Lesson 2 Script Template: Group

Preteach Key Vocabulary and Concepts for Grouping Problems using Constant Time Delay			
	Vocabulary to Teach	**Student Response**	**Instructional Strategy**
Grouping Vocabulary	Add Put together Combine Join together	Says vocabulary word and shows putting hands together	Time delay: 0 seconds for first week; then 4 seconds delay

<u>Teaching Instructions:</u> During Lesson 2, you will provide students with an opportunity to respond using the steps from the student self-instruction sheet, and then provide least intrusive prompting as needed. Students should have their own problem solving mat and should fill in the mat after teacher model. If the student makes an error, stop the student as soon as possible and provide system of least prompts. If student continues to make errors, remind the student to wait and you will help them before guessing.

Bolded text indicates words to be read aloud to student. Nonbolded text indicates instructions for you to do, such as point to step on student self-instruction sheet or point to a specific component of the word problem.

<u>Materials needed:</u> Aim for at least 3 problems per day with numbers filled-in ahead of lesson using rules; student problem solving mat; student self-instruction sheet (referred to as "checklist" in script); highlighter; Vis-à-vis marker/Expo and wipes/wet paper towel; manipulative materials, such as counters; If needed: premade response options and numbers

<u>Prior to teaching:</u>
Prior to teaching each problem, be sure to identify the following items in the word problem and fill them in throughout the script (if needed):
- Noun #1, Noun #2, and Label are all different in group

 *Remember, the goal of this lesson is for the student to be as independent as possible. Ensure you are providing enough wait time before prompting student! Don't forget to provide positive reinforcement, especially as students succeed at new steps!

Let's get started solving our word problems!

****

 <u>Do this section at the beginning of each daily theme:</u> **Each day we are going to practice math problems about an activity.** Provide video clip, object, sound bite,

picture, etc. that anchors the theme for the day. **"What activity are we going to talk about today?"** Wait for student(s) to respond by stating activity. **Has anyone ever _____ (e.g., been to a basketball game)?** Wait for students to respond. Briefly discuss activity and relate to students' previous experience to build engagement and excitement.

****

Instructional Cue: "Show me how to solve this problem."

Note: You can use pacing prompts which are NOT coded as prompts, such as "how do we get our problem started" (step 1 only), "keep going," and "what's next"? Do not read individual steps to student unless the student points to the step and asks you to read.

Do not count off if a student does not check off step on checklist. Say, "What do we do when we're all finished with a step?"

Step 1: Read the Problem

Independent Response	Least Intrusive Prompts		
↓	**Verbal** →	**Specific Verbal** →	**Model/Incorrect**
Simply read the problem unless the child needs reinforcement for asking appropriately.	**Step 1 says Read the Problem**	**Ask me to read the problem.** Wait for students to ask.	**Say "read the problem please."** Wait for student to ask, then read.

Step 2: Circle the "what"

Independent Response	Least Intrusive Prompts		
↓	**Verbal** →	**Specific Verbal** →	**Model/Incorrect**
Great job! The two "whats" are (noun 1) and (noun 2).	**Step 2 says Circle the Whats**	**Find the "whats" in the problem and circle them. Remember the "whats" have pictures over them.**	Point to 1st picture and say, **Here is the 1st 'what-' (state noun 1). Circle it.** Wait for student to circle, then repeat for 2nd 'what.'

Step 3: Find label in question

Independent Response	Least Intrusive Prompts		
↓	Verbal →	Specific Verbal →	Model/Incorrect
Excellent job! The questions asks, (read question), and you found the label- (state label).	**Step 3 says find label in question**	**Can you find the question?** Wait for student to find "?," then read the question. **The question says…(read question). Can you find the label or what we are solving for?** Wait for student to find label in question, then prompt student to put it in blank on number sentence if s/he does not do it automatically.	**The question says- (read question and highlight). Remember, the label is what we are solving for.** Point to the respective words as you read, **This question says, "how many (read label)/how much (read label)," so the label is (underline label). Write [label] in the blank.** Wait for student to write.

Step 4: Same, different, more/fewer?

Independent Response	Least Intrusive Prompts		
↓	Verbal →	Specific Verbal →	Model/Incorrect
Yes! (Noun 1), (noun 2), and (label) are ALL DIFFERENT.	**Step 4 says Same, Different, More/Fewer**	Pair with signs as you read. **Are (noun 1), (noun 2), and (label) the same, different, more/fewer? Circle it on the problem solving mat.** Wait for student to circle the word.	Point to 1st picture and say, **(noun 1)** point to the 2nd picture, **(noun 2),** point to the label, **(label), are ALL different.** Point to problem solving mat and say, **Circle "different".** Wait for student to circle the word.

Step 5: Use my Rule

Independent Response	Least Intrusive Prompts		
↓	**Verbal** →	**Specific Verbal** →	**Model/Incorrect**
You got it! Small group, small group, BIG group…(noun 1), (noun 2), (label).	**Step 5 says use my rule**	**This is a group problem because the whats and the label** (point to them in problem) **are ALL different. In group problems, we combine 2 small groups to make 1 big group. Can you show me with your hands using the words from the problem?** Wait for student to respond.	Model-retest. Model the hand motion with rule and repeat with two nouns and label from problem. Wait for student to repeat. Provide physical guidance if needed and break into chunks.

Step 6: Choose GO

Independent Response	Least Intrusive Prompts		
↓	**Verbal** →	**Specific Verbal** →	**Model/Incorrect**
Good work! This is a group problem and you selected the group graphic organizer.	**Step 6 says Choose Graphic Organizer**	Direct the student's attention to the three graphic organizers. **Which graphic organizer matches the GROUP problem type?**	**Remember, this is a group problem – small group, small group, BIG group, so** (point to the group GO) **you need the group graphic organizer. Can you put that on your mat?**

==**Teacher Note: Label Graphic Organizer Here==

Step 7: Circle the numbers

Independent Response	Least Intrusive Prompts		
↓	Verbal →	Specific Verbal →	Model/Incorrect
Nice work! For feedback, restate summary of sentences with numbers in them (e.g., "2 buckets of popcorn; 1 hotdog")	**Step 7 says circle the numbers**	**How many (noun) are in the first small group?** Wait for student to respond. **How many (noun #2) are in our second small group?** Wait for student to respond.	Point to 1st number and say, **circle (#).** Wait for student to circle. Point to 2nd number and say, **circle (#).** Wait for student to circle. Then summarize using sentences with numbers (see 1st column for example).

Step 8: Fill-in number sentence

Independent Response	Least Intrusive Prompts		
↓	Verbal →	Specific Verbal →	Model/Incorrect
Nice work filling in the number sentence!	**Step 8 says Fill in Number sentence**	**Fill-in the number sentence using the numbers you circled in the word problem.** Wait for student to fill-in number sentence.	Point to 1st number (#) in word problem and then point to the first box, **write (#) here.** Point to the 2nd number in word problem (#), and then point to the second box, **write (#) here**.

Step 9: + or -

Independent Response	Least Intrusive Prompts		
↓	**Verbal** →	**Specific Verbal** →	**Model/Incorrect**
Yes, ADD! You are right!	**Step 9 says plus or minus**	**Do we add or subtract to solve GROUP problems?** wait for student to say "add".. Student should write "+" in number sentence. If not, prompt: **write plus in the number sentence.**	**In group problems we combine two small groups to make one BIG group, so we ADD. Say "add"** Wait for student to respond. **Write a plus in the circle.** Point to circle.

Step 10: Make Sets

Independent Response	Least Intrusive Prompts		
↓	**Verbal** →	**Specific Verbal** →	**Model/Incorrect**
Awesome job! There are (# & noun 1) in our first small group, and (# & noun2) in our second small group!	**Step 10 says make sets**	**Make sets to represent how many are in each small group on your GROUP graphic organizer.**	**We need to make a set of (#) in the first small group to show how many (noun 1). Make a set of (#) here.** Point to green circle. **Now, we need to make a set of (#) to show how many (noun 2). Make a set of (#) here.** Point to the red circle.

Step 11: Solve and Write Answer

Independent Response	Least Intrusive Prompts		
↓	Verbal →	Specific Verbal →	Model/Incorrect
Nice work! State numeral and label (e.g., 3 snacks).	**Step 11 says solve and write answer**	**Combine your small groups into the big group and count to find your answer.** Wait for student to move sets into large blue circle and count. **Write your answer in the number sentence.** Wait for student to write/select # and label.	**Watch me first.** Combine sets into large blue circle and count. Be sure to say answer with label. Move sets back to original sets and say **Your turn.** Wait for student to repeat. **Now write your answer here** (point to last box in number sentence). **What is the answer?** If student does not say numeral and label, prompt student.

Teacher Note: Reread question from word problem. If needed prompt student to state answer using both numeral and label.

Independent Response	Least Intrusive Prompts		
↓	Verbal →	Verbal & Gesture →	Model
Nice work! Read number sentence with answer and label (e.g., 3 snacks; 2 buckets of popcorn plus 1 hotdog equals 3 snacks).	**What is the answer to our problem?**	Point to the answer (# and label) on student's problem solving map and say **read me the answer.** Prompt student to say label if needed.	**The answer is (# and label). What was the answer to our problem?** Student should repeat with numeral and label.

Note to teachers: Repeat with at least one other problem related to daily theme. Change themes daily. Aim for <u>at least</u> 3 problems daily.