



# Tier 3

## Intervention Lessons

K.CC.5

**Learning Target:** I will count up to 20 objects

**Readiness for 1.NBT.1:** Name numbers to 120

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# Tier 3 Intervention Planning Guide

**Learning Target:** I will count up to 20 objects.

**Readiness** for naming numbers to 120.

<b>Recommended Actions</b>	
<b>Beginning</b> (5 min.)	<ul style="list-style-type: none"> <li>➤ Review the learning target with the whole group</li> <li>➤ Ask each student to set a goal for the day based on their previous Quick Check Score</li> <li>➤ Have each student use a highlighter to plot their goal for the day</li> </ul>
<b>Middle</b> (15 min.)	<ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do” (<i>Sessions 1, 3 and 6 only</i>)</li> <li>➤ Guided Practice – “We do”</li> </ul> <p><b>Sessions 1 and 2:</b> Count up to 10 beans in a random order on a counting mat</p> <p><b>Sessions 3, 4 and 5:</b> Count up to 10 objects in a picture in random order</p> <p><b>Sessions 6, 7 and 8:</b> Count up to 20 objects in an array</p>
<b>End</b> (10 min.)	<ul style="list-style-type: none"> <li>➤ Bring the students back together.</li> <li>➤ Ask students to reflect on their progress towards the learning target               <ul style="list-style-type: none"> <li>○ What did I learn today about counting?</li> <li>○ How confident do you feel about counting on my own? (Thumbs up, down, or sideways)</li> </ul> </li> <li>➤ Assess each student’s progress using the next <b>Quick Check</b> form</li> <li>➤ Guide students to self-correct their <b>Quick Check</b></li> <li>➤ Guide students to chart their progress in their <b>Growth Chart</b> <ul style="list-style-type: none"> <li>○ If not using Delta Math lessons, record the activity in the table</li> </ul> </li> <li>➤ Collect each student’s <b>Quick Check</b> and <b>Growth Chart</b></li> </ul>
<b>After</b> <b>Session 6</b>	<ul style="list-style-type: none"> <li>➤ Differentiation Options:               <ul style="list-style-type: none"> <li>○ Allow students who met the learning goal to work independently while others do the guided practice during the next session</li> <li>○ Exit students who met the learning goal for a third time</li> </ul> </li> <li>➤ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions</li> </ul>



# Session 1: Modeling (I Do)

**Learning Target:** I will count up to 20 objects.

**Readiness** for naming numbers to 120.

Bobby collected insects for a science activity. Pretend that each bean in this bag is an insect. How many insects did Bobby collect?

## Counting Mat


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

**Learning Target:** I will count up to 20 objects.

**Readiness** for naming numbers to 120.

**Bobby collected insects for a science activity.**  
*(Hold up the sandwich bag labelled, "Billy's Bugs".)*

**Pretend that each bean in this bag is an insect. How many insects did Bobby collect?**

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 Bobby collecting insects for a science activity.**

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

**I need to find the total number of insects that Bobby collected.**

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

**I know that each bean represents an insect.**

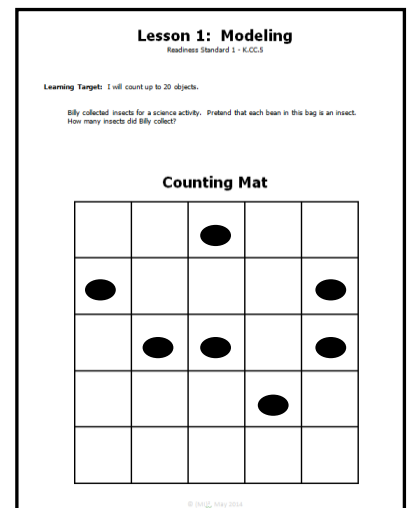
**Fourth, I need to figure out what I can try.**

**I am going to try counting each bean on a counting mat.**  
*(Place the bag of beans on the counting mat.)*

**I will arrange the beans so that no square has more than one bean on it.**  
*(Arrange the beans similar to the sample pattern.)*

**Then, so I don't count any bean twice, I will begin on the left and point to each bean as I say the counting number.**  
*(Point at each bean as you count, "One, two, three, four, five, six, seven")*

**Bobby collected 7 insects.**



*(Sample Pattern)*

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

**I found that Bobby collected 7 insects. It makes sense because I knew that the beans were like the bugs he collected and I needed to find the total number, so I counted each of them exactly once to find the total.**



# Session 1: Guided Practice (We Do)

**Learning Target:** I will count up to 20 objects.

**Materials:**

- 4 sandwich bags labeled A through D filled with the following number of counting beans.
  - (A = 8, B = 6, C = 10, D = 9)

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

- Place bag A on the counting mat, organize the beans into separate squares and invite the students to do the same.
- Point to each bean from left to right and say each counting number.
- Repeat the pointing and counting out loud for a second time. Invite the students to point to the each bean on their mat and say each counting number in unison.
- Clear the counting mat and repeat to find the total number of beans in bag B.

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

- Students take turns leading to find the total number of beans in bags C and D.



# Session 1: Counting Mat

**Learning Target:** I will count up to 20 objects.




# Session 1: Self-Reflection

**Learning Target:** I will count up to 20 objects.

Briefly discuss student responses:

- What did I learn today about counting?
  
- How confident do I feel about counting on my own?  
(Thumbs up, down, or sideways)



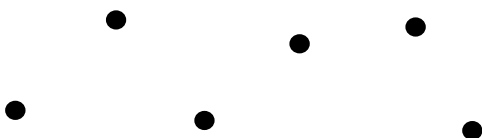
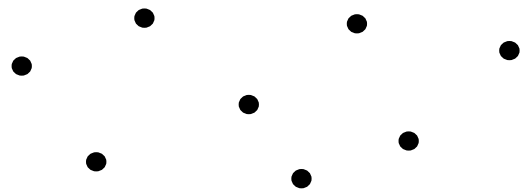
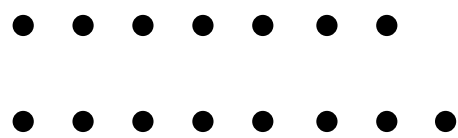
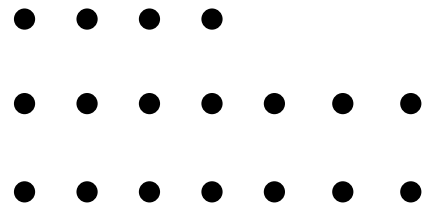
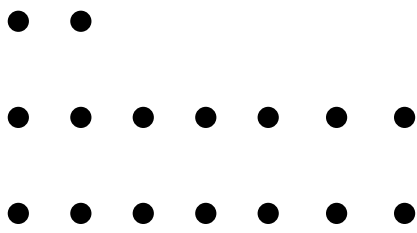
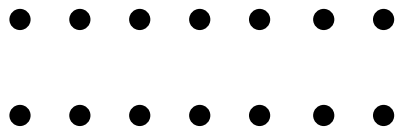


# Quick Check - Form A

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will count up to 20 objects.

**Directions:** Write how many dots are in each group. (Work time: 3 minutes)

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

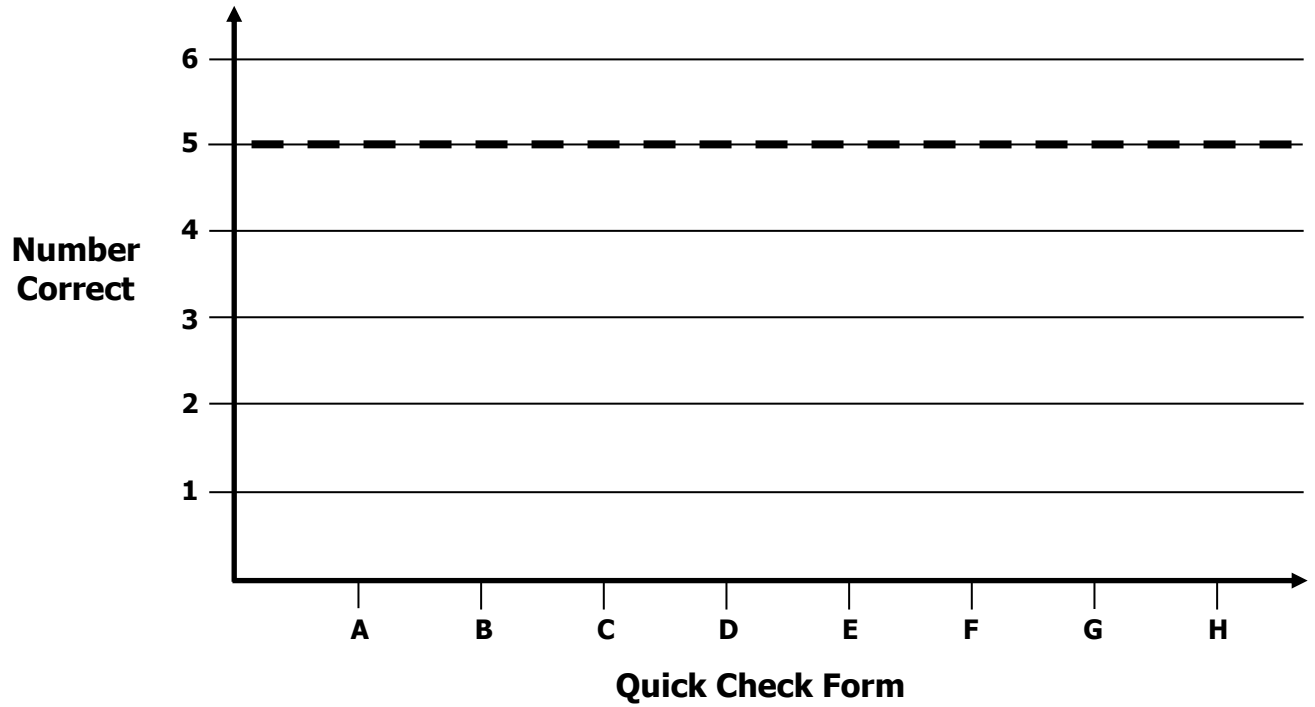


# Growth Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will count up to 20 objects.

**Goal:** 5 out of 6 correct



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



## Session 2: Guided Practice (We Do)

**Learning Target:** I will count up to 20 objects.

**Materials:**

- 4 sandwich bags labeled A through D filled with the following number of counting beans.
  - (A = 7, B = 10, C = 8, D = 9)

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

- Place bag A on the counting mat, organize the beans into separate squares and invite the students to do the same.
- Point to each bean from left to right and say each counting number.
- Repeat the pointing and counting out loud for a second time. Invite the students to point to the each bean on their mat and say each counting number in unison.
- Clear the counting mat and repeat to find the total number of beans in bag B.

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

- Students take turns leading to find the total number of beans in bags C and D.



# Session 2: Counting Mat

**Learning Target:** I will count up to 20 objects.




## Session 2: Self-Reflection

**Learning Target:** I will count up to 20 objects.

Briefly discuss student responses:

- What did I learn today about counting?
  
- How confident do I feel about counting on my own?  
(Thumbs up, down, or sideways)

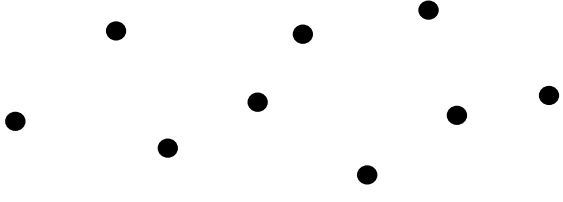
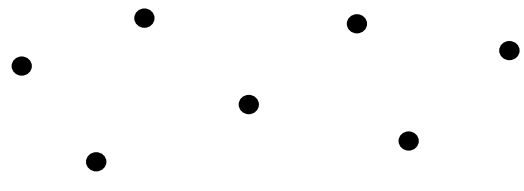
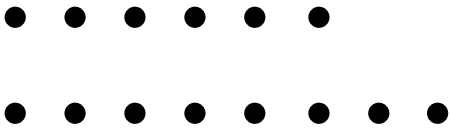
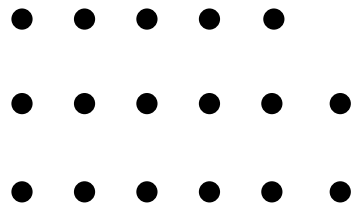
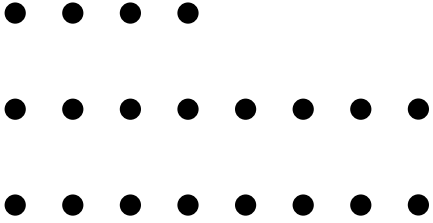
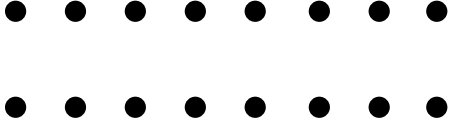


# Quick Check - Form B

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will count up to 20 objects.

**Directions:** Write how many dots are in each group. (Work time: 3 minutes)

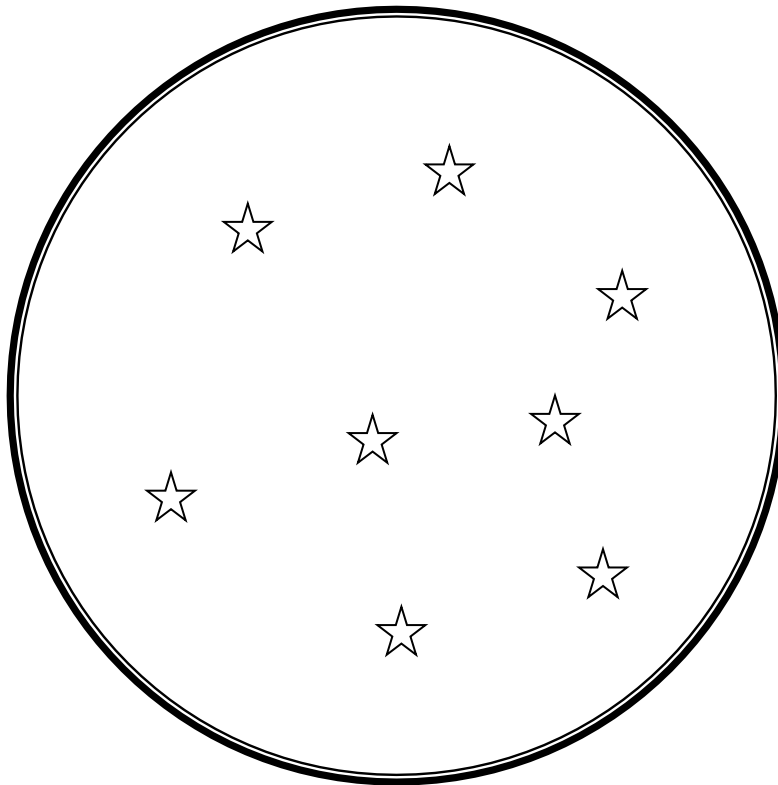
<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

# Session 3: Modeling (I do)

**Learning Target:** I will count up to 20 objects.

**Readiness** for naming numbers to 120.

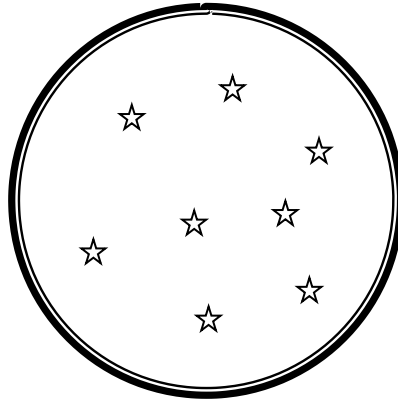
Joe looked at the nighttime sky through a telescope. How many stars did he see?



**Learning Target:** I will count up to 20 objects.

**Readiness** for naming numbers to 120.

Joe looked at the nighttime sky through a telescope. How many stars did he see?



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 Joe looking at stars through a telescope.**

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

**I need to find the total number of stars that Joe saw.**

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

**I know that Joe saw the number of stars shown in the picture.**

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

**So I don't count any star twice, I will begin on the left and point to each star as I say the counting number.**  
*(Point at each star as you count, "One, two, three, four, five, six, seven, eight")*

**Joe saw 8 stars through the telescope.**

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

**I found that Joe saw 8 stars. It makes sense because I could see all of the stars and counted each star exactly once to find the total.**



**Learning Target:** I will count up to 20 objects.

## Session 3: Guided Practice (We Do)

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

- Point to each dot from left to right while saying each counting number.
- Repeat the problem for a second time and invite the students to participate by pointing to the dots on their paper and saying each counting number in unison.

<p><b>1.</b></p>	<p><b>2.</b></p>
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**You Do Together:** (As a class, or in small groups)

- Students take turns leading to count the total number of dots.

<p><b>3.</b></p>	<p><b>4.</b></p>
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## Session 3: Self-Reflection

**Learning Target:** I will count up to 20 objects.

Briefly discuss student responses:

- What did I learn today about counting?
  
- How confident do I feel about counting on my own?  
(Thumbs up, down, or sideways)

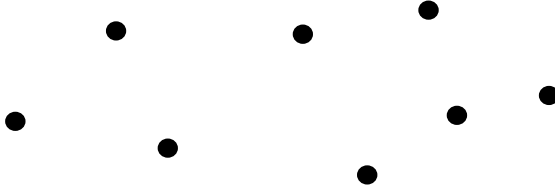
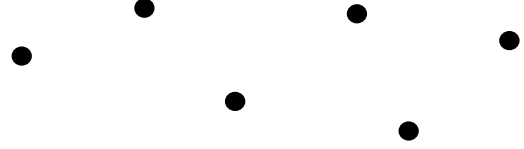
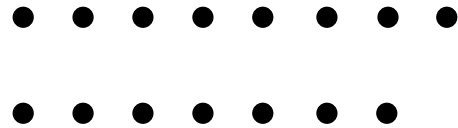
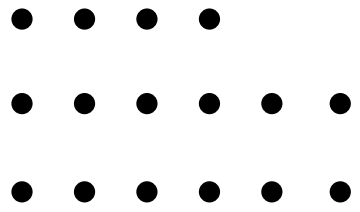
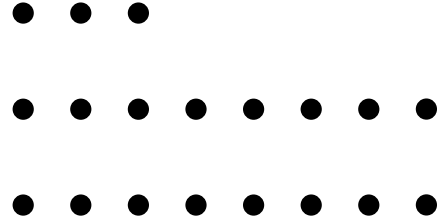
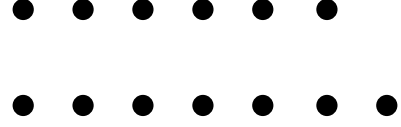


# Quick Check - Form C

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will count up to 20 objects.

**Directions:** Write how many dots are in each group. (Work time: 3 minutes)

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

**Learning Target:** I will count up to 20 objects.

## Session 4: Guided Practice (We Do)

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

- Point to each dot from left to right while saying each counting number.
- Repeat the problem for a second time and invite the students to participate by pointing to the dots on their paper and saying each counting number in unison.

<p><b>1.</b></p>	<p><b>2.</b></p>
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**You Do Together:** (As a class, or in small groups)

- Students take turns leading to count the total number of dots.

<p><b>3.</b></p>	<p><b>4.</b></p>
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## Session 4: Self-Reflection

**Learning Target:** I will count up to 20 objects.

Briefly discuss student responses:

- What did I learn today about counting?
  
- How confident do I feel about counting on my own?  
(Thumbs up, down, or sideways)

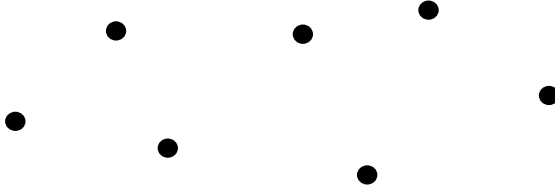
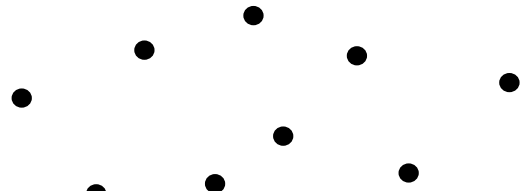
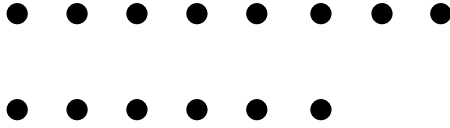
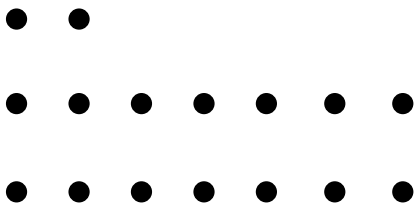
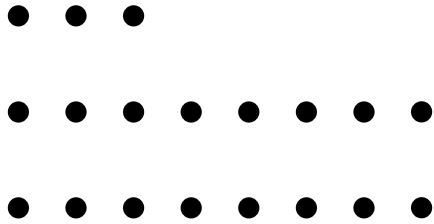
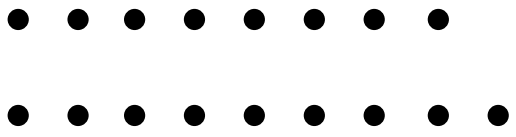


# Quick Check - Form D

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will count up to 20 objects.

**Directions:** Write how many dots are in each group. (Work time: 3 minutes)

<p><b>1.</b></p>  <p>_____</p>	<p><b>2.</b></p>  <p>_____</p>
<p><b>3.</b></p>  <p>_____</p>	<p><b>4.</b></p>  <p>_____</p>
<p><b>5.</b></p>  <p>_____</p>	<p><b>6.</b></p>  <p>_____</p>

**Learning Target:** I will count up to 20 objects.

## Session 5: Guided Practice (We Do)

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

- Point to each dot from left to right while saying each counting number.
- Repeat the problem for a second time and invite the students to participate by pointing to the dots on their paper and saying each counting number in unison.

<p><b>1.</b></p>	<p><b>2.</b></p>
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**You Do Together:** (As a class, or in small groups)

- Students take turns leading to count the total number of dots.

<p><b>3.</b></p>	<p><b>4.</b></p>
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## Session 5: Self-Reflection

**Learning Target:** I will count up to 20 objects.

Briefly discuss student responses:

- What did I learn today about counting?
  
- How confident do I feel about counting on my own?  
(Thumbs up, down, or sideways)



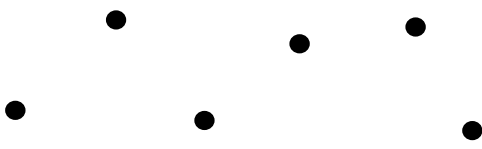
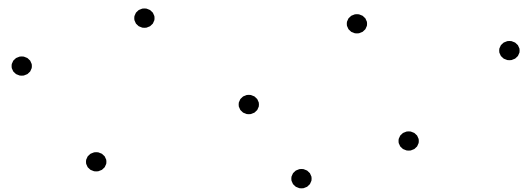
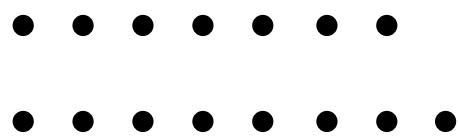
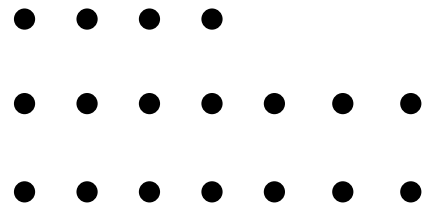
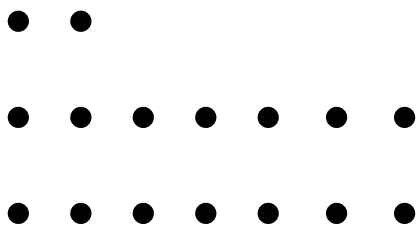
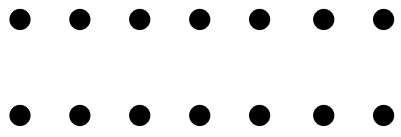


# Quick Check - Form E

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will count up to 20 objects.

**Directions:** Write how many dots are in each group. (Work time: 3 minutes)

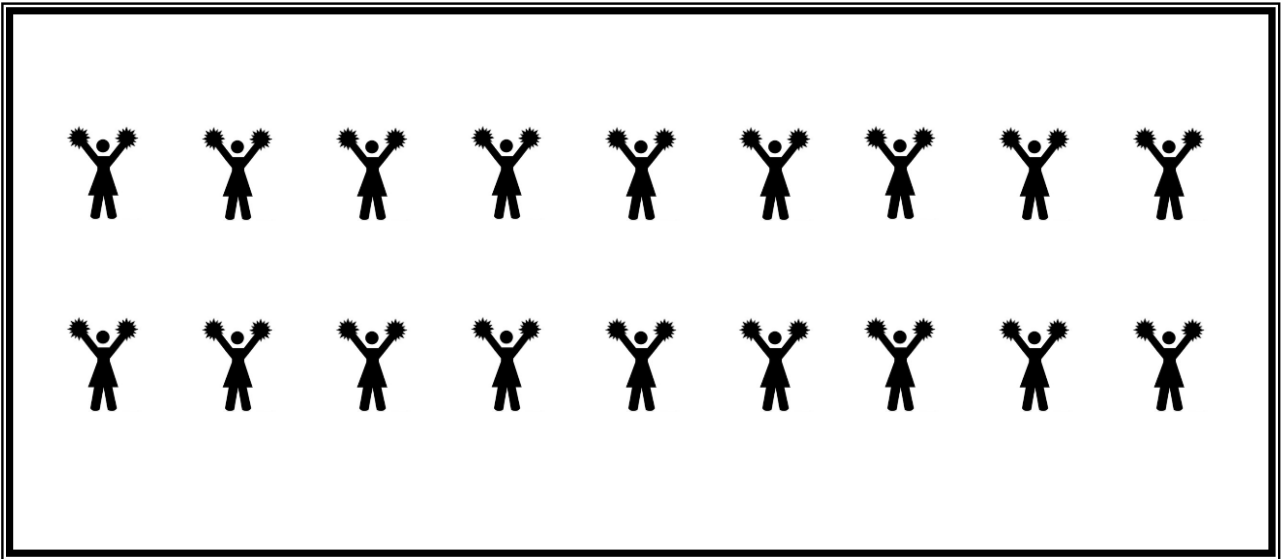
<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

# Session 6: Modeling (I Do)

**Learning Target:** I will count up to 20 objects.

**Readiness** for naming numbers to 120.

A cheerleading team was performing a cheer. How many cheerleaders are performing on the team?

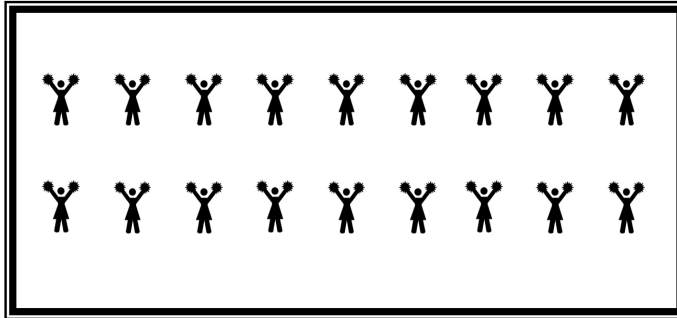


# Session 6: Modeling (I do - Teacher Notes)

**Learning Target:** I will count up to 20 objects.

**Readiness** for naming numbers to 120.

A cheerleading team was performing a cheer. How many cheerleaders are performing on the team?



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 cheerleaders that are cheering.**

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

**I need to find the total number of cheerleaders performing on the team.**

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

**I know there are two rows of cheerleaders.**

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

**So I don't count any cheerleader twice, I am going to try counting each cheerleader from left to right on the bottom row.**

**I will say the last number in the bottom row a little louder to help me remember where I left off.**

**Then, I will continue counting left to right on the top row.**

*(Point at each cheerleader as you count, "One, two, three, four, five, six, seven, eight, NINE...ten, eleven..."*

**There are 18 cheerleaders cheering.**

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

**I found there were 18 cheerleaders on the team. It makes sense because I could see the total number of cheerleaders and I counted each cheerleader exactly once to find the total.**

**Learning Target:** I will count up to 20 objects.

## Session 6: Guided Practice (We do)

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

- Point to each dot from left to right while saying each counting number. (Note: Say the last counting number in each row a little louder.)
- Repeat the step above for a second time and invite the students to participate by pointing to the dots on their paper and saying each counting number in unison.

<p><b>1.</b></p> <div style="text-align: center;"> </div> <div style="text-align: center; margin-top: 20px;">             _____         </div>	<p><b>2.</b></p> <div style="text-align: center;"> </div> <div style="text-align: center; margin-top: 20px;">             _____         </div>
--	--

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

- Students take turns leading to count the total number of dots.

<p><b>3.</b></p> <div style="text-align: center;"> </div> <div style="text-align: center; margin-top: 20px;">             _____         </div>	<p><b>4.</b></p> <div style="text-align: center;"> </div> <div style="text-align: center; margin-top: 20px;">             _____         </div>
--	--



## Session 6: Self-Reflection

**Learning Target:** I will count up to 20 objects.

Briefly discuss student responses:

- What did I learn today about counting?
  
- How confident do I feel about counting on my own?  
(Thumbs up, down, or sideways)

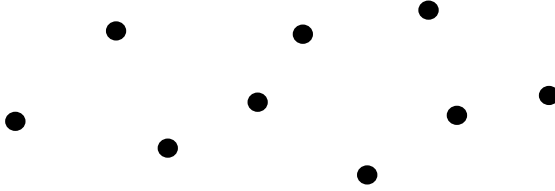
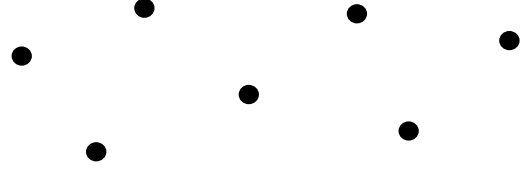
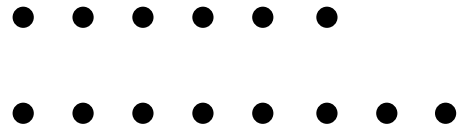
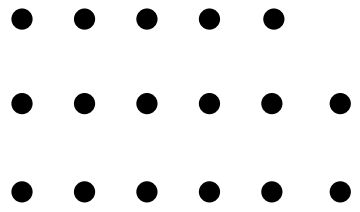
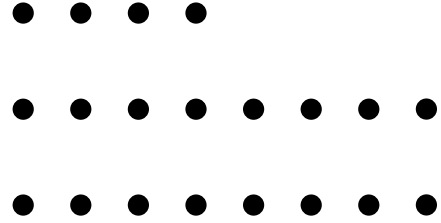
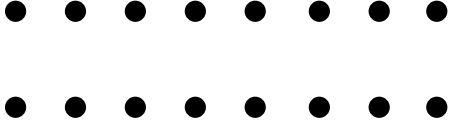


# Quick Check - Form F

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will count up to 20 objects.

**Directions:** Write how many dots are in each group. (Work time: 3 minutes)

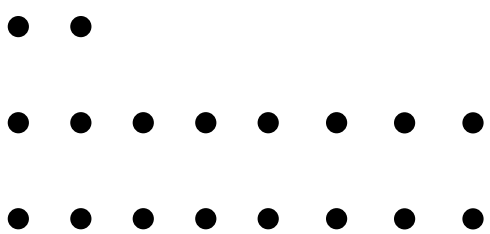
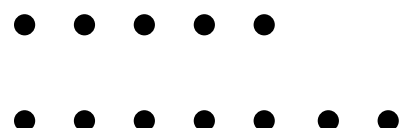
<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

**Learning Target:** I will count up to 20 objects.

## Session 7: Guided Practice (We do)

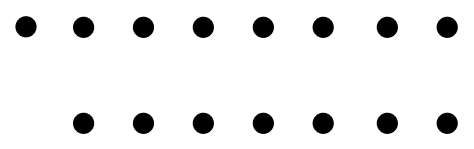
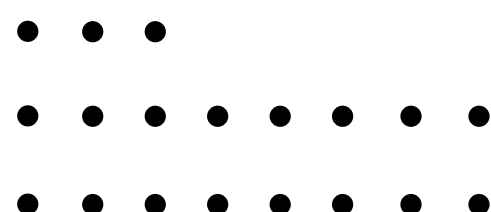
**We Do Together:** (Teacher Actions)

- Point to each dot from left to right while saying each counting number. (Note: Say the last counting number in each row a little louder.)
- Repeat the step above for a second time and invite the students to participate by pointing to the dots on their paper and saying each counting number in unison.

<p><b>1.</b></p>  <p style="text-align: center;">_____</p>	<p><b>2.</b></p>  <p style="text-align: center;">_____</p>
---	--

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

- Students take turns leading to count the total number of dots.

<p><b>3.</b></p>  <p style="text-align: center;">_____</p>	<p><b>4.</b></p>  <p style="text-align: center;">_____</p>
---	--



## Session 7: Self-Reflection

**Learning Target:** I will count up to 20 objects.

Briefly discuss student responses:

- What did I learn today about counting?
  
- How confident do I feel about counting on my own?  
(Thumbs up, down, or sideways)

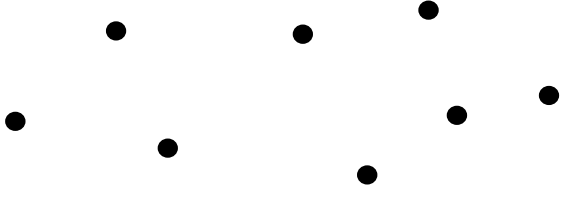
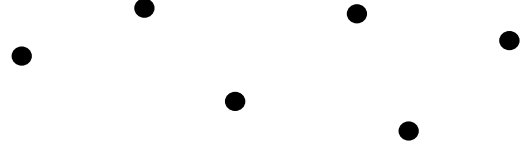
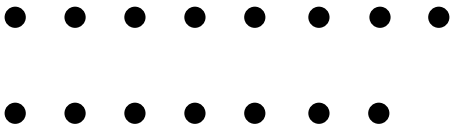
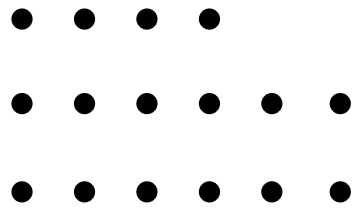
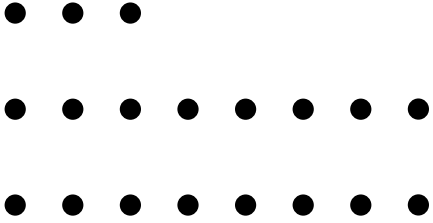
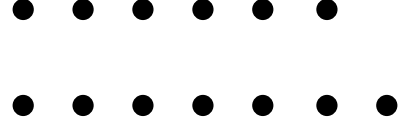


# Quick Check - Form G

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will count up to 20 objects.

**Directions:** Write how many dots are in each group. (Work time: 3 minutes)

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

**Learning Target:** I will count up to 20 objects.

## Session 8: Guided Practice (We do)

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

- Point to each dot from left to right while saying each counting number. (Note: Say the last counting number in each row a little louder.)
- Repeat the step above for a second time and invite the students to participate by pointing to the dots on their paper and saying each counting number in unison.

<p><b>1.</b></p> <div style="text-align: center;"> </div> <div style="text-align: center; margin-top: 10px;">             _____         </div>	<p><b>2.</b></p> <div style="text-align: center;"> </div> <div style="text-align: center; margin-top: 10px;">             _____         </div>
--	--

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

- Students take turns leading to count the total number of dots.

<p><b>3.</b></p> <div style="text-align: center;"> </div> <div style="text-align: center; margin-top: 10px;">             _____         </div>	<p><b>4.</b></p> <div style="text-align: center;"> </div> <div style="text-align: center; margin-top: 10px;">             _____         </div>
--	--



## Session 8: Self-Reflection

**Learning Target:** I will count up to 20 objects.

Briefly discuss student responses:

- What did I learn today about counting?
  
- How confident do I feel about counting on my own?  
(Thumbs up, down, or sideways)

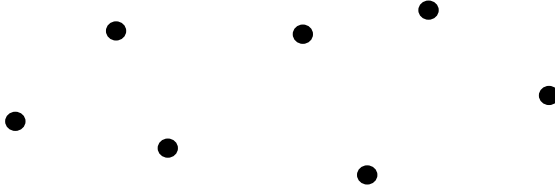
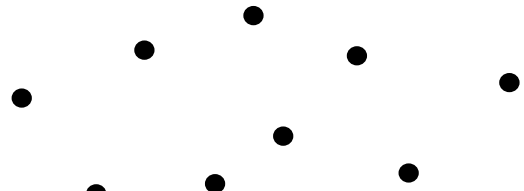
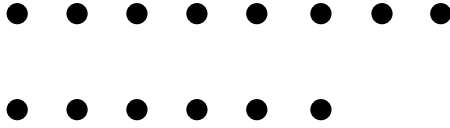
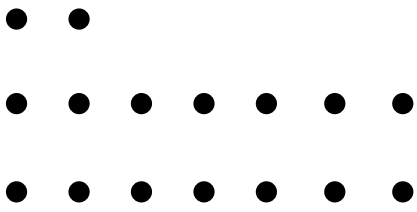
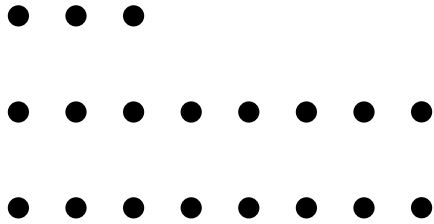
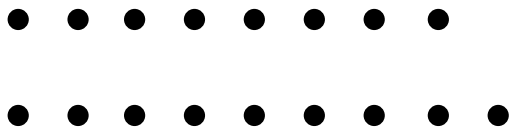


# Quick Check - Form H

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will count up to 20 objects.

**Directions:** Write how many dots are in each group. (Work time: 3 minutes)

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>



# Independent Practice Activity

**Learning Target:** I will count up to 20 objects.

**Readiness** for naming numbers to 120.

**Title of Game:** "Guess How Many"

**Number of Players:** 3 or more (For each turn, one person plays the role of the leader.)

**Objective:** To be the player with the closest guess.

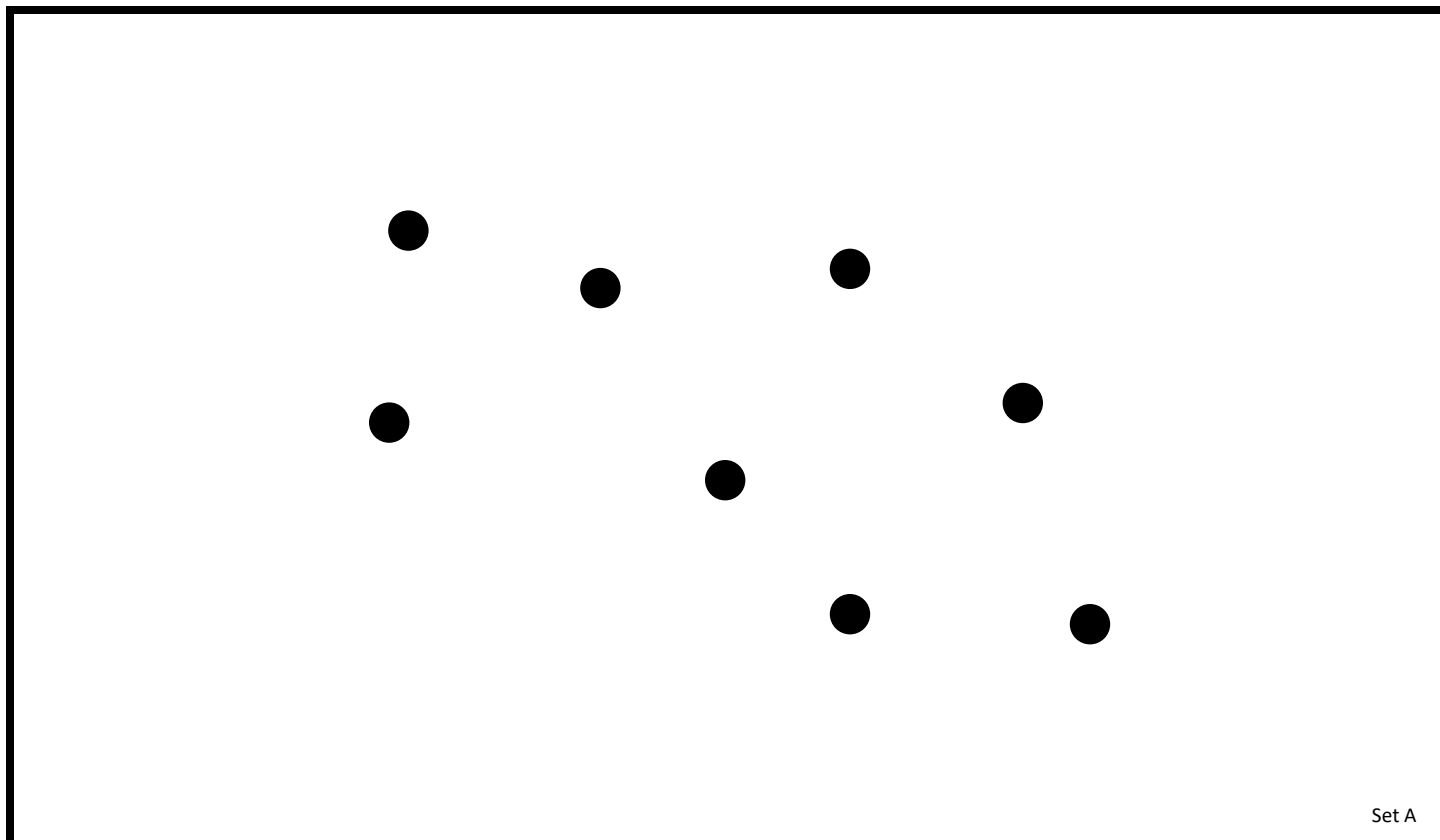
**Materials:**

- 1 set of Dot-Cards per small group
- 1 half-sheet of blank paper for students to record their guesses.

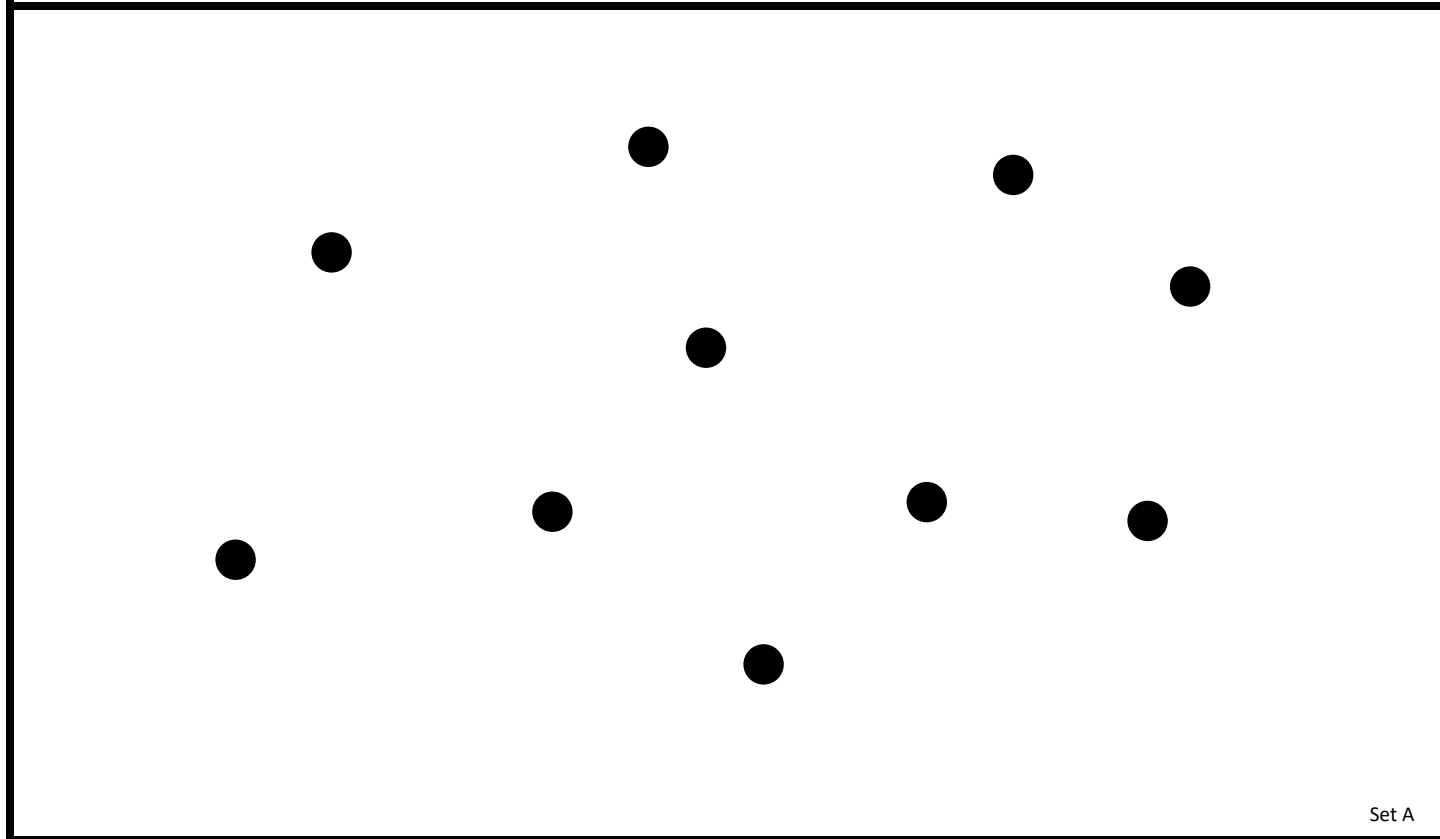
**Directions:**

- Place the stack of Dot-Cards face down in a pile.
- The leader flips over the top card, counts to 5 in their head and then flips the card back to being face-down.
- While the dot card is face-up, each player looks at the dot card to guess the total number of dots.
- After 5 seconds, each player writes down their guess of the number of dots they think they saw.
- The leader flips the card back over and points to each dot while the group counts out loud to find the actual number of dots.
- The player who wrote the number closest to the actual answer keeps the card.
- Repeat with a new leader until all cards have been played.

# Dot Cards (Set A)

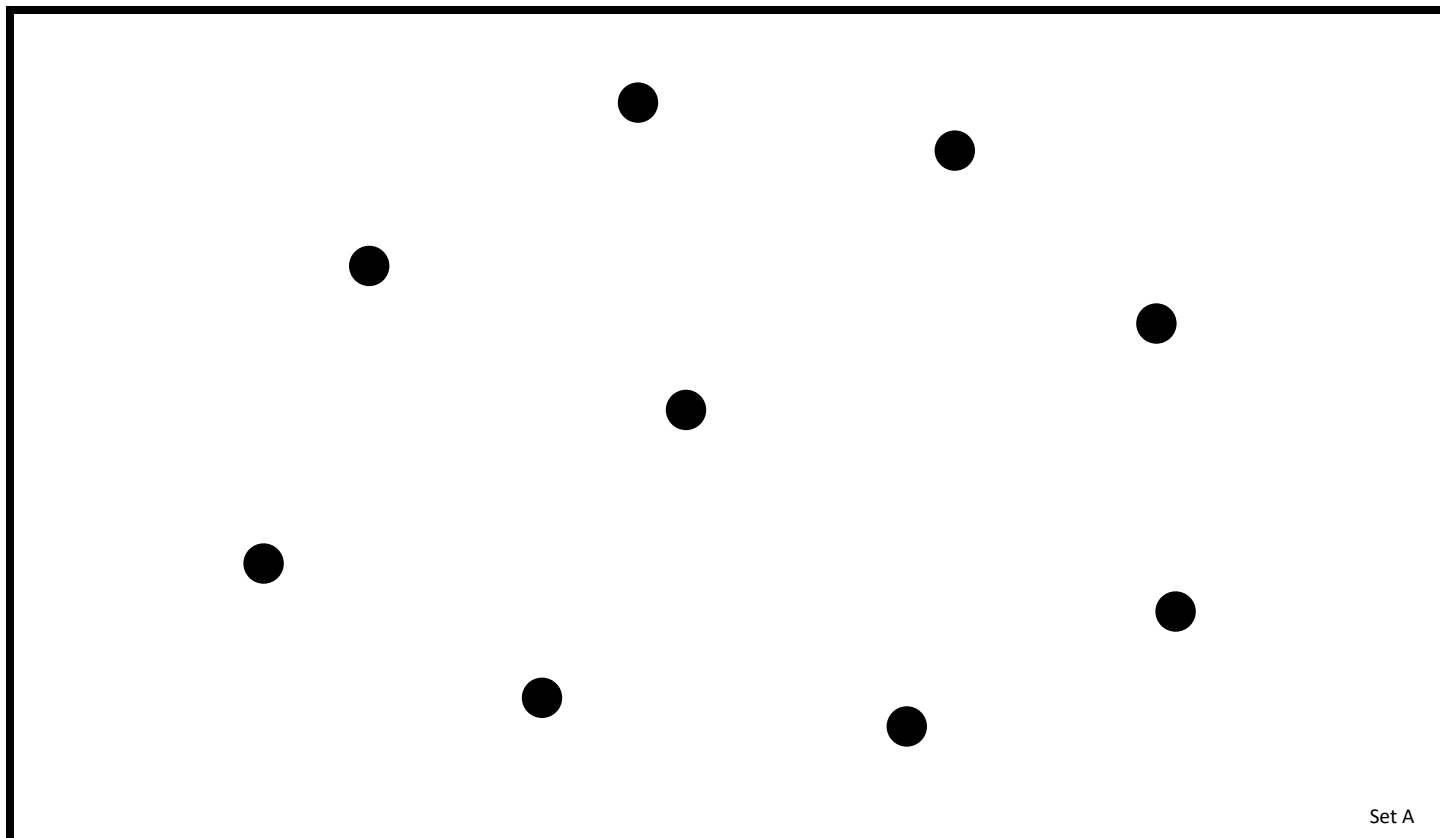


Set A

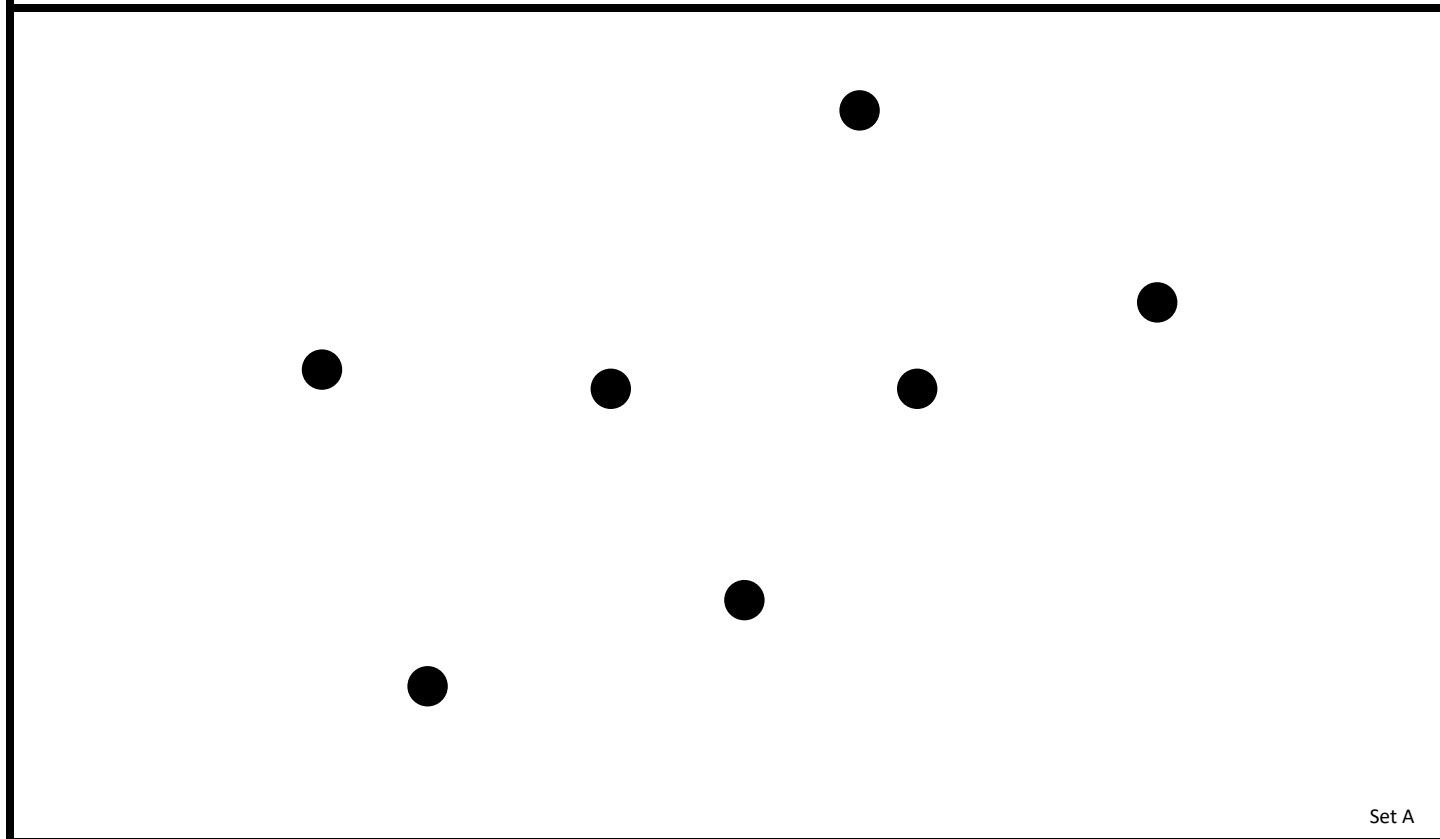


Set A

# Dot Cards (Set A)

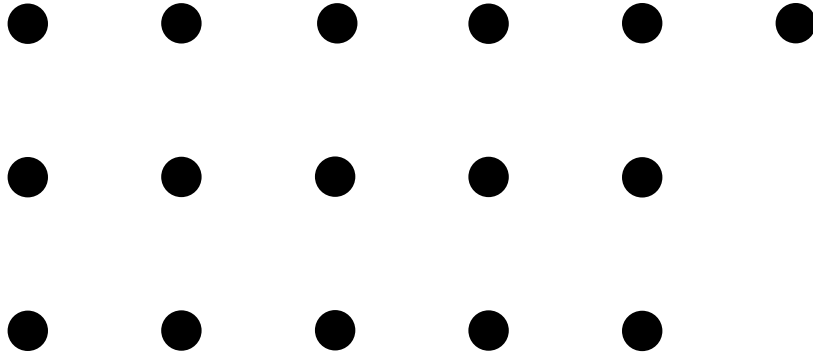


Set A

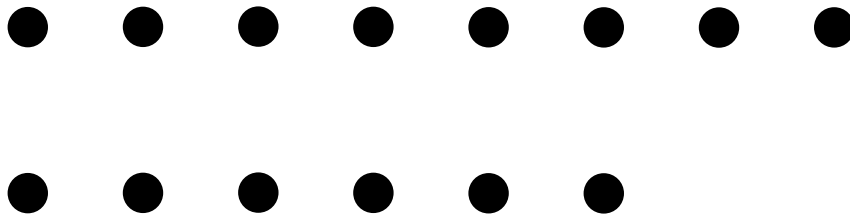


Set A

# Dot Cards (Set A)



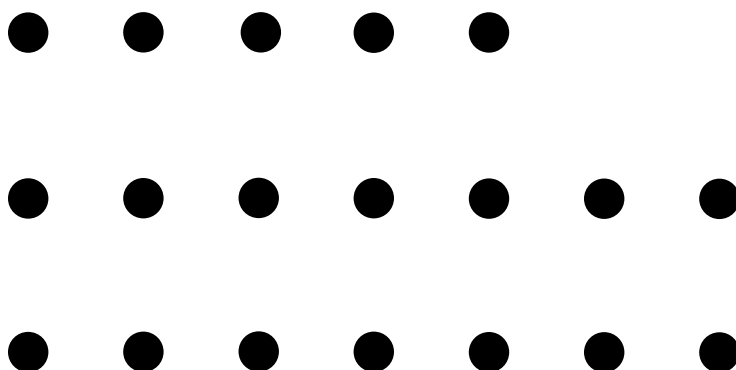
Set A



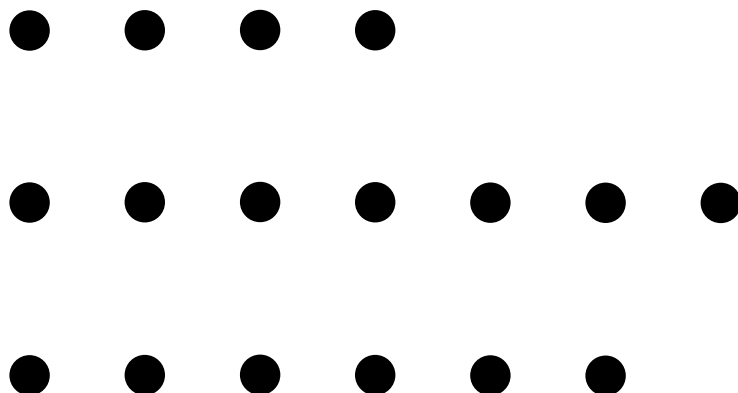
Set A



# Dot Cards (Set A)

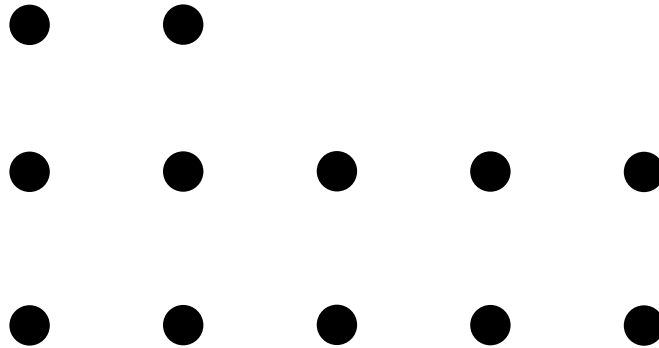


Set A

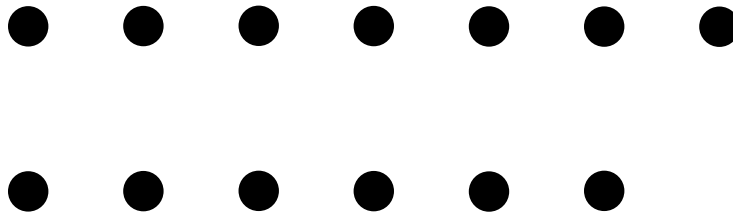


Set A

# Dot Cards (Set A)

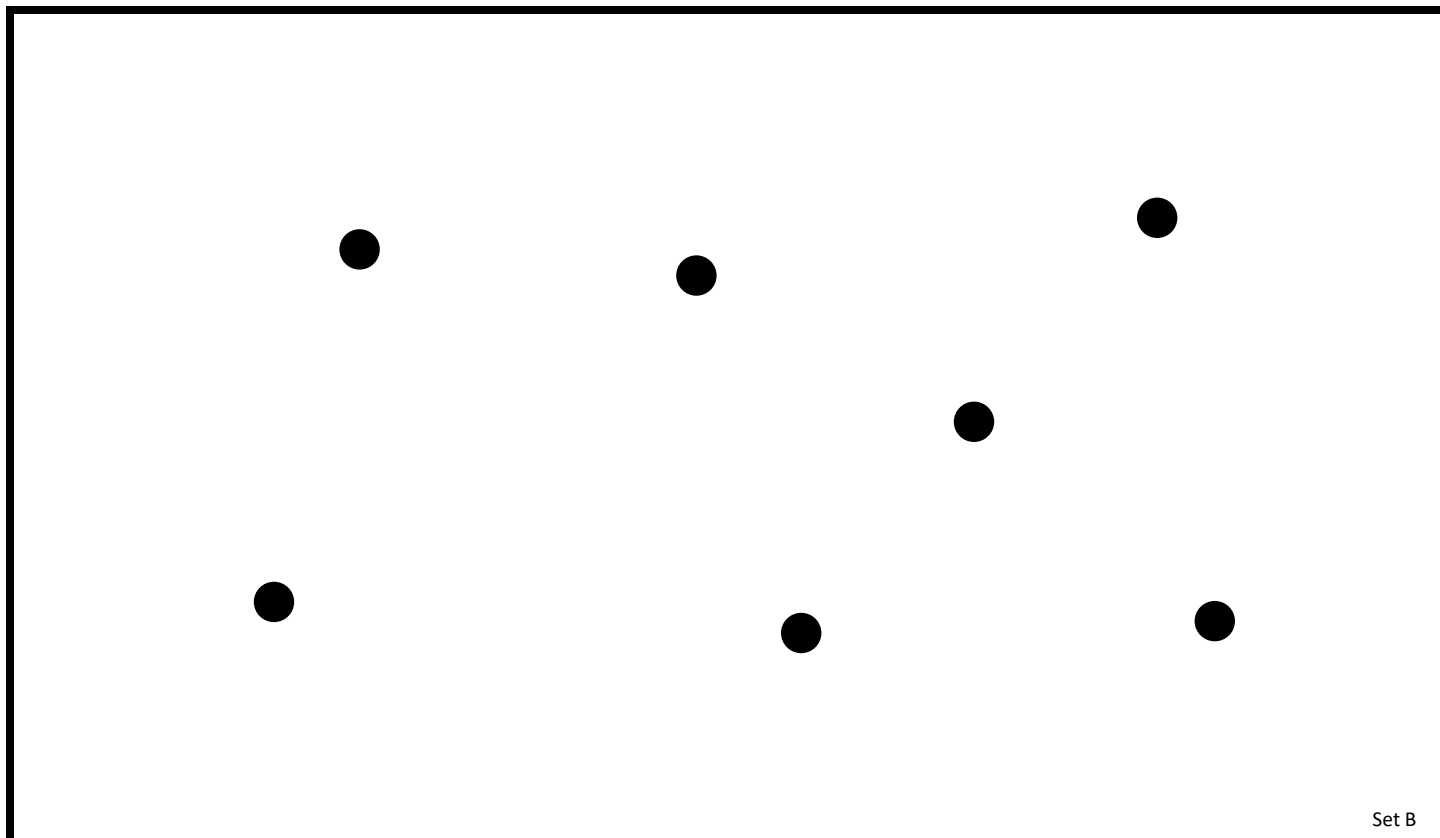


Set A

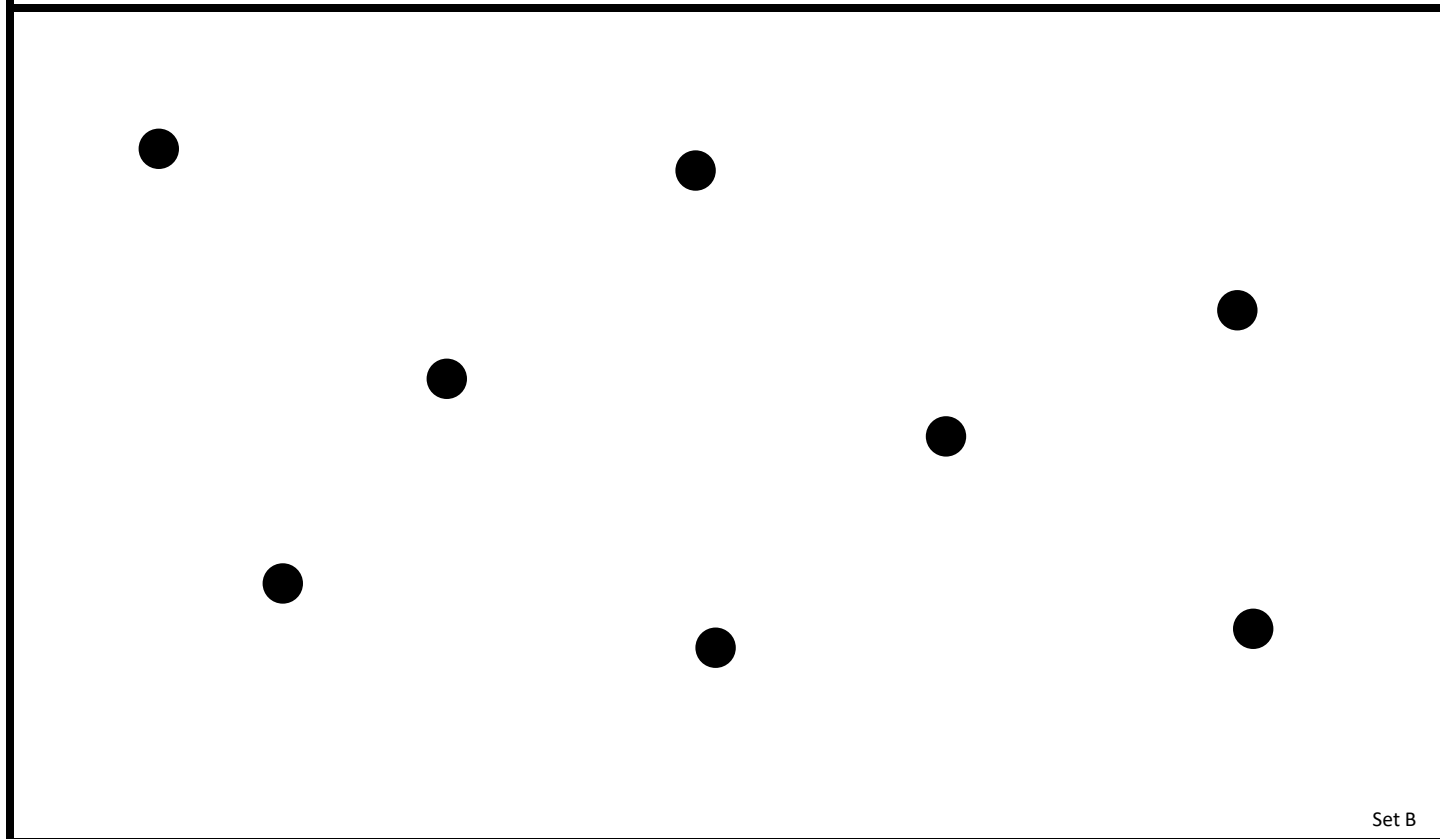


Set A

# Dot Cards (Set B)

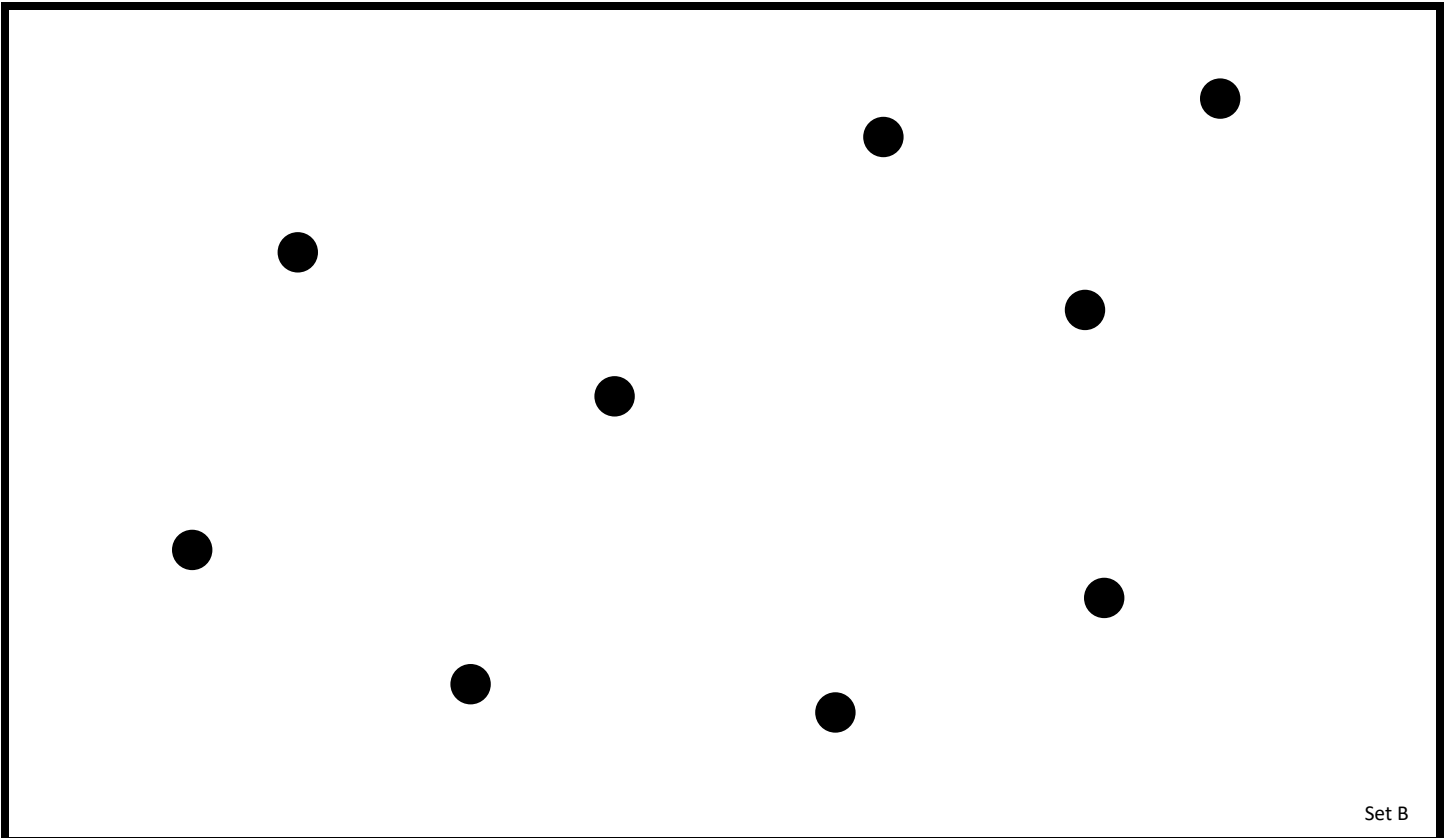


Set B

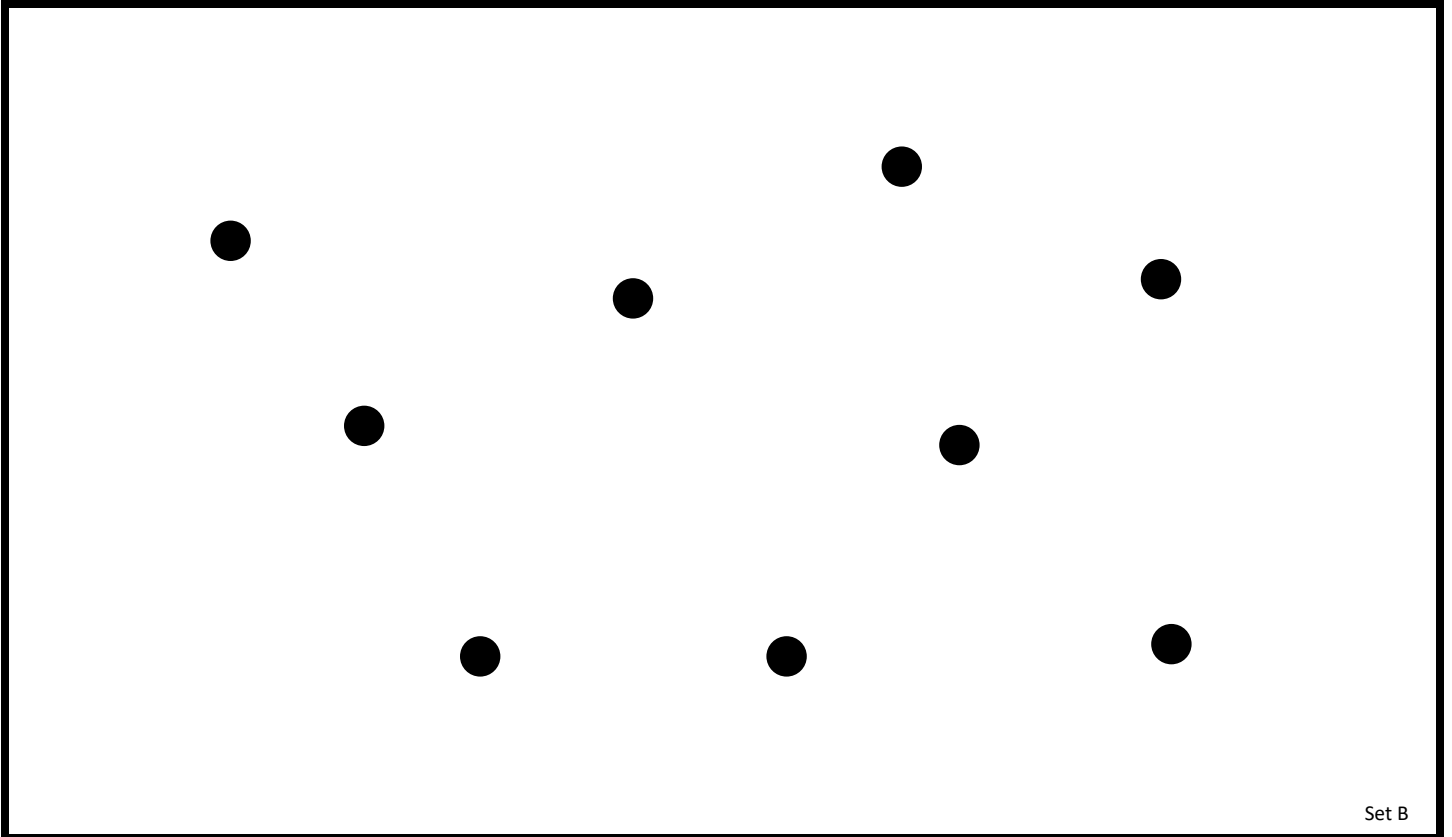


Set B

# Dot Cards (Set B)

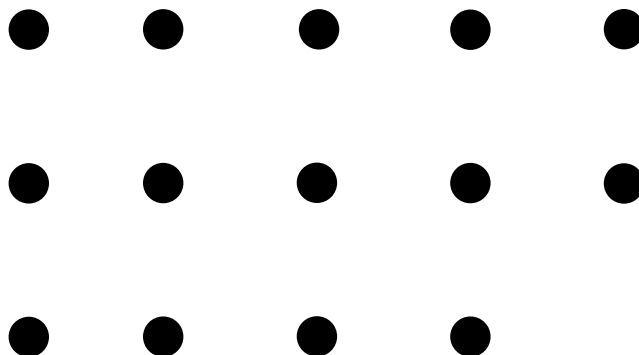


Set B

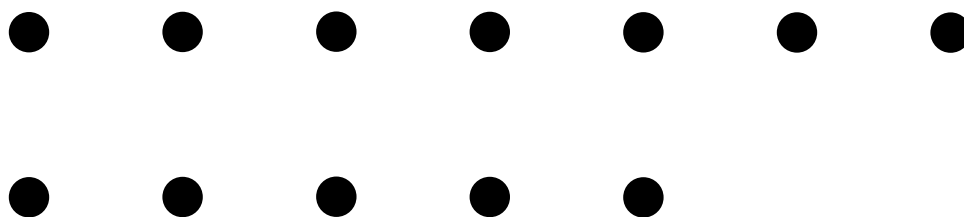


Set B

# Dot Cards (Set B)

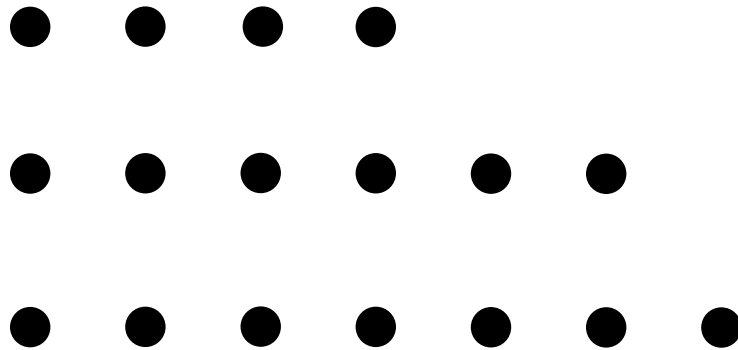


Set B

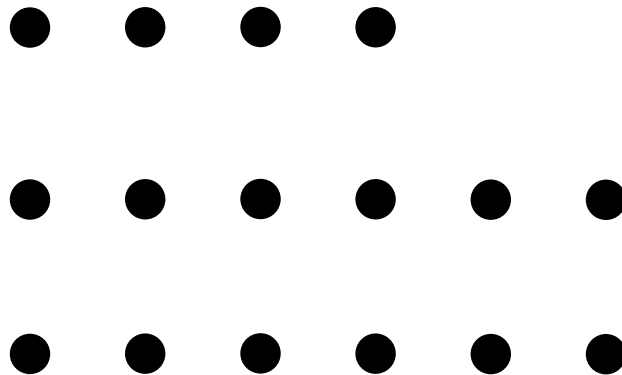


Set B

# Dot Cards (Set B)

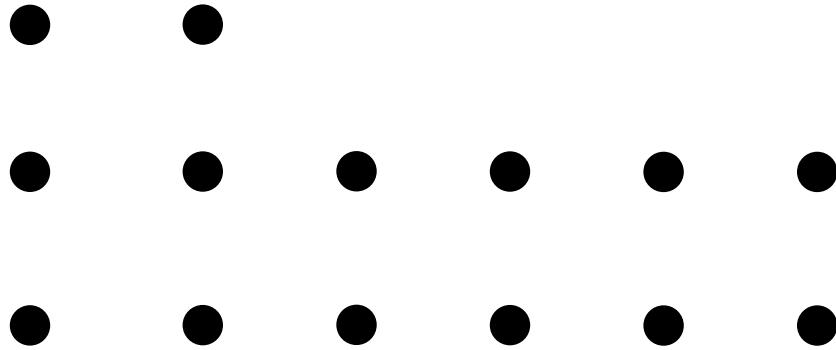


Set B

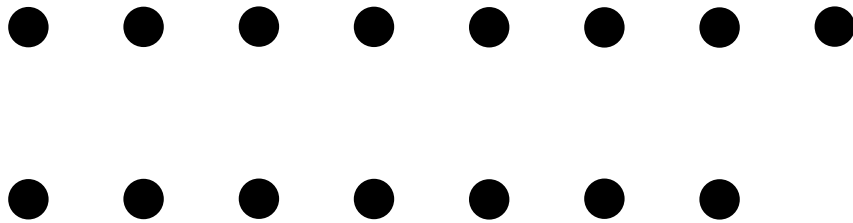


Set B

# Dot Cards (Set B)



Set B



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

Q<sub>1</sub>. *What is the problem about?*

Q<sub>2</sub>. *What do I need to find?*

Q<sub>3</sub>. *What do I know?*

Q<sub>4</sub>. *What can I try?*

Q<sub>5</sub>. *Does my answer make sense?*