



Tier 3

Intervention Lessons

1.OA.6a

Learning Target: I will add numbers to 10

Readiness for 2.OA.2a: Add numbers to 20

Table of Contents

Planning Guide	p. 3
Sessions 1 through 8: Lesson Resources	p. 4-47
Independent Practice Activities: “Add to 10 Match-ups” and “Whose Sum is Greater?”	p. 48-50
Classroom Poster: Questions for Solving Word Problems	p.51
Tier 1 Support Classroom Poster: Steps for Solving Word Problems	p. 52



Tier 3 Intervention Planning Guide

Learning Target: I will add numbers to 10

Readiness for adding numbers to 20

Recommended Actions	
Beginning (5 min.)	<ul style="list-style-type: none"> ➤ 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.)	<ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” (<i>Sessions 1, 3 and 6 only</i>) ➤ Guided Practice – “We do” <p>Sessions 1 and 2: Add numbers to 10 using counters and counting up from the greatest number.</p> <p>Sessions 3, 4 and 5: Add numbers to 10 using drawings and counting up from the greatest number.</p> <p>Sessions 6, 7 and 8: Add numbers to 10 by counting up from the greatest number.</p>
End (10 min.)	<ul style="list-style-type: none"> ➤ Bring the students back together. ➤ Ask students to reflect on their progress towards the learning target <ul style="list-style-type: none"> ○ What did I learn today about counting? ○ 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 <ul style="list-style-type: none"> ○ If not using Delta Math lessons, record the activity in the table ➤ Collect each student’s Quick Check and Growth Chart
After Session 6	<ul style="list-style-type: none"> ➤ Differentiation Options: <ul style="list-style-type: none"> ○ Allow students who met the learning goal to work independently while others do the guided practice during the next session ○ 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 add numbers to 10

Readiness for adding numbers to 20

2 frogs were sitting on a log. 6 more frogs hopped on the log. How many frogs are on the log now?



Session 1: Modeling (I Do - Teacher Notes)

Learning Target: I will add numbers to 10

Readiness for adding numbers to 20

2 frogs were sitting on a log. 6 more frogs hopped on the log. How many frogs are on the log 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 frogs on a log.

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

I need to find the total number of frogs on the log.

Third, I need to determine what I know.

I know there were 2 frogs sitting on a log to start and 6 more frogs hopped on the log.

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

I am going to try modeling the actions using counters.

I will place 2 counters, red-side up on the 10-frame to represent the frogs on the log in the beginning.

(Place 2 counters red-side up on the 10-frame counting mat.)

Next, I will place 6 counters, yellow-side up on the 10-frame to represent the additional frogs that hopped there.

Now, I will count on from the 2 to find the total...2...3, 4, 5, 6, 7, 8.

(Point to the counters as you say each counting number.)

There are 8 frogs on the log...2 plus 6 is equal to 8.

(Place the $2 + 6 = \underline{\quad}$ equation card under the 10-frame as you restate the problem.)

The image shows a 10-frame (a 2x5 grid) with 2 red counters in the first two cells of the top row and 6 yellow counters in the remaining six cells. Below the 10-frame is an equation card with the text $2 + 6 = \underline{\quad}$. The entire diagram is part of a worksheet titled "Session 1: Modeling (I Do)" with a learning target and readiness statement at the top.

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

I found there are now 8 frogs on the log. It makes sense because I knew there was 2 frogs to start and 6 more joined them on the log, so I modeled the problem with counters and combined both groups to find the total.



10-Frame Mat

Modeling & Guided Practice Cards

Use for Problem 1

$$3 + 5 = \underline{\quad}$$

Use for Problem 2

$$7 + 2 = \underline{\quad}$$

Use for Problem 3

$$4 + 6 = \underline{\quad}$$

Use for Problem 4

$$1 + 8 = \underline{\quad}$$

Use for Problem 5

$$3 + 7 = \underline{\quad}$$

Use for Problem 6

$$5 + 2 = \underline{\quad}$$

Use for Problem 7

$$6 + 3 = \underline{\quad}$$

Use for Problem 8

$$4 + 5 = \underline{\quad}$$

Use for Problem 9

$$2 + 6 = \underline{\quad}$$

Use for Problem 10

$$1 + 9 = \underline{\quad}$$

Use for Modelling

$$2 + 6 = \underline{\quad}$$



Name _____

Date _____

Learning Target: I will add numbers to 10

Session 1: Guided Practice (We Do)

Materials:

- 2-colored counters (10 per student)
- 10-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 to find or check your answer.

1. $3 + 5 = \underline{\quad}$	2. $7 + 2 = \underline{\quad}$
3. $4 + 6 = \underline{\quad}$	4. $1 + 8 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will add numbers to 10

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 10.

5. $3 + 7 = \underline{\quad}$	6. $5 + 2 = \underline{\quad}$
7. $6 + 3 = \underline{\quad}$	8. $4 + 5 = \underline{\quad}$
9. $2 + 6 = \underline{\quad}$	10. $1 + 9 = \underline{\quad}$



Session 1: Self-Reflection

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form A

Name _____ Date _____

Learning Target: I will add numbers to 10.

Directions: When you are told to begin, answer as many addition problems as you can.

(Work Time: 1 minute)

$6 + 3 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$3 + 6 = \underline{\quad}$

Number Correct = _____

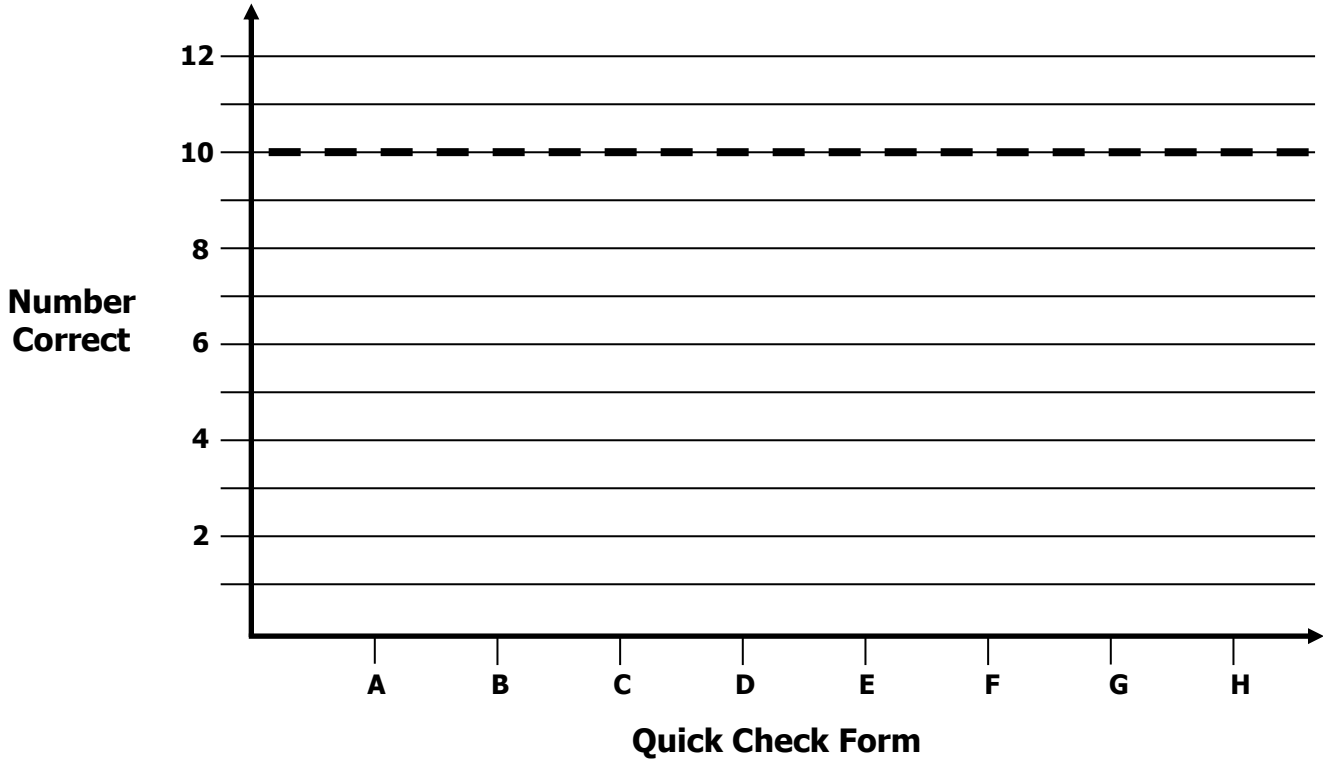


Growth Chart

Name _____ Date _____

Learning Target: I will add numbers to 10.

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:		



Name _____

Date _____

Learning Target: I will add numbers to 10

Session 2: Guided Practice (We Do)

Materials:

- 2-colored counters (10 per student)
- 10-frame mat (1 per student - See Session 1)

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. $6 + 3 = \underline{\quad}$	2. $2 + 6 = \underline{\quad}$
3. $4 + 5 = \underline{\quad}$	4. $1 + 9 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will add numbers to 10

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 10.

5. $3 + 5 = \underline{\quad}$	6. $7 + 2 = \underline{\quad}$
7. $4 + 6 = \underline{\quad}$	8. $1 + 8 = \underline{\quad}$
9. $3 + 7 = \underline{\quad}$	10. $5 + 2 = \underline{\quad}$



Session 2: Self-Reflection

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form B

Name _____ Date _____

Learning Target: I will add numbers to 10.

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

$7 + 3 = \underline{\quad}$

$3 + 6 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$2 + 4 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

Number Correct = _____



Session 3: Modeling (I Do)

Learning Target: I will add numbers to 10

Readiness for adding numbers to 20

5 beetles were crawling around in the garden. 4 more beetles joined them.
How many beetles are in the garden now?

Session 3: Modeling (I Do - Teacher Notes)

Learning Target: I will add numbers to 10

Readiness for adding numbers to 20

5 beetles were crawling around in the garden. 4 more beetles joined them.

How many beetles are in the garden 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 beetles crawling around in the garden.

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

I need to find the total number of beetles in the garden now.

Third, I need to determine what I know.

I know there were 5 beetles in the garden and 4 more joined them.

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

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

I will draw 5 circles to represent the beetles that were already in the garden.

(Draw and label 5 circles.)

Next, I will draw 4 circles to represent the beetles that joined them.

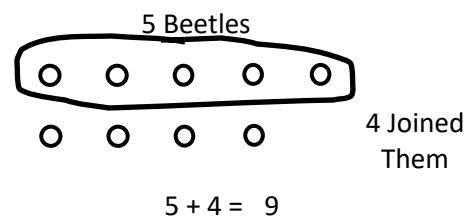
(Draw and label 4 more circles and write the incomplete number sentence below.)

Now, I am going to count-on from the greater number, 5 to find the total.

Fiiivve...6...7...8...9. There are now 5 beetles in the garden.

(Write the answer to the number sentence.)

5 plus 4 equals 9.



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

I found there are now 9 beetles in the garden. It makes sense because I knew there were 5 beetles and 4 more joined them, so I modeled the problem with a math drawing to combine both groups and find the total.



Name _____ Date _____

Learning Target: I will add numbers to 10

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. $3 + 4 = \underline{\quad}$	2. $6 + 3 = \underline{\quad}$
3. $2 + 6 = \underline{\quad}$	4. $7 + 2 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will add numbers to 10

Session 3: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 10.

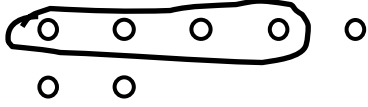
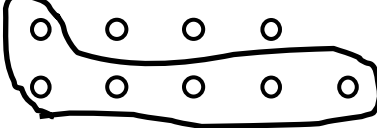
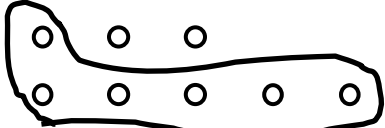
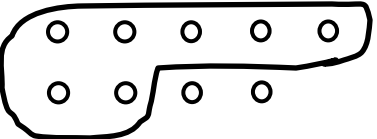
5. $4 + 6 = \underline{\quad}$	6. $2 + 5 = \underline{\quad}$
7. $1 + 7 = \underline{\quad}$	8. $6 + 2 = \underline{\quad}$
9. $2 + 8 = \underline{\quad}$	10. $5 + 2 = \underline{\quad}$

Learning Target: I will add numbers to 10

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.

<p>1.</p> $3 + 4 = \underline{\quad}$  <p style="text-align: center;">Fouurr...5, 6, 7</p>	<p>2.</p> $6 + 3 = \underline{\quad}$  <p style="text-align: center;">Siiix...7, 8, 9</p>
<p>3.</p> $2 + 6 = \underline{\quad}$  <p style="text-align: center;">Siiix...7, 8</p>	<p>4.</p> $7 + 2 = \underline{\quad}$  <p style="text-align: center;">Eightht...9</p>



Session 3: Self-Reflection

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form C

Name _____ Date _____

Learning Target: I will add numbers to 10.

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

$3 + 6 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

Number Correct = _____



Name _____

Date _____

Learning Target: I will add numbers to 10

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. $2 + 4 = \underline{\quad}$	2. $6 + 4 = \underline{\quad}$
3. $3 + 6 = \underline{\quad}$	4. $7 + 1 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will add numbers to 10

Session 4: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 10.

5. $4 + 5 = \underline{\quad}$	6. $3 + 4 = \underline{\quad}$
7. $3 + 3 = \underline{\quad}$	8. $6 + 3 = \underline{\quad}$
9. $2 + 7 = \underline{\quad}$	10. $6 + 2 = \underline{\quad}$



Session 4: Self-Reflection

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form D

Name _____ Date _____

Learning Target: I will add numbers to 10.

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

$6 + 4 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$1 + 6 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$3 + 5 = \underline{\quad}$

Number Correct = _____



Name _____

Date _____

Learning Target: I will add numbers to 10

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. $3 + 5 = \underline{\quad}$	2. $4 + 3 = \underline{\quad}$
3. $2 + 7 = \underline{\quad}$	4. $8 + 2 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will add numbers to 10

Session 5: Guided Practice (We Do - Continued)

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

- Students take turns leading to add numbers to 10.

5. $3 + 6 = \underline{\quad}$	6. $2 + 5 = \underline{\quad}$
7. $1 + 6 = \underline{\quad}$	8. $4 + 4 = \underline{\quad}$
9. $2 + 6 = \underline{\quad}$	10. $5 + 4 = \underline{\quad}$



Session 5: Self-Reflection

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form E

Name _____ Date _____

Learning Target: I will add numbers to 10.

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

$6 + 3 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$3 + 6 = \underline{\quad}$

Number Correct = _____



Session 6: Modeling (I Do)

Learning Target: I will add numbers to 10

Readiness for adding numbers to 20

Lucas was given some grapes. Noah gave him 3 green grapes and Mason gave him 5 red grapes. How many total grapes did Noah and Mason give Lucas?



Session 6: Modeling (I Do - Teacher Notes)

Learning Target: I will add numbers to 10

Readiness for adding numbers to 20

Lucas was given some grapes. Noah gave him 3 green grapes and Mason gave him 5 red grapes. How many total grapes did Noah and Mason give Lucas?

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 Lucas' grapes.

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

I need to find the total number of grapes Lucas was given.

Third, I need to determine what I know.

I know that there Noah gave him 3 and Mason gave him 5.

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

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

Since I know Noah gave him 3 and Mason gave him 5, I will write and label each number. (Write and label Noah, 3 and Mason, 5.)

Since we want to know the total number of grapes he was given, an addition statement is needed to model this problem...3 plus 5 equals what number? (Write the + and = signs.)

I will count on from the larger number, 5, to save a little time.

(Draw 3 circles above the 5 to represent the counting-on strategy and write the answer to the number sentence.)

Noah		Mason		Total
			○ ○ ○	
3	+	5	=	<u>8</u>

Fiiivve...6, 7, 8...Lucas was given 8 grapes total.

3 plus 5 equals 8.

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

I found that Lucas was given 8 grapes total. It makes sense because I knew that Noah gave him 3 and Mason gave him 5, so I modeled the problem with an equation to find the total.



Name _____

Date _____

Learning Target: I will add numbers to 10

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. $3 + 4 = \underline{\quad}$	2. $6 + 3 = \underline{\quad}$
3. $2 + 6 = \underline{\quad}$	4. $8 + 1 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will add numbers to 10

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 10.

5. $4 + 6 = \underline{\quad}$	6. $5 + 3 = \underline{\quad}$
7. $2 + 7 = \underline{\quad}$	8. $6 + 2 = \underline{\quad}$
9. $2 + 8 = \underline{\quad}$	10. $7 + 2 = \underline{\quad}$
11. $1 + 6 = \underline{\quad}$	12. $3 + 5 = \underline{\quad}$
13. $2 + 7 = \underline{\quad}$	14. $3 + 6 = \underline{\quad}$

Learning Target: I will add numbers to 10

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.

<p>1.</p> $3 + 4 = \underline{\quad}$ <p style="text-align: center;">○ ○ ○ "Foouurr...5, 6, 7"</p>	<p>2.</p> $6 + 3 = \underline{\quad}$ <p style="text-align: center;">○ ○ ○ "Siiix...7, 8, 9"</p>
<p>3.</p> $2 + 6 = \underline{\quad}$ <p style="text-align: center;">○ ○ "Siiix...7, 8"</p>	<p>4.</p> $8 + 1 = \underline{\quad}$ <p style="text-align: center;">○ "Eighhht...9"</p>



Session 6: Self-Reflection

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form F

Name _____ Date _____

Learning Target: I will add numbers to 10.

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

$7 + 3 = \underline{\quad}$

$3 + 6 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$2 + 4 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

Number Correct = _____



Name _____ Date _____

Learning Target: I will add numbers to 10

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. $2 + 4 = \underline{\quad}$	2. $6 + 4 = \underline{\quad}$
3. $3 + 6 = \underline{\quad}$	4. $7 + 1 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will add numbers to 10

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 10.

5. $4 + 5 = \underline{\quad}$	6. $3 + 4 = \underline{\quad}$
7. $1 + 6 = \underline{\quad}$	8. $7 + 3 = \underline{\quad}$
9. $2 + 7 = \underline{\quad}$	10. $6 + 2 = \underline{\quad}$
11. $4 + 4 = \underline{\quad}$	12. $2 + 5 = \underline{\quad}$
13. $1 + 5 = \underline{\quad}$	14. $3 + 3 = \underline{\quad}$



Session 7: Self-Reflection

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form G

Name _____ Date _____

Learning Target: I will add numbers to 10.

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

$3 + 6 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

Number Correct = _____



Name _____ Date _____

Learning Target: I will add numbers to 10

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. $3 + 5 = \underline{\quad}$	2. $4 + 3 = \underline{\quad}$
3. $2 + 7 = \underline{\quad}$	4. $1 + 7 = \underline{\quad}$

Learning Target: I will add numbers to 10

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 10.

5. $4 + 6 = \underline{\quad}$	6. $3 + 3 = \underline{\quad}$
7. $2 + 7 = \underline{\quad}$	8. $6 + 2 = \underline{\quad}$
9. $2 + 8 = \underline{\quad}$	10. $7 + 2 = \underline{\quad}$
11. $1 + 6 = \underline{\quad}$	12. $3 + 5 = \underline{\quad}$
13. $4 + 4 = \underline{\quad}$	14. $2 + 5 = \underline{\quad}$

Learning Target: I will add numbers to 10

Session 8: 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.

<p>1.</p> $3 + 4 = \underline{\quad}$ <p style="text-align: center;">○ ○ ○ "Foouurr...5, 6, 7"</p>	<p>2.</p> $6 + 3 = \underline{\quad}$ <p style="text-align: center;">○ ○ ○ "Siiix...7, 8, 9"</p>
<p>3.</p> $2 + 6 = \underline{\quad}$ <p style="text-align: center;">○ ○ "Siiix...7, 8"</p>	<p>4.</p> $8 + 1 = \underline{\quad}$ <p style="text-align: center;">○ "Eighhht...9"</p>



Session 8: Self-Reflection

Learning Target: I will add numbers to 10

Briefly discuss student responses:

- What did I learn today about adding numbers to 10?

- How confident do I feel about adding numbers to 10 on my own?
(Thumbs up, down, or sideways)



Quick Check - Form H

Name _____ Date _____

Learning Target: I will add numbers to 10.

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

$6 + 4 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$1 + 6 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$3 + 5 = \underline{\quad}$

Number Correct = _____



Independent Practice (You Do)

Learning Target: I will add numbers to 10

Title of Game: “Whose Sum is Greater”

Number of Players: 2

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

Materials:

- Addition Problem Cards (Player 1 - set A and Player 2 - Set B)

Directions:

- Each player shuffles their cards and places them face down in a pile.
- Player 1: Flip over the top card, say the problem and count on from the greatest number to find the answer.
Example: “2 + 4 = foouurr, 5, 6, 2 + 4 = 6”
- Player 2: Flip over the top card, say the problem and count on from the greatest number to find the answer.
Example: “7 + 1 = seevveenn, 8, 7 + 1 = 8”
- The player with the greater answer 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

Addition Problem Cards (Set A)

$6 + 2 = \underline{\quad}$

Set A

$2 + 7 = \underline{\quad}$

Set A

$4 + 3 = \underline{\quad}$

Set A

$3 + 5 = \underline{\quad}$

Set A

$6 + 3 = \underline{\quad}$

Set A

$3 + 7 = \underline{\quad}$

Set A

$2 + 4 = \underline{\quad}$

Set A

$8 + 2 = \underline{\quad}$

Set A

$5 + 4 = \underline{\quad}$

Set A

$4 + 6 = \underline{\quad}$

Set A

Addition Problem Cards (Set B)

$$2 + 6 = \underline{\quad}$$

Set B

$$7 + 2 = \underline{\quad}$$

Set B

$$3 + 4 = \underline{\quad}$$

Set B

$$5 + 3 = \underline{\quad}$$

Set B

$$3 + 6 = \underline{\quad}$$

Set B

$$7 + 3 = \underline{\quad}$$

Set B

$$4 + 2 = \underline{\quad}$$

Set B

$$2 + 8 = \underline{\quad}$$

Set B

$$4 + 5 = \underline{\quad}$$

Set B

$$6 + 4 = \underline{\quad}$$

Set B



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?



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?