DELTA MATH
RtI PROGRAM

Tier 3
Intervention Lessons

K.CC.7

Learning Target: I will compare numbers to 10

Readiness for 1.NBT.3: Compare numbers to 99

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Tier 3 Intervention Planning Guide

Learning Target: I will compare numbers to 10   **Readiness** for comparing numbers to 99

	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:** Compare numbers to 10 using counters **Sessions 3, 4 and 5:** Compare numbers to 10 using drawings **Sessions 6, 7 and 8:** Compare numbers to 10 using mental pictures

End (10 min.)	➢ Bring the students back together.
	 ➢ Ask students to reflect on their progress towards the learning target
	     o What did I learn today about counting?
	     o How confident do you feel about counting on my own?
	        (Thumbs up, down, or sideways)
	 ➢ Assess each student's progress using the next **Quick Check** form
	 ➢ Guide students to self-correct their **Quick Check**
	 ➢ Guide students to chart their progress in their **Growth Chart**
	     o If not using Delta Math lessons, record the activity in the table
	 ➢ Collect each student's **Quick Check** and **Growth Chart**

After Session 6	➢ Differentiation Options:
	     o Allow students who met the learning goal to work independently while others do the guided practice during the next session
	     o Exit students who met the learning goal for a third time
	 ➢ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions

Session 1: Modeling (I Do)

Learning Target: I will compare numbers to 10   **Readiness** for comparing numbers to 99

Aubrey began a button collection. She has 5 yellow buttons and 7 red buttons.
Does Aubrey have a greater number of yellow or red buttons?

Learning Target: I will compare numbers to 10   **Readiness** for comparing numbers to 99

> **Aubrey began a button collection. She has 5 yellow buttons and 7 red buttons.**
> **Does Aubrey have a greater number of yellow buttons or red buttons?**

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.

The problem is about Aubrey's red and yellow button collection.

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

I need to find if Aubrey has a greater number of yellow buttons or red buttons.

Third, I need to determine what I know.

I know that she has 5 yellow buttons and 7 red buttons.

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

I am going to try using counters to model her button collection.

I will begin by placing a 5 and 7 number card under each ten-frame.

Then, I will use the yellow side of the counters to represent yellow buttons and the red side of the counters to represent the red buttons.

I will show Aubrey's 5 yellow buttons starting in the top left hand corner of the ten-frame and fill the left column first…1, 2, 3, 4, 5.

Next, I will show her 7 red buttons in the other ten-frame…1, 2, 3, 4, 5, 6, 7.

To compare the numbers 5 and 7, I will look to see which color has more.
(Point to the group of red counters.)

Aubrey has more red buttons than yellow buttons, which means she has a greater number of red buttons.

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

I found that Aubrey has a greater number of red buttons. It makes sense because I knew the number of each color and I modeled the problem with counters to see which color had <u>more</u>.
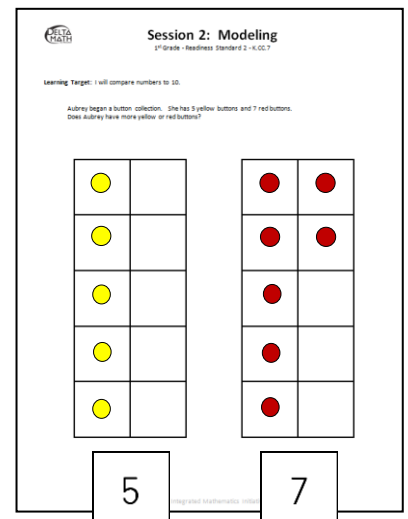
1	6	1	6
2	7	2	7
3	8	3	8
4	9	4	9
5	10	5	10

Session 1: Guided Practice (We do)

Learning Target: I will compare numbers to 10.

Materials:

➢ 1 set of number-cards (1- 10) <u>per student</u>

➢ 1 ten-frame mat <u>per student</u>

➢ 20 counters <u>per student</u>

We Do Together: (Teacher Actions)

➢ Build each number with counters on a 10-frame.

➢ Explain how you know you are correct.

1. Circle the **greater** number.	**2.** Circle the **lesser** number.
5 **2**	**7** **3**

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

➢ Students take turns leading to compare numbers up to 10.

3. Circle the **greater** number.	**4.** Circle the **lesser** number.
4 **6**	**8** **7**
5. Circle the **lesser** number.	**6.** Circle the **greater** number.
10 **8**	**5** **7**

Double Ten-Frame Mat

Learning Target: I will compare numbers to 10.

Session 1: Self-Reflection

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

> ➢ What did I learn today about comparing numbers?

> ➢ How confident do I feel about comparing numbers on my own?

>   (Thumbs up, down, or sideways)

Quick Check - Form A

Name_____ Date_____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1. ○ 2	○ 5
2. ○ 7	○ 4
3. ○ 8	○ 3

Directions: Choose the number that is **less**? (Work time: 1 minute)

4. ○ 4	○ 9
5. ○ 8	○ 7
6. ○ 3	○ 2

Growth Chart

Name_____ Date_____

Learning Target: I will compare numbers to 10.

Goal: 5 out of 6 correct
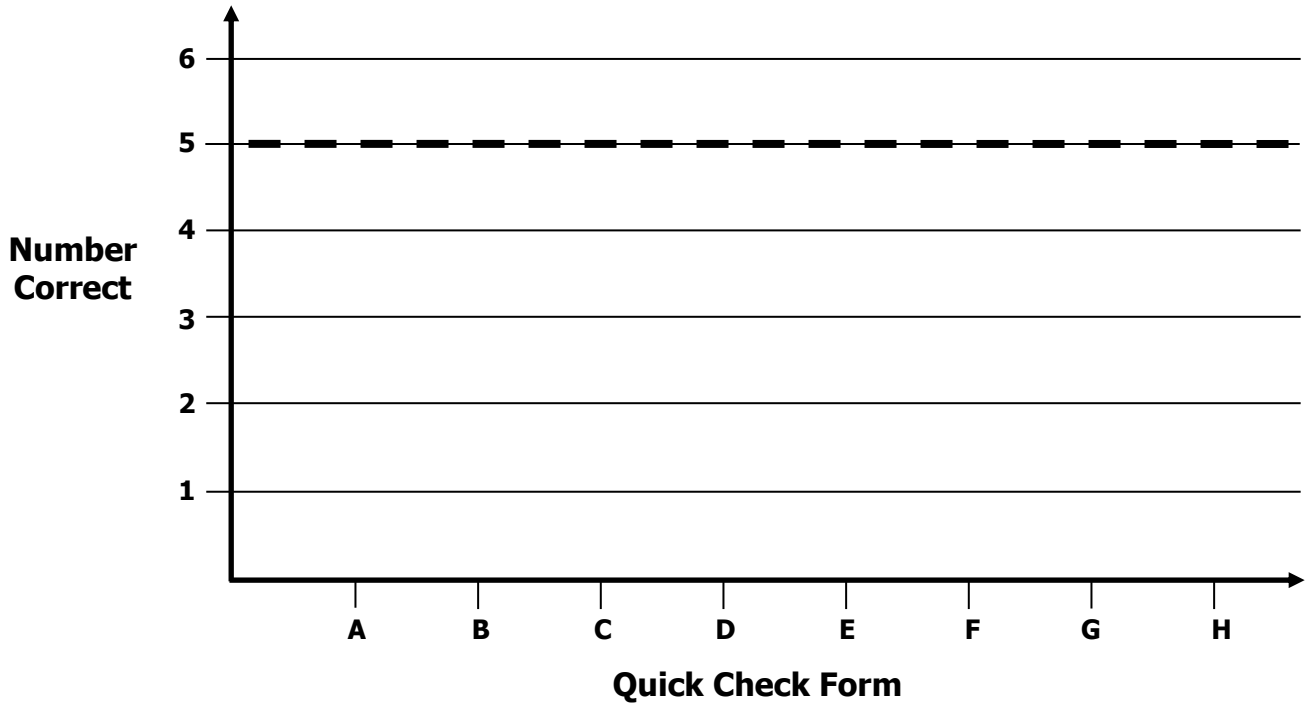
Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		

Session 2: Guided Practice (We do)

Learning Target: I will compare numbers to 10.

Materials:

➢ 1 set of number-cards (1- 10) <u>per student</u> (See Session 1)

➢ 1 ten-frame mat <u>per student</u> (See Session 1)

➢ 20 counters <u>per student</u>

We Do Together: (Teacher Actions)

➢ Build each number with counters on a 10-frame.

➢ Explain how you know you are correct.

1. Circle the **greater** number.	**2.** Circle the **lesser** number.
5 **7**	**8** **3**

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

➢ Students take turns leading to compare numbers up to 10.

3. Circle the **greater** number.	**4.** Circle the **lesser** number.
9 **6**	**5** **6**
5. Circle the **lesser** number.	**6.** Circle the **greater** number.
8 **10**	**5** **2**

Session 2: Self-Reflection

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

➢ What did I learn today about comparing numbers?

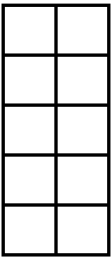➢ How confident do I feel about comparing numbers on my own?

(Thumbs up, down, or sideways)

Name_____ Date_____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1.	○ 6	○ 4
2.	○ 2	○ 7
3.	○ 5	○ 3

Directions: Choose the number that is **less**? (Work time: 1 minute)

4.	○ 9	○ 6
5.	○ 5	○ 2
6.	○ 3	○ 8

Learning Target: I will compare numbers to 10   **Readiness** for comparing numbers to 99

Jarod has a bag of candy. The bag contains 8 red pieces of candy and 6 yellow pieces of candy.
Does Jarod have a lesser number of red candy or yellow candy?

Session 3: Modeling (I Do - Teacher Notes)

Learning Target: I will compare numbers to 10

Readiness for comparing numbers to 99

> Jarod has a bag of candy. The bag contains 8 red pieces of candy and 6 yellow pieces of candy. Does Jarod have a lesser number of red candy or yellow candy?

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.

The problem is about Jarod's bag of red and yellow candy.

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

I need to find if Jarod has a lesser number of red candy or yellow candy.

Third, I need to determine what I know.

I know that he has 8 red pieces and 6 yellow pieces of candy.

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

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

I will begin by writing what we know…8 red pieces and 6 yellow pieces.

8 Red   *6 Yellow*

Next, I will draw 8 circles in a ten-frame pattern to represent the red pieces of candy and 6 circles to represent the yellow.

O O O   O
O O O O O   O O O O O
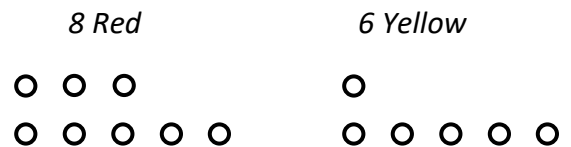
Let's draw 1, 2, 3, 4, 5, 6, 7, 8 circles and 1, 2, 3, 4, 5, 6 circles.

To compare the numbers 8 and 6, I will look to see which color has fewer.
(Point to the yellow group.)

Jarod has fewer yellow candies than red candies, which means he has a lesser number of yellow candies.

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

I found that Jarod has a lesser number of yellow candies. It makes sense because I knew the number of each color and I modeled the problem with a drawing to see which color had <u>fewer</u>.
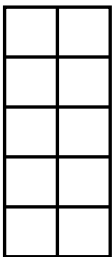
Learning Target: I will compare numbers to 10.
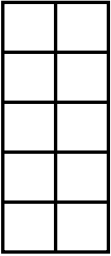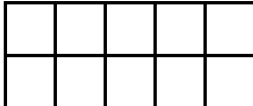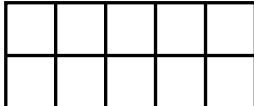
Session 3: **Guided Practice** (We Do)
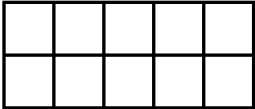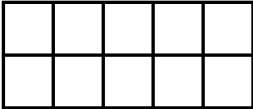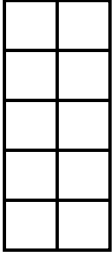
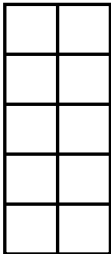**We Do Together:** (Teacher Actions)

➢ Draw each number on a 10-frame.

➢ Explain how you know you are correct.

1. Circle the **greater** number. 7　　　6	**2.** Circle the **lesser** number. 5　　　9

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

➢ Students take turns leading to compare two more sets of numbers.

3. Circle the **lesser** number. 8　　　10	**4.** Circle the **greater** number. 9　　　7

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

➢ What did I learn today about comparing numbers?

➢ How confident do I feel about comparing numbers on my own?

(Thumbs up, down, or sideways)

Name_____ Date_____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1.	○ 9	○ 6	
2.	○ 5	○ 2	
3.	○ 3	○ 8	

Directions: Choose the number that is **less**? (Work time: 1 minute)

4.	○ 1	○ 4	
5.	○ 2	○ 7	
6.	○ 5	○ 3	

Name _____ Date _____

Learning Target: I will compare numbers to 10.

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Draw each number on a 10-frame.

➢ Explain how you know you are correct.

1. Circle the **greater** number.	**2.** Circle the **lesser** number.
7 **8**	**5** **7**

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

➢ Students take turns leading to compare two more sets of numbers.

3. Circle the **lesser** number.	**4.** Circle the **greater** number.
10 **9**	**6** **7**

Session 4: Self-Reflection

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

➢ What did I learn today about comparing numbers?

➢ How confident do I feel about comparing numbers on my own?

  (Thumbs up, down, or sideways)

Quick Check - Form D

Name_____ Date_____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1.	○ 4	○ 9	
2.	○ 8	○ 7	
3.	○ 2	○ 5	

Directions: Choose the number that is **less**? (Work time: 1 minute)
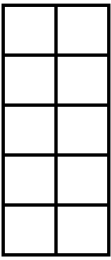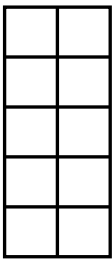
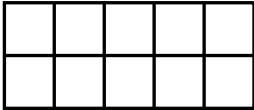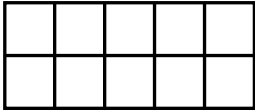|			
4.	○ 3	○ 5	
5.	○ 7	○ 4	
6.	○ 9	○ 6	

Learning Target: I will compare numbers to 10.
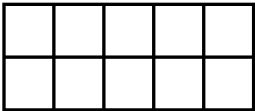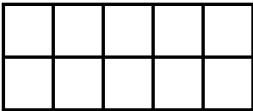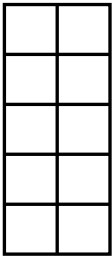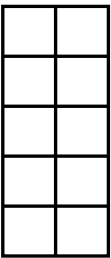
Session 5: **Guided Practice** (We Do)

We Do Together: (Teacher Actions)

➢ Draw each number on a 10-frame.

➢ Explain how you know you are correct.

1. Circle the **greater** number.	2. Circle the **lesser** number.
7 6	5 9

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

➢ Students take turns leading to compare two more sets of numbers.

3. Circle the **lesser** number.	4. Circle the **greater** number.
8 10	9 7

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

➢ What did I learn today about comparing numbers?

➢ How confident do I feel about comparing numbers on my own?

(Thumbs up, down, or sideways)

Quick Check - Form E

Name_____ Date_____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1.	○ 2		○ 5
2.	○ 7		○ 4
3.	○ 8		○ 3

Directions: Choose the number that is **less**? (Work time: 1 minute)

4.	○ 4		○ 9
5.	○ 8		○ 7
6.	○ 3		○ 2

Learning Target: I will compare numbers to 10   **Readiness** for comparing numbers to 99

Gianna arrived at the end of a hockey game. The scoreboard showed that the home team scored 9 points and the away team scored 6. Which team scored the greater number of points to win the game?

Session 6: Modeling (I Do - Teacher Notes)

Learning Target: I will compare numbers to 10   **Readiness** for comparing numbers to 99

Gianna arrived at the end of a hockey game. The scoreboard showed that the home team scored 9 points and the away team scored 6. Which team scored the greater number of points to win the game?

First, it is important to know what the problem is about.

This problem is about the score of a hockey game.

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

I need to find which team scored the greater number of points.

Third, I need to determine what I know.

I know that the home team scored 9 points and the away team scored 6 points.

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

This time, I am going to try to visualize the numbers in my mind to find which team scored the greater number of points.

	Home Team	*Away Team*
I will begin by writing what we know…		
the home team scored 9 and the away team scored 6.	*9*	*6*

When I visualize 9 circles and 6 circles in my head, I see 9 has more circles than 6. So 9 is a greater number.

Therefore, the home team won the game.

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

I found that the home team scored the greater number of points. It makes sense because I knew the number of points each team scored and I visualized each number as a group of circles in my head.

Another way I can show 9 is greater than 6 is by counting up from the lesser number 6…7, 8, 9.

Learning Target: I will compare numbers to 10   **Readiness for:** Comparing numbers to 99

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Visualize each number in your head before circling your answer.

➢ Show or explain how you know you are correct.

1. Circle the **greater** number.	2. Circle the **lesser** number.
2 **5**	**7** **4**

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

➢ Students take turns leading to compare numbers up to 10.

3. Circle the **greater** number.	4. Circle the **lesser** number.
6 **4**	**8** **7**
5. Circle the **lesser** number.	6. Circle the **greater** number.
8 **10**	**9** **6**

Session 6: Self-Reflection

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

> What did I learn today about comparing numbers?

> How confident do I feel about comparing numbers on my own?

   (Thumbs up, down, or sideways)

Quick Check - Form F

Name_____ Date_____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1. ○ 6	○ 4
2. ○ 2	○ 7
3. ○ 5	○ 3

Directions: Choose the number that is **less**? (Work time: 1 minute)

4. ○ 9	○ 6
5. ○ 5	○ 2
6. ○ 3	○ 8

Learning Target: I will compare numbers to 10   **Readiness for:** Comparing numbers to 99

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Visualize each number in your head before circling your answer.

➢ Show or explain how you know you are correct.

1. Circle the **greater** number.	**2.** Circle the **lesser** number.
2 7	7 9

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

➢ Students take turns leading to compare numbers up to 10.

3. Circle the **greater** number.	**4.** Circle the **lesser** number.
6 5	8 6
5. Circle the **lesser** number.	**6.** Circle the **greater** number.
7 10	9 8

Session 7: Self-Reflection

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

> What did I learn today about comparing numbers?

> How confident do I feel about comparing numbers on my own?

    (Thumbs up, down, or sideways)

Name_____ Date_____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1. ○ 9	○ 6	
2. ○ 5	○ 2	
3. ○ 3	○ 8	

Directions: Choose the number that is **less**? (Work time: 1 minute)

4. ○ 1	○ 4	
5. ○ 2	○ 7	
6. ○ 5	○ 3	

Learning Target: I will compare numbers to 10   **Readiness for:** Comparing numbers to 99

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

> ➢ Visualize each number in your head before circling your answer.

> ➢ Show or explain how you know you are correct.

1. Circle the **greater** number.	2. Circle the **lesser** number.
2 5	7 4

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

> ➢ Students take turns leading to compare numbers up to 10.

3. Circle the **greater** number.	4. Circle the **lesser** number.
6 4	8 7
5. Circle the **lesser** number.	6. Circle the **greater** number.
8 10	9 6

Session 8: Self-Reflection

Learning Target: I will compare numbers to 10.

Briefly discuss student responses

> ➢ What did I learn today about comparing numbers?

> ➢ How confident do I feel about comparing numbers on my own?

>   (Thumbs up, down, or sideways)

Quick Check - Form H

Name_____ Date_____

Learning Target: I will compare numbers to 10.

Directions: Choose the number that is **greater**? (Work time: 1 minute)

1. ○ 4	○ 9
2. ○ 8	○ 7
3. ○ 2	○ 5

Directions: Choose the number that is **less**? (Work time: 1 minute)

4. ○ 3	○ 5
5. ○ 7	○ 4
6. ○ 9	○ 6

Independent Practice

Learning Target: I will compare numbers to 10.

Title of Game: Play "Whose number is Greater!"

Number of Players: 2

Objective: To be the player with the most (or least) cards at the end of the game.

Materials:
- 1 set of Number Cards per player (numbers 1-10)
    - *(Use the Ten-Frame Cards in place of the Number Cards to provide visual support.)*
- 1 recording sheet per group

Directions:
- Each player turns over their top card and writes their number on the recording sheet
- The player with the greater number circles their number and says,

    "My number ___ is greater than ___, because ____."
- The player with the lesser number responds by saying,

    "My number ___ is less than ___, because ____."
- The player with the greater number takes both cards
- Repeat until all cards have been played

Decide the Winner:
- At the end of the game, the teacher flips a coin
    - If the coin lands **heads up**, the winner is the player with the **greater** number of cards
    - If the coin lands **tails up**, the winner is the player with the **lesser** number of cards

Accessibility Option:
- Use the Ten-Frame Cards for students struggling with the values of each number. (p. 32)

DELTA MATH

Learning Target: I will compare numbers to 10

Independent Practice: Whose Number is Greater?
(Recording Sheet)

Directions:

➢ Each player turns over their top card and writes their number on the recording sheet.

➢ The player with the **greater** number circles their number and says,

"My number ____ is greater than ___, because ____."

➢ The player with the **lesser** number responds by saying,

"My number ____ is less than ___, because ____."

➢ The player with the greater number takes both cards.

➢ Repeat until all cards have been played.

Round 1		Round 2	
_____	_____	_____	_____
Player 1	Player 2	Player 1	Player 2

Round 3		Round 4	
_____	_____	_____	_____
Player 1	Player 2	Player 1	Player 2

Round 5		Round 6	
_____	_____	_____	_____
Player 1	Player 2	Player 1	Player 2

Round 7		Round 8	
_____	_____	_____	_____
Player 1	Player 2	Player 1	Player 2

Round 9		Round 10	
_____	_____	_____	_____
Player 1	Player 2	Player 1	Player 2

Number Cards (2 Sets)
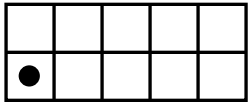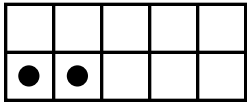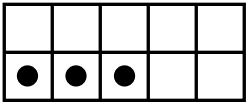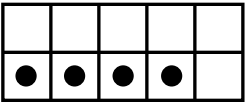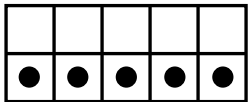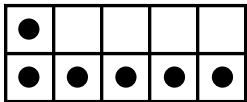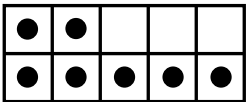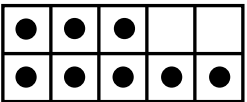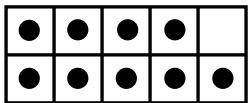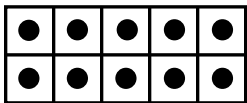
Set 1   **Set 2**

1	6	1	6
2	7	2	7
3	8	3	8
4	9	4	9
5	10	5	10

Ten-Frame Cards

Option: Use the Ten-Frame Cards in place of the Number Cards to provide visual support

1	2	3	4
5	6	7	8
9	10	**Greater Than**	**Less Than**

Questions for Solving Word Problems

Q₁

What is the problem about?

Q₂

What do I need to find?

Q₃

What do I know?

Q₄

What can I try?

Q₅

Does my answer make sense?

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?