Tier 3
Intervention Lessons

K.OA.5a

Learning Target: I will add numbers to 5

Readiness for 1.OA.6a: Add numbers to 10

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Tier 3 Intervention Planning Guide

Learning Target: I will add numbers to 5 **Readiness** for adding numbers to 10

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:** Add numbers to 5 with counters on a ten-frame mat. **Sessions 3, 4 and 5:** Add numbers to 5 with drawings. **Sessions 6, 7 and 8:** Add numbers to 5 by counting-on.
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 adding numbers to 5? o How confident do you feel about adding numbers to 5on 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 add numbers to 5 **Readiness** for adding numbers to 10

1 red apple and 2 yellow apples are on the table. How many apples are on the table?

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Session 1: Modeling (I Do - Teacher Notes)

Learning Target: I will add numbers to 5 **Readiness** for adding numbers to 10

1 red apple and 2 yellow apples are on the table. How many apples are on the table?

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 apples on a table.

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

I need to find the total number of apples on the table.

Third, I need to determine what I know.

I know there is 1 red apple and 2 yellow apples are on the table.

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

I am going to try to model the actions using counters.

I will place 1 counter, red-side up on the 5-frame to represent the red apple.

(Place 1 counter red-side up on the 5-frame counting mat.)

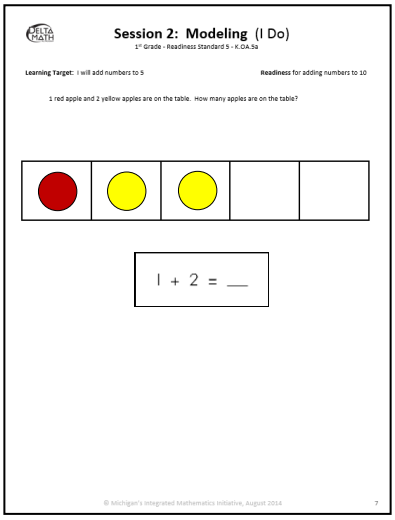
Next, I will place 2 counters, yellow-side up on the 5-frame to represent the yellow apples.

Now, I will count on from the 1 to find the total…1…2, 3.

(Point to the counters from left to right as you say each counting number.

There are 3 apples on the table...1 plus 2 equals 3.

(Place the Add-to-5 number card and answer under the 5-frame to represent the problem with numbers.)



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

I found there were 3 apples on the table. It makes sense because I knew there was 1 red apple and 2 yellow apples on the table, so I modeled the problem with counters to count on and find the total.

5-Frame Mat

5-Frame Mat

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Modeling & Guided Practice Cards

Use for Modelling 1 + 2 = ____	Use for Problem 1 3 + 2 = ____
Use for Problem 2 1 + 3 = ____	Use for Problem 3 2 + 1 = ____
Use for Problem 4 1 + 4 = ____	Use for Problem 5 1 + 2 = ____
Use for Problem 6 2 + 3 = ____	Use for Problem 7 3 + 1 = ____
Use for Problem 8 2 + 2 = ____	Use for Problem 9 3 + 2 = ____
Use for Problem 10 4 + 1 = ____	

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 1: Guided Practice (We Do)

Materials:

- 2-colored counters (5 per student)
- 5-frame mat (1 per student)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Use counters on a 10-frame and an "Add to 10: Equation Card" to find or check your answer.

1. 3 + 2 = ____	**2.** 1 + 3 = ____
3. 2 + 1 = ____	**4.** 1 + 4 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 1: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 5.

5. 1 + 2 = ____	**6.** 2 + 3 = ____
7. 3 + 1 = ____	**8.** 2 + 2 = ____
9. 3 + 2 = ____	**10.** 4 + 1 = ____

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Session 1: Self-Reflection

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form A

Name_____ Date_____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

4 + 1 = ____	3 + 1 = ____
1 + 3 = ____	2 + 0 = ____
2 + 2 = ____	1 + 2 = ____
3 + 2 = ____	0 + 3 = ____
0 + 4 = ____	1 + 4 = ____
1 + 1 = ____	2 + 3 = ____

Number Correct = _____

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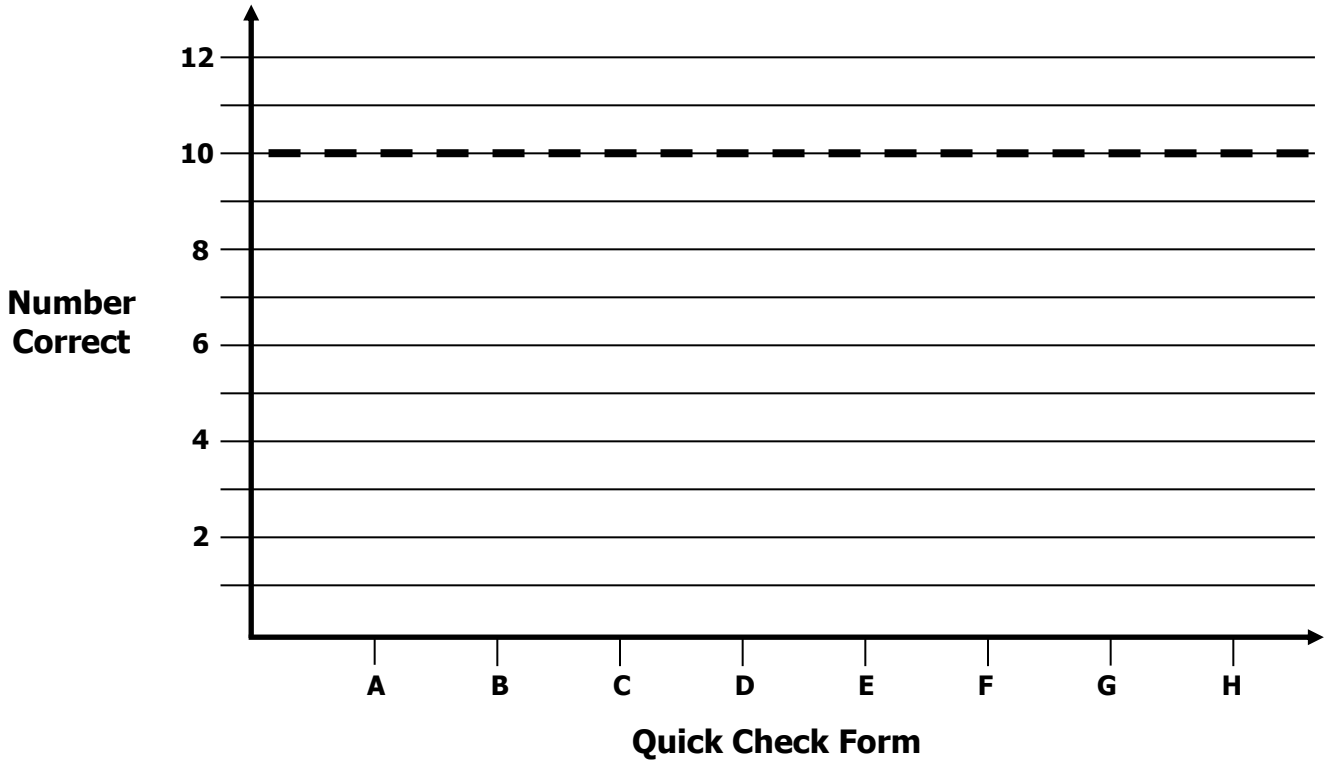
Growth Chart

Name_____ Date_____

Learning Target: I will add numbers to 5.

Goal: 10 out of 12 correct



Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 2: Guided Practice (We Do)

Materials:

- 2-colored counters (5 per student)
- 5-frame mat (1 per student)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Use counters on a 10-frame and an "Add to 10: Equation Card" to find or check your answer.

1. 2 + 3 = ____	**2.** 4 + 1 = ____
3. 1 + 2 = ____	**4.** 1 + 3 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 2: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 5.

5. 2 + 1 = ____	**6.** 3 + 2 = ____
7. 1 + 3 = ____	**8.** 2 + 2 = ____
9. 2 + 3 = ____	**10.** 1 + 4 = ____

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Session 2: Self-Reflection

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form B

Name_____ Date_____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

2 + 0 = ____	3 + 2 = ____
1 + 3 = ____	4 + 1 = ____
1 + 1 = ____	1 + 4 = ____
3 + 1 = ____	0 + 3 = ____
0 + 4 = ____	1 + 2 = ____
2 + 2 = ____	2 + 3 = ____

Number Correct = _____

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Session 3: Modeling (I Do)

Learning Target: I will add numbers to 5 **Readiness** for adding numbers to 10

3 bunnies were sitting in the grass. 1 more bunny hopped over to join them.
How many bunnies are in the grass now?

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

Learning Target: I will add numbers to 5 **Readiness** for adding numbers to 10

3 bunnies were sitting in the grass. 2 more bunny hopped over to join them.
How many bunnies are in the grass now?

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 bunnies sitting in the grass.

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

I need to find the total number of bunnies in the grass now.

Third, I need to determine what I know.

I know there were 3 bunnies in the grass and 2 more joined them.

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

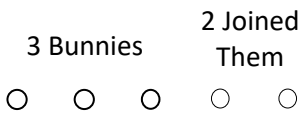
This time, I am going to try to model the actions using a drawing.

I will draw 3 circles to represent the bunnies that were already sitting on the grass.

(Draw and label 3 circles.)

Next, I will draw 2 circles to represent the bunnies that joined them.

(Draw and label 2 more circles and write the incomplete number sentence below.)



3 + 2 = 5

Now, I will count-on from 3 to find the total…3…4, 5.

There are now 5 bunnies on the grass...

(Write the answer to the number sentence.)

3 plus 2 equals 5.

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

I found there are now 5 bunnies on the grass. It makes sense because I knew there were 3 bunnies and 2 more joined them, so I modeled the problem with a math drawing to count on and find the total.

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

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

1. 2 + 3 = ____	**2.** 1 + 3 = ____
3. 1 + 2 = ____	**4.** 3 + 1 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 5

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 above to add numbers to 5.

5. 1 + 2 = ____	**6.** 2 + 3 = ____
7. 3 + 1 = ____	**8.** 3 + 2 = ____
9. 2 + 2 = ____	**10.** 1 + 3 = ____

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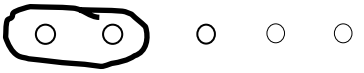
Name _____ Date _____

Learning Target: I will add numbers to 5

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

We Do Together: (Teacher Actions)

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

1. 2 + 3 = ____  *"2…3, 4, 5"*	**2.** 1 + 3 = ____ *"1…2, 3, 4"*
3. 1 + 2 = ____	**4.** 3 + 1 = ____

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Session 3: Self-Reflection

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form C

Name_____ Date_____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

3 + 0 = ____	4 + 1 = ____
1 + 3 = ____	2 + 2 = ____
1 + 1 = ____	1 + 4 = ____
3 + 2 = ____	0 + 2 = ____
0 + 4 = ____	2 + 1 = ____
3 + 2 = ____	1 + 3 = ____

Number Correct = _____

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

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

1. 1 + 3 = ____	**2.** 2 + 1 = ____
3. 2 + 2 = ____	**4.** 3 + 2 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 5

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 above to add numbers to 5.

5. 3 + 2 = ____	**6.** 1 + 3 = ____
7. 2 + 1 = ____	**8.** 3 + 1 = ____
9. 2 + 2 = ____	**10.** 2 + 3 = ____

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Session 4: Self-Reflection

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form D

Name_____ Date_____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

1 + 1 = ____	3 + 1 = ____
2 + 3 = ____	2 + 0 = ____
2 + 2 = ____	1 + 4 = ____
3 + 2 = ____	0 + 3 = ____
0 + 4 = ____	1 + 2 = ____
4 + 1 = ____	1 + 3 = ____

Number Correct = _____

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

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

1. 2 + 3 = ____	**2.** 1 + 3 = ____
3. 1 + 2 = ____	**4.** 3 + 1 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 5

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 above to add numbers to 5.

5. 1 + 2 = ____	**6.** 2 + 3 = ____
7. 3 + 1 = ____	**8.** 3 + 2 = ____
9. 2 + 2 = ____	**10.** 1 + 3 = ____

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Session 5: Self-Reflection

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form E

Name_____ Date_____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

4 + 1 = ____	3 + 1 = ____
1 + 3 = ____	2 + 0 = ____
2 + 2 = ____	1 + 2 = ____
3 + 2 = ____	0 + 3 = ____
0 + 4 = ____	1 + 4 = ____
1 + 1 = ____	2 + 3 = ____

Number Correct = _____

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Session 6: Modeling (I Do)

Learning Target: I will add numbers to 5 **Readiness** for adding numbers to 10

Jack's mom packed some cookies in his lunch to share with his friends as a birthday treat.
If he has 2 chocolate chip cookies and 3 sugar cookies, how many cookies did his mom pack?

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

Learning Target: I will add numbers to 5 **Readiness** for adding numbers to 10

Jack's mom packed some cookies in his lunch to share with his friends as a birthday treat.
If he has 2 chocolate chip cookies and 3 sugar cookies, how many cookies did his mom pack?

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 birthday treat cookies.

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

I need to find the total number of cookies that Jack's mom packed.

Third, I need to determine what I know.

I know that Jack's mom packed 2 chocolate chip cookies and 3 sugar cookies.

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

This time, I am going to try to model the actions an equation.

Since I know he has 2 chocolate chip cookies, I will write and label the number 2. (Write and label the 2.)

Next, I know he has 3 sugar cookies, so I will write and label the number 3. (Write and label the 3.)

Since we want to know the total number of cookies that his mom packed, an addition statement can be used to model this problem…2 plus 3 equals what number? (Write the + and = signs.)

Instead of counting-on from 2, I will count on from the larger number, 3, to make it easier.

(Draw 2 circles above the 3 to represent the counting-on strategy and write the answer to the number sentence.)

3…4, 5...Jack's mom packed 5 cookies.

2 plus 3 equals 5.

Choc. Chip Sugar

○ ○

2 + 3 = _ 5

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

I found that Jack's mom packed 5 cookies. It makes sense because I knew there were 2 chocolate chip and 3 sugar cookies, so I modeled the problem with an equation and counted on to find the total.

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Count on from the greater number to find or check your answer.

1. 3 + 2 = ____	**2.** 1 + 3 = ____
3. 2 + 1 = ____	**4.** 1 + 4 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 6: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 5.

5. 1 + 2 = ____	**6.** 2 + 3 = ____
7. 3 + 1 = ____	**8.** 2 + 2 = ____
9. 3 + 2 = ____	**10.** 4 + 1 = ____

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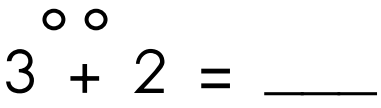
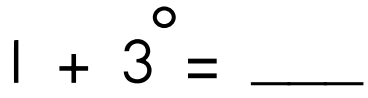
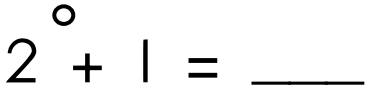
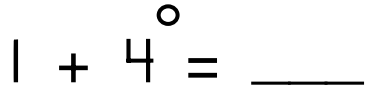
Name _____ Date _____

Learning Target: I will add numbers to 5

Session 6: Guided Practice (We Do - Teacher Notes)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Count on from the greater number to find or check your answer.

1.  *"Thrreee…4, 5"*	**2.**  *"Thrreee…4"*
3.  *"Twoooo…3"*	**4.**  *"foouurrr…5"*

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Session 6: Self-Reflection

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form F

Name_____ Date_____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

2 + 0 = ____	3 + 2 = ____
1 + 3 = ____	4 + 1 = ____
1 + 1 = ____	1 + 4 = ____
3 + 1 = ____	0 + 3 = ____
0 + 4 = ____	1 + 2 = ____
2 + 2 = ____	2 + 3 = ____

Number Correct = _____

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Count on from the greater number to find or check your answer.

1. 2 + 2 = ____	**2.** 1 + 2 = ____
3. 3 + 1 = ____	**4.** 4 + 1 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 7: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 5.

5. 1 + 3 = ____	**6.** 2 + 2 = ____
7. 3 + 2 = ____	**8.** 4 + 1 = ____
9. 3 + 1 = ____	**10.** 2 + 3 = ____

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Session 7: Self-Reflection

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form G

Name_____ Date_____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

3 + 0 = ____	4 + 1 = ____
1 + 3 = ____	2 + 2 = ____
1 + 1 = ____	1 + 4 = ____
3 + 2 = ____	0 + 2 = ____
0 + 4 = ____	2 + 1 = ____
3 + 2 = ____	1 + 3 = ____

Number Correct = _____

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the addition problem and write the answer if you know it.
- Count on from the greater number to find or check your answer.

1. 3 + 2 = ____	**2.** 1 + 3 = ____
3. 2 + 1 = ____	**4.** 1 + 4 = ____

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Name _____ Date _____

Learning Target: I will add numbers to 5

Session 8: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 5.

5. 1 + 2 = ____	**6.** 2 + 3 = ____
7. 3 + 1 = ____	**8.** 2 + 2 = ____
9. 3 + 2 = ____	**10.** 4 + 1 = ____

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Session 8: Self-Reflection

Learning Target: I will add numbers to 5

Briefly discuss student responses:

- What did I learn today about adding numbers to 5?

- How confident do I feel about adding numbers to 5 on my own? (Thumbs up, down, or sideways)

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Quick Check - Form H

Name_____ Date_____

Learning Target: I will add numbers to 5.

Directions: When you are told to begin, answer as many addition problems as you can.
(Work Time: 1 minute)

1 + 1 = ____	3 + 1 = ____
2 + 3 = ____	2 + 0 = ____
2 + 2 = ____	1 + 4 = ____
3 + 2 = ____	0 + 3 = ____
0 + 4 = ____	1 + 2 = ____
4 + 1 = ____	1 + 3 = ____

Number Correct = _____

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Independent Practice 1 (You Do)

Learning Target: I will add numbers to 5.

Title of Game: "Add To 5: Match-ups"

Number of Players: 2

Objective: To be the player with the most cards at the end of the game.

Materials:

- Addition Problem Cards (1 set)
- Dot Cards (1 set)
- Add To 5 Match-ups: Recording sheet (1 per student - Optional)

Directions:

- Place a set of **Dot Cards** face-down in a row.
- Place a set of **Addition Problem Cards** face-up underneath the row, 5 for each player.
- Player 1 turns over a **Dot** card to see if it matches one of their **Addition Problem** cards.
    - If there is a partner match, say the equation, pick up the card and place it below your card.
    - If there is not a match, then say "No Matches" and turn the card back over.
- Player 2 turns over a **Dot** card to see if it matches one of their **Addition Problem** cards.
    - If there is a match, say the equation, pick up the card and place it below your card.
    - If there is not a match, then say "No Matches" and turn the card back over.
- Repeat
- The winner is the first player to match all 5 cards.

Math Talk:

"I have a match…1 and 3 makes 4…1 plus 3 equals 4"

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Addition Problem Cards

1 + 1 = ____	1 + 2 = ____
2 + 1 = ____	2 + 2 = ____
3 + 1 = ____	3 + 2 = ____
4 + 1 = ____	1 + 3 = ____
2 + 3 = ____	1 + 4 = ____

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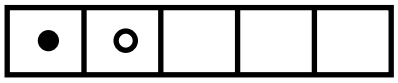
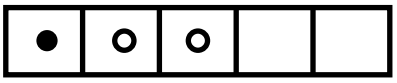
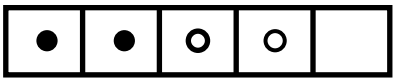
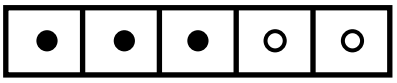
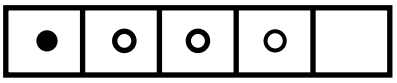
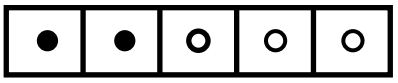
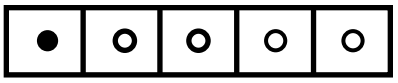
Addition Dot Cards

2 	3 
3	4 
4	5 
5	4 
5 	5 

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Add To 5: Recording Sheet (Optional)

Recording Directions:

- Record the equation cards for each player
- As each match is found, draw the **Dot** card below its match.

Math Talk:

"I have a match…2 and 3 makes 5…2 plus 3 equals 5"

Player 1

____ + ____ = ____	____ + ____ = ____	____ + ____ = ____	____ + ____ = ____	____ + ____ = ____
____	____	____	____	____

Player 2

____ + ____ = ____	____ + ____ = ____	____ + ____ = ____	____ + ____ = ____	____ + ____ = ____
____	____	____	____	____

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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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