



TOOL // Mathematics Intervention Checklist

What is it used for?

The tool keeps track of the progress of the intervention throughout the school year. It is used for those students that have extreme difficulty with basic counting or computation skills.

How do you use it?

Every year there is usually 5 or 6 students that have extreme difficulty with computation skills. They may or may not have an established IEP. This intervention takes place in short bursts of time (2 -3 min.) with each student on an individual basis. It is completed daily at the beginning of the year as a warm up to math class and at least 2 to 3 times per week, or on an as needed basis. It is usually about two minutes per student during those "transition times"(when they are getting books out, finishing work, starting work, lining up for a class, lining up for recess) during the day. Individual students are called back to a table and quickly go through an exercise as outlined on the tracking sheet, then the next student is called back. The cycle usually starts with the Math Rack (10x10), then cycles through the other math manipulatives, money (both coins and bills), clocks (two Judy Clocks), and counters. Students improve using this method of "counting" and being able to hold the number five and ten in their heads when we do our number of the day and string activities. Students have their own sheet that is kept at the table, with one weeks' progress recorded on it. This sheet is added to their section in my assessment binder.

Math Intervention

WEEK OF: _____

Name: _____ (M T W TH F) Marking (checkmark or X)

MATH RACK (100):

Counting up by 10's _____ Counting up by 5's _____

Counting down by 10's _____ Counting down by 5's _____

Comparing one side to the other larger side first: (90 -10) _____

Comparing one side to the other smaller side first: (10-90) _____

MONEY:

Counting Money Totals:

Coins: _____ (.25 X 4 = \$1.00) Bills: _____ (\$5 \$10 \$20)

Coins: _____ (combinations) Bills: _____ (combinations)

Making Change:

Coins: _____ Bills: _____

CLOCKS:

Recognize minute hand _____ Recognize hour hand _____ **COUNTERS:** Groups of 5 _____ Groups of 10 _____

Analog counting _____ Digital counting _____ Grouping _____ (any #) counters _____

Analog 5 minute intervals _____ Digital _____ Grouping _____ counters _____

Telling Time _____ Elapsed Time _____