

Tier 2 Remediation Plan / Progress Monitoring

SOL: 4.4a

Instructional Focus: Common Factors

Intervention Goal: Given 2 numbers, students will be able to list all the common factors 80% of the time 4 / 5.

Intervention Strategy: Listing factors using the “Big F” and circling the common ones between two given numbers.

Day 1: Give students the number 12. Model for students how 1 and 12 are the “bookends.” Draw the top of the Big “F.” Model starting with 2 and skip counting to see if it is a factor of 12.

Ask students: Since 2 is a factor of 12, then how what other number is a factor as well? How many times did we skip count by 2?

Write both 2 and 6 on the line between 1 and 12.

Ask students: Do we need to check if 11,10,9,8,or 7 is a factor now? Why or why not?

Continue the same process with 3.

When you get 3 and 4 as factors:

Ask students: How do we know if we have all the factors?

Have students practice this strategy with following number: 8
10

Day 2: Start by modeling finding factors again for the number 15. Ask students the following questions throughout the process:

Since ____ is a factor, then what other number do we know is a factor?

Since we know ____ and ____ are factors, what other numbers can we eliminate as factors?

How do we know when we have all the factors of ____?

Have students practice this strategy with the following numbers 14, 20

Take observation notes as formative assessment.

Day 3: Start by having students list factors again for the number 18.

Formatively assess they can find all factors with accurately.

Introduce now finding common factors using the “Big F.”

Introduce now the given number 12. Draw the rest of the “Big F” and have students list all the factors of 12.

Explain that common factors are factors that both 18 and 12 have the same. Model for students how to circle the numbers they have the same.

*Make sure to emphasize to always circle “1” as this will always be a common factor for any two given numbers.

Have students practice this strategy with following numbers:

Day 4: Have students practice the “Big F” with students using the following numbers 15 and 20. If students are able to demonstrate accuracy with this problem then have students complete summative assessment (4/5 questions correct)

Student Diagnostic & Progress Monitoring Data

Student Name: Diagnostic Data: Formative Assessment 1: Formative Assessment 2: Summative Assessment: Goal Met: Y / N Next Steps:	Student Name: Diagnostic Data: Formative Assessment 1: Formative Assessment 2: Summative Assessment: Goal Met: Y / N Next Steps:	Student Name: Diagnostic Data: Formative Assessment 1: Formative Assessment 2: Summative Assessment: Goal Met: Y / N Next Steps:
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