

Intervention Lesson Plan.

Grade: 3rd

Subject Area: Math

Intervention: Academic Response Cards

Target Behavior: Off task behavior during seat work (talking to neighbor when he finishes his work, rocking in his chair).

Explanation: I decided to use this intervention because it works with a quick-paced lesson. Brendan* seems to get bored easily by work. I thought that if instruction moved more quickly, he would not be bored, and would therefore not bother his neighbor. Also, academic response cards seem to quickly and drastically reduce the amount of off-task behavior that is usually displayed by students during a normal question-answer period in class (students raising their hands to respond to a teacher's questions).

*Student's name has been changed

Related SOL: 3.9 - The student will recall the multiplication and division facts through the nines table.

Context: Students have been doing multiplication for about 2 weeks. They have completed 0,1, 2, 5, 10, and 11's tables.

Time: 1 hour

Objectives:

- After whole group instruction on multiplication, students will calculate 9's tables through the number 12 using academic response cards.
- Following whole group instruction on multiplication, observed student will display on-task behavior 95% of the time when using academic response cards as observed by teacher.

Materials: 22 white boards, 22 dry erase markers, tissue to wipe off boards.

- 1) Begin the lesson by reviewing what multiplication is, what each number in a multiplication equation stands for, and how to make an array.
- 2) The teacher will review the rules for multiplying by 0, 1, and 10. Students will apply this to the number 9 ($9*0$, etc.). The teacher will record the answers on the board, in order, leaving space for the rest of the table.
- 3) Give each student a white board and a marker.
- 4) The teacher will ask students to write on their white boards the product for $9*2$ and $9*5$, one at a time, using their knowledge of the 2x and 5x tables. The teacher will record these on the board.
- 5) Ask students to calculate the remaining equations in the 9x table, one at a time. Students will write the equation horizontally on the white board. Then, students will create an array to calculate the product, which should be written under the

- equation. The teacher will observe students to see when they are ready to answer. At that time, the teacher will ask the students to raise the cards above their heads. The teacher should make sure to explain this to the students clearly. If the majority of the class answered correctly, the teacher will write the equation on the board, and quickly review how the array was made. If a large portion of the class (1/4 or more) calculates incorrectly, the teacher will do an array on the board, while the students follow along.
- 6) After the entire 9's table is written on the board, the students will copy them into their math folder.

Differentiation:

- If students are struggling, they may be allowed to show their product with an array
- Students who need more of a challenge may be given an equation with a factor and product, and asked to find the other factor.
 - Example: $9 \times \square = 27$

Students should also show their arrays

Accommodations:

- When the class has calculated half of the table, the teacher will ask the students to get up and stretch.
- The teacher will tell the students when there is one minute left to complete each calculation.
- Teacher will stand closer to observed student during seat work
- Problems will be given out one at a time.
- Students will be using the response cards for the first time (novelty)
- Directions will be short and clear

Evaluation of Intervention: At 6 minute intervals, the Cooperating teacher will look at Brendan, and record whether he is on task.