

Basic Skill Intervention Fluency

1. Choose a small set of facts to focus on and write them on the board. *I'll use **Adding 3 within 10** as an example to guide the process.*

$$0 + 3 =$$

$$1 + 3 =$$

$$2 + 3 =$$

$$3 + 3 =$$

$$4 + 3 =$$

$$5 + 3 =$$

$$6 + 3 =$$

$$7 + 3 =$$

2. Tell the students that for the next ___ days we're going to try to get better at these facts. The focus of the task makes the goal seem more attainable. That way, the child has 5-10 problems to work on rather than dozens.

Monday

(Point to the problems on the board.)

"This week, we're going to get better at adding by 3."

3. Teach a strategy to solve each problem.

Monday

"To add by three, we're going to make a fist, say the first number, and then count up on our fingers three times. Watch me."

(Point at the problem $7 + 3$. Gently shake fist.) "Seven."

(Extend one finger.) "8." (Extend a second finger.) "9."

(Extend a third finger.) "10."

"Now, it's your turn. Let's start with $0 + 3$."

4. Practice for two to three minutes every day, sequencing the problems from simple to hard. **Always** stop before excessive frustration sets in and **always** end with success, i.e. an easy problem. Encourage struggling

students to practice on their own and be prepared to provide them with sheets of independent practice. This is often most effective in an individual conference, so that the struggling students can tell you're taking a special interest in them.

Monday

Practice each problem, staying in order from simplest to hardest, only breaking the sequence when students seem too hypnotized by the pattern. Write down answers as students respond until the board looks like this:

$$\begin{aligned}0 + 3 &= 3 \\1 + 3 &= 4 \\2 + 3 &= 5 \\3 + 3 &= 6 \\4 + 3 &= 7 \\5 + 3 &= 8 \\6 + 3 &= 9 \\7 + 3 &= 10\end{aligned}$$

(Step away from the board.)

“Now, let’s see if we can answer these problems without looking. If you don’t need to use your fingers, don’t use them. If you do need to use your fingers, you may. If you need to count out loud, whisper. I’m going to call out an addition sentence. You raise your hand if you know the answer.”

(Move to the side so that the answers aren’t centered in students’ vision.)

“Try not to look at the board, but look if you need to.”

Each student response can either be oral or a white board exchange.

$$\begin{aligned}\text{T: } & 0 + 3 \\ \text{S: } & 3 \\ \text{T: } & 1 + 3 \\ \text{S: } & 4 \\ \text{T: } & 2 + 3 \\ \text{S: } & 5\end{aligned}$$

T: 3 + 3
S: 6
T: 7 + 3
S: 10
T: 6 + 3
S: 9
T: 5 + 3
S: 8
T: 2 + 3
S: 5
T: 0 + 3
S: 3

“Great Job. We’ll work on this again tomorrow. If any of you want some extra practice, I have a practice sheet for you to take home.”

Alternatively, you could distribute a pattern sheet. Tell the students to practice for one minute, only looking at the board if they need to. At the end of the minute, tell them to circle the last problem that they completed. If they want, they can take it home and practice. On Friday, you’ll give them the same challenge and they can see how much they’ve improved.

5. With each passing day, gradually increase speed.

Tuesday

Repeat Monday’s process, but much more quickly, patterning the facts that are most challenging, with simple problems so that students will never go too long without feeling successful

0 + 3
1 + 3
2 + 3
3 + 3
4 + 3
5 + 3
6 + 3
7 + 3

$$0 + 3$$

$$7 + 3$$

$$1 + 3$$

$$7 + 3$$

$$0 + 3$$

$$6 + 3$$

$$1 + 3$$

$$6 + 3$$

Remind students that they can practice with the sheets you distributed yesterday. If they lost it, they can pick up another one in your pile in the back of the room.

Wednesday

Repeat the same process as Tuesday, but more quickly and/or less patterned.

Thursday

Repeat the same process as Tuesday and Wednesday, but more quickly and/or less patterned. If everyone is catching on, do the entire drill via call-response, without writing the problems on the board.

6. Once you're confident that all students have improved, celebrate the classes achievement by Sprinting the topic or delivering a pattern sheet.

Friday

Celebratory written fluency.