Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 1: Guided Practice (We Do)

Materials: Base-Ten Blocks (10 hundreds, 10 tens and 10 ones per student, or pair of students) and Place-Value Cards (See Session 1)

We Do Together: (Teacher Actions)

➢ Use base-ten blocks and place-value cards to add and subtract 10 or 100 to a number.

  o *1 hundred more than 9 hundreds is 10 hundreds or 1000. So, 100 more than 947 is 1047.*

  o *1 hundred less than 4 hundreds is 3 hundreds. So, 100 less than 462 is 362.*

Supporting Math Talk:

➢ *1 hundred more than 9 hundreds is 10 hundreds or 1000. So, 100 more than 947 is 1047.*

➢ *Since I don't have any tens, I need to ungroup 1 hundred as 10 tens…so, 10 less than 508 is 498.*

1. $$947 + 100 = \underline{\hspace{1cm}}$$	2. $$508 - 10 = \underline{\hspace{1cm}}$$
3. $$492 + 10 = \underline{\hspace{1cm}}$$	4. $$391 - 100 = \underline{\hspace{1cm}}$$

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

➢ Students take turns leading to add and subtract 10 or 100 to a number.

5. $$594 + 10 = \underline{\hspace{1cm}}$$	6. $$385 - 100 = \underline{\hspace{1cm}}$$
7. $$728 + 10 = \underline{\hspace{1cm}}$$	8. $$498 - 100 = \underline{\hspace{1cm}}$$
9. $$916 + 100 = \underline{\hspace{1cm}}$$	10. $$203 - 10 = \underline{\hspace{1cm}}$$

Quick Check - Form A

Name_____ Date_____

Learning Target: I will mentally add and subtract 10 or 100 to a number.

Directions: Write the answer to each problem. (Work time: 2 minutes)

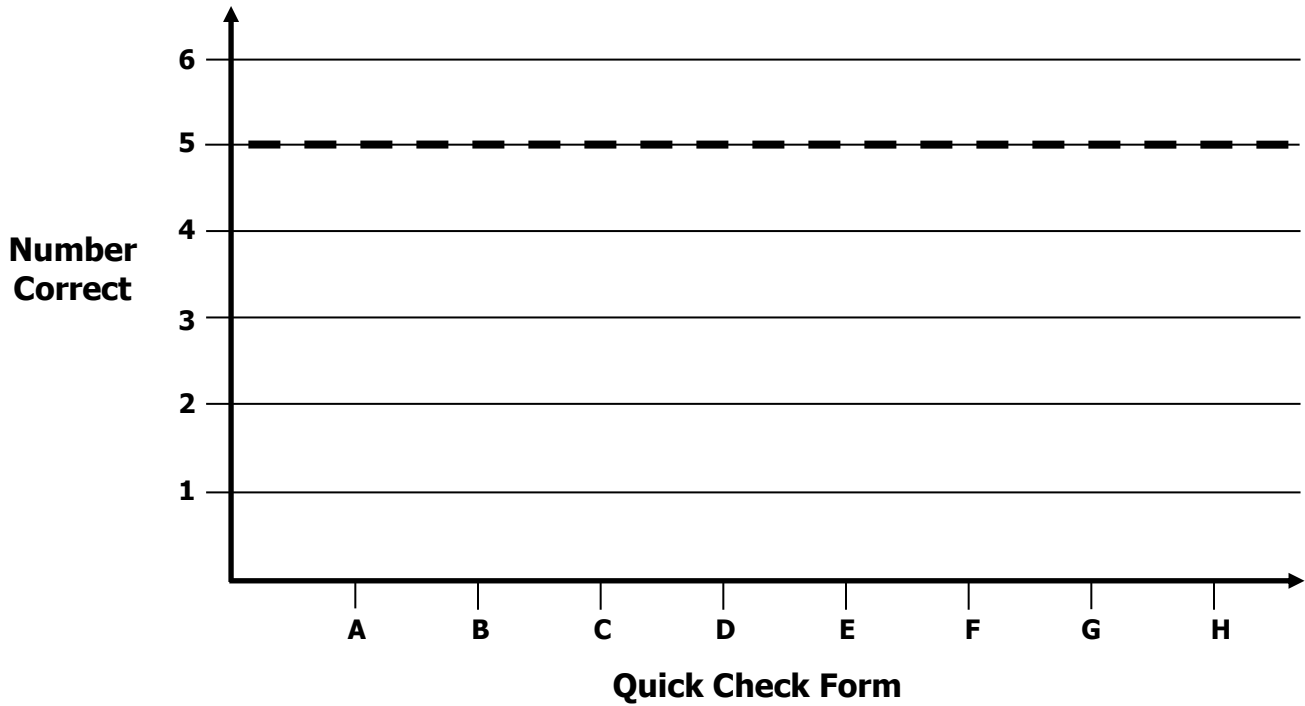|	
1. 217 + 10 = _____	**2.** 875 + 100 = _____
3. 635 – 100 = _____	**4.** 905 – 10 = _____
5. 392 + 10 = _____	**6.** 803 – 100 = _____

Growth Chart

Name_____ Date_____

Learning Target: I will mentally add and subtract 10 or 100 to a number.

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:		

Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 2: **Guided Practice** (We Do)

Materials: Base-Ten Blocks (10 hundreds, 10 tens and 10 ones per student, or pair of students) and Place-Value Cards (See Session 1)

We Do Together: (Teacher Actions)

➢ Use base-ten blocks and place-value cards to add and subtract 10 or 100 to a number.

   o *1 hundred more than 9 hundreds is 10 hundreds or 1000. So, 100 more than 947 is 1047.*

   o *1 hundred less than 4 hundreds is 3 hundreds. So, 100 less than 462 is 362.*

Supporting Math Talk:

➢ *1 hundred more than 9 hundreds is 10 hundreds or 1000. So, 100 more than 974 is 1074.*

➢ *Since I don't have any tens, I need to ungroup 1 hundred as 10 tens…so, 10 less than 306 is 296.*

1. $974 + 100 = $ _____	**2.** $306 - 10 = $ _____
3. $294 + 10 = $ _____	**4.** $193 - 100 = $ _____

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

➢ Students take turns leading to add and subtract 10 or 100 to a number.

5. $495 + 10 = $ _____	**6.** $583 - 100 = $ _____
7. $827 + 10 = $ _____	**8.** $894 - 100 = $ _____
9. $619 + 100 = $ _____	**10.** $302 - 10 = $ _____

Quick Check - Form B

Name_____ Date_____

Learning Target: I will mentally add and subtract 10 or 100 to a number.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. 792 + 10 = _____	**2.** 578 – 10 = _____
3. 536 + 100 = _____	**4.** 393 – 100 = _____
5. 203 – 10 = _____	**6.** 308 + 100 = _____

Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the addition or subtraction statement and write the answer if you know it.

➢ Use a drawing to check your answer or to find the answer.

1. 974 + 100 = _____	**2.** 608 − 10 = _____
3. 492 + 10 = _____	**4.** 391 − 100 = _____

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Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 3: Guided Practice (We Do - Continued)

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

➢ Students take turns leading to add and subtract 10 or 100 to a number.

5. 594 + 10 = _____	**6.** 385 – 100 = _____
7. 708 – 10 = _____	**8.** 498 – 100 = _____
9. 916 + 100 = _____	**10.** 203 – 10 = _____

Quick Check - Form C

Name_____ Date_____

Learning Target: I will mentally add and subtract 10 or 100 to a number.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. 172 – 10 = ____	**2.** 758 + 100 = ____
3. 653 – 100 = ____	**4.** 191 + 10 = ____
5. 723 + 100 = ____	**6.** 803 – 10 = ____

Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the addition or subtraction statement and write the answer if you know it.

➢ Use a drawing to check your answer or to find the answer.

1. 983 + 100 = _____	**2.** 509 − 10 = _____
3. 395 + 10 = _____	**4.** 791 − 100 = _____

Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 4: **Guided Practice** (We Do - Continued)

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

➢ Students take turns leading to add and subtract 10 or 100 to a number.

5. 492 + 10 = _____	**6.** 478 − 100 = _____
7. 607 − 10 = _____	**8.** 589 − 100 = _____
9. 924 + 100 = _____	**10.** 302 − 10 = _____

Quick Check - Form D

Name_____ Date_____

Learning Target: I will mentally add and subtract 10 or 100 to a number.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. 283 + 100 = ____	**2.** 945 – 100 = ____
3. 564 + 10 = ____	**4.** 608 – 10 = ____
5. 592 – 100 = ____	**6.** 497 + 10 = ____

Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- ➢ Say the addition or subtraction statement and write the answer if you know it.
- ➢ Use a drawing to check your answer or to find the answer.

1. 962 + 100 = _____	**2.** 604 − 10 = _____
3. 497 + 10 = _____	**4.** 382 − 100 = _____

Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 5: Guided Practice (We Do - Continued)

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

➢ Students take turns leading to add and subtract 10 or 100 to a number.

5. 395 + 10 = _____	**6.** 394 − 100 = _____
7. 408 − 10 = _____	**8.** 493 − 100 = _____
9. 917 + 100 = _____	**10.** 104 − 10 = _____

Quick Check - Form E

Name_____ Date_____

Learning Target: I will mentally add and subtract 10 or 100 to a number.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. 217 + 10 = ____	**2.** 875 + 100 = ____
3. 635 – 100 = ____	**4.** 905 – 10 = ____
5. 392 + 10 = ____	**6.** 803 – 100 = ____

Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the addition or subtraction statement and write the answer if you know it.

➢ Check your answer or find the answer by rewriting the problem vertically and identifying the place value digit(s) that will be added to or subtracted from.

1. 974 + 100 = _____	**2.** 608 – 10 = _____
3. 392 + 10 = _____	**4.** 391 – 100 = _____

Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 6: Guided Practice (We Do - Continued)

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

➢   Students take turns leading to add and subtract 10 or 100 to a number.

5. 394 + 10 = _____	**6.** 685 – 100 = _____
7. 808 – 10 = _____	**8.** 398 – 100 = _____
9. 961 + 100 = _____	**10.** 402 – 10 = _____

Quick Check - Form F

Name_____ Date_____

Learning Target: I will mentally add and subtract 10 or 100 to a number.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. 792 + 10 = ____	**2.** 578 – 10 = ____
3. 536 + 100 = ____	**4.** 393 – 100 = ____
5. 203 – 10 = ____	**6.** 308 + 100 = ____

Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the addition or subtraction statement and write the answer if you know it.

➢ Check your answer or find the answer by rewriting the problem vertically and identifying the place value digit(s) that will be added to or subtracted from.

1.	2.
947 + 100 = _____	507 – 10 = _____
3.	4.
492 + 10 = _____	491 – 100 = _____

Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 7: Guided Practice (We Do - Continued)

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

➤ Students take turns leading to add and subtract 10 or 100 to a number.

5. 294 + 10 = _____	**6.** 658 − 100 = _____
7. 707 − 10 = _____	**8.** 389 − 100 = _____
9. 972 + 100 = _____	**10.** 302 − 10 = _____

Quick Check - Form G

Name_____ Date_____

Learning Target: I will mentally add and subtract 10 or 100 to a number.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. 172 – 10 = ____	**2.** 758 + 100 = ____
3. 653 – 100 = ____	**4.** 191 + 10 = ____
5. 723 + 100 = ____	**6.** 803 – 10 = ____

Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the addition or subtraction statement and write the answer if you know it.

➢ Check your answer or find the answer by rewriting the problem vertically and identifying the place value digit(s) that will be added to or subtracted from.

1. 938 + 100 = _____	**2.** 409 – 10 = _____
3. 297 + 10 = _____	**4.** 523 – 100 = _____

Learning Target: I will mentally add and subtract 10 or 100 to a number

Session 8: Guided Practice (We Do - Continued)

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

➢ Students take turns leading to add and subtract 10 or 100 to a number.

5. 198 + 10 = _____	**6.** 586 − 100 = _____
7. 607 − 10 = _____	**8.** 298 − 100 = _____
9. 916 + 100 = _____	**10.** 305 − 10 = _____

Quick Check - Form H

Name_____ Date_____

Learning Target: I will mentally add and subtract 10 or 100 to a number.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. 283 + 100 = _____	**2.** 945 – 100 = _____
3. 564 + 10 = _____	**4.** 608 – 10 = _____
5. 592 – 100 = _____	**6.** 497 + 10 = _____