

SUPPLEMENTAL MATH INTERVENTION FOR GRADE 8 Elementary and Middle School Learners

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Schools are under pressure to lift educational performance and graduation outcomes for all students. This brings an increased focus on educational equity—ensuring every student has access to the same resources and educational rigor they need at the right moment in their education, despite race, gender,

Age, and ability. A recent report states, “Schools with weak learning environments have the lowest intervention rates. Grade 8 at 33%, providing equitable access to a high-quality math curriculum is critical.”¹ Striving learners need to be supported with instruction that provides enrichment, remediation, and intensive intervention.

Most US schools and districts employ multi-level systems of services to afford the differentiated mathematics instruction required to address the diverse needs of all students. Grade 8 students need to develop strong competency for the challenges of

Mathematics in the 21st century. Supplemental intervention programs can be designed to provide targeted, intensive, and differentiated instruction to support the needs of students who are struggling.

Combining a variety of multi-modal resources, a supplemental math intervention program can be designed to provide targeted, intensive, and differentiated instruction to support the needs of students who are struggling. The best programs align to regular instructional models, align with state standards, and enable teacher-led, independent learning, and engaging small-group activities. Supplemental intervention resources should easily integrate with various classroom implementation models, including:

- Special Education and Pull-Out Services
- Inclusion Classrooms and Push-In Services
- Blending Learning
- Direct Learning
- Math Workshops
- Traditional Differentiation
- Homework and After-School
- Summer School

research-based supplemental intervention resources, provided in print-based and online formats to provide differentiated instruction. Critical Path provides teachers with explicit lessons and resources for K-8 to provide the instruction needed to close gaps in student understanding.

The Arrive Math Booster program was designed based on the science of learning. In addition to collaboration with math leaders and district leaders at Grand Hill Education, an educated comprehensive research in a variety of topical areas to inform the development of Arrive Math Booster.

The features of the program include:

- 1. Interactive, multi-modal learning experiences
- 2. Hands-on learning experiences
- 3. Game-based learning experiences

The research and resources in Arrive Math Booster are created to support student learning in the context of teachers with the ability to effectively differentiate instruction. Grand Hill Education's original mission empowers to close gaps in understanding early, and instill confidence in students' ability to learn and apply mathematics.

Arrive Math Booster provides teachers with a comprehensive set of lessons and activities to supplement regular core instruction including:

- Activities that can be completed in whole group, small group or individually
- Appropriate mix of direct or guided instruction, assignable student-driven lessons and games
- A balance between tactile, online and print-based learning moments

development area within a single standard offers a lesson that includes a “Take Another Look” digital mini-group, hands-on mini-lesson.

Students will be able to identify the factors of a number and use them to find the least common multiple of two numbers.

prevalent in each section of the lesson:

Hands-on learning experiences

It is important for students to gain opportunities for non-visual, tactile learning experiences in the math classroom. Educators can use manipulatives and concrete examples to develop each learner’s

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Hands-

Hands-on learning experiences are an important part of the math curriculum. A “Guided Support” activity is a hands-on activity that is designed to help students understand a concept or skill. This activity is designed to be used with the guidance of the teacher. Guided Support activities incorporate manipulatives and concrete examples to help students understand a concept or skill. This activity can be facilitated with an individual student or in a small group.

To reinforce and supplement Arrive Math Booster instruction, teachers can use the Arrive Math Games -based and board games that align with K-

Summary

School leaders today require ever-growing curriculum resources to raise the level of equitable

For students who have fallen behind, curriculum resources are needed to supplement primary math instruction, allow educators to deeply differentiate instruction, and increase students' ability to access on-level learning and gain higher outcomes.

Finding well-packaged, research-scaffolding instruction effectively is challenging until now.

has immediate benefits for remedial and differentiated mathematics

With a focus on differentiated learning experiences, Arrive Math Booster is proven to be beneficial in remediating knowledge gaps, providing meaningful practice, and building conceptual

The program is designed to be used in a variety of ways to build individual skills. Each program is designed to be used in a variety of ways to build individual skills. Each program is designed to be used in a variety of ways to build individual skills. Each program is designed to be used in a variety of ways to build individual skills. Each program is designed to be used in a variety of ways to build individual skills. Each program is designed to be used in a variety of ways to build individual skills.

Standard, differentiated, and individualized learning experiences are available for every student.

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