# DELTA MATH
## RtI PROGRAM

# Tier 3
# Intervention Lessons

2.NBT.4

**Learning Target:** I will compare numbers to 1,000

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

# Table of Contents

# Tier 3 Intervention Planning Guide

**Learning Target:** I will compare 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<br>➢ Ask each student to set a goal for the day based on their previous Quick Check Score<br>➢ 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)*<br><br>➢ Guided Practice – "We do"<br><br>**Sessions 1 and 2:** Compare numbers to 1,000 using base-ten blocks<br>**Sessions 3, 4 and 5:** Compare numbers to 1,000 using base-ten drawings<br>**Sessions 6, 7 and 8:** Compare numbers to 1,000 using base-ten understanding |
| **End** (10 min.) | ➢ Bring the students back together.<br>➢ Ask students to reflect on their progress towards the learning target<br>   o What did I learn today about comparing numbers?<br>   o How confident do you feel about comparing numbers on my own? (Thumbs up, down, or sideways)<br>➢ Assess each student's progress using the next **Quick Check** form<br>➢ Guide students to self-correct their **Quick Check**<br>➢ Guide students to chart their progress in their **Growth Chart**<br>   o If not using Delta Math lessons, record the activity in the table<br>➢ Collect each student's **Quick Check** and **Growth Chart** |
| **After Session 6** | ➢ Differentiation Options:<br>   o Allow students who met the learning goal to work independently while others do the guided practice during the next session<br>   o Exit students who met the learning goal for a third time<br>➢ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions |

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

Alpha Elementary School had a walk-a-thon fund raiser.  The 3rd grade students raised $235 and the 4th grade students raised $197.  Which grade-level raised the most amount of money?

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

**Learning Target:** I will compare numbers to 1,000

**Readiness** for adding and subtracting 3-digit numbers

Alpha Elementary School had a walk-a-thon fund raiser. The 3<sup>rd</sup> grade students raised $235 and the 4<sup>th</sup> grade students raised $197. Which grade-level raised the most amount of money?

**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 a school fund raiser.**

---

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

**I need to find which grade-level raised the most money.**

---

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

**I know that the 3<sup>rd</sup> grade students raised $235 and the 4<sup>th</sup> grade students raised $197.**

---

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

**I am going to try using base-ten blocks and place-value cards to model each dollar amount and compare them.**

**I will begin by representing each dollar amount using place-value cards… 235 and 197.** (Build 235 and 197 with place-value cards )

**Next, I will represent each number with base-ten blocks…235 can be built with 2 hundreds, 3 tens and 5 ones. And, 197 can be built with 1 hundred, 9 tens and 7 ones.** (Build each number with base-ten blocks)

**Since 235 has more hundreds than 197, then 235 is the greater number.**

**We can show this comparison with the symbol that opens to the greater number.** (Set the greater than sign ">" between the two numbers.)

**We can say that the number 235 is greater than 197. Wan can also say that the**

**number 197 is less than 235.**



Session 2: Modeling (I Do)
3rd Grade - Readiness Standard 6 - 2.NBT.5a

Learning Target: I will add 2-digit numbers        Readiness for adding 3-digit numbers

Alpha Elementary School had a walk-a-thon fund raiser. The 3rd grade students raised $235 and the 4th grade students raised $197. Which grade-level raised the most amount of money?

2 3 5 > 1 9 7

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---

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

**I found that the 3<sup>rd</sup> grade students raised more than the 4<sup>th</sup> grade students. It makes sense because I knew how much money each team raised and I modeled the problem with base-ten blocks to compare both numbers.**

| 1 | 6 | 2 0 | 6 0 |
| 2 | 7 | 3 0 | 7 0 |
| 3 | 8 | 4 0 | 8 0 |
| 4 | 9 | 5 0 | 9 0 |
| 5 | 1 0 | 1 0 0 | |

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

| 2 0 0 | 3 0 0 |
|:---:|:---:|
| 4 0 0 | 5 0 0 |
| 6 0 0 | 7 0 0 |
| 8 0 0 | 9 0 0 |

**Learning Target:** I will compare numbers to 1,000

# Session 1:  Guided Practice  (We Do)

**Materials:**

➢ Base-Ten Blocks  (10 hundreds, 10 tens and 10 ones per student)

➢ Place-Value Cards

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

➢ Say the comparison statement and write the answer if you know it.

➢ Use base-ten blocks and place-value cards to compare the two numbers or check your work.

| | |
|---|---|
| **1.**  317 ___ 341 | **2.**  475 ___ 459 |
| **3.**  235 ___ 253 | **4.**  319 ___ 392 |

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

➢ Students take turns leading and repeat the steps to compare numbers to 99.

| | |
|---|---|
| **5.**  572 ___ 257 | **6.**  403 ___ 430 |
| **7.**  428 ___ 289 | **8.**  249 ___ 294 |
| **9.**  316 ___ 361 | **10.**  516 ___ 497 |

# Session 1: Self-Reflection

**Learning Target:** I will compare numbers to 1,000

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 1,000.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 3 minutes)

| | |
|---|---|
| **1.**<br><br>217 ____ 241 | **2.**<br><br>875 ____ 859 |
| **3.**<br><br>635 ____ 653 | **4.**<br><br>919 ____ 392 |
| **5.**<br><br>372 ____ 257 | **6.**<br><br>803 ____ 830 |

# Growth Chart

Name_____ Date_____

**Learning Target:** I will compare numbers to 1,000.

**Goal:** 5 out of 6 correct

**Number Correct** (y-axis, values 1–6)

**Quick Check Form** (x-axis, forms A B C D E F G H)
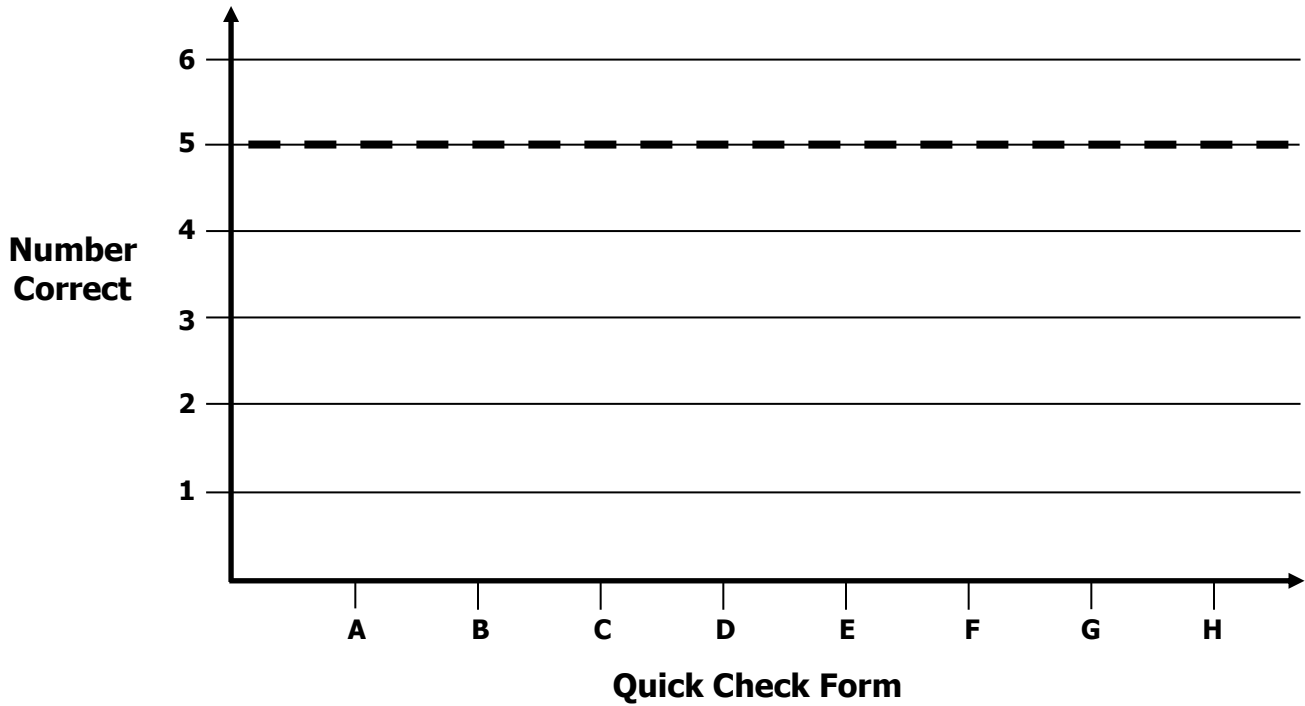
| Intervention | Date | Score |
|---|---|---|
| Session 1: | | |
| Session 2: | | |
| Session 3: | | |
| Session 4: | | |
| Session 5: | | |
| Session 6: | | |
| Session 7: | | |
| Session 8: | | |

Name _____ Date _____

**Learning Target:** I will compare numbers to 1,000

# Session 2: Guided Practice (We Do)

**Materials:**

➢ Base-Ten Blocks  (10 hundreds, 10 tens and 10 ones per student)

➢ Place-Value Cards (See Session 1)

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

➢ Say the comparison statement and write the answer if you know it.

➢ Use base-ten blocks and place-value cards to compare the two numbers or check your work.

| | |
|---|---|
| **1.** <br><br> 318 ___ 321 | **2.** <br><br> 485 ___ 458 |
| **3.** <br><br> 247 ___ 274 | **4.** <br><br> 519 ___ 592 |

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

➢ Students take turns leading and repeat the steps to compare numbers to 99.

| | |
|---|---|
| **5.** <br><br> 472 ___ 297 | **6.** <br><br> 506 ___ 560 |
| **7.** <br><br> 328 ___ 389 | **8.** <br><br> 239 ___ 293 |
| **9.** <br><br> 416 ___ 461 | **10.** <br><br> 615 ___ 597 |

# Session 2:  Self-Reflection

**Learning Target:**  I will compare numbers to 1,000

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 B

Name_____ Date_____

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 3 minutes)

| | |
|---|---|
| **1.**<br><br><br>328 ____ 295 | **2.**<br><br><br>749 ____ 794 |
| **3.**<br><br><br>516 ____ 532 | **4.**<br><br><br>916 ____ 897 |
| **5.**<br><br><br>705 ____ 750 | **6.**<br><br><br>372 ____ 427 |

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

Emily and Jacob had a contest to see who could jump rope the most times in 10 minutes.  Emily jumped 407 times and Jacob jumped 470 times.  Who won the contest?

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

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

> Emily and Jacob had a contest to see who could jump rope the most times in 10 minutes.  Emily jumped 407 times and Jacob jumped 470 times.  Who won the contest?

**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 Emily and Jacob having a jump rope contest.**

---

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

**I need to find who jumped rope the most times in 10 minutes and won the contest.**

---

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

**I know Emily jumped rope 407 times and Jacob jumped rope 470 times in ten minutes.**

---

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

**This time, I am going to try making base-ten drawings to compare the numbers 407 and 470.**

**I will begin by writing what we know…Emily jump roped 407 times and Jacob jump roped 470 times.**  (Write *Emily - 407 and Jacob - 470)*

**Next, I will draw 4 hundreds, zero tens and 7 ones and write the expanded form of the number to represent Emily's total.  I will also draw 4 hundreds, 7 tens and zero ones and write the expanded form of the number to represent Jacob's total.**  (Draw each number and write them in expanded form*)*

**Since the numbers 470 and 407 have the same number of hundreds, I need to compare the tens…407 has zero tens and 470 has 7 tens…so 407 is less than 470, or I can say that 470 is greater than 407.**

**Jacob did more jump ropes in 10 minutes to win the contest.**

---

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

**I found that Jacob won the contest.  It makes sense because I knew the number of times each student jump roped in ten minutes and I used a math drawing to compare both numbers to see that Jacob jumped more than Emily.**
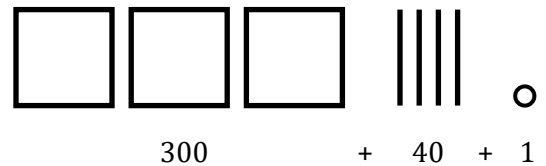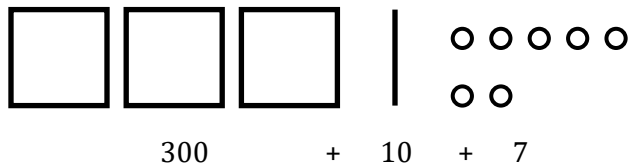
**Learning Target:** I will compare numbers to 1,000

# Session 3: Guided Practice (We Do)

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

➢ Say the comparison statement and write the answer if you know it.

➢ Use base-ten drawings and expanded notation to compare the two numbers or check your work.

| |
|---|
| **1.** <br><br> 317 ___ 341 <br><br><br><br><br><br> |
| **2.** <br><br> 475 ___ 459 <br><br><br><br><br><br> |
| **3.** <br><br> 235 ___ 253 <br><br><br><br><br><br> |

**Learning Target:** I will compare 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 and repeat the steps to compare numbers to 1,000.

| |
|---|
| **4.**<br><br>372 __ 257 |
| **5.**<br><br>403 __ 430 |
| **6.**<br><br>428 __ 289 |

**Learning Target:** I will compare numbers to 1,000

# Session 3: Guided Practice *(We Do – Teacher Notes)*

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

➢ Say the comparison statement and write the answer if you know it.

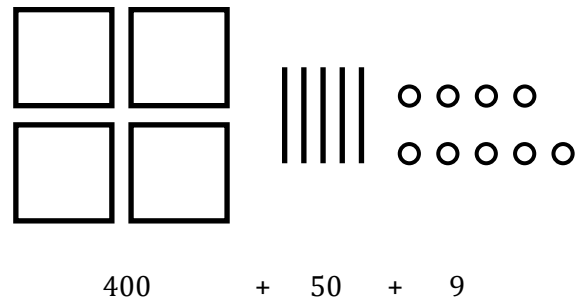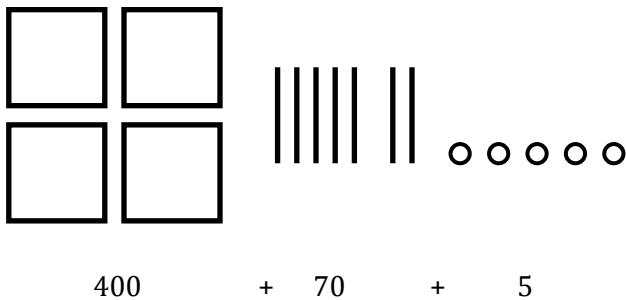➢ Use base-ten drawings and expanded notation to compare the two numbers or check your work.
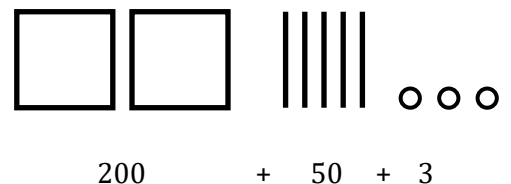
---

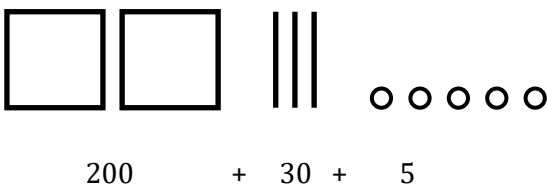**1.**

$$317 \underline{\ <\ } 341$$

300 + 10 + 7          300 + 40 + 1

---

**2.**

$$475 \underline{\ >\ } 459$$

400 + 70 + 5          400 + 50 + 9

---

**3.**

$$235 \underline{\ <\ } 253$$

200 + 30 + 5          200 + 50 + 3

---

# Session 3:  Self-Reflection

**Learning Target:**  I will compare numbers to 1,000

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 C

Name_____ Date_____

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 3 minutes)

| | |
|---|---|
| **1.**  625 ____ 652 | **2.**  971 ____ 928 |
| **3.**  408 ____ 399 | **4.**  803 ____ 830 |
| **5.**  287 ____ 378 | **6.**  781 ____ 729 |

**Learning Target:** I will compare numbers to 1,000

# Session 4: Guided Practice (We Do)

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

➢ Say the comparison statement and write the answer if you know it.

➢ Use base-ten drawings and expanded notation to compare the two numbers or check your work.

| |
|---|
| **1.**<br><br>419 __ 431 |
| **2.**<br><br>385 __ 368 |
| **3.**<br><br>247 __ 274 |

**Learning Target:** I will compare 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 and repeat the steps to compare numbers to 1,000.

| |
|---|
| **4.** <br><br> 187 __ 213 <br><br><br><br><br> |
| **5.** <br><br> 305 __ 320 <br><br><br><br><br> |
| **6.** <br><br> 215 __ 167 <br><br><br><br><br> |

# Session 4:  Self-Reflection

**Learning Target:**  I will compare numbers to 1,000

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 1,000.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 3 minutes)

| | |
|---|---|
| **1.** <br><br><br> 461 ____ 397 | **2.** <br><br><br> 736 ____ 762 |
| **3.** <br><br><br> 572 ____ 527 | **4.** <br><br><br> 216 ____ 198 |
| **5.** <br><br><br> 948 ____ 984 | **6.** <br><br><br> 495 ____ 594 |

**Learning Target:** I will compare numbers to 1,000

# Session 5: Guided Practice (We Do)

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

➢ Say the comparison statement and write the answer if you know it.

➢ Use base-ten drawings and expanded notation to compare the two numbers or check your work.

| |
|---|
| **1.** <br><br> 315 ___ 351 <br><br><br><br><br> |
| **2.** <br><br> 263 ___ 248 <br><br><br><br><br> |
| **3.** <br><br> 136 ___ 163 <br><br><br><br><br> |

**DELTA MATH**
*RtI Program*

**Learning Target:** I will compare 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 and repeat the steps to compare numbers to 1,000.

| |
|---|
| **4.**<br><br>281 __ 278 |
| **5.**<br><br>308 __ 380 |
| **6.**<br><br>219 __ 231 |

# Session 5:  Self-Reflection

**Learning Target:**  I will compare numbers to 1,000

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 1,000.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 3 minutes)

| | |
|---|---|
| **1.**<br><br>217 ____ 241 | **2.**<br><br>875 ____ 859 |
| **3.**<br><br>635 ____ 653 | **4.**<br><br>919 ____ 392 |
| **5.**<br><br>372 ____ 257 | **6.**<br><br>803 ____ 830 |

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

Caden and Madison each recorded the number of push-ups they did during a 5 day physical education activity.  Caden recorded 104 push-ups and Madison recorded 140 push-ups.  Which student did the most push-ups during the 5 day activity?

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

**Learning Target:** I will compare numbers to 1,000

**Readiness** for adding and subtracting 3-digit numbers

Caden and Madison each recorded the number of push-ups they did during a 5 day physical education activity. Caden recorded 104 push-ups and Madison recorded 140 push-ups. Which student did the most push-ups during the 5 day activity?

---

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

**This problem is about Caden and Madison doing push-ups during a physical education activity.**

---

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

**I need to find which student did more push-ups during the 5 day activity.**

---

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

**I know that Caden recorded 104 push-ups and Madison recorded 140 push-ups.**

---

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

**This time, I am going to try thinking about the place values of each number to compare them.**

**I will begin by writing the number of push-ups that Caden and Madison did in standard form and expanded form.**

| *Caden* | *Madison* |
|---------|-----------|
| *104* | *140* |
| *100 + 4* | *100 + 40* |

**Since both numbers have an equal value of hundreds, I need to look at the total value of tens. 104 does not have any tens and 140 has 4 tens. Therefore, 104 is less than 140, or I can say that 140 is greater than 104.**

---

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

**I found that Madison did more push-ups than Caden. It makes sense because I knew how many push-ups each person did and I modeled the problem with expanded notation to compare them.**

**Learning Target:** I will compare numbers to 1,000

# Session 6: Guided Practice (We Do)

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

➢ Say the comparison statement and write the answer if you know it.

➢ Use expanded notation to compare the two numbers or check your work.

| | |
|---|---|
| **1.**<br><br>743 __ 762 | **2.**<br><br>281 __ 319 |
| **3.**<br><br>473 __ 429 | **4.**<br><br>527 __ 702 |

**Learning Target:** I will compare 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 compare numbers to 99.

| | |
|---|---|
| **5.**<br><br>736 __ 673 | **6.**<br><br>971 __ 928 |
| **7.**<br><br>608 __ 599 | **8.**<br><br>352 __ 381 |
| **9.**<br><br>705 __ 576 | **10.**<br><br>801 __ 799 |

# Session 6:  Self-Reflection

**Learning Target:**  I will compare numbers to 1,000

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 1,000.

**Directions:** Fill in the blank.  (>, <, =)
(Work time: 3 minutes)

| | |
|---|---|
| **1.**<br><br>328 ____ 295 | **2.**<br><br>749 ____ 794 |
| **3.**<br><br>516 ____ 532 | **4.**<br><br>916 ____ 897 |
| **5.**<br><br>705 ____ 750 | **6.**<br><br>372 ____ 427 |

**Learning Target:** I will compare numbers to 1,000

# Session 7: Guided Practice (We Do)

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

➢ Say the comparison statement and write the answer if you know it.

➢ Use expanded notation to compare the two numbers or check your work.

| | |
|---|---|
| **1.**<br><br>728 \_\_ 743 | **2.**<br><br>392 \_\_ 401 |
| **3.**<br><br>582 \_\_ 539 | **4.**<br><br>415 \_\_ 601 |

**Learning Target:** I will compare 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 compare numbers to 99.

| | |
|---|---|
| **5.**<br><br>536 __ 483 | **6.**<br><br>861 __ 829 |
| **7.**<br><br>709 __ 699 | **8.**<br><br>463 __ 482 |
| **9.**<br><br>604 __ 597 | **10.**<br><br>401 __ 398 |

# Session 7:  Self-Reflection

**Learning Target:**  I will compare numbers to 1,000

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 G

Name_____ Date_____

**Learning Target:** I will compare numbers to 1,000.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 3 minutes)

| | |
|---|---|
| **1.**<br><br>625 ____ 652 | **2.**<br><br>971 ____ 928 |
| **3.**<br><br>408 ____ 399 | **4.**<br><br>803 ____ 830 |
| **5.**<br><br>287 ____ 378 | **6.**<br><br>781 ____ 729 |

**Learning Target:** I will compare numbers to 1,000

# Session 8: Guided Practice (We Do)

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

➢ Say the comparison statement and write the answer if you know it.

➢ Use expanded notation to compare the two numbers or check your work.

| | |
|---|---|
| **1.**<br><br>543 __ 562 | **2.**<br><br>381 __ 419 |
| **3.**<br><br>673 __ 629 | **4.**<br><br>237 __ 402 |

**Learning Target:** I will compare 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 compare numbers to 99.

| | |
|---|---|
| **5.**<br><br>635 __ 536 | **6.**<br><br>817 __ 832 |
| **7.**<br><br>408 __ 399 | **8.**<br><br>253 __ 281 |
| **9.**<br><br>507 __ 470 | **10.**<br><br>701 __ 699 |

# Session 8:  Self-Reflection

**Learning Target:**  I will compare numbers to 1,000

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 1,000.

**Directions:**  Fill in the blank.  (>, <, =)
(Work time: 3 minutes)

| | |
|---|---|
| **1.**<br><br>461 ____ 397 | **2.**<br><br>736 ____ 762 |
| **3.**<br><br>572 ____ 527 | **4.**<br><br>216 ____ 198 |
| **5.**<br><br>948 ____ 984 | **6.**<br><br>495 ____ 594 |

# Independent Practice

**Learning Target:** I will compare numbers to 1,000

**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  *(Player A – Set A and Player 2 – Set B)*

➢ 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

   o If the coin lands **heads up**, the winner is the player with the **greater** number of cards

   o If the coin lands **tails up**, the winner is the player with the **lesser** number of cards

![Delta Math logo] Names _____ Date _____

**Learning Target:** I will compare numbers to 1,000

# 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 |
|---|---|
| _____  _____<br>Player 1        Player 2 | _____  _____<br>Player 1        Player 2 |
| **Round 3** | **Round 4** |
| _____  _____<br>Player 1        Player 2 | _____  _____<br>Player 1        Player 2 |
| **Round 5** | **Round 6** |
| _____  _____<br>Player 1        Player 2 | _____  _____<br>Player 1        Player 2 |
| **Round 7** | **Round 8** |
| _____  _____<br>Player 1        Player 2 | _____  _____<br>Player 1        Player 2 |
| **Round 9** | **Round 10** |
| _____  _____<br>Player 1        Player 2 | _____  _____<br>Player 1        Player 2 |

DELTA MATH

| | | | |
|---|---|---|---|
| 257 Set A | 275 Set A | 339 Set A | 393 Set A |
| 457 Set A | 475 Set A | 649 Set A | 694 Set A |
| 549 Set A | 594 Set A | < Less Than Set A | > Greater Than Set A |

| | | | |
|---|---|---|---|
| 239 <br> Set B | 293 <br> Set B | 357 <br> Set B | 375 <br> Set B |
| 486 <br> Set B | 468 <br> Set B | 586 <br> Set B | 568 <br> Set B |
| 686 <br> Set B | 668 <br> Set B | < <br> Less Than <br> Set B | > <br> Greater Than <br> Set B |

# 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?*** |

*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?*