Tier 3
Intervention Lessons

K.OA.5b

Learning Target: I will subtract numbers within 5

Readiness for 1.OA.6b: Subtract numbers within 10

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Tier 3 Intervention Planning Guide

Learning Target: I will subtract numbers within 5   **Readiness** for subtracting numbers within 10

	Recommended Actions
Beginning (5 min.)	➢ 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.)	➢ Model solving a word problem – "I do" *(Sessions 1, 3 and 6 only)* ➢ Guided Practice – "We do" **Sessions 1 and 2:** Count-up to subtract using counters. **Sessions 3, 4 and 5:** Count-up to subtract using drawings. **Sessions 6, 7 and 8:** Count-up to subtract using equations.

End (10 min.)	➢ Bring the students back together.
	➢ Ask students to reflect on their progress towards the learning target
	    o What did I learn today about 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**

After Session 6	➢ Differentiation Options:
	    o Allow students who met the learning goal to work independently while others do the guided practice during the next session
	    o 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 subtract numbers within 5   **Readiness** for subtracting numbers within 10

5 apples were on the table. Johnny was hungry and ate 2 apples. How many apples are on the table now?

Session 1: Modeling (I Do)

Learning Target: I will subtract numbers within 5

Readiness for subtracting numbers within 10

5 apples were on the table. Johnny was hungry and ate 2 apples. How many apples are on the table 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 apples on a table.

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

I need to find the number of apples on the table after Johnny ate some.

Third, I need to determine what I know.

I know that a total number of 5 apples were on the table before Johnny ate 2 of them.

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

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

I will place 5 counters on the 5-frame to represent the 5 apples on the table.

(Place 5 counter on the 5-frame counting mat.)

Next, I will take 2 counters off the 5-frame to represent the apples Johnny ate.

The 3 counters left on the 5-frame represent the apples remaining on the table.

I just showed that 5 minus 2 equals 3.

(Place the Subtract Within 5 number card and answer under the 5-frame.)

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

I found there were 3 apples left on the table. It makes sense because I knew the total number of apples was 5 and Johnny ate 2, so I modeled the problem with counters to find the missing part.

I also know that the two parts added together must equal the total.

Can you see the addition problem, 2 plus 3 equals 5, on the 5-frame mat?

Anytime I need to subtract, I can think addition…2 plus what number equals 5? 3

(Place the "Think Add to Subtract" number card and answer under the 5-frame.)

5-Frame Mat

Use for Modelling	Use for Problem 1
$5 - 2 = \underline{\quad}$	$3 - 1 = \underline{\quad}$
Use for Problem 2	**Use for Problem 3**
$4 - 2 = \underline{\quad}$	$5 - 3 = \underline{\quad}$
Use for Problem 4	**Use for Problem 5**
$3 - 2 = \underline{\quad}$	$5 - 1 = \underline{\quad}$
Use for Problem 6	**Use for Problem 7**
$3 - 2 = \underline{\quad}$	$4 - 3 = \underline{\quad}$
Use for Problem 8	**Use for Problem 9**
$5 - 4 = \underline{\quad}$	$4 - 2 = \underline{\quad}$
Use for Problem 10	
$5 - 2 = \underline{\quad}$	

2 + ___ = 5	1 + ___ = 3
2 + ___ = 4	3 + ___ = 5
2 + ___ = 3	1 + ___ = 5
2 + ___ = 3	3 + ___ = 4
4 + ___ = 5	2 + ___ = 4
2 + ___ = 5	

Learning Target: I will subtract numbers within 5

Session 1: **Guided Practice** (We Do)

Materials:

➢ 2-colored counters (5 per student)

➢ 5-frame mat (1 per student)

We Do Together: (Teacher Actions)

➢ Say the subtraction equation and write the answer if you know it.

➢ Use counters on a 5-frame and a "Think Add to Subtract" equation to find or check your answer.

1. $3 - 1 =$ ___	**2.** $4 - 2 =$ ___
3. $5 - 3 =$ ___	**4.** $3 - 2 =$ ___

Learning Target: I will subtract numbers within 5

Session 1: Guided Practice (We Do - Continued)

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

➢ Students take turns leading to subtract numbers within 5.

5. $5 - 1 =$ ___	**6.** $3 - 2 =$ ___
7. $4 - 3 =$ ___	**8.** $5 - 4 =$ ___
9. $4 - 2 =$ ___	**10.** $5 - 2 =$ ___

Session 1: Self-Reflection

Learning Target: I will subtract numbers within 5

Briefly discuss student responses:

 ➢ What did I learn today about subtracting numbers within 5?

 ➢ How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

Quick Check - Form A

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

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

5 − 3 = ____   4 − 0 = ____

4 − 1 = ____   3 − 2 = ____

2 − 0 = ____   5 − 4 = ____

5 − 2 = ____   4 − 3 = ____

2 − 1 = ____   3 − 1 = ____

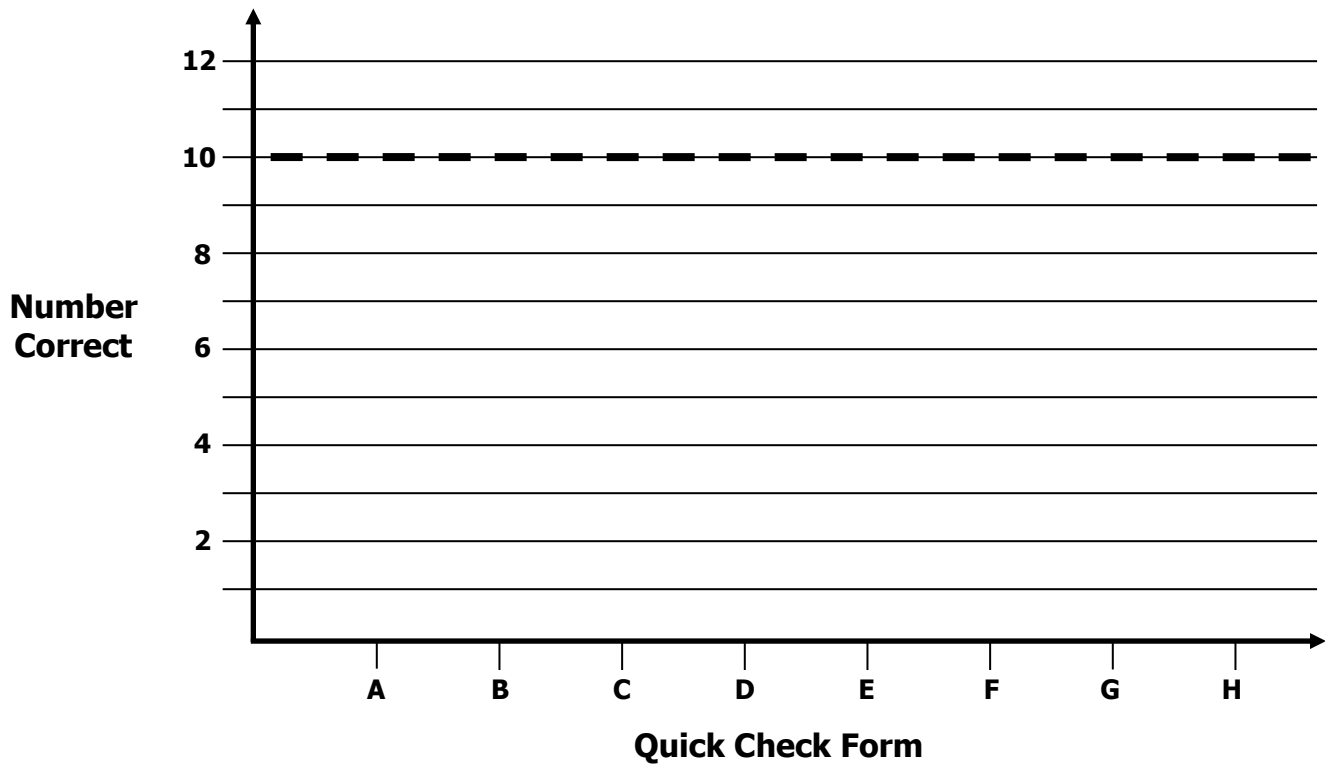4 − 2 = ____   5 − 1 = ____

Number Correct = _____

Growth Chart

Name_____ Date_____

Learning Target: I will subtract numbers within 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:			

Learning Target: I will subtract numbers within 5

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 subtraction equation and write the answer if you know it.
- ➢ Use counters on a 5-frame and a "Think Add to Subtract" equation to find or check your answer. (See Session 1)

1. 4 – 3 = ___	2. 5 – 4 = ___
3. 4 – 2 = ___	4. 3 – 2 = ___

Learning Target: I will subtract numbers within 5

Session 2: Guided Practice (We Do - Continued)

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

➢ Students take turns leading to subtract numbers within 5.

5. $3 - 1 = $ ___	**6.** $4 - 2 = $ ___
7. $5 - 3 = $ ___	**8.** $3 - 2 = $ ___
9. $5 - 1 = $ ___	**10.** $5 - 2 = $ ___

Session 2: Self-Reflection

Learning Target: I will subtract numbers within 5

Briefly discuss student responses:

➢ What did I learn today about subtracting numbers within 5?

➢ How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

Quick Check - Form B

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

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

5 – 2 = ____   4 – 3 = ____

2 – 0 = ____   5 – 4 = ____

4 – 1 = ____   3 – 2 = ____

5 – 3 = ____   4 – 0 = ____

4 – 2 = ____   5 – 1 = ____

2 – 1 = ____   3 – 1 = ____

Number Correct = _____

Session 3: Modeling (I Do)

Learning Target: I will subtract numbers within 5   **Readiness** for subtracting numbers within 10

5 bunnies were sitting in the grass. 3 bunnies hopped away. How many bunnies are on the grass now?

Session 3: Modeling (I Do - Teacher Notes)

Learning Target: I will subtract numbers within 5   **Readiness** for subtracting numbers within 10

5 bunnies were sitting in the grass. 3 bunnies hopped away. How many bunnies are on 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 number of bunnies in the grass now after some hopped away.

Third, I need to determine what I know.

I know that a total number of 5 bunnies were in the grass and 3 bunnies hopped away.

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

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

I will draw 5 circles to represent the total number of bunnies sitting in the grass.
(Draw and label 5 circles.)

5 Bunnies

○   ○   ⊖   ⊖   ⊖ 3 Hopped Away

Next, I will cross out 3 circles to represent the bunnies that hopped away.
(Draw "subtraction" lines through 3 circles and write the subtraction equation.)

There are 2 left, so 5 minus 3 equals 2.

(Write the answer to the subtraction equation.)

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

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

There are 2 bunnies on the grass now.

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

I found there are now 2 bunnies on the grass. It makes sense because I knew there were 5 bunnies sitting on the grass and 3 hopped away, so I modeled the problem with a math drawing and crossed off the 3 bunnies that hopped away.
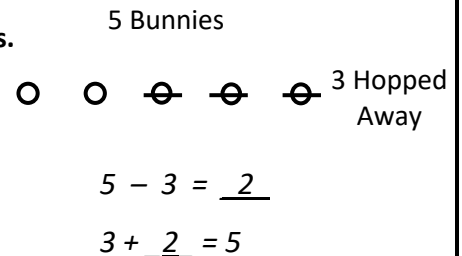
I also know that the two parts added together must equal the total.

Can you see the addition problem, 3 plus 2 equals 5, in the drawing?

Anytime I need to subtract, I can think addition…3 plus what number equals 5? 2

(Write the "Add to Subtract" equation.)

Learning Target: I will subtract numbers within 5

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction equation and write the answer if you know it.

➢ Use a math drawing and "Think Add to Subtract" equation to find or check your answer.

1. 3 – 1 = ___	**2.** 4 – 2 = ___
3. 5 – 3 = ___	**4.** 3 – 2 = ___

Learning Target: I will subtract numbers within 5

Session 3: Guided Practice (We Do - Continued)

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

➢ Students take turns leading and repeat the steps to subtract numbers within 5.
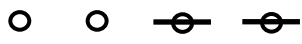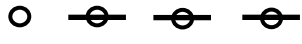
5. 5 − 3 = ___	**6.** 3 − 2 = ___
7. 4 − 3 = ___	**8.** 5 − 4 = ___
9. 4 − 2 = ___	**10.** 5 − 2 = ___

Learning Target: I will subtract numbers within 5

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

We Do Together: (Teacher Actions)

> ➢ Say the subtraction equation and write the answer if you know it.

> ➢ Use a math drawing and "Think Add to Subtract" equation to find or check your answer.

1. $3 - 1 = $ ___ ○ ○ ⊖ **1 + _2_ = 3**	2. $4 - 2 = $ ___ ○ ○ ⊖ ⊖ **2 + _2_ = 4**
3. $5 - 3 = $ ___ ○ ○ ⊖ ⊖ ⊖ **3 + _2_ = 5**	4. $3 - 2 = $ ___ ○ ⊖ ⊖ ⊖ **2 + _1_ = 3**

Session 3: Self-Reflection

Learning Target: I will add numbers to 5

Briefly discuss student responses:

> ➤ What did I learn today about subtracting numbers within 5?

> ➤ How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

Quick Check - Form C

DELTA MATH
Rt.1 PROGRAM

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

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

5 – 1 = ____   4 – 2 = ____

3 – 1 = ____   2 – 1 = ____

4 – 3 = ____   5 – 2 = ____

5 – 4 = ____   2 – 0 = ____

3 – 2 = ____   4 – 1 = ____

4 – 0 = ____   5 – 3 = ____

Number Correct = _____

Learning Target: I will subtract numbers within 5

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- ➢ Say the subtraction equation and write the answer if you know it.

- ➢ Use a math drawing and "Think Add to Subtract" equation to find or check your answer.

1. $4 - 1 = $ ___	**2.** $3 - 2 = $ ___
3. $5 - 2 = $ ___	**4.** $4 - 3 = $ ___

Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 4: Guided Practice (We Do - Continued)

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

➤ Students take turns leading and repeat the steps to subtract numbers within 5.

5. $5 - 1 = $ ___	**6.** $4 - 2 = $ ___
7. $5 - 3 = $ ___	**8.** $3 - 1 = $ ___
9. $4 - 3 = $ ___	**10.** $5 - 4 = $ ___

Session 4: Self-Reflection

Learning Target: I will add numbers to 5

Briefly discuss student responses:

➢ What did I learn today about subtracting numbers within 5?

➢ How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

Quick Check - Form D

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

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

3 − 2 = ___   4 − 1 = ___

4 − 0 = ___   5 − 3 = ___

5 − 1 = ___   4 − 2 = ___

3 − 1 = ___   2 − 1 = ___

4 − 3 = ___   5 − 2 = ___

5 − 4 = ___   2 − 0 = ___

Number Correct = _____

Learning Target: I will subtract numbers within 5

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction equation and write the answer if you know it.

➢ Use a math drawing and "Think Add to Subtract" equation to find or check your answer.

1. $3 - 1 = $ _____	2. $4 - 2 = $ _____
3. $5 - 3 = $ _____	4. $3 - 2 = $ _____

Learning Target: I will subtract numbers within 5

Session 5: Guided Practice (We Do - Continued)

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

➢ Students take turns leading and repeat the steps to subtract numbers within 5.

5. $5 - 3 = \underline{}$	**6.** $3 - 2 = \underline{}$
7. $4 - 3 = \underline{}$	**8.** $5 - 4 = \underline{}$
9. $4 - 2 = \underline{}$	**10.** $5 - 2 = \underline{}$

Session 5: Self-Reflection

Learning Target: I will add numbers to 5

Briefly discuss student responses:

> ➢ What did I learn today about subtracting numbers within 5?

> ➢ How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

Quick Check - Form E

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

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

5 − 3 = ____   4 − 0 = ____

4 − 1 = ____   3 − 2 = ____

2 − 0 = ____   5 − 4 = ____

5 − 2 = ____   4 − 3 = ____

2 − 1 = ____   3 − 1 = ____

4 − 2 = ____   5 − 1 = ____

Number Correct = _____

Session 6: Modeling (I Do)

Learning Target: I will subtract numbers within 5   **Readiness** for subtracting numbers within 10

Jack's mom packed 5 crackers in his lunch for a snack. He ate 4 crackers during lunch and brought the rest home. How many crackers did he bring home from his lunch?

Session 6: Modeling (I Do - Teacher Notes)

Learning Target: I will subtract numbers within 5

Readiness for subtracting numbers within 10

Jack's mom packed 5 crackers in his lunch for a snack. He ate 4 crackers during lunch and brought the rest home. How many crackers did he bring home from his lunch?

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 Jack's crackers.

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

I need to find the number of crackers that Jack brought home after he ate some.

Third, I need to determine what I know.

I know that there Jack's mom packed 5 crackers and Jack ate 4 of them during lunch.

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

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

Since I know Jack had a total of 5 crackers in his lunch… (Write and label the total.)

And, I know he ate 4 crackers… (Write and label the 4.)

I need to take 4 away from 5. (Write the – and = signs.)

I also know that I can think add to subtract.

So I will think, 4 plus what number equals 5? 1

(Write the answer.)

Jack brought home 1 cracker.

Total Crackers   Jack Ate   Brought Home

$$5 - 4 = \underline{1}$$

$4 \quad 1$

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

I found that Jack returned home with 1 cookie. It makes sense because I knew Jack's mom packed a total of 5 crackers and he ate 4 of them, so I modeled the problem with a subtraction equation to find the answer.

In a subtraction problem, I also can use lines under the total value, called number bonds, to show my thinking. (Draw the two lines under the 5)

Since I thought, 4 plus what number equals 5, I can start by writing the part I know, 4, to help me find the unknown

part…4 plus what equals 5…1.

Can you see the addition and subtraction problems in the number bond? 4 plus 1 equals 5 and 5 minus 4 equals 1.

Learning Target: I will subtract numbers within 5

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction equation and write the answer if you know it.

➢ Use number bonds to find or check your answer.

1. $4 - 3 = $ ___	**2.** $5 - 3 = $ ___
3. $5 - 2 = $ ___	**4.** $5 - 4 = $ ___
5. $4 - 2 = $ ___	**6.** $3 - 1 = $ ___

Learning Target: I will subtract numbers within 5

Session 6: Guided Practice (We Do - Continued)

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

➤ Students take turns being the teacher and repeat the steps to subtract numbers within 5.

5. 5 – 3 = ___	**6.** 4 – 2 = ___
7. 5 – 4 = ___	**8.** 2 – 1 = ___
9. 3 – 2 = ___	**10.** 4 – 3 = ___

DELTA MATH
RtI PROGRAM

Learning Target: I will subtract numbers within 5

Session 6: **Guided Practice** (We Do - Teacher Notes)

We Do Together: (Teacher Actions)

➢ Say the subtraction equation and write the answer if you know it.

➢ Use the "Think Add to Subtract" strategy to find or check your answer.

1. $4 - 3 = \underline{\ 1\ }$ 3 1	**2.** $5 - 3 = \underline{\ 2\ }$ 3 2
3. $5 - 2 = \underline{\ 3\ }$ 2 3	**4.** $5 - 4 = \underline{\ 1\ }$ 4 1
5. $4 - 2 = \underline{\ 2\ }$ 2 2	**6.** $3 - 1 = \underline{\ 2\ }$ 1 2

Math Talk #1: *"Since 3 plus _1_ equals 4, then 4 minus 3 equals _1_ "*

Math Talk #2: *"Since 3 plus _2_ equals 5, then 5 minus 3 equals _2_ "*

Math Talk #3: *"Since 2 plus _3_ equals 5, then 5 minus 2 equals _3_ "*

Math Talk #4: *"Since 4 plus _1_ equals 5, then 5 minus 4 equals _1_ "*

Math Talk #5: *"Since 2 plus _2_ equals 4, then 4 minus 2 equals _2_ "*

Math Talk #6: *"Since 1 plus _2_ equals 3, then 3 minus 1 equals _2_ "*

Session 6: Self-Reflection

Learning Target: I will add numbers to 5.

Briefly discuss student responses:

- ➢ What did I learn today about subtracting numbers within 5?

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

Quick Check - Form F

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

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

5 – 2 = ____   4 – 3 = ____

2 – 0 = ____   5 – 4 = ____

4 – 1 = ____   3 – 2 = ____

5 – 3 = ____   4 – 0 = ____

4 – 2 = ____   5 – 1 = ____

2 – 1 = ____   3 – 1 = ____

Number Correct = _____

Learning Target: I will subtract numbers within 5

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction equation and write the answer if you know it.

➢ Use number bonds to find or check your answer.

1. 4 – 2 = ___	2. 5 – 4 = ___
3. 5 – 1 = ___	4. 4 – 1 = ___
5. 3 – 2 = ___	6. 4 – 3 = ___

Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 7: Guided Practice (We Do - Continued)

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

➢ Students take turns being the teacher and repeat the steps to subtract numbers within 5.

5. $5 - 2 = $ _____	6. $3 - 1 = $ _____
7. $5 - 3 = $ _____	8. $4 - 1 = $ _____
9. $4 - 2 = $ _____	10. $5 - 4 = $ _____

Learning Target: I will add numbers to 5.

Briefly discuss student responses:

➢ What did I learn today about subtracting numbers within 5?

➢ How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

Quick Check - Form G

DELTA MATH
Rtl PROGRAM

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

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

5 – 1 = ___   4 – 2 = ___

3 – 1 = ___   2 – 1 = ___

4 – 3 = ___   5 – 2 = ___

5 – 4 = ___   2 – 0 = ___

3 – 2 = ___   4 – 1 = ___

4 – 0 = ___   5 – 3 = ___

Number Correct = _____

Learning Target: I will subtract numbers within 5

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction equation and write the answer if you know it.

➢ Use number bonds to find or check your answer.

1. 4 − 3 = ___	2. 5 − 3 = ___
3. 5 − 2 = ___	4. 5 − 4 = ___
5. 4 − 2 = ___	6. 3 − 1 = ___

Learning Target: I will subtract numbers within 5

Session 8: Guided Practice (We Do - Continued)

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

➢ Students take turns being the teacher and repeat the steps to subtract numbers within 5.

5. 5 − 3 = ___	6. 4 − 2 = ___
7. 5 − 4 = ___	8. 2 − 1 = ___
9. 3 − 2 = ___	10. 4 − 3 = ___

Session 8: Self-Reflection

Learning Target: I will add numbers to 5.

Briefly discuss student responses:

➢ What did I learn today about subtracting numbers within 5?

➢ How confident do I feel about subtracting numbers within 5 on my own? (Thumbs up, down, or sideways)

Quick Check - Form H

Name_____ Date_____

Learning Target: I will subtract numbers within 5.

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

3 – 2 = ____   4 – 1 = ____

4 – 0 = ____   5 – 3 = ____

5 – 1 = ____   4 – 2 = ____

3 – 1 = ____   2 – 1 = ____

4 – 3 = ____   5 – 2 = ____

5 – 4 = ____   2 – 0 = ____

Number Correct = _____

Independent Practice Activity (You Do)

Learning Target: I will subtract numbers within 5.

Title of Game: "Subtract Within 5: Match-ups"

Number of Players: 2

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

Materials:

➢ Subtraction Problem Cards (1 set)

➢ Count-up to Subtract Cards (1 set)

➢ Subtract Within 5 Match-ups: Recording sheet (1 per student - Optional)

Directions:

➢ Place a set of **Count-up Cards** face down in a row.

➢ Place a set of **Problem Cards** underneath the row, 5 for you and 5 for the class.

➢ Player 1 turns over a **Count-up** Card to see if it matches one of their **Problem** cards.

  o If there is a partner match, say the equation, pick up the card and place it below your card.

  o If there is not a match, then say "No Matches" and turn the card back over.

➢ Player 2 turns over a **Count-up** Card to see if it matches one of their **Problem** cards.

  o If there is a partner match, say the equation, pick up the card and place it below your card.

  o 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…4 take-away 1 leaves 3…and…1 plus 3 equals 4"

2 − 1 = ___	3 − 2 = ___
3 − 1 = ___	4 − 2 = ___
4 − 1 = ___	5 − 2 = ___
5 − 1 = ___	4 − 3 = ___
5 − 3 = ___	5 − 4 = ___

1 + ___ = 2	2 + ___ = 3
1 + ___ = 3	2 + ___ = 4
1 + ___ = 4	2 + ___ = 5
1 + ___ = 5	3 + ___ = 4
3 + ___ = 5	4 + ___ = 5

Independent Practice Activity

(Recording Sheet)

Recording Directions:

➢ Record the equation cards for each player

➢ As each match is found, draw the **Count-up** card below its match.

Math Talk:

"I have a match…4 take-away 1 leaves 3…4 minus 1 equals 3"

Player 1

____ – ____ = ____	____ – ____ = ____	____ – ____ = ____	____ – ____ = ____	____ – ____ = ____
____ + ____ = ____	____ + ____ = ____	____ + ____ = ____	____ + ____ = ____	____ + ____ = ____

Player 1

____ – ____ = ____	____ – ____ = ____	____ – ____ = ____	____ – ____ = ____	____ – ____ = ____
____ + ____ = ____	____ + ____ = ____	____ + ____ = ____	____ + ____ = ____	____ + ____ = ____

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?

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?