



## Bridges Intervention Presentation Guide

This presentation will provide teachers, coaches, and interventionists with a general overview of Bridges Intervention for Grades K–5. To get started, you'll need your physical or online Bridges Intervention Volume 1 or Volume 5 Teacher Guide, this viewing guide, access to the Bridges Educator Site and about 30 minutes. We've broken this presentation into 6 sections, as you will see outlined below. Take your time and pause the video as needed. You'll want to use Volume 1 (Set 1) if you are supporting students working on K-2 standards and Volume 5 (Set 2) if you are supporting students working on 3-5 standards.

We are here to support you! We expect that you'll have questions, and we are ready to answer them. Once you've finished this presentation, post your questions to the Participant Packet ([link here](#))

### Section 1 | Overview (0:00–2:22)

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- The Math Learning Center publishes an Intervention program to support students working below proficiency.
- Bridges Intervention materials were designed for Tier 2 Intervention.
- Each session is designed for 30 minutes of instruction.
- Bridges Intervention includes Progress Monitoring every fifth session.
- Additional Placement Assessments ensure teachers are working with students at their zone of proximal development.
- Set 1 addresses K-2 Critical Areas of Focus
- Set 2 addresses 3-5 Critical Areas of Focus
- It is important to read the overviews before you begin using the interventions with your students.

With careful attention to individual needs and pacing, the Intervention lessons may be appropriate for some students needing intensive support in a Tier 3 setting. In this case, additional time should also be spent on Geometry, Measurement and Data concepts since these domains are not addressed in the materials.

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**Section 2 | Organization (4:35- 6:51 min)**

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- There are 9 volumes.
- Each volume is organized around a learning progression, rather than a grade.
- The Introduction identifies the models and strategies taught in that volume.
- The Major Instructional Targets and grade-level standards are listed for each module.
- Each module contains five sessions and has a planner.
- Each session begins with a planner.

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**Section 3 | Session Organization (4:40–15:39)**

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- Each session begins with 2-3 warm-ups, targeting fluency skills, as recommended by the research. Spend about 10 minutes on these warm-ups.
- Each session also includes a game or activity, guided by the teacher or played in pairs with supervision. The teacher explores student thinking through questioning and wait time. Spend about 10-15 minutes on these games.
- Each session ends with paper-pencil practice of the concepts and skills students worked on. Two versions of the Practice Page are available so that sessions may be repeated as needed. Spend about 5-10 minutes on the pages.
- If you don't have 30 minutes, parts of the session can be distributed over two shorter sessions.

Prompt or Reflection Question for Participant - Presentation Guide

1. When viewing the 3 classroom clips showing the Warm-up, Activities, and Practice pages in action with kindergartners think about these questions:
  - What were students able to do?
  - What ideas do you have concerning next teaching moves?
  - What teacher moves did you see?
2. Reflect on the classroom video clips
  - What strengths and areas of challenge did you notice with specific students?
  - Based on students' strengths and areas of concern, what would be your next teaching move?
  - How does the teacher probe thinking and encourage productive struggle?
  - Name something from the video you would bring into your teaching practice.

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**Section 4 | Progress Monitoring & Placement Assessments (15:40–17:35)**

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- The fifth session in each module includes progress monitoring. It contains two parts: A brief interview and a written task.
  - Tasks are scored for the correct answer, with additional points awarded for the use of more efficient and flexible strategies.
  - The data guides planning for the following week. After 6–8 weeks of intervention, teachers review the student progress with the standards.
  - Specific activities or entire sessions may be repeated based on the data.
  - Scoring Guides are provided in print and digital form.
  - Placement Assessments are found in Section 3 of the Intervention Set 1 and 2 Overviews. Each Placement Assessment is divided into three progressive parts. Some students might make it through only one part and start their instruction with Module 1. Others may generate higher scores and complete all three parts, beginning their work at a later module.
  - Section 2 of the Overview - Navigating the Resources, includes specific grade-level standards and suggestions on where to begin. These suggestions enable interventionists to work flexibly between volumes.
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**Section 5 | The Bridges Educator Site (17:36–18:42)**

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- Bridges Intervention is sold as two, complete kits, one containing Volumes 1-4, and the other volumes 5-9. Each kit includes printed teacher guides, manufactured components, and sets of manipulatives, and downloadable PDF versions too.
  - Purchasers of Number Corner or Bridges in Mathematics curriculum materials also have access to the downloadable Bridges Intervention files on the Bridges Educator site.
  - Teacher masters include the Practice Pages, which are located at the end of each module. They are also available as a separate PDF online.
  - All student-facing materials are translated in Spanish.
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**Section 6 | For Bridges Users (18:43–21:09)**

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If you are using Bridges in Mathematics for your core instruction, this section is for you.

- See Section 2 - correlations to the standards, and multiple Volumes for support. This allows you to target what should be mastered at this time of year.
- The Number Corner Baseline Assessment, given in September, can be used as a universal screener, as recommended by the IES Research..
- Section 5 - further information for Support & Intervention by unit. This allows you to work with Bridges Intervention alongside your classroom instruction to provide additional help as needed.
- First year with Bridges? Give students the gift of time.
- Use the Work Place Guide and the Work Place Instruction suggestions for differentiation.
- If you are using Bridges Intervention in a Tier 3 Setting, additional minutes are needed to meet the Geometry and Measurement & Data standards. We recommend a grade appropriate Number Corner placement for those experiences.

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