



Session 1: Modeling (I Do)

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Sophia began collecting pennies 1 year ago. She wanted to know how many pennies she had collected. Pretend that each tile in this bag represents each penny in her collection. How many pennies did Sophia collect last year?

Groups of 10

Session 1: Modeling (I Do - Teacher Notes)

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Sophia began collecting pennies 1 year ago. She wanted to know how many pennies she had collected. Pretend that each tile in this bag represents each penny in her collection. How many pennies did Sophia collect last year?

(Hold up the sandwich bag labelled, "Sophia's Pennies".)

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 Sophia's penny collection.

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

I need to find the total number of pennies that Sophia saved last year.

Third, I need to determine what I know.

I know that each tile in this bag represents each penny in her collection. *(Hold up the bag.)*

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

I am going to try organizing the tiles in groups of 10 to help me count.

(Place the tiles in "Groups of 10" while counting from 1 to 10 in each frame.)

Now each of these ten-tiles have the same value as a group of 10 ones.

(Hold up three ten-pieces and count each one-tile that makes the ten.)

Therefore, I can replace each group of 10 ones with 1 ten to help me count by tens and make it easier to find the total...Ten, twenty, thirty.

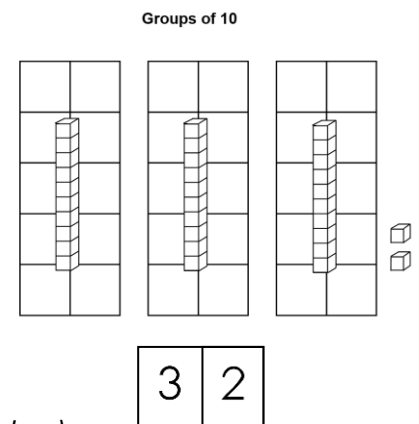
(Point at each ten-tile as you count and then place the "30" card below the 3 tens)

And 2 more...

(Place the "2" card under the 2 one-tiles to represent the expanded form of the number.)

makes thirty-one...and thirty-two. *(Slide the 2 on to the 0 to show the standard form of the number.)*

Sophia collected thirty-two pennies last year.



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

I found that Sophia collected thirty-two pennies last year. It makes sense because I knew that each tile in the bag represented a penny she collected and I organized them into 3 groups of tens with the 2 extra ones to make it easier to count the total.

Place-Value Cards (1 → 100)

1	6	2	0	6	0	
2	7	3	0	7	0	
3	8	4	0	8	0	
4	9	5	0	9	0	
5	1	0	1	0	0	
<	>	=	+	-	x	÷
Less Than	Greater Than	Equal to				

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

Learning Target: I will name numbers to 120

Materials for each pair of students:

- 1 bag of base-ten tiles
- 1 set of place-value cards
- 1 Groups of 10 mat

We Do Together: (Teacher Actions)

- Each pair of students work together to represent the numbers **29** and then **36** using four different forms.
 - Form 1: Use all 1-tiles.
 - Form 2: Replace each group of 10 1-tiles with 1 10-tile.
 - Form 3: Place place-value cards underneath the tiles to represent the number in expanded notation.
 - Form 4: Re-arrange the place-value cards to represent the number in standard notation.

Supporting Directions and Math Talk:

- *Remove 1-tiles from the bag to count out 29 tiles on the Groups of Ten mat.*
- *Point to each group of ten and count on.*
 - ***“10...20...21, 22, 23, 24, 25, 26, 27, 28, 29”***
- *Use the place-value cards to represent the number in expanded form.*
 - ***“20 ones and 9 ones is equal to 29”***
- *Replace each group of 10 ones with one ten and repeat counting by tens and ones.*
 - ***“10...20...21, 22, 23, 24, 25, 26, 27, 28, 29”***
- *Re-arrange the place-value cards to represent the number in standard form.*
 - ***“2 tens and 9 ones is equal to 29”***

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

- Students take turns representing the numbers **38** and **27** using four different forms.



Groups of 10 Mat

Learning Target: I will name numbers to 120



Session 1: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers to 120?

- How confident do I feel about naming numbers to 120 on my own?
(Thumbs up, down, or sideways)

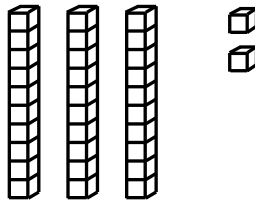
Quick Check - Form A

Name _____ Date _____

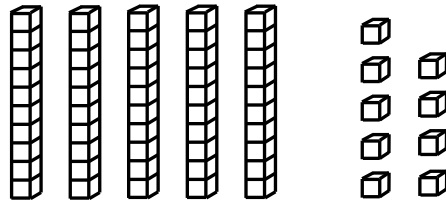
Learning Target: I will name numbers to 120.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

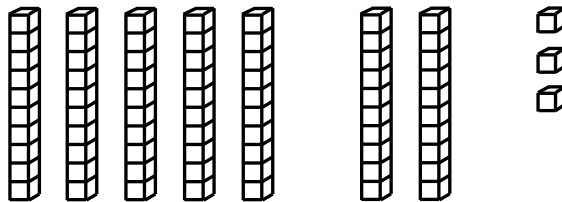
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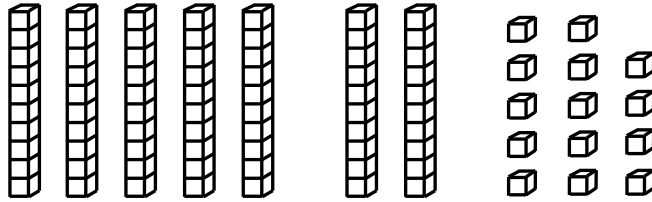


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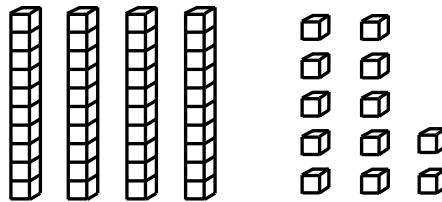


Quick Check - Form A

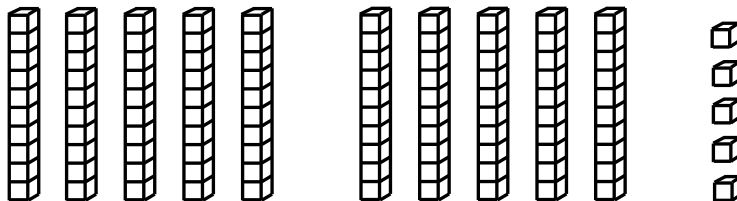
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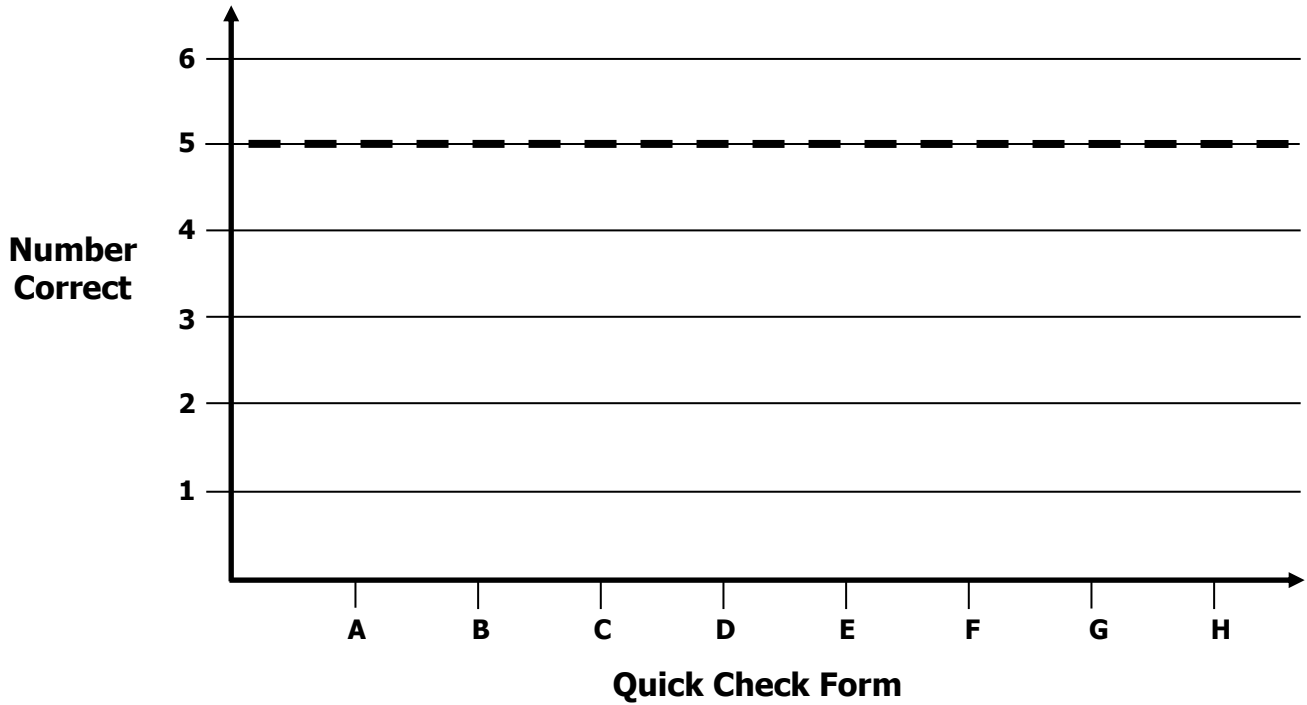


Growth Chart

Name _____ Date _____

Learning Target: I will name numbers to 120.

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 - Teacher Notes)

Learning Target: I will name numbers to 120

Materials for each pair of students:

- 1 bag of base-ten tiles
- 1 set of place-value cards
- 1 Groups of 10 mat

We Do Together: (Teacher Actions)

- Each pair of students work together to represent the numbers **26** and then **34** using four different forms.
 - Form 1: Use all 1-tiles.
 - Form 2: Replace each group of 10 1-tiles with 1 10-tile.
 - Form 3: Place place-value cards underneath the tiles to represent the number in expanded notation.
 - Form 4: Re-arrange the place-value cards to represent the number in standard notation.

Supporting Directions and Math Talk:

- *Remove 1-tiles from the bag to count out 26 tiles on the Groups of Ten mat.*
- *Point to each group of ten and count on.*
 - **“10...20...21, 22, 23, 24, 25, 26”**
- *Use the place-value cards to represent the number in expanded form.*
 - **“20 ones and 6 ones is equal to 26”**
- *Replace each group of 10 ones with one ten and repeat counting by tens and ones.*
 - **“10...20...21, 22, 23, 24, 25, 26”**
- *Re-arrange the place-value cards to represent the number in standard form.*
 - **“2 tens and 6 ones is equal to 26”**

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

- Students take turns representing the numbers **37** and **28** using four different forms.

Groups of 10 Mat

Learning Target: I will name numbers to 120



Session 2: Self-Reflection

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers to 120?

- How confident do I feel about naming numbers to 120 on my own?
(Thumbs up, down, or sideways)

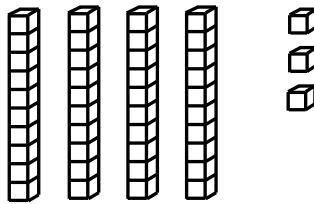
Quick Check - Form B

Name _____ Date _____

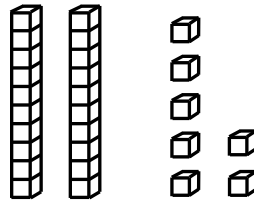
Learning Target: I will name numbers to 120.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

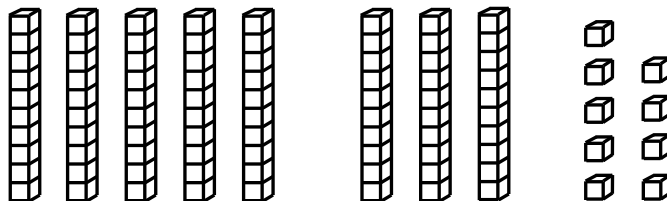
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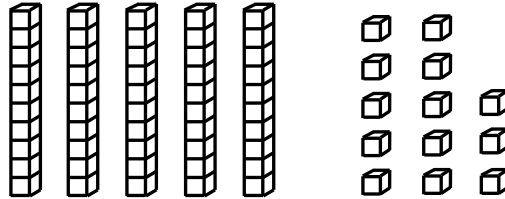


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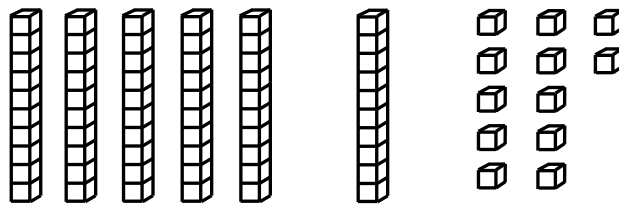


Quick Check - Form B

4.



5.



6.

