DELTA MATH
RtI PROGRAM

3rd Grade
Tier 2 Intervention Lessons

Readiness Standard 3 - 2.NBT.4

Learning Target: I will compare numbers to 1,000

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

Table of Contents

IES Recommendations for Tier 2 and 3 intervention lessons:

Recommendation	Level
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)

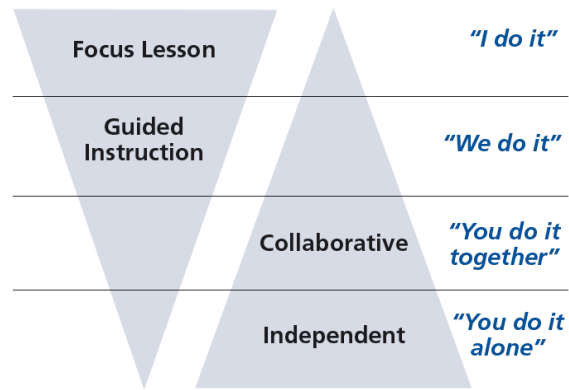# Gradual release of responsibility model

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

3rd Grade - Readiness Standard 3 - 2.NBT.4

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

Recommended Actions	

Beginning
(15 min.)
	Review 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 reflect 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.)*	➢ Assess each student's progress using **Quick Check – Form A** ➢ Guide students to self-correct their **Quick Check – Form A** ➢ Guide students to chart their progress 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 did not meet the learning goal
	
	  o Group 2 – Include students who met or exceeded the learning goal

3rd Grade Fall Guided Review

Readiness Standard 3 - 2.NBT.4

Name_____ Date_____

Learning Target: I will compare numbers to 1,000.

1.

Which sign compares the two numbers?

$$476 \underline{\quad} 483$$

○   <   ○   >   ○   =

2.

Which sign compares the two numbers?

$$683 \underline{\quad} 679$$

○   <   ○   >   ○   =

3.

Which sign compares the two numbers?

$$502 \underline{\quad} 298$$

○   <   ○   >   ○   =

3rd Grade Winter Guided Review

Readiness Standard 3 - 2.NBT.4

Name_____ Date_____

Learning Target: I will compare numbers to 1,000.

1.

Which sign compares the two numbers?

$$574 \underline{\hspace{1cm}} 568$$

◯ <   ◯ >   ◯ =

2.

Which sign compares the two numbers?

$$836 \underline{\hspace{1cm}} 843$$

◯ <   ◯ >   ◯ =

3.

Which sign compares the two numbers?

$$397 \underline{\hspace{1cm}} 401$$

◯ <   ◯ >   ◯ =

3rd Grade Spring Guided Review

Readiness Standard 3 - 2.NBT.4

Name_____ Date_____

Learning Target: I will compare numbers to 1,000.

1.

Which sign compares the two numbers?

$$386 \underline{\quad} 391$$

○ <   ○ >   ○ =

2.

Which sign compares the two numbers?

$$752 \underline{\quad} 748$$

○ <   ○ >   ○ =

3.

Which sign compares the two numbers?

$$603 \underline{\quad} 599$$

○ <   ○ >   ○ =

Learning Target: I will compare numbers to 1,000

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

3rd Grade - Readiness Standard 3 - 2.NBT.4

Name_____ Date_____

Learning Target: I will compare numbers to 1,000.

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

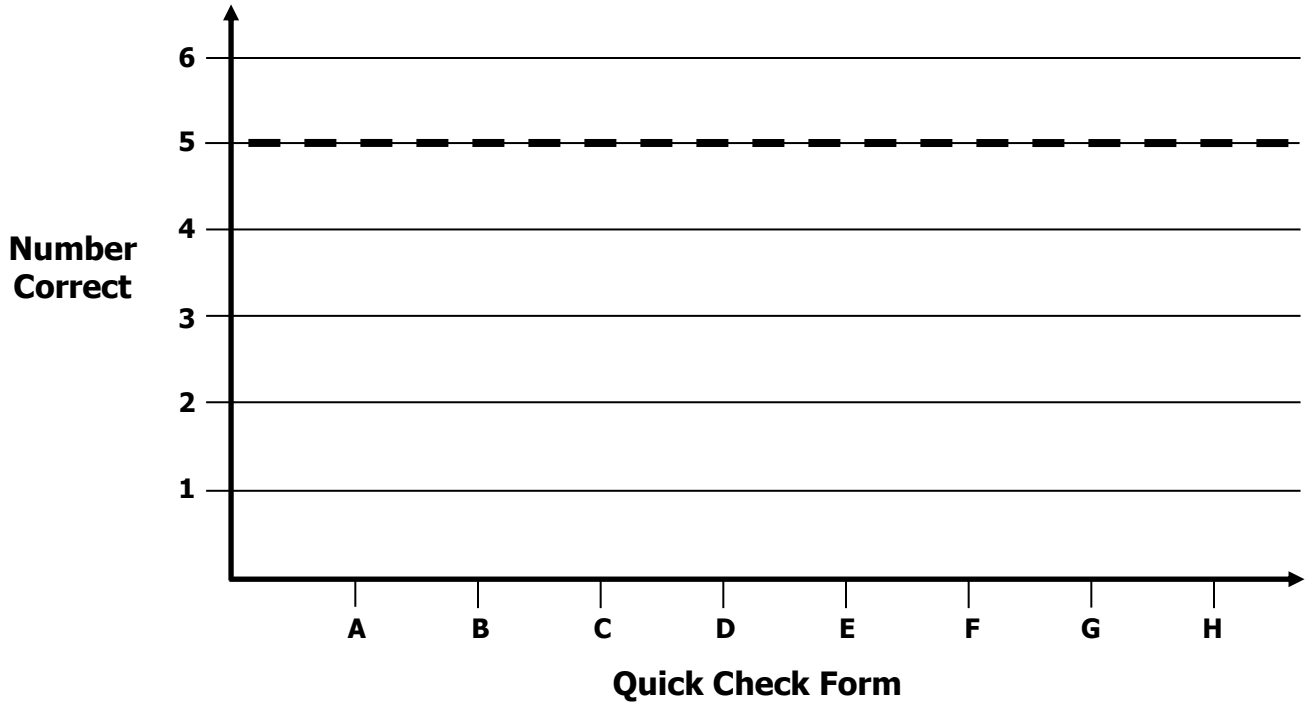|	
1. 217 ____ 241	**2.** 875 ____ 859
3. 635 ____ 653	**4.** 919 ____ 392
5. 372 ____ 257	**6.** 803 ____ 830

Growth Chart

3rd Grade - Readiness Standard 3 - 2.NBT.4

Name_____ Date_____

Learning Target: I will compare 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

3rd Grade - Readiness Standard 3 - 2.NBT.4

Learning Target: I will compare numbers to 1,000   **Readiness** for adding and subtracting 3-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 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 1,000 using base-ten blocks **Session 3:** Compare numbers to 1,000 using base-ten drawings **Session 4:** Compare numbers to 1,000 using base-ten understanding	**Group 2:** *(Students who met the learning goal)* ➢ Independent practice – "You do alone" **Activity 1:** *"Whose number is greater?"* *(Look for additional activities in 2nd grade core instruction resources.)*

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 comparing numbers?
	   ○ 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**
	   ○ 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 compare numbers to 1,000   **Readiness** for adding and subtracting 3-digit numbers

Alpha Elementary School had a walk-a-thon fund raiser. The 3rd grade students raised $235 and the 4th grade students raised $197. Which grade-level raised the most amount of money?

Session 2: Modeling (I Do - Teacher Notes)

3rd Grade - Readiness Standard 3 - 2.NBT.4

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

Alpha Elementary School had a walk-a-thon fund raiser. The 3rd grade students raised $235 and the 4th grade students raised $197. Which grade-level raised the most amount of money?

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 a school fund raiser.

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

I need to find which grade-level raised the most money.

Third, I need to determine what I know.

I know that the 3rd grade students raised $235 and the 4th grade students raised $197.

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 dollar amount and compare them.

I will begin by representing each dollar amount using place-value cards… 235 and 197. (Build 235 and 197 with place-value cards)

Next, I will represent each number with base-ten blocks…235 can be built with 2 hundreds, 3 tens and 5 ones. And, 197 can be built with 1 hundred, 9 tens and 7 ones. (Build each number with base-ten blocks)

Since 235 has more hundreds than 197, then 235 is the greater number.

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

We can say that the number 235 is greater than 197. Wan can also say that the number 197 is less than 235.

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

I found that the 3rd grade students raised more than the 4th grade students. It makes sense because I knew how much money each team raised and I modeled the problem with base-ten blocks to compare both numbers.

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				

2 0 0	3 0 0
4 0 0	5 0 0
6 0 0	7 0 0
8 0 0	9 0 0

Learning Target: I will compare numbers to 1,000

3rd Grade - Readiness Standard 3 - 2.NBT.4

Session 2: Guided Practice (We Do)

Materials:

- ➢ Base-Ten Blocks (10 hundreds, 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. 317 __ 341	**2.** 475 __ 459
3. 235 __ 253	**4.** 319 __ 392

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

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

5. 572 __ 257	**6.** 403 __ 430
7. 428 __ 289	**8.** 249 __ 294
9. 316 __ 361	**10.** 516 __ 497

Learning Target: I will compare numbers to 1,000

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 1,000.

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

1. 328 _____ 295	**2.** 749 _____ 794
3. 516 _____ 532	**4.** 916 _____ 897
5. 705 _____ 750	**6.** 372 _____ 427

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

Emily and Jacob had a contest to see who could jump rope the most times in 10 minutes. Emily jumped 407 times and Jacob jumped 470 times. Who won the contest?

Session 3: Modeling (I Do - Teacher Notes)

3rd Grade - Readiness Standard 3 - 2.NBT.4

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

> Emily and Jacob had a contest to see who could jump rope the most times in 10 minutes. Emily jumped 407 times and Jacob jumped 470 times. 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 Emily and Jacob having a jump rope contest.

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

I need to find who jumped rope the most times in 10 minutes and won the contest.

Third, I need to determine what I know.

I know Emily jumped rope 407 times and Jacob jumped rope 470 times in ten minutes.

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 407 and 470.

I will begin by writing what we know…Emily jump roped 407 times and Jacob jump roped 470 times. (Write *Emily - 407 and Jacob - 470)*

Next, I will draw 4 hundreds, zero tens and 7 ones and write the expanded form of the number to represent Emily's total. I will also draw 4 hundreds, 7 tens and zero ones and write the expanded form of the number to represent Jacob's total. (Draw each number and write them in expanded form*)*

Since the numbers 470 and 407 have the same number of hundreds, I need to compare the tens…407 has zero tens and 470 has 7 tens…so 407 is less than 470, or I can say that 470 is greater than 407.

Jacob did more jump ropes in 10 minutes to win the contest.

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

I found that Jacob won the contest. It makes sense because I knew the number of times each student jump roped in ten minutes and I used a math drawing to compare both numbers to see that Jacob jumped more than Emily.

Learning Target: I will compare numbers to 1,000   3rd Grade - Readiness Standard 3 - 2.NBT.4

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.

$$317 \; \underline{\hspace{1cm}} \; 341$$

2.

$$475 \; \underline{\hspace{1cm}} \; 459$$

3.

$$235 \; \underline{\hspace{1cm}} \; 253$$

Learning Target: I will compare numbers to 1,000   3rd Grade - Readiness Standard 3 - 2.NBT.4

Session 3: Guided Practice (We Do - Continued)

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

> Students take turns leading and repeat the steps to compare numbers to 1,000.

4.   372 ___ 257
5.   403 ___ 430
6.   428 ___ 289

Learning Target: I will compare numbers to 1,000   3rd Grade - Readiness Standard 3 - 2.NBT.4

Session 3: Guided Practice *(We Do – Teacher Notes)*

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.

$$317 \ \underline{<} \ 341$$

300   + 10 + 7   300   + 40 + 1

2.

$$475 \ \underline{>} \ 459$$

400   + 70   + 5   400   + 50   + 9

3.
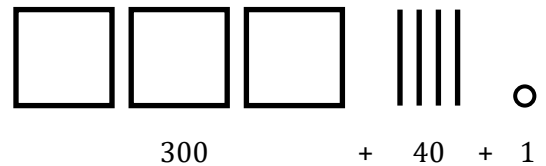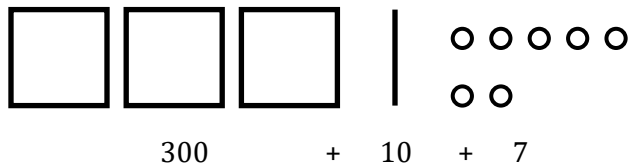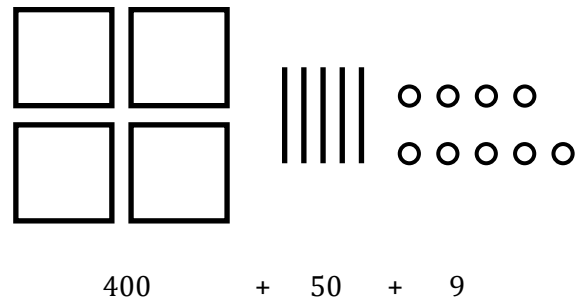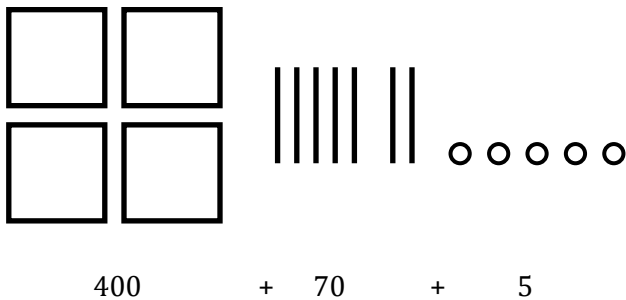
$$235 \ \underline{<} \ 253$$

200   + 30 + 5   200   + 50 + 3
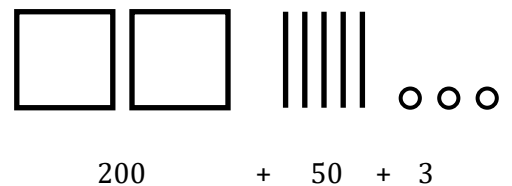
Session 3: Self-Reflection

3rd Grade - Readiness Standard 3 - 2.NBT.4

Learning Target: I will compare numbers to 1,000

Briefly discuss student responses

➢ What did I learn today about comparing numbers?

➢ How confident do I feel about comparing numbers on my own?

   (Thumbs up, down, or sideways)

Quick Check - Form C

3rd Grade - Readiness Standard 3 - 2.NBT.4

Name_____ Date_____

Learning Target: I will compare numbers to 1,000.

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

1. 625 ____ 652	**2.** 971 ____ 928
3. 408 ____ 399	**4.** 803 ____ 830
5. 287 ____ 378	**6.** 781 ____ 729

DELTA MATH
RtI PROGRAM

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

Caden and Madison each recorded the number of push-ups they did during a 5 day physical education activity. Caden recorded 104 push-ups and Madison recorded 140 push-ups. Which student did the most push-ups during the 5 day activity?

3rd Grade - Readiness Standard 3 - 2.NBT.4

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

Caden and Madison each recorded the number of push-ups they did during a 5 day physical education activity. Caden recorded 104 push-ups and Madison recorded 140 push-ups. Which student did the most push-ups during the 5 day activity?

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

This problem is about Caden and Madison doing push-ups during a physical education activity.

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

I need to find which student did more push-ups during the 5 day activity.

Third, I need to determine what I know.

I know that Caden recorded 104 push-ups and Madison recorded 140 push-ups.

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 push-ups that Caden and Madison did in standard form and expanded form.

Caden	*Madison*
104	*140*
100 + 4	*100 + 40*

Since both numbers have an equal value of hundreds, I need to look at the total value of tens. 104 does not have any tens and 140 has 4 tens. Therefore, 104 is less than 140, or I can say that 140 is greater than 104.

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

I found that Madison did more push-ups than Caden. It makes sense because I knew how many push-ups each person did and I modeled the problem with expanded notation to compare them.

Name _____ Date _____

Learning Target: I will compare numbers to 1,000   3rd Grade - Readiness Standard 3 - 2.NBT.4

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.

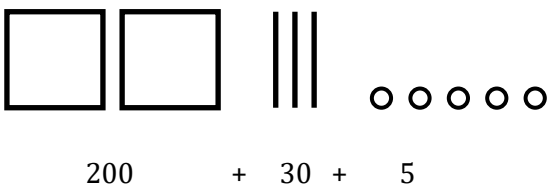|	
1. 743 __ 762	**2.** 281 __ 319
3. 473 __ 429	**4.** 527 __ 702

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Learning Target: I will compare numbers to 1,000   3rd Grade - Readiness Standard 3 - 2.NBT.4

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. 736 __ 673	**6.** 971 __ 928
7. 608 __ 599	**8.** 352 __ 381
9. 705 __ 576	**10.** 801 __ 799

Session 4: Self-Reflection
3rd Grade - Readiness Standard 3 - 2.NBT.4

Learning Target: I will compare numbers to 1,000

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

3rd Grade - Readiness Standard 3 - 2.NBT.4

Name_____ Date_____

Learning Target: I will compare numbers to 1,000.

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

1. 461 ____ 397	**2.** 736 ____ 762
3. 572 ____ 527	**4.** 216 ____ 198
5. 948 ____ 984	**6.** 495 ____ 594

Learning Target: I will compare numbers to 1,000   3rd Grade - Readiness Standard 3 - 2.NBT.4

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.   419 __ 431
2.   385 __ 368
3.   247 __ 274

Learning Target: I will compare numbers to 1,000   3rd Grade - Readiness Standard 3 - 2.NBT.4

Session 5: Guided Practice (We Do - Continued)

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

➢ Students take turns leading and repeat the steps to compare numbers to 1,000.

4.   187 ___ 213
5.   305 ___ 320
6.   215 ___ 167

Learning Target: I will compare numbers to 1,000

Briefly discuss student responses

➢ What did I learn today about comparing numbers?

➢ How confident do I feel about comparing numbers on my own?

(Thumbs up, down, or sideways)

Quick Check - Form E

3rd Grade - Readiness Standard 3 - 2.NBT.4

Name_____ Date_____

Learning Target: I will compare numbers to 1,000.

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

1. 217 ____ 241	**2.** 875 ____ 859
3. 635 ____ 653	**4.** 919 ____ 392
5. 372 ____ 257	**6.** 803 ____ 830

Learning Target: I will compare numbers to 1,000   3rd Grade - Readiness Standard 3 - 2.NBT.4

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.

$$315 \underline{\quad} 351$$

2.

$$263 \underline{\quad} 248$$

3.

$$136 \underline{\quad} 163$$

Session 6: Guided Practice (We Do - Continued)

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

➢ Students take turns leading and repeat the steps to compare numbers to 1,000.

4. 281 ___ 278
5. 308 ___ 380
6. 219 ___ 231

Learning Target: I will compare numbers to 1,000

Briefly discuss student responses

> ➢ What did I learn today about comparing numbers?

> ➢ How confident do I feel about comparing numbers on my own?

> *(Thumbs up, down, or sideways)*

Quick Check - Form F

3rd Grade - Readiness Standard 3 - 2.NBT.4

Name_____ Date_____

Learning Target: I will compare numbers to 1,000.

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

1. 328 ____ 295	**2.** 749 ____ 794
3. 516 ____ 532	**4.** 916 ____ 897
5. 705 ____ 750	**6.** 372 ____ 427

Learning Target: I will compare numbers to 1,000   3rd Grade - Readiness Standard 3 - 2.NBT.4

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. 728 __ 743	**2.** 392 __ 401
3. 582 __ 539	**4.** 415 __ 601

Learning Target: I will compare numbers to 1,000   3rd Grade - Readiness Standard 3 - 2.NBT.4

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. 536 __ 483	**6.** 861 __ 829
7. 709 __ 699	**8.** 463 __ 482
9. 604 __ 597	**10.** 401 __ 398

Learning Target: I will compare numbers to 1,000

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 1,000.

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

1. 625 _____ 652	**2.** 971 _____ 928
3. 408 _____ 399	**4.** 803 _____ 830
5. 287 _____ 378	**6.** 781 _____ 729

Learning Target: I will compare numbers to 1,000   3rd Grade - Readiness Standard 3 - 2.NBT.4

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. 543 __ 562	**2.** 381 __ 419
3. 673 __ 629	**4.** 237 __ 402

Learning Target: I will compare numbers to 1,000   3rd Grade - Readiness Standard 3 - 2.NBT.4

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. 635 __ 536	6. 817 __ 832
7. 408 __ 399	8. 253 __ 281
9. 507 __ 470	10. 701 __ 699

Session 8: Self-Reflection

3rd Grade - Readiness Standard 3 - 2.NBT.4

Learning Target: I will compare numbers to 1,000

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)*

3rd Grade - Readiness Standard 3 - 2.NBT.4

Name_____ Date_____

Learning Target: I will compare numbers to 1,000.

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

1. 461 ____ 397	**2.** 736 ____ 762
3. 572 ____ 527	**4.** 216 ____ 198
5. 948 ____ 984	**6.** 495 ____ 594

Learning Target: I will compare numbers to 1,000

Title of Game: Play "Whose number is Greater?"

Number of Players: 2

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

Materials:

  ➢ 1 set of number-cards per player *(Player A – 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

DELTA MATH RtI PROGRAM

Learning Target: I will compare numbers to 1,000

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

257 Set A	275 Set A	339 Set A	393 Set A
457 Set A	475 Set A	649 Set A	694 Set A
549 Set A	594 Set A	< Less Than Set A	> Greater Than Set A

DELTA MATH
RtI PROGRAM

239 _Set B_	293 _Set B_	357 _Set B_	375 _Set B_
486 _Set B_	468 _Set B_	586 _Set B_	568 _Set B_
686 _Set B_	668 _Set B_	< Less Than _Set B_	> Greater Than _Set B_

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?