Tier 3
Intervention Lessons

2.NBT.3

Learning Target: I will identify numbers to 1,000

Readiness for 3.NBT.2: Add and subtract 3-digit numbers

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Tier 3 Intervention Planning Guide

Learning Target: I will identify numbers to 1,000 **Readiness** for adding and subtracting 3-digit numbers

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:** Name numbers with base-ten blocks **Sessions 3, 4 and 5:** Name numbers with base-ten drawings **Sessions 6, 7 and 8:** Name numbers with pictures of base-ten blocks
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 naming numbers to 1,000? o How confident do you feel about naming numbers to 1,000 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

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Session 1: Modeling (I Do)

Learning Target: I will identify numbers to 1,000 **Readiness** for adding and subtracting 3-digit numbers

Ava built a 3-digit number with base-ten blocks. She used 7 tens, 3 hundreds, and 6 ones.
What 3-digit number did Ava build?

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

Learning Target: I will identify numbers to 1,000 **Readiness** for adding and subtracting 3-digit numbers

Ava built a 3-digit number with base-ten blocks. She used 7 tens, 3 hundreds, and 6 ones.
What 3-digit number did Ava build?

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 Ava building a 3-digit number with base-ten blocks.

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

I need to find the 3-digit number that Ava built.

Third, I need to determine what I know.

I know her number includes 7 tens, 3 hundreds and 6 ones.

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

I am going to try building the number using base-ten blocks and place-value cards to help me write it in expanded and then standard form.

7 tens…3 hundreds…and 6 ones. *(Place the blocks as you say them.)*

Next, I will find the place-value card equal to the number of each type of block.

7 tens, which are equal to 70. *(Place the "70" card under the 7 tens.)*

3 hundreds are equal to 300. *(Place the "300" card under the 3 hundreds)*

And 6 ones are equal to 6. *(Place the "6" card under the 6 ones.)*

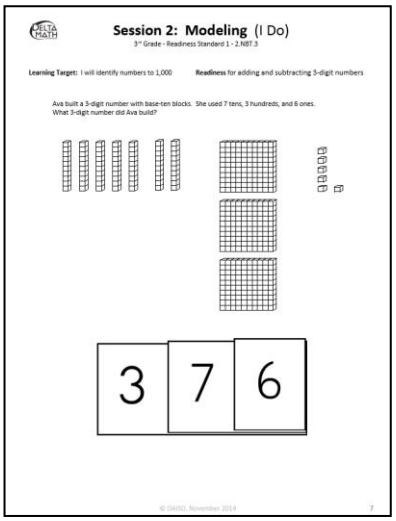
Now, to show the number in expanded form, I will order the place-value totals from greatest to least…hundreds, then tens, then ones.
(Place cards in order...300…70…6)

The 3-digit number can be represented in expanded form with 300, 70 and 6.

To represent the number in standard form, I need to slide the place-value cards on top of each other like this.

(Slide the 70 on the 300 and the 6 on the 70 to show 376.)

Ava built the 3-digit number 376.



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

I found that Ava built the 3-digit number 376. It makes sense because I used base-ten blocks and place value cards to model each part of the number that Ava used and then reordered the cards to form the 3-digit number.

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

< Less Than	> Greater Than	= Equal to	+	−	x	÷

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Place-Value Cards (200 → 900)

200	300
400	500
600	700
800	900

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Session 1: Guided Practice (We Do)

Learning Target: I will identify numbers to 1,000

Materials:

- 1 Guided Practice handout per student.
- 1 set of Place-Value cards per student.
- 1 set of Place-Value blocks per student. (10 hundreds, 10 tens, and 10 ones)

We Do Together: (Teacher Actions)

- Use base-ten blocks to build the mystery number.
- Then, build and say the expanded and standard form the mystery number.

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is _00 + _0 + _.*
- *And, the standard form of the number is _ _ _ .*

1. What number can be shown using 2 ones, 6 hundreds and 5 tens?
2. What number can be shown using 4 tens, 9 ones, and 7 hundreds?
3. What number can be shown using 4 hundreds, 3 ones, and 5 tens?
4. What number can be shown using 7 ones, 2 tens, and 5 hundreds?

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Session 1: Guided Practice (We Do – Cont.)

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

- Students take turns leading to find the mystery number using base-ten blocks and place-value cards.

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is _00 + _0 + _*
- *And, the standard form of the number is _ _ _*

5. What number can be shown using 7 ones, 4 hundreds and 5 tens?
6. What number can be shown using 4 tens, 3 ones, and 6 hundreds?
7. What number can be shown using 3 hundreds, 8 ones, and 2 tens?
8. What number can be shown using 6 ones, 4 tens, and 5 hundreds?
9. What number can be shown using 4 hundreds, 9 tens, and 3 ones?
10. What number can be shown using 6 ones, 7 hundreds and 3 tens?

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Session 1: Self-Reflection

Learning Target: I will identify numbers to 1,000

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?

- How confident do I feel about identifying numbers to 1,000 on my own?
  (Thumbs up, down, or sideways)

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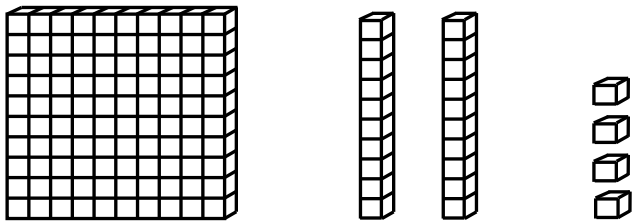
Quick Check - Form A

Name_____ Date_____

Learning Target: I will identify numbers to 1,000.

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

1.



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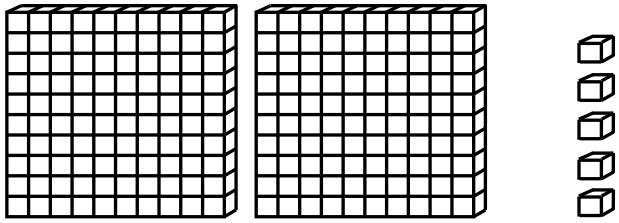

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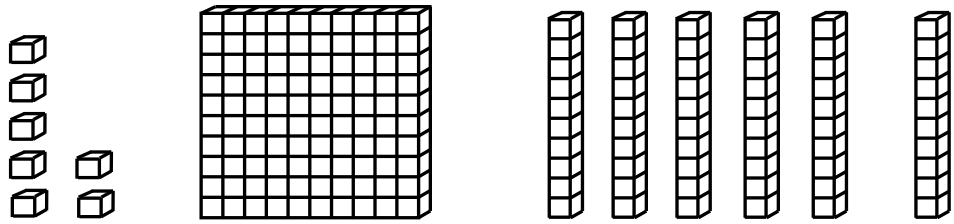

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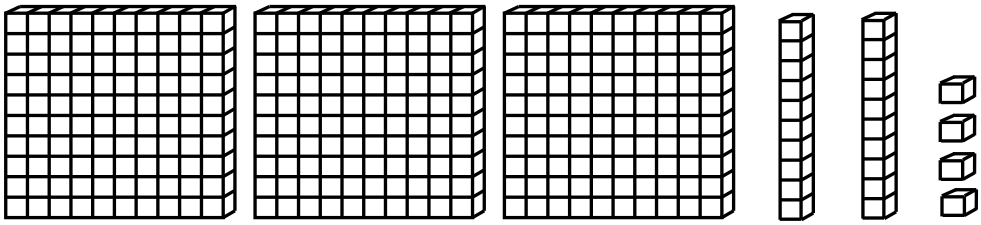
Quick Check - Form A

4.



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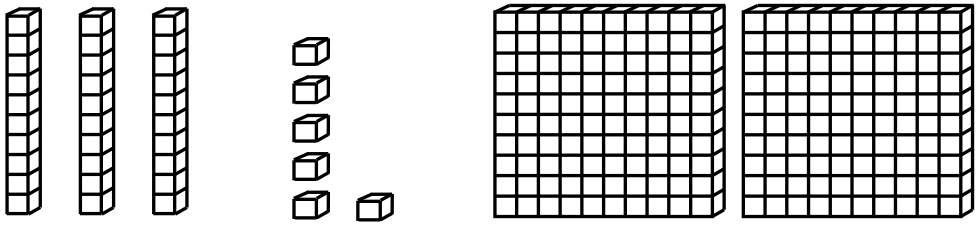

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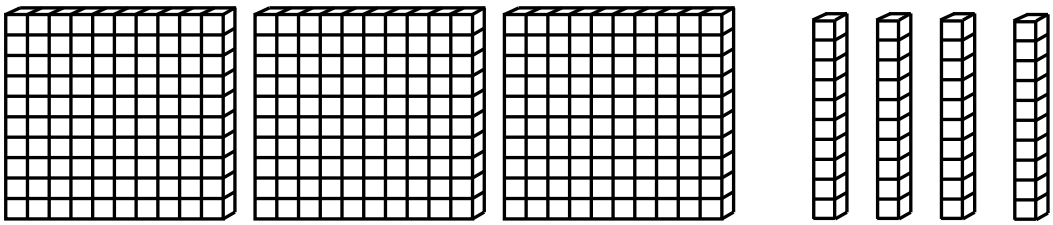

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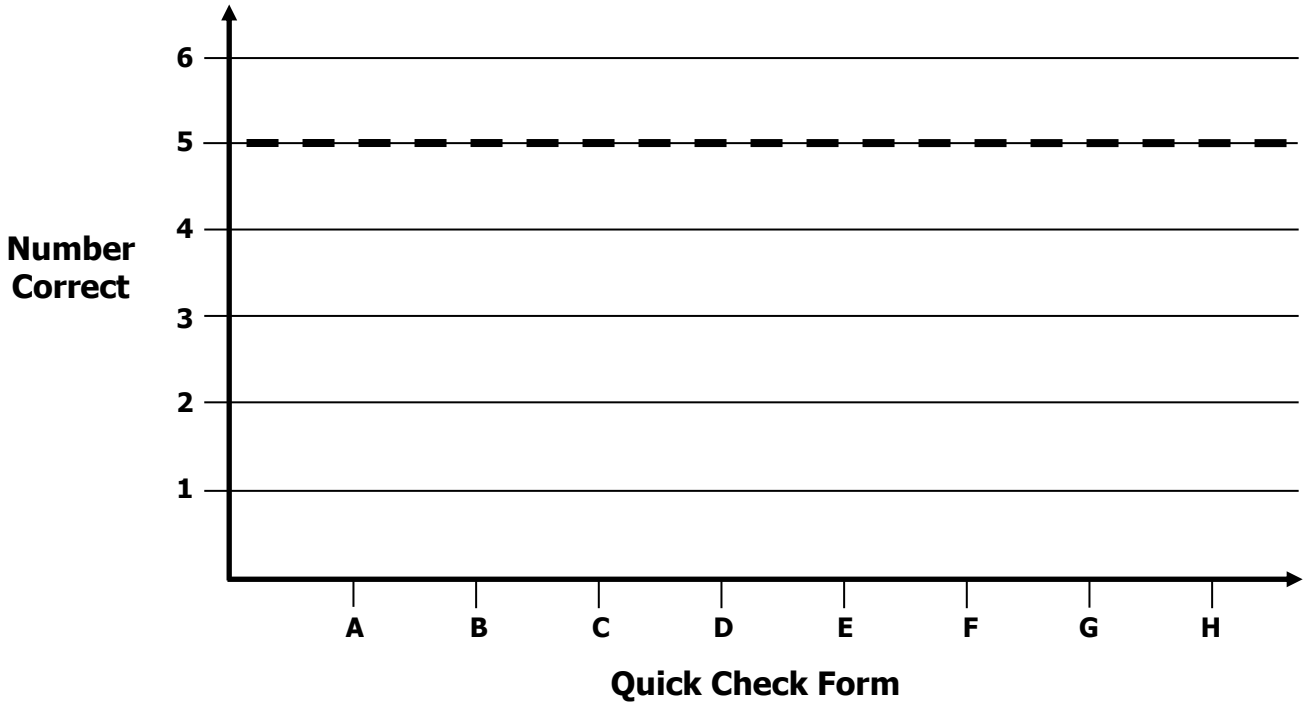
Growth Chart

Name_____ Date_____

Learning Target: I will identify numbers to 1,000.

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:		

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Session 2: Guided Practice (We Do)

Learning Target: I will identify numbers to 1,000

Materials:

- 1 Guided Practice handout per student.
- 1 set of Place-Value cards per student. (See Session 1)
- 1 set of Place-Value blocks per student. (10 hundreds, 10 tens, and 10 ones)

We Do Together: (Teacher Actions)

- Use base-ten blocks to build the mystery number.
- Then, build and say the expanded and standard form the mystery number.

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is _00 + _0 + _.*
- *And, the standard form of the number is _ _ _ .*

1. What number can be shown using 5 ones, 6 hundreds and 2 tens?
2. What number can be shown using 7 tens, 9 ones, and 4 hundreds?
3. What number can be shown using 5 hundreds, 3 ones, and 4 tens?
4. What number can be shown using 9 ones, 2 tens, and 4 hundreds?

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Session 2: Guided Practice (We Do – Cont.)

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

- Students take turns leading to find the mystery number using base-ten blocks and place-value cards.

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is _00 + _0 + _*
- *And, the standard form of the number is _ _ _*

5. What number can be shown using 5 ones, 4 hundreds and 7 tens?
6. What number can be shown using 4 tens, 6 ones, and 3 hundreds?
7. What number can be shown using 2 hundreds, 8 ones, and 3 tens?
8. What number can be shown using 5 ones, 4 tens, and 6 hundreds?
9. What number can be shown using 3 hundreds, 9 tens, and 4 ones?
10. What number can be shown using 6 ones, 3 hundreds and 7 tens?

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Session 2: Self-Reflection

Learning Target: I will identify numbers to 1,000

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?

- How confident do I feel about identifying numbers to 1,000 on my own?
  (Thumbs up, down, or sideways)

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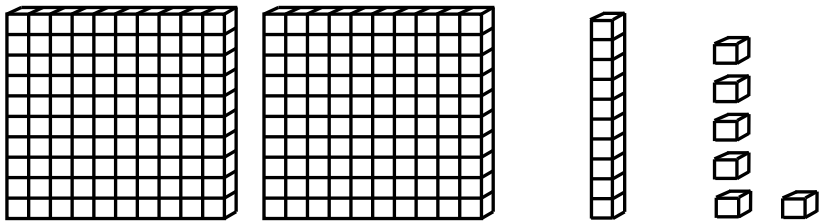
Quick Check - Form B

Name_____ Date_____

Learning Target: I will identify numbers to 1,000.

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

1.



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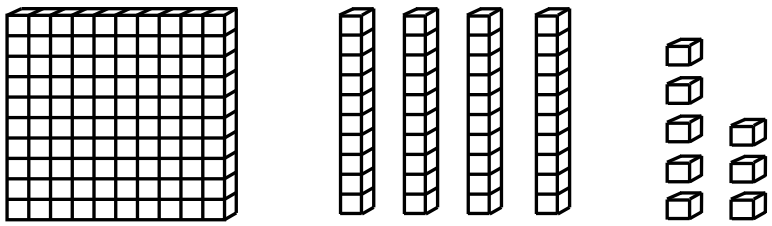

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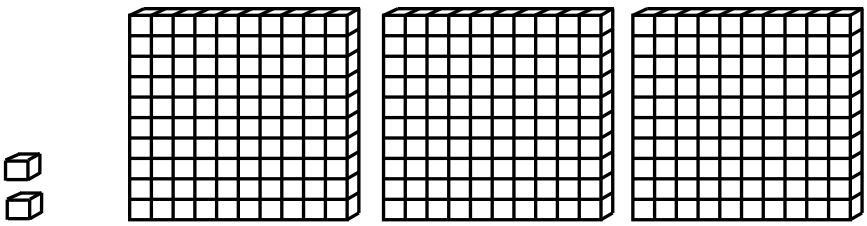

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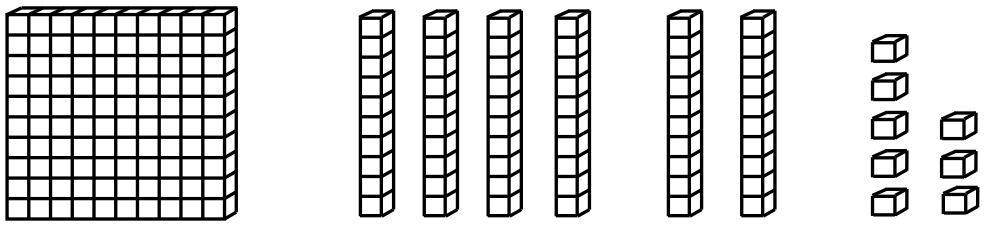
Quick Check - Form B

4.



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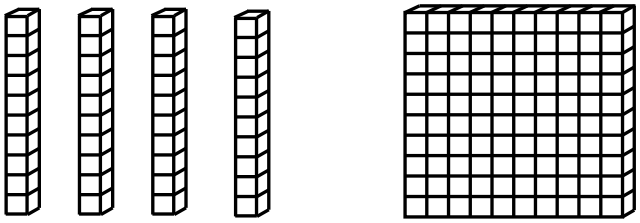

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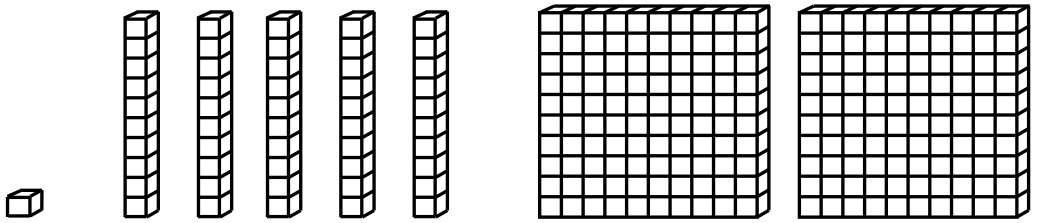

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Session 3: Modeling (I Do)

Learning Target: I will identify numbers to 1,000 **Readiness** for adding and subtracting 3-digit numbers

Mason wrote a 3-digit number that has 3 tens, 4 hundreds, and 8 ones. What number did Mason write?

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

Learning Target: I will identify numbers to 1,000 **Readiness** for adding and subtracting 3-digit numbers

Mason wrote a 3-digit number that has 3 tens, 4 hundreds, and 8 ones. What number did Mason write?

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 Mason writing a 3-digit number.

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

I need to find the 3-digit number that Mason wrote.

Third, I need to determine what I know.

I know his number includes 3 tens, 4 hundreds and 8 ones.

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

I am going to try making a drawing of the number to help me write it in expanded form…which will help me write it in standard form. I will begin the math drawing with the greatest place-value listed…hundreds.

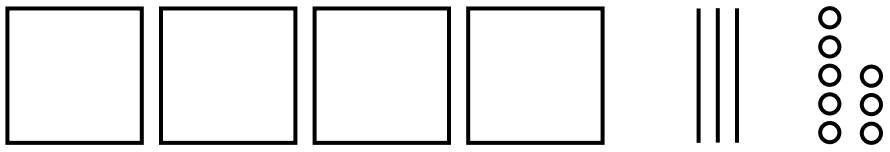
I will draw 4 squares to represent the 4 hundreds.
(Draw the 4 hundreds and cross off the words "4 hundreds" in the original problem.)

Next, I will draw 3 sticks to represent the 3 tens.
(Draw the 3 tens and cross off the words "3 tens" in the original problem.)

Last, I will draw 8 small circles to represent the 8 ones.
(Draw the 8 ones in a standard ten-frame pattern.)

Next, I will write Mason's number in expanded form under the base-ten drawing.

4 hundreds are equal to 400, 3 tens are equal to 30 and 8 ones are equal to 8.
(Write the expanded form of the number as you say the value of each place.)



400 + 30 + 8 is equal to 438.

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

I found that Mason built the 3-digit number 438. It makes sense because I used a base-ten drawing and expanded notation to show the value of everything Mason has…hundreds, tens and ones.

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Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use math drawings to build the mystery number.
- Then, write and say the expanded and standard form the mystery number

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form is ___ and the standard form of the number is ___.*

1.	What number can be shown using 3 hundreds, 6 ones and 4 tens? _____
2.	What number can be shown using 8 tens, 2 hundreds and 5 ones? _____
3.	What number can be shown using 7 ones, 4 tens and 5 hundreds? _____

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Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 3: Guided Practice (We Do - Continued)

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

- Students take turns leading to find the mystery number using math drawings and the expanded form.

4.	What number can be shown using 6 tens, 3 hundreds and 4 ones? _____
5.	What number can be shown using 5 ones, 4 tens and 2 hundreds? _____
6.	What number can be shown using 5 hundreds, 7 ones and 4 tens? _____

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Session 3: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?

- How confident do I feel about identifying numbers to 1,000 on my own?
  (Thumbs up, down, or sideways)

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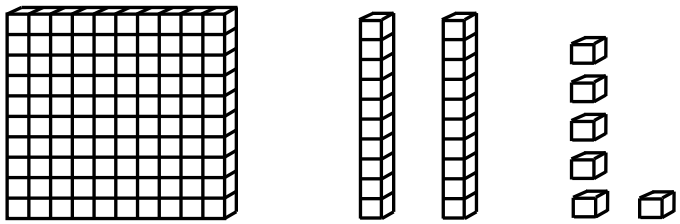
Quick Check - Form C

Name_____ Date_____

Learning Target: I will identify numbers to 1,000.

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

1.



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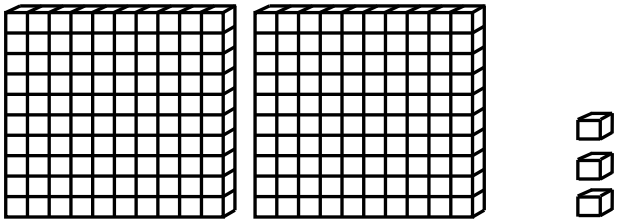

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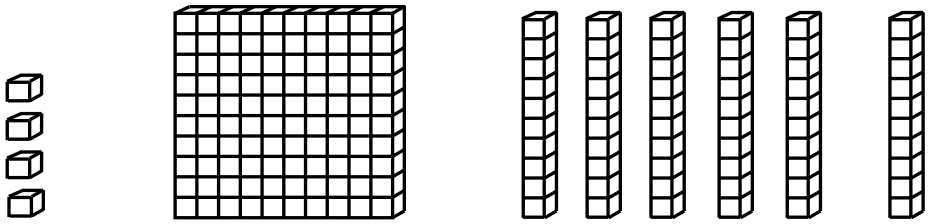

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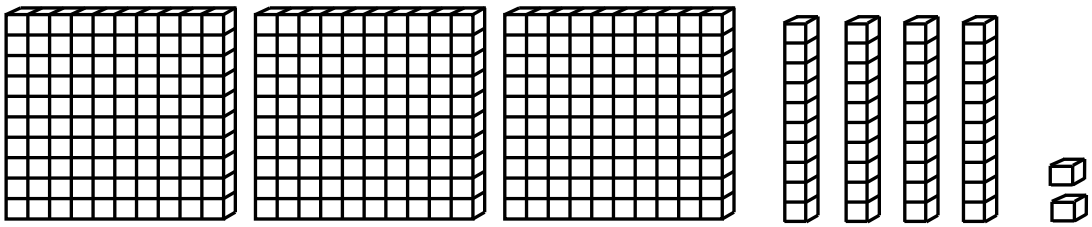
Quick Check - Form C

4.



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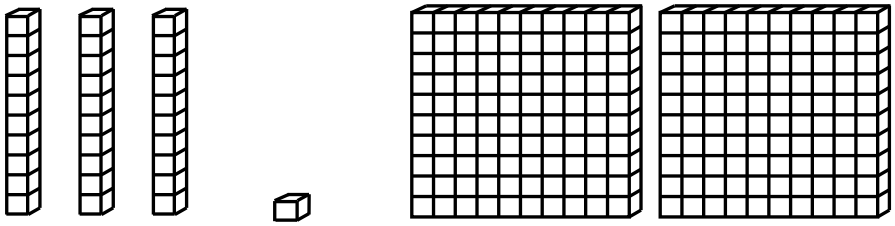
5.



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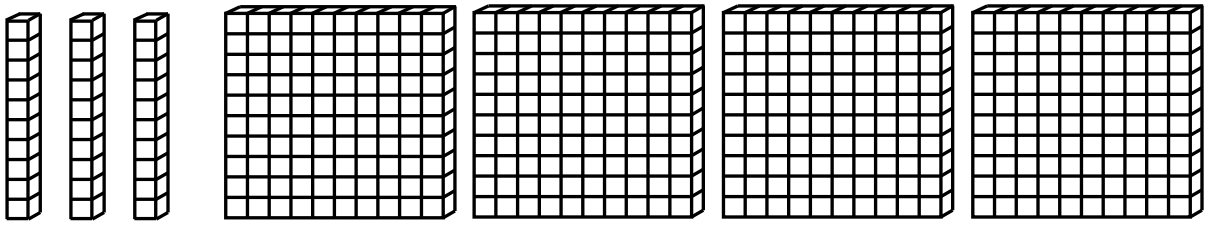

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Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use math drawings to build the mystery number.
- Then, write and say the expanded and standard form the mystery number

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form is ___ and the standard form of the number is ___.*

1.	What number can be shown using 2 hundreds, 7 ones and 3 tens? _____
2.	What number can be shown using 7 tens, 4 hundreds and 6 ones? _____
3.	What number can be shown using 8 ones, 3 tens and 6 hundreds? _____

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Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 4: Guided Practice (We Do - Continued)

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

- Students take turns leading to find the mystery number using math drawings and the expanded form.

4.	What number can be shown using 8 tens, 2 hundreds and 3 ones? _____
5.	What number can be shown using 7 ones, 5 tens and 2 hundreds? _____
6.	What number can be shown using 4 hundreds, 7 ones and 2 tens? _____

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Session 4: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?

- How confident do I feel about identifying numbers to 1,000 on my own?
  (Thumbs up, down, or sideways)

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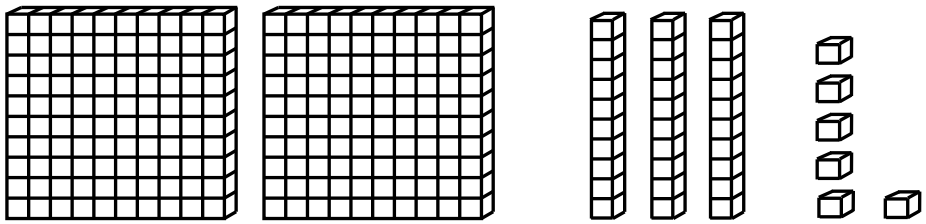
Quick Check - Form D

Name_____ Date_____

Learning Target: I will identify numbers to 1,000.

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

1.



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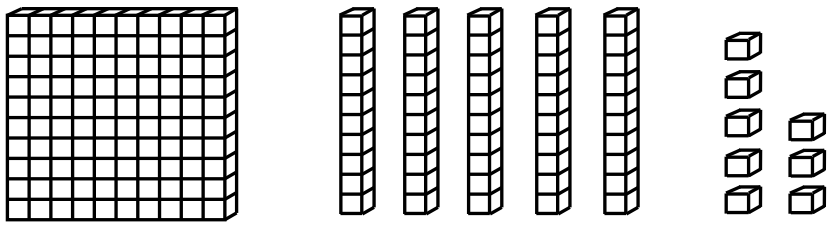

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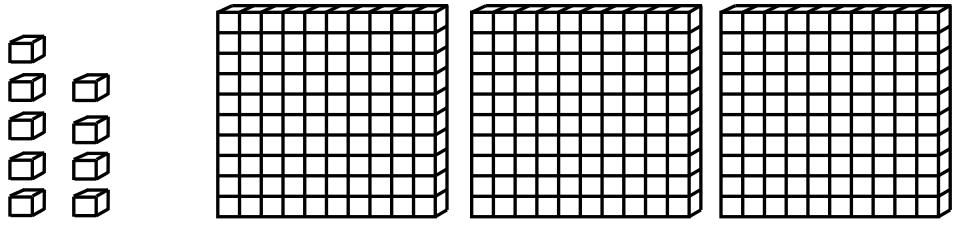

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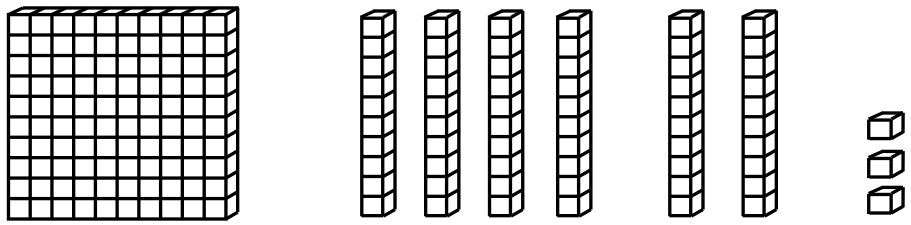
Quick Check - Form D

4.



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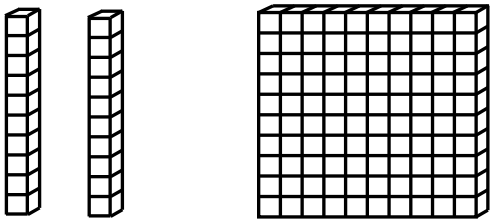

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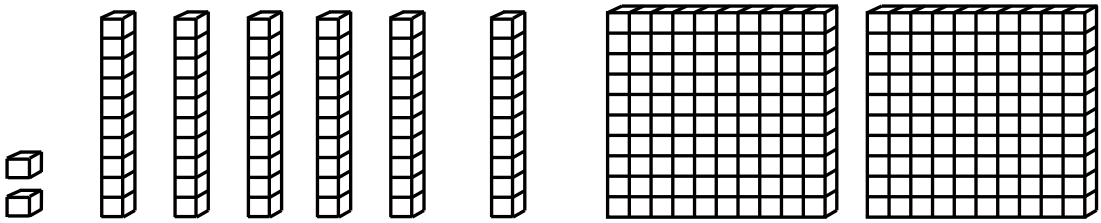

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Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use math drawings to build the mystery number.
- Then, write and say the expanded and standard form the mystery number

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form is ___ and the standard form of the number is ___.*

1.	What number can be shown using 4 hundreds, 5 ones and 6 tens? _____
2.	What number can be shown using 9 tens, 3 hundreds and 4 ones? _____
3.	What number can be shown using 9 ones, 5 tens and 4 hundreds? _____

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Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 5: Guided Practice (We Do - Continued)

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

- Students take turns leading to find the mystery number using math drawings and the expanded form.

4.	What number can be shown using 7 tens, 4 hundreds and 6 ones? _____
5.	What number can be shown using 7 ones, 4 tens and 2 hundreds? _____
6.	What number can be shown using 4 hundreds, 8 ones and 7 tens? _____

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Session 5: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?

- How confident do I feel about identifying numbers to 1,000 on my own?
  (Thumbs up, down, or sideways)

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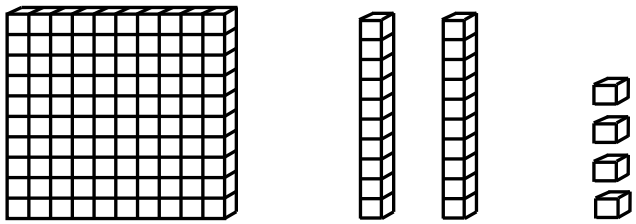
Quick Check - Form E

Name_____ Date_____

Learning Target: I will identify numbers to 1,000.

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

1.



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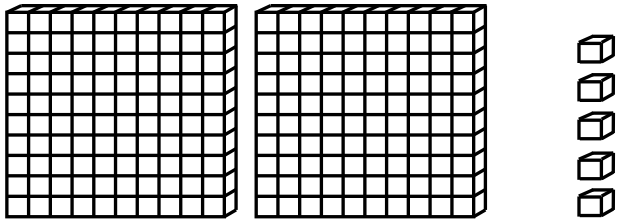

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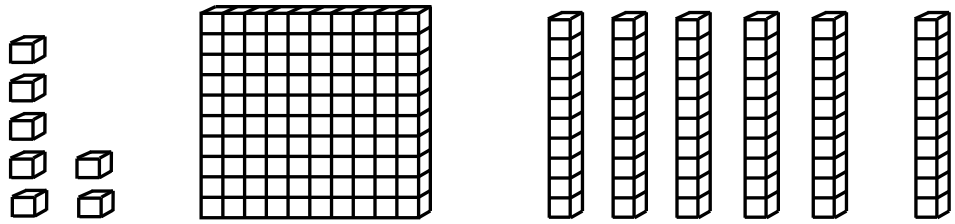

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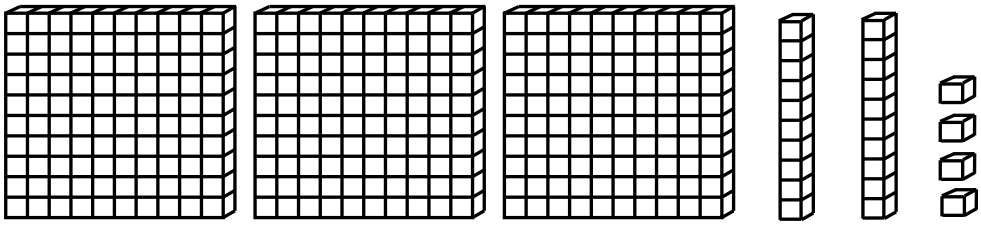
Quick Check - Form E

4.



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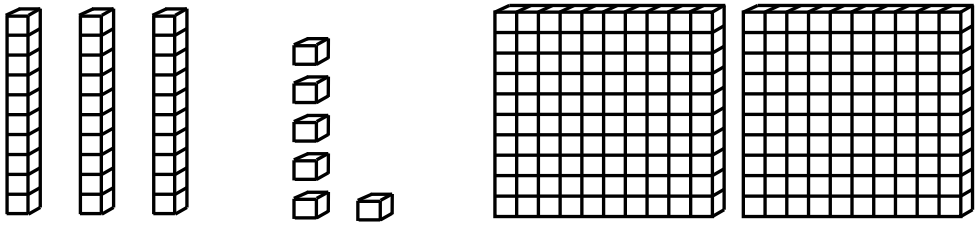

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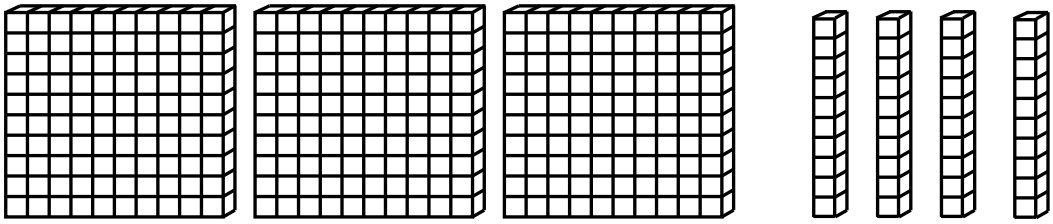

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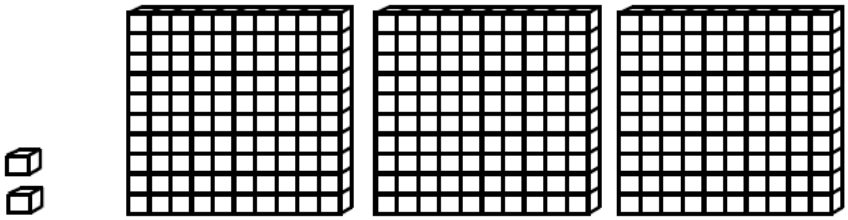
Session 6: Modeling (I Do)

Learning Target: I will identify numbers to 1,000 **Readiness** for adding and subtracting 3-digit numbers

Ethan looked at the base-ten blocks below and thought they represented the number 23. But, his answer was wrong. Why do you think he thought 23? What number do the blocks represent?



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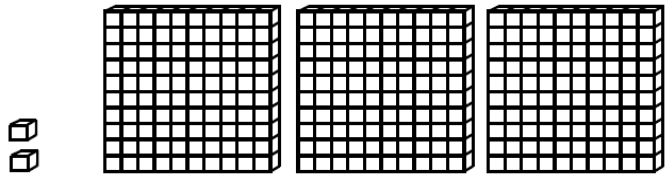
Session 6: **Modeling** (I Do - Teacher Notes)

Learning Target: I will identify numbers to 1,000 **Readiness** for adding and subtracting 3-digit numbers

Ethan looked at the base-ten blocks below and thought they represented the number 23. But, his answer was wrong. Why do you think he thought 23? What number do the blocks represent?



2 ones = 2 3 hundreds = 300

Expanded Form		Standard Form
300 + 2	=	302

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 Ethan incorrectly identifying a number built with base-ten blocks.

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

I need to find why he might have thought the number was 23 and then find the correct number.

Third, I need to determine what I know.

I know that the number has 2 ones and 3 hundreds.

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

I am going to try looking at the blocks to find out why he thought 23.

Since there are 2 ones and 3 hundreds, I think he just counted the blocks and put together the digits 2 and 3.

Now, I will write the place-value totals underneath the blocks to help me find the expanded form…2 ones are equal to 2 and 3 hundreds are equal to 300. (Write each value under the blocks.)

The expanded form of the number is 300 + 2. (Label and write the expanded form of the number.)

These place value totals can be combined to create the standard form of the number…302.
(Write the standard form as equal to the expanded form.)

I just noticed there is a zero in the tens place…this makes sense because I don't see any tens in the drawing.

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

I think that he thought the correct number was 23 because that is how many of each type of block he saw. And, 302 makes sense because I used expanded notation to show the value of the blocks…hundreds, tens and ones.

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Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 6: Guided Practice (We Do)

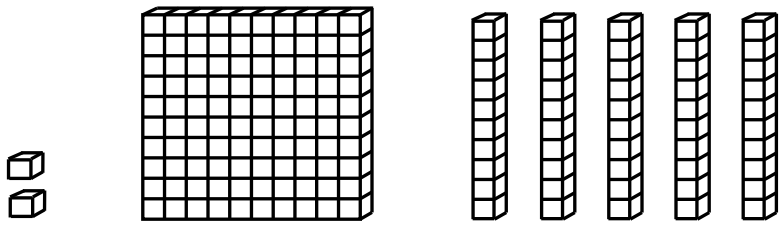
We Do Together: (Teacher Actions)

- For each number shown below, write and say the standard form or the number if you know it.
- Use the expanded form of the number to check your answer or to find your answer.

Supporting Math Talk:

- *The number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is ___ and the standard form is ___.*

1.



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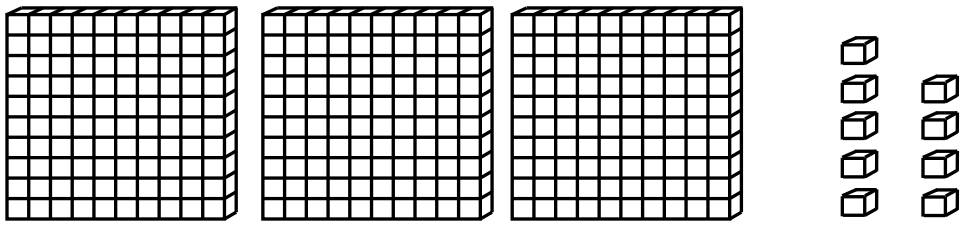

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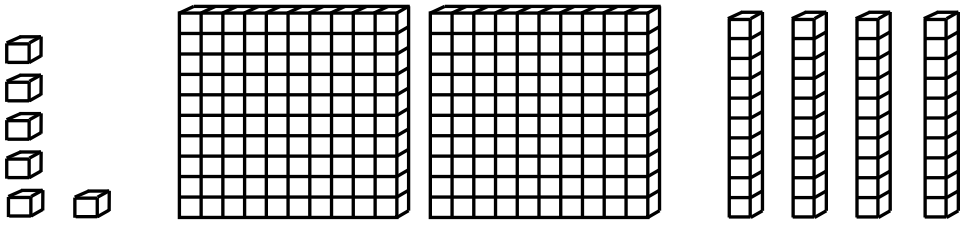

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Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 6: Guided Practice (We Do - Continued)

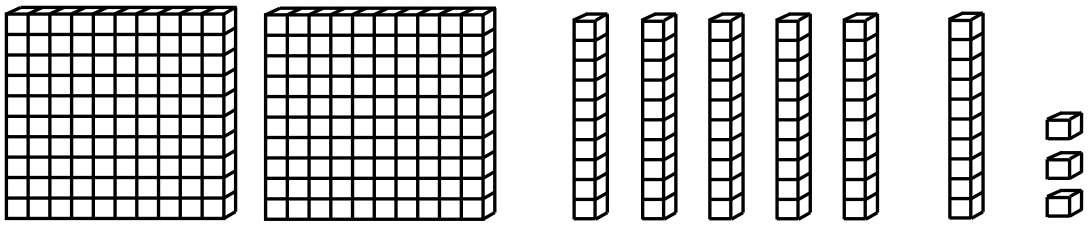
You Do Together: (As a class, or in small groups)

- Students take turns leading to find the standard form of each number shown below.

Supporting Math Talk:

- *The number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is ___ and the standard form is ___.*

4.



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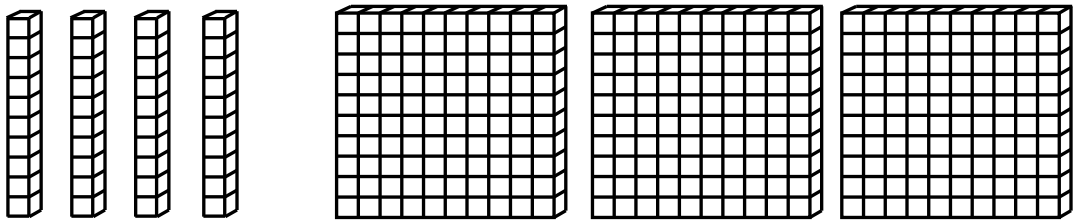

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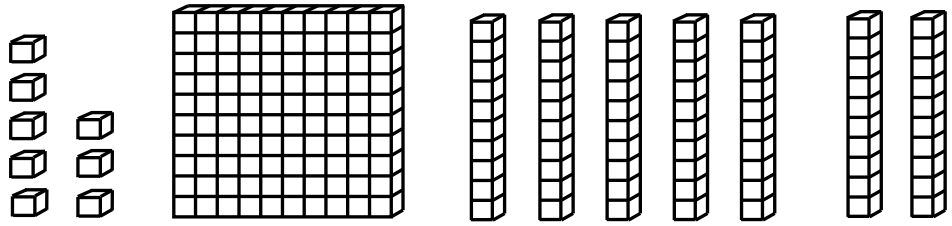

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Session 6: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?

- How confident do I feel about identifying numbers to 1,000 on my own?
  (Thumbs up, down, or sideways)

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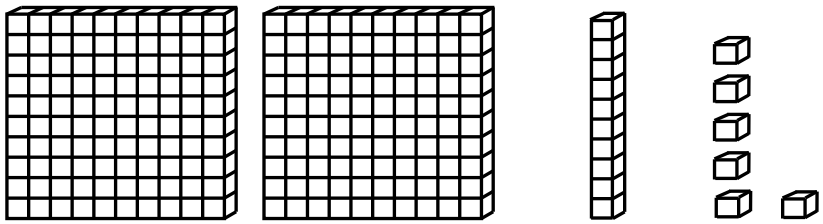
Quick Check - Form F

Name_____ Date_____

Learning Target: I will identify numbers to 1,000.

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

1.



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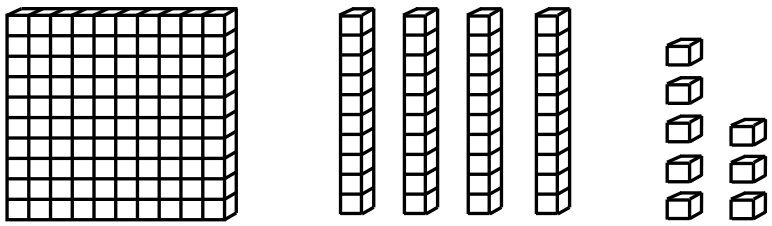

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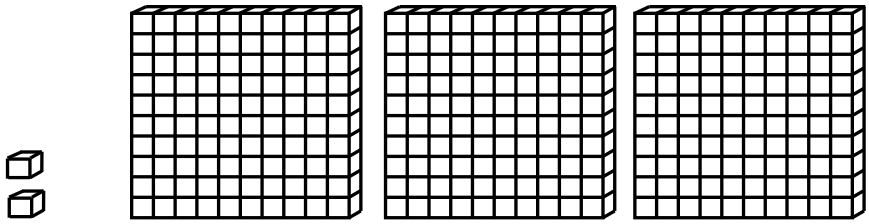

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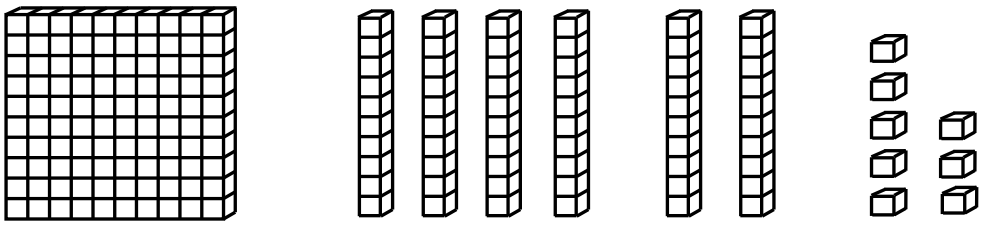
Quick Check - Form F

4.



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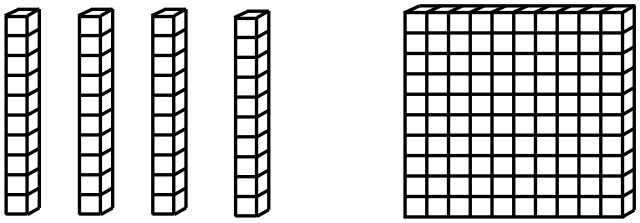

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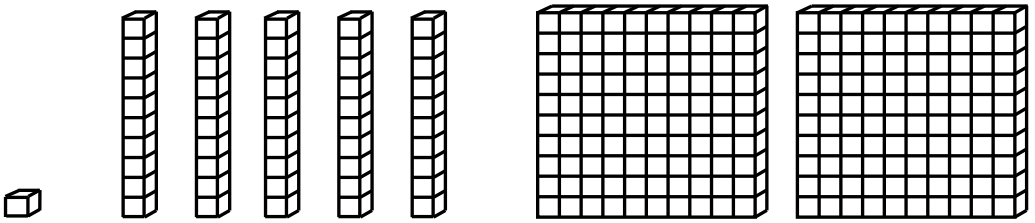

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Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 7: Guided Practice (We Do)

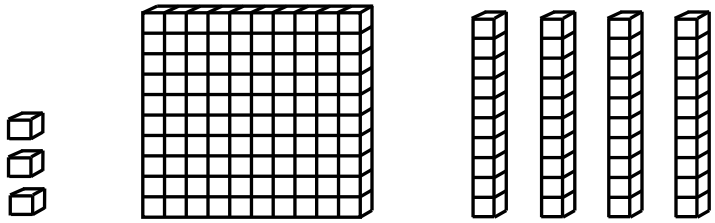
We Do Together: (Teacher Actions)

- For each number shown below, write and say the standard form or the number if you know it.
- Use the expanded form of the number to check your answer or to find your answer.

Supporting Math Talk:

- *The number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is ___ and the standard form is ___.*

1.



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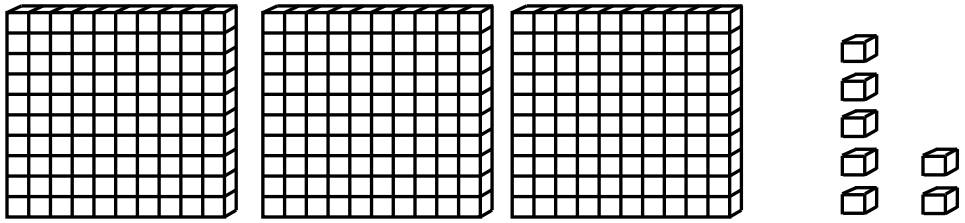

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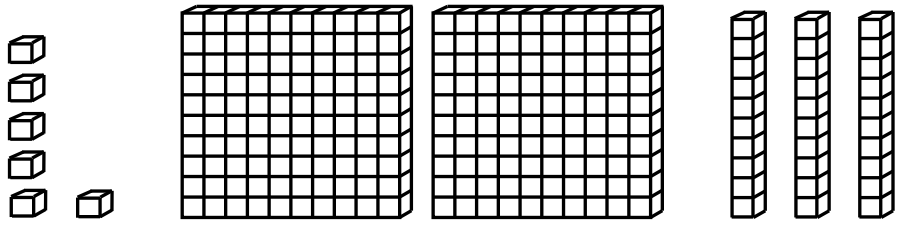

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Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 7: Guided Practice (We Do - Continued)

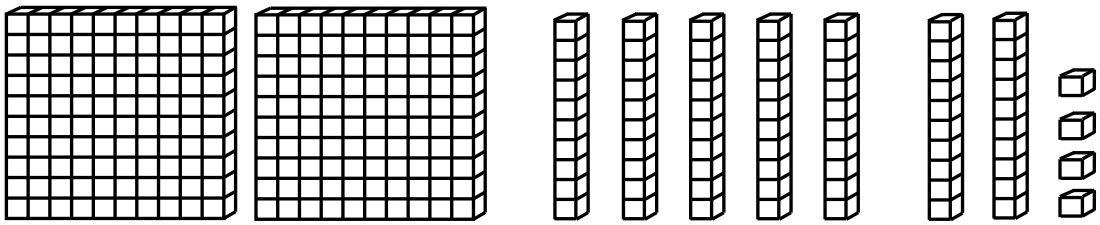
You Do Together: (As a class, or in small groups)

- Students take turns leading to find the standard form of each number shown below.

Supporting Math Talk:

- *The number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is ___ and the standard form is ___.*

4.



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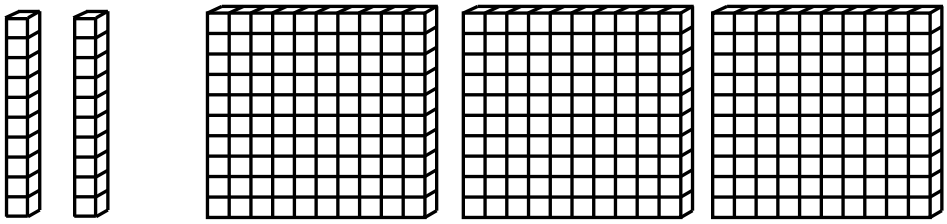

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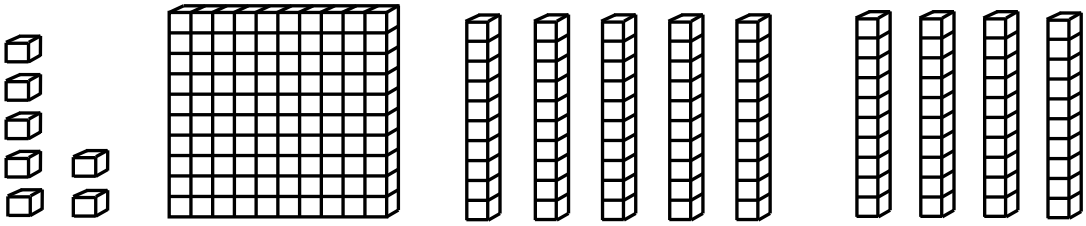

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Session 7: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?

- How confident do I feel about identifying numbers to 1,000 on my own?
  (Thumbs up, down, or sideways)

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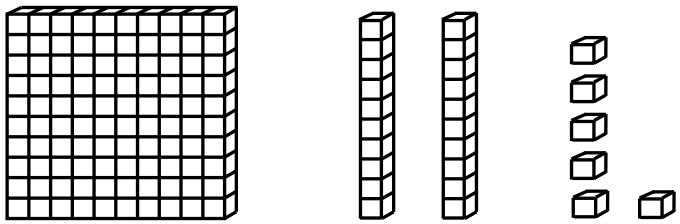
Quick Check - Form G

Name_____ Date_____

Learning Target: I will identify numbers to 1,000.

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

1.



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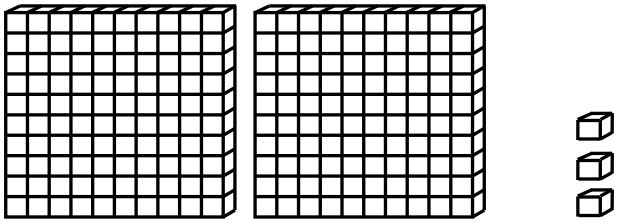
2.



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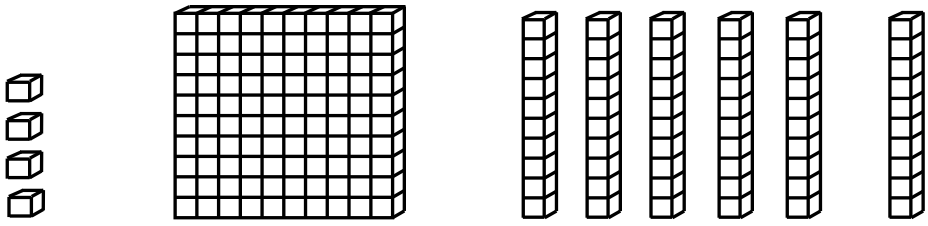

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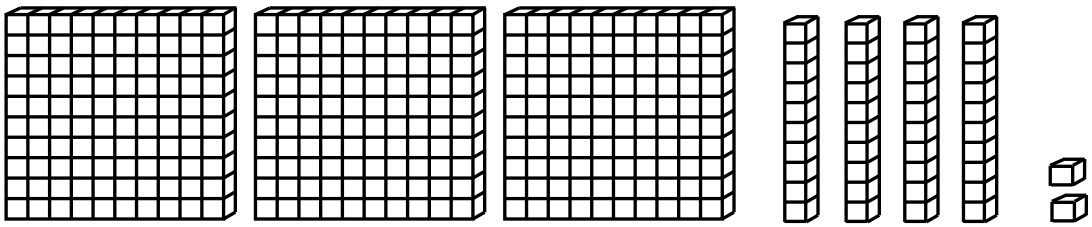
Quick Check - Form G

4.



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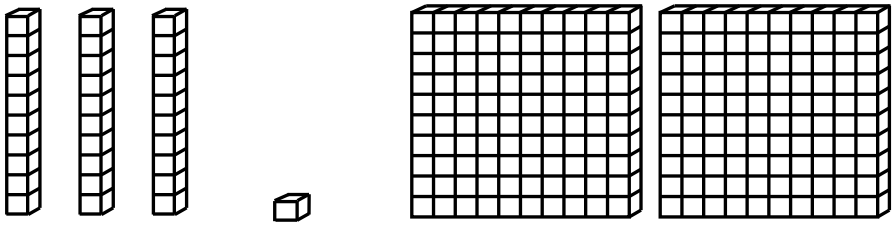

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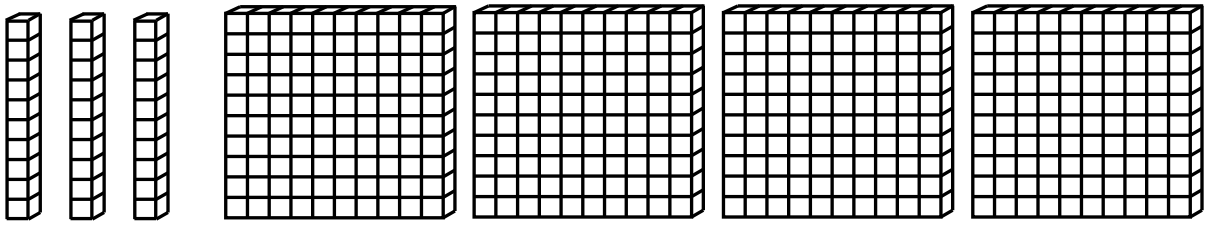

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Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 8: Guided Practice (We Do)

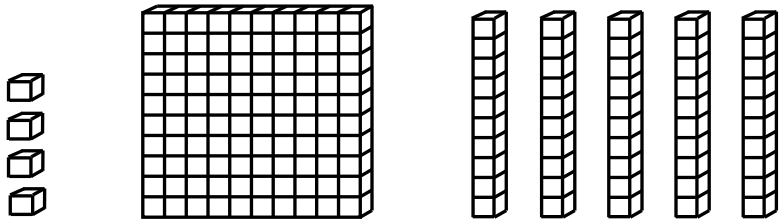
We Do Together: (Teacher Actions)

- For each number shown below, write and say the standard form or the number if you know it.
- Use the expanded form of the number to check your answer or to find your answer.

Supporting Math Talk:

- *The number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is ___ and the standard form is ___.*

1.



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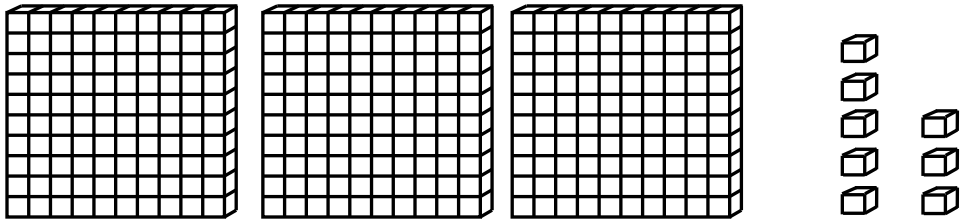

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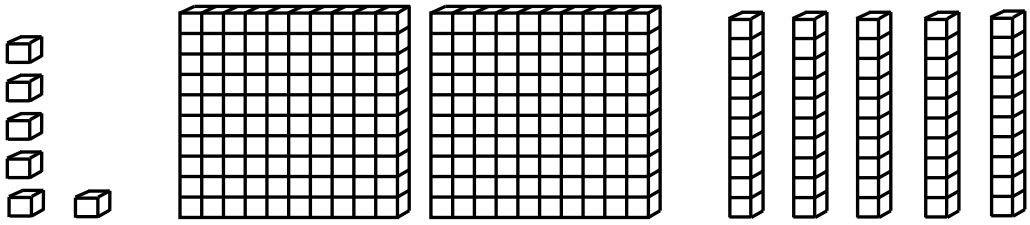

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Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 8: Guided Practice (We Do - Continued)

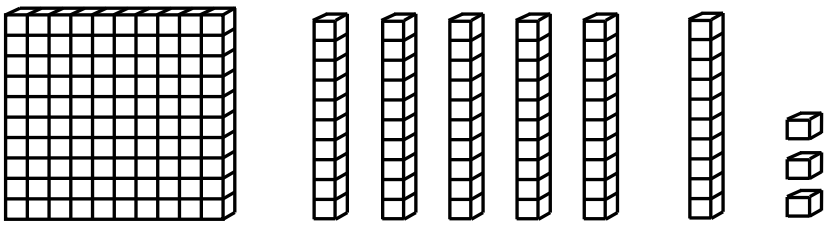
You Do Together: (As a class, or in small groups)

- Students take turns leading to find the standard form of each number shown below.

Supporting Math Talk:

- *The number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is ___ and the standard form is ___.*

4.



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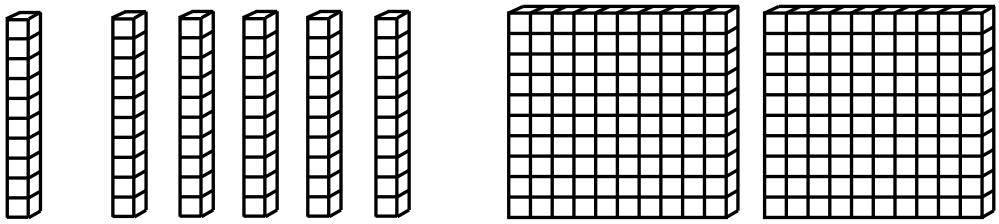

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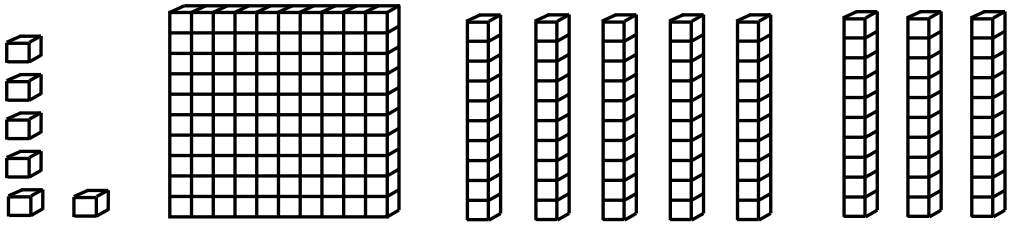

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Session 8: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about identifying numbers to 1,000?

- How confident do I feel about identifying numbers to 1,000 on my own?
  (Thumbs up, down, or sideways)

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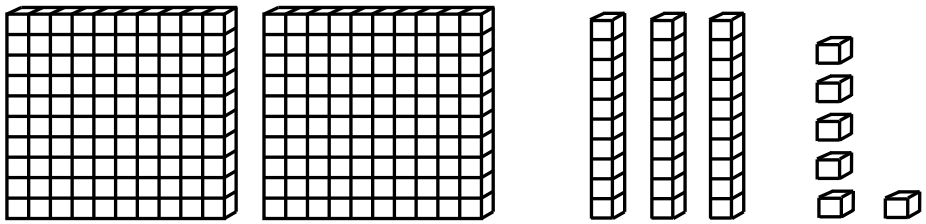
Quick Check - Form H

Name_____ Date_____

Learning Target: I will identify numbers to 1,000.

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

1.



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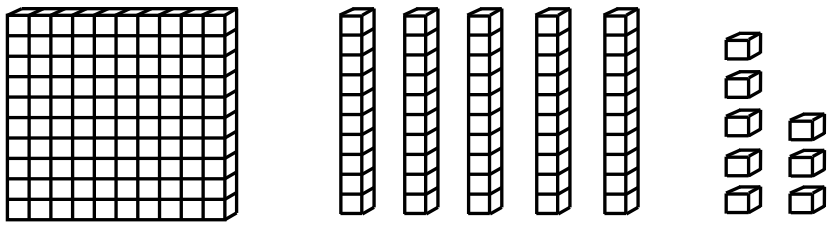

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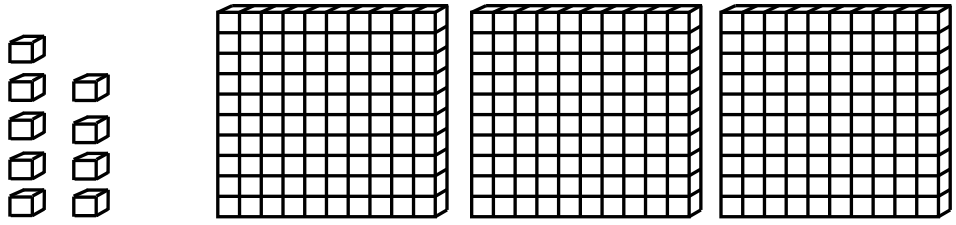

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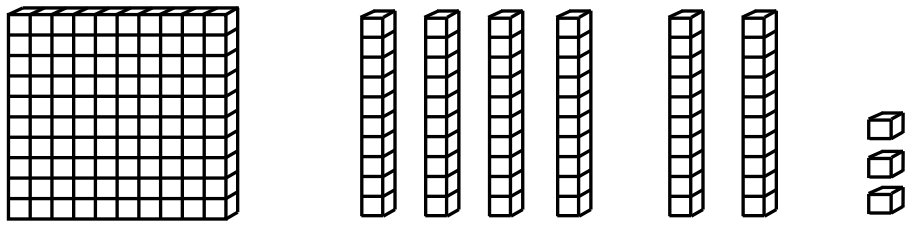
Quick Check - Form H

4.



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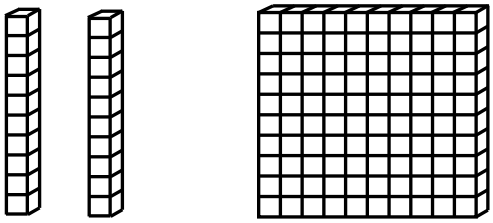

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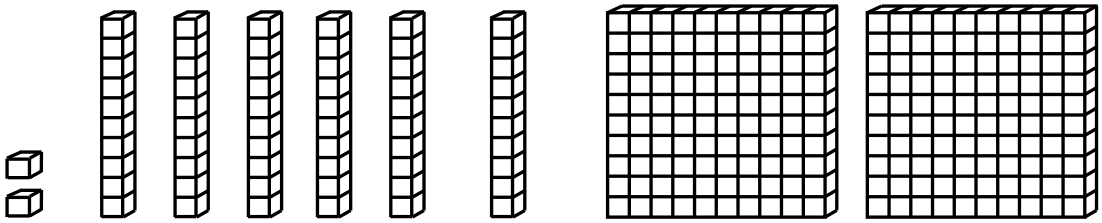

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Independent Practice Activity

Learning Target: I will identify numbers to 1,000 **Readiness** for adding and subtracting 3-digit numbers

Title of Game: "How Many?"

Number of Players: 3 or more. (Players take turns being the leader.)

Objective: To be the player closest to the actual number.

Materials:

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

Directions:

- Begin with the stack of Base-Ten Block cards in a pile facing down.
- 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 card is face-up, each player looks at it to estimate the number shown.
- After 5 seconds, each player writes their guess on their recording sheet and shares their answer with the group.
- The leader flips the card back over and finds 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.
- The winner is the player with the most cards.

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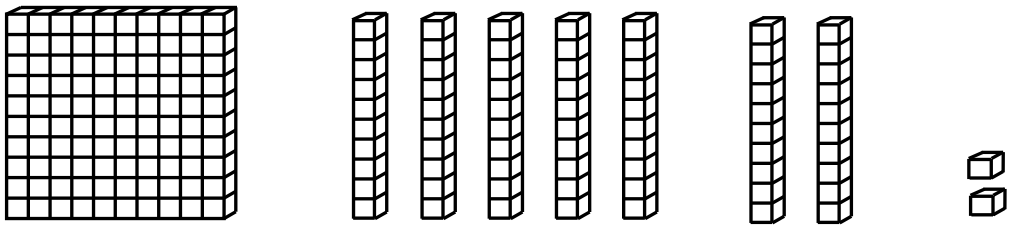
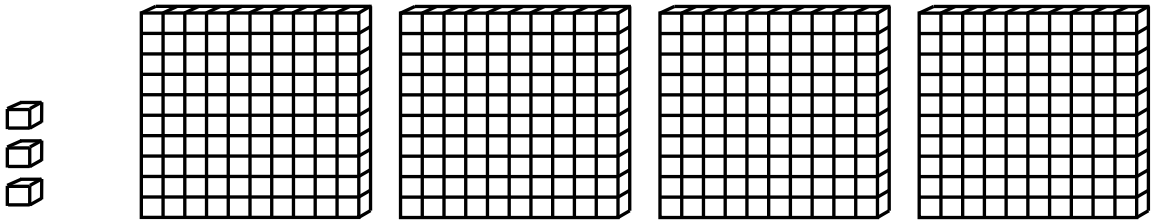
Base Ten Block Cards (Set A)



Set A



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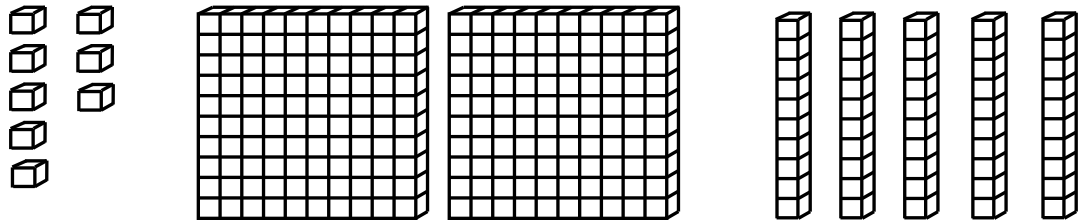

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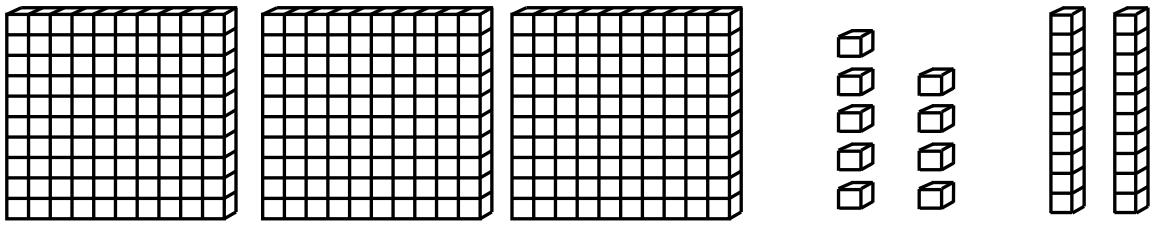

Set A

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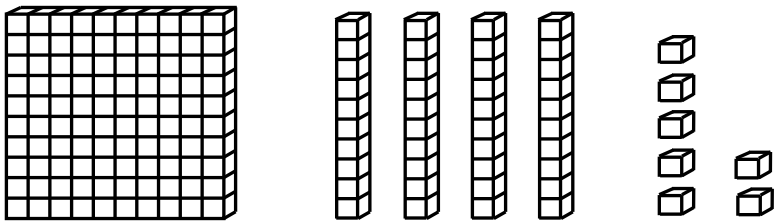
Base Ten Block Cards (Set A)



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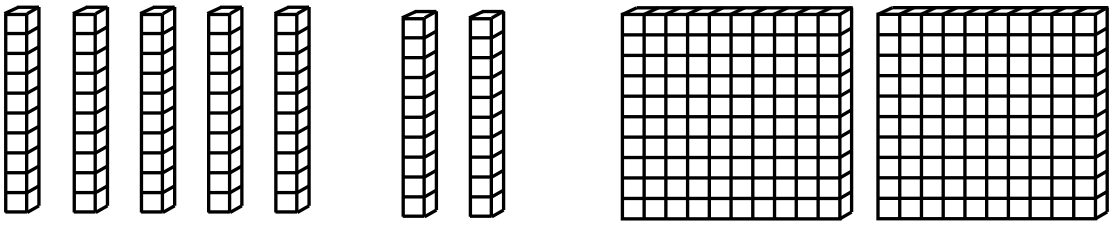

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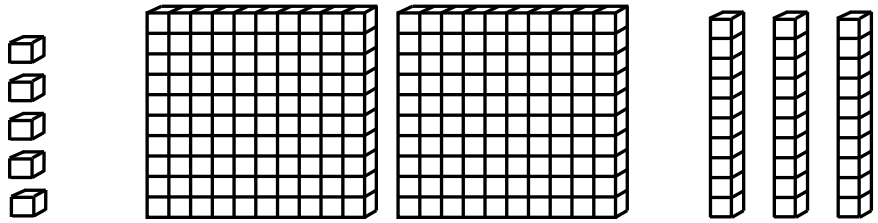

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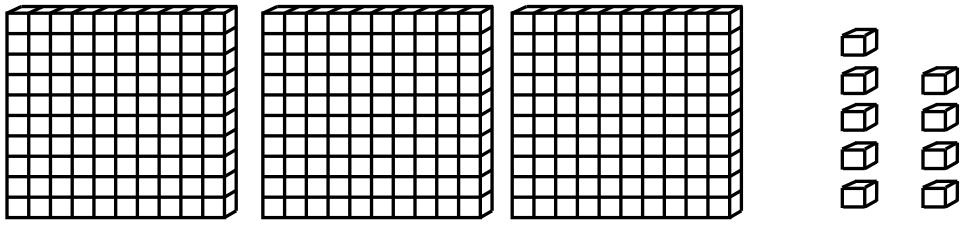

Set A

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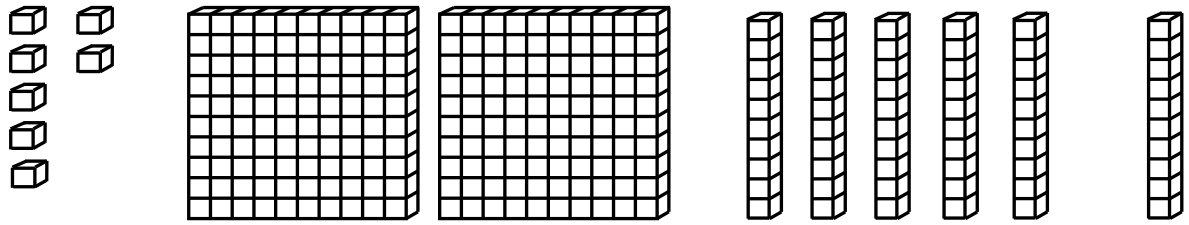
Base Ten Block Cards (Set A and B)



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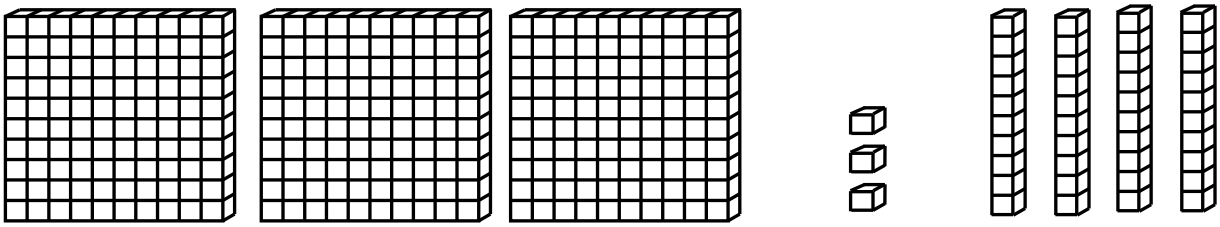

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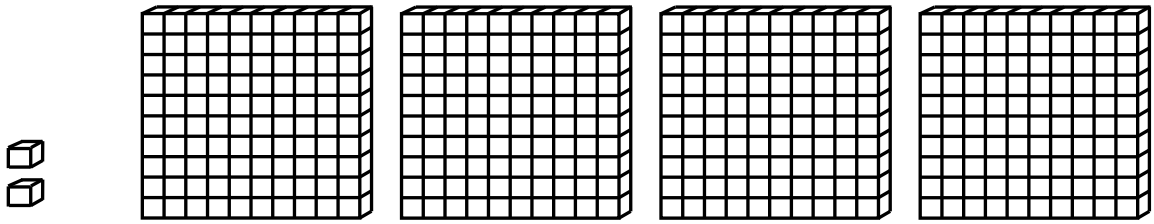

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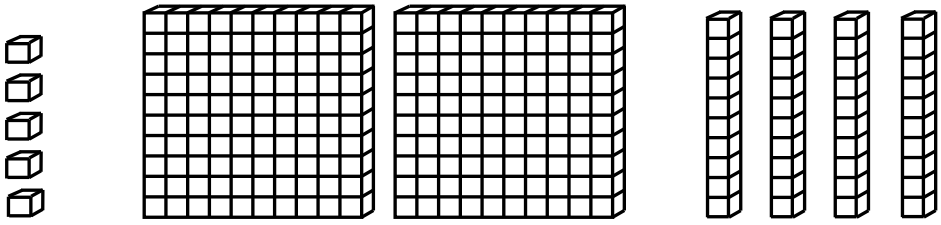

Set B

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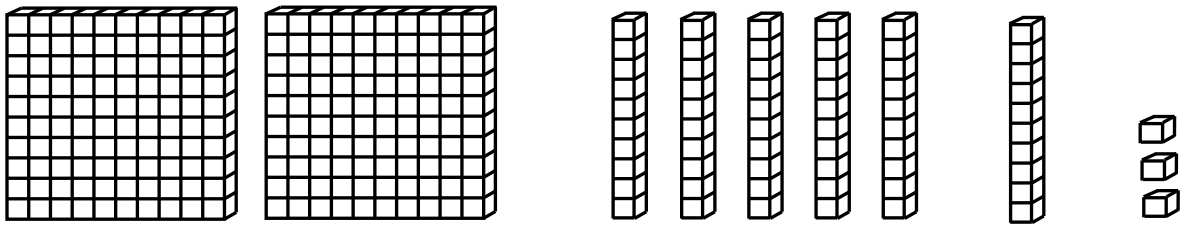
Base Ten Block Cards (Set B)



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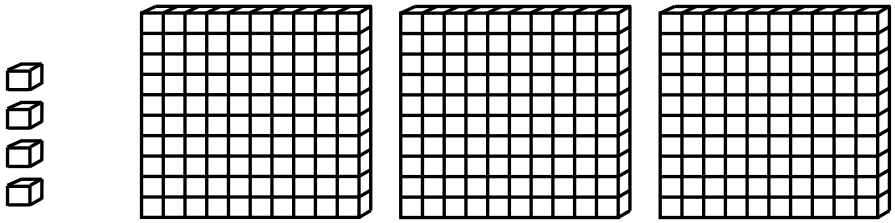

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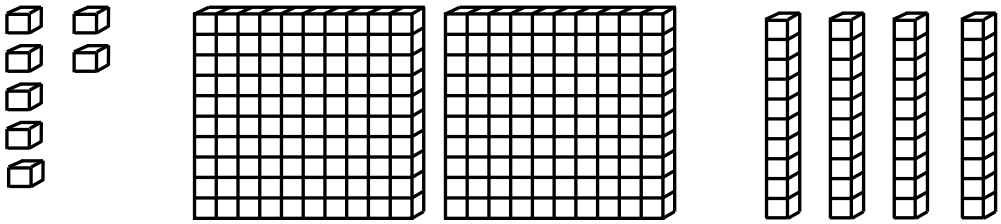

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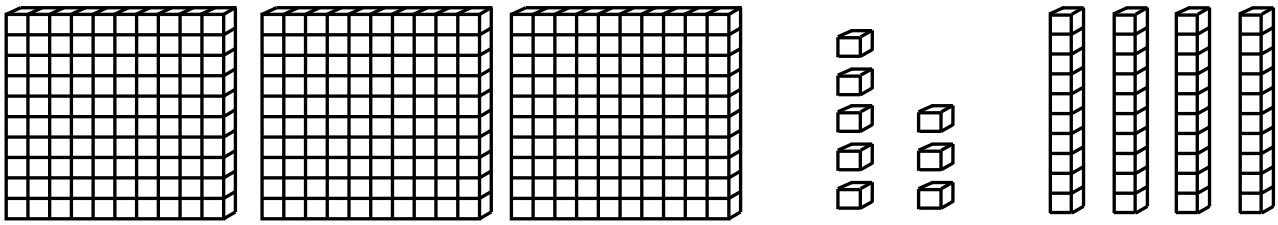

Set B

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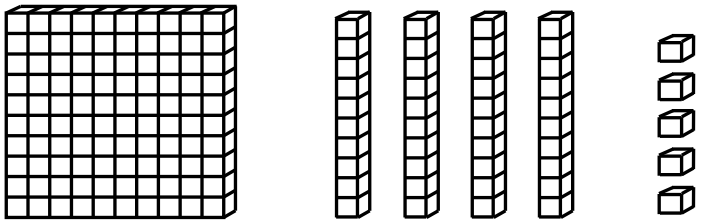
Base Ten Block Cards (Set B)



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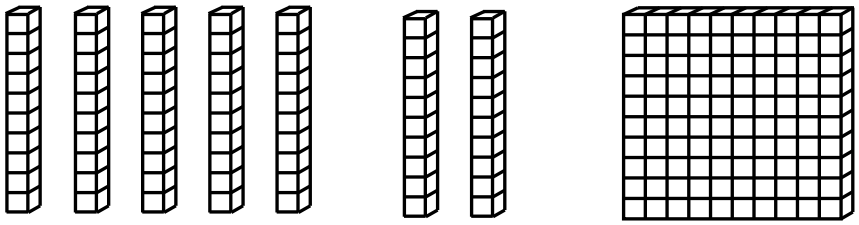

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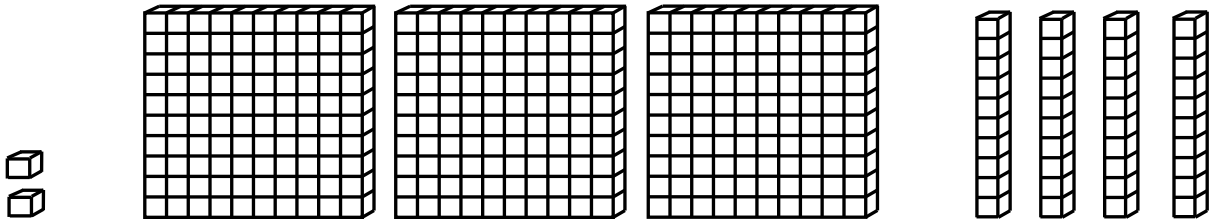

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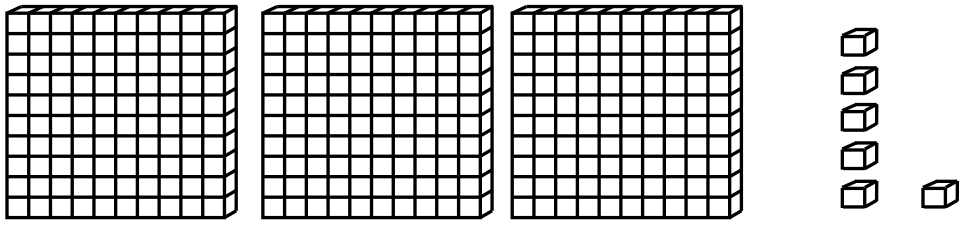

Set B

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How Many? *Recording Sheet*

Recording Directions:

- Write your guess for each card below.

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

How Many? *Recording Sheet*

Recording Directions:

- Write your guess for each card below.

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

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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?***

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Steps 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?*

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