2nd Grade
Tier 2 Intervention Lessons

Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10

Readiness for 2.OA.2a: Add numbers to 20

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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)

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Gradual release of responsibility model

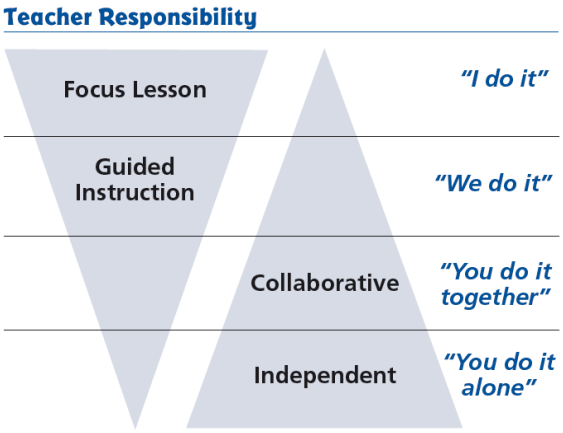

Figure 1

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

Planning Guide: Session 1

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10

Readiness for adding numbers to 20

Recommended Actions	
Beginning *(15 min.)*	Review 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 reflect 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.)*	➢ 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

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2nd Grade Fall Guided Review

Readiness Standard 4 - 1.OA.6a

Name_____ Date_____

Learning Target: I will add numbers to 10.

6 + 3 = ____	4 + 4 = ____
5 + 2 = ____	8 + 2 = ____
4 + 2 = ____	5 + 3 = ____
1 + 7 = ____	7 + 3 = ____
4 + 6 = ____	3 + 4 = ____
3 + 3 = ____	3 + 6 = ____

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2nd Grade Winter Guided Review

Readiness Standard 4 - 1.OA.6a

Name_____ Date_____

Learning Target: I will add numbers to 10.

6 + 3 = ____	4 + 4 = ____
5 + 2 = ____	8 + 2 = ____
4 + 2 = ____	5 + 3 = ____
1 + 7 = ____	7 + 3 = ____
4 + 6 = ____	3 + 4 = ____
3 + 3 = ____	3 + 6 = ____

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2nd Grade Spring Guided Review

Readiness Standard 4 - 1.OA.6a

Name_____ Date_____

Learning Target: I will add numbers to 10.

6 + 3 = ____	4 + 4 = ____
5 + 2 = ____	8 + 2 = ____
4 + 2 = ____	5 + 3 = ____
1 + 7 = ____	7 + 3 = ____
4 + 6 = ____	3 + 4 = ____
3 + 3 = ____	3 + 6 = ____

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Session 1: Self-Reflection

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I remember today about adding numbers to 10?
- What did I learn today about adding numbers to 10?
- How confident do I feel about adding numbers to 10 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form A

2nd Grade - Readiness Standard 4 - 1.OA.6a

Name_____ Date_____

Learning Target: I will add numbers to 10.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

6 + 3 = ____	4 + 4 = ____
5 + 2 = ____	8 + 2 = ____
4 + 2 = ____	5 + 3 = ____
1 + 7 = ____	7 + 3 = ____
4 + 6 = ____	3 + 4 = ____
3 + 3 = ____	3 + 6 = ____

Number Correct = _____

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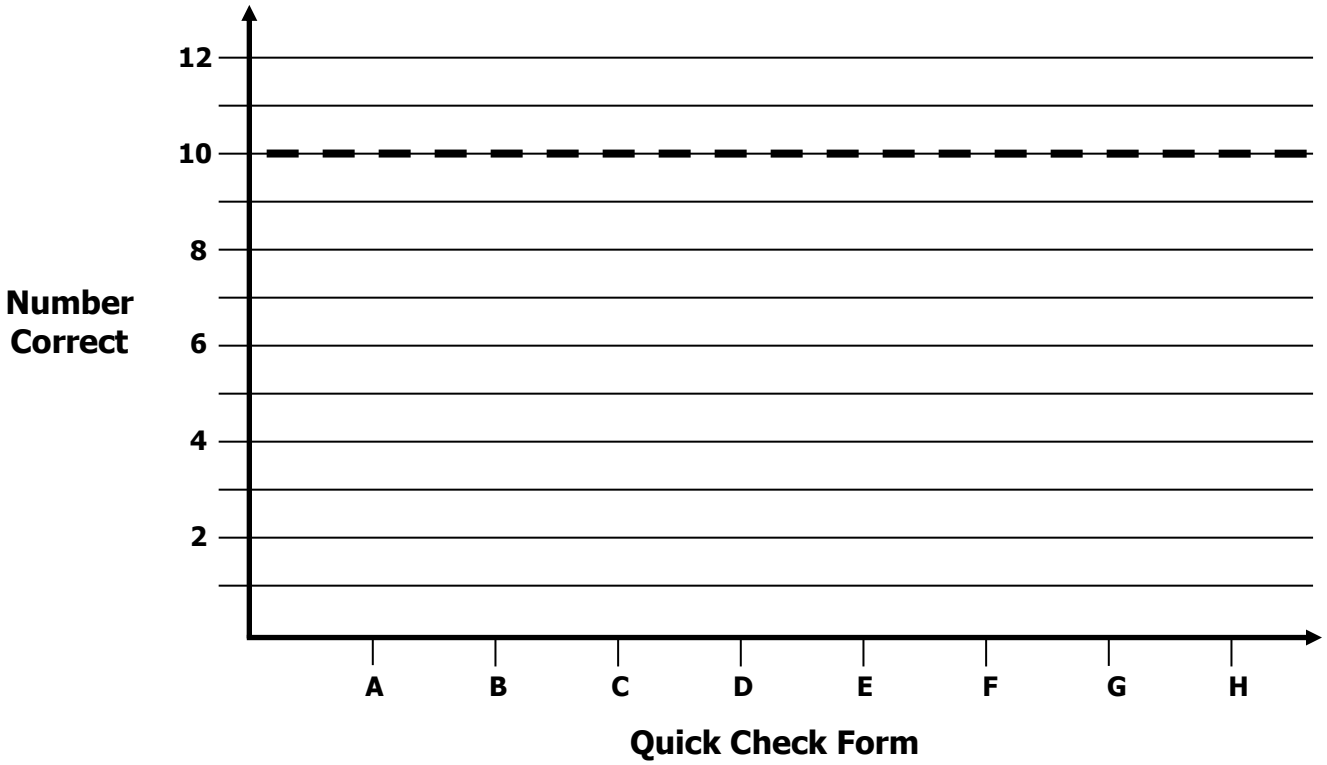
Growth Chart

2nd Grade - Readiness Standard 4 - 1.OA.6a

Name_____ Date_____

Learning Target: I will add numbers to 10.

Goal: 10 out of 12 correct



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

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Planning Guide: Sessions 2 Through 8

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10 **Readiness** for adding numbers to 20

<table>
<tr><th colspan="3">Recommended Actions</th></tr>
<tr><td>Beginning
(5 min.)</td><td colspan="2">➢ Review the learning target with the whole group and ask each student to set a goal for today's learning</td></tr>
<tr><td>Middle
(15 min.)</td><td>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: Add numbers to 10 using counters and counting up from the greatest number.
Session 3: Add numbers to 10 using drawings and counting up from the greatest number.
Session 4: Add numbers to 10 by counting up from the greatest number.</td><td>Group 2: (Students who met the learning goal)

➢ Independent practice – "You do alone"

Activity 1: "Add to 10 Match-ups"

(Additional activities may be located in current kindergarten classrooms)</td></tr>
<tr><td>End
(10 min.)</td><td colspan="2">➢ Bring the students back together.
➢ Ask students to reflect on their progress towards the learning target
o What did I learn today about counting?
o 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
o If not using Delta Math lessons, record the activity in the table
➢ Collect each student's Quick Check and Growth Chart</td></tr>
<tr><td>After</td><td colspan="2">➢ 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</td></tr>
</table>

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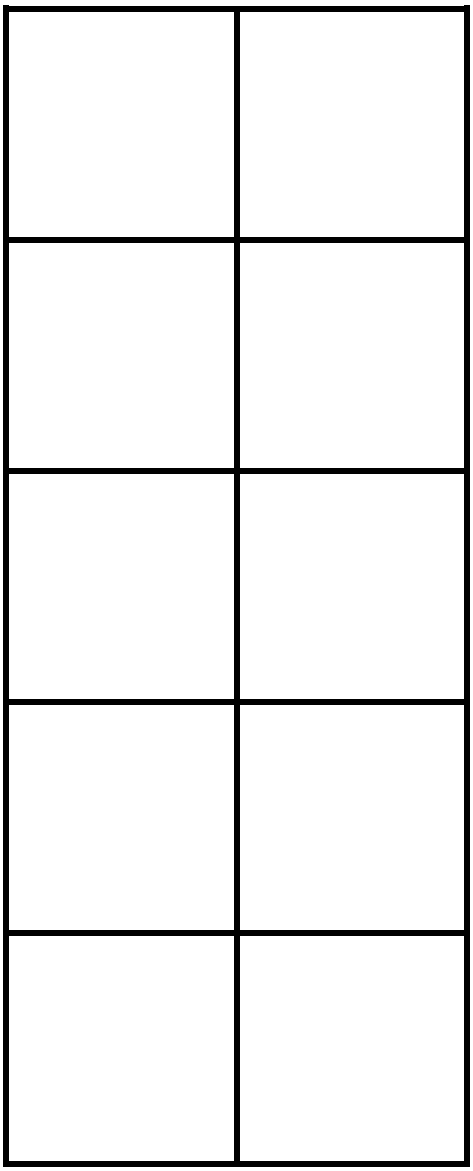
Session 2: Modeling (I Do)

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10 **Readiness** for adding numbers to 20

2 frogs were sitting on a log. 6 more frogs hopped on the log. How many frogs are on the log now?



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Session 2: Modeling (I Do - Teacher Notes)

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10 **Readiness** for adding numbers to 20

2 frogs were sitting on a log. 6 more frogs hopped on the log. How many frogs are on the log now?

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 frogs on a log.

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

I need to find the total number of frogs on the log.

Third, I need to determine what I know.

I know there were 2 frogs sitting on a log to start and 6 more frogs hopped on the log.

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

I am going to try modeling the actions using counters.

I will place 2 counters, red-side up on the 10-frame to represent the frogs on the log in the beginning.

(Place 2 counters red-side up on the 10-frame counting mat.)

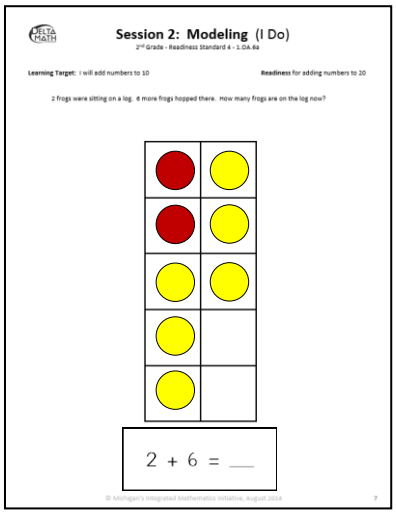
Next, I will place 6 counters, yellow-side up on the 10-frame to represent the additional frogs that hopped there.

Now, I will count on from the 2 to find the total…2…3, 4, 5, 6, 7, 8.

(Point to the counters as you say each counting number.)

There are 8 frogs on the log…2 plus 6 is equal to 8.

(Place the 2 + 6 = ___ equation card under the 10-frame as you restate the problem.)

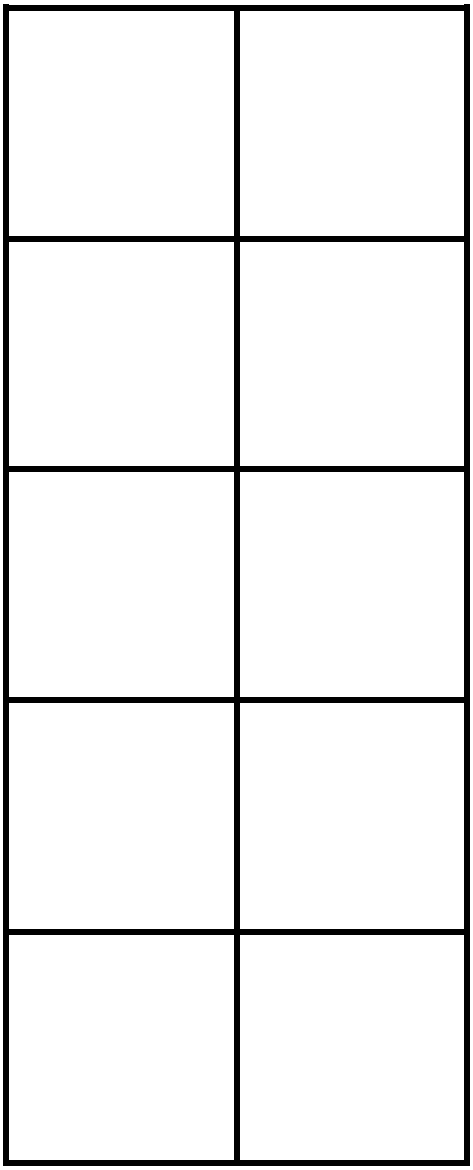


Last, I need to make sure that my answer makes sense.

I found there are now 8 frogs on the log. It makes sense because I knew there was 2 frogs to start and 6 more joined them on the log, so I modeled the problem with counters and combined both groups to find the total.

10-Frame Mat

2nd Grade - Readiness Standard 4 - 1.OA.6a



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Modeling & Guided Practice Cards

2nd Grade - Readiness Standard 4 - 1.OA.6a

Use for Problem 1 3 + 5 = ____	Use for Problem 2 7 + 2 = ____
Use for Problem 3 4 + 6 = ____	Use for Problem 4 1 + 8 = ____
Use for Problem 5 3 + 7 = ____	Use for Problem 6 5 + 2 = ____
Use for Problem 7 6 + 3 = ____	Use for Problem 8 4 + 5 = ____
Use for Problem 9 2 + 6 = ____	Use for Problem 10 1 + 9 = ____
Use for Modelling 2 + 6 = ____	

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Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 2: Guided Practice (We Do)

Materials:

- 2-colored counters (10 per student)
- 10-frame mat (1 per student)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Use counters on a 10-frame to find or check your answer.

1. 3 + 5 = ____	**2.** 7 + 2 = ____
3. 4 + 6 = ____	**4.** 1 + 8 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 2: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 10.

5. 3 + 7 = ____	**6.** 5 + 2 = ____
7. 6 + 3 = ____	**8.** 4 + 5 = ____
9. 2 + 6 = ____	**10.** 1 + 9 = ____

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Session 2: Self-Reflection

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form B

2nd Grade - Readiness Standard 4 - 1.OA.6a

Name_____ Date_____

Learning Target: I will add numbers to 10.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

7 + 3 = ____	3 + 6 = ____
5 + 2 = ____	1 + 7 = ____
4 + 5 = ____	5 + 3 = ____
8 + 2 = ____	6 + 3 = ____
4 + 4 = ____	2 + 4 = ____
3 + 3 = ____	4 + 6 = ____

Number Correct = _____

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Session 3: Modeling (I Do)

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10

Readiness for adding numbers to 20

5 beetles were crawling around in the garden. 4 more beetles joined them.
How many beetles are in the garden now?

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

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10 **Readiness** for adding numbers to 20

5 beetles were crawling around in the garden. 4 more beetles joined them.
How many beetles are in the garden now?

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 beetles crawling around in the garden.

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

I need to find the total number of beetles in the garden now.

Third, I need to determine what I know.

I know there were 5 beetles in the garden and 4 more joined them.

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

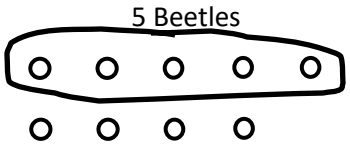
This time, I am going to try modeling the actions using a drawing.

I will draw 5 circles to represent the beetles that were already in the garden.

(Draw and label 5 circles.)

Next, I will draw 4 circles to represent the beetles that joined them.

(Draw and label 4 more circles and write the incomplete number sentence below.)



5 + 4 = 9

Now, I am going to count-on from the greater number, 5 to find the total.

Fiiivvve…6…7…8…9. There are now 5 beettles in the garden.

(Write the answer to the number sentence.)

5 plus 4 equals 9.

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

I found there are now 9 beetles in the garden. It makes sense because I knew there were 5 beetles and 4 more joined them, so I modeled the problem with a math drawing to combine both groups and find the total.

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Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Use a drawing to find or check your answer.

1. 3 + 4 = ____	**2.** 6 + 3 = ____
3. 2 + 6 = ____	**4.** 7 + 2 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 3: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 10.

5. 4 + 6 = ____	**6.** 2 + 5 = ____
7. 1 + 7 = ____	**8.** 6 + 2 = ____
9. 2 + 8 = ____	**10.** 5 + 2 = ____

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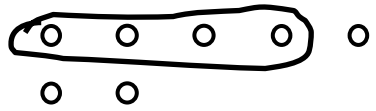
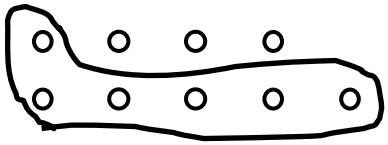
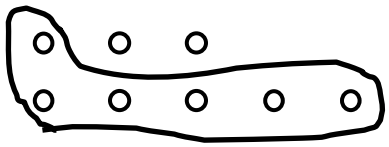
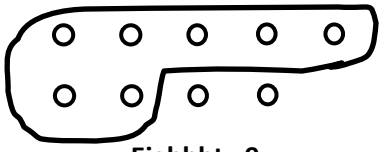
Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 3: Guided Practice (We Do - Teacher Notes)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Use a drawing to find or check your answer.

1. 3 + 4 = ____  **Foouurr…5, 6, 7**	**2.** 6 + 3 = ____  **Siiiix…7, 8, 9**
3. 2 + 6 = ____  **Siiiix…7, 8**	**4.** 7 + 2 = ____  **Eighhht…9**

Session 3: Self-Reflection

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form C

2nd Grade - Readiness Standard 4 - 1.OA.6a

Name_____ Date_____

Learning Target: I will add numbers to 10.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

3 + 6 = ____	4 + 4 = ____
5 + 2 = ____	8 + 2 = ____
4 + 2 = ____	5 + 3 = ____
1 + 7 = ____	7 + 3 = ____
4 + 6 = ____	3 + 4 = ____
6 + 3 = ____	3 + 3 = ____

Number Correct = _____

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Session 4: Modeling (I Do)

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10 **Readiness** for adding numbers to 20

Lucas was given some grapes. Noah gave him 3 green grapes and Mason gave him 5 red grapes. How many total grapes did Noah and Mason give Lucas?

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

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10 **Readiness** for adding numbers to 20

Lucas was given some grapes. Noah gave him 3 green grapes and Mason gave him 5 red grapes. How many total grapes did Noah and Mason give Lucas?

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 Lucas' grapes.

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

I need to find the total number of grapes Lucas was given.

Third, I need to determine what I know.

I know that there Noah gave him 3 and Mason gave him 5.

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

This time, I am going to try modeling the actions using an equation.

Since I know Noah gave him 3 and Mason gave him 5, I will write and label each number. (Write and label Noah, 3 and Mason, 5.)

Since we want to know the total number of grapes he was given, an addition statement is needed to model this problem…3 plus 5 equals what number? (Write the + and = signs.)

I will count on from the larger number, 5, to save a little time.

(Draw 3 circles above the 5 to represent the counting-on strategy and write the answer to the number sentence.)

Noah	Mason	Total
		O O O
3	+ 5	= 8

Fiiivve…6, 7, 8...Lucas was given 8 grapes total.

3 plus 5 equals 8.

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

I found that Lucas was given 8 grapes total. It makes sense because I knew that Noah gave him 3 and Mason gave him 5, so I modeled the problem with an equation to find the total.

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Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Count on from the greater number to find or check your answer.

1. 3 + 4 = ____	**2.** 6 + 3 = ____
3. 2 + 6 = ____	**4.** 8 + 1 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 4: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 10.

5. 4 + 6 = ____	**6.** 5 + 3 = ____
7. 2 + 7 = ____	**8.** 6 + 2 = ____
9. 2 + 8 = ____	**10.** 7 + 2 = ____
11. 1 + 6 = ____	**12.** 3 + 5 = ____
13. 2 + 7 = ____	**14.** 3 + 6 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 4: Guided Practice (We Do - Teacher Notes)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Count on from the greater number to find or check your answer.

1. o o o 3 + 4 = ____ ***"Fooouurr…5, 6, 7"***	**2.** o o o 6 + 3 = ____ ***"Siiiix…7, 8, 9"***
3. o o 2 + 6 = ____ ***"Siiiix…7, 8"***	**4.** o 8 + 1 = ____ ***"Eighhht…9"***

Session 4: Self-Reflection

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form D

2nd Grade - Readiness Standard 4 - 1.OA.6a

Name_____ Date_____

Learning Target: I will add numbers to 10.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

6 + 4 = ____	4 + 4 = ____
5 + 2 = ____	8 + 2 = ____
4 + 2 = ____	6 + 3 = ____
1 + 6 = ____	3 + 3 = ____
4 + 6 = ____	3 + 4 = ____
7 + 3 = ____	3 + 5 = ____

Number Correct = _____

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Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Use a drawing to find or check your answer.

1. 2 + 4 = ____	**2.** 6 + 4 = ____
3. 3 + 6 = ____	**4.** 7 + 1 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 5: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 10.

5. 4 + 5 = ____	**6.** 3 + 4 = ____
7. 3 + 3 = ____	**8.** 6 + 3 = ____
9. 2 + 7 = ____	**10.** 6 + 2 = ____

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Session 5: Self-Reflection

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form E

2nd Grade - Readiness Standard 4 - 1.OA.6a

Name_____ Date_____

Learning Target: I will add numbers to 10.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

6 + 3 = ____	4 + 4 = ____
5 + 2 = ____	8 + 2 = ____
4 + 2 = ____	5 + 3 = ____
1 + 7 = ____	7 + 3 = ____
4 + 6 = ____	3 + 4 = ____
3 + 3 = ____	3 + 6 = ____

Number Correct = _____

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Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Use a drawing to find or check your answer.

1. 3 + 5 = ____	**2.** 4 + 3 = ____
3. 2 + 7 = ____	**4.** 8 + 2 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 10

2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 6: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 10.

5. 3 + 6 = ____	**6.** 2 + 5 = ____
7. 1 + 6 = ____	**8.** 4 + 4 = ____
9. 2 + 6 = ____	**10.** 5 + 4 = ____

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Session 6: Self-Reflection

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form F

2nd Grade - Readiness Standard 4 - 1.OA.6a

Name_____ Date_____

Learning Target: I will add numbers to 10.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

7 + 3 = ____	3 + 6 = ____
5 + 2 = ____	1 + 7 = ____
4 + 5 = ____	5 + 3 = ____
8 + 2 = ____	6 + 3 = ____
4 + 4 = ____	2 + 4 = ____
3 + 3 = ____	4 + 6 = ____

Number Correct = _____

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Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Count on from the greater number to find or check your answer.

1. 2 + 4 = ____	**2.** 6 + 4 = ____
3. 3 + 6 = ____	**4.** 7 + 1 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 10

2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 7: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 10.

5. 4 + 5 = ____	**6.** 3 + 4 = ____
7. 1 + 6 = ____	**8.** 7 + 3 = ____
9. 2 + 7 = ____	**10.** 6 + 2 = ____
11. 4 + 4 = ____	**12.** 2 + 5 = ____
13. 1 + 5 = ____	**14.** 3 + 3 = ____

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Session 7: Self-Reflection

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form G

2nd Grade - Readiness Standard 4 - 1.OA.6a

Name_____ Date_____

Learning Target: I will add numbers to 10.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

3 + 6 = ____	4 + 4 = ____
5 + 2 = ____	8 + 2 = ____
4 + 2 = ____	5 + 3 = ____
1 + 7 = ____	7 + 3 = ____
4 + 6 = ____	3 + 4 = ____
6 + 3 = ____	3 + 3 = ____

Number Correct = _____

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Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Count on from the greater number to find or check your answer.

1. 3 + 5 = ____	**2.** 4 + 3 = ____
3. 2 + 7 = ____	**4.** 1 + 7 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 10

2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 8: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 10.

5. 4 + 6 = ____	**6.** 3 + 3 = ____
7. 2 + 7 = ____	**8.** 6 + 2 = ____
9. 2 + 8 = ____	**10.** 7 + 2 = ____
11. 1 + 6 = ____	**12.** 3 + 5 = ____
13. 4 + 4 = ____	**14.** 2 + 5 = ____

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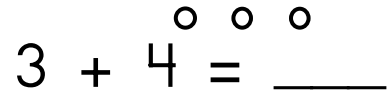
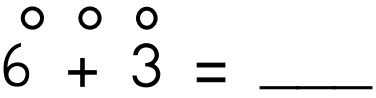
Name _____ Date _____

Learning Target: I will add numbers to 10 2nd Grade - Readiness Standard 4 - 1.OA.6a

Session 8: Guided Practice (We Do - Teacher Notes)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Count on from the greater number to find or check your answer.

1.  3 + 4 = ____ *"Fooouurr…5, 6, 7"*	**2.**  6 + 3 = ____ *"Siiiix…7, 8, 9"*
3.  2 + 6 = ____ *"Siiiix…7, 8"*	**4.**  8 + 1 = ____ *"Eighhht…9"*

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Session 8: Self-Reflection

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form H

2nd Grade - Readiness Standard 4 - 1.OA.6a

Name_____ Date_____

Learning Target: I will add numbers to 10.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

6 + 4 = ____	4 + 4 = ____
5 + 2 = ____	8 + 2 = ____
4 + 2 = ____	6 + 3 = ____
1 + 6 = ____	3 + 3 = ____
4 + 6 = ____	3 + 4 = ____
7 + 3 = ____	3 + 5 = ____

Number Correct = _____

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Independent Practice (You Do)

2nd Grade - Readiness Standard 4 - 1.OA.6a

Learning Target: I will add numbers to 10

Title of Game: "Whose Sum is Greater"

Number of Players: 2

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

Materials:

- Addition Problem Cards (Player 1 - set A and Player 2 - Set B)

Directions:

- Each player shuffles their cards and places them face down in a pile.
- Player 1: Flip over the top card, say the problem and count on from the greatest number to find the answer.

  Example: "2 + 4 = foouurr, 5, 6, 2 + 4 = 6"
- Player 2: Flip over the top card, say the problem and count on from the greatest number to find the answer.

  Example: "7 + 1 = seevveenn, 8, 7 + 1 = 8"
- The player with the greater answer takes both cards
- Repeat until all cards have been played

Decide the Winner:

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

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Addition Problem Cards (Set A)

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6 + 2 = ____ Set A	2 + 7 = ____ Set A
4 + 3 = ____ Set A	3 + 5 = ____ Set A
6 + 3 = ____ Set A	3 + 7 = ____ Set A
2 + 4 = ____ Set A	8 + 2 = ____ Set A
5 + 4 = ____ Set A	4 + 6 = ____ Set A

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Addition Problem Cards (Set B)

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2 + 6 = ____ Set B	7 + 2 = ____ Set B
3 + 4 = ____ Set B	5 + 3 = ____ Set B
3 + 6 = ____ Set B	7 + 3 = ____ Set B
4 + 2 = ____ Set B	2 + 8 = ____ Set B
4 + 5 = ____ Set B	6 + 4 = ____ Set B

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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?***

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Steps 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?*

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