



Tier 3

Intervention Lessons

1.NBT.1

Learning Target: I will name numbers to 120

Readiness for 2.NBT.3: Identify numbers to 1,000

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Tier 3 Intervention Planning Guide

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

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: Name numbers with cubes</p> <p>Sessions 3, 4 and 5: Name numbers with base-ten drawings</p> <p>Sessions 6, 7 and 8: Name numbers with extra groups of 10 ones</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 name numbers to 120

Readiness for identifying numbers to 1,000

Sophia began collecting pennies 1 year ago. She wanted to know how many pennies she had collected. Pretend that each cube in this bag represents each penny in her collection. How many pennies did Sophia collect last year?

Groups of 10



Session 1: Modeling (I Do - Teacher Notes)

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Sophia began collecting pennies 1 year ago. She wanted to know how many pennies she had collected. Pretend that each cube in this bag represents each penny in her collection. How many pennies did Sophia collect last year?

(Hold up the sandwich bag labelled, "Sophia's Pennies".)

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 Sophia's penny collection.

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

I need to find the total number of pennies that Sophia saved last year.

Third, I need to determine what I know.

I know that each cube in this bag represents each penny in her collection. *(Hold up the bag of blocks.)*

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

I am going to try organizing the blocks in groups of 10 to help me count.
(Place the blocks in "Groups of 10" while counting from 1 to 10 in each frame.)

Now each of these tens have the same value as a group of 10 ones.
(Hold up a ten piece and count each one that makes the ten.)

Therefore, I can replace each group of 10 ones with 1 ten to help me count by tens and make it easier to find the total...Ten, twenty, thirty.
(Point at each group or one as you count and then place the "30" card below the 3 tens)

And 2 more...
(Place the "2" card under the 2 cube to represent the expanded form of the number.)

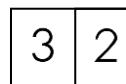
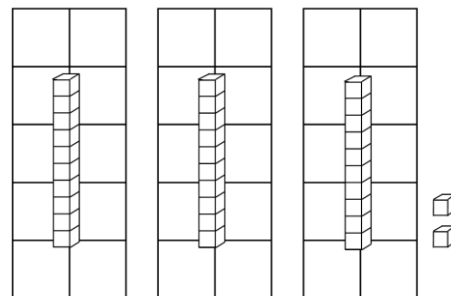
makes Thirty-one, thirty-two. *(Slide the 2 on to the 0 to show the standard form of the number.)*

Sophia collected thirty-two pennies last year.

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

I found that Sophia collected thirty-two pennies last year. It makes sense because I knew that each cube in the bag represented a penny she collected and I organized them into 3 groups of tens with the 2 extra ones to make it easier to count the total.

Groups of 10



Place-Value Cards (1 → 100)

1	6	2	0	6	0	
2	7	3	0	7	0	
3	8	4	0	8	0	
4	9	5	0	9	0	
5	1	0	1	0	0	
<	>	=	+	-	x	÷
Less Than	Greater Than	Equal to				



Session 1: Guided Practice

(We Do - Teacher Notes)

Learning Target: I will name numbers to 120

Materials:

- 4 sandwich bags labeled A through D filled with the following number of cubes per student.
 - (A = 29, B = 36, C = 42, D = 31)
- 1 set of Place-Value cards per student.

We Do Together: (Teacher Actions)

- Use the Groups of Ten mat to find the total number of cubes in bags A and B.
- Use place-value cards to show the expanded and standard form of the total.

Supporting Directions and Math Talk:

- Place bag A on the Groups of Ten mat, organize the cubes into groups of tens and some extra and invite the students to do the same.
- Exchange each group of 10 ones for 1 ten, set the Place-Value cards underneath and say the expanded form of the number.
- Then, slide the one's card on top of the ten's card to show and say the standard form of the number.
- Repeat and invite the students to point to each ten and ones on their mat and say each counting number in unison.
- Clear the Groups of Ten mat and repeat to find the total number of cubes in bag B.

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

- Students take turns being the teacher and repeat the steps above to find the total number of cubes in bags C and D.



Session 1: Groups of 10 Mat

Learning Target: I will name numbers to 120



Session 1: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers to 120?

- How confident do I feel about naming numbers to 120 on my own?
(Thumbs up, down, or sideways)

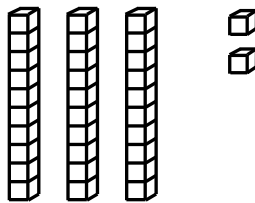
Quick Check - Form A

Name _____ Date _____

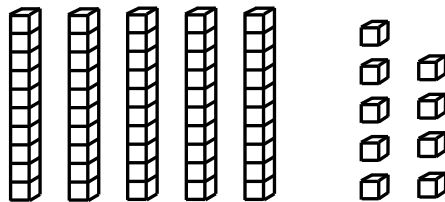
Learning Target: I will name numbers to 120.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

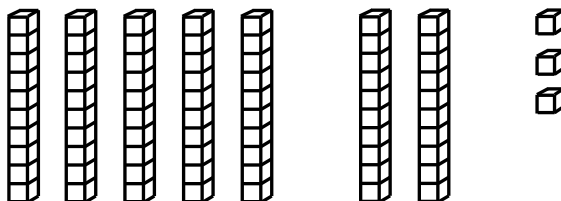
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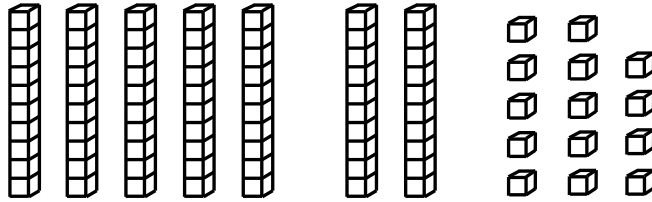


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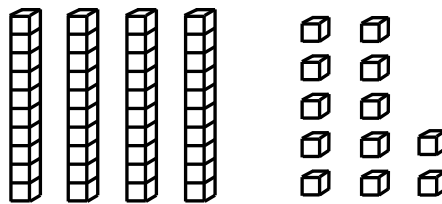


Quick Check - Form A

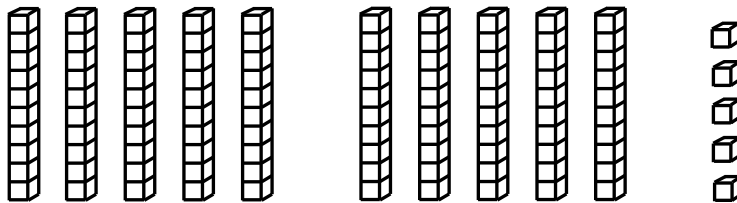
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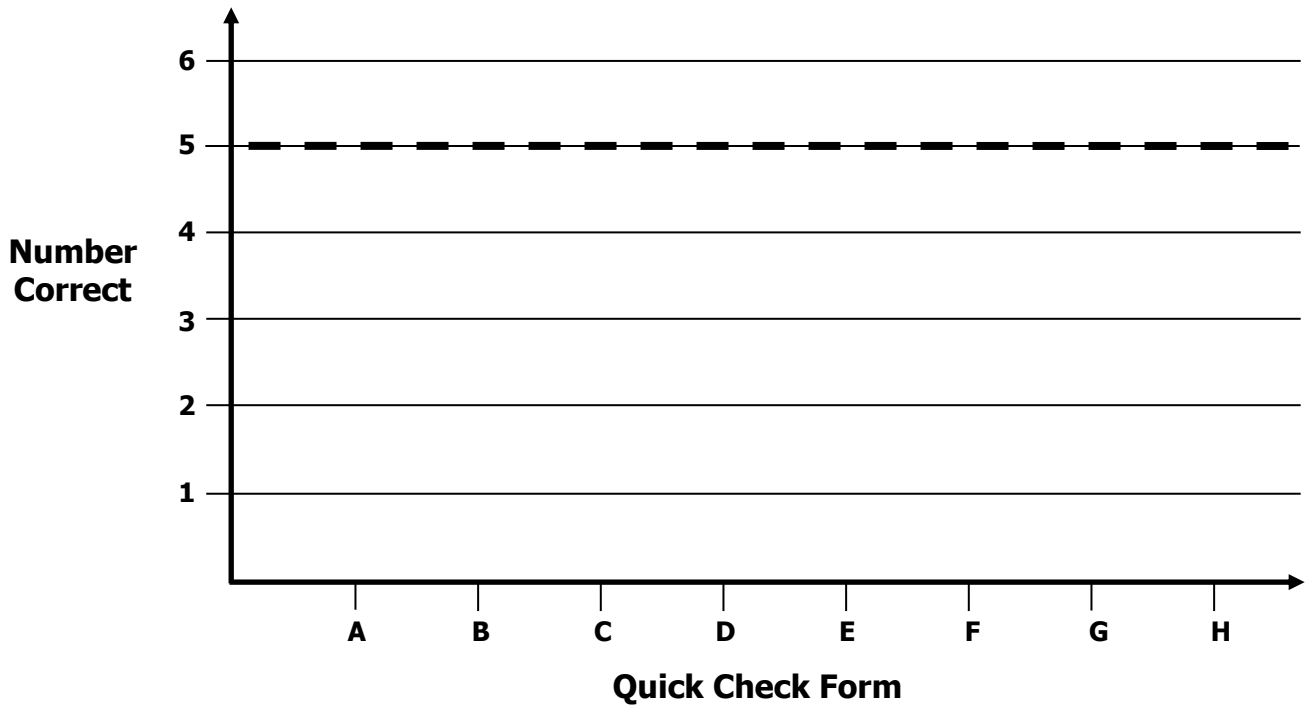


Growth Chart

Name _____ Date _____

Learning Target: I will name numbers to 120.

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:		



Session 2: Guided Practice

(We Do - Teacher Notes)

Learning Target: I will name numbers to 120

Materials:

- 4 sandwich bags labeled A through D filled with the following number of cubes per student.
 - (A = 34 B = 26, C = 32, D = 27)
- 1 set of Place-Value cards per student. (See Session 1)

We Do Together: (Teacher Actions)

- Use the Groups of Ten mat to find the total number of cubes in bags A and B.
- Use place-value cards to show the expanded and standard form of the total.

Supporting Directions and Math Talk:

- Place bag A on the Groups of Ten mat, organize the cubes into groups of tens and some extra and invite the students to do the same.
- Exchange each group of 10 ones for 1 ten, set the Place-Value cards underneath and say the expanded form of the number.
- Then, slide the one's card on top of the ten's card to show and say the standard form of the number.
- Repeat and invite the students to point to each ten and ones on their mat and say each counting number in unison.
- Clear the Groups of Ten mat and repeat to find the total number of cubes in bag B.

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

- Students take turns being the teacher and repeat the steps above to find the total number of cubes in bags C and D.



Session 2: Groups of 10 Mat

Learning Target: I will name numbers to 120



Session 2: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers to 120?

- How confident do I feel about naming numbers to 120 on my own?
(Thumbs up, down, or sideways)

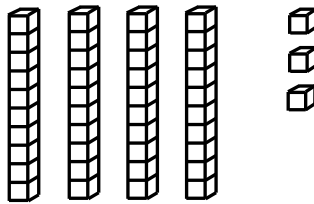
Quick Check - Form B

Name _____ Date _____

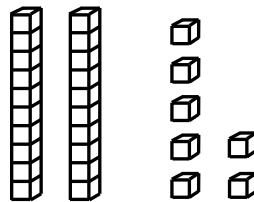
Learning Target: I will name numbers to 120.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

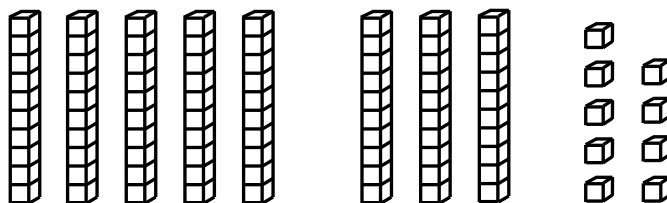
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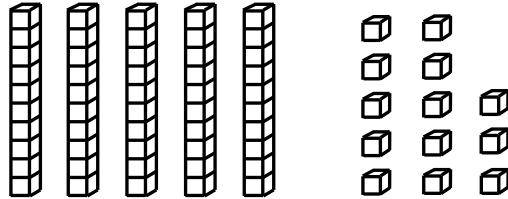


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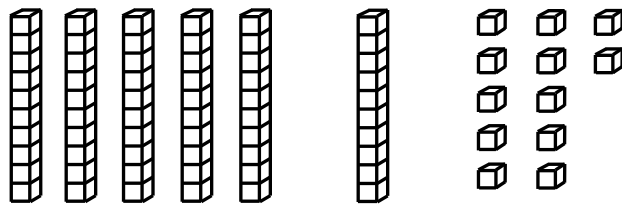


Quick Check - Form B

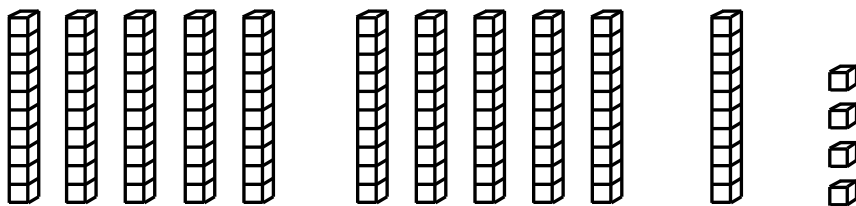
4.



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Session 3: Modeling (I Do)

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Mrs. D. was playing math games with her students and asked them a number riddle. She said, "I'm thinking of a number that can be shown with base ten blocks using 3 tens and 26 ones. What number is Mrs. D. thinking of?"



Name _____

Date _____

Learning Target: I will name numbers to 120

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use math drawings to find the mystery number.
- Write and say the expanded and standard form the mystery number

1. What number can be shown using 6 tens and 24 ones?

2. What number can be shown using 10 tens and 15 ones?

3. What number can be shown using 4 tens and 52 ones?



Name _____ Date _____

Learning Target: I will name numbers to 120

Session 3: Guided Practice (We Do - Continued)

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

- Students take turns leading to find each mystery number.

4. What number can be shown using 7 tens and 19 ones?

5. What number can be shown using 4 tens and 21 ones?

6. What number can be shown using 9 tens and 16 ones?



Session 3: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers to 120?

- How confident do I feel about naming numbers to 120 on my own?
(Thumbs up, down, or sideways)

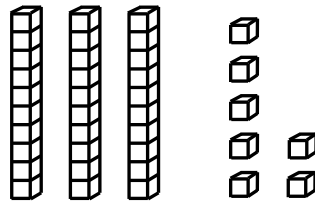
Quick Check - Form C

Name _____ Date _____

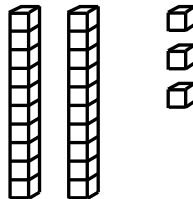
Learning Target: I will name numbers to 120.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

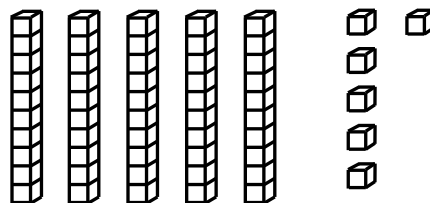
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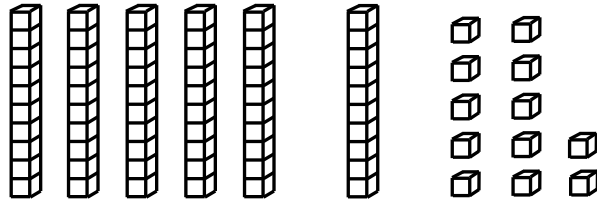


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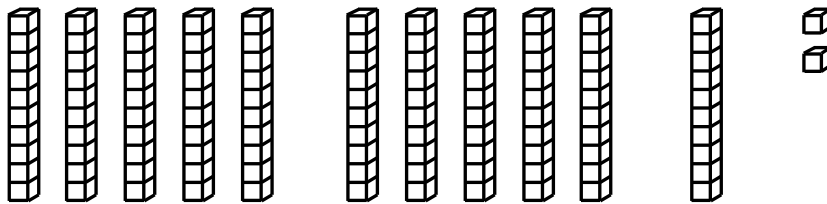


Quick Check - Form C

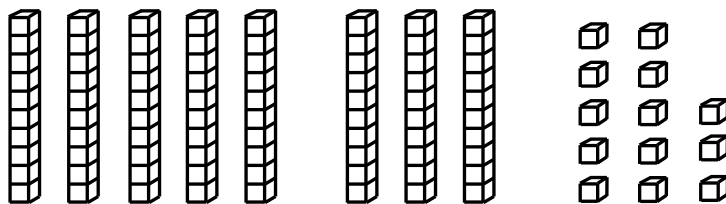
4.



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Name _____

Date _____

Learning Target: I will name numbers to 120

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use math drawings to find the mystery number.
- Write and say the expanded and standard form the mystery number

1. What number can be shown using 5 tens and 39 ones?

2. What number can be shown using 9 tens and 27 ones?

3. What number can be shown using 6 tens and 34 ones?



Name _____ Date _____

Learning Target: I will name numbers to 120

Session 4: Guided Practice (We Do - Continued)

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

- Students take turns leading to find each mystery number.

4. What number can be shown using 8 tens and 17 ones?

5. What number can be shown using 3 tens and 28 ones?

6. What number can be shown using 10 tens and 13 ones?



Session 4: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers?

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

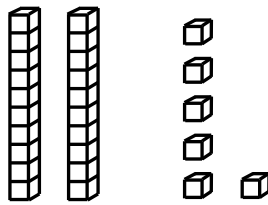
Quick Check - Form D

Name _____ Date _____

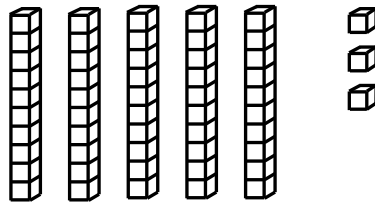
Learning Target: I will name numbers to 120.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

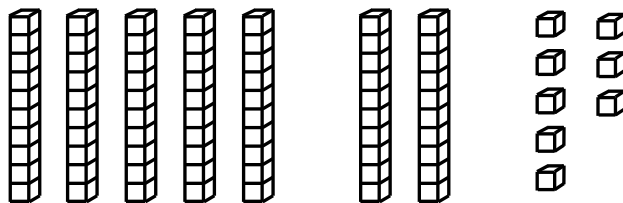
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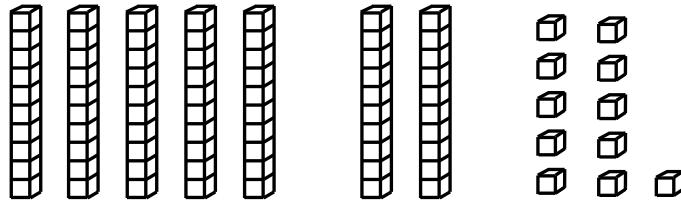


3.

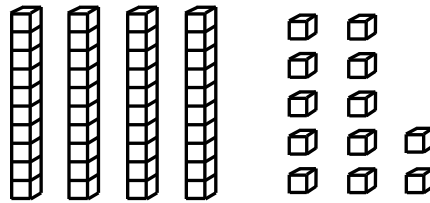


Quick Check - Form D

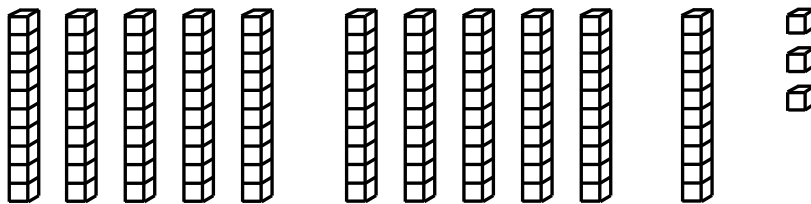
4.



5.



6.





Name _____

Date _____

Learning Target: I will name numbers to 120

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use math drawings to find the mystery number.
- Write and say the expanded and standard form the mystery number

1. What number can be shown using 6 tens and 29 ones?

2. What number can be shown using 10 tens and 14 ones?

3. What number can be shown using 4 tens and 35 ones?



Name _____ Date _____

Learning Target: I will name numbers to 120

Session 5: Guided Practice (We Do - Continued)

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

- Students take turns leading to find each mystery number.

4. What number can be shown using 7 tens and 18 ones?

5. What number can be shown using 4 tens and 23 ones?

6. What number can be shown using 9 tens and 11 ones?



Session 5: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers?

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

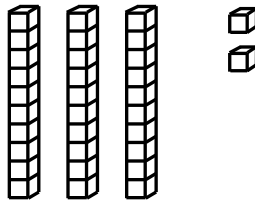
Quick Check - Form E

Name _____ Date _____

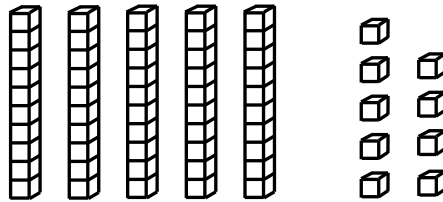
Learning Target: I will name numbers to 120.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

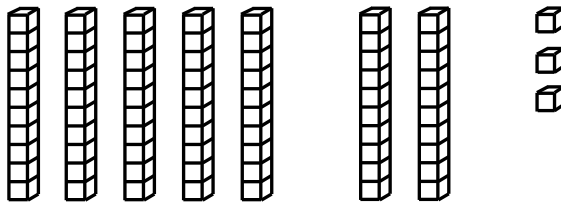
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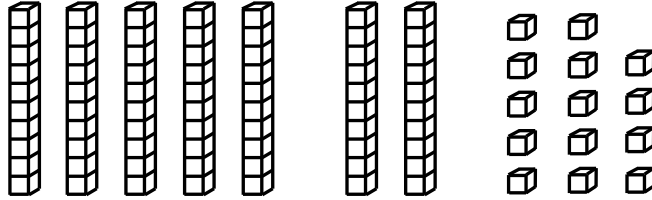


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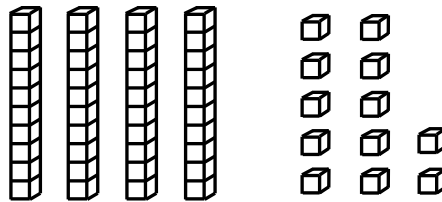


Quick Check - Form E

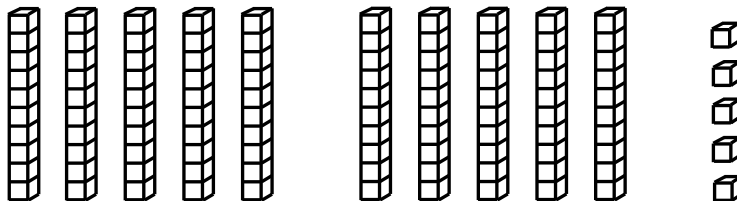
4.



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6.

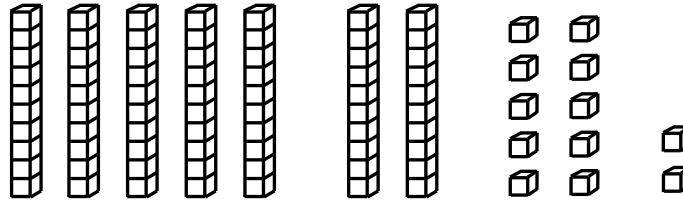


Session 6: Modeling (I Do)

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Jackson was working with the base-ten blocks during yesterday's math time. If the picture below represents all of the blocks he was working with, what is the greatest number he can represent with his blocks?

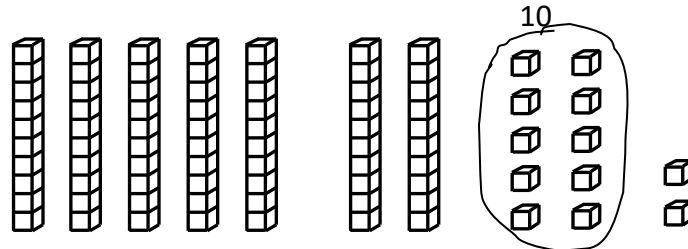


Session 6: Modeling (I Do - Teacher Notes)

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Jackson was working with the base-ten blocks during yesterday’s math time. If the picture below represents all of the blocks he was working with, what is the greatest number he can represent with his blocks?



$$80 + 2 = 82$$

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 Jackson working with base-ten blocks.

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

I need to find the greatest number that Jackson could represent using his blocks.

Third, I need to determine what I know.

I know there are 7 tens and 12 ones.

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

I am going to try counting by tens and then count on the extra ones.

I don’t want to forget this group of ten ones...so I will loop it and write “10” above it.

(Loop and label the ten ones that are arranged in a ten-frame format.)

Now, I will count by tens...10, 20, 30, 40, 50, 60, 70, 80.

(Point to each value of ten and write the decade number “80” below the picture.)

And 2 extra ones...1, 2...(write the + 2)...combine as 80 + 2 which equals 82. (write = 82).

The greatest number that Jackson could represent was 82.

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

I found that the greatest number that Jackson could have represented was 82. It makes sense because I knew that the picture represented the blocks he worked with and I needed to find the total value, so I counted the values of ten and added the extra ones to find the total.

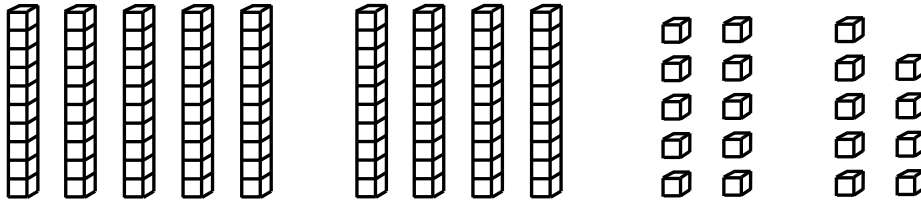
Learning Target: I will name numbers to 120

Session 6: Guided Practice (We Do)

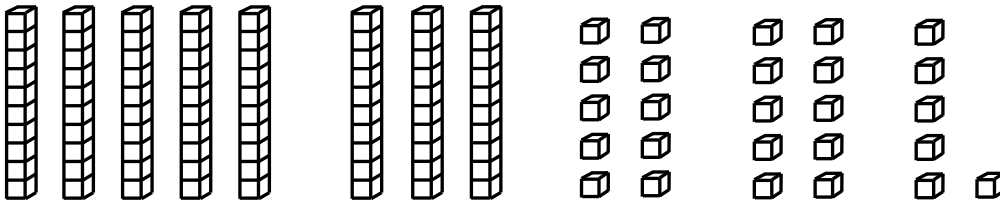
We Do Together: (Teacher Actions)

- Identify groups of tens to find the value of the base-ten blocks.
- Write and say the expanded and standard form the value.

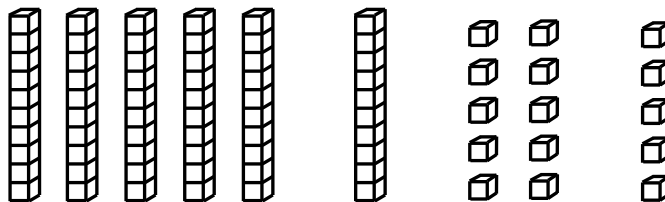
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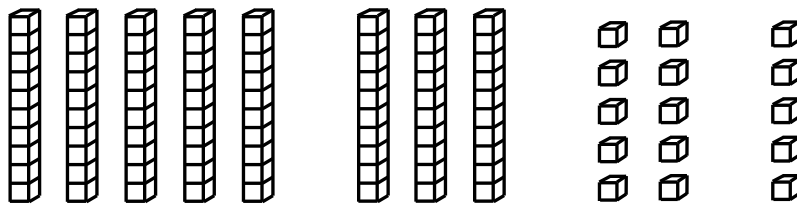
Learning Target: I will name numbers to 120

Session 6: Guided Practice (We Do - Continued)

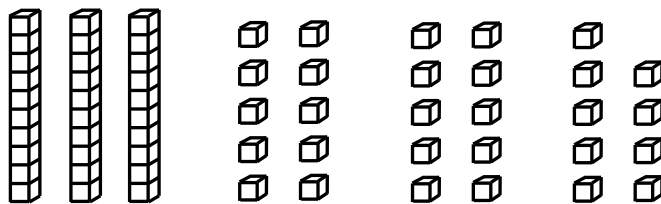
You Do Together: (As a class, or in small groups)

- Students take turns leading to find the value of the base ten blocks.

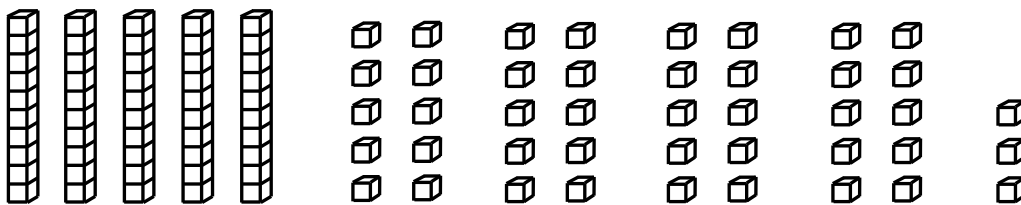
4.



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Session 6: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers to 120?

- How confident do I feel about naming numbers to 120 on my own?
(Thumbs up, down, or sideways)

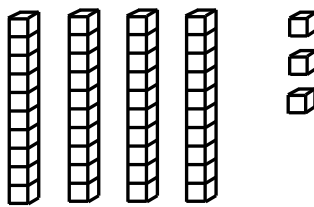
Quick Check - Form F

Name _____ Date _____

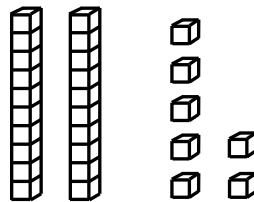
Learning Target: I will name numbers to 120.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

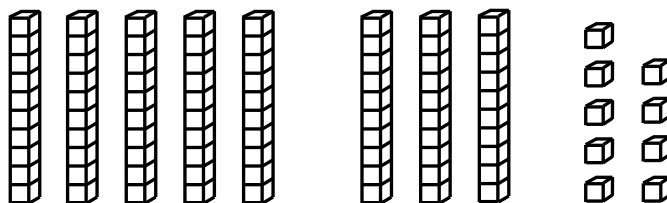
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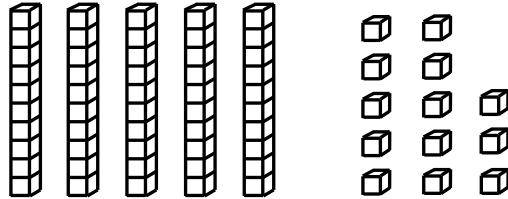


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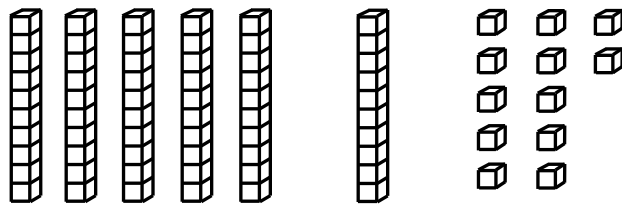


Quick Check - Form F

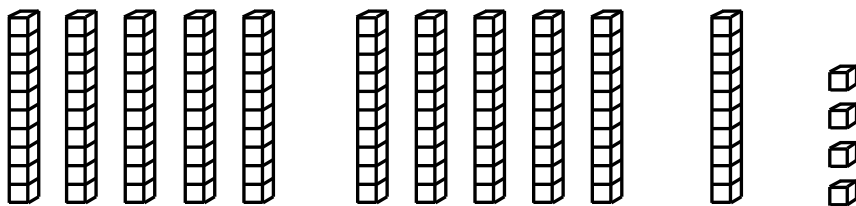
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5.



6.



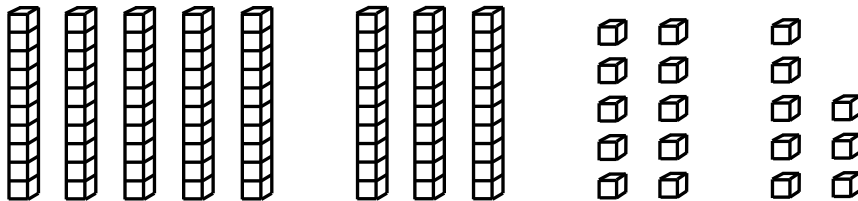
Learning Target: I will name numbers to 120

Session 7: Guided Practice (We Do)

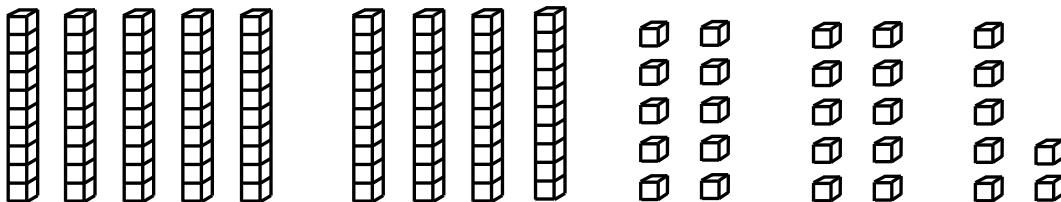
We Do Together: (Teacher Actions)

- Identify groups of tens to find the value of the base-ten blocks.
- Write and say the expanded and standard form the value.

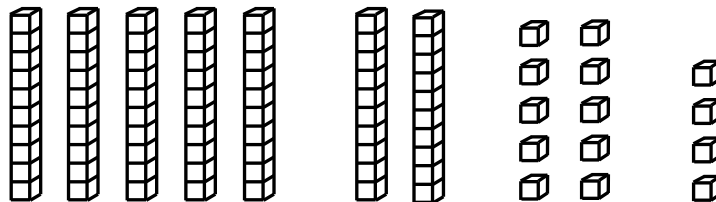
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2.



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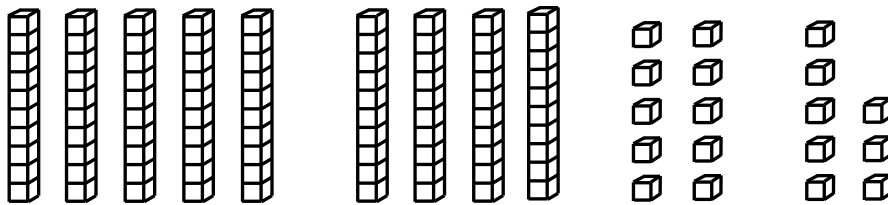
Learning Target: I will name numbers to 120

Session 7: Guided Practice (We Do - Continued)

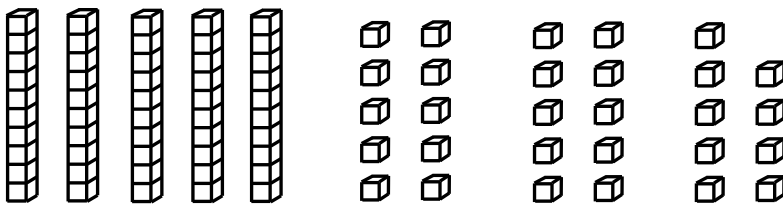
You Do Together: (As a class, or in small groups)

- Students take turns leading to find the value of the base ten blocks.

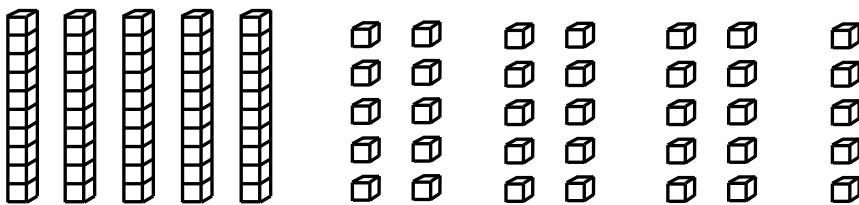
4.



5.



6.





Session 7: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers?

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

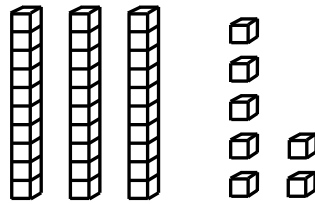
Quick Check - Form G

Name _____ Date _____

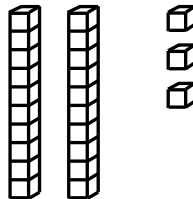
Learning Target: I will name numbers to 120.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

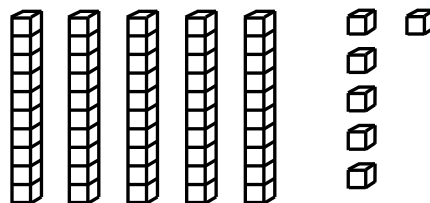
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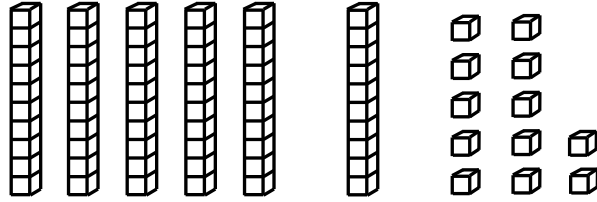


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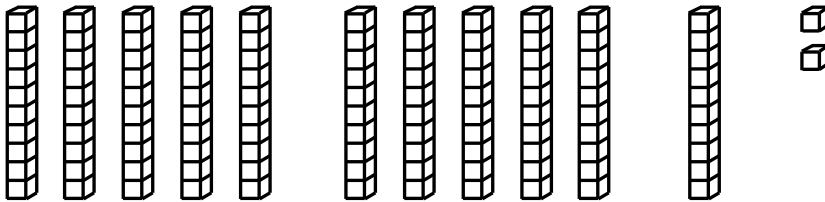


Quick Check - Form G

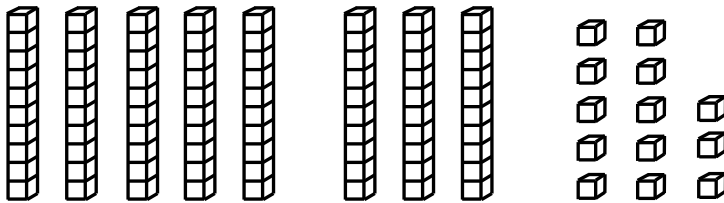
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5.



6.



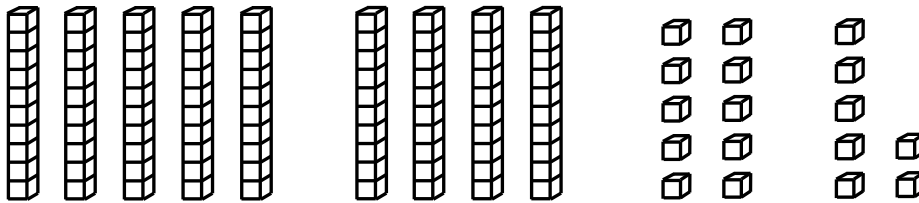
Learning Target: I will name numbers to 120

Session 8: Guided Practice (We Do)

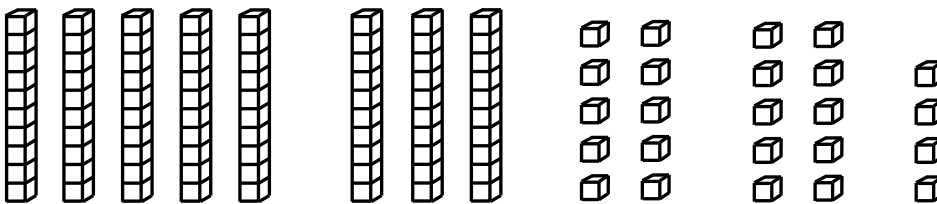
We Do Together: (Teacher Actions)

- Identify groups of tens to find the value of the base-ten blocks.
- Write and say the expanded and standard form the value.

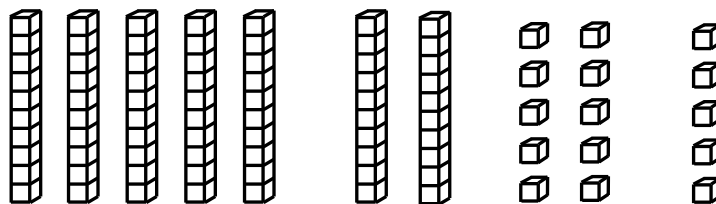
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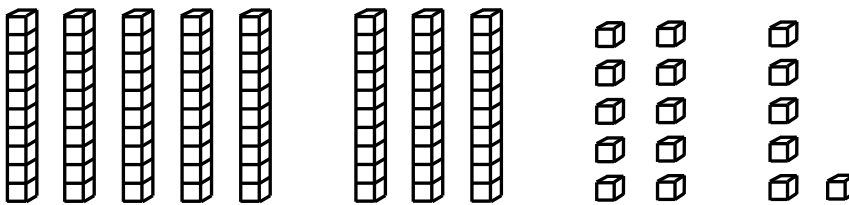
Learning Target: I will name numbers to 120

Session 8: Guided Practice (We Do - Continued)

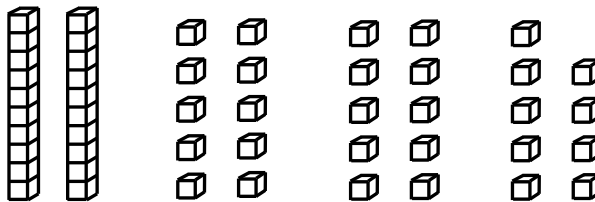
You Do Together: (As a class, or in small groups)

- Students take turns leading to find the value of the base ten blocks.

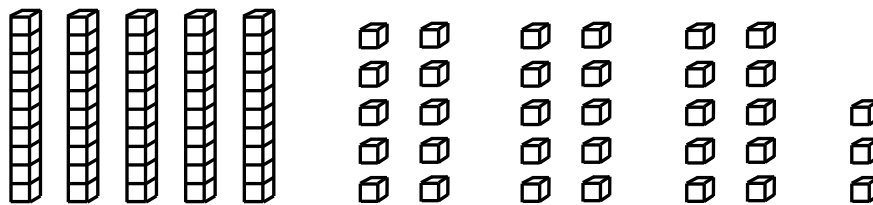
4.



5.



6.





Session 8: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers?

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

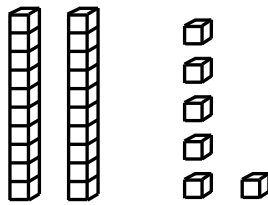
Quick Check - Form H

Name _____ Date _____

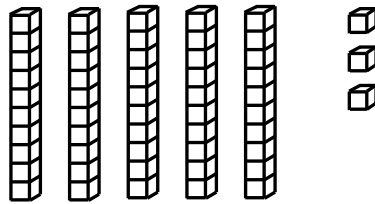
Learning Target: I will name numbers to 120.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

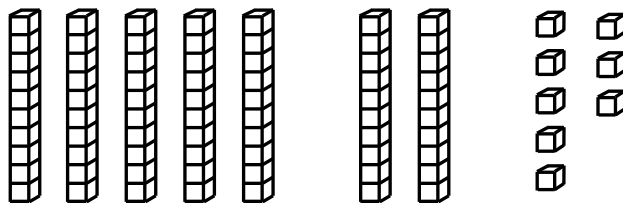
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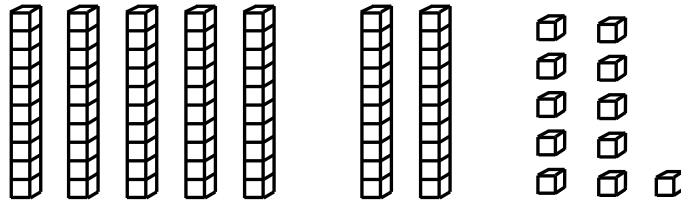


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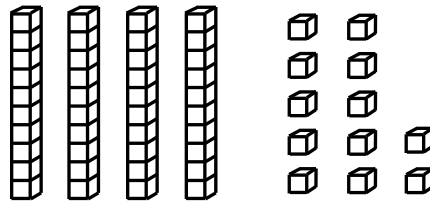


Quick Check - Form H

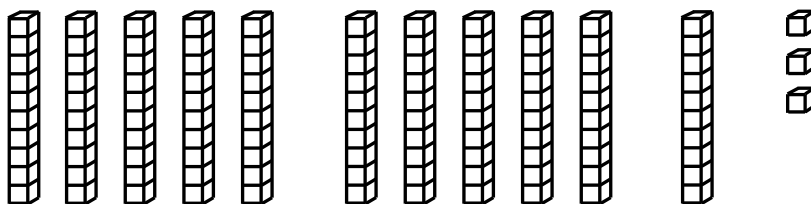
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Independent Practice Activity

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Title of Game: "Guess How Many"

Number of Players: 3 or more (For each turn, one person plays the role of the leader.)

Objective: To be the player with the closest guess.

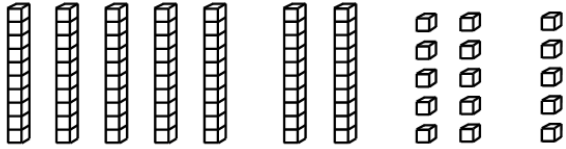
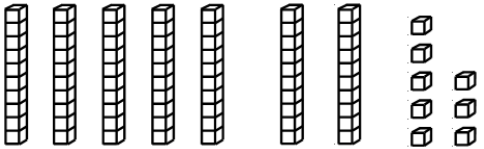
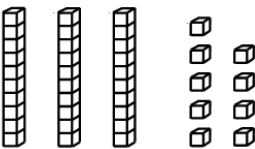
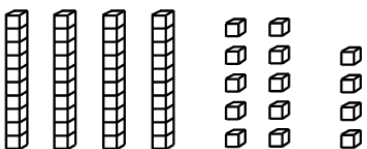
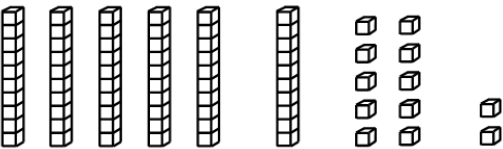
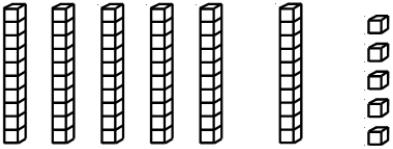
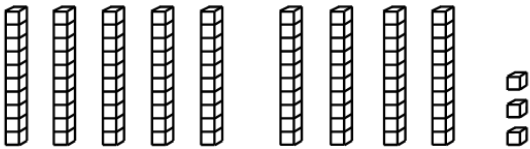
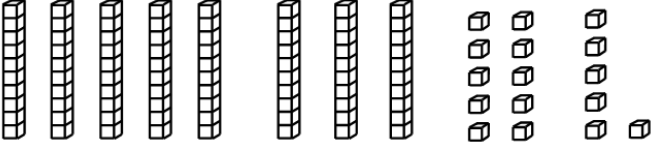
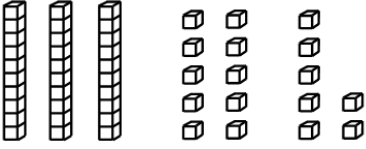
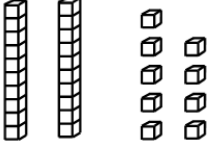
Materials:

- 1 set of Base-Ten Block cards per small group
- 1 recording sheet per student.

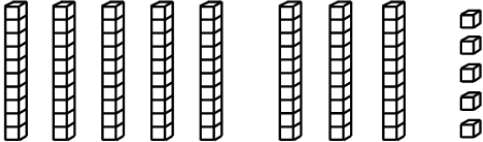
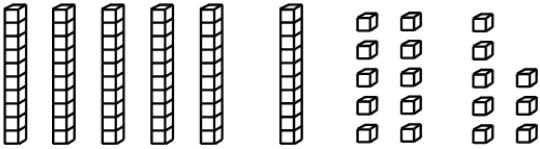

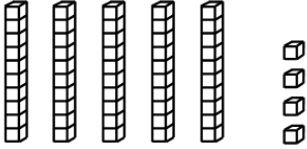
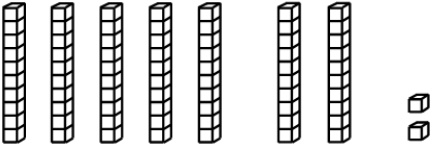
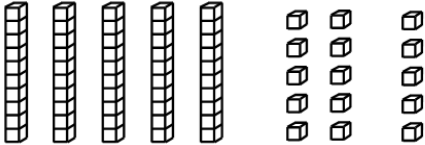
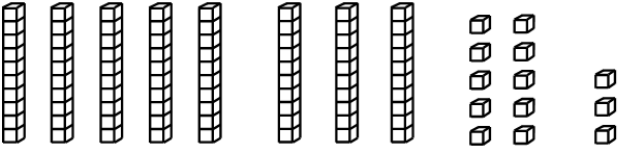
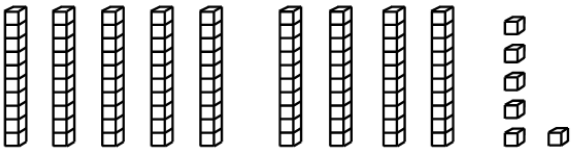
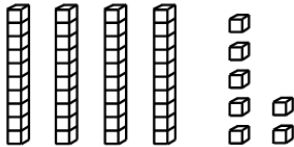

Directions:

- Place the stack of Base-Ten Blocks cards face down in a pile.
- The leader flips over the top card, counts to 5 in their head and then flips the card back to being face-down.
- While the Base-Ten Blocks card is face-up, each player looks at it to guess which number is shown.
- After 5 seconds, each player writes down their guess on their recording sheet, then shares their answer with the group.
- The leader flips the card back over and counts out loud to find the actual number shown.
- The player who wrote the number closest to the answer keeps the card.
- Repeat with a new leader until all cards have been played.

Base Ten Block Cards (Set A)

 <p>Set A</p>	 <p>Set A</p>
 <p>Set A</p>	 <p>Set A</p>
 <p>Set A</p>	 <p>Set A</p>
 <p>Set A</p>	 <p>Set A</p>
 <p>Set A</p>	 <p>Set A</p>

Base Ten Block Cards (Set B)

 <p>Set B</p>	 <p>Set B</p>
 <p>Set B</p>	 <p>Set B</p>
 <p>Set B</p>	 <p>Set B</p>
 <p>Set B</p>	 <p>Set B</p>
 <p>Set B</p>	 <p>Set B</p>



Guess How Many: Recording Sheet

Recording Directions:

- Write your guess for each card below.
- The leader should place an "X" in the box instead of a guess.

Round #	1	2	3	4	5	6	7	8
Player 1 Guess								
Player 2 Guess								
Player 3 Guess								



Guess How Many: Recording Sheet

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

Recording Directions:

- Write your guess for each card below.
- The leader should place an "X" in the box instead of a guess.

Round #	1	2	3	4	5	6	7	8
Player 1 Guess								
Player 2 Guess								
Player 3 Guess								



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?