



1st Grade

Tier 2 Intervention Lessons

Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10

Readiness for 1.NBT.3: Compare numbers to 99

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IES Recommendations for Tier 2 and 3 intervention lessons:

2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.	Low
3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	Strong
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	Strong
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.	Moderate
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	Moderate
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	Low
8. Include motivational strategies in tier 2 and tier 3 interventions.	Low

(Institute of Educational Sciences, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, 2009, p. 6)

Gradual release of responsibility model

Teacher Responsibility

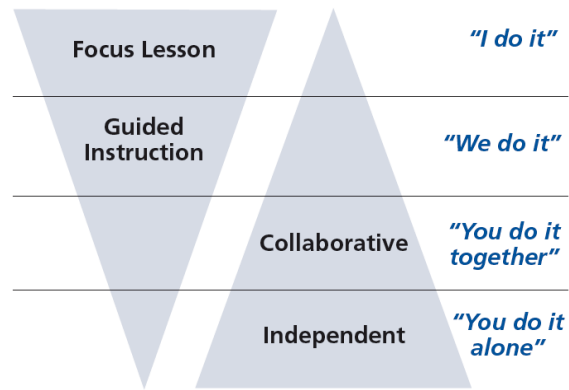


Figure 1

[\(Dr. Douglas Fisher, Effective Use of the Gradual Release of Responsibility Model\)](#)



Planning Guide: Session 1

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10

Readiness for comparing numbers to 99

Recommended Actions	
Beginning (15 min.)	<p><u>Review</u> the readiness standard with the intervention group using the Guided Review</p> <ul style="list-style-type: none">○ Introduce the learning target and why it is important for future learning○ Read each question on the Guided Review and ask students to share what they remember from the previous school year.
Middle (5 min.)	<ul style="list-style-type: none">○ Ask students to <u>reflect</u> on their progress towards the learning target○ What did I remember about the learning target?○ What did I learn today about the learning target?○ How confident do I feel about doing the learning target on my own?
End (10 min.)	<ul style="list-style-type: none">➤ <u>Assess</u> each student's progress using Quick Check – Form A➤ Guide students to self-correct their Quick Check – Form A➤ Guide students to <u>chart their progress</u> by recording the date and Quick Check score in their Growth Chart➤ Collect each student's Quick Check and Growth Chart
After	<ul style="list-style-type: none">➤ Create sub-groups to differentiate the middle of sessions 2 through 8<ul style="list-style-type: none">○ Group 1 – Include students who <u>did not</u> meet the learning goal○ Group 2 – Include students who met or exceeded the learning goal



1st Grade Fall Guided Review

Readiness Standard 2 - K.CC.7

Name _____ Date _____

Learning Target: I will compare numbers to 10.

1.

Which number is **greater**?

2 7

2.

Which number is **greater**?

9 4

3.

Which number is **less**?

5 7



1st Grade Winter Guided Review

Readiness Standard 2 - K.CC.7

Name _____ Date _____

Learning Target: I will compare numbers to 10.

1.

Which number is **greater**?

5

2

2.

Which number is **greater**?

6

9

3.

Which number is **less**?

4

9



1st Grade Spring Guided Review

Readiness Standard 2 - K.CC.7

Name _____ Date _____

Learning Target: I will compare numbers to 10.

1.

Which number is **greater**?

7 5

2.

Which number is **greater**?

3 8

3.

Which number is **less**?

9 6



Session 1: Self-Reflection

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

- What did I remember about comparing numbers?

- What did I learn today about comparing numbers?

- How confident do I feel about comparing numbers on my own?
(Thumbs up, down, or sideways)



Quick Check - Form A

1st Grade - Readiness Standard 2 - K.CC.7

Name _____ Date _____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1. <input type="radio"/> 2 <input type="radio"/> 5
2. <input type="radio"/> 7 <input type="radio"/> 4
3. <input type="radio"/> 8 <input type="radio"/> 3

Directions: Choose the number that is **less**? (Work time: 1 minute)

4. <input type="radio"/> 4 <input type="radio"/> 9
5. <input type="radio"/> 8 <input type="radio"/> 7
6. <input type="radio"/> 3 <input type="radio"/> 2



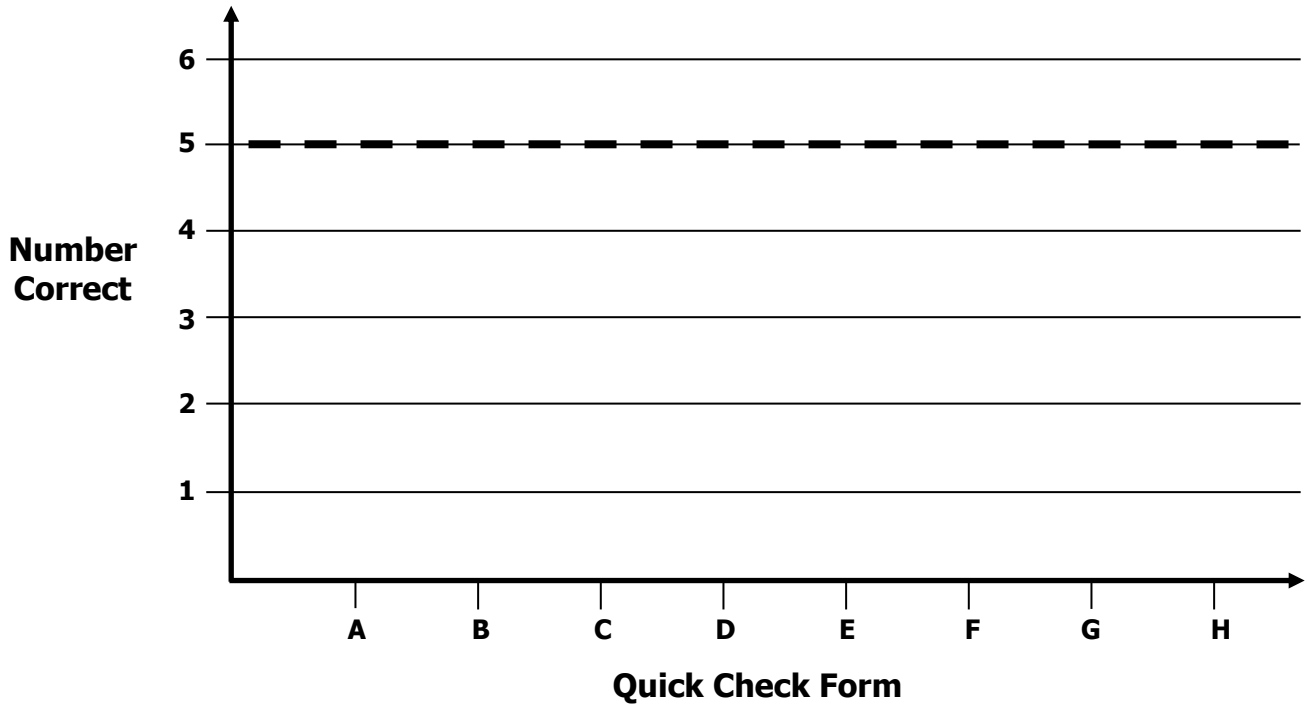
Growth Chart

1st Grade - Readiness Standard 2 - K.CC.7

Name _____ Date _____

Learning Target: I will compare numbers to 10.

Goal: 5 out of 6 correct



Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		



Planning Guide: Sessions 2 Through 8

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10

Readiness for comparing numbers to 99

Recommended Actions			
Beginning (5 min.)	<ul style="list-style-type: none"> ➤ Review the learning target with the whole group and ask each student to set a goal. 		
Middle (15 min.)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Group 1: Students who scored below the learning goal on the previous Quick Check.</p> <ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” ➤ Guided Practice – “We do” <p>Session 2: Compare numbers to 10 using counters</p> <p>Session 3: Compare numbers to 10 using drawings</p> <p>Session 4: Compare numbers to 10 using mental pictures</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Group 2: <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> ➤ Independent practice – “You do alone” <p>Activity 1: <i>“Whose number is greater?”</i></p> <p><i>(Additional activities may be located in current kindergarten classrooms)</i></p> </td> </tr> </table>	<p>Group 1: Students who scored below the learning goal on the previous Quick Check.</p> <ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” ➤ Guided Practice – “We do” <p>Session 2: Compare numbers to 10 using counters</p> <p>Session 3: Compare numbers to 10 using drawings</p> <p>Session 4: Compare numbers to 10 using mental pictures</p>	<p>Group 2: <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> ➤ Independent practice – “You do alone” <p>Activity 1: <i>“Whose number is greater?”</i></p> <p><i>(Additional activities may be located in current kindergarten classrooms)</i></p>
<p>Group 1: Students who scored below the learning goal on the previous Quick Check.</p> <ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” ➤ Guided Practice – “We do” <p>Session 2: Compare numbers to 10 using counters</p> <p>Session 3: Compare numbers to 10 using drawings</p> <p>Session 4: Compare numbers to 10 using mental pictures</p>	<p>Group 2: <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> ➤ Independent practice – “You do alone” <p>Activity 1: <i>“Whose number is greater?”</i></p> <p><i>(Additional activities may be located in current kindergarten classrooms)</i></p>		
End (10 min.)	<ul style="list-style-type: none"> ➤ Bring the students back together. ➤ Ask students to reflect on their progress towards the learning target <ul style="list-style-type: none"> ○ What did I learn today about counting? ○ How confident do you feel about counting on my own? (Thumbs up, down, or sideways) ➤ Assess each student’s progress using the next Quick Check form ➤ Guide students to self-correct their Quick Check ➤ Guide students to chart their progress in their Growth Chart <ul style="list-style-type: none"> ○ If not using Delta Math lessons, record the activity in the table ➤ Collect each student’s Quick Check and Growth Chart 		
After	<ul style="list-style-type: none"> ➤ Regroup students to differentiate the middle of sessions 3 through 8 <ul style="list-style-type: none"> ○ Promote students who met the learning goal to group 2 ○ Exit students who met the learning goal for a third time ➤ Problem solve with a team to plan additional support for students who did not exit 		



Session 2: Modeling (I Do)

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10

Readiness for comparing numbers to 99

Aubrey began a button collection. She has 5 yellow buttons and 7 red buttons.
Does Aubrey have a greater number of yellow or red buttons?



Session 2: Modeling (I Do - Teacher Notes)

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10

Readiness for comparing numbers to 99

**Aubrey began a button collection. She has 5 yellow buttons and 7 red buttons.
Does Aubrey have a greater number of yellow buttons or red buttons?**

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

The problem is about Aubrey's red and yellow button collection.

Second, I need to determine what I need to find.

I need to find if Aubrey has a greater number of yellow buttons or red buttons.

Third, I need to determine what I know.

I know that she has 5 yellow buttons and 7 red buttons.

Fourth, I need to figure out what I can try.

I am going to try using counters to model her button collection.

I will begin by placing a 5 and 7 number card under each ten-frame.

Then, I will use the yellow side of the counters to represent yellow buttons and the red side of the counters to represent the red buttons.

I will show Aubrey's 5 yellow buttons starting in the top left hand corner of the ten-frame and fill the left column first...1, 2, 3, 4, 5.

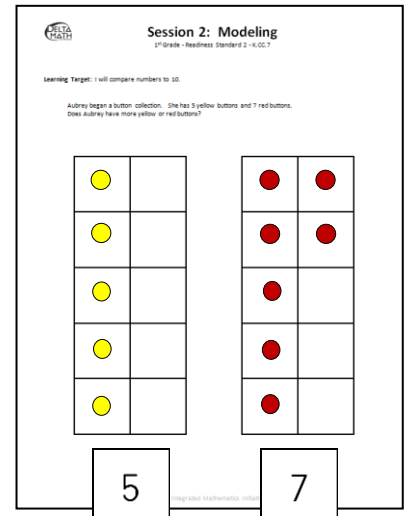
Next, I will show her 7 red buttons in the other ten-frame...1, 2, 3, 4, 5, 6, 7.

To compare the numbers 5 and 7, I will look to see which color has more.
(Point to the group of red counters.)

Aubrey has more red buttons than yellow buttons, which means she has a greater number of red buttons.

Last, I need to make sure that my answer makes sense.

I found that Aubrey has a greater number of red buttons. It makes sense because I knew the number of each color and I modeled the problem with counters to see which color had more.



Number Cards

1st Grade - Readiness Standard 2 - K.CC.7

1	<u>6</u>	1	<u>6</u>
2	7	2	7
3	8	3	8
4	<u>9</u>	4	<u>9</u>
5	10	5	10



Session 2: Guided Practice (We do)

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10.

Materials:

- 1 set of number-cards (1- 10) per student
- 1 ten-frame mat per student
- 20 counters per student

We Do Together: (Teacher Actions)

- Build each number with counters on a 10-frame.
- Explain how you know you are correct.

<p>1. Circle the greater number.</p> <p style="text-align: center;">5 2</p>	<p>2. Circle the lesser number.</p> <p style="text-align: center;">7 3</p>
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You Do Together: (As a class, or in small groups)

- Students take turns leading to compare numbers up to 10.

<p>3. Circle the greater number.</p> <p style="text-align: center;">4 6</p>	<p>4. Circle the lesser number.</p> <p style="text-align: center;">8 7</p>
<p>5. Circle the lesser number.</p> <p style="text-align: center;">10 8</p>	<p>6. Circle the greater number.</p> <p style="text-align: center;">5 7</p>



Double Ten-Frame Mat

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10.



Session 2: Self-Reflection

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

- What did I learn today about comparing numbers?

- How confident do I feel about comparing numbers on my own?
(Thumbs up, down, or sideways)



Quick Check - Form B

1st Grade - Readiness Standard 2 - K.CC.7

Name _____ Date _____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1. <input type="radio"/> 6 <input type="radio"/> 4
2. <input type="radio"/> 2 <input type="radio"/> 7
3. <input type="radio"/> 5 <input type="radio"/> 3

Directions: Choose the number that is **less**? (Work time: 1 minute)

4. <input type="radio"/> 9 <input type="radio"/> 6
5. <input type="radio"/> 5 <input type="radio"/> 2
6. <input type="radio"/> 3 <input type="radio"/> 8



Session 3: Modeling (I Do)

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10

Readiness for comparing numbers to 99

Jarod has a bag of candy. The bag contains 8 red pieces of candy and 6 yellow pieces of candy.
Does Jarod have a lesser number of red candy or yellow candy?



Session 3: Modeling (I Do - Teacher Notes)

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10

Readiness for comparing numbers to 99

Jarod has a bag of candy. The bag contains 8 red pieces of candy and 6 yellow pieces of candy.
Does Jarod have a lesser number of red candy or yellow candy?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

The problem is about Jarod’s bag of red and yellow candy.

Second, I need to determine what I need to find.

I need to find if Jarod has a lesser number of red candy or yellow candy.

Third, I need to determine what I know.

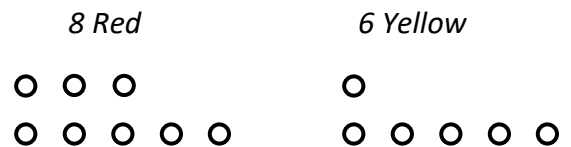
I know that he has 8 red pieces and 6 yellow pieces of candy.

Fourth, I need to figure out what I can try.

This time, I am going to try to model the candies with a drawing.

I will begin by writing what we know...8 red pieces and 6 yellow pieces.

Next, I will draw 8 circles in a ten-frame pattern to represent the red pieces of candy and 6 circles to represent the yellow.



Let’s draw 1, 2, 3, 4, 5, 6, 7, 8 circles and 1, 2, 3, 4, 5, 6 circles.

To compare the numbers 8 and 6, I will look to see which color has fewer.
(Point to the yellow group.)

Jarod has fewer yellow candies than red candies, which means he has a lesser number of yellow candies.

Last, I need to make sure that my answer makes sense.

I found that Jarod has a lesser number of yellow candies. It makes sense because I knew the number of each color and I modeled the problem with a drawing to see which color had fewer.

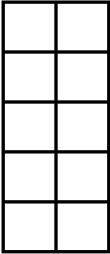
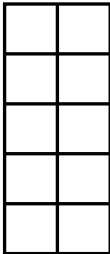
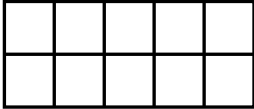
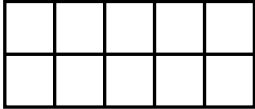
Learning Target: I will compare numbers to 10.

1st Grade - Readiness Standard 2 - K.CC.7

Session 3: Guided Practice (We Do)

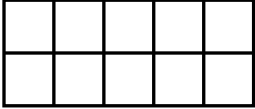
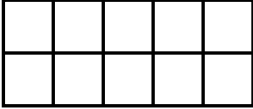
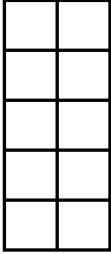
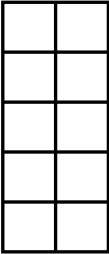
We Do Together: (Teacher Actions)

- Draw each number on a 10-frame.
- Explain how you know you are correct.

<p>1. Circle the greater number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  7 </div> <div style="text-align: center;">  6 </div> </div>	<p>2. Circle the lesser number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  5 </div> <div style="text-align: center;">  9 </div> </div>
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You Do Together: (As a class, or in small groups)

- Students take turns leading to compare two more sets of numbers.

<p>3. Circle the lesser number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  8 </div> <div style="text-align: center;">  10 </div> </div>	<p>4. Circle the greater number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  9 </div> <div style="text-align: center;">  7 </div> </div>
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Session 3: Self-Reflection

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

- What did I learn today about comparing numbers?

- How confident do I feel about comparing numbers on my own?
(Thumbs up, down, or sideways)



Quick Check - Form C

1st Grade - Readiness Standard 2 - K.CC.7

Name _____ Date _____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1. <input type="radio"/> 9 <input type="radio"/> 6
2. <input type="radio"/> 5 <input type="radio"/> 2
3. <input type="radio"/> 3 <input type="radio"/> 8

Directions: Choose the number that is **less**? (Work time: 1 minute)

4. <input type="radio"/> 1 <input type="radio"/> 4
5. <input type="radio"/> 2 <input type="radio"/> 7
6. <input type="radio"/> 5 <input type="radio"/> 3



Session 4: Modeling (I Do)

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10

Readiness for comparing numbers to 99

Gianna arrived at the end of a hockey game. The scoreboard showed that the home team scored 9 points and the away team scored 6. Which team scored the greater number of points to win the game?



Session 4: Modeling (I Do - Teacher Notes)

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10

Readiness for comparing numbers to 99

Gianna arrived at the end of a hockey game. The scoreboard showed that the home team scored 9 points and the away team scored 6. Which team scored the greater number of points to win the game?

First, it is important to know what the problem is about.

This problem is about the score of a hockey game.

Second, I need to determine what I need to find.

I need to find which team scored the greater number of points.

Third, I need to determine what I know.

I know that the home team scored 9 points and the away team scored 6 points.

Fourth, I need to figure out what I can try.

This time, I am going to try to visualize the numbers in my mind to find which team scored the greater number of points.

I will begin by writing what we know...

the home team scored 9 and the away team scored 6.

Home Team

9

Away Team

6

When I visualize 9 circles and 6 circles in my head, I see 9 has more circles than 6. So 9 is a greater number.

Therefore, the home team won the game.

Last, I need to make sure that my answer makes sense.

I found that the home team scored the greater number of points. It makes sense because I knew the number of points each team scored and I visualized each number as a group of circles in my head.

Another way I can show 9 is greater than 6 is by counting up from the lesser number 6...7, 8, 9.



Name _____ Date _____

Learning Target: I will compare numbers to 10

Readiness for: Comparing numbers to 99

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Visualize each number in your head before circling your answer.
- Show or explain how you know you are correct.

<p>1. Circle the greater number.</p> <p style="text-align: center;">2 5</p>	<p>2. Circle the lesser number.</p> <p style="text-align: center;">7 4</p>
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You Do Together: (As a class, or in small groups)

- Students take turns leading to compare numbers up to 10.

<p>3. Circle the greater number.</p> <p style="text-align: center;">6 4</p>	<p>4. Circle the lesser number.</p> <p style="text-align: center;">8 7</p>
<p>5. Circle the lesser number.</p> <p style="text-align: center;">8 10</p>	<p>6. Circle the greater number.</p> <p style="text-align: center;">9 6</p>



Session 4: Self-Reflection

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

- What did I learn today about comparing numbers?

- How confident do I feel about comparing numbers on my own?
(Thumbs up, down, or sideways)



Quick Check - Form D

1st Grade - Readiness Standard 2 - K.CC.7

Name _____ Date _____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1. <input type="radio"/> 4 <input type="radio"/> 9
2. <input type="radio"/> 8 <input type="radio"/> 7
3. <input type="radio"/> 2 <input type="radio"/> 5

Directions: Choose the number that is **less**? (Work time: 1 minute)

4. <input type="radio"/> 3 <input type="radio"/> 5
5. <input type="radio"/> 7 <input type="radio"/> 4
6. <input type="radio"/> 9 <input type="radio"/> 6

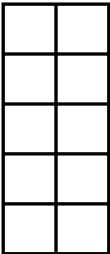
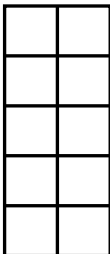
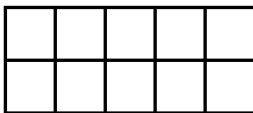
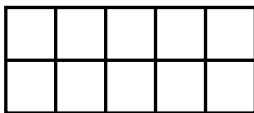
Learning Target: I will compare numbers to 10.

1st Grade - Readiness Standard 2 - K.CC.7

Session 5: Guided Practice (We Do)

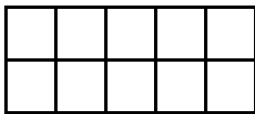
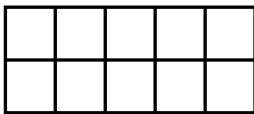
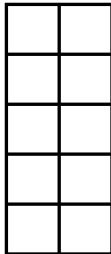
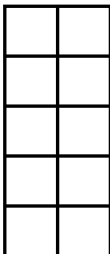
We Do Together: (Teacher Actions)

- Draw each number on a 10-frame.
- Explain how you know you are correct.

<p>1. Circle the greater number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  7 </div> <div style="text-align: center;">  8 </div> </div>	<p>2. Circle the lesser number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  5 </div> <div style="text-align: center;">  7 </div> </div>
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You Do Together: (As a class, or in small groups)

- Students take turns leading to compare two more sets of numbers.

<p>3. Circle the lesser number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  10 </div> <div style="text-align: center;">  9 </div> </div>	<p>4. Circle the greater number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  6 </div> <div style="text-align: center;">  7 </div> </div>
--	--



Session 5: Self-Reflection

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

- What did I learn today about comparing numbers?

- How confident do I feel about comparing numbers on my own?
(Thumbs up, down, or sideways)



Quick Check - Form E

1st Grade - Readiness Standard 2 - K.CC.7

Name _____ Date _____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1. <input type="radio"/> 2 <input type="radio"/> 5
2. <input type="radio"/> 7 <input type="radio"/> 4
3. <input type="radio"/> 8 <input type="radio"/> 3

Directions: Choose the number that is **less**? (Work time: 1 minute)

4. <input type="radio"/> 4 <input type="radio"/> 9
5. <input type="radio"/> 8 <input type="radio"/> 7
6. <input type="radio"/> 3 <input type="radio"/> 2

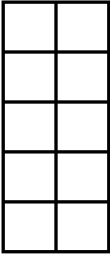
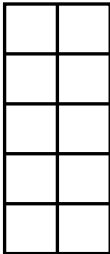
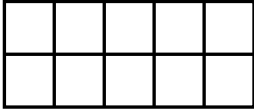
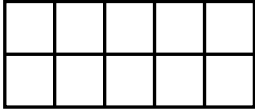
Learning Target: I will compare numbers to 10.

1st Grade - Readiness Standard 2 - K.CC.7

Session 6: Guided Practice (We Do)

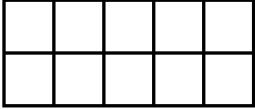
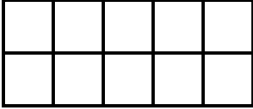
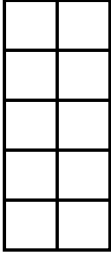
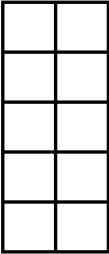
We Do Together: (Teacher Actions)

- Draw each number on a 10-frame.
- Explain how you know you are correct.

<p>1. Circle the greater number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  7 </div> <div style="text-align: center;">  6 </div> </div>	<p>2. Circle the lesser number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  5 </div> <div style="text-align: center;">  9 </div> </div>
--	--

You Do Together: (As a class, or in small groups)

- Students take turns leading to compare two more sets of numbers.

<p>3. Circle the lesser number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  8 </div> <div style="text-align: center;">  10 </div> </div>	<p>4. Circle the greater number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  9 </div> <div style="text-align: center;">  7 </div> </div>
--	--



Session 6: Self-Reflection

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

- What did I learn today about comparing numbers?

- How confident do I feel about comparing numbers on my own?
(Thumbs up, down, or sideways)



Quick Check - Form F

1st Grade - Readiness Standard 2 - K.CC.7

Name _____ Date _____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1. <input type="radio"/> 6 <input type="radio"/> 4
2. <input type="radio"/> 2 <input type="radio"/> 7
3. <input type="radio"/> 5 <input type="radio"/> 3

Directions: Choose the number that is **less**? (Work time: 1 minute)

4. <input type="radio"/> 9 <input type="radio"/> 6
5. <input type="radio"/> 5 <input type="radio"/> 2
6. <input type="radio"/> 3 <input type="radio"/> 8



Name _____ Date _____

Learning Target: I will compare numbers to 10

Readiness for: Comparing numbers to 99

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Visualize each number in your head before circling your answer.
- Show or explain how you know you are correct.

<p>1. Circle the greater number.</p> <p style="text-align: center;">2 7</p>	<p>2. Circle the lesser number.</p> <p style="text-align: center;">7 9</p>
---	--

You Do Together: (As a class, or in small groups)

- Students take turns leading to compare numbers up to 10.

<p>3. Circle the greater number.</p> <p style="text-align: center;">6 5</p>	<p>4. Circle the lesser number.</p> <p style="text-align: center;">8 6</p>
<p>5. Circle the lesser number.</p> <p style="text-align: center;">7 10</p>	<p>6. Circle the greater number.</p> <p style="text-align: center;">9 8</p>



Session 7: Self-Reflection

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

- What did I learn today about comparing numbers?

- How confident do I feel about comparing numbers on my own?
(Thumbs up, down, or sideways)



Quick Check - Form G

1st Grade - Readiness Standard 2 - K.CC.7

Name _____ Date _____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1. <input type="radio"/> 9 <input type="radio"/> 6
2. <input type="radio"/> 5 <input type="radio"/> 2
3. <input type="radio"/> 3 <input type="radio"/> 8

Directions: Choose the number that is **less**? (Work time: 1 minute)

4. <input type="radio"/> 1 <input type="radio"/> 4
5. <input type="radio"/> 2 <input type="radio"/> 7
6. <input type="radio"/> 5 <input type="radio"/> 3



Name _____ Date _____

Learning Target: I will compare numbers to 10

Readiness for: Comparing numbers to 99

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Visualize each number in your head before circling your answer.
- Show or explain how you know you are correct.

<p>1. Circle the greater number.</p> <p style="text-align: center;">2 5</p>	<p>2. Circle the lesser number.</p> <p style="text-align: center;">7 4</p>
---	--

You Do Together: (As a class, or in small groups)

- Students take turns leading to compare numbers up to 10.

<p>3. Circle the greater number.</p> <p style="text-align: center;">6 4</p>	<p>4. Circle the lesser number.</p> <p style="text-align: center;">8 7</p>
<p>5. Circle the lesser number.</p> <p style="text-align: center;">8 10</p>	<p>6. Circle the greater number.</p> <p style="text-align: center;">9 6</p>



Session 8: Self-Reflection

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

- What did I learn today about comparing numbers?

- How confident do I feel about comparing numbers on my own?
(Thumbs up, down, or sideways)



Quick Check - Form H

1st Grade - Readiness Standard 2 - K.CC.7

Name _____ Date _____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1. <input type="radio"/> 4 <input type="radio"/> 9
2. <input type="radio"/> 8 <input type="radio"/> 7
3. <input type="radio"/> 2 <input type="radio"/> 5

Directions: Choose the number that is **less**? (Work time: 1 minute)

4. <input type="radio"/> 3 <input type="radio"/> 5
5. <input type="radio"/> 7 <input type="radio"/> 4
6. <input type="radio"/> 9 <input type="radio"/> 6



Independent Practice

1st Grade - Readiness Standard 2 - K.CC.7

Learning Target: I will compare numbers to 10.

Title of Game: Play “Whose number is Greater!”

Number of Players: 2

Objective: To be the player with the most (or least) cards at the end of the game.

Materials:

- 1 set of Number Cards per player (numbers 1-10)
 - (Use the Ten-Frame Cards in place of the Number Cards to provide visual support.)
- 1 recording sheet per group

Directions:

- Each player turns over their top card and writes their number on the recording sheet
- The player with the greater number circles their number and says,
“My number ___ is greater than ___, because ____.”
- The player with the lesser number responds by saying,
“My number ___ is less than ___, because ____.”
- The player with the greater number takes both cards
- Repeat until all cards have been played

Decide the Winner:

- At the end of the game, the teacher flips a coin
 - If the coin lands **heads up**, the winner is the player with the **greater** number of cards
 - If the coin lands **tails up**, the winner is the player with the **lesser** number of cards

Accessibility Option:

- Use the Ten-Frame Cards for students struggling with the values of each number. (p. 32)



Names _____

Date _____

Learning Target: I will compare numbers to 10

Independent Practice: Whose Number is Greater? (Recording Sheet)

Directions:

- Each player turns over their top card and writes their number on the recording sheet.
- The player with the **greater** number circles their number and says,
“My number ___ is greater than ___, because ___.”
- The player with the **lesser** number responds by saying,
“My number ___ is less than ___, because ___.”
- The player with the greater number takes both cards.
- Repeat until all cards have been played.

Round 1 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div>	Round 2 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div>
Round 3 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div>	Round 4 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div>
Round 5 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div>	Round 6 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div>
Round 7 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div>	Round 8 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div>
Round 9 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div>	Round 10 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div>

Number Cards (2 Sets)

1st Grade - Readiness Standard 2 - K.CC.7

Set 1

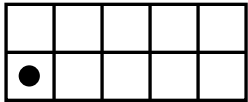
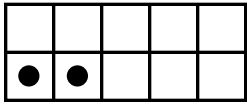
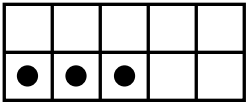
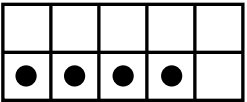
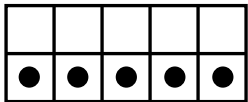
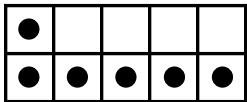
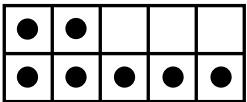
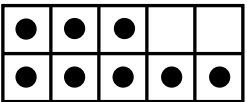
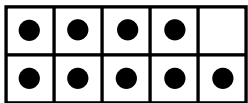
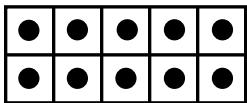
Set 2

1	<u>6</u>	1	<u>6</u>
2	7	2	7
3	8	3	8
4	<u>9</u>	4	<u>9</u>
5	10	5	10

Ten-Frame Cards

1st Grade - Readiness Standard 2 - K.CC.7

Option: Use the Ten-Frame Cards in place of the Number Cards to provide visual support

<p style="text-align: center;">1</p> 	<p style="text-align: center;">2</p> 	<p style="text-align: center;">3</p> 	<p style="text-align: center;">4</p> 
<p style="text-align: center;">5</p> 	<p style="text-align: center;">6</p> 	<p style="text-align: center;">7</p> 	<p style="text-align: center;">8</p> 
<p style="text-align: center;">9</p> 	<p style="text-align: center;">10</p> 	<p style="text-align: center;">Greater Than</p>	<p style="text-align: center;">Less Than</p>



Questions for Solving Word Problems

Q_1

What is the problem about?

Q_2

What do I need to find?

Q_3

What do I know?

Q_4

What can I try?

Q_5

Does my answer make sense?



Steps for Solving Word Problems

Q₁. *What is the problem about?*

Q₂. *What do I need to find?*

Q₃. *What do I know?*

Q₄. *What can I try?*

Q₅. *Does my answer make sense?*