



# Tier 3

## Intervention Lessons

2.OA.2a

**Learning Target:** I will add numbers to 20

**Readiness for 2.NBT.5a:** Add and subtract 2-digit numbers

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# Tier 3 Intervention Planning Guide

**Learning Target:** I will add numbers to 20

**Readiness** for adding and subtracting 2-digit numbers

<b>Recommended Actions</b>	
<b>Beginning</b> (5 min.)	<ul style="list-style-type: none"> <li>➤ Review the learning target with the whole group</li> <li>➤ Ask each student to set a goal for the day based on their previous Quick Check Score</li> <li>➤ Have each student use a highlighter to plot their goal for the day</li> </ul>
<b>Middle</b> (15 min.)	<ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do” (<i>Sessions 1, 3 and 6 only</i>)</li> <li>➤ Guided Practice – “We do”</li> </ul> <p><b>Sessions 1 and 2:</b> Add numbers to 20 using counters and the make a ten strategy.</p> <p><b>Sessions 3, 4 and 5:</b> Add numbers to 20 using drawings and the make a ten strategy.</p> <p><b>Sessions 6, 7 and 8:</b> Add numbers to 20 number bonds and the make a ten strategy.</p>
<b>End</b> (10 min.)	<ul style="list-style-type: none"> <li>➤ Bring the students back together.</li> <li>➤ Ask students to reflect on their progress towards the learning target               <ul style="list-style-type: none"> <li>○ What did I learn today about counting?</li> <li>○ How confident do you feel about counting on my own? (Thumbs up, down, or sideways)</li> </ul> </li> <li>➤ Assess each student’s progress using the next <b>Quick Check</b> form</li> <li>➤ Guide students to self-correct their <b>Quick Check</b></li> <li>➤ Guide students to chart their progress in their <b>Growth Chart</b> <ul style="list-style-type: none"> <li>○ If not using Delta Math lessons, record the activity in the table</li> </ul> </li> <li>➤ Collect each student’s <b>Quick Check</b> and <b>Growth Chart</b></li> </ul>
<b>After</b> <b>Session 6</b>	<ul style="list-style-type: none"> <li>➤ Differentiation Options:               <ul style="list-style-type: none"> <li>○ Allow students who met the learning goal to work independently while others do the guided practice during the next session</li> <li>○ Exit students who met the learning goal for a third time</li> </ul> </li> <li>➤ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions</li> </ul>



# Session 1: Modeling (I Do)

**Learning Target:** I will add numbers to 20

**Readiness** for adding and subtracting 2-digit numbers

There are 8 boys and 5 girls on the community hockey team. How many total players are on the team?





# Session 1: Modeling (I Do - Teacher Notes)

**Learning Target:** I will add numbers to 20

**Readiness** for adding and subtracting 2-digit numbers

There are 8 boys and 5 girls on the community hockey team. How many total players are on the team?

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 players on a hockey team.

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

I need to find the total number of players on the hockey team.

Third, I need to determine what I know.

I know there are 8 boys and 5 girls on the team.

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

I am going to try modeling the actions,  $8 + 5$ , using counters.

(Place the equation card above the double-ten frame)

I will place 8 counters, red-side up on the top 10-frame to represent the boys on the team. (Place 8 counters red-side up on the top 10-frame.)

Next, I will place 5 counters, yellow-side up on the bottom 10-frame to represent the girls on the team. (Place 5 counters yellow-side up on the bottom 10-frame.)

Now, since 5 is a large number to count on to find the total, I will move part of the 5 yellow counters to the top ten frame and count on from 10...11, 12, 13.

(Move 2 yellow counters to the top ten frame, then point to the 10 counters and the remaining counters on the bottom frame as you count on from 10.)

There are 13 players on the hockey team... $8 + 5$  is the same as 10 plus 3.

(Place the Ten-equation card and answer under the 10-frames to represent the problem with numbers.)

**Session 2: Modeling (I Do)**  
 1<sup>st</sup> Grade - Readiness Standard 4 - 2.OA.2a

**Learning Target:** I will add numbers to 20      **Readiness** for adding and subtracting 2-digit numbers

There are 8 boys and 5 girls on the community hockey team. How many total players are on the team?

$8 + 5 = \underline{\quad}$

●	●	●	●	●
●	●	●	●	●
●	●	●		

$10 + 3 = 13$

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

I found there are 13 players on the hockey team. It makes sense because I knew there are 8 boys and 5 girls on the team, and I made the problem easier by using 2 of the 5 yellow counters to make a 10 before counting on to find the total.



# Double 10-Frame Mat





# Modeling & Guided Practice Cards

Use for Modelling

$$8 + 5 = \underline{\quad}$$

Use for Problem 1

$$7 + 4 = \underline{\quad}$$

Use for Problem 2

$$9 + 4 = \underline{\quad}$$

Use for Problem 3

$$8 + 6 = \underline{\quad}$$

Use for Problem 4

$$7 + 6 = \underline{\quad}$$

Use for Problem 5

$$9 + 5 = \underline{\quad}$$

Use for Problem 6

$$7 + 5 = \underline{\quad}$$

Use for Problem 7

$$8 + 4 = \underline{\quad}$$

Use for Problem 8

$$9 + 6 = \underline{\quad}$$

Use for Problem 9

$$9 + 3 = \underline{\quad}$$

Use for Problem 10

$$7 + 7 = \underline{\quad}$$



# Ten-Equation Cards

$$10 + 1 = 11$$

$$10 + 2 = 12$$

$$10 + 3 = 13$$

$$10 + 4 = 14$$

$$10 + 5 = 15$$

$$10 + 6 = 16$$

$$10 + 7 = 17$$

$$10 + 8 = 18$$

$$10 + 9 = 19$$

$$10 + 10 = 20$$





Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## Session 1: Guided Practice (We Do)

**Materials:**

- 2-colored counters (20 per student)
- Double 10-frame mat (1 per student)
- Add to 20 Equation Cards (1 set per student)
- 10-Equation Cards (1 set per student)

**We Do Together:** (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Use counters, a double 10-frame and equation cards (*Add to 20* and *10-Equation*) to find or check your answer.

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



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## Session 1: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 20.

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



# Session 1: Self-Reflection

**Learning Target:** I will add numbers to 20

Briefly discuss student responses:

- What did I learn today about adding numbers to 20?
  
- How confident do I feel about adding numbers to 20 on my own?  
*(Thumbs up, down, or sideways)*



# Quick Check - Form A

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20.

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

$7 + 4 = \underline{\quad}$

$9 + 6 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$6 + 8 = \underline{\quad}$

$9 + 5 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$4 + 9 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$8 + 4 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$5 + 8 = \underline{\quad}$

$9 + 4 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

Number Correct =

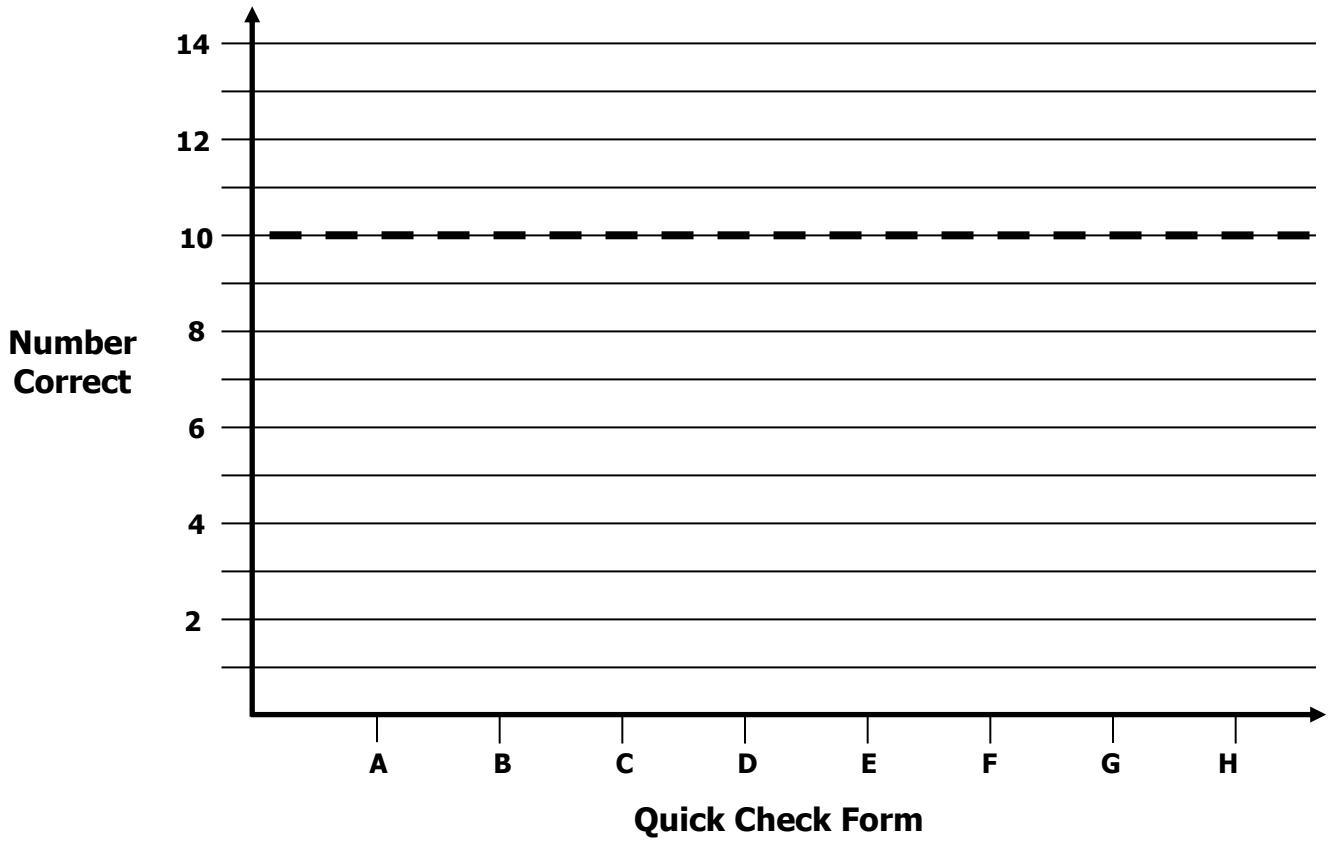


# Growth Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20.

**Goal:** 10 out of 14 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 add numbers to 20

## Session 2: Guided Practice (We Do)

**Materials:**

- 2-colored counters (20 per student)
- Double 10-frame mat (1 per student)
- 10-Equation Cards (1 set per student – See Session 1)

**We Do Together:** (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Use counters, a double 10-frame and equation cards (*10-Equation*) to find or check your answer.

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



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## 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 20.

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



## Session 2: Self-Reflection

**Learning Target:** I will add numbers to 20

Briefly discuss student responses:

- What did I learn today about adding numbers to 20?
  
- How confident do I feel about adding numbers to 20 on my own?  
*(Thumbs up, down, or sideways)*





# Quick Check - Form B

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20.

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

$9 + 3 = \underline{\quad}$

$9 + 7 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$5 + 8 = \underline{\quad}$

$9 + 6 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$4 + 8 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$9 + 4 = \underline{\quad}$

$6 + 8 = \underline{\quad}$

$7 + 5 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

Number Correct =



## Session 3: Modeling (I Do)

**Learning Target:** I will add numbers to 20

**Readiness** for adding and subtracting 2-digit numbers

7 monkeys are climbing in a tree. 5 more monkeys joined them. How many monkeys are in the tree now?



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

**Learning Target:** I will add numbers to 20

**Readiness** for adding and subtracting 2-digit numbers

7 monkeys are climbing in a tree. 5 more monkeys joined them. How many monkeys are in the tree 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 monkeys climbing in a tree.

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

I need to find the total number of monkeys in the tree.

Third, I need to determine what I know.

I know there were 7 monkeys were in the tree and 5 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 write the number 7 to represent the monkeys already in the tree.

(Write the number 7 and label it monkeys in a tree.)

Next, I will draw 5 circles to represent the monkeys that joined them.

(Draw 5 circles and write the number statement  $7 + 5 = \underline{\quad}$ .)

Since 5 is a large number to count on from, I will use part of this number to make a ten and use the second part of the number to count on from ten.

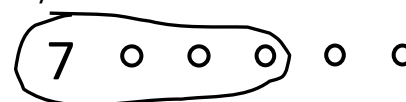
So I will circle a group of 10...7 and 3. (Circle the 7 and 3 of the dots.)

And, now I will count on from the new ten...11, 12.

Since  $10 + 2 = 12$ , then  $7 + 5$  also equals 12. (Write the 10 equation and answers to both number sentences.)

There are now 12 monkeys in the tree.

Monkeys in a Tree      5 Joined Them



$$7 + 5 = \underline{12}$$

$$10 + 2 = \underline{12}$$

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

I found there are now 12 monkeys in the tree. It makes sense because I knew there were 7 monkeys and 5 more joined them. So, I modeled the problem with a math drawing and made it easier by combining part of the 5 circles with the 7 so that I could count on from 10 to find the total.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## 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.

$$8 + 6 = \underline{\quad}$$

2.

$$7 + 9 = \underline{\quad}$$

3.

$$5 + 8 = \underline{\quad}$$

4.

$$9 + 4 = \underline{\quad}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## 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 20.

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

**Learning Target:** I will add numbers to 20

## 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><b>1.</b></p> <p style="text-align: center;"><math>8 + 6 = \underline{\quad}</math></p> <div style="text-align: center;"> </div> <p style="text-align: center;"><i>“8 plus 2 is 10 and 4 more equals 14”</i></p>	<p><b>2.</b></p> <p style="text-align: center;"><i>To add more efficiently, start with the greater number.</i></p> <p style="text-align: center;"><math>7 + 9 = \underline{\quad}</math></p> <div style="text-align: center;"> </div> <p style="text-align: center;"><i>“9 plus 1 is 10 and 6 more equals 16”</i></p>
<p><b>3.</b></p> <p style="text-align: center;"><i>To add more efficiently, start with the greater number.</i></p> <p style="text-align: center;"><math>5 + 8 = \underline{\quad}</math></p> <div style="text-align: center;"> </div> <p style="text-align: center;"><i>“8 plus 2 is 10 and 3 more equals 13”</i></p>	<p><b>4.</b></p> <p style="text-align: center;"><math>9 + 4 = \underline{\quad}</math></p> <div style="text-align: center;"> </div> <p style="text-align: center;"><i>“9 plus 1 is 10 and 3 more equals 13”</i></p>



## Session 3: Self-Reflection

**Learning Target:** I will add numbers to 20

Briefly discuss student responses:

- What did I learn today about adding numbers to 20?
  
- How confident do I feel about adding numbers to 20 on my own?  
*(Thumbs up, down, or sideways)*



# Quick Check - Form C

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20.

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

$9 + 6 = \underline{\quad}$

$4 + 7 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$5 + 8 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$4 + 9 = \underline{\quad}$

$8 + 6 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$8 + 4 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

$9 + 3 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

Number Correct =





Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## Session 4: 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.  $9 + 6 = \underline{\quad}$	2.  $5 + 7 = \underline{\quad}$
3.  $6 + 8 = \underline{\quad}$	4.  $8 + 8 = \underline{\quad}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## 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 20.

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



## Session 4: Self-Reflection

**Learning Target:** I will add numbers to 20

Briefly discuss student responses:

- What did I learn today about adding numbers to 20?
  
- How confident do I feel about adding numbers to 20 on my own?  
*(Thumbs up, down, or sideways)*



# Quick Check - Form D

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20.

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

$8 + 4 = \underline{\quad}$

$9 + 7 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$5 + 8 = \underline{\quad}$

$9 + 6 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$3 + 9 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$4 + 7 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$8 + 6 = \underline{\quad}$

$5 + 9 = \underline{\quad}$

Number Correct =



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## 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.

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



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## 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 20.

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



## Session 5: Self-Reflection

**Learning Target:** I will add numbers to 20

Briefly discuss student responses:

- What did I learn today about adding numbers to 20?
  
- How confident do I feel about adding numbers to 20 on my own?  
*(Thumbs up, down, or sideways)*



# Quick Check - Form E

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20.

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

$7 + 4 = \underline{\quad}$

$9 + 6 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$6 + 8 = \underline{\quad}$

$9 + 5 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$4 + 9 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$8 + 4 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$5 + 8 = \underline{\quad}$

$9 + 4 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

Number Correct =





## Session 6: Modeling (I Do)

**Learning Target:** I will add numbers to 20

**Readiness** for adding and subtracting 2-digit numbers

Layla and Ryan's 3<sup>rd</sup> grade class was collecting food for a local food bank. Layla brought in 9 cans of soup and Ryan brought in 5 cans of vegetables. How many total cans of food did Layla and Ryan bring?



# Session 6: Modeling (I Do - Teacher Notes)

**Learning Target:** I will add numbers to 20

**Readiness** for adding and subtracting 2-digit numbers

Layla and Ryan’s 3<sup>rd</sup> grade class was collecting food for a local food bank. Layla brought in 9 cans of soup and Ryan brought in 5 cans of vegetables. How many total cans of food did Layla and Ryan bring?

**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 collecting cans of food for a local food bank.**

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

**I need to find the total number of cans brought in by Layla and Ryan.**

**Third, I need to determine what I know.**

**I know that Layla brought in 9 cans of soup and Ryan brought in 5 cans of vegetables.**

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

**This time, I am going to try modeling the actions using an equation with number bonds.**

**Since I know Layla brought in 9 cans and Ryan brought in 5, I will write and label each number.**

(Write and label Layla, 9, Ryan and 5.)

**Since I want to know the total number of cans brought in, an addition statement is needed to model this problem...9 plus 5 equals what number? (Write the + and = signs and label the total.)**

**I will make this problem a little easier by breaking the 5 into parts that will help me add with 10.**

(Write two number bonds under the 5.)

**The first part is needed to make a ten with the 9...9 + 1 = 10**

(Write a 1 under the first number bond, circle and label the 10.)

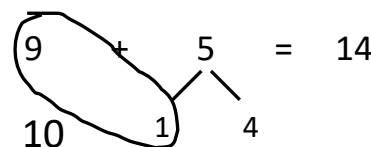
**The second part of 5 is 4, since 1 + 4 = 5.**

(Write a 4 under the second number bond.)

**Since 10 + 4 = 14, then 9 + 5 = 14.**

(Write 14 under the total.)

Layla                  Ryan                  Total



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

**I found that Layla and Ryan brought in 14 cans. It makes sense because I knew that Layla brought in 9 and Ryan brought in 5. So, I modeled the problem with an equation and used number bonds to make the problem easier by adding with 10.**



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## Session 6: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Make a ten using number bonds to find or check your answer.

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



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## 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 20.

5. $9 + 6 = \underline{\quad}$	6. $4 + 9 = \underline{\quad}$
7. $5 + 8 = \underline{\quad}$	8. $9 + 3 = \underline{\quad}$
9. $8 + 6 = \underline{\quad}$	10. $7 + 9 = \underline{\quad}$
11. $4 + 8 = \underline{\quad}$	12. $9 + 5 = \underline{\quad}$
13. $3 + 8 = \underline{\quad}$	14. $8 + 7 = \underline{\quad}$

**Learning Target:** I will add numbers to 20

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

**We Do Together:** (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Make a ten using number bonds to find or check your answer.

<p>1. <i>"8 plus 2 is 10 and 2 more equals 12"</i></p> $  \begin{array}{r}  8 + 4 = \underline{12} \\  \begin{array}{c} / \quad \backslash \\ 2 \quad 2 \end{array}  \end{array}  $	<p>2. <i>"9 plus 1 is 10 and 4 more equals 14"</i></p> $  \begin{array}{r}  5 + 9 = \underline{14} \\  \begin{array}{c} / \quad \backslash \\ 4 \quad 1 \end{array}  \end{array}  $
<p>3. <i>"8 plus 2 is 10 and 4 more equals 14"</i></p> $  \begin{array}{r}  6 + 8 = \underline{14} \\  \begin{array}{c} / \quad \backslash \\ 4 \quad 2 \end{array}  \end{array}  $	<p>4. <i>"9 plus 1 is 10 and 6 more equals 16"</i></p> $  \begin{array}{r}  9 + 7 = \underline{16} \\  \begin{array}{c} / \quad \backslash \\ 1 \quad 6 \end{array}  \end{array}  $



## Session 6: Self-Reflection

**Learning Target:** I will add numbers to 20

Briefly discuss student responses:

- What did I learn today about adding numbers to 20?
  
- How confident do I feel about adding numbers to 20 on my own?  
*(Thumbs up, down, or sideways)*



# Quick Check - Form F

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20.

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

$9 + 3 = \underline{\quad}$

$9 + 7 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$5 + 8 = \underline{\quad}$

$9 + 6 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$4 + 8 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$9 + 4 = \underline{\quad}$

$6 + 8 = \underline{\quad}$

$7 + 5 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

Number Correct =



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## Session 7: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Make a ten using number bonds to find or check your answer.

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





Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## 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 20.

5. $9 + 4 = \underline{\quad}$	6. $5 + 8 = \underline{\quad}$
7. $7 + 8 = \underline{\quad}$	8. $9 + 5 = \underline{\quad}$
9. $8 + 8 = \underline{\quad}$	10. $7 + 9 = \underline{\quad}$
11. $3 + 8 = \underline{\quad}$	12. $6 + 6 = \underline{\quad}$
13. $5 + 9 = \underline{\quad}$	14. $8 + 6 = \underline{\quad}$



## Session 7: Self-Reflection

**Learning Target:** I will add numbers to 20

Briefly discuss student responses:

- What did I learn today about adding numbers to 20?
  
- How confident do I feel about adding numbers to 20 on my own?  
*(Thumbs up, down, or sideways)*



# Quick Check - Form G

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20.

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

$9 + 6 = \underline{\quad}$

$4 + 7 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$5 + 8 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$4 + 9 = \underline{\quad}$

$8 + 6 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$8 + 4 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

$9 + 3 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

Number Correct =



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## Session 8: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Make a ten using number bonds to find or check your answer.

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



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20

## 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 20.

5. $9 + 6 = \underline{\quad}$	6. $4 + 8 = \underline{\quad}$
7. $5 + 9 = \underline{\quad}$	8. $7 + 7 = \underline{\quad}$
9. $8 + 4 = \underline{\quad}$	10. $7 + 9 = \underline{\quad}$
11. $9 + 9 = \underline{\quad}$	12. $9 + 5 = \underline{\quad}$
13. $3 + 8 = \underline{\quad}$	14. $8 + 7 = \underline{\quad}$



## Session 8: Self-Reflection

**Learning Target:** I will add numbers to 20

Briefly discuss student responses:

- What did I learn today about adding numbers to 20?
  
- How confident do I feel about adding numbers to 20 on my own?  
*(Thumbs up, down, or sideways)*



# Quick Check - Form H

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will add numbers to 20.

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

$8 + 4 = \underline{\quad}$

$9 + 7 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$5 + 8 = \underline{\quad}$

$9 + 6 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$3 + 9 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$4 + 7 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$8 + 6 = \underline{\quad}$

$5 + 9 = \underline{\quad}$

Number Correct =



# Independent Practice 1 (You Do)

**Learning Target:** I will add numbers to 20

**Title of Game:** “Make a 10: Match-ups”

**Number of Players:** 2

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

**Materials:**

- Add To 20: Problem Cards (1 set)
- Ten Equation Cards (1 set)
- Add To 20 Match-ups: Recording sheet (1 per student - Optional)

**Directions:**

- Place a set of **Addition Problem Cards** face-down in a row.
- Place a set of **Ten Equation Cards** face-up underneath the row, 5 for each player.
- Player 1 turns over an **Addition Problem** card to see if it matches one of their **Ten Equation** 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 an **Addition Problem** card to see if it matches one of their **Ten Equation** 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...8 plus 6 and 10 plus 4 equals 14”*





# Addition Problem Cards (Set A)

$9 + 2 = \underline{\quad}$

Set A

$9 + 4 = \underline{\quad}$

Set A

$9 + 5 = \underline{\quad}$

Set A

$9 + 7 = \underline{\quad}$

Set A

$8 + 3 = \underline{\quad}$

Set A

$8 + 4 = \underline{\quad}$

Set A

$8 + 6 = \underline{\quad}$

Set A

$8 + 7 = \underline{\quad}$

Set A

$7 + 5 = \underline{\quad}$

Set A

$7 + 7 = \underline{\quad}$

Set A



# Ten-Equation Cards (Set A)

$$10 + 1 = 11$$

Set A

$$10 + 3 = 13$$

Set A

$$10 + 4 = 14$$

Set A

$$10 + 6 = 16$$

Set A

$$10 + 1 = 11$$

Set A

$$10 + 2 = 12$$

Set A

$$10 + 4 = 14$$

Set A

$$10 + 5 = 15$$

Set A

$$10 + 2 = 12$$

Set A

$$10 + 4 = 14$$

Set A



# Addition Problem Cards (Set B)

$9 + 3 = \underline{\quad}$

Set B

$9 + 6 = \underline{\quad}$

Set B

$9 + 8 = \underline{\quad}$

Set B

$8 + 4 = \underline{\quad}$

Set B

$8 + 6 = \underline{\quad}$

Set B

$8 + 8 = \underline{\quad}$

Set B

$7 + 6 = \underline{\quad}$

Set B

$7 + 7 = \underline{\quad}$

Set B

$6 + 5 = \underline{\quad}$

Set B

$6 + 6 = \underline{\quad}$

Set B



# Ten-Equation Cards (Set B)

$$10 + 2 = 12$$

Set B

$$10 + 5 = 15$$

Set B

$$10 + 7 = 17$$

Set B

$$10 + 2 = 12$$

Set B

$$10 + 4 = 14$$

Set B

$$10 + 6 = 16$$

Set B

$$10 + 3 = 13$$

Set B

$$10 + 4 = 14$$

Set B

$$10 + 1 = 11$$

Set B

$$10 + 2 = 12$$

Set B



# Add To 20: Recording Sheet (Optional)

## Recording Directions:

- Record the **Ten Equation Cards** for each player
- As each match is found, draw the **Addition Problem Card** below its match.

## Math Talk:

*"I have a match...8 plus 6 and 10 plus 4 equals 14"*

### Player 1

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

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

### Player 2

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

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



# Independent Practice 2 (You Do)

**Learning Target:** I will add numbers to 20

**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
  - Note: Provide different colored cards to each player for to help separate the cards after each game.

**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 make a ten from the greatest number to find the answer.  
*Example: “8 plus 6...8 plus 2 equals 10 and 4 more equals 14”*
- Player 2: Flip over the top card, say the problem and make a ten from the greatest number to find the answer.  
*Example: “9 plus 3...9 plus 1 equals 10 and 2 more equals 12”*

**Note:** *A student may want to hold up the smaller number of fingers to keep track of each part...  
for example, player 1 could hold up 6 fingers...when he/she says “plus 2 equals 10”, they put down 2 fingers.  
The remaining fingers represent the other part that adds to ten.*

- The player with the greater answer takes both cards
- Repeat until all cards have been played

**Decide the Winner: (Option)**

- 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



# 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

*Q<sub>1</sub>. What is the problem about?*

*Q<sub>2</sub>. What do I need to find?*

*Q<sub>3</sub>. What do I know?*

*Q<sub>4</sub>. What can I try?*

*Q<sub>5</sub>. Does my answer make sense?*