2ⁿᵈ Grade
Tier 2 Intervention Lessons

Readiness Standard 2 - 1.NBT.5

Learning Target: I will find 10 more or 10 less than any number to 99

Readiness for 2.NBT.5: Add and subtract 2-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.	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
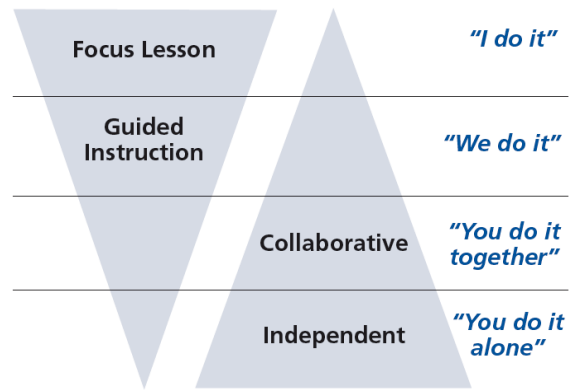
Teacher Responsibility

Focus Lesson		*"I do it"*
Guided Instruction		*"We do it"*
	Collaborative	*"You do it together"*
	Independent	*"You do it alone"*

Figure 1

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

Planning Guide: Session 1

2nd Grade - Readiness Standard 2 - 1.NBT.5

Learning Target: I will find 10 more or 10 less than any number to 99

Readiness for adding and subtracting 2-digit numbers

Recommended Actions	
Beginning *(15 min.)*	<u>Review</u> the readiness standard with the intervention group using the **Guided Review** ➢ 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.)
	➢ 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.)*	➢ <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	➢ Create sub-groups to differentiate the middle of sessions 2 through 8
	
	   o Group 1 – Include students who <u>did not</u> meet the learning goal
	
	   o Group 2 – Include students who met or exceeded the learning goal

2nd Grade Fall Guided Review

Readiness Standard 2 - 1.NBT.5

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99.

1.

Which number is <u>ten more than</u> thirty-six?

36

○ 35   ○ 26   ○ 46   ○ 37

2.

Which number is <u>ten less than</u> fifty-eight?

58

○ 59   ○ 48   ○ 57   ○ 68

3.

Which number is <u>ten less than</u> seventy-two?

72

○ 71   ○ 73   ○ 62   ○ 82

2nd Grade Winter Guided Review

Readiness Standard 2 - 1.NBT.5

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99.

1.

Which number is <u>ten more than</u> twenty-seven?

27

○ 17   ○ 37   ○ 26   ○ 28

2.

Which number is <u>ten less than</u> forty-two?

42

○ 32   ○ 43   ○ 52   ○ 41

3.

Which number is <u>ten less than</u> eighty-five?

85

○ 84   ○ 86   ○ 75   ○ 95

2nd Grade Spring Guided Review

Readiness Standard 2 - 1.NBT.5

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99.

1.

Which number is <u>ten more than</u> thirty-four?

34

○ 24   ○ 44   ○ 33   ○ 35

2.

Which number is <u>ten less than</u> fifty-seven?

57

○ 47   ○ 67   ○ 56   ○ 58

3.

Which number is <u>ten more than</u> eighty-nine?

89

○ 79   ○ 88   ○ 99   ○ 90

Session 1: Self-Reflection
2nd Grade - Readiness Standard 2 - 1.NBT.5

Learning Target: I will find 10 more or 10 less than any number to 99

Briefly discuss student responses

> ➢ What did I remember today about finding 10 more or 10 less than any number to 99?

> ➢ What did I learn today about finding 10 more or 10 less than any number to 99?

> ➢ How confident do I feel about finding 10 more or 10 less than any number to 99 on my own?
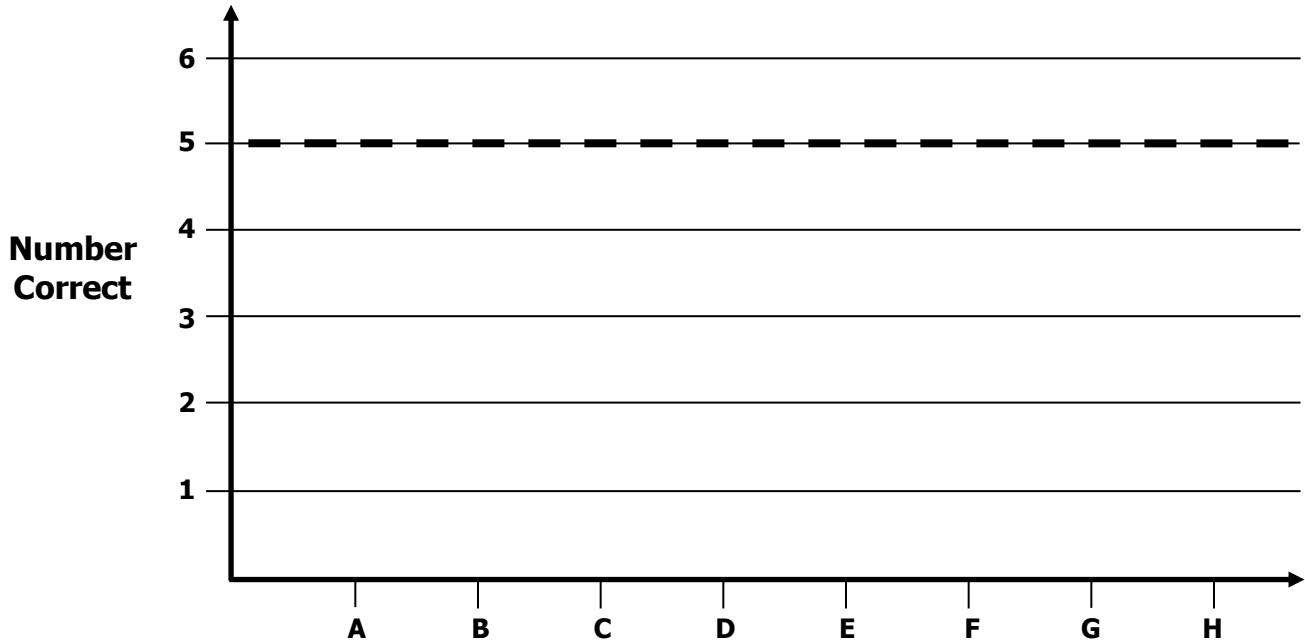> (Thumbs up, down, or sideways)

Quick Check - Form A

2nd Grade - Readiness Standard 2 - 1.NBT.5

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99.

Directions: Fill in the blank. (Work time: 3 minutes)

1. 10 more than 27 is _____	**2.** 10 more than 54 is _____
3. 10 more than 83 is _____	**4.** 10 less than 66 is _____
5. 10 less than 31 is _____	**6.** 10 less than 96 is _____

Growth Chart

2nd Grade - Readiness Standard 2 - 1.NBT.5

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99.

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

2nd Grade - Readiness Standard 2 - 1.NBT.5

Learning Target: I will find 10 more or 10 less than any number to 99

Readiness for adding and subtracting 2-digit numbers

	Recommended Actions	
Beginning (5 min.)	➤ Review the learning target with the whole group and ask each student to set a goal.	
Middle (15 min.)	**Group 1:** *(Students who <u>did not</u> meet the learning goal on the previous Quick Check)* ➤ Model solving a word problem – "I do" ➤ Guided Practice – "We do together/ You do together" **Session 2:** Find 10 more or 10 less using base-ten blocks **Session 3:** Find 10 more or 10 less using a base-ten drawing **Session 4:** Find 10 more or 10 less using numbers and symbols	**Group 2:** *(Students who met the learning goal)* ➤ Independent practice – "You do" **Activity 1:** *"Three-in-a-Row"* *(Additional activities may be located in current kindergarten classrooms.)*

End (10 min.)	➤ Bring the students back together.
	➤ Ask students to reflect on their progress towards the learning target
	    ○ 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**
	    ○ If not using Delta Math lessons, record the activity in the table
	➤ Collect each student's **Quick Check** and **Growth Chart**	

After	➤ Regroup students to differentiate the middle of sessions 3 through 8
	    ○ 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	

Learning Target: I will find 10 more or 10 less than any number to 99

Readiness for adding and subtracting 2-digit numbers

There were 77 birds in the park. 10 birds flew away. How many are left?

Session 2: Modeling (I Do - Teacher Notes)

2nd Grade - Readiness Standard 2 - 1.NBT.5

Learning Target: I will find 10 more or 10 less than any number to 99

Readiness for adding and subtracting 2-digit numbers

Materials: Base-ten blocks (10 tens and 10 ones)

There were 77 birds in the park. 10 birds flew away. How many are left?

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 birds in a park.

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

I need to find the number of birds left after some flew away.

Third, I need to determine what I know.

I know that 77 birds were in the park and 10 birds flew away.

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

I am going to try modeling the actions with base-ten blocks.

I will begin by building the original number of birds with tens and ones…10, 20, 30, 40, 50, 60, 70, 71, 72, 73, 74, 75, 76, 77
(Say each counting number while placing each tens and ones block on the paper.)

Now, I will model the 10 birds that flew away by moving a tens piece off the paper.
(Move one tens piece up away from the original total.)

I can find the number of birds left behind by counting the number that remains on the paper…10, 20, 30, 40, 50, 60, and 7 more is 67.
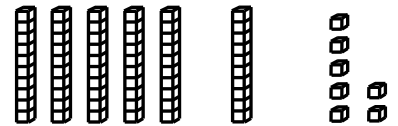
There are 67 birds left in the park.
(Set the place-value cards "60" and "7" under the base-ten blocks to represent the answer.)

$\boxed{6}\;\boxed{7}$
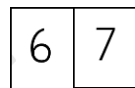
Last, I need to make sure that my answer makes sense.

I found that 67 birds were left. It makes sense because I modeled the problem using base-ten blocks and found the number of birds left in the park by removing 1 ten from the original total.

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				

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 2: Guided Practice (We Do)

Materials:

- Base-Ten Blocks (10 tens and 10 ones per student)
- Place-Value Cards

We Do Together: (Teacher Actions)

- Say the 10 more/10 less than number statement and write the answer if you know it.

- Use base-ten blocks to check or find the answer

Supporting Math Talk:

- *10 more than 4 tens and 7 ones is 5 tens and 7 ones, which equals 57.*

- *10 more than 9 tens and 2 ones is 10 tens and 2 ones, which equals 102.*

1. 10 more than 47 is _____	**2.** 10 more than 92 is _____
3. 10 less than 91 is _____	**4.** 10 less than 53 is _____

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

- Students take turns leading to find 10 more/less than any number to 99.

5. 10 more than 68 is _____	**6.** 10 less than 34 is _____
7. 10 less than 97 is _____	**8.** 10 more than 85 is _____
9. 10 more than 95 is _____	**10.** 10 less than 59 is _____

Session 2: Self-Reflection

2nd Grade - Readiness Standard 2 - 1.NBT.5

Learning Target: I will find 10 more or 10 less than any number to 99

Briefly discuss student responses:

- ➢ What did I learn today about finding 10 more or 10 less than any number to 99?

- ➢ How confident do I feel about finding 10 more or 10 less than any number to 99 on my own?
  (Thumbs up, down, or sideways)

Quick Check - Form B

2nd Grade - Readiness Standard 2 - 1.NBT.5

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99.

Directions: Fill in the blank. (Work time: 3 minutes)

1. 10 more than 36 is _____	**2.** 10 less than 62 is _____
3. 10 less than 77 is _____	**4.** 10 more than 53 is _____
5. 10 more than 93 is _____	**6.** 10 less than 85 is _____

Learning Target: I will find 10 more or 10 less than any number to 99

Readiness for adding and subtracting 2-digit numbers

A pet store had 64 cats. They sold 10 of them. How many cats are left?

Session 3: Modeling (I do - Teacher Notes)

Learning Target: I will find 10 more or 10 less than any number to 99

Readiness for adding and subtracting 2-digit numbers

> A pet store had 64 cats. They sold 10 of them. How many cats are left?

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 cats in a pet store.

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

I need to find the number of cats left after they sold some.

Third, I need to determine what I know.

I know that there were a total of 64 cats and they sold 10 of them.

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

I am going to try modeling the actions with a math drawing.

First, I will draw the 64 cats that were in the store with 6 tens
(Draw 6 ten sticks) **and 4 ones** *(Draw 4 circles)***.**
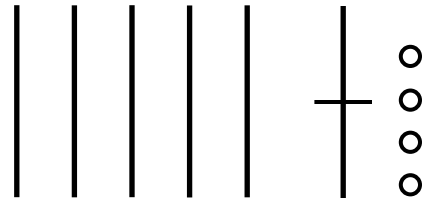
Next, I will model the 10 cats being sold by taking away a ten.
(Draw a subtraction line through the last ten)

Last, I will write the expanded form to represent the 5 tens and 4 ones,
(Write 50 + 4)

50 + 4 is 54…there were 54 cats left in the pet store. *(Write = 54)*

$$50 + 4 = 54$$

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

I found there were 54 cats left in the pet store. It makes sense because I modeled the problem with a math drawing and crossed off a ten to find out how many cats were left in the store.

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the 10 more/10 less than number statement and write the answer if you know it.

➢ Use a math drawing to check or find the answer.

Supporting Math Talk:

➢ *10 less than 5 tens and 2 ones is 4 tens and 2 ones, which equals 42.*

➢ *10 more than 9 tens and 4 ones is 10 tens and 4 ones, which equals 104.*

1. 10 less than 52 is ____	**2.** 10 more than 94 is ____
3. 10 less than 47 is ____	**4.** 10 more than 39 is ____

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 3: Guided Practice (We Do - Continued)

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

➢ Students take turns being the teacher and repeat the steps to find 10 more/less than any number to 99.

Supporting Math Talk:

➢ *10 more than 3 tens and 9 ones is 4 tens and 9 ones, which equals 49.*

5. 10 more than 53 is _____	**6.** 10 less than 76 is _____
7. 10 less than 21 is _____	**8.** 10 more than 99 is _____
9. 10 more than 68 is _____	**10.** 10 less than 87 is _____

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5
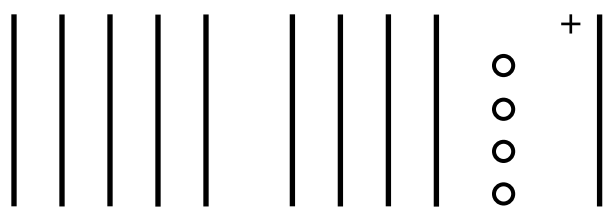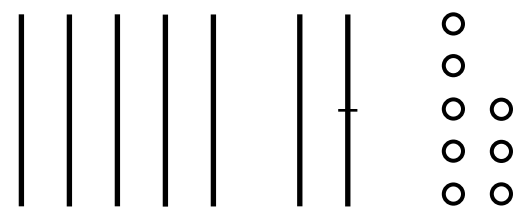
Session 3: Guided Practice (We Do - Teacher Notes)

We Do Together: (Teacher Actions)

➢ Say the 10 more/10 less than number statement and write the answer if you know it.

➢ Use a math drawing to check or find the answer.

Supporting Math Talk:

➢ *10 more than 9 tens and 4 ones is 10 tens and 4 ones, which equals 104.*

1. 10 more than 94 is <u>104</u> **100 + 4 = 104**	**2.** 10 less than 78 is <u>68</u> **60 + 8 = 68**
3. 10 less than 47 is ____	**4.** 10 more than 39 is ____

Learning Target: I will find 10 more or 10 less than any number to 99

Briefly discuss student responses:

> ➢ What did I learn today about finding 10 more or 10 less than any number to 99?

> ➢ How confident do I feel about finding 10 more or 10 less than any number to 99 on my own?
>
> (Thumbs up, down, or sideways)

Quick Check - Form C

2nd Grade - Readiness Standard 2 - 1.NBT.5

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99.

Directions: Fill in the blank. (Work time: 3 minutes)

1. 10 less than 49 is _____	**2.** 10 less than 26 is _____
3. 10 more than 81 is _____	**4.** 10 less than 44 is _____
5. 10 more than 97 is _____	**6.** 10 more than 78 is _____

DELTA MATH RtI PROGRAM

Learning Target: I will find 10 more or 10 less than any number to 99

Readiness for adding and subtracting 2-digit numbers

Mr. B. was playing math games with his students and asked them a number riddle. He said, "I'm thinking of the number that is 10 more than 95." What number is Mr. B thinking of?

Session 4: Modeling (I Do - Teacher Notes)

2nd Grade - Readiness Standard 2 - 1.NBT.5

Learning Target: I will find 10 more or 10 less than any number to 99

Readiness for adding and subtracting 2-digit numbers

> Mr. B. was playing math games with his students and asked them a number riddle. He said, "I'm thinking of the number that is 10 more than 95." What number is Mr. B thinking of?

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 Mr. B. asking his students a number riddle.

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

I need to find the answer to the number riddle...10 more than 95.

Third, I need to determine what I know.

I know that 95 can be represented in expanded form as 90 + 5, or 9 tens and 5 ones.
(Write 90 + 5 as you say it.)

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

I am going to try modeling the action using numbers and symbols.

I will add the ten to the original 9 tens to give me 10 tens, or 100.
(Write +10 under the 90 and 100 underneath.)

$$90 + 5$$
$$\underline{+10}$$

Then I will combine the 100 with the 5 ones to get 105. *(write = 105)*

$$100 + 5 = 105$$

So 10 more than 90 is 100, and 5 more equals 105.

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

I found that 10 more than 95 is 105. It makes sense because I knew I could first combine the ten groups and then add the extra ones to find 10 more than any number.

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the 10 more/10 less than number statement and write the answer if you know it.

➢ Use expanded notation and addition to check your answer or to find your answer.

Supporting Math Talk:

➢ *10 more than 9 tens and 4 ones is 10 tens and 4 ones, which equals 104.*

1. 10 more than 94 is ____	2. 10 less than 52 is ____
3. 10 more than 49 is ____	4. 10 less than 25 is ____

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 4: Guided Practice (We Do - Continued)

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

  ➢   Students take turns leading to find 10 more or 10 less than each number.

5. 10 more than 39 is ____	**6.** 10 less than 76 is ____
7. 10 less than 21 is ____	**8.** 10 more than 99 is ____
9. 10 more than 68 is ____	**10.** 10 less than 86 is ____

Session 4: Self-Reflection

2nd Grade - Readiness Standard 2 - 1.NBT.5

Learning Target: I will find 10 more or 10 less than any number to 99

Briefly discuss student responses:

➢ What did I learn today about finding 10 more or 10 less than any number to 99?

➢ How confident do I feel about finding 10 more or 10 less than any number to 99 on my own?
(Thumbs up, down, or sideways)

Quick Check - Form D

2nd Grade - Readiness Standard 2 - 1.NBT.5

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99.

Directions: Fill in the blank. (Work time: 3 minutes)

1. 10 less than 53 is _____	**2.** 10 more than 27 is _____
3. 10 more than 66 is _____	**4.** 10 less than 79 is _____
5. 10 less than 95 is _____	**6.** 10 more than 94 is _____

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 5: **Guided Practice** (We Do)

We Do Together: (Teacher Actions)

➢ Say the 10 more/10 less than number statement and write the answer if you know it.

➢ Use a math drawing to check or find the answer.

Supporting Math Talk:

➢ *10 less than 5 tens and 2 ones is 4 tens and 2 ones, which equals 42.*

➢ *10 more than 9 tens and 4 ones is 10 tens and 4 ones, which equals 104.*

1. 10 less than 63 is ____	**2.** 10 more than 97 is ____
3. 10 less than 36 is ____	**4.** 10 more than 29 is ____

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 5: Guided Practice (We Do - Continued)

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

➢ Students take turns being the teacher and repeat the steps to find 10 more/less than any number to 99.

Supporting Math Talk:

➢ *10 more than 3 tens and 9 ones is 4 tens and 9 ones, which equals 49.*

5. 10 more than 98 is _____	**6.** 10 less than 85 is _____
7. 10 less than 27 is _____	**8.** 10 more than 89 is _____
9. 10 more than 76 is _____	**10.** 10 less than 92 is _____

Session 5: Self-Reflection

2nd Grade - Readiness Standard 2 - 1.NBT.5

Learning Target: I will find 10 more or 10 less than any number to 99

Briefly discuss student responses:

> What did I learn today about finding 10 more or 10 less than any number to 99?

> How confident do I feel about finding 10 more or 10 less than any number to 99 on my own?
>
> (Thumbs up, down, or sideways)

Quick Check - Form E

2nd Grade - Readiness Standard 2 - 1.NBT.5

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99.

Directions: Fill in the blank. (Work time: 3 minutes)

1. 10 more than 27 is _____	**2.** 10 more than 54 is _____
3. 10 more than 83 is _____	**4.** 10 less than 66 is _____
5. 10 less than 31 is _____	**6.** 10 less than 96 is _____

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the 10 more/10 less than number statement and write the answer if you know it.

➢ Use a math drawing to check or find the answer.

Supporting Math Talk:

➢ *10 less than 5 tens and 2 ones is 4 tens and 2 ones, which equals 42.*

➢ *10 more than 9 tens and 4 ones is 10 tens and 4 ones, which equals 104.*

1. 10 less than 62 is _____	**2.** 10 more than 14 is _____
3. 10 less than 87 is _____	**4.** 10 more than 95 is _____

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 6: Guided Practice (We Do - Continued)

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

➢   Students take turns being the teacher and repeat the steps to find 10 more/less than any number to 99.

Supporting Math Talk:

➢   *10 more than 3 tens and 9 ones is 4 tens and 9 ones, which equals 49.*

5. 10 more than 72 is _____	6. 10 less than 86 is _____
7. 10 less than 29 is _____	**8.** 10 more than 92 is _____
9. 10 more than 58 is _____	**10.** 10 less than 64 is _____

Learning Target: I will find 10 more or 10 less than any number to 99

Briefly discuss student responses:

➢ What did I learn today about finding 10 more or 10 less than any number to 99?

➢ How confident do I feel about finding 10 more or 10 less than any number to 99 on my own?

(Thumbs up, down, or sideways)

Quick Check - Form F

2nd Grade - Readiness Standard 2 - 1.NBT.5

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99.

Directions: Fill in the blank. (Work time: 3 minutes)

1. 10 more than 36 is _____	**2.** 10 less than 62 is _____
3. 10 less than 77 is _____	**4.** 10 more than 53 is _____
5. 10 more than 93 is _____	**6.** 10 less than 85 is _____

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the 10 more/10 less than number statement and write the answer if you know it.

➢ Use expanded notation and addition to check your answer or to find your answer.

Supporting Math Talk:

➢ *10 more than 9 tens and 4 ones is 10 tens and 4 ones, which equals 104.*

1. 10 more than 64 is _____	**2.** 10 less than 98 is _____
3. 10 more than 37 is _____	**4.** 10 less than 23 is _____

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 7: Guided Practice (We Do - Continued)

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

➢ Students take turns leading to find 10 more or 10 less than each number.

5. 10 more than 97 is ____	**6.** 10 less than 81 is ____
7. 10 less than 26 is ____	**8.** 10 more than 83 is ____
9. 10 more than 75 is ____	**10.** 10 less than 94 is ____

Learning Target: I will find 10 more or 10 less than any number to 99

Briefly discuss student responses:

➢ What did I learn today about finding 10 more or 10 less than any number to 99?

➢ How confident do I feel about finding 10 more or 10 less than any number to 99 on my own?
   (Thumbs up, down, or sideways)

Quick Check - Form G

2nd Grade - Readiness Standard 2 - 1.NBT.5

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99.

Directions: Fill in the blank. (Work time: 3 minutes)

1. 10 less than 49 is _____	**2.** 10 less than 26 is _____
3. 10 more than 81 is _____	**4.** 10 less than 44 is _____
5. 10 more than 97 is _____	**6.** 10 more than 78 is _____

DELTA MATH

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢   Say the 10 more/10 less than number statement and write the answer if you know it.

➢   Use expanded notation and addition to check your answer or to find your answer.

Supporting Math Talk:

➢   *10 more than 9 tens and 4 ones is 10 tens and 4 ones, which equals 104.*

1. 10 more than 61 is _____	**2.** 10 less than 15 is _____
3. 10 more than 86 is _____	**4.** 10 less than 94 is _____

Learning Target: I will find 10 more or 10 less than any number to 99   2nd Grade - Readiness Standard 2 - 1.NBT.5

Session 8: Guided Practice (We Do - Continued)

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

> ➢ Students take turns leading to find 10 more or 10 less than each number.

5. 10 more than 73 is _____	**6.** 10 less than 87 is _____
7. 10 less than 28 is _____	**8.** 10 more than 96 is _____
9. 10 more than 59 is _____	**10.** 10 less than 65 is _____

Session 8: Self-Reflection

Learning Target: I will find 10 more or 10 less than any number to 99

Briefly discuss student responses:

➢ What did I learn today about finding 10 more or 10 less than any number to 99?

➢ How confident do I feel about finding 10 more or 10 less than any number to 99 on my own?
(Thumbs up, down, or sideways)

DELTA MATH RtI PROGRAM

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99.

Directions: Fill in the blank. (Work time: 3 minutes)

1. 10 less than 53 is _____	**2.** 10 more than 27 is _____
3. 10 more than 66 is _____	**4.** 10 less than 79 is _____
5. 10 less than 95 is _____	**6.** 10 more than 94 is _____

Name_____ Date_____

Learning Target: I will find 10 more or 10 less than any number to 99

Title of Game: "Three-in-a-row"

Number of Players: 2 or more

Objective: To be the player with the most cards at the end of the game.

Materials:

➢ 1 set 10 more/10 less than problem cards

➢ 1 Three-in-a-row mat per student

➢ 9 counters per student

Directions:

➢ A student volunteer shows a "problem" card to the students.
➢ The players say the problem in unison (without the answer) and looks for the answer on their gameboard.
➢ If the answer is on their gameboard, the player covers it with a counter.
➢ Repeat until a player covers three-in-a-row and then verify their answers with the used set of problem cards.

Math Talk:

"10 more than 39 is 49"

Three-in-a-Row Mat

2nd Grade - Readiness Standard 2 - 1.NBT.5

Player Directions:

- ➤ Write 9 of the 10 answers to the "Three-in-a Row" cards in the boxes below…1 answer per box.

  - ○ Set A: 29, 35, 49, 53, 55, 73, 79, 87, 99, 107

  - ○ Set B: 11, 31, 42, 58, 62, 64, 78, 84, 89, 109

- ➤ After the student volunteer shows the problem card, say the problem (without the answer) out loud.
- ➤ Find the answer and cover it on your game board below.

  - ○ (Remember, one of the answers is not on your gameboard.)

- ➤ The winner is the first student to cover three-in-a-row and check their answers with the group.

10 more than 39 is ____	10 less than 39 is ____
Set A	Set A
10 more than 45 is ____	10 less than 45 is ____
Set A	Set A
10 more than 63 is ____	10 less than 63 is ____
Set A	Set A
10 more than 89 is ____	10 less than 89 is ____
Set A	Set A
10 more than 97 is ____	10 less than 97 is ____
Set A	Set A

10 more than 21 is ____ Set B	10 less than 21 is ____ Set B
10 more than 52 is ____ Set B	10 less than 52 is ____ Set B
10 more than 68 is ____ Set B	10 less than 68 is ____ Set B
10 more than 74 is ____ Set B	10 less than 74 is ____ Set B
10 more than 99 is ____ Set B	10 less than 99 is ____ Set B

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?