



# Naperville Community Unit School District 203

## No Child Left Behind

### Title I Programs

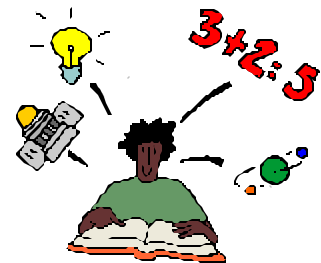
#### Introduction

In 2001, the Federal Government re-authorized all the entitlement grants under the umbrella of No Child Left Behind. The premise of the No Child Left Behind legislation is to provide dollars for Local Education Agencies to improve the basic programs they already operate in order to improve the academic achievement of the disadvantaged. In November 2001 Naperville District 203 was notified that we would receive an allocation of dollars for this purpose even though our poverty level census numbers were below 2%.

Title I legislation requires a comprehensive needs assessment to help ensure that all students meet standards. District 203 engaged in a comprehensive needs assessment process for the past several years, the results of which can be found in the five-year Business Plan as Goal 3: Raise the performance of students not experiencing success. During the 2001-2002 school year, District 203 researched best practices for providing support in reading and mathematics. We worked with the Mathematics Recovery Program to develop the first grade mathematics support model, *Math Club*.

In developing the Title I plan and budgeting funds, districts must rank order all schools by percentage of low income students and may provide programs and services in only those schools that exceed the district average. Title I programs are required to be an additional layer of service not provided to district students with other funds. Schools eligible for *Math Club* through Title I funds during the 2002/2003 school year are Beebe, Ellsworth, Mill Street, Naper, and Scott.

## What is "Math Club"?



District 203's "Math Club" is an individualized tutorial math program for first grade students, which is aligned with national, state and district math standards in terms of what is taught and how it is taught. The goals of the Math Club program are to:

1. Help first grade students who have some gaps in their mathematical concept/skill development.
2. Advance children's strategies and knowledge in early number to the level at which they can successfully learn with their peers.
3. Deliver this program to students in regularly scheduled, individualized 1:1 instructional sessions of 30 minutes, by tutors, under the direction of District #203's primary math intervention specialist. This instruction is in addition to, not in place of regular daily classroom mathematics instruction.

## What is being taught in Math Club?

"Math Club" is not intended to be a time to learn, practice, or review specific objectives being worked on in the first grade classroom. Rather it is a time to develop the "underpinning" knowledge necessary to be successful in learning those objectives being introduced and worked on in the classroom. The areas of instructional concentration in "Math Club", which are foundational for all future learning in mathematics, include:

### 1. Forward and Backward Number Word Sequences

"Math Club" students will develop verbal ability with number words in the range 1- 100. This includes:

- Counting forward from 1, and from numbers other than 1.
- Counting backward from any given number.
- Telling what number comes before and after a given number in the range 1-100.
- Ordering and sequencing numbers in the range 1-100.
- Skip counting by 2's, 5's and 10's.

### 2. Numeral Identification - Reading Numerals

"Math Club" students will work on distinguishing one number from another, identifying and naming all numbers in the range 1-100 and beyond. Concentration will be on those numbers which tend to be confusing, such as those numbers having a zero or one in the tens place. (12, 20, 103, 213, etc. )

### 3. Patterning and Sequencing

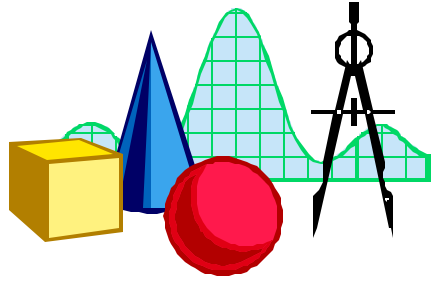
"Math Club" students will recognize and use spatial patterns such as dice, domino, and dot and finger patterns in order to support the learning of addition, subtraction and grouping strategies, and the development of number sense.

### 4. Addition and Subtraction

"Math Club" students will focus on the conceptual development of addition and subtraction strategies rather than rote memorization of number facts (counting on, counting up to, counting back from, counting back to, privileging 5 and 10, using doubles, etc.)

### 5. Tens and Ones

"Math Club" students will concentrate on tens and ones, which lay the foundation for understanding the base ten place value system.



## How Can I Help My Child Grow in Math?

Most parents will agree that cuddling up with their child and a good book is a wonderful experience. Few people will say that about using flash cards or pages of math problems, yet we know that we need to help our children in mathematics too. For that reason, we have tried to gather together some math activities that are not only meaningful but also fun for you and your child.

While working with your child, it may help to remember that children are much more likely to thrive if they have an opportunity to *understand* mathematics, not just parrot it back by following rote procedures and expressing half-understood (and quickly forgotten) definitions. Don't worry if your child cannot do some of these activities quickly or if they make mistakes occasionally. At this point in time, arriving at correct answers in a speedy fashion is not as important as having children view mathematics as a sense-making experience. Making sense of mathematics often takes time, and mistakes are made along the way. A healthy attitude towards mistakes is that they are *expected, respected, and inspected*. It is always interesting to ask your child how s/he arrived at an answer, and you may wish to tell your child how you thought about getting an answer too!