

AIS Title 1 Parent Meeting



John F. Kennedy School

Mr. Ronald Gimondo Principal

Mrs. Michelle Bell, Assistant Principal

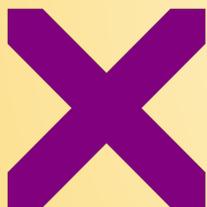
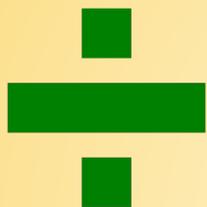
Mrs. Kathleen Twible

ktwible@greatneck.k12.ny.us

October 28, 2020

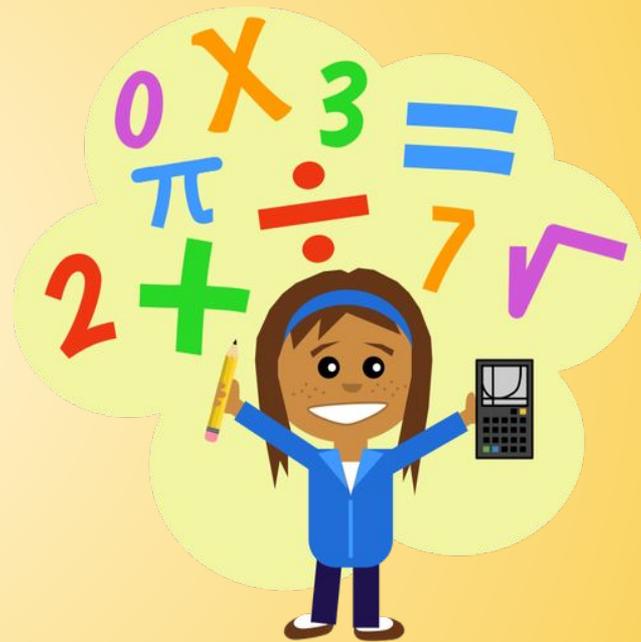


Math Lab Support Staff



MrS. K Twible

MrS. M. NaSSim



Who is Eligible to receive Math Intervention Services?

-Students in grades K-5 who fall below the benchmark score on the Beginning of the Year Assessment and who received math lab last year will be receiving math lab services this year.

-Students who scored close to or above benchmark on the Beginning of Year assessment and who continue to struggle with grade level concepts and score poorly on Chapter assessments, might be recommended for math support.

-Progress monitoring will continue throughout the year and students may enter and exit math lab based on teacher recommendation and grade level assessments

what does Math Lab look like?

- Small group instruction/ pull out of the classroom
- 2 to 3 times a cycle (One session might be in the form of push in)
- Students work on fact fluency skills and mental math strategies
- Students work on computation skills in isolation and work toward applying operations found in word problems.
- Students work on persevering with problem solving using multiple representations, visualization such as bar modeling

Math Lab Goals

- together with the classroom teacher, create obtainable goals for students in mathematics
- create an environment where students feel confident in their skills as a mathematician in order to continue strengthening those skills and applying them to problem solving
- have students move from the concrete ,to the pictorial ,to the abstract thought the use of manipulatives, math journaling and multiple representations
- working with students on computation in isolation and transferring those skills to problem solving.

What Programs and Practices do we Implement?

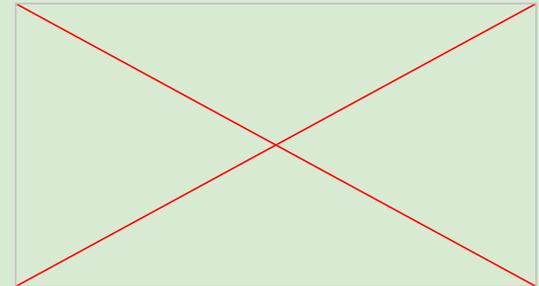
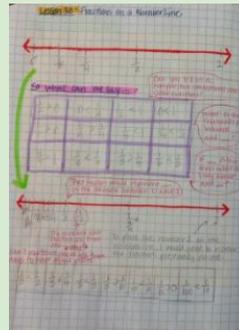
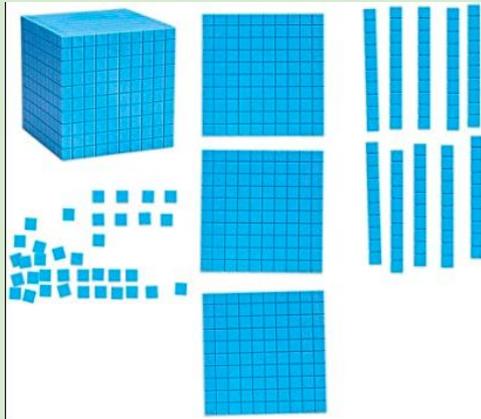
Math in Focus

C--P--A

Concrete---Using physical objects to solve math problems

Pictorial---Using drawings and diagrams to solve math problems

Abstract- Solving math problems using only numbers



Fact Fluency

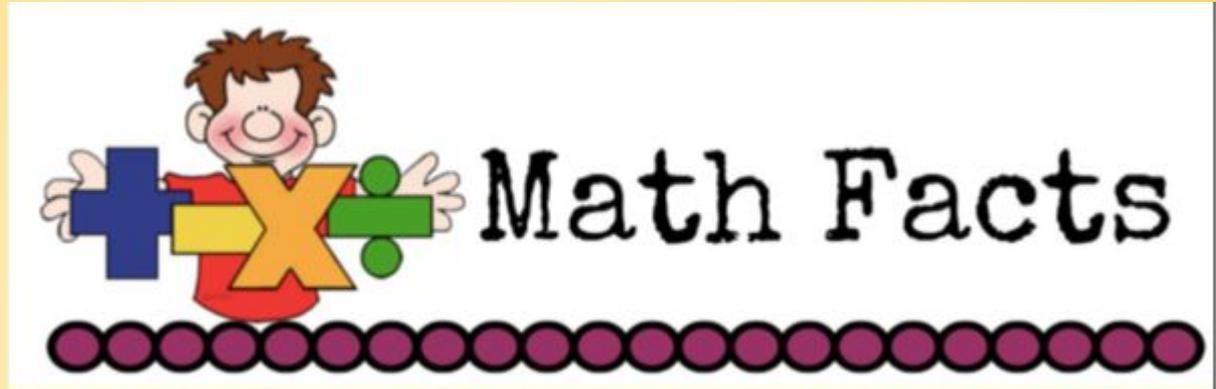
$5 \times 2 = \underline{\quad}$

$2 \times \underline{\quad} = 10$

$4 + 2 = \underline{\quad} + 5$

$7 \times 4 = \underline{\quad} + 12$

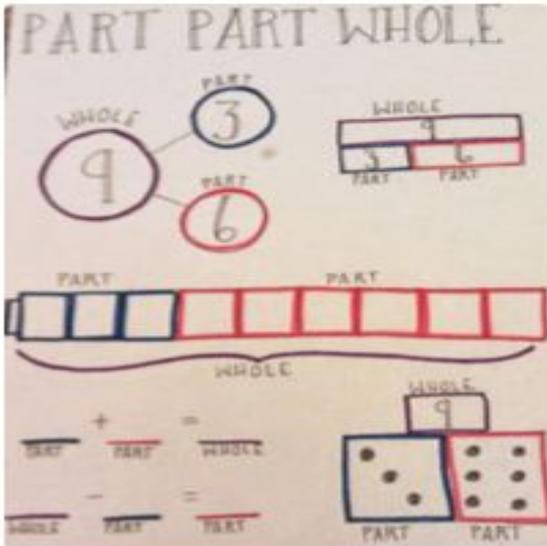
$12 \text{ tens} = \underline{\quad}$



Number Bonds/Bar Modeling

Number Bonds and Bar Modeling-

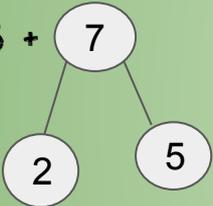
Allow students the opportunity to break apart numbers and put them together- shows Part/ Part/ Whole concepts
Leads to Bar Modeling with larger numbers



Mental Math Strategies

MAKING 10 -Students are shown how to build their mental math muscles by making a ten to add numbers mentally. $9 + 5 = 10 + 4$ (Take one from the 5 to make a ten ... add the 4)

$28 + 7 = 30 + 5 \dots$ 28 is 2 away from 30 so get to 30 by adding 2 and



breaking up the 7 to 2 and 5 $49 + 8 = 50 + 7$

If my child is stuck on a word problem....

- Reread the problem... ASK... what information do we have?
- Reread the problem without the numbers so we can focus on what is happening and what math we need to do.
- Draw a model to represent what we already know
- Decide what information we need to find and come up with a PLAN to find what is missing... Should we add? Subtract? What is happening in this story that makes me think we need to -----?
- How many steps do we need to answer the question?

How Can I Help My Child at Home?

- Have students explain their thinking?...what math do you think we should use?
- How do you know?... why do you think that?... Prove it....
- Replace numbers with smaller numbers (replace fractions/decimals)
- work on IXL ...www.ixl.com All students have a log in and password to access math practice. Reports are given to teachers and parents as to how students performed
- Use Ed Your Friend in learning... to access student workbook and use student resources.