**Research Based Math Interventions Guide**

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| **If a student struggles with…** | **Try the following…** |
| ***number sense skills in the following areas . . .**** Number Identification
* Missing Number Quantity Discrimination
* Number Representation
* Place Value
 | • Match word or visual numbers and digits using magazines, task cards etc. • Use of number line- • Fill the missing number charts • Graphic organizers (i.e.- place value chart) • Manipulative (Cubes, Base 10 blocks etc.) • Missing number line/chart • Compare using cubes • Decompose numbers • Place Value mats • Touch Math (http://www.touchmath.com) |
| ***computation skills in the following areas . .*** . * Addition
* Subtraction
* Multiplication
* Division
* Mixed Computation Skills
 | • Manipulatives to add/sub (Cuisenaire Rods, base 10 blocks, money etc.) • Touch Math (http://www.touchmath.com)• Demonstrate arrays• Use of the number line • Act out • Investigation Intervention guide in your math books • Reference sheet (pictures associated with steps to solve) • Hands on equations • “Check Box” i.e.- check subtraction with addition • Sorting/highlighting keywords • Color code operation signs |
| ***advanced computation skills in the following areas . .*** * Fractions
* Percent
* Rounding
* Estimating
* Exponents
 | • Manipulatives (fraction bars, tiles etc.) • Study Island/ Web tutorials  • Compare fractions on a ruler • Number line and pictures (rounding) • Reference sheet |
| ***spacial/geometry skills in the following areas . . .**** recognition
* attributes
 | •Physically touch the shape • Trace the shape • Vocabulary words- anchor charts • Draw with sidewalk chalk, sand or other gooey substance • Manipulatives- to create shapes, 3d shapes  • Graphic Organizers (i.e.- Quad chart) • Real World Pictures • Make a chart or flashcards (word and pictures)  Use geoboard |
| ***struggles with word problems…*** | • Graphic Organizers – can create place mats § Visual Representation with Manipulatives • Acting Out • Color code symbols (if students are overlooking) • Have students “think out loud” with steps • Study “office” with key words  |

*Original by Jennifer Jones Adapted by Beth Csiszer*

**Compiled from:** [www.interventioncentral.org](http://www.interventioncentral.org);http://ies.ed.gov/ncee/wwc [www.easycbm.com;https://mathreasoninginventory.com](http://www.easycbm.com;https://mathreasoninginventory.com); www.interventiondepot.com; <http://www.rtinetwork.org/professional/rti-talks/transcript/talk/36>; http://www.bhs.k12.oh.us/RtI/RTI-InterventionBank.pdf