when that student is acting as the "coach" or "tutor." **You should spot-check each pair to make sure that they are doing the steps correctly.**

_____ Pass out probe sheet while students are finishing their second set of practice problems.

_____ Set timer for **2 minutes**.

_____ When timer rings, tell students to stop working.

_____ Have students trade papers and score.

_____ As you give the correct answer, **ask students to choral respond each of the 4 problem-solving steps with you**. Where many students missed a step, review the step.*

_____ Score 1 point for correct equation, 1 point for correct answer, and 1 point for labeling answer.

_____ Have students write the correct answer for the problems they missed.

*Initially, you will want to spend some time doing this for several problems. As children gain more practice and competence, you will only need to do this for problems that many children missed.