



# **3<sup>rd</sup> Grade**

## **Tier 2 Intervention Lessons**

**Readiness Standard 1 - 2.NBT.3**

**Learning Target:** I will identify numbers to 1,000

**Readiness for 3.NBT.2:** Add and subtract 3-digit numbers

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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.	<b>Low</b>
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.	<b>Strong</b>
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	<b>Strong</b>
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.	<b>Moderate</b>
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	<b>Moderate</b>
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	<b>Low</b>
8. Include motivational strategies in tier 2 and tier 3 interventions.	<b>Low</b>

(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

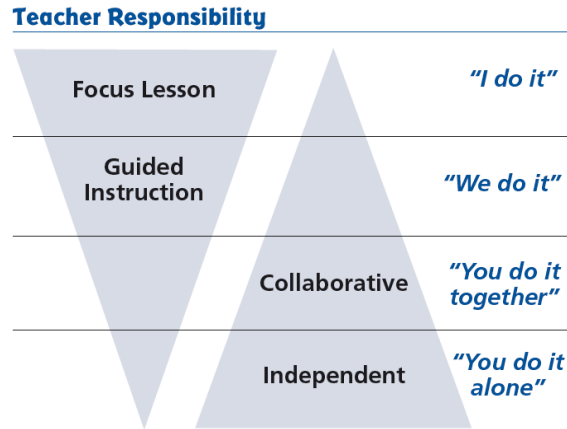


Figure 1

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



# Planning Guide: Session 1

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000

**Readiness** for adding and subtracting 3-digit numbers

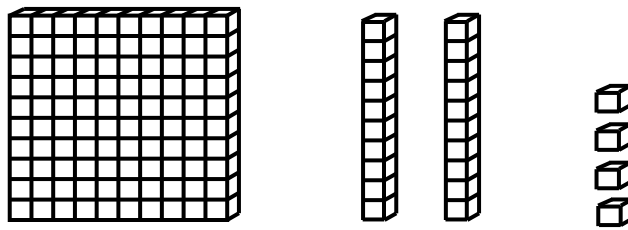
<b>Recommended Actions</b>	
<b>Beginning</b> (15 min.)	<p><u>Review</u> the readiness standard with the intervention group using the <b>Guided Review</b></p> <ul style="list-style-type: none"><li>➤ Introduce the learning target and why it is important for future learning</li><li>➤ Read each question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

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000.

**1.**

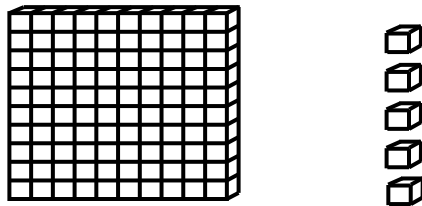
Which number is shown by the base ten blocks?



- 421     
  124     
  142     
  214

**2.**

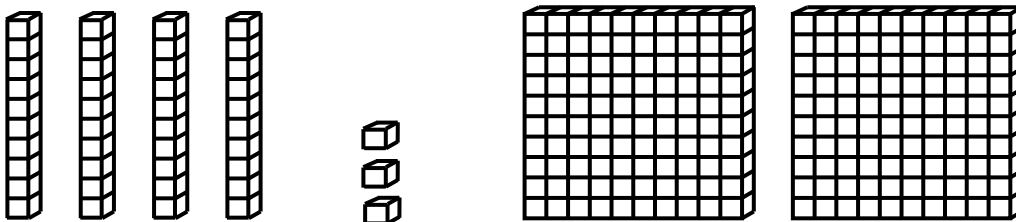
Which number is shown by the base ten blocks?



- 15     
  51     
  105     
  150

**3.**

Which number is shown by the base ten blocks?



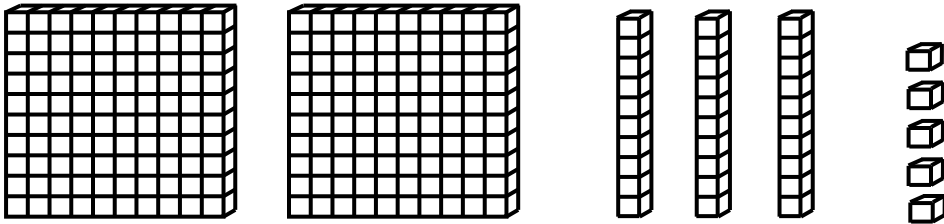
- 432     
  234     
  243     
  423

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000.

**1.**

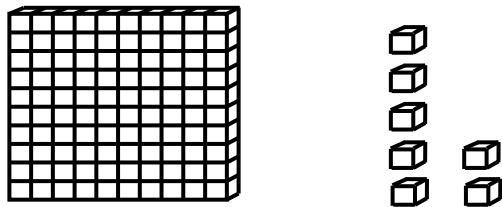
Which number is shown by the base ten blocks?



- 523     
  235     
  253     
  315

**2.**

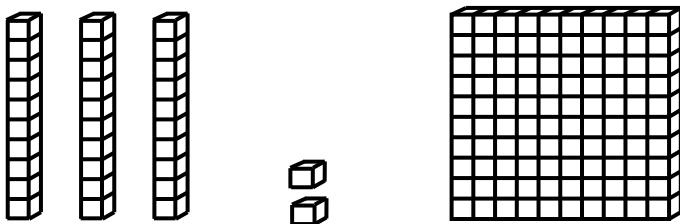
Which number is shown by the base ten blocks?



- 107     
  170     
  17     
  71

**3.**

Which number is shown by the base ten blocks?



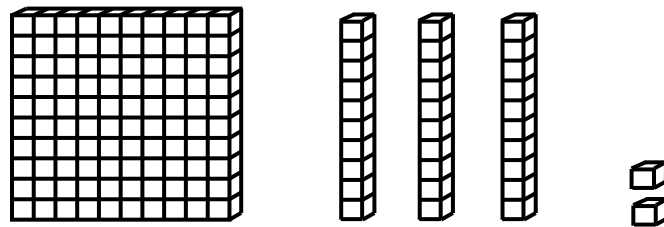
- 123     
  321     
  312     
  132

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000.

**1.**

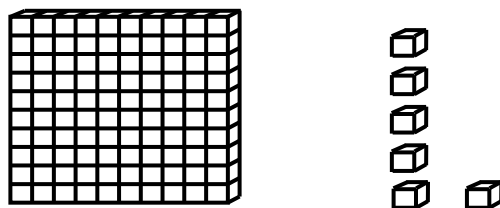
Which number is shown by the base ten blocks?



- 132     
  123     
  213     
  312

**2.**

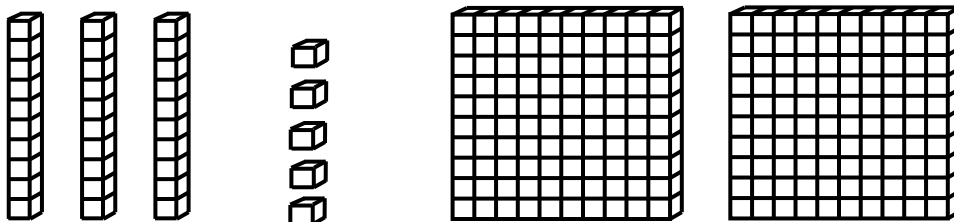
Which number is shown by the base ten blocks?



- 160     
  16     
  106     
  61

**3.**

Which number is shown by the base ten blocks?



- 523     
  253     
  325     
  235



# Session 1: Self-Reflection

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000

Briefly discuss student responses:

- What did I remember today about identifying numbers to 1,000?
  
- What did I learn today about identifying numbers to 1,000?
  
- How confident do I feel about identifying numbers to 1,000 on my own?  
*(Thumbs up, down, or sideways)*



# Quick Check - Form A

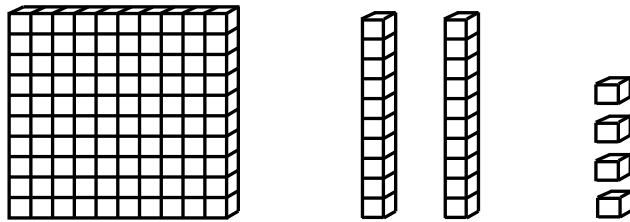
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000.

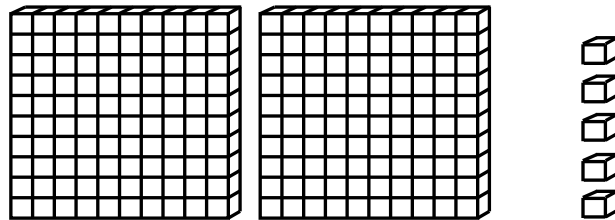
**Directions:** Write each number shown by the base ten blocks. (Work time: 3 minutes)

1.



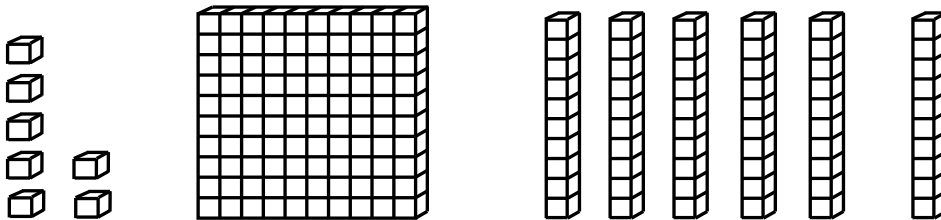
\_\_\_\_\_

2.



\_\_\_\_\_

3.

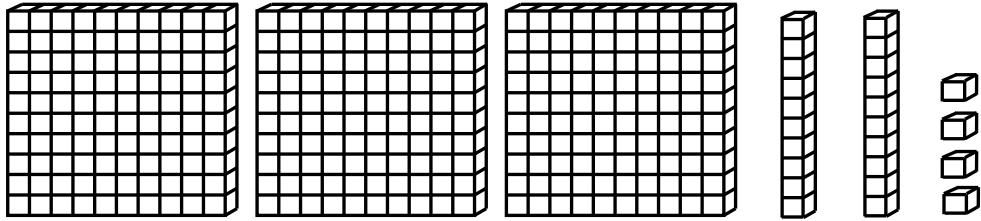


\_\_\_\_\_

# Quick Check - Form A

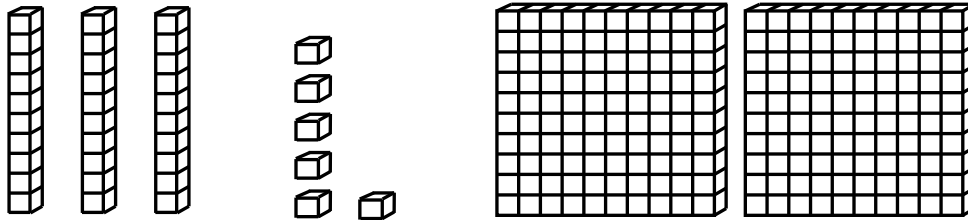
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

4.



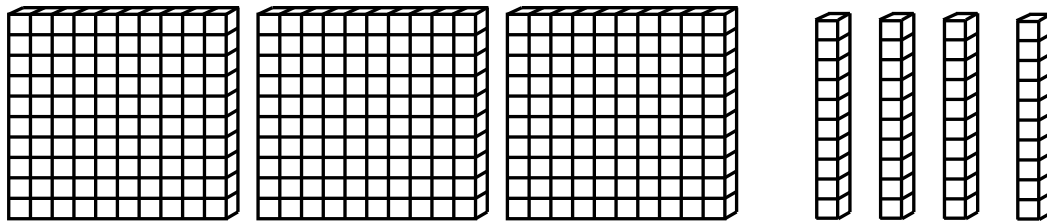
\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_



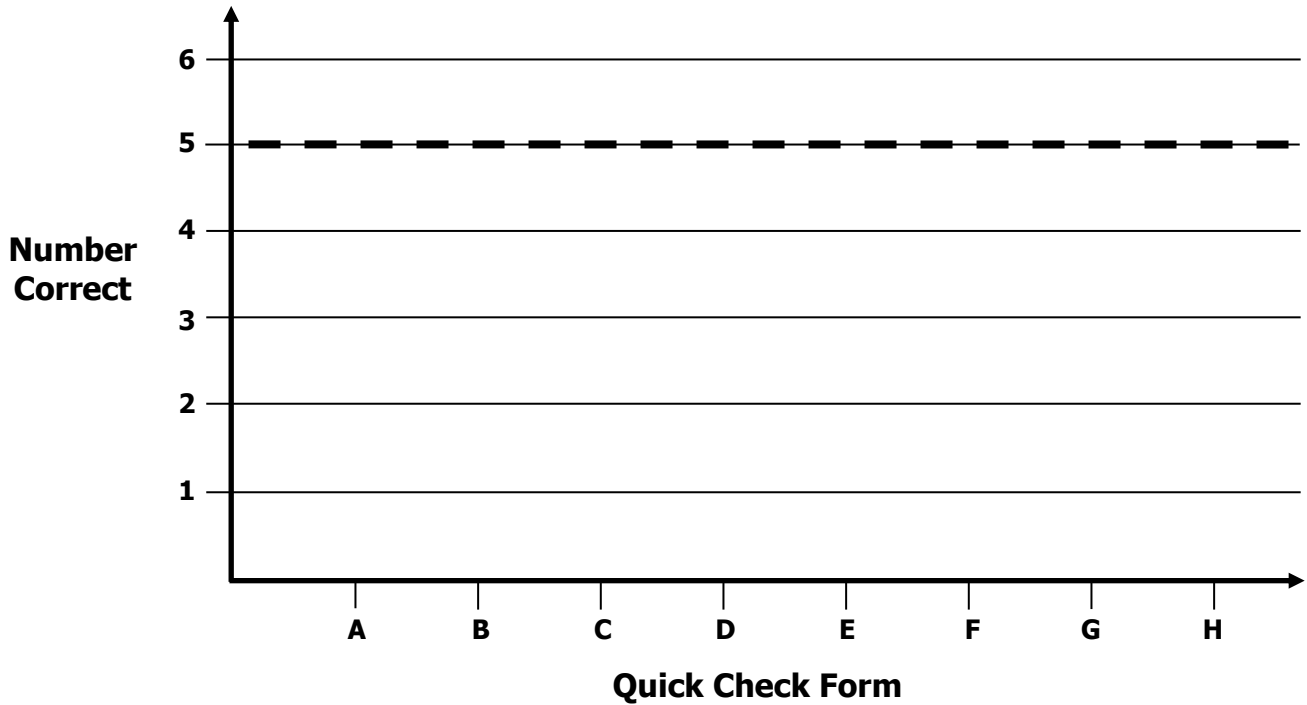
# Growth Chart

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000.

**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

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000

**Readiness** for adding and subtracting 3-digit numbers

<b>Recommended Actions</b>			
<b>Beginning</b> (5 min.)	<ul style="list-style-type: none"> <li>➤ Review the learning target with the whole group and ask each student to set a goal for today's learning</li> </ul>		
<b>Middle</b> (15 min.)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Group 1:</b> <i>(Students who <u>did not</u> meet the learning goal on the previous Quick Check)</i></p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do together/ You do together”</li> </ul> <p><b>Session 2:</b> Name numbers with base-ten blocks</p> <p><b>Session 3:</b> Name numbers with base-ten drawings</p> <p><b>Session 4:</b> Name numbers with pictures of base-ten blocks</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity 1:</b> “How Many?”</p> <p><i>(Additional activities may be located in current second grade classrooms)</i></p> </td> </tr> </table>	<p><b>Group 1:</b> <i>(Students who <u>did not</u> meet the learning goal on the previous Quick Check)</i></p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do together/ You do together”</li> </ul> <p><b>Session 2:</b> Name numbers with base-ten blocks</p> <p><b>Session 3:</b> Name numbers with base-ten drawings</p> <p><b>Session 4:</b> Name numbers with pictures of base-ten blocks</p>	<p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity 1:</b> “How Many?”</p> <p><i>(Additional activities may be located in current second grade classrooms)</i></p>
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<b>End</b> (10 min.)	<ul style="list-style-type: none"> <li>➤ Bring the students back together.</li> <li>➤ Ask students to reflect on their progress towards the learning target               <ul style="list-style-type: none"> <li>○ What did I learn today about naming numbers to 1,000?</li> <li>○ How confident do you feel about naming numbers to 1,000 on my own? (Thumbs up, down, or sideways)</li> </ul> </li> <li>➤ Assess each student's progress using the next <b>Quick Check</b> form</li> <li>➤ Guide students to self-correct their <b>Quick Check</b></li> <li>➤ Guide students to chart their progress in their <b>Growth Chart</b> <ul style="list-style-type: none"> <li>○ If not using Delta Math lessons, record the activity in the table</li> </ul> </li> <li>➤ Collect each student's <b>Quick Check</b> and <b>Growth Chart</b></li> </ul>		
<b>After</b>	<ul style="list-style-type: none"> <li>➤ Regroup students to differentiate the middle of sessions 3 through 8               <ul style="list-style-type: none"> <li>○ Promote students who met the learning goal to group 2</li> <li>○ Exit students who met the learning goal for a third time</li> </ul> </li> <li>➤ Problem solve with a team to plan additional support for students who did not exit</li> </ul>		



# Session 2: Modeling (I Do)

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000

**Readiness** for adding and subtracting 3-digit numbers

Ava built a 3-digit number with base-ten blocks. She used 7 tens, 3 hundreds, and 6 ones.  
What 3-digit number did Ava build?

# Session 2: Modeling (I Do - Teacher Notes)

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000

**Readiness** for adding and subtracting 3-digit numbers

Ava built a 3-digit number with base-ten blocks. She used 7 tens, 3 hundreds, and 6 ones.  
What 3-digit number did Ava build?

**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.**

**This problem is about Ava building a 3-digit number with base-ten blocks.**

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

**I need to find the 3-digit number that Ava built.**

**Third, I need to determine what I know.**

**I know her number includes 7 tens, 3 hundreds and 6 ones.**

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

**I am going to try building the number using base-ten blocks and place-value cards to help me write it in expanded and then standard form.**

**7 tens...3 hundreds...and 6 ones.** *(Place the blocks as you say them.)*

**Next, I will find the place-value card equal to the number of each type of block.**

**7 tens, which are equal to 70.** *(Place the "70" card under the 7 tens.)*

**3 hundreds are equal to 300.** *(Place the "300" card under the 3 hundreds)*

**And 6 ones are equal to 6.** *(Place the "6" card under the 6 ones.)*

**Now, to show the number in expanded form, I will order the place-value totals from greatest to least...hundreds, then tens, then ones.**

*(Place cards in order...300...70...6)*

**The 3-digit number can be represented in expanded form with 300, 70 and 6.**

**To represent the number in standard form, I need to slide the place-value cards on top of each other like this.**

*(Slide the 70 on the 300 and the 6 on the 70 to show 376.)*

**Ava built the 3-digit number 376.**

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

**I found that Ava built the 3-digit number 376. It makes sense because I used base-ten blocks and place value cards to model each part of the number that Ava used and then reordered the cards to form the 3-digit number.**

**Session 2: Modeling (I Do)**  
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000      **Readiness** for adding and subtracting 3-digit numbers

Ava built a 3-digit number with base-ten blocks. She used 7 tens, 3 hundreds, and 6 ones.  
What 3-digit number did Ava build?

7 tens...3 hundreds...and 6 ones. *(Place the blocks as you say them.)*

Next, I will find the place-value card equal to the number of each type of block.

7 tens, which are equal to 70. *(Place the "70" card under the 7 tens.)*

3 hundreds are equal to 300. *(Place the "300" card under the 3 hundreds)*

And 6 ones are equal to 6. *(Place the "6" card under the 6 ones.)*

Now, to show the number in expanded form, I will order the place-value totals from greatest to least...hundreds, then tens, then ones.  
*(Place cards in order...300...70...6)*

The 3-digit number can be represented in expanded form with 300, 70 and 6.

To represent the number in standard form, I need to slide the place-value cards on top of each other like this.  
*(Slide the 70 on the 300 and the 6 on the 70 to show 376.)*

Ava built the 3-digit number 376.

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# Place-Value Cards (1 → 100)

1	6	2	0	6	0	
2	7	3	0	7	0	
3	8	4	0	8	0	
4	9	5	0	9	0	
5	1	0	1	0	0	
<	>	=	+	-	x	÷
Less Than	Greater Than	Equal to				

# Place-Value Cards (200 → 900)

2 0 0

3 0 0

4 0 0

5 0 0

6 0 0

7 0 0

8 0 0

9 0 0





# Session 2: Guided Practice (We Do)

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000

**Materials:**

- 1 Guided Practice handout per student.
- 1 set of Place-Value cards per student.
- 1 set of Place-Value blocks per student. (10 hundreds, 10 tens, and 10 ones)

**We Do Together:** (Teacher Actions)

- Use base-ten blocks to build the mystery number.
- Then, build and say the expanded and standard form the mystery number.

**Supporting Math Talk:**

- *The mystery number has \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones.*
- *The expanded form of the number is \_00 + \_0 + \_.*
- *And, the standard form of the number is \_\_\_.*

**1.**

What number can be shown using 2 ones, 6 hundreds and 5 tens?

**2.**

What number can be shown using 4 tens, 9 ones, and 7 hundreds?

**3.**

What number can be shown using 4 hundreds, 3 ones, and 5 tens?

**4.**

What number can be shown using 7 ones, 2 tens, and 5 hundreds?



# Session 2: Guided Practice (We Do – Cont.)

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

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

- Students take turns leading to find the mystery number using base-ten blocks and place-value cards.

**Supporting Math Talk:**

- *The mystery number has \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones.*
- *The expanded form of the number is \_00 + \_0 + \_*
- *And, the standard form of the number is \_\_\_*

**5.**

What number can be shown using 7 ones, 4 hundreds and 5 tens?

**6.**

What number can be shown using 4 tens, 3 ones, and 6 hundreds?

**7.**

What number can be shown using 3 hundreds, 8 ones, and 2 tens?

**8.**

What number can be shown using 6 ones, 4 tens, and 5 hundreds?

**9.**

What number can be shown using 4 hundreds, 9 tens, and 3 ones?

**10.**

What number can be shown using 6 ones, 7 hundreds and 3 tens?



## Session 2: Self-Reflection

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?
  
- How confident do I feel about identifying numbers to 1,000 on my own?  
*(Thumbs up, down, or sideways)*

# Quick Check - Form B

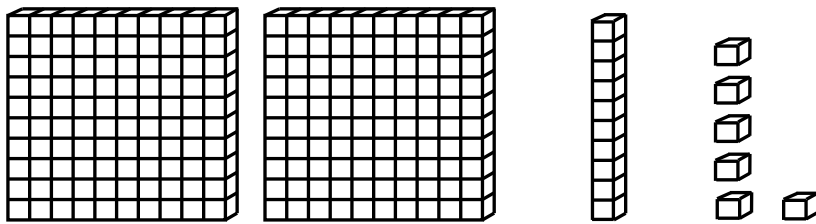
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000.

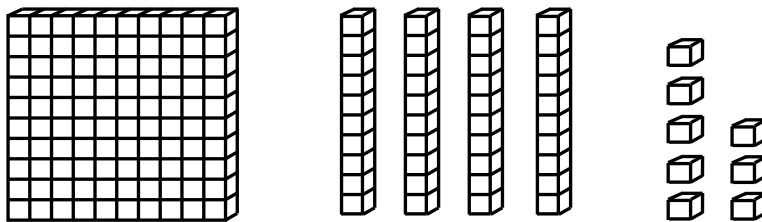
**Directions:** Write each number shown by the base ten blocks. (Work time: 3 minutes)

1.



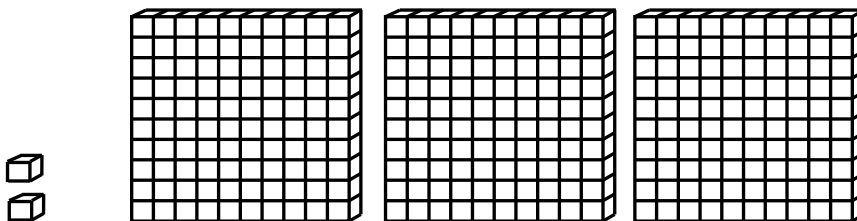
\_\_\_\_\_

2.



\_\_\_\_\_

3.

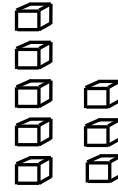
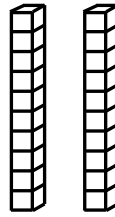
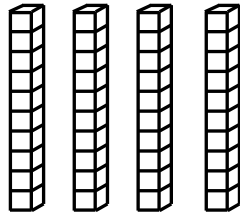
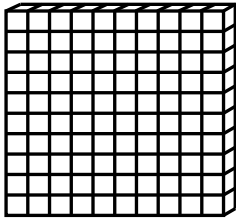


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# Quick Check - Form B

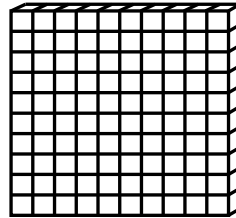
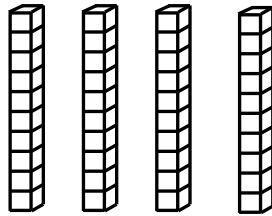
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

4.



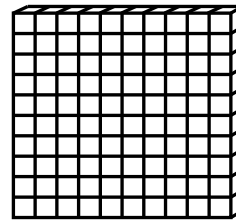
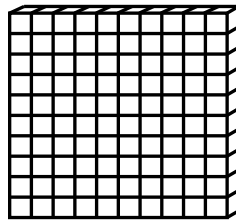
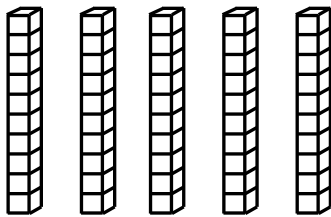
\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_



# Session 3: Modeling (I Do)

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000

**Readiness** for adding and subtracting 3-digit numbers

Mason wrote a 3-digit number that has 3 tens, 4 hundreds, and 8 ones. What number did Mason write?



# Session 3: Modeling (I Do - Teacher Notes)

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000

**Readiness** for adding and subtracting 3-digit numbers

Mason wrote a 3-digit number that has 3 tens, 4 hundreds, and 8 ones. What number did Mason write?

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.

This problem is about Mason writing a 3-digit number.

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

I need to find the 3-digit number that Mason wrote.

Third, I need to determine what I know.

I know his number includes 3 tens, 4 hundreds and 8 ones.

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

I am going to try making a drawing of the number to help me write it in expanded form...which will help me write it in standard form. I will begin the math drawing with the greatest place-value listed...hundreds.

I will draw 4 squares to represent the 4 hundreds.

*(Draw the 4 hundreds and cross off the words "4 hundreds" in the original problem.)*

Next, I will draw 3 sticks to represent the 3 tens.

*(Draw the 3 tens and cross off the words "3 tens" in the original problem.)*

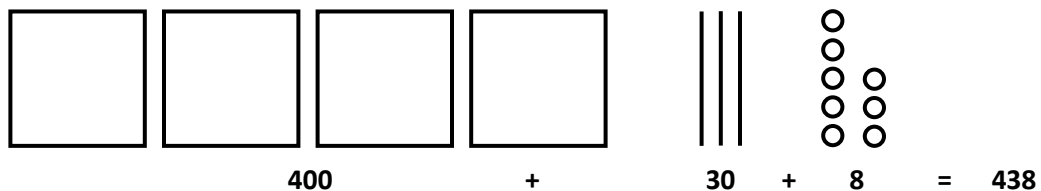
Last, I will draw 8 small circles to represent the 8 ones.

*(Draw the 8 ones in a standard ten-frame pattern.)*

Next, I will write Mason's number in expanded form under the base-ten drawing.

4 hundreds are equal to 400, 3 tens are equal to 30 and 8 ones are equal to 8.

*(Write the expanded form of the number as you say the value of each place.)*



400 + 30 + 8 is equal to 438.

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

I found that Mason built the 3-digit number 438. It makes sense because I used a base-ten drawing and expanded notation to show the value of everything Mason has...hundreds, tens and ones.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Session 3: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use math drawings to build the mystery number.
- Then, write and say the expanded and standard form the mystery number

**Supporting Math Talk:**

- *The mystery number has \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones.*
- *The expanded form is \_\_\_ and the standard form of the number is \_\_\_.*

**1.** What number can be shown using 3 hundreds, 6 ones and 4 tens?

\_\_\_\_\_

**2.** What number can be shown using 8 tens, 2 hundreds and 5 ones?

\_\_\_\_\_

**3.** What number can be shown using 7 ones, 4 tens and 5 hundreds?

\_\_\_\_\_





Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will identify numbers to 1,000

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Session 3: Guided Practice (We Do - Continued)

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

- Students take turns leading to find the mystery number using math drawings and the expanded form.

**4.** What number can be shown using 6 tens, 3 hundreds and 4 ones?

\_\_\_\_\_

**5.** What number can be shown using 5 ones, 4 tens and 2 hundreds?

\_\_\_\_\_

**6.** What number can be shown using 5 hundreds, 7 ones and 4 tens?

\_\_\_\_\_



## Session 3: Self-Reflection

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?
  
- How confident do I feel about identifying numbers to 1,000 on my own?  
*(Thumbs up, down, or sideways)*

# Quick Check - Form C

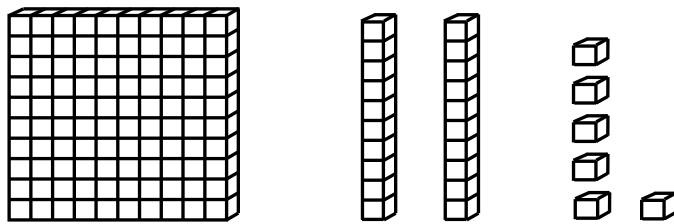
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000.

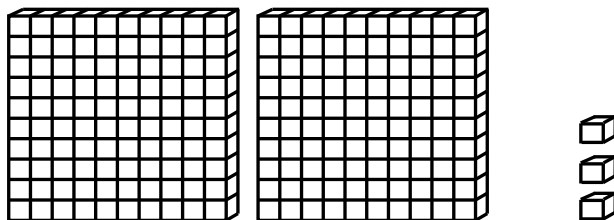
**Directions:** Write each number shown by the base ten blocks. (Work time: 3 minutes)

1.



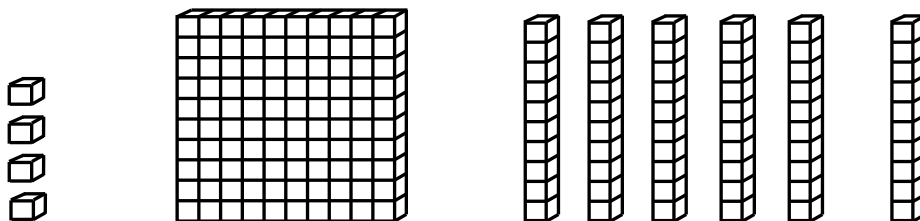
\_\_\_\_\_

2.



\_\_\_\_\_

3.

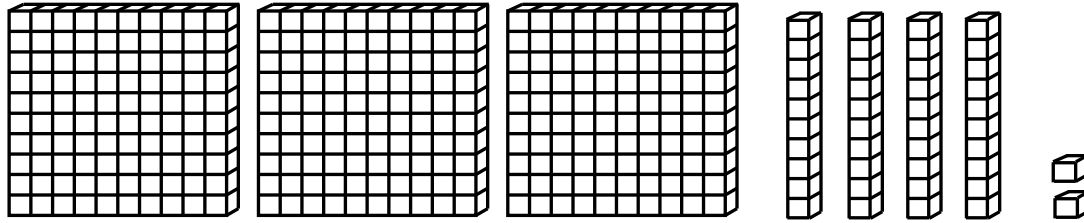


\_\_\_\_\_

# Quick Check - Form C

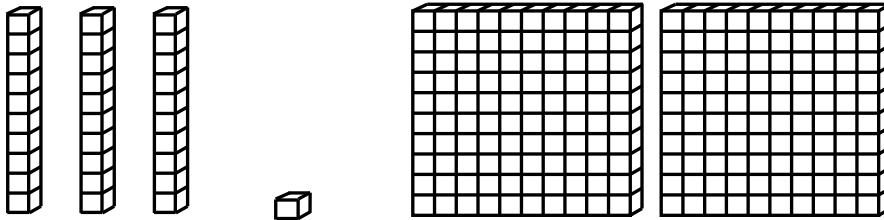
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

4.



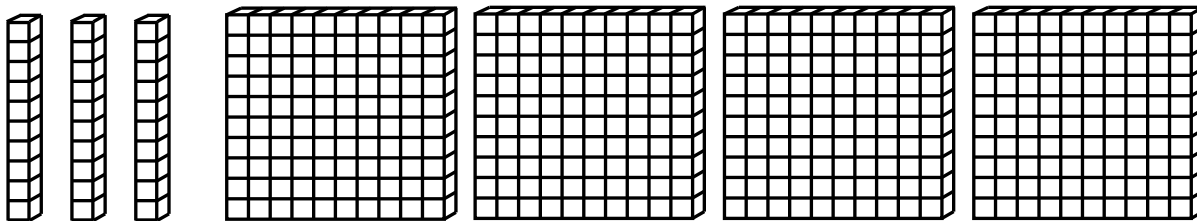
\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

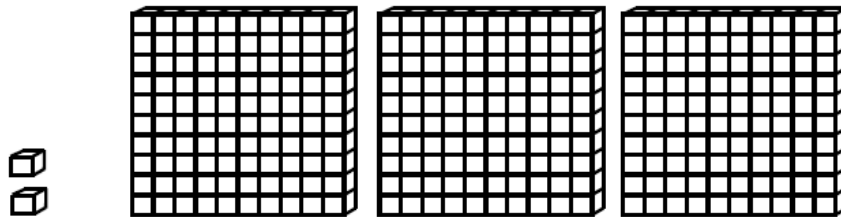
# Session 4: Modeling (I Do)

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000

**Readiness** for adding and subtracting 3-digit numbers

Ethan looked at the base-ten blocks below and thought they represented the number 23. But, his answer was wrong. Why do you think he thought 23? What number do the blocks represent?



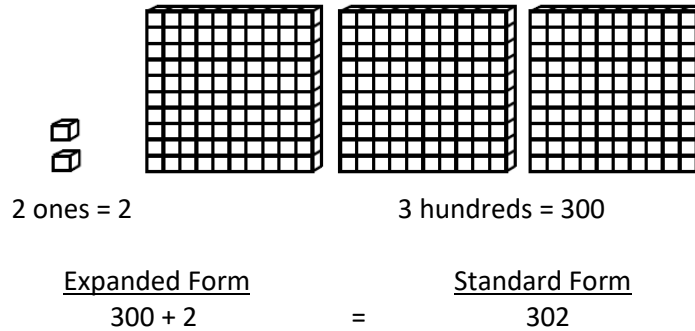
# Session 4: Modeling (I Do - Teacher Notes)

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000

**Readiness** for adding and subtracting 3-digit numbers

Ethan looked at the base-ten blocks below and thought they represented the number 23. But, his answer was wrong. Why do you think he thought 23? What number do the blocks represent?



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.

This problem is about Ethan incorrectly identifying a number built with base-ten blocks.

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

I need to find why he might have thought the number was 23 and then find the correct number.

Third, I need to determine what I know.

I know that the number has 2 ones and 3 hundreds.

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

I am going to try looking at the blocks to find out why he thought 23.

Since there are 2 ones and 3 hundreds, I think he just counted the blocks and put together the digits 2 and 3.

Now, I will write the place-value totals underneath the blocks to help me find the expanded form...2 ones are equal to 2 and 3 hundreds are equal to 300. (Write each value under the blocks.)

The expanded form of the number is  $300 + 2$ . (Label and write the expanded form of the number.)

These place value totals can be combined to create the standard form of the number...302.

(Write the standard form as equal to the expanded form.)

I just noticed there is a zero in the tens place...this makes sense because I don't see any tens in the drawing.

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

I think that he thought the correct number was 23 because that is how many of each type of block he saw. And, 302 makes sense because I used expanded notation to show the value of the blocks...hundreds, tens and ones.

Learning Target: I will identify numbers to 1,000

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Session 4: Guided Practice (We Do)

### We Do Together: (Teacher Actions)

- For each number shown below, write and say the standard form or the number if you know it.
- Use the expanded form of the number to check your answer or to find your answer.

### Supporting Math Talk:

- The number has \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones.
- The expanded form of the number is \_\_\_ and the standard form is \_\_\_.

<b>1.</b>		_____
<b>2.</b>		_____
<b>3.</b>		_____

Learning Target: I will identify numbers to 1,000

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Session 4: Guided Practice (We Do - Continued)

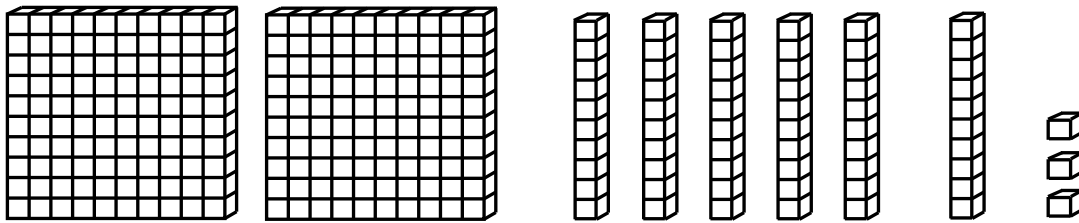
**You Do Together:** (As a class, or in small groups)

- Students take turns leading to find the standard form of each number shown below.

**Supporting Math Talk:**

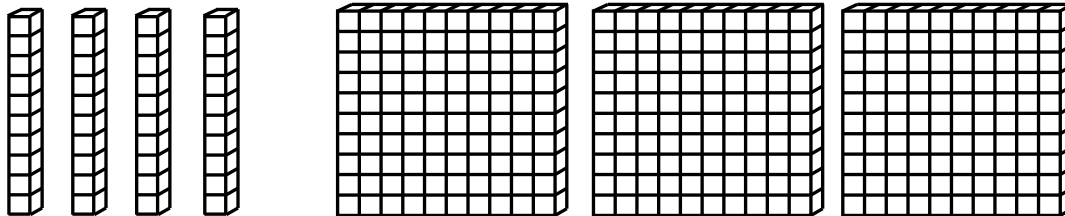
- The number has \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones.
- The expanded form of the number is \_\_\_ and the standard form is \_\_\_.

4.



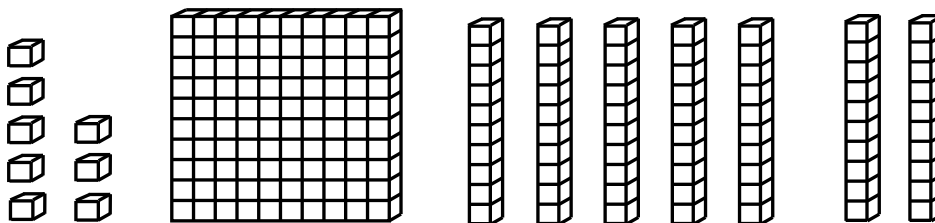
\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_





# Session 4: Self-Reflection

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?
  
- How confident do I feel about identifying numbers to 1,000 on my own?  
*(Thumbs up, down, or sideways)*

# Quick Check - Form D

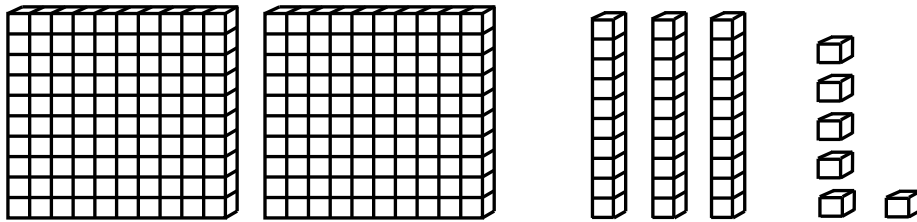
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000.

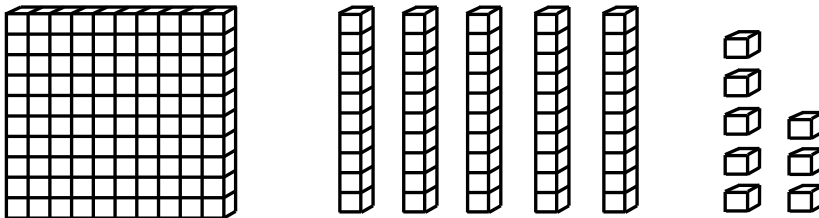
**Directions:** Write each number shown by the base ten blocks. (Work time: 3 minutes)

1.



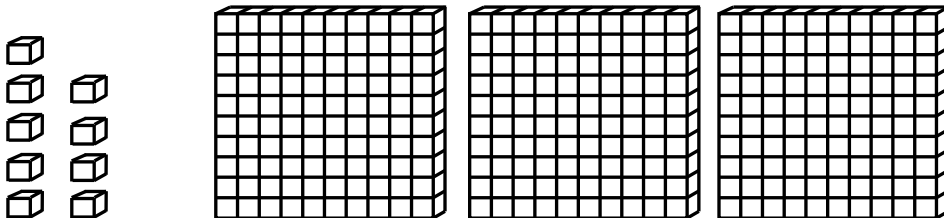
\_\_\_\_\_

2.



\_\_\_\_\_

3.

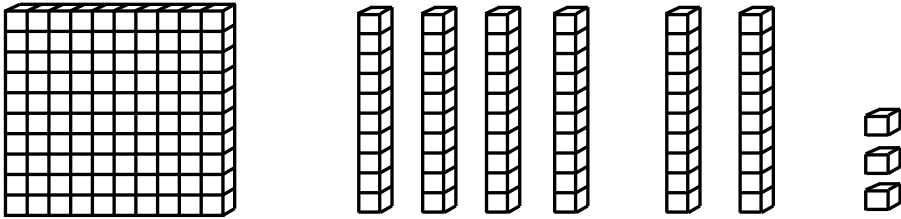


\_\_\_\_\_

# Quick Check - Form D

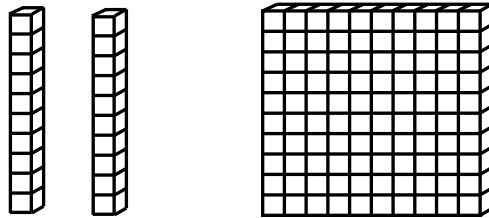
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

4.



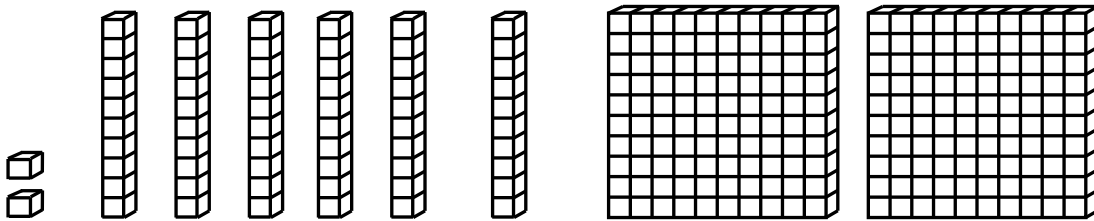
\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will identify numbers to 1,000

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Session 5: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use math drawings to build the mystery number.
- Then, write and say the expanded and standard form the mystery number

**Supporting Math Talk:**

- *The mystery number has \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones.*
- *The expanded form is \_\_\_ and the standard form of the number is \_\_\_.*

**1.** What number can be shown using 2 hundreds, 7 ones and 3 tens?

\_\_\_\_\_

**2.** What number can be shown using 7 tens, 4 hundreds and 6 ones?

\_\_\_\_\_

**3.** What number can be shown using 8 ones, 3 tens and 6 hundreds?

\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will identify numbers to 1,000

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Session 5: Guided Practice (We Do - Continued)

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

- Students take turns leading to find the mystery number using math drawings and the expanded form.

**4.** What number can be shown using 8 tens, 2 hundreds and 3 ones?

\_\_\_\_\_

**5.** What number can be shown using 7 ones, 5 tens and 2 hundreds?

\_\_\_\_\_

**6.** What number can be shown using 4 hundreds, 7 ones and 2 tens?

\_\_\_\_\_



# Session 5: Self-Reflection

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?
  
- How confident do I feel about identifying numbers to 1,000 on my own?  
*(Thumbs up, down, or sideways)*

# Quick Check - Form E

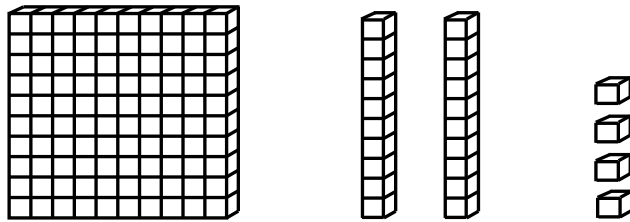
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000.

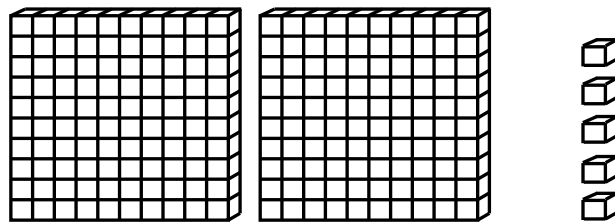
**Directions:** Write each number shown by the base ten blocks. (Work time: 3 minutes)

1.



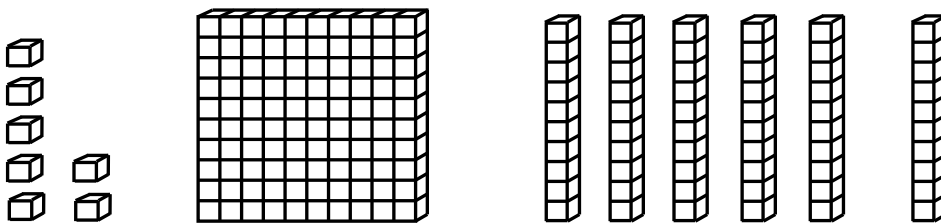
\_\_\_\_\_

2.



\_\_\_\_\_

3.

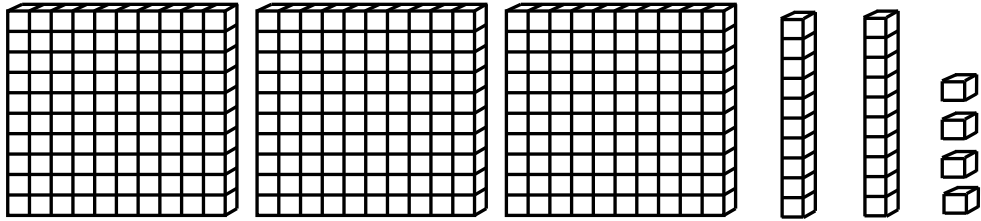


\_\_\_\_\_

# Quick Check - Form E

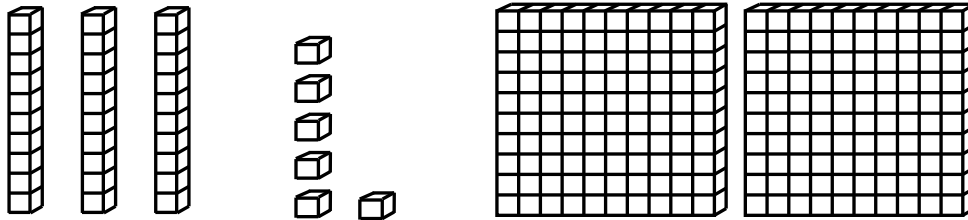
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

4.



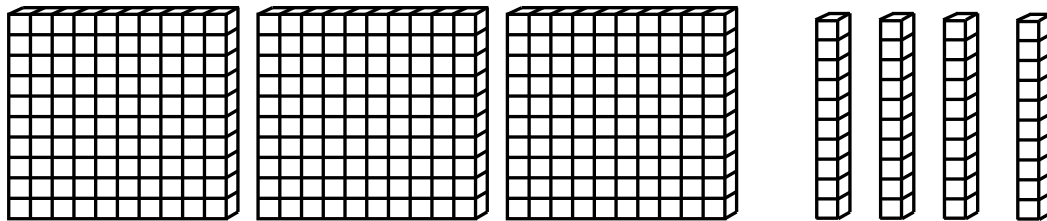
\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_





Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Session 6: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use math drawings to build the mystery number.
- Then, write and say the expanded and standard form the mystery number

**Supporting Math Talk:**

- *The mystery number has \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones.*
- *The expanded form is \_\_\_ and the standard form of the number is \_\_\_.*

**1.** What number can be shown using 4 hundreds, 5 ones and 6 tens?

\_\_\_\_\_

**2.** What number can be shown using 9 tens, 3 hundreds and 4 ones?

\_\_\_\_\_

**3.** What number can be shown using 9 ones, 5 tens and 4 hundreds?

\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

Learning Target: I will identify numbers to 1,000

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Session 6: Guided Practice (We Do - Continued)

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

- Students take turns leading to find the mystery number using math drawings and the expanded form.

**4.** What number can be shown using 7 tens, 4 hundreds and 6 ones?

\_\_\_\_\_

**5.** What number can be shown using 7 ones, 4 tens and 2 hundreds?

\_\_\_\_\_

**6.** What number can be shown using 4 hundreds, 8 ones and 7 tens?

\_\_\_\_\_



# Session 6: Self-Reflection

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?
  
- How confident do I feel about identifying numbers to 1,000 on my own?  
*(Thumbs up, down, or sideways)*

# Quick Check - Form F

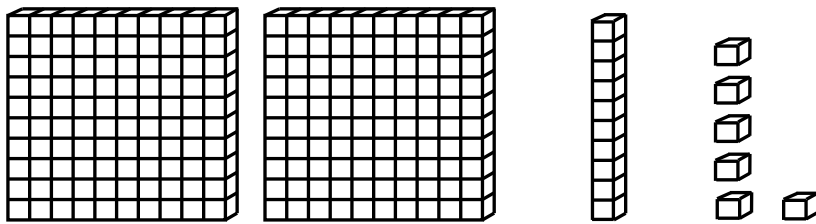
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000.

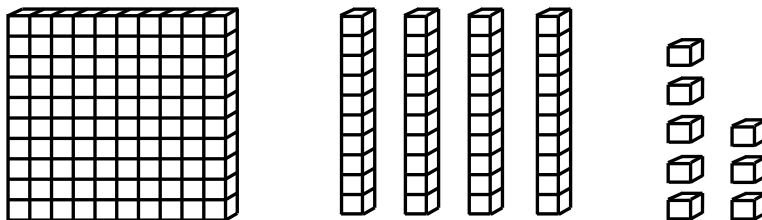
**Directions:** Write each number shown by the base ten blocks. (Work time: 3 minutes)

1.



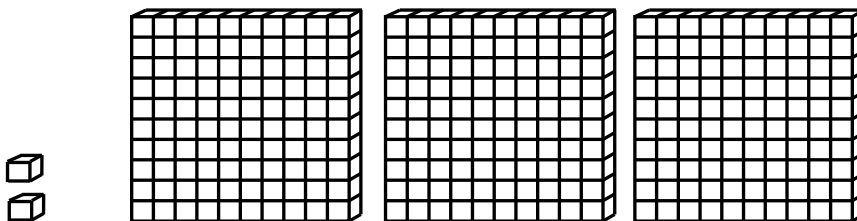
\_\_\_\_\_

2.



\_\_\_\_\_

3.

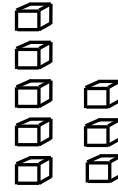
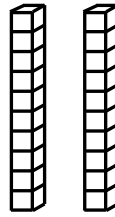
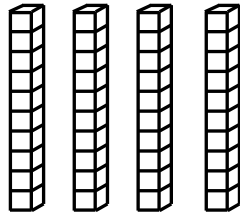
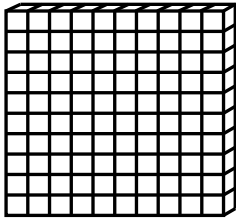


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# Quick Check - Form F

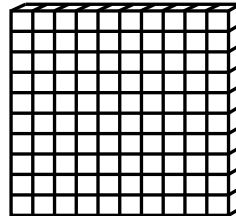
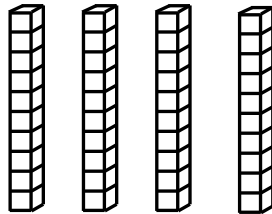
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

4.



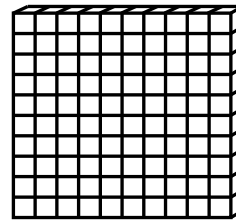
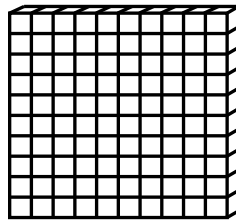
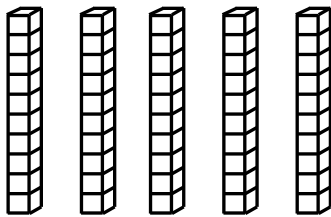
\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

Learning Target: I will identify numbers to 1,000

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Session 7: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- For each number shown below, write and say the standard form or the number if you know it.
- Use the expanded form of the number to check your answer or to find your answer.

**Supporting Math Talk:**

- The number has \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones.
- The expanded form of the number is \_\_\_ and the standard form is \_\_\_.

<b>1.</b>		_____
<b>2.</b>		_____
<b>3.</b>		_____

Learning Target: I will identify numbers to 1,000

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Session 7: Guided Practice (We Do - Continued)

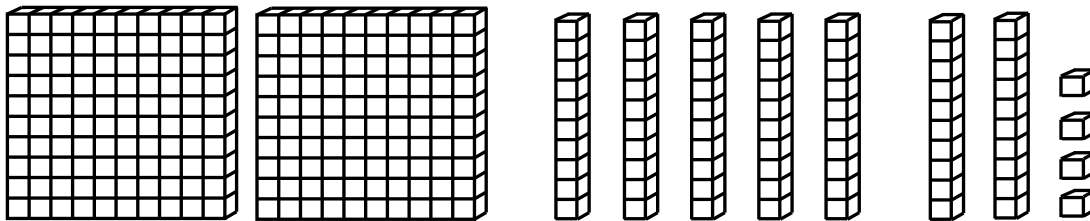
**You Do Together:** (As a class, or in small groups)

- Students take turns leading to find the standard form of each number shown below.

**Supporting Math Talk:**

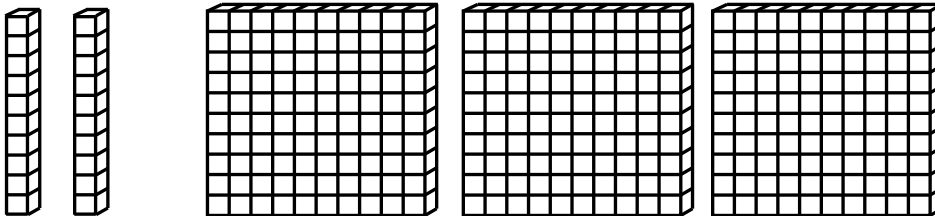
- The number has \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones.
- The expanded form of the number is \_\_\_ and the standard form is \_\_\_.

4.



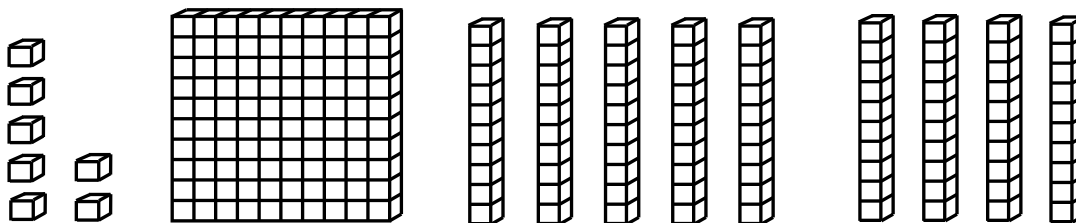
\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_



# Session 7: Self-Reflection

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?
  
- How confident do I feel about identifying numbers to 1,000 on my own?  
*(Thumbs up, down, or sideways)*



# Quick Check - Form G

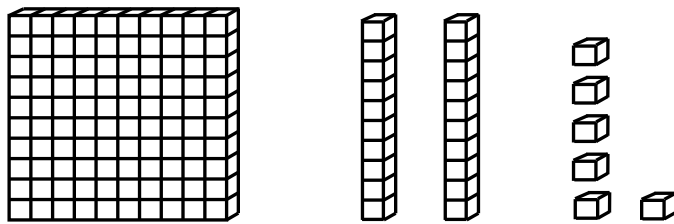
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000.

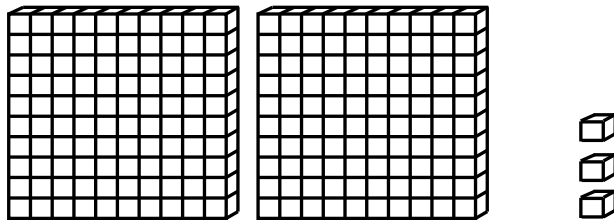
**Directions:** Write each number shown by the base ten blocks. (Work time: 3 minutes)

1.



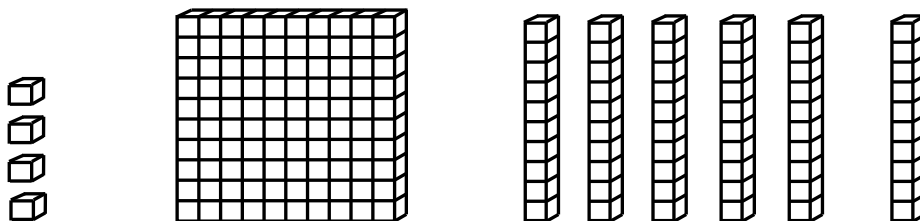
\_\_\_\_\_

2.



\_\_\_\_\_

3.

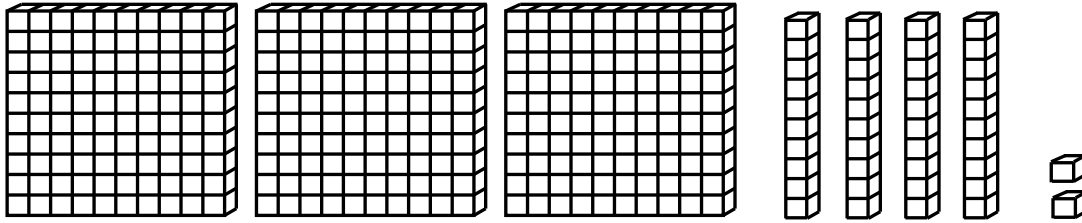


\_\_\_\_\_

# Quick Check - Form G

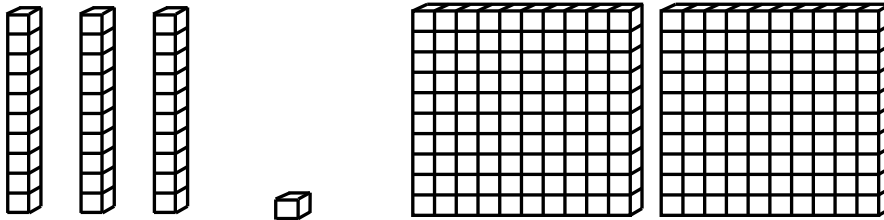
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

4.



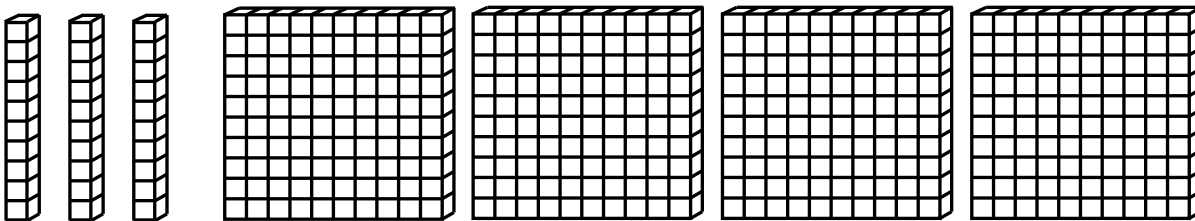
\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

Learning Target: I will identify numbers to 1,000

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Session 8: Guided Practice (We Do)

### We Do Together: (Teacher Actions)

- For each number shown below, write and say the standard form or the number if you know it.
- Use the expanded form of the number to check your answer or to find your answer.

### Supporting Math Talk:

- The number has \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones.
- The expanded form of the number is \_\_\_ and the standard form is \_\_\_.

<b>1.</b>		_____
<b>2.</b>		_____
<b>3.</b>		_____

Learning Target: I will identify numbers to 1,000

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Session 8: Guided Practice (We Do - Continued)

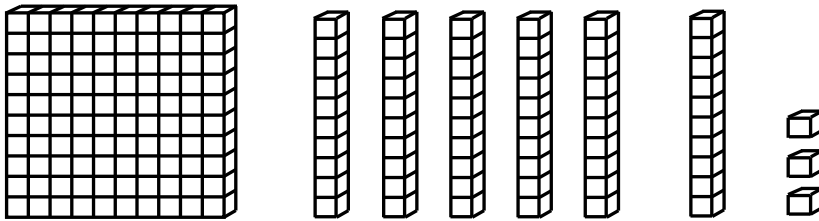
**You Do Together:** (As a class, or in small groups)

- Students take turns leading to find the standard form of each number shown below.

**Supporting Math Talk:**

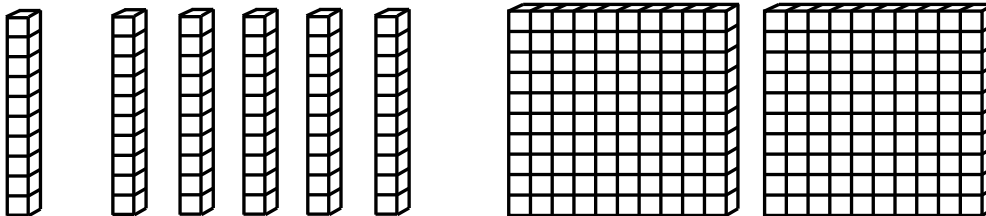
- The number has \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones.
- The expanded form of the number is \_\_\_ and the standard form is \_\_\_.

4.



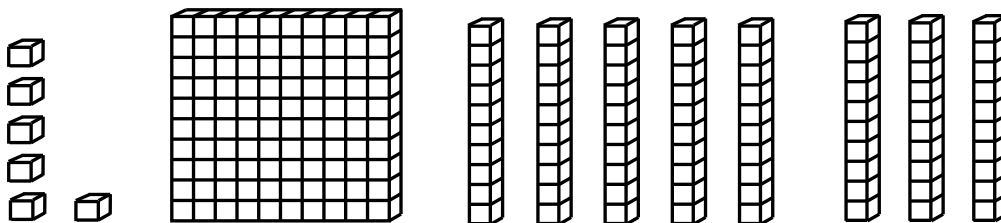
\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_



# Session 8: Self-Reflection

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?
  
- How confident do I feel about identifying numbers to 1,000 on my own?  
*(Thumbs up, down, or sideways)*

# Quick Check - Form H

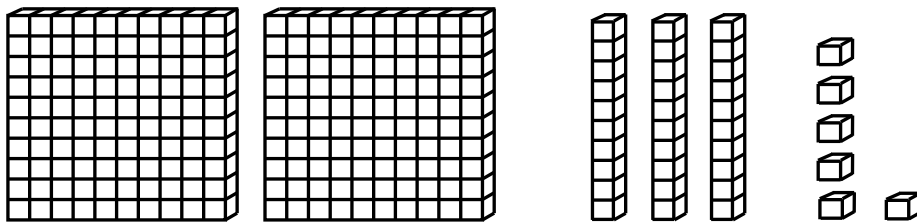
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will identify numbers to 1,000.

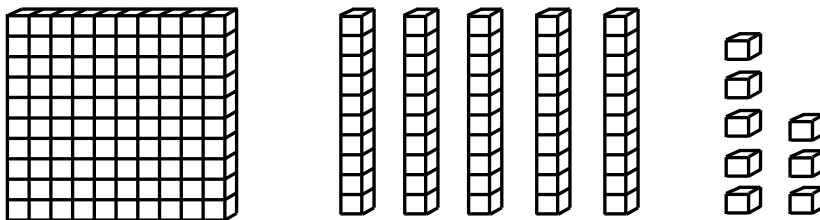
**Directions:** Write each number shown by the base ten blocks. (Work time: 3 minutes)

1.



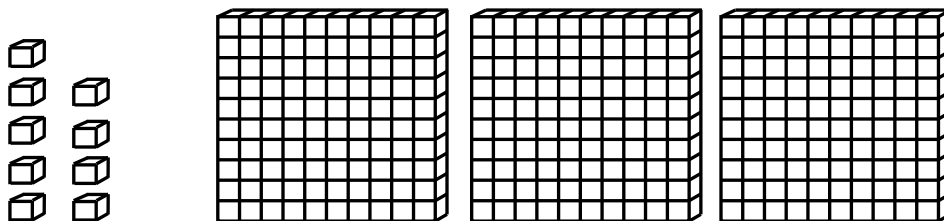
\_\_\_\_\_

2.



\_\_\_\_\_

3.

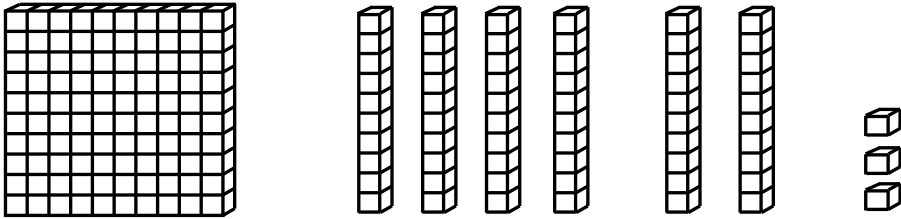


\_\_\_\_\_

# Quick Check - Form H

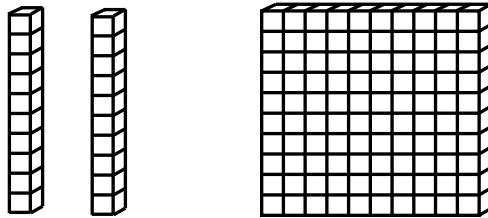
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

4.



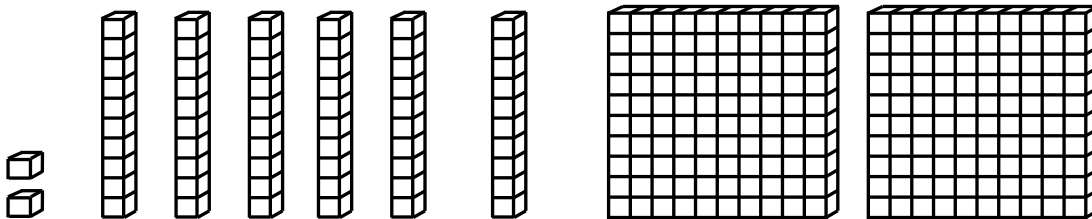
\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_



# Independent Practice Activity

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

**Learning Target:** I will identify numbers to 1,000

**Readiness** for adding and subtracting 3-digit numbers

**Title of Game:** "How Many?"

**Number of Players:** 3 or more. (Players take turns being the leader.)

**Objective:** To be the player closest to the actual number.

**Materials:**

- 1 set of Base-Ten Block cards per small group
- 1 recording sheet per student.

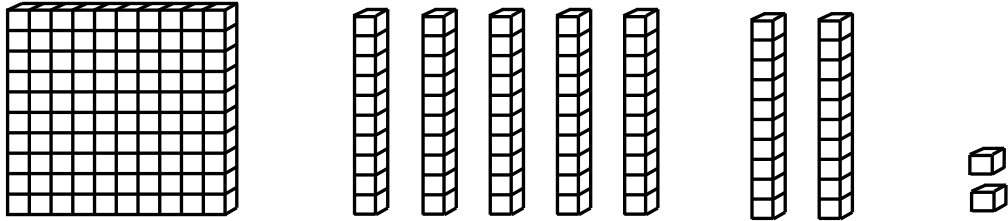
**Directions:**

- Begin with the stack of Base-Ten Block cards in a pile facing down.
- The leader flips over the top card, counts to 5 in their head and then flips the card back to being face-down.
- While the Base-Ten card is face-up, each player looks at it to estimate the number shown.
- After 5 seconds, each player writes their guess on their recording sheet and shares their answer with the group.
- The leader flips the card back over and finds the actual number shown.
- The player who wrote the number closest to the answer keeps the card.
- Repeat with a new leader until all cards have been played.
- The winner is the player with the most cards.

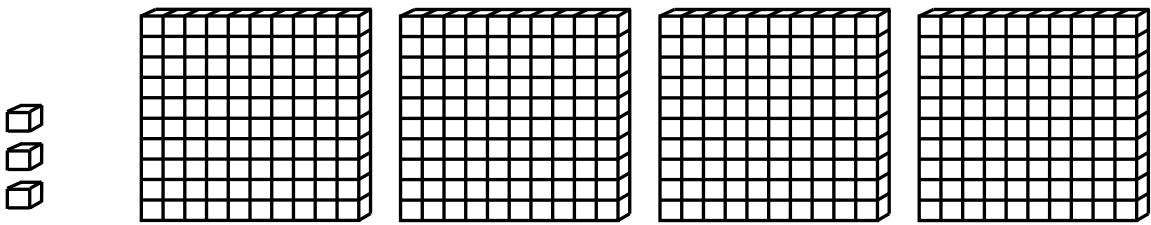


# Base Ten Block Cards (Set A)

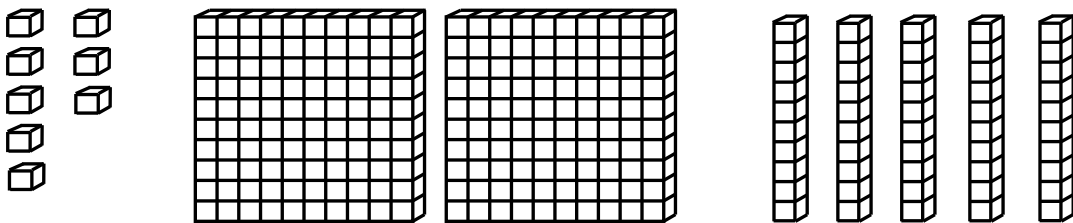
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3



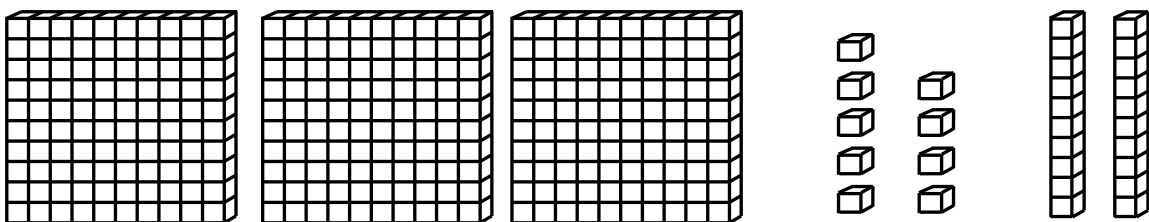
Set A



Set A



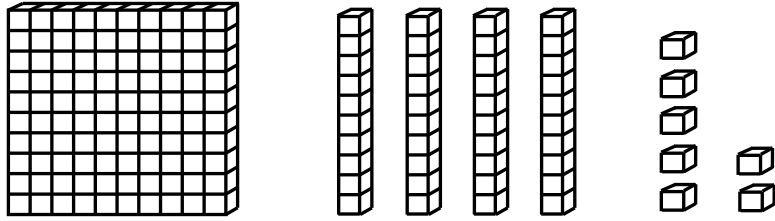
Set A



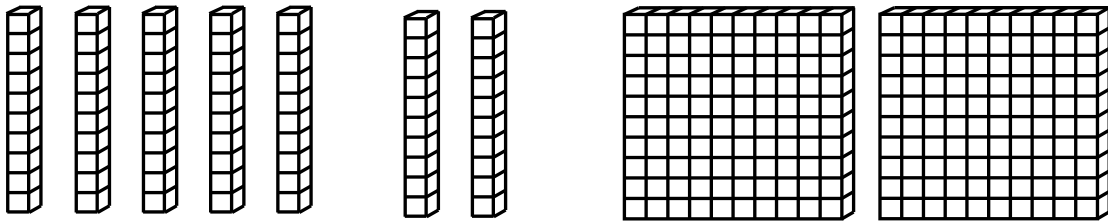
Set A

# Base Ten Block Cards (Set A)

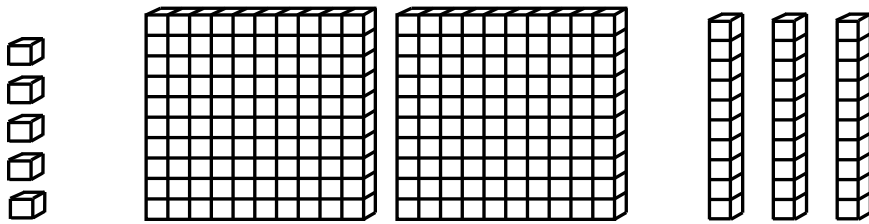
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3



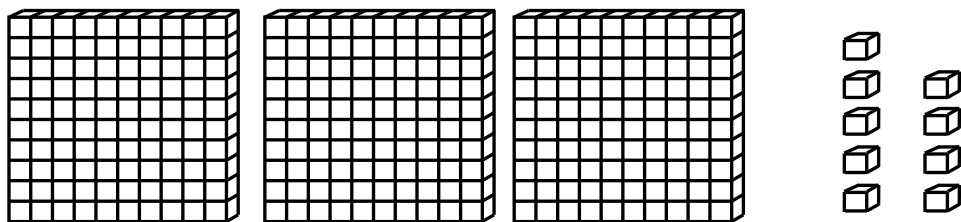
Set A



Set A



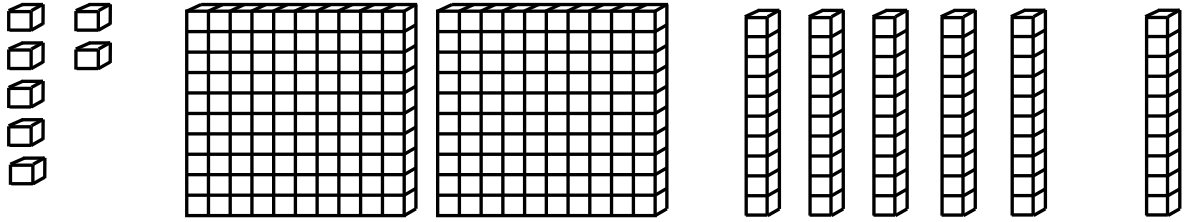
Set A



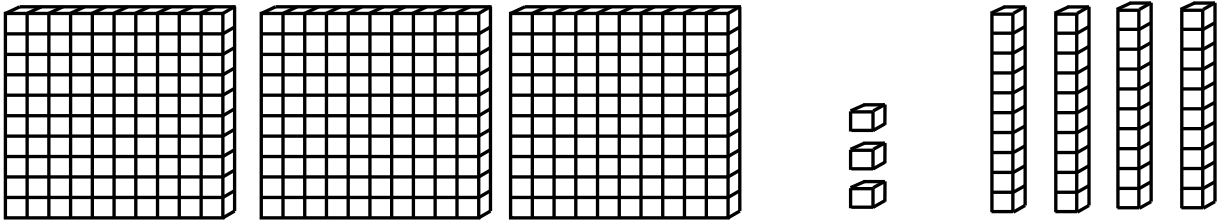
Set A

# Base Ten Block Cards (Set A and B)

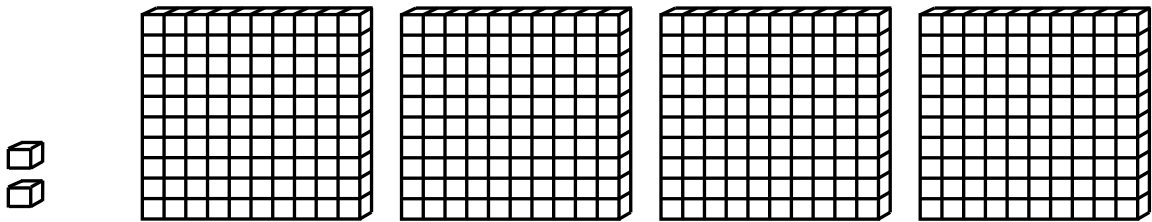
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3



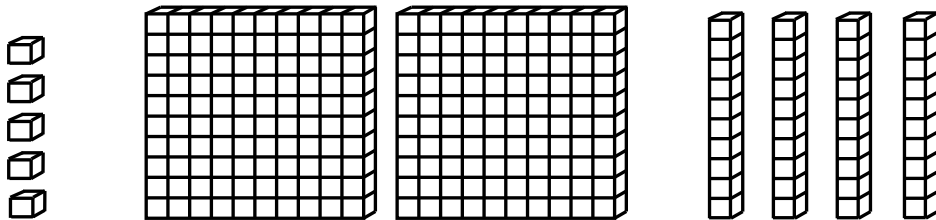
Set A



Set A



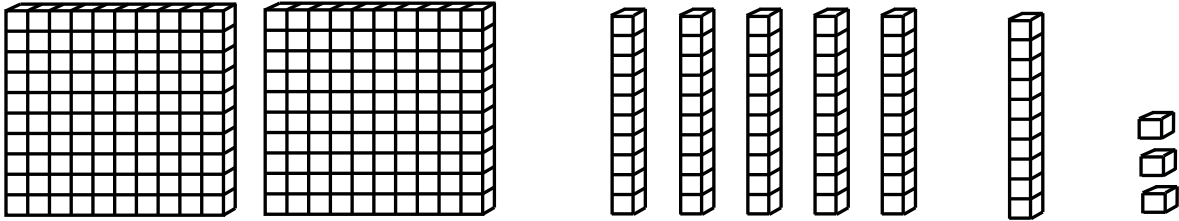
Set B



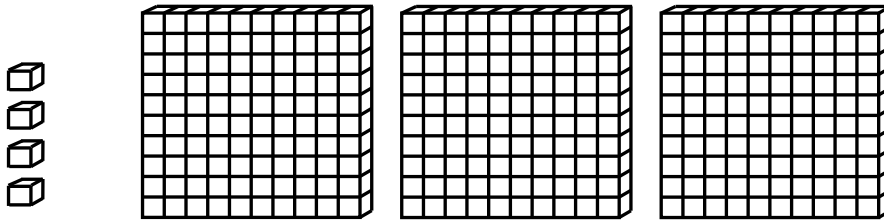
Set B

# Base Ten Block Cards (Set B)

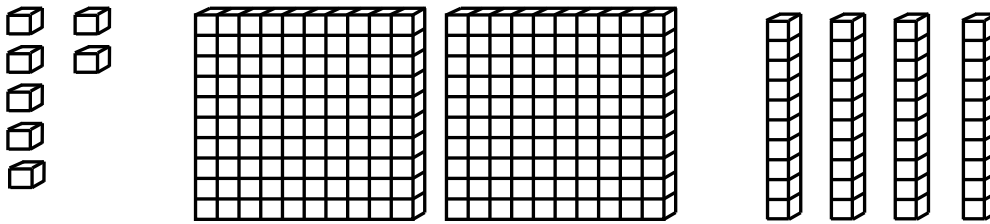
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3



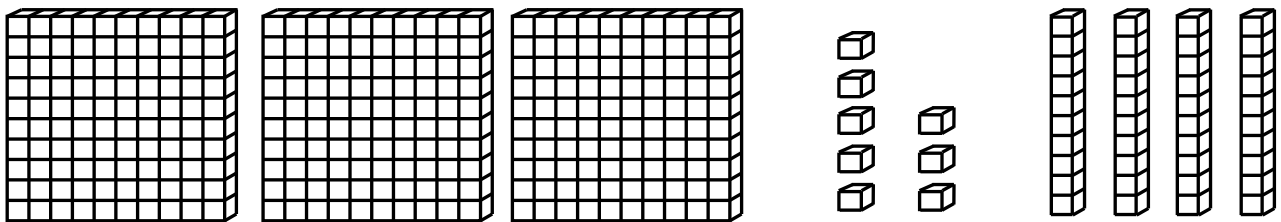
Set B



Set B



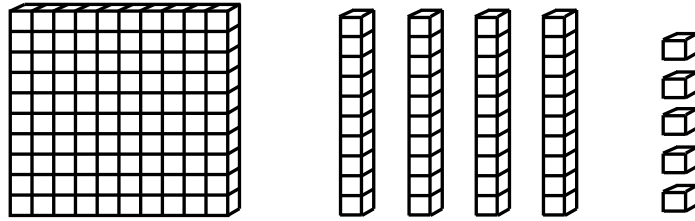
Set B



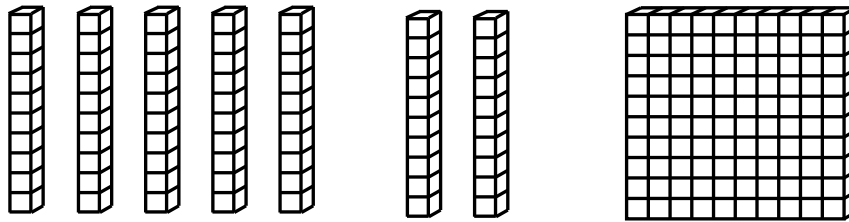
Set B

# Base Ten Block Cards (Set B)

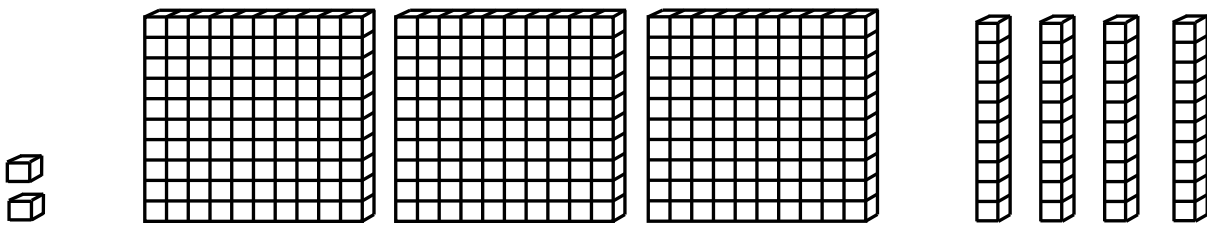
3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3



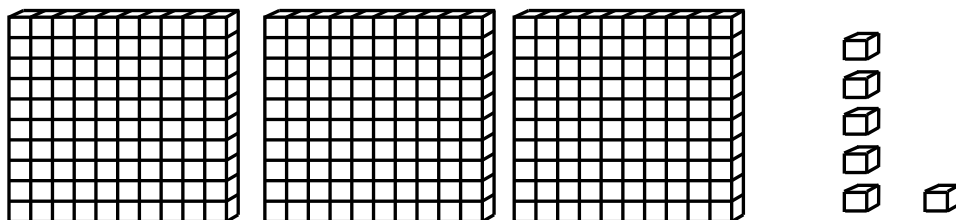
Set B



Set B



Set B



Set B



# How Many? *Recording Sheet*

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Recording Directions:

- Write your guess for each card below.

Round #	1	2	3	4	5	6	7	8
Player 1 Guess								
Player 2 Guess								
Player 3 Guess								



# How Many? *Recording Sheet*

3<sup>rd</sup> Grade - Readiness Standard 1 - 2.NBT.3

## Recording Directions:

- Write your guess for each card below.

Round #	1	2	3	4	5	6	7	8
Player 1 Guess								
Player 2 Guess								
Player 3 Guess								



# 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

Q<sub>1</sub>. *What is the problem about?*

Q<sub>2</sub>. *What do I need to find?*

Q<sub>3</sub>. *What do I know?*

Q<sub>4</sub>. *What can I try?*

Q<sub>5</sub>. *Does my answer make sense?*