2nd Grade Intervention Lessons

Readiness Standard 3 - 1.NBT.3

Learning Target: I will compare numbers to 99

Readiness for 2.NBT.4: Compare numbers to 1,000

Table of Contents

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

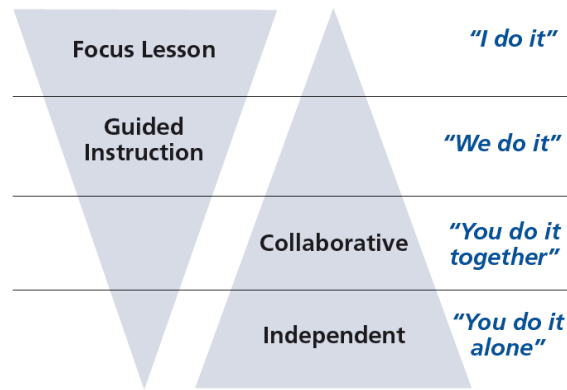|	
Focus Lesson	*"I do it"*
Guided Instruction	*"We do it"*
Collaborative	*"You do it together"*
Independent	*"You do it alone"*

Figure 1

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

Planning Guide: Session 1

2nd Grade - Readiness Standard 3 - 1.NBT.3

Learning Target: I will compare numbers to 99   **Readiness** for comparing numbers to 1,000

Recommended Actions	

Beginning
(15 min.)
	<u>Review</u> the readiness standard with the intervention group using the **Guided Review**
	
	   o Introduce the learning target and why it is important for future learning
	
	   o 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
	
	   o What did I remember about the learning target?
	
	   o What did I learn today about the learning target?
	
	   o 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

Name_____ Date_____

Learning Target: I will compare numbers to 99.

1.

Which sign compares the two numbers?

$$82 \underline{\quad} 76$$

○ >   ○ <   ○ =

2.

Which sign compares the two numbers?

$$67 \underline{\quad} 89$$

○ >   ○ <   ○ =

3.

Which sign compares the two numbers?

$$24 \underline{\quad} 42$$

○ >   ○ <   ○ =

2nd Grade Winter Guided Review

Readiness Standard 3 - 1.NBT.3

Name_____ Date_____

Learning Target: I will compare numbers to 99.

1.

Which sign compares the two numbers?

$$68 \ \underline{\quad} \ 73$$

○ >   ○ <   ○ =

2.

Which sign compares the two numbers?

$$41 \ \underline{\quad} \ 37$$

○ >   ○ <   ○ =

3.

Which sign compares the two numbers?

$$26 \ \underline{\quad} \ 62$$

○ >   ○ <   ○ =

2nd Grade Spring Guided Review

Readiness Standard 3 - 1.NBT.3

Name_____ Date_____

Learning Target: I will compare numbers to 99.

1.

Which sign compares the two numbers?

$$72 \underline{\hspace{1cm}} 69$$

○ >   ○ <   ○ =

2.

Which sign compares the two numbers?

$$49 \underline{\hspace{1cm}} 51$$

○ >   ○ <   ○ =

3.

Which sign compares the two numbers?

$$85 \underline{\hspace{1cm}} 58$$

○ >   ○ <   ○ =

Session 1: Self-Reflection

2nd Grade - Readiness Standard 3 - 1.NBT.3

Learning Target: I will compare numbers to 99

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

2nd Grade - Readiness Standard 3 - 1.NBT.3

Name_____ Date_____

Learning Target: I will compare numbers to 99.

Directions: Fill in the blank. (>, <, =)
(Work time: 3 minutes)

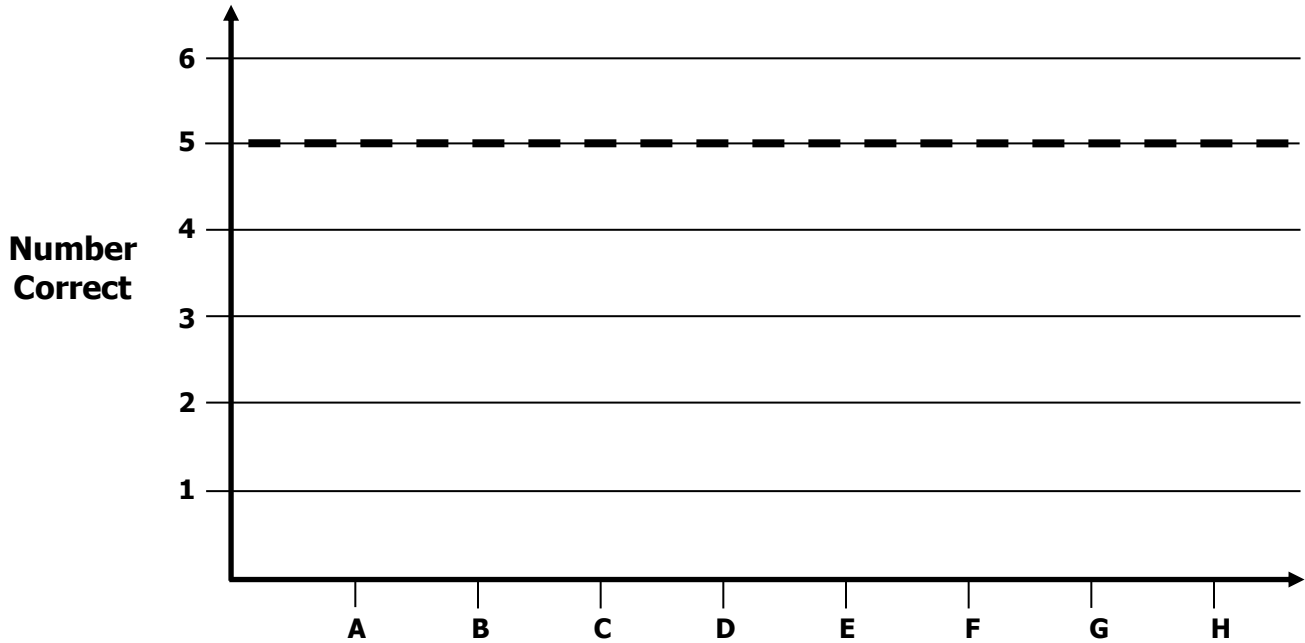|	
1. 17 _____ 41	**2.** 75 _____ 59
3. 35 _____ 53	**4.** 19 _____ 31
5. 32 _____ 27	**6.** 80 _____ 79

Growth Chart

2nd Grade - Readiness Standard 3 - 1.NBT.3

Name_____ Date_____

Learning Target: I will compare numbers to 99.

Goal: 5 out of 6 correct

Number Correct (y-axis: 1, 2, 3, 4, 5, 6)

Quick Check Form (x-axis: A, B, C, D, E, F, G, H)

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

Learning Target: I will compare numbers to 99   **Readiness** for comparing numbers to 1,000

	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 scored below the learning goal on the previous Quick Check. ➢ Model solving a word problem – "I do" ➢ Guided Practice – "We do" **Session 2:** Compare numbers to 99 using base-ten blocks **Session 3:** Compare numbers to 99 using drawings **Session 4:** Compare numbers to 99 using place-value understanding and expanded notation	**Group 2:** *(Students who met the learning goal)* ➢ Independent practice – "You do alone" **Activity 1:** *"Whose number is greater?"* *(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
	  o What did I learn today about comparing numbers?
	  o How confident do you feel about comparing numbers 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**
	  o 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
	  o Promote students who met the learning goal to group 2
	  o 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 compare numbers to 99   **Readiness** for comparing numbers to 1,000

The Lions and the Bears played a football game. The Lions scored 35 points and the Bears scored 42 points. Who scored the most points to win the football game?

Session 2: Modeling (I Do - Teacher Notes)

2nd Grade - Readiness Standard 3 - 1.NBT.3

Learning Target: I will compare numbers to 99   **Readiness** for comparing numbers to 1,000

> The Lions and the Bears played a football game. The Lions scored 35 points and the Bears scored 42 points. Who scored the most points to win the football game?

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 the score of a football game.

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

I need to find which team scored the most points.

Third, I need to determine what I know.

I know that the Lions scored 35 points and the Bears scored 42 points.

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

I am going to try using base-ten blocks and place-value cards to model each score and compare them.

I will begin by representing each score, 35 and 42, using place-value cards
(Set the 30 and 5 cards next to the 40 and 2 cards)

Next, I will place 3 tens and 5 ones to represent 35 and 4 tens and 2 ones to represent 42.
(Build each number with base-ten blocks)

Since 42 has more tens than 35, 42 is the greater number and the Bears won.

We can show this comparison with the symbol that opens to the greater number.
(Set the less than sign "<" between the two numbers.)

We can say that the number 35 is less than 42. We can also say that the number 42 is greater than 35.

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

I found that Bears won the game. It makes sense because I knew how many points each team scored and I modeled the problem with base-ten blocks to compare both numbers.

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				

Learning Target: I will compare numbers to 99

2nd Grade - Readiness Standard 3 - 1.NBT.3

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 comparison statement and write the answer if you know it.

➢ Use base-ten blocks and place-value cards to compare the two numbers or check your work.

1. 49 ____ 72	**2.** 63 ____ 36
3. 82 ____ 49	**4.** 68 ____ 70

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

➢ Students take turns leading and repeat the steps to compare numbers to 99.

5. 48 ____ 84	**6.** 57 ____ 62
7. 54 ____ 59	**8.** 81 ____ 90
9. 29 ____ 41	**10.** 80 ____ 79

Session 2: Self-Reflection

2nd Grade - Readiness Standard 3 - 1.NBT.3

Learning Target: I will compare numbers to 99

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)

Name_____ Date_____

Learning Target: I will compare numbers to 99.

Directions: Fill in the blank. (>, <, =)
(Work time: 3 minutes)

1. 26 _____ 51	**2.** 48 _____ 39
3. 81 _____ 67	**4.** 37 _____ 73
5. 53 _____ 38	**6.** 70 _____ 49

Learning Target: I will compare numbers to 99

Readiness for comparing numbers to 1,000

Aiden and Liam are having a contest to see who can do the most sit-ups in one minute. Aiden did 29 sit-ups in one minute and Liam did 36 sit-ups in one minute. Who won the contest.

Learning Target: I will compare numbers to 99   **Readiness** for comparing numbers to 1,000

Aiden and Liam are having a contest to see who can do the most sit-ups in one minute. Aiden did 29 sit-ups in one minute and Liam did 36 sit-ups in one minute. Who won the contest?

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 Aiden and Liam having a sit-up contest.

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

I need to find who did the most sit-ups in one minute and won the contest.

Third, I need to determine what I know.

I know Aiden did 29 sit-ups in one minute and Liam did 36 sit-ups in one minute.


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

This time, I am going to try making base-ten drawings to compare the numbers 29 and 36.

I will begin by writing what we know…Aiden did 29 sit-ups and Liam did 36 sit-ups. (Write *Aiden - 29 and Liam - 36)*

Next, I will draw 2 tens and 9 ones and write the expanded form of the number to represent Aiden's sit-ups.

I will also draw 3 tens and 6 ones and write the expanded form of the number to represent Liam's sit-ups.

(Draw each number and write them in expanded form*)*

Aiden - 29   *Liam - 36*

20 + 9   *30 + 6*
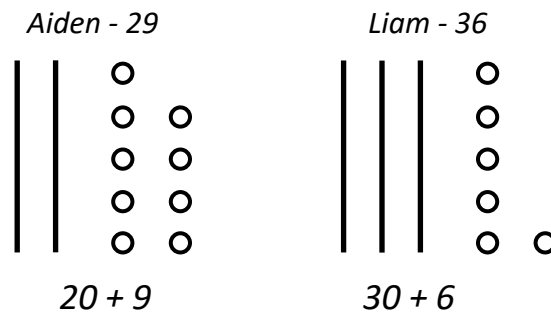
Since the number 36 has more tens than 29, 36 is a greater number and Liam did more sit-ups to win the contest.

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

I found that Liam won the contest. It makes sense because I knew the number of sit-ups that each student did and I used a math drawing to compare both numbers and see that Liam's number had more tens than Aiden's.

DELTA MATH

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the comparison statement and write the answer if you know it.

➢ Use base-ten drawings and expanded notation to compare the two numbers or check your work.

1. 39 ____ 62	2. 57 ____ 75
3. 28 ____ 61	4. 43 ____ 35

Learning Target: I will compare numbers to 99   2nd Grade - Readiness Standard 3 - 1.NBT.3

Session 3: Guided Practice (We Do - Continued)

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

➢ Students take turns leading to compare numbers to 99.

3. 89 ____ 91	**4.** 70 ____ 68
5. 48 ____ 84	**6.** 57 ____ 52
7. 95 ____ 59	**8.** 81 ____ 90

Learning Target: I will compare numbers to 99

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)

Name_____ Date_____

Learning Target: I will compare numbers to 99.

Directions: Fill in the blank. (>, <, =)
(Work time: 3 minutes)

1. 42 _____ 16	**2.** 27 _____ 43
3. 58 _____ 60	**4.** 82 _____ 55
5. 80 _____ 58	**6.** 35 _____ 53

Learning Target: I will compare numbers to 99   **Readiness** for comparing numbers to 1,000

Olivia and Isabella collected pop (or soda) cans for a school fundraiser. Olivia collected 71 cans and Isabella collected 68 cans. Which student collected more pop (or soda) cans for the school fundraiser?

Learning Target: I will compare numbers to 99   **Readiness** for comparing numbers to 1,000

Olivia and Isabella collected pop (or soda) cans for a school fundraiser. Olivia collected 71 cans and Isabella collected 68 cans. Which student collected more pop (or soda) cans for the school fundraiser?

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

This problem is about collecting pop (or soda) cans for a school fundraiser.

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

I need to find which student collected more pop/soda cans.

Third, I need to determine what I know.

I know that Olivia collected 71 pop/soda cans and Isabella collected 68 pop/soda cans.

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

This time, I am going to try thinking about the place values of each number to compare them.

I will begin by writing the number of pop/soda cans that Olivia and Isabella collected in standard form and then expanded form.

Olivia	*Isabella*
71	*68*
70 + 1	*60 + 8*

Since the number 71 has more tens than 68, 71 is greater than 68 and Olivia collected more pop/soda cans.

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

I found that Olivia collected more pop/soda cans. It makes sense because I knew how many cans each person collected and I modeled the problem with numbers to compare them.

Learning Target: I will compare numbers to 99   2nd Grade - Readiness Standard 3 - 1.NBT.3

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the comparison statement and write the answer if you know it.

➢ Use expanded notation to compare the two numbers or check your work.

1. 43 ____ 62	2. 81 ____ 19
3. 73 ____ 29	4. 25 ____ 52

Learning Target: I will compare numbers to 99   2nd Grade - Readiness Standard 3 - 1.NBT.3

Session 4: Guided Practice (We Do - Continued)

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

> ➤ Students take turns leading to compare numbers to 99.

5. 39 ____ 41	**6.** 70 ____ 58
7. 26 ____ 62	**8.** 50 ____ 61
9. 93 ____ 29	**10.** 81 ____ 90

Learning Target: I will compare numbers to 99

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

2nd Grade - Readiness Standard 3 - 1.NBT.3

Name_____ Date_____

Learning Target: I will compare numbers to 99.

Directions: Fill in the blank. (>, <, =)
(Work time: 3 minutes)

1. 26 ____ 42	**2.** 73 ____ 18
3. 37 ____ 40	**4.** 71 ____ 17
5. 60 ____ 49	**6.** 92 ____ 87

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the comparison statement and write the answer if you know it.

➢ Use base-ten drawings and expanded notation to compare the two numbers or check your work.

1. 48 ____ 73 	**2.** 62 ____ 26
3. 29 ____ 52 	**4.** 63 ____ 37

Learning Target: I will compare numbers to 99   2nd Grade - Readiness Standard 3 - 1.NBT.3

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

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

➢ Students take turns leading to compare numbers to 99.

3. 79 _____ 81	**4.** 60 _____ 81
5. 39 _____ 93	**6.** 86 _____ 82
7. 84 _____ 48	**8.** 62 _____ 70

Learning Target: I will compare numbers to 99

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)

Name_____ Date_____

Learning Target: I will compare numbers to 99.

Directions: Fill in the blank. (>, <, =)
(Work time: 3 minutes)

1. 17 _____ 41	**2.** 75 _____ 59
3. 35 _____ 53	**4.** 19 _____ 31
5. 32 _____ 27	**6.** 80 _____ 79

Learning Target: I will compare numbers to 99

2nd Grade - Readiness Standard 3 - 1.NBT.3

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the comparison statement and write the answer if you know it.

➢ Use base-ten drawings and expanded notation to compare the two numbers or check your work.

1. 38 ____ 63	**2.** 47 ____ 74
3. 29 ____ 71	**4.** 25 ____ 34

Learning Target: I will compare numbers to 99   2nd Grade - Readiness Standard 3 - 1.NBT.3

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

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

  ➢ Students take turns leading to compare numbers to 99.

3. 89 ____ 71	**4.** 40 ____ 28
5. 49 ____ 94	**6.** 67 ____ 62
7. 72 ____ 38	**8.** 82 ____ 91

Learning Target: I will compare numbers to 99

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)

Name_____ Date_____

Learning Target: I will compare numbers to 99.

Directions: Fill in the blank. (>, <, =)
(Work time: 3 minutes)

1. 26 _____ 51	**2.** 48 _____ 39
3. 81 _____ 67	**4.** 37 _____ 73
5. 53 _____ 38	**6.** 70 _____ 49

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➤ Say the comparison statement and write the answer if you know it.

➤ Use expanded notation to compare the two numbers or check your work.

1. 43 ____ 61	**2.** 71 ____ 19
3. 73 ____ 49	**4.** 27 ____ 72

Learning Target: I will compare numbers to 99   2nd Grade - Readiness Standard 3 - 1.NBT.3

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

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

➢   Students take turns leading to compare numbers to 99.

5. 29 ____ 31	**6.** 60 ____ 48
7. 37 ____ 73	**8.** 40 ____ 51
9. 93 ____ 49	**10.** 71 ____ 90

Learning Target: I will compare numbers to 99

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

2nd Grade - Readiness Standard 3 - 1.NBT.3

Name_____ Date_____

Learning Target: I will compare numbers to 99.

Directions: Fill in the blank. (>, <, =)
(Work time: 3 minutes)

1. 42 _____ 16	**2.** 27 _____ 43
3. 58 _____ 60	**4.** 82 _____ 55
5. 80 _____ 58	**6.** 35 _____ 53

Learning Target: I will compare numbers to 99   2nd Grade - Readiness Standard 3 - 1.NBT.3

Session 8: **Guided Practice** (We Do)

We Do Together: (Teacher Actions)

➢ Say the comparison statement and write the answer if you know it.

➢ Use expanded notation to compare the two numbers or check your work.

1. 53 _____ 62	**2.** 61 _____ 19
3. 72 _____ 29	**4.** 27 _____ 72

Learning Target: I will compare numbers to 99   2nd Grade - Readiness Standard 3 - 1.NBT.3

Session 8: Guided Practice (We Do - Continued)

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

  ➢   Students take turns leading to compare numbers to 99.

5. 39 ____ 51	**6.** 70 ____ 48
7. 49 ____ 94	**8.** 52 ____ 61
9. 83 ____ 47	**10.** 79 ____ 90

Learning Target: I will compare numbers to 99

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

2nd Grade - Readiness Standard 3 - 1.NBT.3

Name_____ Date_____

Learning Target: I will compare numbers to 99.

Directions: Fill in the blank. (>, <, =)
(Work time: 3 minutes)

1. 26 _____ 42	**2.** 73 _____ 18
3. 37 _____ 40	**4.** 71 _____ 17
5. 60 _____ 49	**6.** 92 _____ 87

Learning Target: I will compare numbers to 99

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:

- ➢ 2-Digit Number Cards (Player 1 - set A and Player 2 - Set B)
- ➢ 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
    - o If the coin lands **heads up**, the winner is the player with the **greater** number of cards
    - o If the coin lands **tails up**, the winner is the player with the **lesser** number of cards

Names _____ Date _____

Learning Target: I will compare numbers to 99

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 _____ _____ Player 1 Player 2	**Round 2** _____ _____ Player 1 Player 2
Round 3 _____ _____ Player 1 Player 2	**Round 4** _____ _____ Player 1 Player 2
Round 5 _____ _____ Player 1 Player 2	**Round 6** _____ _____ Player 1 Player 2
Round 7 _____ _____ Player 1 Player 2	**Round 8** _____ _____ Player 1 Player 2
Round 9 _____ _____ Player 1 Player 2	**Round 10** _____ _____ Player 1 Player 2

17 *Set A*	29 *Set A*	38 *Set A*	46 *Set A*
37 *Set A*	83 *Set A*	71 *Set A*	64 *Set A*
95 *Set A*	92 *Set A*	< Less Than *Set A*	> Greater Than *Set A*

<u>1</u>8 Set B	27 Set B	36 Set B	49 Set B
39 Set B	<u>8</u>1 Set B	72 Set B	63 Set B
94 Set B	93 Set B	< Less Than Set B	> Greater Than Set B

Questions 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?**

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?