Intervention Protocol

Classwide Multi-Digit Multiplication With and Without Regrouping

Student: Grade: 07

Teacher: Heather Vogt Class name: 7th Math I (17)

Date: 3/18/2020

Classwide Math Intervention

Partner Practice - 3 minutes (each student)	Individual Practice - 4 minutes

Preparation:

- This is your master set of materials for the week.
- Make 1.5 copies of the practice sheets Day 1-5 for each student in your class (ex. if you have 20 students make 30 copies). Each student will have one copy for independent practice, while each pair of students will have one copy for paired practice.

 To set up your student pairs click on "Students" in your dashboard, then "Suggested Student Pairs."

 The higher-performing student will work first. Direct the higher-performing partner as the first worker without announcing that one partner is higher performing.
Say, It's time for Spring Math. Please get together with your math partner. Please take out your practice materials, a pencil, and a colored pen.
Say, Partners will take turns answering the math problems. When you are working, you will answer as many problems correctly as you can. As you work, be sure to talk through the problem aloud so your partner can HEAR and SEE you solve the problem. I will keep the time and tell you when to switch roles.
Say, When you are helping, you will listen and watch closely as the worker is working problems. If you see an error, speak up! Say, "Stop, Let's check this one." You should give the worker a hint, point to the exact error, but don't give them the answer. See if the worker can fix the error. If the worker is stuck, give the answer but solve it aloud so the worker knows how you got that answer. If you get really stuck, circle the problem and ask me for help.
Set the timer for 3 minutes.
Say, Remember, your goal is to work as many problems as possible with 100% accuracy. Ready? Begin! Start the timer when you say Begin.
If using practice sheets, the first student will begin working on the problems, left to right, reading and working the problem out loud with the help of the peer buddy.
Walk around the room and monitor students to ensure they are actively engaged in their roles.
When the timer rings, say, Stop practicing and switch roles. Pass the paper to your partner. They will start working where you left off.
Set the timer for 3 minutes. Say, Remember, when you are working, you should be thinking through and working to solve as many problems as you can. When you are helping, you should watch closely to catch any errors and help the worker get the right answers. Ready? Begin! Start the timer when you say Begin.
While walking around the room this time, pass out the independent practice sheet upside down.
When the timer rings, say, It's time for independent practice. Please put practice sheets away and write your name on the back of your paper.
Have a motivator piece unique to your class. Ideas: The mastery # of that skill could be your magic number that students circle ahead of time or have a special chant to pump up your class.
Say, Remember your score from last time. Your goal today is to beat your score! Your brain is like a muscle that gets stronger when you practice.
Set the timer for 4 minutes.
Say, Turn your papers over and draw an X on the first problem. You will work from left to right, starting on the second problem, and not skipping any problems. If you don't know an answer, make your best guess and move on. Ready? Start the timer.
Walk around the room and monitor. Encourage students to keep working where needed.
After the timer rings, say, Stop, put your pencils down. Make sure all students have stopped working.

Say, Trade papers with your math partners. Take out your correcting pen. I'll read each problem with its answer. If your partner got it incorrect, put a slash through the entire answer. When your partner has no more answers on the paper, begin answering problems using your scoring pen (try to beat me to the answer each time).
Briskly read each problem and it's answer. Have the answer key displayed for the class using a projector or document camera.
Set the timer for I minute. Say, Get your paper back and find the errors that have been marked for you. Correct your errors while explaining to your math partner how you fixed them. If you do not have any errors, review the problems that have been answered for you, and then create your own problems just like the ones we are working on.
After the timer rings, say, Now record your score on your daily progress chart . (Progress Charts can be found under Support - Resources - Progress Tracking Sheets Grades I-8).
Collect the papers and shuffle them. Randomly draw a paper and without saying the name, if the score is higher than the randomly selected score from the day before (or last week's class median), then deliver a class reward (e.g., 5 extra minutes of recess or othe small reward). Recognize students who have beaten their score from the day before also!
Enter scores on Day 5 in your Spring Math dashboard. If a student is absent, you may enter their most recent score from the same week. The graph will update automatically and you can show the class their progress as a whole.

Day I - Multi-Digit Multiplication With and Without Regrouping

Date: 03/18/2020 (version: dac3)

		(**************************************		
3	ч	38	6	()/4
<u>x 5</u>	<u>х Ч</u>	<u>x 90</u>	<u>x 6</u>	
3	27	3	9	()/8
<u>x 3</u>	<u>x 92</u>	<u>x 8</u>	<u>x 8</u>	
54	9	8	32	()/12
<u>x 30</u>	<u>x 4</u>	<u>x 7</u>	x 74	
ч	9	92	5	()/16
<u>х 5</u>	<u>x 2</u>	<u>x 40</u>	<u>x 8</u>	
8	60	5	9	()/20
<u>x 3</u>	<u>x 61</u>	<u>x 3</u>	<u>x 5</u>	
86	5	7	27	()/24
<u>x 30</u>	<u>x 7</u>	<u>x 7</u>	<u>x 85</u>	

Teacher:	
Grade:	
Student:	

Day I - Multi-Digit Multiplication With and Without Regrouping

Date: 03/18/2020 (version: dac3)

7	3	88	9	()/28
<u>x 6</u>	<u>x 4</u>	<u>x 30</u>	<u>x 7</u>	
2	96	5	8	()/32
<u>x 6</u>	<u>x 62</u>	<u>x 5</u>	<u>x 4</u>	
12	6	ч	36	()/36
<u>x 60</u>	<u>x 7</u>	<u>х 2</u>	<u>x 63</u>	
5	2	37	6	()/40
<u>x 9</u>	<u>x 9</u>	<u>x 20</u>	<u>x 3</u>	
2	80	5	8	()/44
<u>x 5</u>	<u>x 34</u>	<u>x 2</u>	<u>x 2</u>	
40	8	8	59	()/48
<u>x 40</u>	<u>x 5</u>	<u>x 8</u>	<u>x 87</u>	

Day 2 - Multi-Digit Multiplication With and Without Regrouping

Date: 03/18/2020 (version: c4dd)

9	6	12	3	()/4
<u>x 6</u>	<u>x 9</u>	<u>x 80</u>	<u>x 5</u>	
9	55	5	ч	()/8
<u>x 8</u>	<u>x 53</u>	<u>x 7</u>	<u>х 2</u>	
84	6	ч	40	()/12
<u>x 70</u>	<u>x 5</u>	<u>х 8</u>	<u>x 21</u>	
2	7	76	3	()/16
<u>x 6</u>	<u>x 3</u>	<u>x 50</u>	<u>x 9</u>	
7	16	2	2	()/20
<u>x 6</u>	<u>x 33</u>	<u>x 7</u>	<u>x 9</u>	
29	7	6	73	()/24
<u>x 10</u>	<u>x 5</u>	<u>x 4</u>	<u>x 28</u>	

Teacher:	
Grade:	
Student:	

Day 2 - Multi-Digit Multiplication With and Without Regrouping

Date: 03/18/2020 (version: c4dd)

ч	ч	27	8	()/28
<u>х б</u>	<u>х 9</u>	<u>x 20</u>	<u>x 4</u>	
6	50	ч	5	()/32
<u>x 8</u>	<u>x 56</u>	<u>х Ч</u>	<u>x 6</u>	
69	3	ч	77	()/36
<u>x 50</u>	<u>x 4</u>	<u>х 3</u>	<u>x 21</u>	
2	3	15	ч	()/40
<u>x 3</u>	<u>x 3</u>	<u>x 80</u>	<u>х 5</u>	
8	15	9	5	()/44
<u>x 2</u>	<u>x 39</u>	<u>x 7</u>	<u>x 2</u>	
37	9	2	75	()/48
<u>x 30</u>	<u>x 2</u>	<u>x 5</u>	<u>x 14</u>	

Day 3 - Multi-Digit Multiplication With and Without Regrouping

Date: 03/18/2020 (version: 03c3)

2	3	94	8	()/4
<u>x 6</u>	<u>x 5</u>	x 40	<u>x 9</u>	
4	11	6	3	()/8
<u>x 3</u>	x 29	<u>x 4</u>	<u>x 7</u>	
61	6	9	88	()/12
<u>x 20</u>	<u>x 9</u>	<u>x 7</u>	<u>x 87</u>	
7	5	84	5	()/16
<u>x 2</u>	<u>x 7</u>	<u>x 30</u>	<u>x 2</u>	
2	19	5	9	()/20
<u>x 9</u>	<u>x 73</u>	<u>x 6</u>	<u>x 4</u>	
59	6	ч	54	()/24
<u>x 40</u>	<u>x 6</u>	<u>х 7</u>	x 35	

Teacher:	
Grade:	
Student: _	

Day 3 - Multi-Digit Multiplication With and Without Regrouping

Date: 03/18/2020 (version: 03c3)

7	9	95	8	()/28
<u>x 9</u>	<u>x 2</u>	<u>x 70</u>	<u>x 5</u>	
3	83	9	3	()/32
<u>x 3</u>	<u>x 16</u>	<u>x 6</u>	<u>x 9</u>	
82	9	2	64	()/36
<u>x 10</u>	<u>x 5</u>	<u>x 3</u>	<u>x 85</u>	
8	2	89	8	()/40
<u>x 2</u>	<u>x 2</u>	<u>x 40</u>	<u>x 8</u>	
2	90	8	6	()/44
<u>x 7</u>	<u>x 98</u>	<u>x 3</u>	<u>x 8</u>	
98	3	ч	49	()/48
<u>x 70</u>	<u>x 4</u>	<u>х 9</u>	<u>x 59</u>	

Day 4 - Multi-Digit Multiplication With and Without Regrouping

Date: 03/18/2020 (version: a6fc)

9	8	89	7	()/4
<u>x 7</u>	<u>x 5</u>	<u>x 10</u>	<u>x 9</u>	
2	63	7	8	()/8
<u>x 4</u>	<u>x 34</u>	<u>x 5</u>	<u>x 4</u>	
60	9	7	14	()/12
<u>x 70</u>	<u>x 2</u>	<u>x 3</u>	x 81	
5	2	17	3	()/16
<u>x 2</u>	<u>x 7</u>	<u>x 70</u>	<u>x 7</u>	
7	35	ч	6	()/20
<u>x 2</u>	<u>x 54</u>	<u>х 8</u>	<u>x 9</u>	
12	8	7	62	()/24
<u>x 20</u>	<u>x 7</u>	<u>x 6</u>	<u>x 86</u>	

Day 4 - Multi-Digit Multiplication With and Without Regrouping

Date: 03/18/2020 (version: a6fc)

Page 2

2	ч	27	6	()/28
<u>x 8</u>	<u>х 2</u>	<u>x 90</u>	<u>x 4</u>	
6	42	8	6	()/32
<u>x 7</u>	<u>x 26</u>	<u>x 8</u>	<u>x 2</u>	
52	7	ч	64	()/36
<u>x 80</u>	<u>x 4</u>	<u>х 7</u>	<u>x 83</u>	
9	5	52	3	()/40
<u>x 5</u>	<u>x 8</u>	<u>x 50</u>	<u>x 5</u>	
9	26	2	2	()/44
<u>x 3</u>	<u>x 42</u>	<u>x 6</u>	<u>x 2</u>	
99	6	9	98	()/48
<u>x 90</u>	<u>x 5</u>	<u>x 8</u>	<u>x 33</u>	

Day 5 - Multi-Digit Multiplication With and Without Regrouping

Date: 03/18/2020 (version: 7fbc)

7	3	71	3	()/4
<u>x 5</u>	<u>x 5</u>	<u>x 30</u>	<u>x 6</u>	
9	41	6	3	()/8
<u>x 2</u>	<u>x 76</u>	<u>x 9</u>	<u>x 3</u>	
90	ч	5	75	()/12
<u>x 60</u>	<u>х б</u>	<u>x 7</u>	x 79	
6	5	88	2	()/16
<u>x 6</u>	<u>x 4</u>	<u>x 30</u>	<u>x 9</u>	
3	19	7	3	()/20
<u>x 7</u>	<u>x 53</u>	<u>x 2</u>	<u>x 8</u>	
38	6	8	54	()/24
<u>x 30</u>	<u>x 7</u>	<u>x 3</u>	x 33	

Teacher:	
Grade:	
Student:	

Day 5 - Multi-Digit Multiplication With and Without Regrouping

Date: 03/18/2020 (version: 7fbc)

2	8	20	7	()/28
<u>x 4</u>	<u>x 7</u>	<u>x 70</u>	<u>x 9</u>	
8	57	5	ч	()/32
<u>x 2</u>	<u>x 18</u>	<u>x 5</u>	<u>х 2</u>	
54	4	8	34	()/36
<u>x 70</u>	<u>x 7</u>	<u>x 5</u>	<u>x 36</u>	
3	6	78	ч	()/40
<u>x 4</u>	<u>x 5</u>	<u>x 60</u>	<u>х Ч</u>	
9	63	8	7	()/44
<u>x 6</u>	<u>x 19</u>	<u>x 4</u>	<u>x 8</u>	
73	5	9	10	()/48
<u>x 10</u>	<u>x 3</u>	<u>x 5</u>	<u>x 27</u>	

3	4	38	6
<u>x 5</u>	<u>x 4</u>	<u>x 90</u>	<u>x 6</u>
15	16	3420	36
3	27	3	9
<u>x 3</u>	x 92	<u>x 8</u>	<u>x 8</u>
9	2484	24	72
54	9	8	32
<u>x 30</u>	<u>x 4</u>	<u>x 7</u>	x 74
1620	36	56	2368
4	9	92	5
<u>x 5</u>	<u>x 2</u>	<u>x 40</u>	<u>x 8</u>
20	18	3680	40
8	60	5	9
<u>x 3</u>	<u>x 61</u>	<u>x 3</u>	<u>x 5</u>
24	3660	15	45
86	5	7	27
<u>x 30</u>	<u>x 7</u>	<u>x 7</u>	x 85
2580	35	49	2295

7	3	88	9
<u>x 6</u>	<u>x 4</u>	<u>x 30</u>	<u>x 7</u>
<u>42</u>	12	2640	63
2	96	5	8
<u>x 6</u>	x 62	<u>x 5</u>	<u>x 4</u>
12	5952	25	32
12	6	4	36
<u>x 60</u>	<u>x 7</u>	<u>x 2</u>	x 63
720	42	8	2268
5	2	37	6
<u>x 9</u>	<u>x 9</u>	x 20	<u>x 3</u>
45	18	740	18
2	80	5	8
<u>x 5</u>	x 34	<u>x 2</u>	<u>x 2</u>
10	2720	10	16
40	8	8	59
<u>x 40</u>	<u>x 5</u>	<u>x 8</u>	<u>x 87</u>
1600	40	64	5133

9	6	12	3
<u>x 6</u>	<u>x 9</u>	<u>x 80</u>	<u>x 5</u>
54	54	960	15
9	55	5	4
<u>x 8</u>	x 53	<u>x 7</u>	<u>x 2</u>
72	2915	35	8
84	6	4	40
<u>x 70</u>	<u>x 5</u>	<u>x 8</u>	<u>x 21</u>
5880	30	32	840
2	7	76	3
<u>x 6</u>	<u>x 3</u>	<u>x 50</u>	<u>x 9</u>
12	21	3800	27
7	16	2	2
<u>x 6</u>	<u>x 33</u>	x 7	<u>x 9</u>
<u>42</u>	528	14	18
29	7	6	73
x 10	<u>x 5</u>	<u>x 4</u>	<u>x 28</u>
290	35	24	2044

4	4	27	8
<u>x 6</u>	<u>x 9</u>	<u>x 20</u>	<u>x 4</u>
24	36	540	32
6	50	4	5
<u>x 8</u>	<u>x 56</u>	<u>x 4</u>	<u>x 6</u>
48	2800	16	30
69	3	4	77
<u>x 50</u>	<u>x 4</u>	<u>x 3</u>	x 21
3450	12	12	1617
2	3	15	4
<u>x 3</u>	<u>x 3</u>	x 80	<u>x 5</u>
6	9	1200	20
8	15	9	5
<u>x 2</u>	<u>x 39</u>	<u>x 7</u>	<u>x 2</u>
16	585	63	10
37	9	2	75
<u>x 30</u>	<u>x 2</u>	<u>x 5</u>	<u>x 14</u>
1110	18	10	1050

			V 01010111. 0000
2	3	94	8
<u>x 6</u>	<u>x 5</u>	<u>x 40</u>	<u>x 9</u>
12	15	3760	72
4	11	6	3
<u>x 3</u>	x 29	x 4	<u>x 7</u>
12	319	24	21
61	6	9	88
x 20	<u>x 9</u>	<u>x 7</u>	<u>x 87</u>
1220	54	63	7656
7	5	84	5
<u>x 2</u>	<u>x 7</u>	x 30	<u>x 2</u>
14	35	2520	I 0
2	19	5	9
<u>x 9</u>	<u>x 73</u>	<u>x 6</u>	<u>x 4</u>
18	1387	30	36
59	6	4	54
<u>x 40</u>	<u>x 6</u>	<u>x 7</u>	<u>x 35</u>
2360	36	28	1890

7	9	95	8
<u>x 9</u>	<u>x 2</u>	<u>x 70</u>	<u>x 5</u>
63	18	6650	40
3	83	9	3
<u>x 3</u>	<u>x 16</u>	<u>x 6</u>	<u>x 9</u>
9	1328	54	27
82	9	2	64
x 10	<u>x 5</u>	<u>x 3</u>	x 85
820	45	6	5440
8	2	89	8
<u>x 2</u>	<u>x 2</u>	<u>x 40</u>	<u>x 8</u>
16	4	3560	64
2	90	8	6
<u>x 7</u>	<u>x 98</u>	<u>x 3</u>	<u>x 8</u>
14	8820	24	48
98	3	4	49
<u>x 70</u>	<u>x 4</u>	<u>x 9</u>	<u>x 59</u>
6860	12	36	2891

			v 0101011. d010
9	8	89	7
<u>x 7</u>	<u>x 5</u>	<u>x 10</u>	<u>x 9</u>
63	40	890	63
2	63	7	8
<u>x 4</u>	<u>x 34</u>	<u>x 5</u>	<u>x 4</u>
8	2142	35	32
60	9	7	14
x 70	<u>x 2</u>	<u>x 3</u>	x 81
4200	18	21	1134
5	2	17	3
<u>x 2</u>	<u>x 7</u>	<u>x 70</u>	<u>x 7</u>
10	14	1190	21
7	35	4	6
<u>x 2</u>	x 54	<u>x 8</u>	<u>x 9</u>
14	1890	32	54
12	8	7	62
<u>x 20</u>	<u>x 7</u>	<u>x 6</u>	<u>x 86</u>
240	56	<u>42</u>	5332

			v 0101011. d010
2	4	27	6
<u>x 8</u>	<u>x 2</u>	x 90	<u>x 4</u>
16	8	2430	24
6	42	8	6
<u>x 7</u>	x 26	<u>x 8</u>	<u>x 2</u>
42	1092	64	12
52	7	4	64
<u>x 80</u>	<u>x 4</u>	<u>x 7</u>	x 83
4160	28	28	5312
9	5	52	3
<u>x 5</u>	<u>x 8</u>	x 50	<u>x 5</u>
45	40	2600	15
9	26	2	2
<u>x 3</u>	x 42	<u>x 6</u>	<u>x 2</u>
27	1092	12	4
99	6	9	98
<u>x 90</u>	<u>x 5</u>	<u>x 8</u>	<u>x 33</u>
8910	30	72	3234

			V 0101011. 7100
7	3	71	3
<u>x 5</u>	<u>x 5</u>	<u>x 30</u>	<u>x 6</u>
35	15	2130	18
9	41	6	3
<u>x 2</u>	<u>x 76</u>	<u>x 9</u>	<u>x 3</u>
18	3116	54	9
90	4	5	75
x 60	<u>x 6</u>	<u>x 7</u>	x 79
5400	24	35	5925
6	5	88	2
<u>x 6</u>	<u>x 4</u>	<u>x 30</u>	<u>x 9</u>
36	20	2640	18
3	19	7	3
<u>x 7</u>	<u>x 53</u>	<u>x 2</u>	<u>x 8</u>
21	1007	14	24
38	6	8	54
<u>x 30</u>	<u>x 7</u>	<u>x 3</u>	<u>x 33</u>
1140	42	24	1782

2	8	20	7
<u>x 4</u>	<u>x 7</u>	<u>x 70</u>	<u>x 9</u>
8	56	1400	63
8	57	5	4
<u>x 2</u>	x 18	<u>x 5</u>	<u>x 2</u>
16	1026	25	8
54	4	8	34
<u>x 70</u>	<u>x 7</u>	<u>x 5</u>	x 36
3780	28	40	1224
3	6	78	4
<u>x 4</u>	<u>x 5</u>	<u>x 60</u>	<u>x 4</u>
12	30	4680	16
9	63	8	7
<u>x 6</u>	<u>x 19</u>	<u>x 4</u>	<u>x 8</u>
54	1197	32	56
73	5	9	10
<u>x 10</u>	<u>x 3</u>	<u>x 5</u>	<u>x 27</u>
730	I5	45	270