Tier 3
Intervention Lessons

1.NBT.3

Learning Target: I will compare numbers to 99

Readiness for 2.NBT.4: Compare numbers to 1,000

Table of Contents

Tier 3 Intervention Planning Guide

Learning Target: I will compare numbers to 99   **Readiness** for comparing numbers to 1,000

	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 99 using base-ten blocks **Sessions 3, 4 and 5:** Compare numbers to 99 using drawings **Sessions 6, 7 and 8:** Compare numbers to 99 using place-value understanding and expanded notation

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 comparing numbers?
	    o How confident do you feel about comparing numbers 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

Learning Target: I will compare numbers to 99

Readiness for comparing numbers to 1,000

The Lions and the Bears played a football game. The Lions scored 35 points and the Bears scored 42 points. Who scored the most points to win the football game?

Session 1: Modeling (I Do - Teacher Notes)

Learning Target: I will compare numbers to 99   **Readiness** for comparing numbers to 1,000

> The Lions and the Bears played a football game. The Lions scored 35 points and the Bears scored 42 points. Who scored the most points to win the football game?

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 the score of a football game.

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

I need to find which team scored the most points.

Third, I need to determine what I know.

I know that the Lions scored 35 points and the Bears scored 42 points.

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 score and compare them.

I will begin by representing each score, 35 and 42, using place-value cards (Set the 30 and 5 cards next to the 40 and 2 cards)

Next, I will place 3 tens and 5 ones to represent 35 and 4 tens and 2 ones to represent 42. (Build each number with base-ten blocks)

Since 42 has more tens than 35, 42 is the greater number and the Bears won.

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

We can say that the number 35 is less than 42. We can also say that the number 42 is greater than 35.

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

I found that Bears won the game. It makes sense because I knew how many points each team scored 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				

Learning Target: I will compare numbers to 99

Session 1: **Guided Practice** (We Do)

Materials:

➢ Base-Ten Blocks (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. 49 ____ 72	2. 63 ____ 36
3. 82 ____ 49	4. 68 ____ 70

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

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

5. 48 ____ 84	6. 57 ____ 62
7. 54 ____ 59	8. 81 ____ 90
9. 29 ____ 41	10. 80 ____ 79

Session 1: Self-Reflection

Learning Target: I will compare numbers to 99

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 99.

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

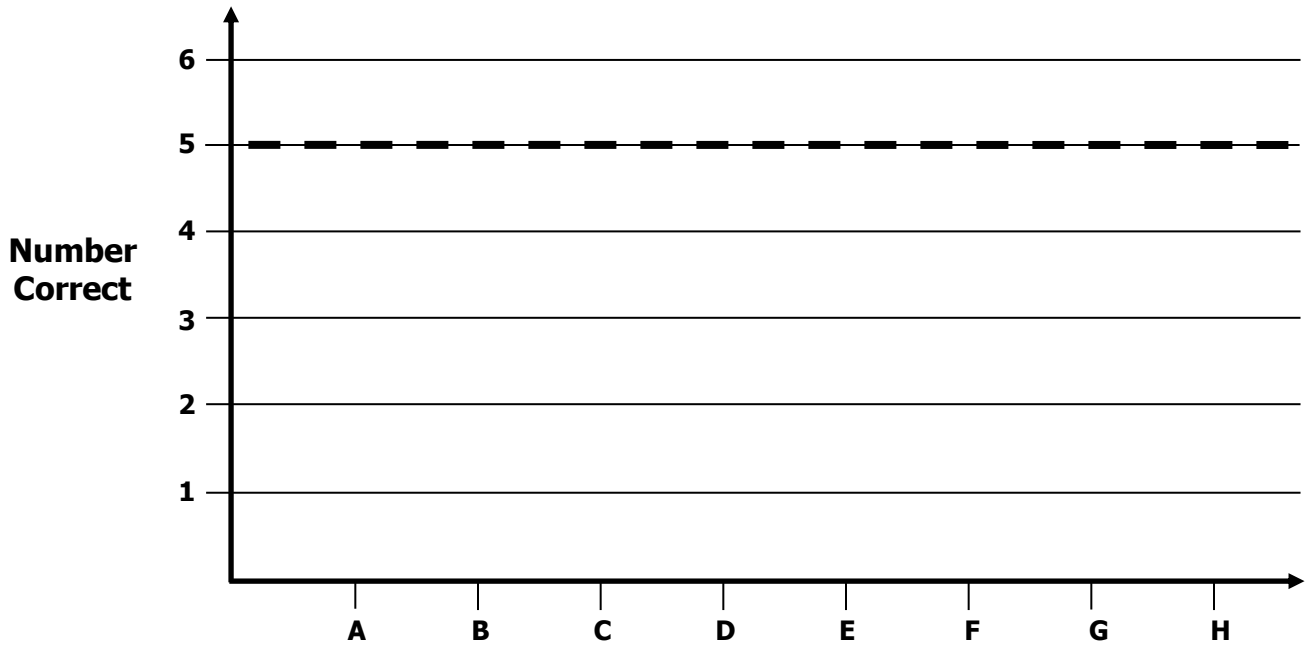|	
1. 17 _____ 41	**2.** 75 _____ 59
3. 35 _____ 53	**4.** 19 _____ 31
5. 32 _____ 27	**6.** 80 _____ 79

Growth Chart

Name_____ Date_____

Learning Target: I will compare numbers to 99.

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:		

Name _____ Date _____

Learning Target: I will compare numbers to 99

Session 2: Guided Practice (We Do)

Materials:

➢ Base-Ten Blocks (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. 59 ____ 82	2. 47 ____ 74
3. 63 ____ 39	4. 78 ____ 80

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

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

5. 24 ____ 42	6. 87 ____ 92
7. 74 ____ 79	8. 61 ____ 70
9. 39 ____ 51	10. 30 ____ 29

Session 2: Self-Reflection

Learning Target: I will compare numbers to 99

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 99.

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

1. 26 _____ 51	**2.** 48 _____ 39
3. 81 _____ 67	**4.** 37 _____ 73
5. 53 _____ 38	**6.** 70 _____ 49

Learning Target: I will compare numbers to 99   **Readiness** for comparing numbers to 1,000

Aiden and Liam are having a contest to see who can do the most sit-ups in one minute. Aiden did 29 sit-ups in one minute and Liam did 36 sit-ups in one minute. Who won the contest.

Session 3: Modeling (I Do - Teacher Notes)

Learning Target: I will compare numbers to 99   **Readiness** for comparing numbers to 1,000

> Aiden and Liam are having a contest to see who can do the most sit-ups in one minute. Aiden did 29 sit-ups in one minute and Liam did 36 sit-ups in one minute. 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 Aiden and Liam having a sit-up contest.

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

I need to find who did the most sit-ups in one minute and won the contest.

Third, I need to determine what I know.

I know Aiden did 29 sit-ups in one minute and Liam did 36 sit-ups in one minute.

**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 29 and 36.

I will begin by writing what we know…Aiden did 29 sit-ups and Liam did 36 sit-ups. (Write *Aiden - 29 and Liam - 36*)

Next, I will draw 2 tens and 9 ones and write the expanded form of the number to represent Aiden's sit-ups.

I will also draw 3 tens and 6 ones and write the expanded form of the number to represent Liam's sit-ups.

(Draw each number and write them in expanded form*)*

Aiden - 29   *Liam - 36*

20 + 9   *30 + 6*
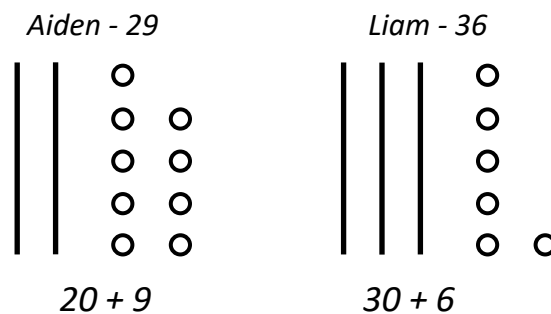
Since the number 36 has more tens than 29, 36 is a greater number and Liam did more sit-ups to win the contest.

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

I found that Liam won the contest. It makes sense because I knew the number of sit-ups that each student did and I used a math drawing to compare both numbers and see that Liam's number had more tens than Aiden's.

Learning Target: I will compare numbers to 99

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. 39 ____ 62	2. 57 ____ 75
3. 28 ____ 61	4. 43 ____ 35

Learning Target: I will compare numbers to 99

Session 3: Guided Practice (We Do - Continued)

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

➢ Students take turns leading to compare numbers to 99.

3. 89 _____ 91	**4.** 70 _____ 68
5. 48 _____ 84	**6.** 57 _____ 52
7. 95 _____ 59	**8.** 81 _____ 90

Session 3: Self-Reflection

Learning Target: I will compare numbers to 99

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 99.

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

1. 42 _____ 16	**2.** 27 _____ 43
3. 58 _____ 60	**4.** 82 _____ 55
5. 80 _____ 58	**6.** 35 _____ 53

Learning Target: I will compare numbers to 99

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. 48 _____ 73	**2.** 62 _____ 26
3. 29 _____ 52	**4.** 63 _____ 37

DELTA MATH
RtI PROGRAM

Learning Target: I will compare numbers to 99

21

Session 4: Guided Practice (We Do - Continued)

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

➢ Students take turns leading to compare numbers to 99.

3. 79 ____ 81	**4.** 60 ____ 81
5. 39 ____ 93	**6.** 86 ____ 82
7. 84 ____ 48	**8.** 62 ____ 70

Session 4: Self-Reflection

Learning Target: I will compare numbers to 99

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 99.

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

1. 26 _____ 42	**2.** 73 _____ 18
3. 37 _____ 40	**4.** 71 _____ 17
5. 60 _____ 49	**6.** 92 _____ 87

Learning Target: I will compare numbers to 99

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. 38 _____ 63	**2.** 47 _____ 74
3. 29 _____ 71	**4.** 25 _____ 34

Learning Target: I will compare numbers to 99

Session 5: **Guided Practice** (We Do - Continued)

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

➢ Students take turns leading to compare numbers to 99.

3. 89 ____ 71	**4.** 40 ____ 28
5. 49 ____ 94	**6.** 67 ____ 62
7. 72 ____ 38	**8.** 82 ____ 91

Session 5: Self-Reflection

Learning Target: I will compare numbers to 99

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 99.

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

1. 17 _____ 41	**2.** 75 _____ 59
3. 35 _____ 53	**4.** 19 _____ 31
5. 32 _____ 27	**6.** 80 _____ 79

Learning Target: I will compare numbers to 99   **Readiness** for comparing numbers to 1,000

Olivia and Isabella collected pop (or soda) cans for a school fundraiser. Olivia collected 71 cans and Isabella collected 68 cans. Which student collected more pop (or soda) cans for the school fundraiser?

Session 6: Modeling (I Do - Teacher Notes)

Learning Target: I will compare numbers to 99   **Readiness** for comparing numbers to 1,000

Olivia and Isabella collected pop (or soda) cans for a school fundraiser. Olivia collected 71 cans and Isabella collected 68 cans. Which student collected more pop (or soda) cans for the school fundraiser?

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

This problem is about collecting pop (or soda) cans for a school fundraiser.

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

I need to find which student collected more pop/soda cans.

Third, I need to determine what I know.

I know that Olivia collected 71 pop/soda cans and Isabella collected 68 pop/soda cans.

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 pop/soda cans that Olivia and Isabella collected in standard form and then expanded form.

Olivia	*Isabella*
71	*68*
70 + 1	*60 + 8*

Since the number 71 has more tens than 68, 71 is greater than 68 and Olivia collected more pop/soda cans.

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

I found that Olivia collected more pop/soda cans. It makes sense because I knew how many cans each person collected and I modeled the problem with numbers to compare them.

Learning Target: I will compare numbers to 99

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. 43 _____ 62	**2.** 81 _____ 19
3. 73 _____ 29	**4.** 25 _____ 52

Learning Target: I will compare numbers to 99

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. 39 ___ 41	6. 70 ___ 58
7. 26 ___ 62	8. 50 ___ 61
9. 93 ___ 29	10. 81 ___ 90

Session 6: Self-Reflection

Learning Target: I will compare numbers to 99

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 99.

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

1. 26 _____ 51	**2.** 48 _____ 39
3. 81 _____ 67	**4.** 37 _____ 73
5. 53 _____ 38	**6.** 70 _____ 49

Learning Target: I will compare numbers to 99

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. 43 ____ 61	**2.** 71 ____ 19
3. 73 ____ 49	**4.** 27 ____ 72

Learning Target: I will compare numbers to 99

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. 29 ____ 31	**6.** 60 ____ 48
7. 37 ____ 73	**8.** 40 ____ 51
9. 93 ____ 49	**10.** 71 ____ 90

Session 7: Self-Reflection

Learning Target: I will compare numbers to 99

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 99.

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

1. 42 _____ 16	**2.** 27 _____ 43
3. 58 _____ 60	**4.** 82 _____ 55
5. 80 _____ 58	**6.** 35 _____ 53

Learning Target: I will compare numbers to 99

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. 53 ___ 62	**2.** 61 ___ 19
3. 72 ___ 29	**4.** 27 ___ 72

Learning Target: I will compare numbers to 99

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. 39 _____ 51	6. 70 _____ 48
7. 49 _____ 94	8. 52 _____ 61
9. 83 _____ 47	10. 79 _____ 90

Session 8: Self-Reflection

Learning Target: I will compare numbers to 99

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 99.

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

1. 26 _____ 42	**2.** 73 _____ 18
3. 37 _____ 40	**4.** 71 _____ 17
5. 60 _____ 49	**6.** 92 _____ 87

Independent Practice

Learning Target: I will compare numbers to 99

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:

➢ 2-Digit Number Cards (Player 1 - 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

○ 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

DELTA MATH *RtI PROGRAM*

Learning Target: I will compare numbers to 99

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

2-Digit Number Cards (Set A)

17 *Set A*	29 *Set A*	38 *Set A*	46 *Set A*
37 *Set A*	83 *Set A*	71 *Set A*	64 *Set A*
95 *Set A*	92 *Set A*	< Less Than *Set A*	> Greater Than *Set A*

DELTA MATH
RtI PROGRAM

<u>18</u> Set B	27 Set B	36 Set B	49 Set B
39 Set B	<u>81</u> Set B	72 Set B	63 Set B
94 Set B	93 Set B	< Less Than Set B	> Greater Than Set B

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?