



1st Grade

Tier 2 Intervention Lessons

Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Readiness for 1.OA.6a: Add numbers to 10

Table of Contents

Session 1: Planning Guide p. 4

Session 1: Re-engagement Lesson Resources p. 5-10

Sessions 2 through 8: Planning Guide p.11

Sessions 2 through 8: Lesson Resources p. 12-48

Independent Practice Activity: “Add to 5 Match-ups” p. 49-50

Classroom Poster: Questions for Solving Word Problems p. 54

Tier 1 Support Classroom Poster: Steps for Solving Word Problems p. 55

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

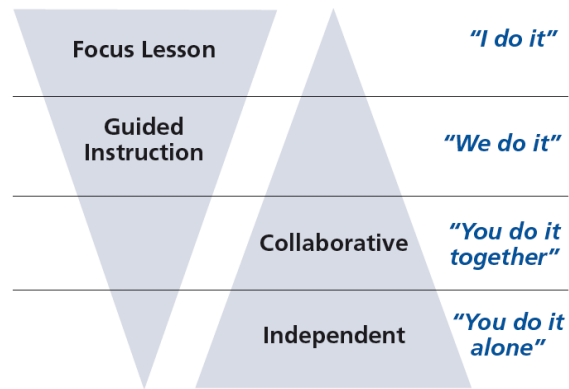


Figure 1

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



Planning Guide: Session 1

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Readiness for adding numbers to 10

| Recommended Actions | |
|-------------------------------|---|
| Beginning (15 min.) | <p><u>Review</u> the readiness standard with the intervention group using the Guided Review</p> <ul style="list-style-type: none">➤ 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.) | <ul style="list-style-type: none">➤ Ask students to <u>reflect</u> on their progress towards the learning target<ul style="list-style-type: none">➤ 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.) | <ul style="list-style-type: none">➤ <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 | <ul style="list-style-type: none">➤ Create sub-groups to differentiate the middle of sessions 2 through 8<ul style="list-style-type: none">○ Group 1 – Include students who <u>did not</u> meet the learning goal○ Group 2 – Include students who met or exceeded the learning goal |



1st Grade Fall Guided Review

Readiness Standard 5 - K.OA.5a

Name _____ Date _____

Learning Target: I will add numbers to 5.

$4 + 1 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$2 + 0 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$0 + 3 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$2 + 3 = \underline{\quad}$



1st Grade Winter Guided Review

Readiness Standard 5 - K.OA.5a

Name _____ Date _____

Learning Target: I will add numbers to 5.

$4 + 1 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$2 + 0 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$0 + 3 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$2 + 3 = \underline{\quad}$



1st Grade Spring Guided Review

Readiness Standard 5 - K.OA.5a

Name _____ Date _____

Learning Target: I will add numbers to 5.

$4 + 1 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$2 + 0 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$0 + 3 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$2 + 3 = \underline{\quad}$



Session 1: Self-Reflection

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I remember today about adding numbers to 5?

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form A

1st Grade - Readiness Standard 5 - K.OA.5a

Name _____ Date _____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.

(Work Time: 1 minute)

$4 + 1 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$2 + 0 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$0 + 3 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

Number Correct = _____



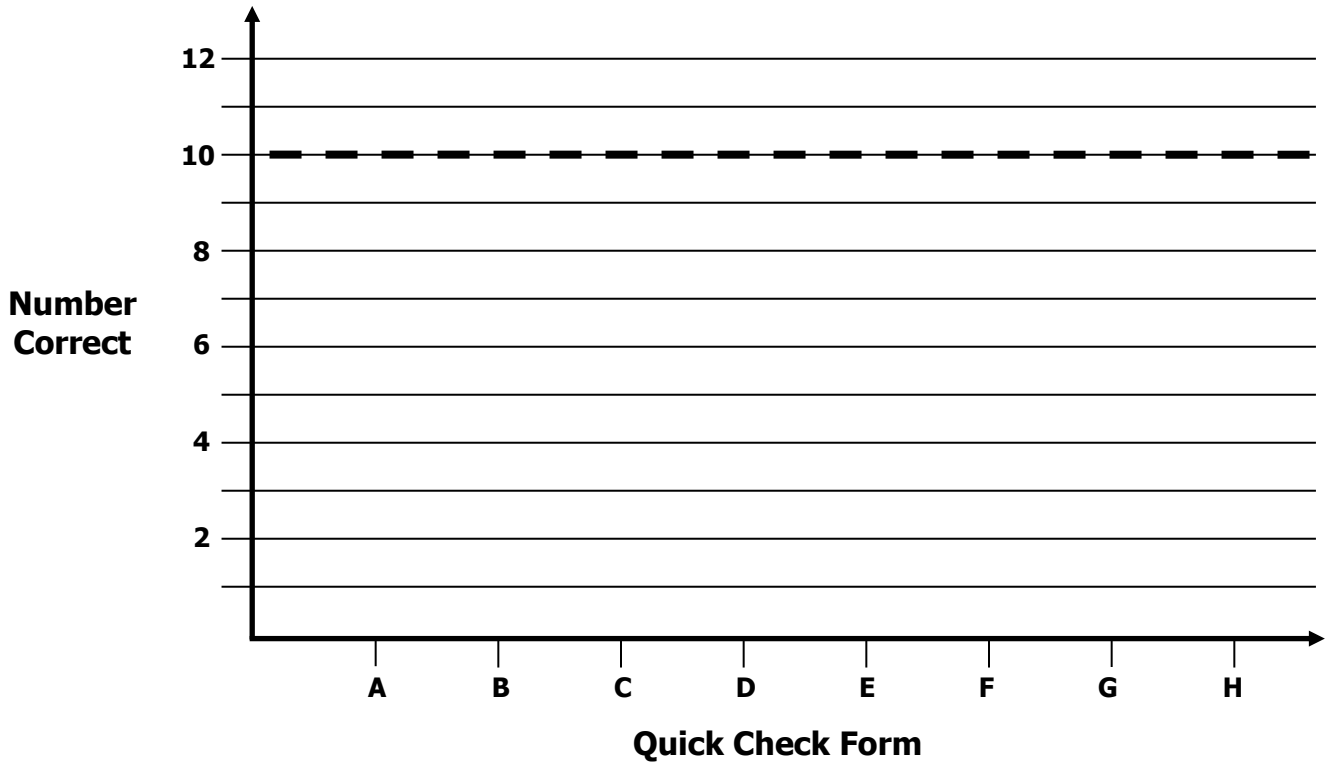
Growth Chart

1st Grade - Readiness Standard 5 - K.OA.5a

Name _____ Date _____

Learning Target: I will add numbers to 5.

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: | | |



Planning Guide: Sessions 2 Through 8

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Readiness for adding numbers to 10

| Recommended Actions | | | |
|--|--|--|--|
| Beginning (5 min.) | <ul style="list-style-type: none"> ➤ Review the learning target with the whole group and ask each student to set a goal for today's learning | | |
| Middle (15 min.) | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Group 1: <i>(Students who <u>did not</u> meet the learning goal on the previous Quick Check)</i></p> <ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” ➤ Guided Practice – “We do together/ You do together” <p>Session 2: Add numbers to 5 using counters and counting on.</p> <p>Session 3: Add numbers to 5 using drawings and counting on.</p> <p>Session 4: Add numbers to 5 by counting on from the greatest number.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Group 2: <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> ➤ Independent practice – “You do alone” <p>Activity 1: <i>“Add to 5 Match-ups”</i></p> <p><i>(Additional activities may be located in current kindergarten classrooms)</i></p> </td> </tr> </table> | <p>Group 1: <i>(Students who <u>did not</u> meet the learning goal on the previous Quick Check)</i></p> <ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” ➤ Guided Practice – “We do together/ You do together” <p>Session 2: Add numbers to 5 using counters and counting on.</p> <p>Session 3: Add numbers to 5 using drawings and counting on.</p> <p>Session 4: Add numbers to 5 by counting on from the greatest number.</p> | <p>Group 2: <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> ➤ Independent practice – “You do alone” <p>Activity 1: <i>“Add to 5 Match-ups”</i></p> <p><i>(Additional activities may be located in current kindergarten classrooms)</i></p> |
| <p>Group 1: <i>(Students who <u>did not</u> meet the learning goal on the previous Quick Check)</i></p> <ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” ➤ Guided Practice – “We do together/ You do together” <p>Session 2: Add numbers to 5 using counters and counting on.</p> <p>Session 3: Add numbers to 5 using drawings and counting on.</p> <p>Session 4: Add numbers to 5 by counting on from the greatest number.</p> | <p>Group 2: <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> ➤ Independent practice – “You do alone” <p>Activity 1: <i>“Add to 5 Match-ups”</i></p> <p><i>(Additional activities may be located in current kindergarten classrooms)</i></p> | | |
| End (10 min.) | <ul style="list-style-type: none"> ➤ Bring the students back together. ➤ Ask students to reflect on their progress towards the learning target <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ If not using Delta Math lessons, record the activity in the table ➤ Collect each student's Quick Check and Growth Chart | | |
| After | <ul style="list-style-type: none"> ➤ Regroup students to differentiate the middle of sessions 3 through 8 <ul style="list-style-type: none"> ○ 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 | | |



Session 2: Modeling (I Do)

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Readiness for adding numbers to 10

1 red apple and 2 yellow apples are on the table. How many apples are on the table?

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|



Session 2: Modeling (I Do - Teacher Notes)

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Readiness for adding numbers to 10

1 red apple and 2 yellow apples are on the table. How many apples are on the table?

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 apples on a table.

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

I need to find the total number of apples on the table.

Third, I need to determine what I know.

I know there is 1 red apple and 2 yellow apples are on the table.

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

I am going to try to model the actions using counters.

I will place 1 counter, red-side up on the 5-frame to represent the red apple.

(Place 1 counter red-side up on the 5-frame counting mat.)

Next, I will place 2 counters, yellow-side up on the 5-frame to represent the yellow apples.

Now, I will count on from the 1 to find the total...1...2, 3.

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

There are 3 apples on the table...1 plus 2 equals 3.

(Place the Add-to-5 number card and answer under the 5-frame to represent the problem with numbers.)

The image shows a 5-frame counting mat with a red circle in the first cell and two yellow circles in the second and third cells. Below the mat is a rectangular box containing the equation $1 + 2 = \underline{\quad}$. The entire diagram is part of a worksheet titled 'Session 2: Modeling (I Do)' for 1st grade, with a learning target of 'I will add numbers to 5' and a readiness standard of 'adding numbers to 10'. The worksheet also includes the problem text: '1 red apple and 2 yellow apples are on the table. How many apples are on the table?' and a copyright notice for '© Michigan's Integrated Mathematics Initiative, August 2014'.

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

I found there were 3 apples on the table. It makes sense because I knew there was 1 red apple and 2 yellow apples on the table, so I modeled the problem with counters to count on and find the total.



5-Frame Mat

1st Grade - Readiness Standard 5 - K.OA.5a

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|



5-Frame Mat

1st Grade - Readiness Standard 5 - K.OA.5a

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|



Modeling & Guided Practice Cards

1st Grade - Readiness Standard 5 - K.OA.5a

Use for Modelling

$$1 + 2 = \underline{\quad}$$

Use for Problem 1

$$3 + 2 = \underline{\quad}$$

Use for Problem 2

$$1 + 3 = \underline{\quad}$$

Use for Problem 3

$$2 + 1 = \underline{\quad}$$

Use for Problem 4

$$1 + 4 = \underline{\quad}$$

Use for Problem 5

$$1 + 2 = \underline{\quad}$$

Use for Problem 6

$$2 + 3 = \underline{\quad}$$

Use for Problem 7

$$3 + 1 = \underline{\quad}$$

Use for Problem 8

$$2 + 2 = \underline{\quad}$$

Use for Problem 9

$$3 + 2 = \underline{\quad}$$

Use for Problem 10

$$4 + 1 = \underline{\quad}$$



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

Session 2: Guided Practice (We Do)

Materials:

- 2-colored counters (5 per student)
- 5-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 and an “Add to 10: Equation Card” to find or check your answer.

| | |
|-----------------------------------|-----------------------------------|
| 1. $3 + 2 = \underline{\quad}$ | 2. $1 + 3 = \underline{\quad}$ |
| 3. $2 + 1 = \underline{\quad}$ | 4. $1 + 4 = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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 5.

| | |
|-----------------------------------|------------------------------------|
| 5. $1 + 2 = \underline{\quad}$ | 6. $2 + 3 = \underline{\quad}$ |
| 7. $3 + 1 = \underline{\quad}$ | 8. $2 + 2 = \underline{\quad}$ |
| 9. $3 + 2 = \underline{\quad}$ | 10. $4 + 1 = \underline{\quad}$ |



Session 2: Self-Reflection

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form B

1st Grade - Readiness Standard 5 - K.OA.5a

Name _____ Date _____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.

(Work Time: 1 minute)

$2 + 0 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$0 + 3 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

Number Correct = _____



Session 3: Modeling (I Do)

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Readiness for adding numbers to 10

3 bunnies were sitting in the grass. 1 more bunny hopped over to join them.
How many bunnies are in the grass now?



Session 3: Modeling (I Do - Teacher Notes)

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Readiness for adding numbers to 10

3 bunnies were sitting in the grass. 2 more bunny hopped over to join them.
How many bunnies are in the grass 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 bunnies sitting in the grass.

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

I need to find the total number of bunnies in the grass now.

Third, I need to determine what I know.

I know there were 3 bunnies in the grass and 2 more joined them.

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

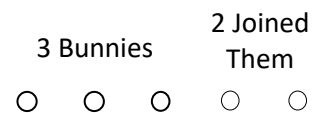
This time, I am going to try to model the actions using a drawing.

I will draw 3 circles to represent the bunnies that were already sitting on the grass.

(Draw and label 3 circles.)

Next, I will draw 2 circles to represent the bunnies that joined them.

(Draw and label 2 more circles and write the incomplete number sentence below.)



Now, I will count-on from 3 to find the total...3...4, 5.

There are now 5 bunnies on the grass...

$$3 + 2 = \underline{5}$$

(Write the answer to the number sentence.)

3 plus 2 equals 5.

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

I found there are now 5 bunnies on the grass. It makes sense because I knew there were 3 bunnies and 2 more joined them, so I modeled the problem with a math drawing to count on and find the total.



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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. $2 + 3 = \underline{\quad}$ | 2. $1 + 3 = \underline{\quad}$ |
| 3. $1 + 2 = \underline{\quad}$ | 4. $3 + 1 = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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 above to add numbers to 5.

| | |
|-----------------------------------|------------------------------------|
| 5. $1 + 2 = \underline{\quad}$ | 6. $2 + 3 = \underline{\quad}$ |
| 7. $3 + 1 = \underline{\quad}$ | 8. $3 + 2 = \underline{\quad}$ |
| 9. $2 + 2 = \underline{\quad}$ | 10. $1 + 3 = \underline{\quad}$ |

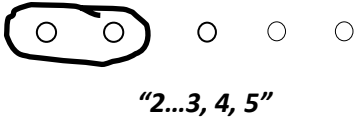
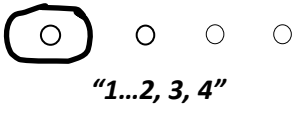
Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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.

| | |
|---|--|
| <p>1.</p> $2 + 3 = \underline{\quad}$  <p>"2...3, 4, 5"</p> | <p>2.</p> $1 + 3 = \underline{\quad}$  <p>"1...2, 3, 4"</p> |
| <p>3.</p> $1 + 2 = \underline{\quad}$ | <p>4.</p> $3 + 1 = \underline{\quad}$ |



Session 3: Self-Reflection

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form C

1st Grade - Readiness Standard 5 - K.OA.5a

Name _____ Date _____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.

(Work Time: 1 minute)

$3 + 0 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$0 + 2 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

Number Correct = _____



Session 4: Modeling (I Do)

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Readiness for adding numbers to 10

Jack's mom packed some cookies in his lunch to share with his friends as a birthday treat. If he has 2 chocolate chip cookies and 3 sugar cookies, how many cookies did his mom pack?



Session 4: Modeling (I Do - Teacher Notes)

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Readiness for adding numbers to 10

Jack’s mom packed some cookies in his lunch to share with his friends as a birthday treat.
If he has 2 chocolate chip cookies and 3 sugar cookies, how many cookies did his mom pack?

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 birthday treat cookies.

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

I need to find the total number of cookies that Jack’s mom packed.

Third, I need to determine what I know.

I know that Jack’s mom packed 2 chocolate chip cookies and 3 sugar cookies.

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

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

Since I know he has 2 chocolate chip cookies, I will write and label the number 2. (Write and label the 2.)

Next, I know he has 3 sugar cookies, so I will write and label the number 3. (Write and label the 3.)

Since we want to know the total number of cookies that his mom packed, an addition statement can be used to model this problem...2 plus 3 equals what number? (Write the + and = signs.)

Instead of counting-on from 2, I will count on from the larger number, 3, to make it easier.

(Draw 2 circles above the 3 to represent the counting-on strategy and write the answer to the number sentence.)

3...4, 5...Jack’s mom packed 5 cookies.

2 plus 3 equals 5.

| | | | | | |
|------------|---|-------|---|---|---|
| Choc. Chip | | Sugar | | | |
| 2 | + | 3 | = | _ | _ |
| | | ○ ○ | | 5 | |

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

I found that Jack’s mom packed 5 cookies. It makes sense because I knew there were 2 chocolate chip and 3 sugar cookies, so I modeled the problem with an equation and counted on to find the total.



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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. $3 + 2 = \underline{\quad}$ | 2. $1 + 3 = \underline{\quad}$ |
| 3. $2 + 1 = \underline{\quad}$ | 4. $1 + 4 = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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 5.

| | |
|-----------------------------------|------------------------------------|
| 5. $1 + 2 = \underline{\quad}$ | 6. $2 + 3 = \underline{\quad}$ |
| 7. $3 + 1 = \underline{\quad}$ | 8. $2 + 2 = \underline{\quad}$ |
| 9. $3 + 2 = \underline{\quad}$ | 10. $4 + 1 = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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. $3^{\circ} + 2 = \underline{\quad}$ <p><i>"Threee...4, 5"</i></p> | 2. $1 + 3^{\circ} = \underline{\quad}$ <p><i>"Threee...4"</i></p> |
| 3. $2^{\circ} + 1 = \underline{\quad}$ <p><i>"Twoooo...3"</i></p> | 4. $1 + 4^{\circ} = \underline{\quad}$ <p><i>"foouurr...5"</i></p> |



Session 4: Self-Reflection

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form D

1st Grade - Readiness Standard 5 - K.OA.5a

Name _____ Date _____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.

(Work Time: 1 minute)

$1 + 1 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

$2 + 0 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$0 + 3 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

Number Correct = _____



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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. $1 + 3 = \underline{\quad}$ | 2. $2 + 1 = \underline{\quad}$ |
| 3. $2 + 2 = \underline{\quad}$ | 4. $3 + 2 = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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 above to add numbers to 5.

| | |
|---------------------------------------|--|
| 5. $3 + 2 = \underline{\quad}$ | 6. $1 + 3 = \underline{\quad}$ |
| 7. $2 + 1 = \underline{\quad}$ | 8. $3 + 1 = \underline{\quad}$ |
| 9. $2 + 2 = \underline{\quad}$ | 10. $2 + 3 = \underline{\quad}$ |



Session 5: Self-Reflection

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form E

1st Grade - Readiness Standard 5 - K.OA.5a

Name _____ Date _____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.

(Work Time: 1 minute)

$4 + 1 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$2 + 0 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$0 + 3 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

Number Correct = _____



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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. $2 + 3 = \underline{\quad}$ | 2. $1 + 3 = \underline{\quad}$ |
| 3. $1 + 2 = \underline{\quad}$ | 4. $3 + 1 = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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 above to add numbers to 5.

| | |
|-----------------------------------|------------------------------------|
| 5. $1 + 2 = \underline{\quad}$ | 6. $2 + 3 = \underline{\quad}$ |
| 7. $3 + 1 = \underline{\quad}$ | 8. $3 + 2 = \underline{\quad}$ |
| 9. $2 + 2 = \underline{\quad}$ | 10. $1 + 3 = \underline{\quad}$ |



Session 6: Self-Reflection

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form F

1st Grade - Readiness Standard 5 - K.OA.5a

Name _____ Date _____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.

(Work Time: 1 minute)

$2 + 0 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$0 + 3 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

Number Correct = _____



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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. $2 + 2 = \underline{\quad}$ | 2. $1 + 2 = \underline{\quad}$ |
| 3. $3 + 1 = \underline{\quad}$ | 4. $4 + 1 = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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 5.

| | |
|-----------------------------------|------------------------------------|
| 5. $1 + 3 = \underline{\quad}$ | 6. $2 + 2 = \underline{\quad}$ |
| 7. $3 + 2 = \underline{\quad}$ | 8. $4 + 1 = \underline{\quad}$ |
| 9. $3 + 1 = \underline{\quad}$ | 10. $2 + 3 = \underline{\quad}$ |



Session 7: Self-Reflection

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form G

1st Grade - Readiness Standard 5 - K.OA.5a

Name _____ Date _____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.

(Work Time: 1 minute)

$3 + 0 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$0 + 2 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

Number Correct = _____



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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. $3 + 2 = \underline{\quad}$ | 2. $1 + 3 = \underline{\quad}$ |
| 3. $2 + 1 = \underline{\quad}$ | 4. $1 + 4 = \underline{\quad}$ |



Name _____ Date _____

Learning Target: I will add numbers to 5

1st Grade - Readiness Standard 5 - K.OA.5a

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 5.

| | |
|-----------------------------------|------------------------------------|
| 5. $1 + 2 = \underline{\quad}$ | 6. $2 + 3 = \underline{\quad}$ |
| 7. $3 + 1 = \underline{\quad}$ | 8. $2 + 2 = \underline{\quad}$ |
| 9. $3 + 2 = \underline{\quad}$ | 10. $4 + 1 = \underline{\quad}$ |



Session 8: Self-Reflection

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form H

1st Grade - Readiness Standard 5 - K.OA.5a

Name _____ Date _____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.

(Work Time: 1 minute)

$1 + 1 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

$2 + 0 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$0 + 3 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

Number Correct = _____



Independent Practice 1 (You Do)

1st Grade - Readiness Standard 5 - K.OA.5a

Learning Target: I will add numbers to 5.

Title of Game: “Add To 5: Match-ups”

Number of Players: 2

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

Materials:

- Addition Problem Cards (1 set)
- Dot Cards (1 set)
- Add To 5 Match-ups: Recording sheet (1 per student - Optional)

Directions:

- Place a set of **Dot Cards** face-down in a row.
- Place a set of **Addition Problem Cards** face-up underneath the row, 5 for each player.
- Player 1 turns over a **Dot** card to see if it matches one of their **Addition Problem** cards.
 - If there is a partner match, say the equation, pick up the card and place it below your card.
 - If there is not a match, then say “No Matches” and turn the card back over.
- Player 2 turns over a **Dot** card to see if it matches one of their **Addition Problem** cards.
 - If there is a match, say the equation, pick up the card and place it below your card.
 - If there is not a match, then say “No Matches” and turn the card back over.
- Repeat
- The winner is the first player to match all 5 cards.

Math Talk:

“I have a match...1 and 3 makes 4...1 plus 3 equals 4”



Addition Problem Cards

1st Grade - Readiness Standard 5 - K.OA.5a

$$1 + 1 = \underline{\quad}$$

$$1 + 2 = \underline{\quad}$$

$$2 + 1 = \underline{\quad}$$

$$2 + 2 = \underline{\quad}$$

$$3 + 1 = \underline{\quad}$$

$$3 + 2 = \underline{\quad}$$

$$4 + 1 = \underline{\quad}$$











$$1 + 3 = \underline{\quad}$$

$$2 + 3 = \underline{\quad}$$

$$1 + 4 = \underline{\quad}$$

Addition Dot Cards

1st Grade - Readiness Standard 5 - K.OA.5a

| | |
|--|---|
| <p style="text-align: center;">2</p>  | <p style="text-align: center;">3</p>  |
| <p style="text-align: center;">3</p>  | <p style="text-align: center;">4</p>  |
| <p style="text-align: center;">4</p>  | <p style="text-align: center;">5</p>  |
| <p style="text-align: center;">5</p>  | <p style="text-align: center;">4</p>  |
| <p style="text-align: center;">5</p>  | <p style="text-align: center;">5</p>  |



Add To 5: Recording Sheet (Optional)

1st Grade - Readiness Standard 5 - K.OA.5a

Recording Directions:

- Record the equation cards for each player
- As each match is found, draw the **Dot** card below its match.

Math Talk:

"I have a match...2 and 3 makes 5...2 plus 3 equals 5"

Player 1

| | | | | |
|---|---|---|---|---|
| $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| $\underline{\quad}$ | $\underline{\quad}$ | $\underline{\quad}$ | $\underline{\quad}$ | $\underline{\quad}$ |

Player 2

| | | | | |
|---|---|---|---|---|
| $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |
| $\underline{\quad}$ | $\underline{\quad}$ | $\underline{\quad}$ | $\underline{\quad}$ | $\underline{\quad}$ |



Questions for Solving Word Problems

Q_1

What is the problem about?

Q_2

What do I need to find?

Q_3

What do I know?

Q_4

What can I try?

Q_5

Does my answer make sense?



Steps for Solving Word Problems

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?