



Tier 3

Intervention Lessons

K.OA.4

Learning Target: I will find numbers that add to make 10

Readiness for 1.OA.6a: Add numbers to 20

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Tier 3 Intervention Planning Guide

Learning Target: I will find numbers that add to make 10

Readiness for adding numbers to 20

Recommended Actions	
Beginning (5 min.)	<ul style="list-style-type: none"> ➤ Review the learning target with the whole group ➤ Ask each student to set a goal for the day based on their previous Quick Check Score ➤ Have each student use a highlighter to plot their goal for the day
Middle (15 min.)	<ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” (<i>Sessions 1, 3 and 6 only</i>) ➤ Guided Practice – “We do” <p>Sessions 1 and 2: Find 10-partners with counters on a ten-frame mat.</p> <p>Sessions 3, 4 and 5: Find 10-partners with drawings.</p> <p>Sessions 6, 7 and 8: Find 10-partners by counting-on or counting back.</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 Session 6	<ul style="list-style-type: none"> ➤ Differentiation Options: <ul style="list-style-type: none"> ○ Allow students who met the learning goal to work independently while others do the guided practice during the next session ○ Exit students who met the learning goal for a third time ➤ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions



Session 1: Modeling (I Do)

Learning Target: I will find numbers that add to make 10

Readiness for adding numbers to 20

Bob had a full bag of fruit snacks that held 10 snacks. After he ate some, there were 6 snacks left in the box. How many fruit snacks did Bob eat?



Session 1: Modeling (I Do - Teacher Notes)

Learning Target: I will find numbers that add to make 10

Readiness for adding numbers to 20

Bob had a full bag of fruit snacks that held 10 snacks. After he ate some, there were 6 snacks left in the box. How many fruit snacks did Bob eat?

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 Bob eating fruit snacks.

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

I need to find the number of fruit snacks that Bob ate.

Third, I need to determine what I know.

I know that the bag held a total of 10 fruit snacks and 6 were left after he ate some.

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

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

The bag held 10 fruit snacks, so I will place 10 counters on the frame.

(Place the original 10 counters on the ten-frame counting mat)

I will move counters one-at-a-time off the ten-frame until there are 6 remaining on the ten-frame.

(Point to the 6 in the ten-frame)

These are the 6 fruit snacks that were left in the bag after he ate some.

(Point to the 4 counters outside of the ten-frame.)

Bob ate 4 fruit snacks.

Find the ten-partner card and place it under the ten-frame to represent the situation.

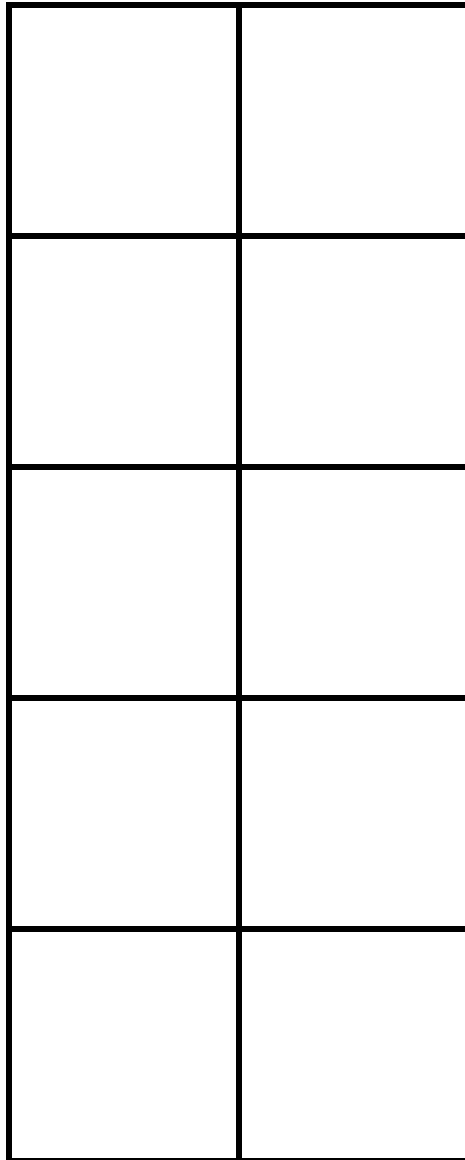
Last, I need to make sure that my answer makes sense.

I found that Bob ate 4 fruit snacks. It makes sense because I knew the total number of fruit snacks was ten and the part left in the box was 6, so I modeled the problem with counters to find the 10-partner of 6.

The worksheet includes the Delta Math logo, the title 'Session 2: Modeling (I Do)', the standard '1st Grade - Readiness Standard 4 - K.OA.4', the learning target 'I will find numbers that add to make 10', and the readiness skill 'Readiness for adding numbers to 20'. The problem text is: 'Bob had a full bag of fruit snacks that held 10 snacks. After he ate some, there were 6 snacks left in the box. How many fruit snacks did Bob eat?'. The visual shows a ten-frame with 6 counters inside and 4 counters outside. Below the ten-frame is a ten-partner card with the equation $10 = 6 + 4$.



Ten-Frame Counting Mat



Combinations of 10 Cards

$$10 = 9 + 1$$

$$10 = 8 + 2$$

$$10 = 7 + 3$$

$$10 = 6 + 4$$

$$10 = 5 + 5$$

$$10 = 4 + 6$$

$$10 = 3 + 7$$

$$10 = 2 + 8$$

$$10 = 1 + 9$$



Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

Session 1: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the ten equation and write the answer if you know it.
- Use counters on a 10-frame mat and Ten-Equation cards to find or check your answer.
 - “10 is equal to 3 plus 7”

1. $10 = 8 + \underline{\quad}$	2. $10 = 4 + \underline{\quad}$
3. $10 = 6 + \underline{\quad}$	4. $10 = 1 + \underline{\quad}$

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

- Students take turns leading to find numbers that add to make 10.

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



Session 1: Self-Reflection

Learning Target: I will find numbers that add to make 10

Briefly discuss student responses:

- What did I learn today about finding numbers that add to make 10?

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



Quick Check - Form A

Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

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

<p>1.</p> $8 + \underline{\quad} = 10$	<p>2.</p> $6 + \underline{\quad} = 10$
<p>3.</p> $5 + \underline{\quad} = 10$	<p>4.</p> $1 + \underline{\quad} = 10$
<p>5.</p> $3 + \underline{\quad} = 10$	<p>6.</p> $7 + \underline{\quad} = 10$

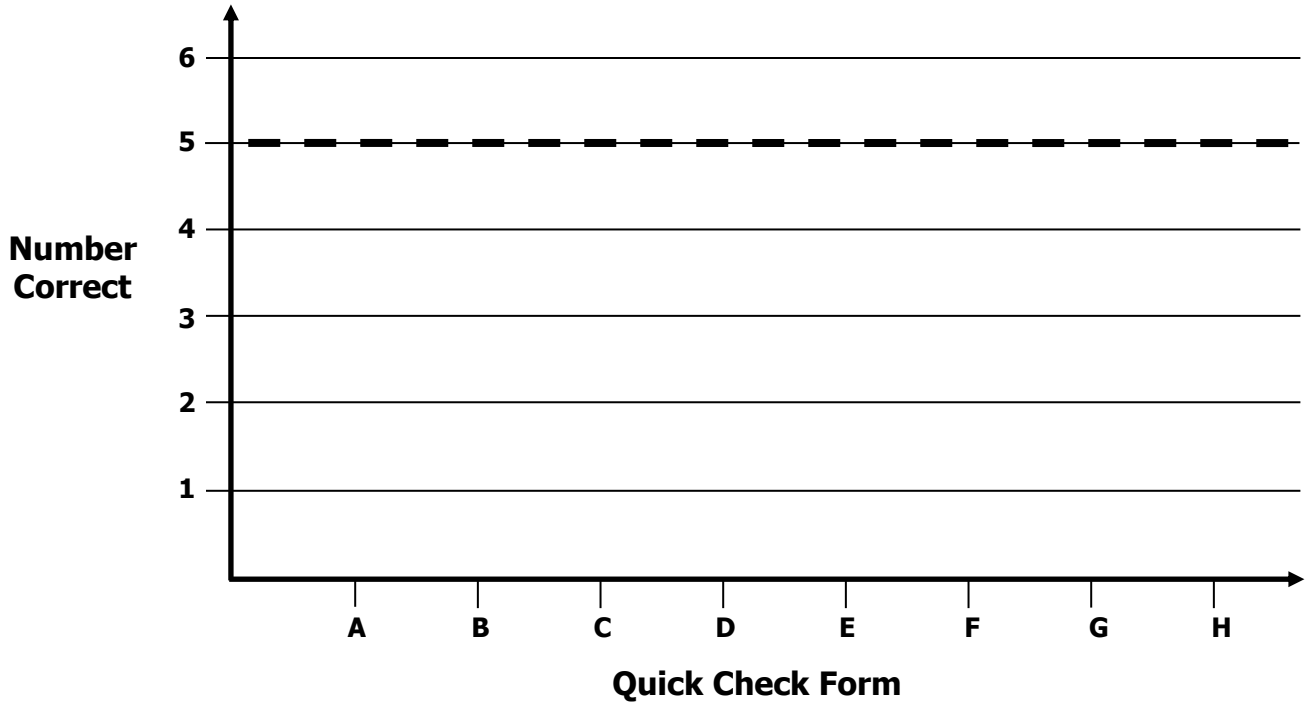


Growth Chart

Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

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:		



Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

Session 2: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the ten equation and write the answer if you know it.
- Use counters on a 10-frame mat and Ten-Equation cards to find or check your answer. (See Session 1)
 - “10 is equal to 3 plus 7”

1. $10 = 7 + \underline{\quad}$	2. $10 = 3 + \underline{\quad}$
3. $10 = 9 + \underline{\quad}$	4. $10 = 2 + \underline{\quad}$

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

- Students take turns leading to find numbers that add to make 10.

5. $10 = 8 + \underline{\quad}$	6. $10 = 4 + \underline{\quad}$
7. $10 = 1 + \underline{\quad}$	8. $10 = 6 + \underline{\quad}$



Session 2: Self-Reflection

Learning Target: I will find numbers that add to make 10

Briefly discuss student responses:

- What did I learn today about finding numbers that add to make 10?

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



Quick Check - Form B

Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

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

<p>1.</p> $7 + \underline{\quad} = 10$	<p>2.</p> $4 + \underline{\quad} = 10$
<p>3.</p> $9 + \underline{\quad} = 10$	<p>4.</p> $2 + \underline{\quad} = 10$
<p>5.</p> $5 + \underline{\quad} = 10$	<p>6.</p> $6 + \underline{\quad} = 10$



Session 3: Modeling (I Do)

Learning Target: I will find numbers that add to make 10

Readiness for adding numbers to 20

Dominik shared a pack of erasers with Jarod. The pack originally held 10 erasers. If Dominik now has 7 erasers, how many were shared with Jarod?

Learning Target: I will find numbers that add to make 10

Readiness for adding numbers to 20

Dominik shared a pack of erasers with Jarod. The pack originally held 10 erasers.
If Dominik now has 7 erasers, how many were shared with Jarod?

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 Dominik sharing a pack of erasers.

Second, I need to determine what I need to find.
I need to find the number of erasers shared with Jarod.

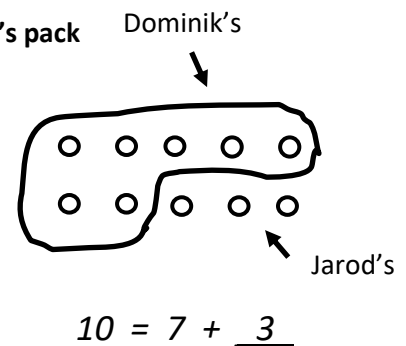
Third, I need to determine what I know.
I know that the pack held a total of 10 erasers and Dominik now has 7.

Fourth, I need to figure out what I can try.
This time, I am going to try to model the actions with a drawing.
First, I will draw 10 circles to represent the erasers originally held in Dominik's pack and write a ten-equation that include the 7 erasers that Dominik has now.

(Write the ten-equation "10 = 7 + ___" under the drawing.)

Next, I will draw a loop around the 7 erasers that Dominik has now.
The erasers not inside the loop represent the erasers given to Jarod.
Therefore, Dominik gave Jarod 3 erasers.

(Complete the ten-equation under the drawing.)



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

I found that Dominik gave Jarod 3 erasers. It makes sense because I knew the total number of erasers Dominik had was 10 and the part he kept was 7, so I modeled the problem with a math drawing to find the 10-partner of 7.



Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the ten equation and write the answer if you know it.
- Use a math drawing to find or check your answer.

1. $10 = 8 + \underline{\quad}$	2. $10 = 4 + \underline{\quad}$
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You Do Together: (As a class, or in small groups)

- Students take turns leading to find numbers that add to make 10.

3. $10 = 7 + \underline{\quad}$	4. $10 = 1 + \underline{\quad}$
5. $10 = 6 + \underline{\quad}$	6. $10 = 3 + \underline{\quad}$



Session 3: Self-Reflection

Learning Target: I will find numbers that add to make 10

Briefly discuss student responses:

- What did I learn today about finding numbers that add to make 10?

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



Quick Check - Form C

Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

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

<p>1.</p> $9 + \underline{\quad} = 10$	<p>2.</p> $3 + \underline{\quad} = 10$
<p>3.</p> $6 + \underline{\quad} = 10$	<p>4.</p> $8 + \underline{\quad} = 10$
<p>5.</p> $4 + \underline{\quad} = 10$	<p>6.</p> $7 + \underline{\quad} = 10$



Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the ten equation and write the answer if you know it.
- Use a math drawing to find or check your answer.

1. $10 = 7 + \underline{\quad}$	2. $10 = 2 + \underline{\quad}$
------------------------------------	------------------------------------

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

- Students take turns leading to find numbers that add to make 10.

3. $10 = 6 + \underline{\quad}$	4. $10 = 3 + \underline{\quad}$
5. $10 = 1 + \underline{\quad}$	6. $10 = 4 + \underline{\quad}$



Session 4: Self-Reflection

Learning Target: I will find numbers that add to make 10

Briefly discuss student responses:

- What did I learn today about finding numbers that add to make 10?

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



Quick Check - Form D

Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

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

<p>1.</p> $6 + \underline{\quad} = 10$	<p>2.</p> $7 + \underline{\quad} = 10$
<p>3.</p> $8 + \underline{\quad} = 10$	<p>4.</p> $3 + \underline{\quad} = 10$
<p>5.</p> $1 + \underline{\quad} = 10$	<p>6.</p> $5 + \underline{\quad} = 10$



Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the ten equation and write the answer if you know it.
- Use a math drawing to find or check your answer.

1. $10 = 8 + \underline{\quad}$	2. $10 = 4 + \underline{\quad}$
------------------------------------	------------------------------------

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

- Students take turns leading to find numbers that add to make 10.

3. $10 = 7 + \underline{\quad}$	4. $10 = 1 + \underline{\quad}$
5. $10 = 6 + \underline{\quad}$	6. $10 = 3 + \underline{\quad}$



Session 5: Self-Reflection

Learning Target: I will find numbers that add to make 10

Briefly discuss student responses:

- What did I learn today about finding numbers that add to make 10?

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



Quick Check - Form E

Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

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

<p>1.</p> $8 + \underline{\quad} = 10$	<p>2.</p> $6 + \underline{\quad} = 10$
<p>3.</p> $5 + \underline{\quad} = 10$	<p>4.</p> $1 + \underline{\quad} = 10$
<p>5.</p> $3 + \underline{\quad} = 10$	<p>6.</p> $7 + \underline{\quad} = 10$



Session 6: Modeling (I Do)

Learning Target: I will find numbers that add to make 10

Readiness for adding numbers to 20

Mrs. K. was playing math games with her students and asked them a number riddle. She said, "I'm thinking of the number that can be added to 2 to make 10." What number is Mrs. K thinking of?



Session 6: Modeling (I Do - Teacher Notes)

Learning Target: I will find numbers that add to make 10

Readiness for adding numbers to 20

Mrs. K. was playing math games with her students and asked them a number riddle. She said, "I'm thinking of the number that can be added to 2 to make 10." What number is Mrs. K thinking of?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

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

This problem is about Mrs. K. asking her students a number riddle.

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

I need to find the answer to the number riddle...2 plus what number makes 10?

Third, I need to determine what I know.

I know that the number the teacher is thinking of the 10-partner with 2.

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

To solve this problem, I can try making a ten equation to model the problem.

I will begin by writing the ten-equation 2 plus what number equals 10. (Write "2 + ___ = 10")

Next, I will use my fingers and count up to ten...3, 4, 5, 6, 7, 8, 9, 10.

(Hold up one finger per counting number until you have 8 fingers up and you reach 10.)

2 plus 8 equals 10. (Complete the ten-equation "2 + 8 = 10")

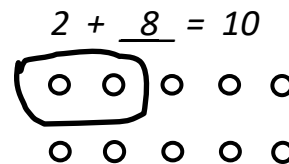
When the part of the number that you know is small, you begin with 10 and count back...10...9, 8.

(Hold up one finger per counting number until you have 2 fingers up and you reach 8.)

Let's prove our answer is correct with a picture.

If I have 10 circles (Draw 10 circles) and one part is 2 (loop 2 circles),

then the other part is 8 (point to the 6 circles not inside the loop).



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

I found the answer Mrs. K was thinking of is 8. It makes sense because I knew the answer to Mrs. K's question was the 10-partner of 2, so I modeled the problem with an equation to find the missing part.



Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the ten equation and write the answer if you know it.
- Count-on from the known part or count-back from 10 to find or check your answer.

1. $8 + \underline{\quad} = 10$	2. $3 + \underline{\quad} = 10$
------------------------------------	------------------------------------

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

- Students take turns leading to find the numbers that add to make 10.

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



Session 6: Self-Reflection

Learning Target: I will find numbers that add to make 10

Briefly discuss student responses:

- What did I learn today about finding numbers that add to make 10?

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



Quick Check - Form F

Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

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

<p>1.</p> $7 + \underline{\quad} = 10$	<p>2.</p> $4 + \underline{\quad} = 10$
<p>3.</p> $9 + \underline{\quad} = 10$	<p>4.</p> $2 + \underline{\quad} = 10$
<p>5.</p> $5 + \underline{\quad} = 10$	<p>6.</p> $6 + \underline{\quad} = 10$



Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the ten equation and write the answer if you know it.
- Count-on from the known part or count-back from 10 to find or check your answer.

1. $7 + \underline{\quad} = 10$	2. $2 + \underline{\quad} = 10$
------------------------------------	------------------------------------

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

- Students take turns leading to find the numbers that add to make 10.

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



Session 7: Self-Reflection

Learning Target: I will find numbers that add to make 10

Briefly discuss student responses:

- What did I learn today about finding numbers that add to make 10?

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



Quick Check - Form G

Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

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

<p>1.</p> $9 + \underline{\quad} = 10$	<p>2.</p> $3 + \underline{\quad} = 10$
<p>3.</p> $6 + \underline{\quad} = 10$	<p>4.</p> $8 + \underline{\quad} = 10$
<p>5.</p> $4 + \underline{\quad} = 10$	<p>6.</p> $7 + \underline{\quad} = 10$



Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the ten equation and write the answer if you know it.
- Count-on from the known part or count-back from 10 to find or check your answer.

1. $8 + \underline{\quad} = 10$	2. $3 + \underline{\quad} = 10$
------------------------------------	------------------------------------

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

- Students take turns leading to find the numbers that add to make 10.

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



Session 8: Self-Reflection

Learning Target: I will find numbers that add to make 10

Briefly discuss student responses:

- What did I learn today about finding numbers that add to make 10?

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



Quick Check - Form H

Name _____ Date _____

Learning Target: I will find numbers that add to make 10.

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

<p>1.</p> $6 + \underline{\quad} = 10$	<p>2.</p> $7 + \underline{\quad} = 10$
<p>3.</p> $8 + \underline{\quad} = 10$	<p>4.</p> $3 + \underline{\quad} = 10$
<p>5.</p> $1 + \underline{\quad} = 10$	<p>6.</p> $5 + \underline{\quad} = 10$



Independent Practice (You Do)

Learning Target: I will find numbers that add to make 10.

Title of Game: “10-Partner Match-ups”

Number of Players: 2

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

Materials:

- **10-Frame Cards** (Numbers 1-9...do not use the number 10.)
- **Number Cards** (Numbers 1-9...do not use the number 10.)
- 10-Partner Match-ups: Recording sheet (1 per student - Optional)

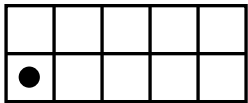
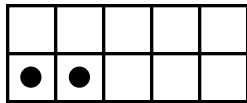
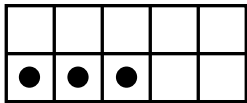
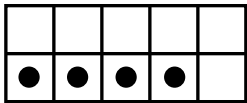
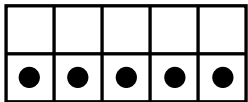
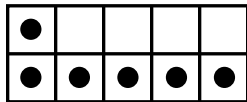
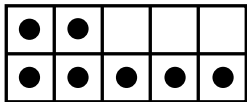
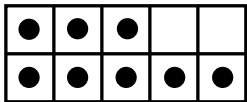
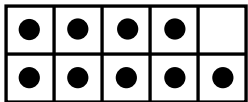
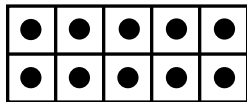
Directions:

- Place one set of **10-frame cards** face down in a row
- Deal the **Number cards** below, 4 for each player. (*The left-over card will not be used.*)
- Player 1 turns over a **10-frame card** to see if it makes 10 with one of their **Number cards**.
 - If there is a 10-partner match, say the 10-partner equation, pick up the card and place it below the matched card.
 - If there is not a match, say “No Matches” and turn the card back over.
- Player 2 turns over a **10-frame card** and checks if it makes 10 with one of their **Number cards**.
 - If there is a 10-partner match, say the 10-partner equation, pick up the card and place it below the matched card.
 - If there is not a match, say “No 10-partner match” and turn the card back over.
- Repeat
- The winner is the first player to match all 4 cards.

Math Talk:

“I have a match ... 4 plus 6 equals 10”

10-Frame Cards

<p style="text-align: center;">1</p> 	<p style="text-align: center;">2</p> 	<p style="text-align: center;">3</p> 	<p style="text-align: center;">4</p> 
<p style="text-align: center;">5</p> 	<p style="text-align: center;">6</p> 	<p style="text-align: center;">7</p> 	<p style="text-align: center;">8</p> 
<p style="text-align: center;">9</p> 	<p style="text-align: center;">10</p> 		

Number Cards (2 Sets)

Set 1

Set 2

1	<u>6</u>	1	<u>6</u>
2	7	2	7
3	8	3	8
4	<u>9</u>	4	<u>9</u>
5	10	5	10

Learning Target: I will find numbers that add to make 10.

Readiness for 1.OA.6a: Add numbers to 20

10-Partner Match-up Recording Sheet (Optional)

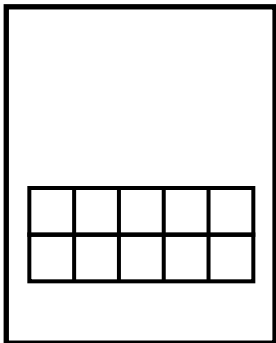
Directions:

- Draw the number and dots for each set of **Digit/10-frame** cards below.
- After each match is found, write the **10-partner equation** below its match.
- The winner is the first to find Number card matches for all 4 cards.

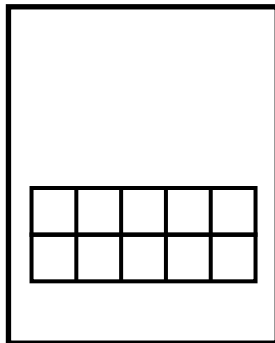
Math Talk:

"I have a match ... 4 and 6 makes 10 ... 10 equals 4 plus 6"

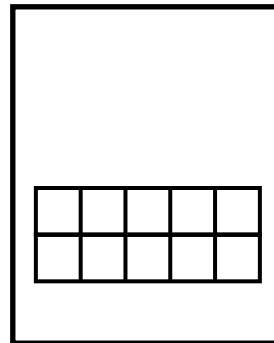
Player 1 Cards



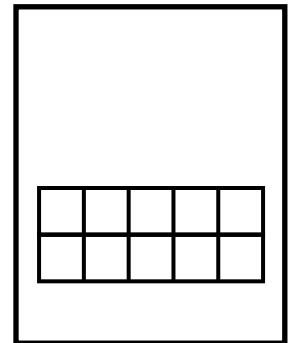
$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$

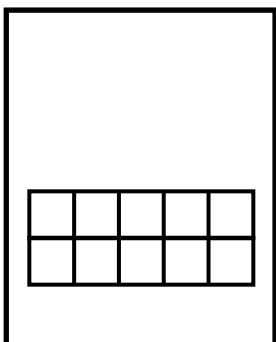


$$\underline{\quad} + \underline{\quad} = 10$$

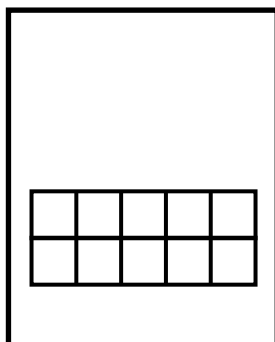


$$\underline{\quad} + \underline{\quad} = 10$$

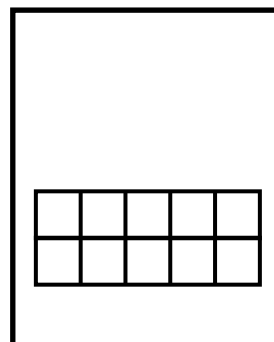
Player 2 Cards



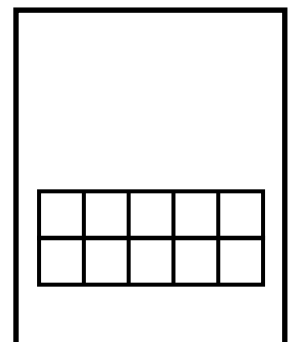
$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



Questions for Solving Word Problems

Q₁

What is the problem about?

Q₂

What do I need to find?

Q₃

What do I know?

Q₄

What can I try?

Q₅

Does my answer make sense?



Steps for Solving Word Problems

Q₁. *What is the problem about?*

Q₂. *What do I need to find?*

Q₃. *What do I know?*

Q₄. *What can I try?*

Q₅. *Does my answer make sense?*