Tier 3
Intervention Lessons

K.NBT.1

Learning Target: I will name numbers to 19 using ten ones and some more ones

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

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Tier 3 Intervention Planning Guide

Learning Target: I will name numbers to 19 using ten ones and some more ones

Readiness for naming numbers to 120

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:** Name numbers to 19 using counters on a ten-frame mat. **Sessions 3, 4 and 5:** Name numbers to 19 in a picture by grouping 10 ones and some more ones. **Sessions 6, 7 and 8:** Name numbers to 19 in a picture of a double ten-frame.
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 counting? o 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** 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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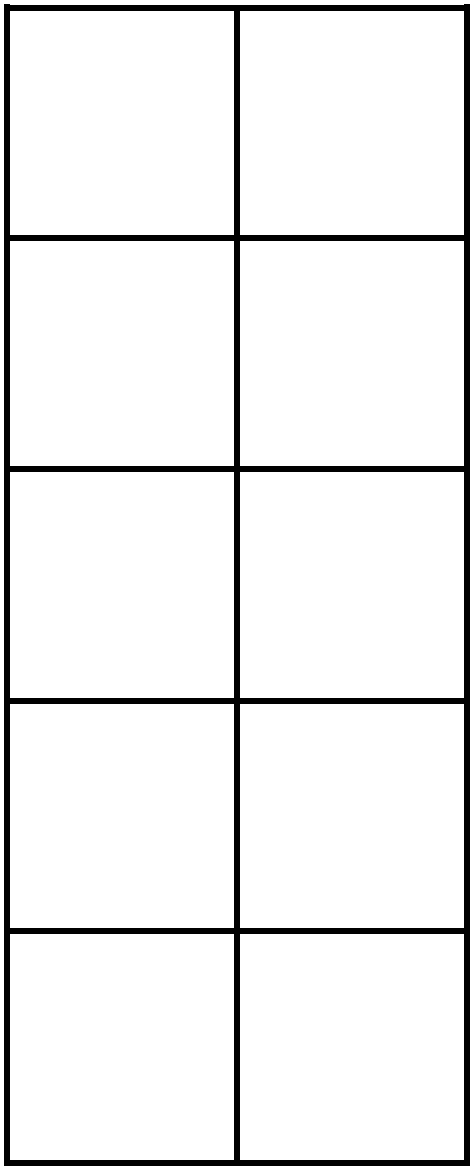
Session 1: Modeling (I Do)

Learning Target: I will name numbers to 19 using ten ones and some more ones

Readiness for naming numbers to 120

Conner earned a piece of candy for each time he met his learning goal. Pretend that each counter in this bag is a piece of candy. How many times did Conner meet his goal?

Ten-Frame Counting Mat



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

Learning Target: I will name numbers to 19 using ten ones and some more ones

Readiness for naming numbers to 120

Materials: Prepare a bag with 14 counters inside. (Option: Chocolate kisses may also be used.)
Place-value cards

Conner earned a piece of candy for each time he met his learning goal. Pretend that each counter in this bag is a piece of candy. How many times did Conner meet his goal?

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 Conner earning candy for meeting learning goals.

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

I need to find the number of times Conner met his learning goal.

Third, I need to determine what I know.

I know that each counter in the bag represents a piece of candy that he earned each time he met his goal.

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

I can try counting all of the counters on a ten-frame counting mat.

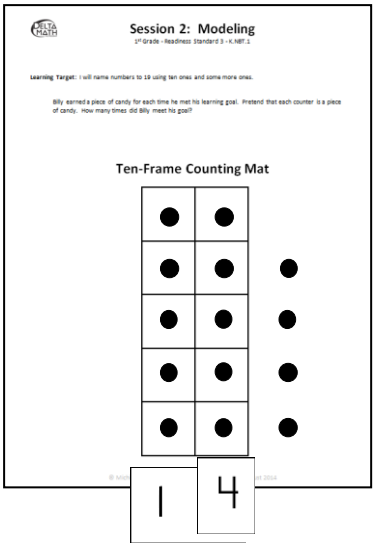
I will begin by filling the ten-frame first…1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
(Say each counting number while placing each piece on the ten frame.)

Now that the ten-frame is full, I will continue by placing the extra counters outside the ten-frame.

Last, I will count on from 10 to get my answer…11, 12, 13, 14.

(Set the place-value cards "10" and "4" under the ten-frame mat to represent the 10 ones and some more ones.)

(Then, slide the 4 on top of the 0 in the decade number to represent the standard form of 14.)



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

I found that Conner met his learning goal 14 times. It makes sense because I knew that each counter is like a piece of candy he earned and I used a ten-frame mat to help me group the ten ones and 4 more ones.

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Place-Value Cards (1 → 10)

1	2	3
4	5	6
7	8	9
10		

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Session 1: Guided Practice
(We Do-Teacher Notes)

Learning Target: I will name numbers to 19 using ten ones and some more ones

Materials:

- 4 bags per student filled with the following number of counters: A (16), B (13), C (19), and D (17)
- 1 ten-frame mat per student

We Do Together: (Teacher Actions)

- Use the 10-Frame Counting Mat to find the total number of counters in bags A and B.
- Place a Ten-Equation card underneath the 10-frame and say the 10-equation.

Supporting Directions and Math Talk:

- *Organize the 16 counters in bag A on the ten-frame mat as a group of ten ones and 6 more ones.*
- *Point to the group of ten and count on.*
    - ***"Ten…11, 12, 13, 14, 15, 16…10 and 6 more is 16"***
- *Place the ten-equation card "16 = 10 + 6" under the ten-frame to represent the total.*
- *Say the ten equation and then invite the students to say it with you in unison.*
    - ***"16 is equal to 10 and 6"***
- *Repeat the steps above using bag B*

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

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

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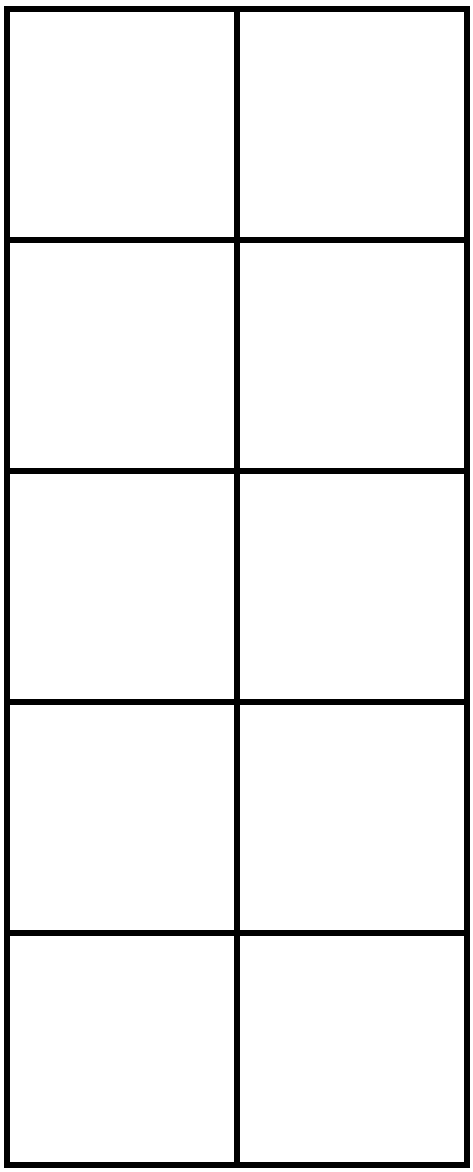
Ten-Frame Counting Mat



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Session 1: Self-Reflection

Learning Target: I will name numbers to 19 using ten ones and some more ones

Briefly discuss student responses:

- What did I learn today about naming numbers to 19?

- How confident do I feel about naming numbers to 19 on my own? (Thumbs up, down, or sideways)

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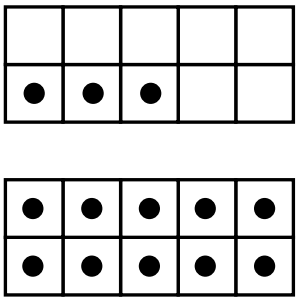
Quick Check - Form A

Name_____ Date_____

Learning Target: I will name numbers to 19 using ten ones and some more ones.

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

1.



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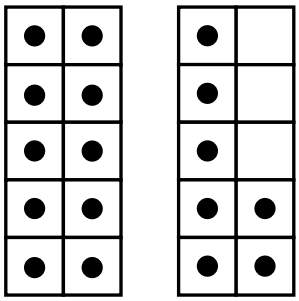

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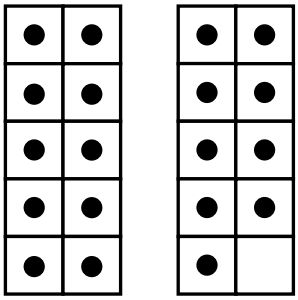

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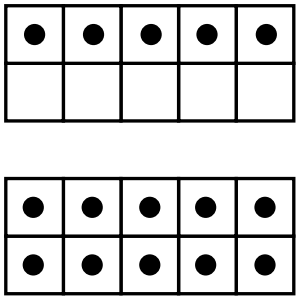

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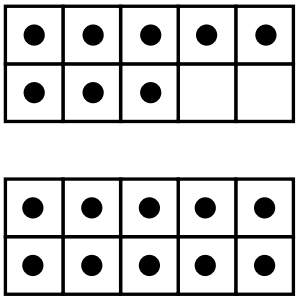

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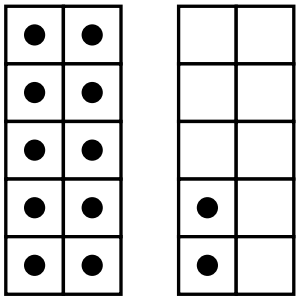

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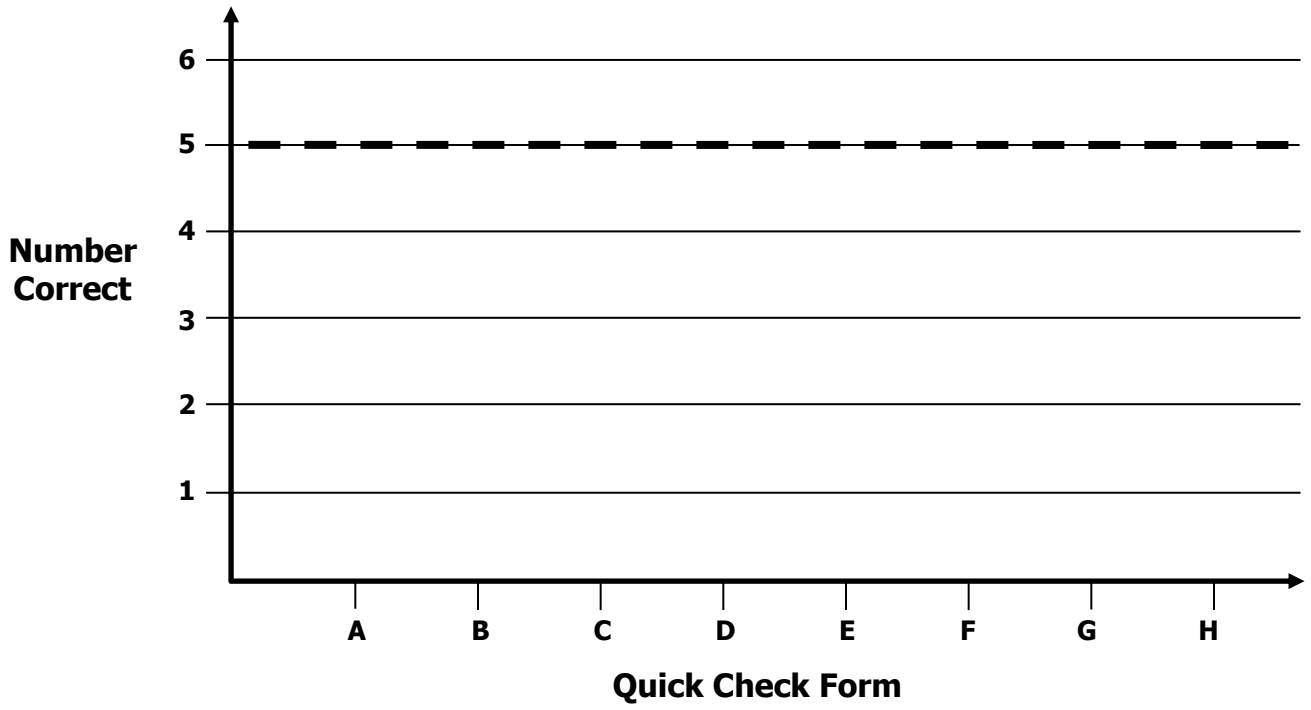
Growth Chart

Name_____ Date_____

Learning Target: I will name numbers to 19 using ten ones and some more ones.

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:		

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Session 2: Guided Practice
(We Do-Teacher Notes)

Learning Target: I will name numbers to 19 using ten ones and some more ones

Materials:

- 4 bags per student filled with the following number of counters: A (18), B (14), C (16), and D (19)
- 1 ten-frame mat per student (See Session 1)

We Do Together: (Teacher Actions)

- Use the 10-Frame Counting Mat to find the total number of counters in bags A and B.
- Place a Ten-Equation card underneath the 10-frame and say the 10-equation.

Supporting Directions and Math Talk:

- *Organize the 18 counters in bag A on the ten-frame mat as a group of ten ones and 6 more ones.*
- *Point to the group of ten and count on.*
    - ***"Ten…11, 12, 13, 14, 15, 16, 17, 18…10 and 8 more is 18"***
- *Place the ten-equation card "18 = 10 + 8" under the ten-frame to represent the total.*
- *Say the ten equation and then invite the students to say it with you in unison.*
    - ***"18 is equal to 10 and 8"***
- *Repeat the steps above using bag B*

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

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

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Session 2: Self-Reflection

Learning Target: I will name numbers to 19 using ten ones and some more ones

Briefly discuss student responses:

- What did I learn today about naming numbers to 19?

- How confident do I feel about naming numbers to 19 on my own? (Thumbs up, down, or sideways)

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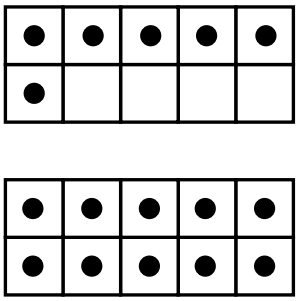
Quick Check - Form B

Name_____ Date_____

Learning Target: I will name numbers to 19 using ten ones and some more ones.

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

1.



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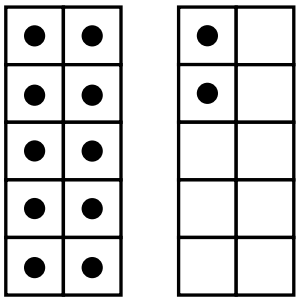

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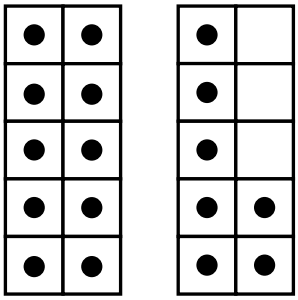

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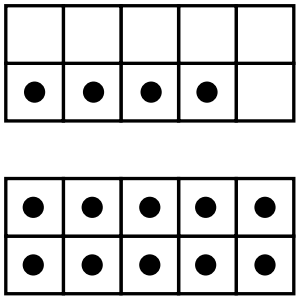

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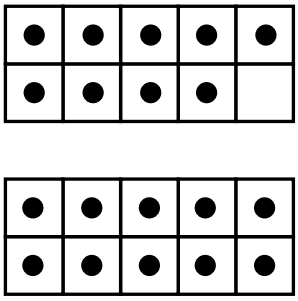

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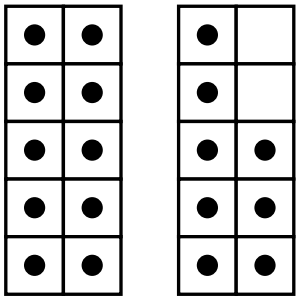

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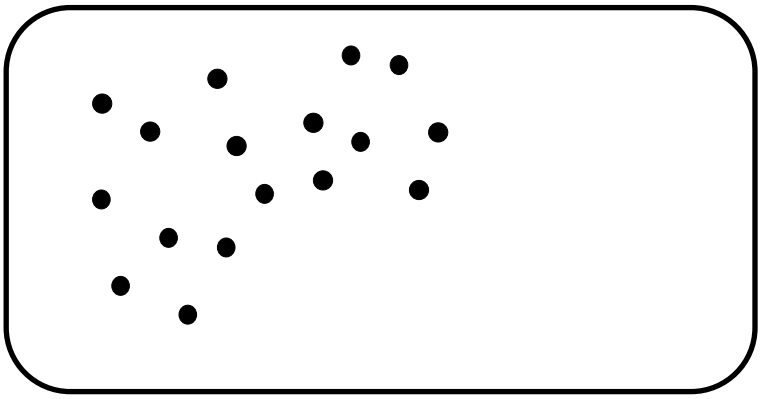
Session 3: Modeling (I do)

Learning Target: I will name numbers to 19 using ten ones and some more ones

Readiness for naming numbers to 120

The hockey coach dropped a bag of hockey pucks on the ice for practice. Below is a picture of the ice rink. How many pucks did the coach drop?



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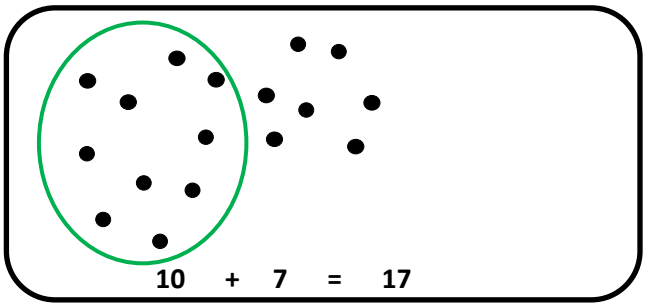
Session 3: Modeling (I do - Teacher Notes)

Learning Target: I will name numbers to 19 using ten ones and some more ones

Readiness for naming numbers to 120

The coach emptied a bag of hockey pucks on the ice for practice. Below is a picture of the ice rink. How many pucks were in the puck bag?



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 hockey pucks for practice.**
Second, I need to determine what I need to find. **I need to find the total number of pucks that were in the bag.**
Third, I need to determine what I know. **I know that the coach emptied a bag of pucks on the ice.**
Fourth, I need to figure out what I can try. **This time, I am going to try circling a group of ten pucks and then count the extra.** **First, I will count a group of 10 pucks, draw a circle around them and label it.** **Next, I will count the "some more" ones and label it.** **Last, I will write a plus and equal sign to create a ten-equation.**
Last, I need to make sure that my answer makes sense. **I found there were 17 pucks on the ice. It makes sense because I could see all of the pucks on the ice and I circled ten of them and added the extra to find the total.**

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Name _____ Date _____

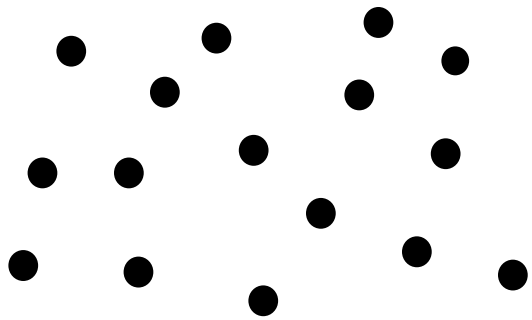
Learning Target: I will name numbers to 19 using ten ones and some more ones

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Count the total using a group of ten ones and some more ones.
- Write and say the ten-equation in both directions.
  - Math Talk: "10 and 3 is equal to 13" and "13 is equal to 10 and 3"

1.



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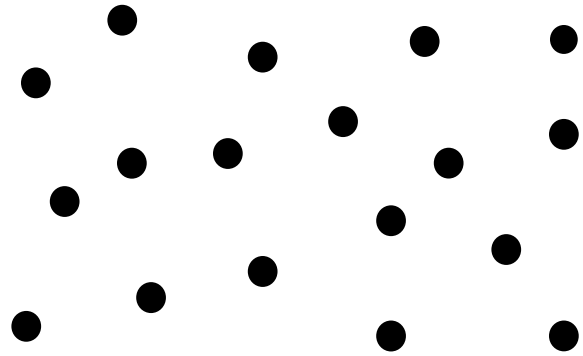

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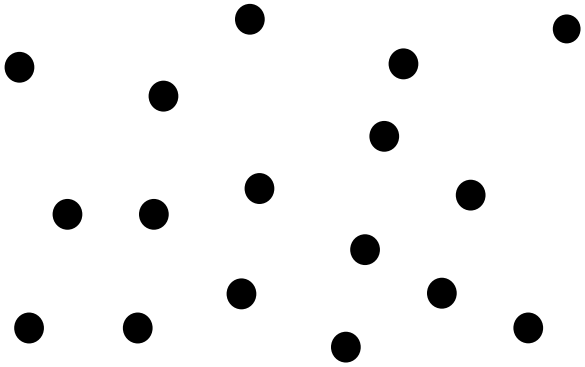

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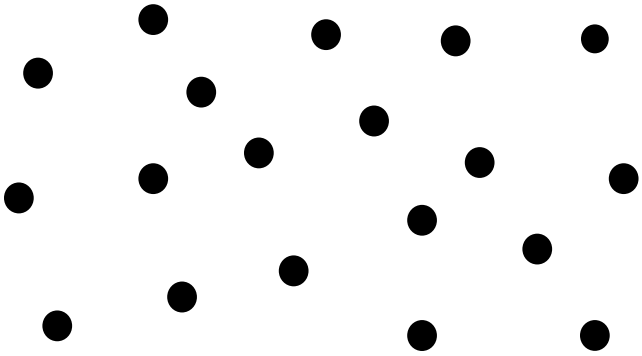

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Name _____ Date _____

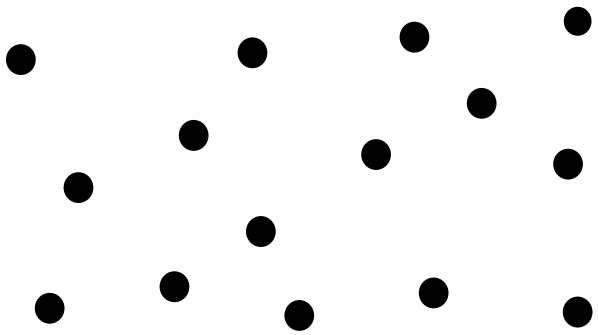
Learning Target: I will name numbers to 19 using ten ones and some more ones

Session 3: Guided Practice (We Do - Continued)

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

- Students take turns leading to name numbers to 19 using ten ones and some more ones.

5.



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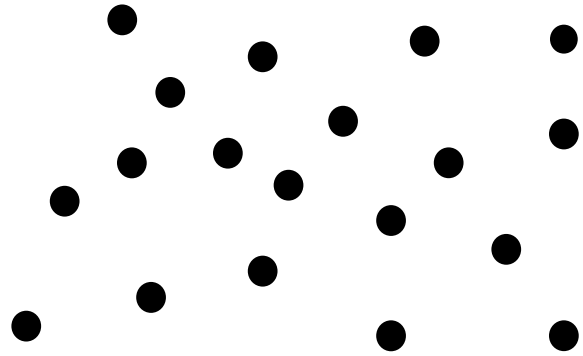

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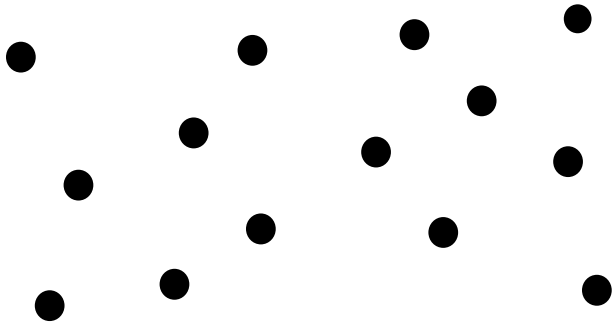

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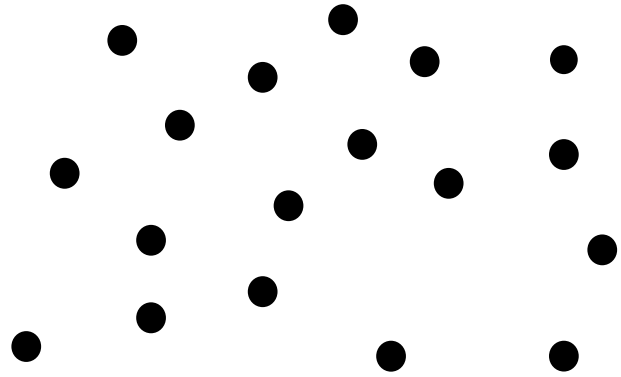

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Session 3: Self-Reflection

Learning Target: I will name numbers to 19 using ten ones and some more ones

Briefly discuss student responses:

- What did I learn today about naming numbers to 19?

- How confident do I feel about naming numbers to 19 on my own? (Thumbs up, down, or sideways)

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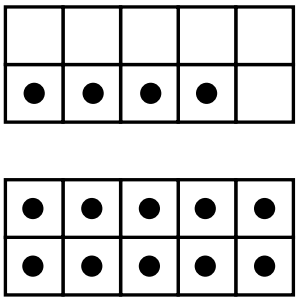
Quick Check - Form C

Name_____ Date_____

Learning Target: I will name numbers to 19 using ten ones and some more ones.

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

1.



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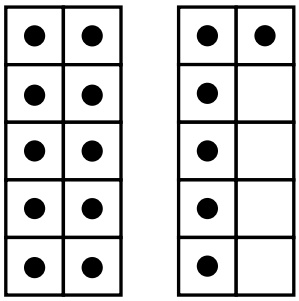

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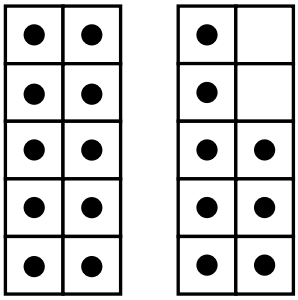

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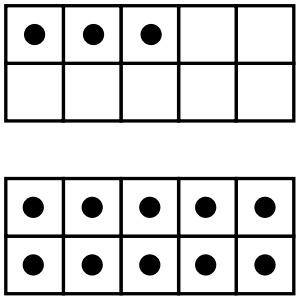

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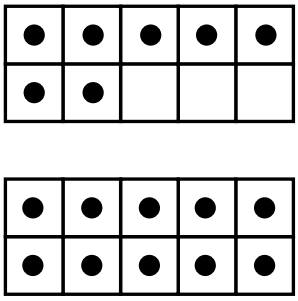

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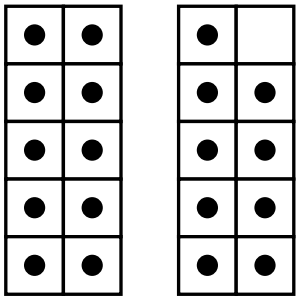

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Name _____ Date _____

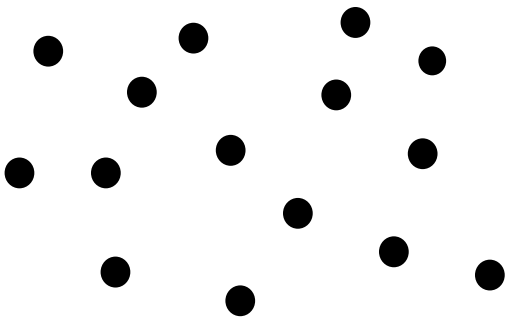
Learning Target: I will name numbers to 19 using ten ones and some more ones

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Count the total using a group of ten ones and some more ones.
- Write and say the ten-equation in both directions.
  - Math Talk: "10 and 3 is equal to 13" and "13 is equal to 10 and 3"

1.



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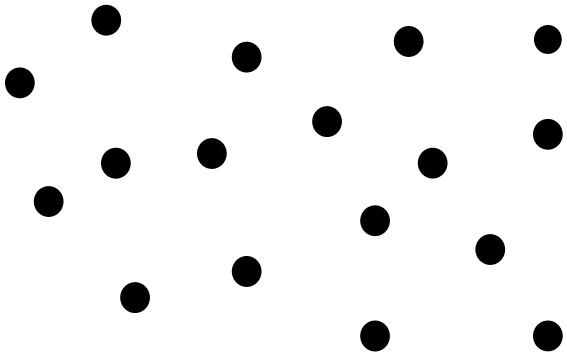

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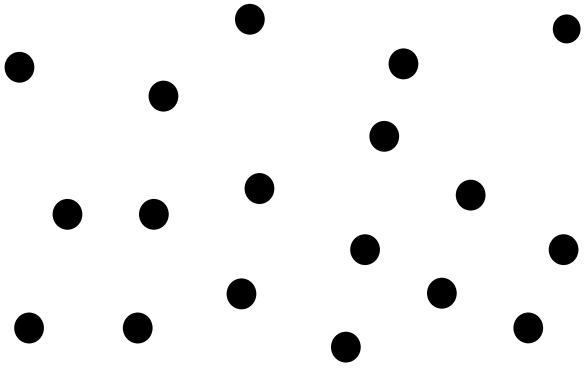

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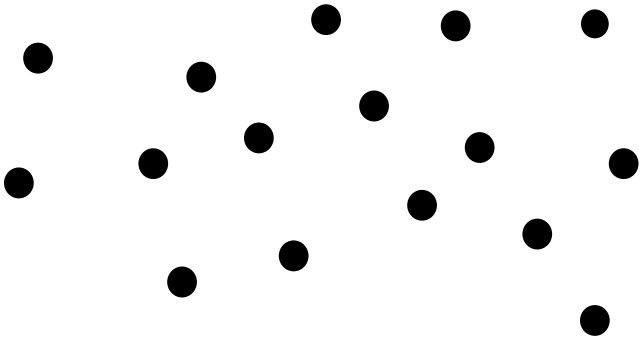

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Name _____ Date _____

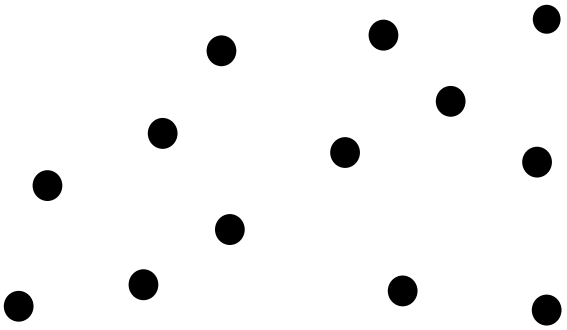
Learning Target: I will name numbers to 19 using ten ones and some more ones

Session 4: Guided Practice (We Do - Continued)

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

- Students take turns leading to name numbers to 19 using ten ones and some more ones.

5.



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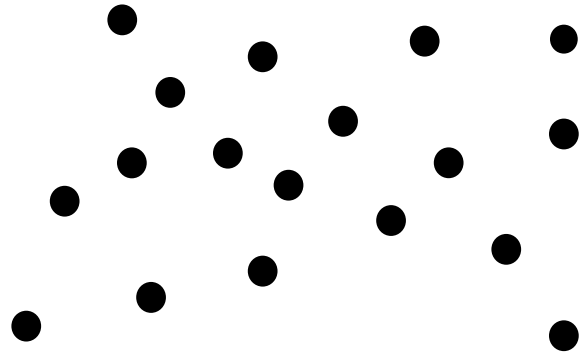

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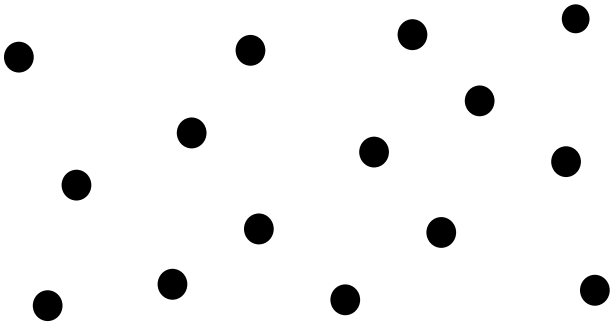

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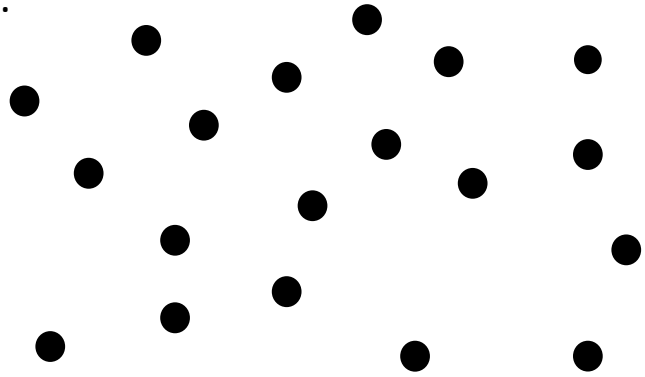

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Session 4: Self-Reflection

Learning Target: I will name numbers to 19 using ten ones and some more ones

Briefly discuss student responses:

- What did I learn today about naming numbers to 19?

- How confident do I feel about naming numbers to 19 on my own? (Thumbs up, down, or sideways)

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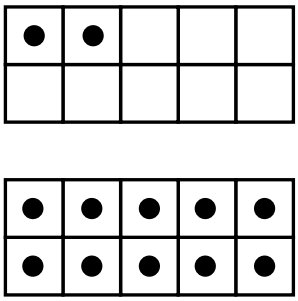
Quick Check - Form D

Name_____ Date_____

Learning Target: I will name numbers to 19 using ten ones and some more ones.

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

1.



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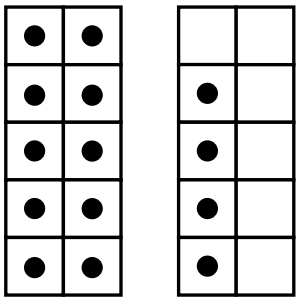

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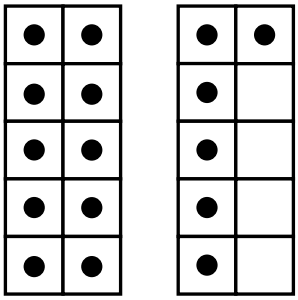

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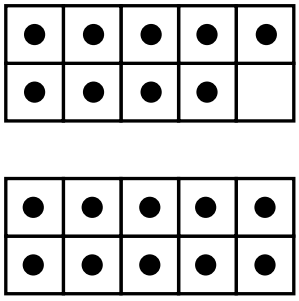

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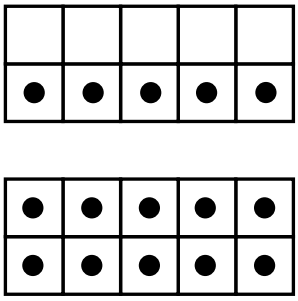

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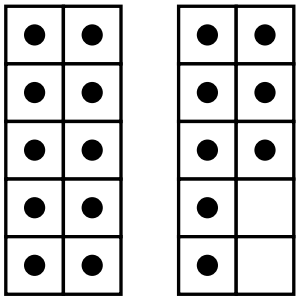

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Name _____ Date _____

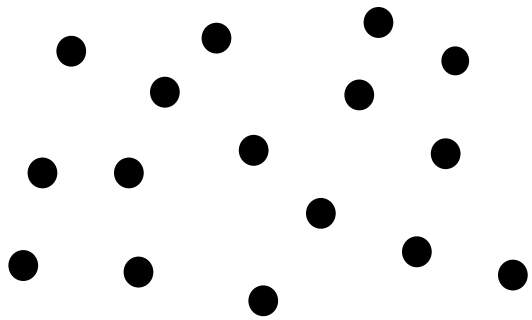
Learning Target: I will name numbers to 19 using ten ones and some more ones

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Count the total using a group of ten ones and some more ones.
- Write and say the ten-equation in both directions.
  - Math Talk: "10 and 3 is equal to 13" and "13 is equal to 10 and 3"

1.



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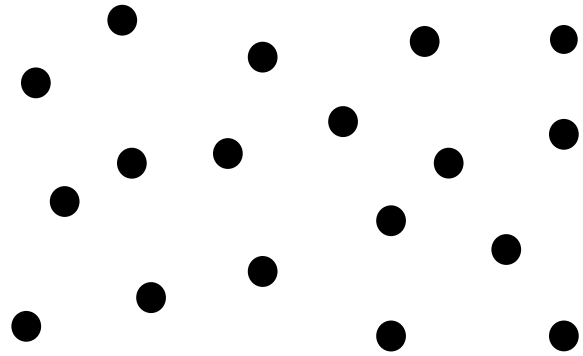

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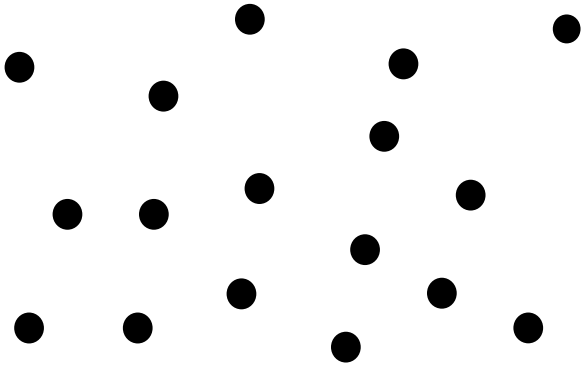

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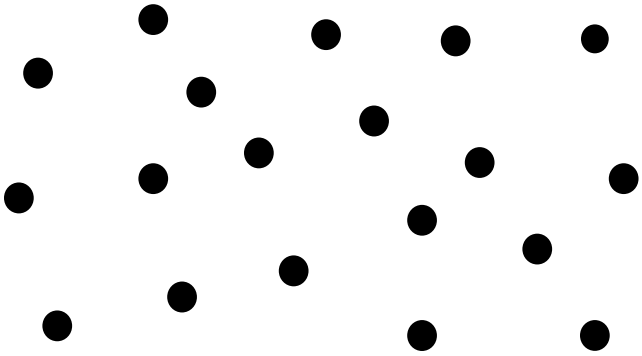

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Name _____ Date _____

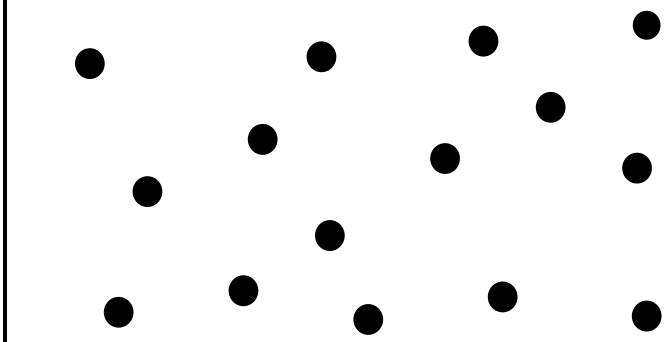
Learning Target: I will name numbers to 19 using ten ones and some more ones

Session 5: Guided Practice (We Do - Continued)

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

- Students take turns leading to name numbers to 19 using ten ones and some more ones.

5.



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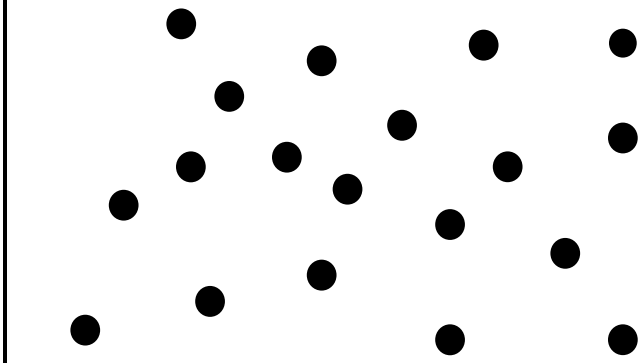

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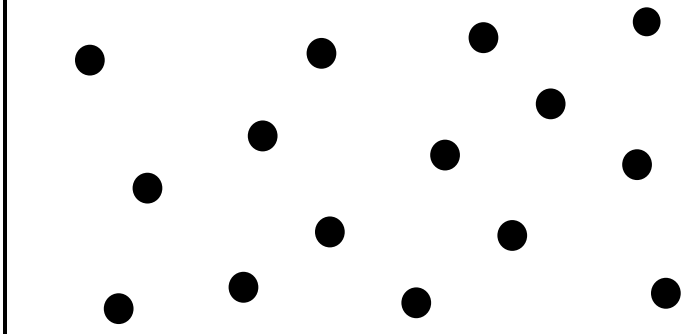

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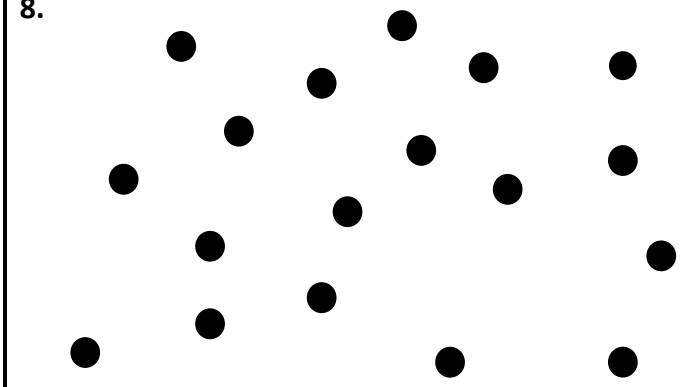

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Session 5: Self-Reflection

Learning Target: I will name numbers to 19 using ten ones and some more ones

Briefly discuss student responses:

- What did I learn today about naming numbers to 19?

- How confident do I feel about naming numbers to 19 on my own? (Thumbs up, down, or sideways)

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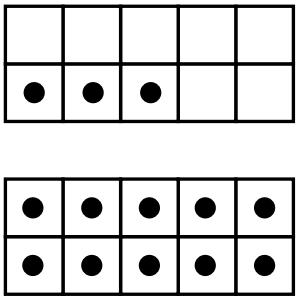
Quick Check - Form E

Name_____ Date_____

Learning Target: I will name numbers to 19 using ten ones and some more ones.

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

1.



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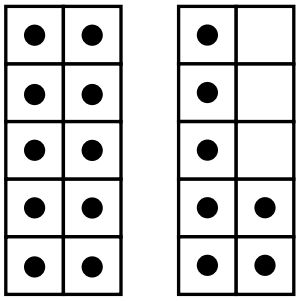

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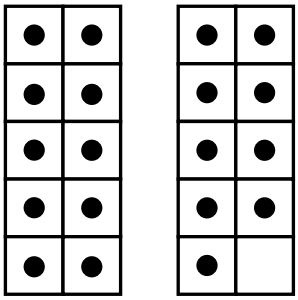

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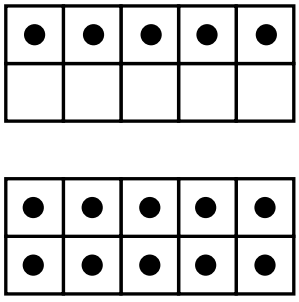

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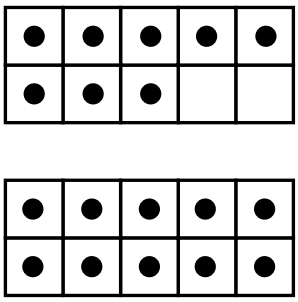

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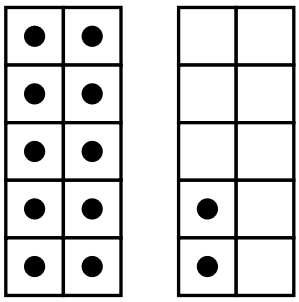

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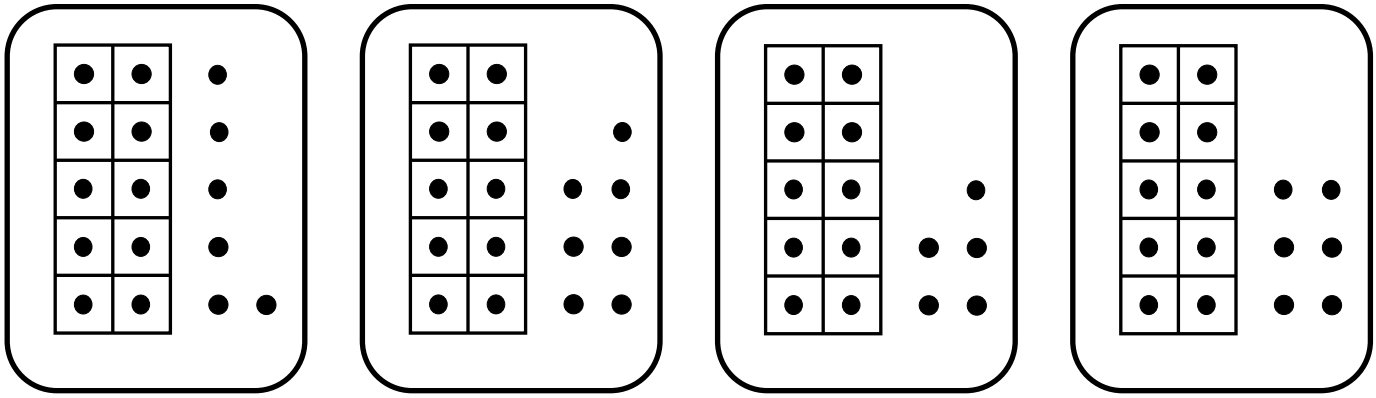
Session 6: Modeling (I Do)

Learning Target: I will name numbers to 19 using ten ones and some more ones

Readiness for naming numbers to 120

The coach has a bucket of baseballs for practice. She brought 1 ball for each player on the team. If there are 15 players on the team, which picture shows the number of baseballs that are in the coach's bucket?



A **B** **C** **D**

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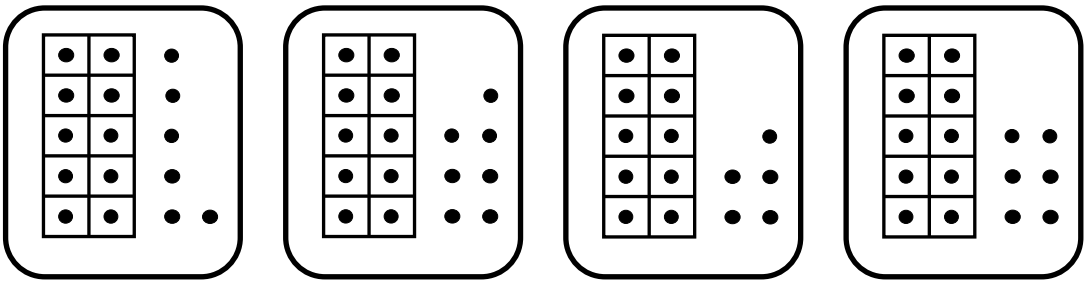
Session 6: **Modeling** (I Do - Teacher Notes)

Learning Target: I will name numbers to 19 using ten ones and some more ones

Readiness for naming numbers to 120

The coach has a bucket of baseballs for practice. She brought 1 ball for each player on the team. If there are 15 players on the team, which picture shows the number of baseballs that are in the coach's bucket?



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 a bucket of baseballs.**
Second, I need to determine what I need to find. **I need to find which picture shows a total number of 15 baseballs that were in the bucket.**
Third, I need to determine what I know. **I know that the coach brought 1 baseball for each player and there are 15 players on the team.**
Fourth, I need to figure out what I can try. **I am going to try finding the total in each answer choice by counting on from 10.** **The answer choice with the total number 15 will be the answer to the question.** **Picture A is 10 ones plus 1, 2, 3, 4, 5, 6 more ones is 16, Picture B is 10 ones plus 1, 2, 3, 4, 5, 6, 7 more ones is 17,** **Picture C is 10 ones plus 1, 2, 3, 4, 5 more ones is 15 and Picture D is 10 ones plus 1, 2, 3, 4, 5, 6 more ones is 16.** **The correct answer choice must be C because 10 ones and 5 more ones is 15.**
Last, I need to make sure that my answer makes sense. **I found that picture C has 15 baseballs. It makes sense because I knew the coach brought 1 ball for each player and there were 15 players on the team, so I looked for the answer choice with a total of 10 ones and 5 more ones.**

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Name _____ Date _____

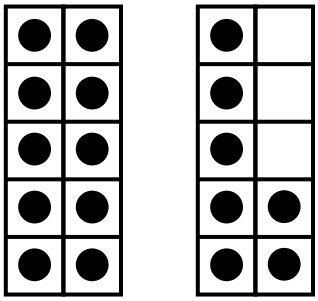
Learning Target: I will name numbers to 19 using ten ones and some more ones

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Count the total using a group of ten ones and some more ones.
- Write and say the ten-equation.

1.



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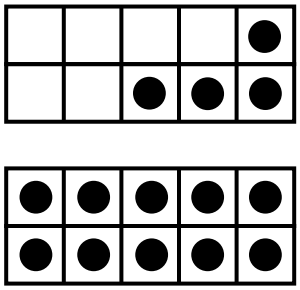

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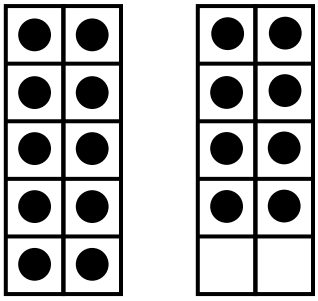

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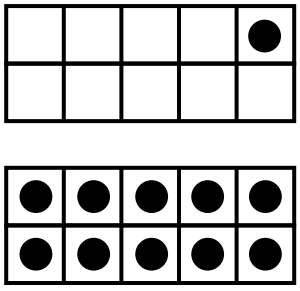

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Name _____ Date _____

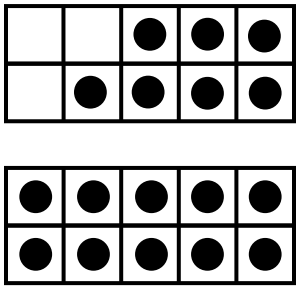
Learning Target: I will name numbers to 19 using ten ones and some more ones

Session 6: Guided Practice (We Do - Continued)

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

- Students take turns leading to name numbers to 19 using ten ones and some more ones.

5.



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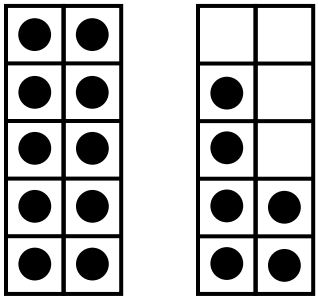

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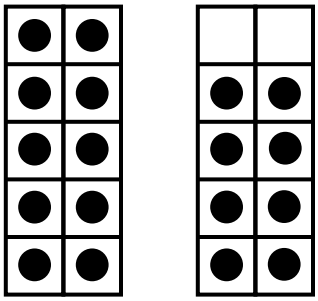

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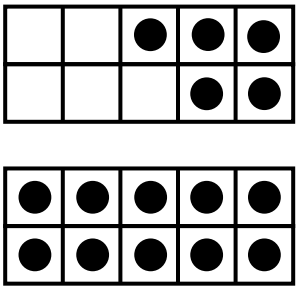

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Session 6: Self-Reflection

Learning Target: I will name numbers to 19 using ten ones and some more ones

Briefly discuss student responses:

- What did I learn today about naming numbers to 19?

- How confident do I feel about naming numbers to 19 on my own? (Thumbs up, down, or sideways)

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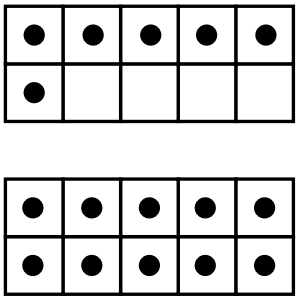
Quick Check - Form F

Name_____ Date_____

Learning Target: I will name numbers to 19 using ten ones and some more ones.

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

1.



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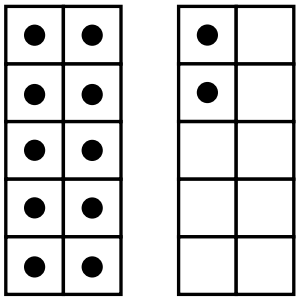

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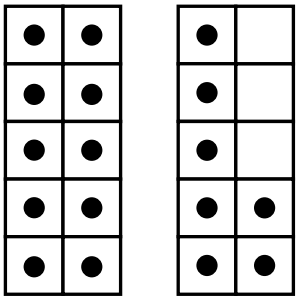

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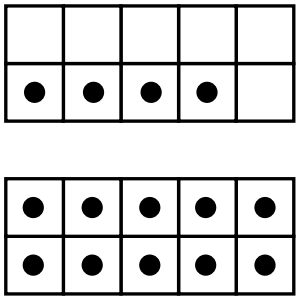

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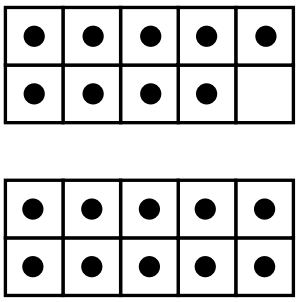

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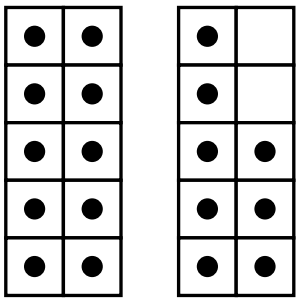

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Name _____ Date _____

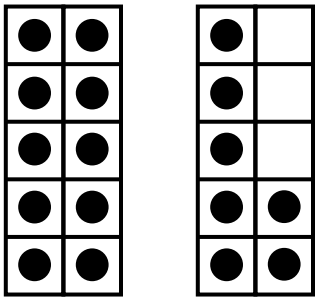
Learning Target: I will name numbers to 19 using ten ones and some more ones

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Count the total using a group of ten ones and some more ones.
- Write and say the ten-equation.

1.



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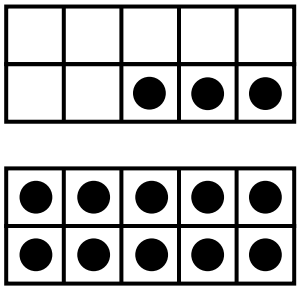

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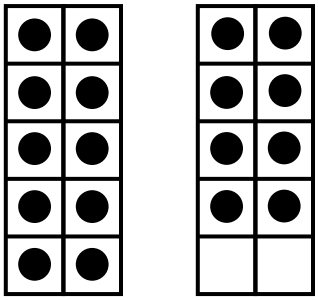

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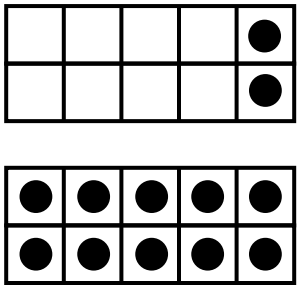

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Name _____ Date _____

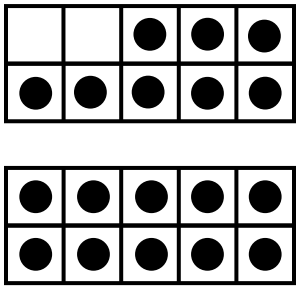
Learning Target: I will name numbers to 19 using ten ones and some more ones

Session 7: Guided Practice (We Do - Continued)

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

- Students take turns leading to name numbers to 19 using ten ones and some more ones.

5.



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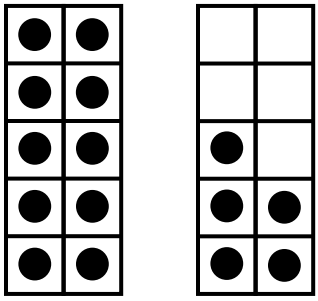

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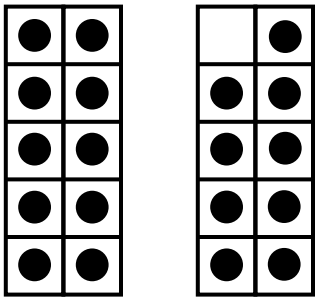

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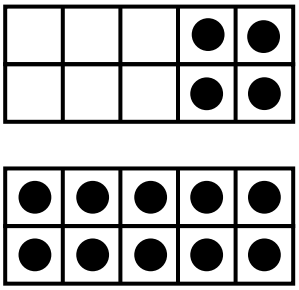

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Session 7: Self-Reflection

Learning Target: I will name numbers to 19 using ten ones and some more ones

Briefly discuss student responses:

- What did I learn today about naming numbers to 19?

- How confident do I feel about naming numbers to 19 on my own? (Thumbs up, down, or sideways)

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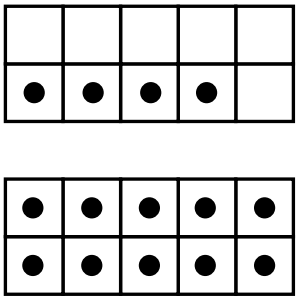
Quick Check - Form G

Name_____ Date_____

Learning Target: I will name numbers to 19 using ten ones and some more ones.

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

1.



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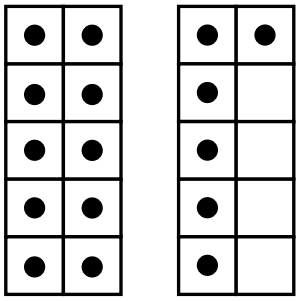

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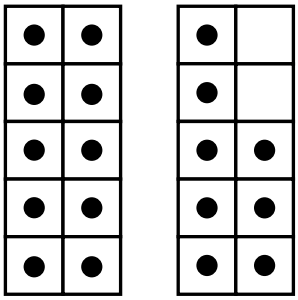

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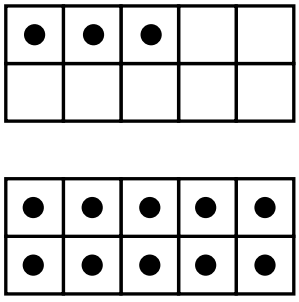

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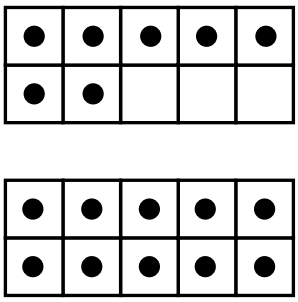

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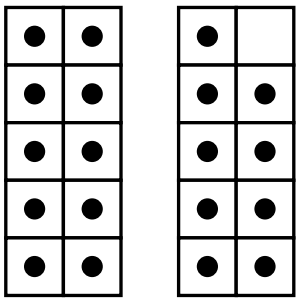

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Name _____ Date _____

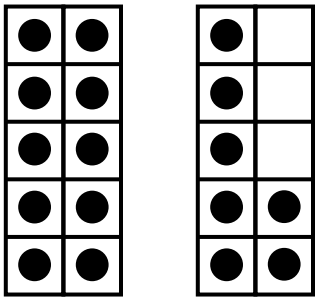
Learning Target: I will name numbers to 19 using ten ones and some more ones

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Count the total using a group of ten ones and some more ones.
- Write and say the ten-equation.

1.



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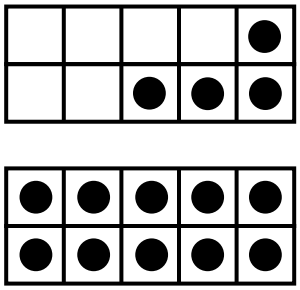

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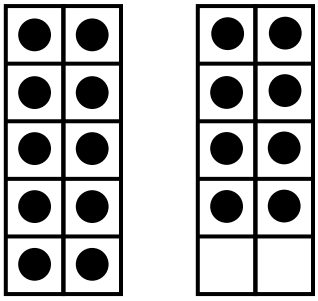

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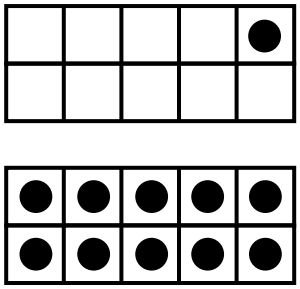

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Name _____ Date _____

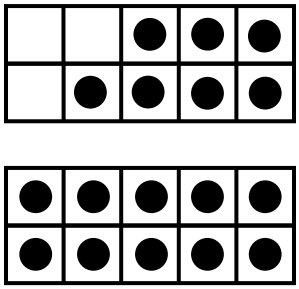
Learning Target: I will name numbers to 19 using ten ones and some more ones

Session 8: Guided Practice (We Do - Continued)

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

- Students take turns leading to name numbers to 19 using ten ones and some more ones.

5.



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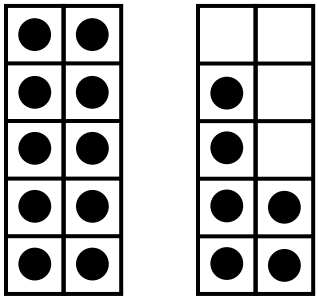

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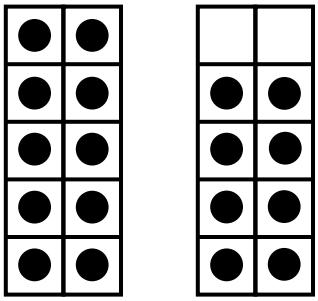

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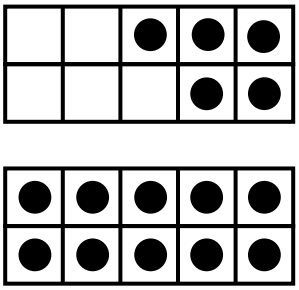

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Session 8: Self-Reflection

Learning Target: I will name numbers to 19 using ten ones and some more ones

Briefly discuss student responses:

- What did I learn today about naming numbers to 19?

- How confident do I feel about naming numbers to 19 on my own? (Thumbs up, down, or sideways)

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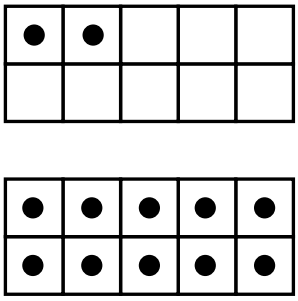
Quick Check - Form H

Name_____ Date_____

Learning Target: I will name numbers to 19 using ten ones and some more ones.

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

1.



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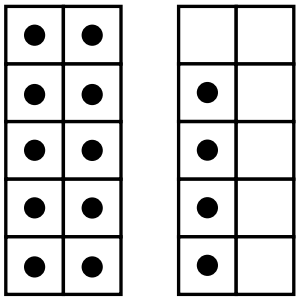

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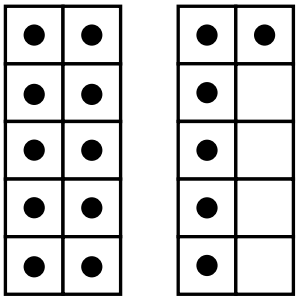

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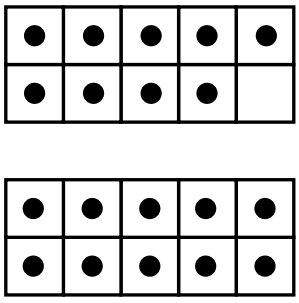

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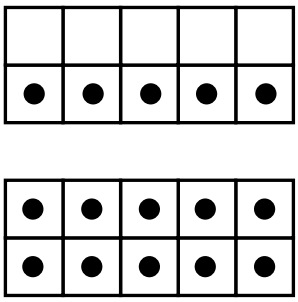

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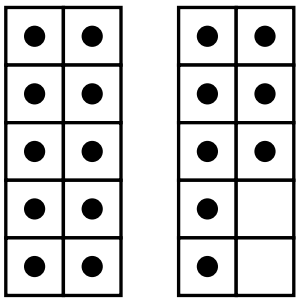

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Activity 1 (You Do)

Name_____ Date_____

Learning Target: I will name numbers to 19 using ten ones and some more ones

Title of Game: "Teen Match-ups"

Number of Players: 2

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

Materials:

- 1 set of double ten-frame cards (numbers 11 - 19)
- 1 set of teen-equation cards (11-19)
- 1 Teen Match-ups recording sheet per student

Directions:

- Place the Double Ten-Frame cards face down in a row and deal the Ten-Equation cards underneath, 4 for you and 4 for the class. (There will be one card left over.)
- Turn over a Double Ten-Frame card to see if it matches one of your Ten-Equation cards.
    - If there is a match, say the ten-equation, pick up the card and place it under your number card.
    - If there is not a match, then say "No-Match" and turn the card back over.
- Ask a student volunteer to choose a double ten-frame card and see if they have a match.
    - If there is a match, say the ten-equation, pick up the card and place it under your number card.
    - If there is not a match, then say "No-Match" and turn the card back over.
- Repeat until the first player has matched all 5 cards, or when time runs out.

Math Talk:

"I have a match…10 and 6 makes 16"

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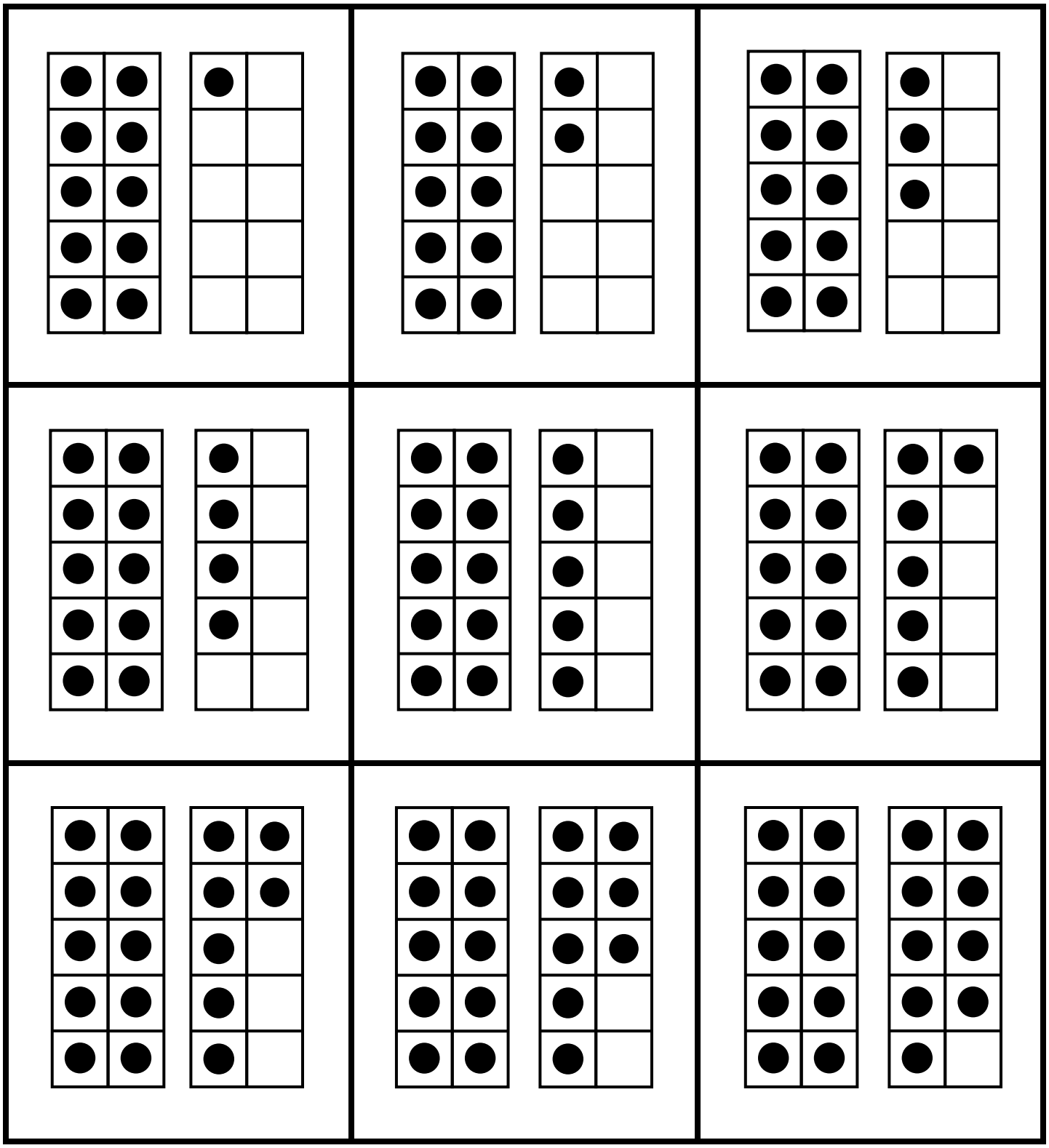
Double 10-Frame Cards



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Teen-Equation Cards

11 = 10 + 1	12 = 10 + 2
13 = 10 + 3	14 = 10 + 4
15 = 10 + 5	16 = 10 + 6
17 = 10 + 7	18 = 10 + 8
19 = 10 + 9	

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Independent Practice Activity 2 (You Do)

Name_____ Date_____

Learning Target: I will compare numbers to 10.

Title of Game: "Three-in-a-row"

Number of Players: 3 or more

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

Materials:

- 1 set of double ten-frame cards (numbers 11- 19)
- 1 Three-in-a-row mat per student
- 9 counters per student

Directions:

- One student plays the role of a leader and shows a double ten-frame card to the students.
- The leader ask the all of the players to say the ten-equation that represents the total number of dots.
- Ask the players to find the number on their "Three-in-a-row mat" and cover it with a counter.
- Repeat the process until a player covers three-in-a-row.

Math Talk:

"10 and 7 makes 17"

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Three-in-a-Row Mat

Directions:

- Each student writes the numbers 11 – 19 into the boxes below. (Include 1 number per box.)
- A student volunteer chooses a double ten-frame card and shows it to the group.
- Each student says the ten-equation in unison and covers the number on their mat.
- The winner is the first student who covers three-in-a-row.

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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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