# Math Intervention Learning Plans K-3

| **Friday AIMS probes, fluency assessments, and AVMR assessments. | | | Date: March 14th-18th | | | |
|---|---|---|---|---|---|---|
| Grade Level: 2nd | | | Time: 9:00-9:35 | | | |
| Student Names: | FNWS Level | BNWS Level | Numeral ID Level | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | F-5/W-5 | F-4/W-4 | F-3/W-4 | F-1/W-3 | F-1/W-3 | |
| [redacted] | F-4/W-5 | F-1/W-4 | F-2/W-3 | F-1/W-3 | F-2/W-3 | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| AVMR Levels and Constructs F-***Fall*** ***W-Winter*** ***S-Spring*** ***Friday conduct AIMS RTI monitoring probes and K and 1 fluency to 10 assessments. | | | | | | |

**2nd Grade**

Notes:

**Objective:** **I can use mental strategies to add and subtract within 20. I can add and subtract within 100 using place value strategies.**

**Standard(s):** 2.OA.2 Fluently add and subtract within 20 using mental strategies. 2. NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Vocabulary:** 20 frame, combination, subtraction, mental strategy, tens, ones, regroup

**Bell Ringer:** Numeral ID 100-1,000,number before and after, FWNS and BWNS, adding 10 and subtracting 10,

**Activities/Strategies:**

**Cups O' Gold:** Students will add or subtract one and tens and explain their thinking using materials. Students will also practice notating and comparing numbers.

**High Rollers**: **Roll to Target (within 100):** Students will work with a partner. They should each have a pencil and start with no craft sticks. Ten sticks and ten bundles available for students. Shuffle decade numeral cards and place in a stack face down on the target number space on the scoreboard. Turn over top card to find out the Target Number the students will be building to. Taking turns, students will roll the cube, get that number of sticks from the cup and record their total. Students will build onto their sticks each time they roll. They will take turns until each of them has had six rolls. Continue even if they pass the target number. When they have their final total, they should compare to see which one came closest to Target Number. **Low Rollers: Roll to Zero (within 100**): (subtraction)

**Make the Target**- Students compose and decompose numbers up to 15 and 20 using ten frames.

**100 or Bust-**Students must add tens and ones without going over 100 in 7 rolls of the dice. The partner that comes closest to 100 without going over wins.

**Bundles and Sticks-**Students practice counting on or develop other strategies for adding and subtracting two digit numbers. Teacher shows students a two digit number using bundles and sticks. Then shows them a second number briefly then screens the number. Students must find the sum or difference.

**Magic Box-**Students discover number relationships using number cards and notate by writing missing number equations. The following number relationships have been selected:

**Assessment:**

*anecdotal*

*observation*

*Exit Slip*

| Grade Level: 2nd | | | Time: 9:35-10:00 | | | |
|---|---|---|---|---|---|---|
| Student Names: | FNWS Level | BNWS Level | Numeral ID Level | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| | | | | | | |

**2nd Grade**

Notes:

**Objective: I can use mental strategies to add and subtract within 20. I can add and subtract within 100 using place value strategies.**

**Standard(s):** 2.OA.2 Fluently add and subtract within 20 using mental strategies. 2. NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Vocabulary:** 20 frame, combination, subtraction, mental strategy, tens, ones, regroup

**Bell Ringer:** Numeral ID 100-1,000,number before and after, FWNS and BWNS, adding 10 and subtracting 10,

**Activities/Strategies:**

**Cups O' Gold:** Students will add or subtract one and tens and explain their thinking using materials. Students will also practice notating and comparing numbers.

**High Rollers**: **Roll to Target (within 100):** Students will work with a partner. They should each have a pencil and start with no craft sticks. Ten sticks and ten bundles available for students. Shuffle decade numeral cards and place in a stack face down on the target number space on the scoreboard. Turn over top card to find out the Target Number the students will be building to. Taking turns, students will roll the cube, get that number of sticks from the cup and record their total. Students will build onto their sticks each time they roll. They will take turns until each of them has had six rolls. Continue even if they pass the target number. When they have their final total, they should compare to see which one came closest to Target Number. **Low Rollers: Roll to Zero (within 100**): (subtraction)

**Make the Target**- Students compose and decompose numbers up to 15 and 20 using ten frames.

**100 or Bust-**Students must add tens and ones without going over 100 in 7 rolls of the dice. The partner that comes closest to 100 without going over wins.

**Bundles and Sticks-**Students practice counting on or develop other strategies for adding and subtracting two digit numbers. Teacher shows students a two digit number using bundles and sticks. Then shows them a second number briefly then screens the number. Students must find the sum or difference.

**Magic Box-**Students discover number relationships using number cards and notate by writing missing number equations. The following number relationships have been selected: adding and subtracting multiples of 10. Adding and Subtracting to the next decade or multiple of ten, subtraction, etc.

**Assessment:**

*anecdotal*

*observation*

*Exit Slip*

| Grade Level: 1st Grade | | | Time: 10:00-10:25 | | | |
|---|---|---|---|---|---|---|
| Student Names: | FNWS | BNWS | Numeral ID | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| | | | | | | |

**1st Grade**

Notes:

**Objective:** I can use bundles and sticks to model and solve two digit number math problems. I can use multiple strategies to add and subtract within 10.

**Standard(s):** 1.OA.6 Fluency for addition and subtraction within 10. 1. NBT.2 Understand that the two-digit numbers of a two-digit number represents the amount of tens and ones.

**Bell Ringer:** Subitizing Dot cards with two colors, Ten Frame Flash, FWNS and BWNS 100-120

**Vocabulary:** join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,

**Activities/Strategies:** **Ten Frame Flash-** use subitizing cards to help students develop non-count by one strategies by recognizing quantities as groups/collections.

**Small Neighborhood Number Line Subtraction:** Student use a number line to practice subtraction within 20.

**Removing Counters: (subtraction)**
Display 3-10 counters of the same color then take away 1-4 counters, student tells how many are left. Teacher Notes: Watch how student keeps track of removed counters. Question for strategy if needed by asking "How did you get that answer?

**Counting Items in Two Screened Collections/Counting Items in Row with Some Items Screened**

**Domino Addition (screened):** Students add two collections where the first collection is screened to encourage non count from 1 strategies.

**Build a Bundle:** Students use craft sticks to build numbers. Encourage students to look for patterns or share new understanding while playing the game through questioning. How many bundles and sticks make the number 17, 25, etc.? If I have 2 bundles and 3 sticks, but I want to make the number 25 how many more sticks or bundles do I need?

**Fill 20/Move It Add and Subtract to 20**- Students structure numbers to 20

**Make the Target**- Students compose and decompose numbers up to 15 and notate using number bonds and equations.

**Magic Box** - Students discover number relationships using number cards and notate by writing missing number equations. The following number relationships have been selected: addition and subtraction within 20.

**Assessment:**

*anecdotal*

*observation*

*Exit Slip*

| Grade Level: Kindergarten | | | Time: 10:25-10:50 | | | |
|---|---|---|---|---|---|---|
| Student Names: | FNWS | BNWS | Numeral ID | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| | | | | | | |

**Kindergarten**

Notes:

**Objective:** I can identify numbers 0-20. I can count collections and write numerals 0-20. I can use the plus and minus signs to practice acting out the corresponding action.

**Standard(s):** K.CC.4a Understand the relationship between numbers and quantities; connect counting to cardinality. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

**Bell Ringer:** Dot cards for subitizing.

**Vocabulary:** teen numbers-eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen

**Activities/Strategies:**

Grab Bag Counting Station (for teen numbers)- Students grab handfuls of objects, count, and then write the numeral on their game board.

Pick a Number-Students grab a numeral card, then build a tower with that quantity.

Counters in a Row-Teacher screens an amount then continues to place additional counters. Student practice counting on from a screened collection.

Acting Out Stories- Students use counting boards (various scenes) and counters to model stories told by teacher involving addition and subtraction. Teacher will begin to model how to record that actions by writing the equation.

Roll and Count-Students use a Working Space Paper (dot ten frame) and use a spinner and cube to add or subtract counters. Student practice describing the action. "That is a plus, and I rolled a three-plus three". Students indicate if there is not enough or another board is needed.

10-20 Bingo using 20 frames. Students work on identifying the quantity and matching it to the numeral.

Number Alien within 20-Students use a 0-20 chart to discuss the relationship between numbers.

1-20 number puzzles.

**Assessment:**

*anecdotal observation*

*Exit Slip*

| Grade Level: Kindergarten | | | Time: 10:50-11:15 | | | |
|---|---|---|---|---|---|---|
| Student Names: | FNWS | BNWS | Numeral ID | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| | | | | | | |

**Kindergarten**

Notes:

**Objective:** I can identify numbers 0-20. I can count collections and write numerals 0-20. I can use the plus and minus signs to practice acting out the corresponding action.

**Standard(s):** K.CC.4a Understand the relationship between numbers and quantities; connect counting to cardinality. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

**Bell Ringer:** Dot cards for subitizing.

**Vocabulary:** teen numbers-eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen

**Activities/Strategies:**

Grab Bag Counting Station (for teen numbers)- Students grab handfuls of objects, count, and then write the numeral on their game board.

Pick a Number-Students grab a numeral card, then build a tower with that quantity.

Counters in a Row-Teacher screens an amount then continues to place additional counters. Student practice counting on from a screened collection.

Acting Out Stories- Students use counting boards (various scenes) and counters to model stories told by teacher involving addition and subtraction. Teacher will begin to model how to record that actions by writing the equation.

Roll and Count-Students use a Working Space Paper (dot ten frame) and use a spinner and cube to add or subtract counters. Student practice describing the action. "That is a plus, and I rolled a three-plus three". Students indicate if there is not enough or another board is needed.

10-20 Bingo using 20 frames. Students work on identifying the quantity and matching it to the numeral.

Number Alien within 20-Students use a 0-20 chart to discuss the relationship between numbers.

1-20 number puzzles.

**Assessment:**

*anecdotal*

*observation*

*Exit Slip*

| Grade Level: Kindergarten | | | Time: 11:15-11:40 | | | |
|---|---|---|---|---|---|---|
| Student Names: | FNWS | BNWS | Numeral ID | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| | | | | | | |

**Kindergarten**

Notes:

**Objective:** I can identify numbers 0-20. I can count collections and write numerals 0-20. I can use the plus and minus signs to practice acting out the corresponding action.

**Standard(s):** K.*CC.4a Understand the relat*ionship between numbers and quantities; connect counting to cardinality. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. K.NBT.1 Compose and decompose numbers from 11-20 based on place value understanding.

**Bell Ringer:** Dot cards for subitizing.

**Vocabulary:** teen numbers-eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen

**Activities/Strategies:**

Grab Bag Counting Station (for teen numbers)- Students grab handfuls of objects, count, and then write the numeral on their game board.

Pick a Number-Students grab a numeral card, then build a tower with that quantity.

Counters in a Row-Teacher screens an amount then continues to place additional counters. Student practice counting on from a screened collection.

Acting Out Stories- Students use counting boards (various scenes) and counters to model stories told by teacher involving addition and subtraction. Teacher will begin to model how to record that actions by writing the equation.

Roll and Count-Students use a Working Space Paper (dot ten frame) and use a spinner and cube to add or subtract counters. Student practice describing the action. "That is a plus, and I rolled a three-plus three". Students indicate if there is not enough or another board is needed.

10-20 Bingo using 20 frames. Students work on identifying the quantity and matching it to the numeral.

Number Alien within 20-Students use a 0-20 chart to discuss the relationship between numbers.

1-20 number puzzles.

**Assessment:**

*anecdotal observation*

*Exit Slip*

| **Lunch** | | | 11:40-12:05 | | | |
|---|---|---|---|---|---|---|
| Grade Level: 2nd | | | Time: 12:05-12:30 | | | |
| Student Names: | FNWS Level | BNWS Level | Numeral ID Level | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |

**2nd Grade**

Notes:

**Objective: I can use mental strategies to add and subtract within 20. I can add and subtract within 100 using place value strategies.**

**Standard(s):** 2.OA.2 Fluently add and subtract within 20 using mental strategies. 2. NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Vocabulary:** 20 frame, combination, subtraction, mental strategy, tens, ones, regroup

**Bell Ringer:** Numeral ID 100-1,000,number before and after, FWNS and BWNS, adding 10 and subtracting 10,

**Activities/Strategies:**

**Cups O' Gold:** Students will add or subtract one and tens and explain their thinking using materials. Students will also practice notating and comparing numbers.

**High Rollers**: **Roll to Target (within 100):** Students will work with a partner. They should each have a pencil and start with no craft sticks. Ten sticks and ten bundles available for students. Shuffle decade numeral cards and place in a stack face down on the target number space on the scoreboard. Turn over top card to find out the Target Number the students will be building to. Taking turns, students will roll the cube, get that number of sticks from the cup and record their total. Students will build onto their sticks each time they roll. They will take turns until each of them has had six rolls. Continue even if they pass the target number. When they have their final total, they should compare to see which one came closest to Target Number. **Low Rollers: Roll to Zero (within 100**): (subtraction)

**Make the Target**- Students compose and decompose numbers up to 15 and 20 using ten frames.

**100 or Bust-**Students must add tens and ones without going over 100 in 7 rolls of the dice. The partner that comes closest to 100 without going over wins.

**Bundles and Sticks-**Students practice counting on or develop other strategies for adding and subtracting two digit numbers. Teacher shows students a two digit number using bundles and sticks. Then shows them a second number briefly then screens the number. Students must find the sum or difference.

**Magic Box-**Students discover number relationships using number cards and notate by writing missing number equations. The following number relationships have been selected:

**Assessment:**

*anecdotal*

*observation*

*Exit Slip*

| Grade Level: 2nd | | | Time: 12:30-12:55 | | | |
|---|---|---|---|---|---|---|
| Student Names: | FNWS Level | BNWS Level | Numeral ID Level | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| | | | | | | |

**2nd Grade**

Notes:

**Objective: I can use mental strategies to add and subtract within 20. I can add and subtract within 100 using place value strategies.**

**Standard(s):** 2.OA.2 Fluently add and subtract within 20 using mental strategies. 2. NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Vocabulary:** 20 frame, combination, subtraction, mental strategy, tens, ones, regroup

**Bell Ringer:** Numeral ID 100-1,000,number before and after, FWNS and BWNS, adding 10 and subtracting 10,

**Activities/Strategies:**

**Cups O' Gold:** Students will add or subtract one and tens and explain their thinking using materials. Students will also practice notating and comparing numbers.

**High Rollers**: **Roll to Target (within 100):** Students will work with a partner. They should each have a pencil and start with no craft sticks. Ten sticks and ten bundles available for students. Shuffle decade numeral cards and place in a stack face down on the target number space on the scoreboard. Turn over top card to find out the Target Number the students will be building to. Taking turns, students will roll the cube, get that number of sticks from the cup and record their total. Students will build onto their sticks each time they roll. They will take turns until each of them has had six rolls. Continue even if they pass the target number. When they have their final total, they should compare to see which one came closest to Target Number. **Low Rollers: Roll to Zero (within 100**): (subtraction)

**Make the Target**- Students compose and decompose numbers up to 15 and 20 using ten frames.

**100 or Bust-**Students must add tens and ones without going over 100 in 7 rolls of the dice. The partner that comes closest to 100 without going over wins.

**Bundles and Sticks-**Students practice counting on or develop other strategies for adding and subtracting two digit numbers. Teacher shows students a two digit number using bundles and sticks. Then shows them a second number briefly then screens the number. Students must find the sum or difference.

**Magic Box-**Students discover number relationships using number cards and notate by writing missing number equations. The following number relationships have been selected:

**Assessment:**

*anecdotal*

*observation*

*Exit Slip*

| Grade Level: 1st Grade | | | Time:12:55-1:20 | | | |
|---|---|---|---|---|---|---|
| Student Names: | FNWS Level | BNWS Level | Numeral ID Level | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |

**1st Grade- Conner**

Notes:

**Objective:** I can use bundles and sticks to model and solve two digit number math problems. I can use multiple strategies to add and subtract within 10.

**Standard(s):** 1.OA.6 Fluency for addition and subtraction within 10. 1. NBT.2 Understand that the two-digit numbers of a two-digit number represents the amount of tens and ones.

**Bell Ringer:** Subitizing Dot cards with two colors, Ten Frame Flash, FWNS and BWNS 100-120

**Vocabulary:** join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,

**Activities/Strategies:** **Ten Frame Flash-** use subitizing cards to help students develop non-count by one strategies by recognizing quantities as groups/collections.

**Small Neighborhood Number Line Subtraction:** Student use a number line to practice subtraction within 20.

**Removing Counters: (subtraction)**
Display 3-10 counters of the same color then take away 1-4 counters, student tells how many are left. Teacher Notes: Watch how student keeps track of removed counters. Question for strategy if needed by asking "How did you get that answer?

**Counting Items in Two Screened Collections/Counting Items in Row with Some Items Screened**

**Domino Addition (screened):** Students add two collections where the first collection is screened to encourage non count from 1 strategies.

**Build a Bundle:** Students use craft sticks to build numbers. Encourage students to look for patterns or share new understanding while playing the game through questioning. How many bundles and sticks make the number 17, 25, etc.? If I have 2 bundles and 3 sticks, but I want to make the number 25 how many more sticks or bundles do I need?

**Fill 20/Move It Add and Subtract to 20**- Students structure numbers to 20

**Make the Target**- Students compose and decompose numbers up to 15 and notate using number bonds and equations.

**Magic Box** - Students discover number relationships using number cards and notate by writing missing number equations. The following number relationships have been selected: addition and subtraction within 20.

**Assessment:**

*anecdotal*

*observation*

*Exit Slip*

| Grade Level: 3rd Grade<br>Classroom Teacher(s): Miller | | | Time: 11:24-12:45 | | | |
|---|---|---|---|---|---|---|
| Student Names: | FNWS Level | BNWS Level | Numeral ID Level | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | F-4/W-5 | F-3/W-4 | F-3/W-3 | F-1/W-2 | F-1/W-2 | |
| [redacted] | F-4/W-5 | F-4/W-4 | F-3/W-4 | F-1/W-3 | F-1/W-2 | |
| [redacted] | F-5/W-5 | F-3/W-5 | F-4/W-4 | F-1/W-3 | F-1/W-3 | |
| | | | | | | |

| 3rd Grade | Notes: | | |
|---|---|---|---|
| | | **Objective:** I can add and subtract within 100 (and 1,000) using multiple mental strategies. I can multiply numbers by using equal groups, arrays, and skip counting.<br><br>**Standard(s):** 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.OA.7 Fluently multiply within 100.<br><br>**Vocabulary:** value, add, subtract, difference, sum,<br><br>**Bell Ringer**: Students work on structuring numbers through 20 using bead racks and twenty frames. Students also work on backward number sequence using numeral roll.<br><br>Review: Before and after vocabulary with numbers 1-1,000 (fluency assessments showed this was a grade level area for improvement).<br><br>**Activities/Strategies:** **3 In A Line** –Make 60, 100 (on the decade), and 100 (off the decade)<br><br>**Math Race! Rules**: Students solve math questions as they try and race their markers (each student has 2) to the finish line on the game board. Sample question: What are two numbers that add up to 51?<br><br>**# Board Scrabble**- Students work in the number range 771-870 and 941-1,040 using a blank number board. Teacher lays the first 5 tiles on the board. Then students draw 7 tiles. They must then take turns laying down numbers that are 1 more, 1 less, 10 more, or 10 less. First player to get rid of tiles wins!<br><br>**Delivery Game Within 1,000-**Students add and subtract one, tens, and or hundreds using materials. Students also practice notating, writing the matching number sentences.<br><br>**Screened Bundles and Stick/Math Talks**-Students solve two and three digit addition and subtraction problems when the second collection is screened. Assist students in notating their strategies during a number talk. Students share strategies with others. Show students place value strategies for adding and subtracting three digit numbers. Assist students in connecting place value strategies to using the algorithm.<br><br>**Treasure Hunt/Pop-Drop Move It!, Go-Fish, Tile Arrays, Composite Cookie:** Students work on developing multiplicative concepts by playing games that involves making equal groups, arrays, skip counting, etc. | **Assessment:**<br>*anecdotal*<br>*observation*<br>*Exit Slip* |

| Grade Level: 3rd<br>Classroom Teacher(s):Byerley | | | Time: 2:15-2:40 | | | |
|---|---|---|---|---|---|---|
| Student Names: | FNWS Level | BNWS Level | Numeral ID Level | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| | | | | | | |
| | F-Fall | W-Winter | S-Spring | | | |

**3rd Grade**

Notes:

**Objective:** I can add and subtract within 100 (and 1,000) using multiple mental strategies. I can multiply numbers by using equal groups, arrays, and skip counting.

**Standard(s):** 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.OA.7 Fluently multiply within 100.

**Vocabulary:** value, add, subtract, difference, sum,

**Bell Ringer**: Students work on structuring numbers through 20 using bead racks and twenty frames. Students also work on backward number sequence using numeral roll.

Review: Before and after vocabulary with numbers 1-1,000 (fluency assessments showed this was a grade level area for improvement).

**Activities/Strategies:** **3 In A Line** –Make 60, 100 (on the decade), and 100 (off the decade)

**Math Race! Rules**: Students solve math questions as they try and race their markers (each student has 2) to the finish line on the game board. Sample question: What are two numbers that add up to 51?

**# Board Scrabble**- Students work in the number range 771-870 and 941-1,040 using a blank number board. Teacher lays the first 5 tiles on the board. Then students draw 7 tiles. They must then take turns laying down numbers that are 1 more, 1 less, 10 more, or 10 less. First player to get rid of tiles wins!

**Delivery Game Within 1,000-**Students add and subtract one, tens, and or hundreds using materials. Students also practice notating, writing the matching number sentences.

**Screened Bundles and Stick/Math Talks**-Students solve two and three digit addition and subtraction problems when the second collection is screened. Assist students in notating their strategies during a number talk. Students share strategies with others. Show students place value strategies for adding and subtracting three digit numbers. Assist students in connecting place value strategies to using the algorithm.

**Treasure Hunt/Pop-Drop Move It!, Go-Fish, Tile Arrays, Composite Cookie:** Students work on developing multiplicative concepts by playing games that involves making equal groups, arrays, skip counting, etc.

| Grade Level: 3rd<br>Classroom Teacher(s):Miller and Byerely | | | Time: 2:40-3:05 | | | |
|---|---|---|---|---|---|---|
| Student Names: | FNWS Level | BNWS Level | Numeral ID Level | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | | | | | | |
| [redacted] | F-5/W-5 | F-4/W-5 | F-4/W-4 | F-2/W-4 | F-1/W-3 | |
| [redacted] | F-5 | 4 | 3 | 2 | 3 | |
| [redacted] | F-5/W-5 | F-5/W-5 | F-3/W-5 | F-3/W-4 | F-3/W-4 | |
| | | | | | | |
| | | | | | | |

**3rd Grade**

Notes:

**Objective:** I can add and subtract within 100 (and 1,000) using multiple mental strategies. I can multiply numbers by using equal groups, arrays, and skip counting.

**Standard(s):** 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.OA.7 Fluently multiply within 100.

**Vocabulary:** value, add, subtract, difference, sum,

**Bell Ringer**: Students work on structuring numbers through 20 using bead racks and twenty frames. Students also work on backward number sequence using numeral roll.

Review: Before and after vocabulary with numbers 1-1,000 (fluency assessments showed this was a grade level area for improvement).

**Activities/Strategies:** **3 In A Line** –Make 60, 100 (on the decade), and 100 (off the decade)

**Math Race! Rules**: Students solve math questions as they try and race their markers (each student has 2) to the finish line on the game board. Sample question: What are two numbers that add up to 51?

**# Board Scrabble**- Students work in the number range 771-870 and 941-1,040 using a blank number board. Teacher lays the first 5 tiles on the board. Then students draw 7 tiles. They must then take turns laying down numbers that are 1 more, 1 less, 10 more, or 10 less. First player to get rid of tiles wins!

**Delivery Game Within 1,000-**Students add and subtract one, tens, and or hundreds using materials. Students also practice notating, writing the matching number sentences.

**Screened Bundles and Stick/Math Talks**-Students solve two and three digit addition and subtraction problems when the second collection is screened. Assist students in notating their strategies during a number talk. Students share strategies with others. Show students place value strategies for adding and subtracting three digit numbers. Assist students in connecting place value strategies to using the algorithm.

**Treasure Hunt/Pop-Drop Move It!, Go-Fish, Tile Arrays, Composite Cookie:** Students work on developing multiplicative concepts by playing games that involves making equal groups, arrays, skip counting, etc.

**Assessment:**

*anecdotal observation*

*Exit Slip*

| Grade Level: 1st | | | Time: 3:05-3:30 | | | |
|---|---|---|---|---|---|---|
| Student Names: | FNWS Level | BNWS Level | Numeral ID Level | Add & Sub Construct | Struct. Level | Notes: |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| [redacted] | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**1st Grade**

Notes:

**Objective:** I can use bundles and sticks to model and solve two digit number math problems. I can use multiple strategies to add and subtract within 10.

**Standard(s):** 1.OA.6 Fluency for addition and subtraction within 10. 1. NBT.2 Understand that the two-digit numbers of a two-digit number represents the amount of tens and ones.

**Bell Ringer:** Subitizing Dot cards with two colors, Ten Frame Flash, FWNS and BWNS 100-120

**Vocabulary:** join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,

**Activities/Strategies:** **Ten Frame Flash-** use subitizing cards to help students develop non-count by one strategies by recognizing quantities as groups/collections.

**Small Neighborhood Number Line Subtraction:** Student use a number line to practice subtraction within 20.

**Removing Counters: (subtraction)**
Display 3-10 counters of the same color then take away 1-4 counters, student tells how many are left. Teacher Notes: Watch how student keeps track of removed counters. Question for strategy if needed by asking "How did you get that answer?

**Counting Items in Two Screened Collections/Counting Items in Row with Some Items Screened**

**Domino Addition (screened):** Students add two collections where the first collection is screened to encourage non count from 1 strategies.

**Build a Bundle:** Students use craft sticks to build numbers. Encourage students to look for patterns or share new understanding while playing the game through questioning. How many bundles and sticks make the number 17, 25, etc.? If I have 2 bundles and 3 sticks, but I want to make the number 25 how many more sticks or bundles do I need?

**Fill 20/Move It Add and Subtract to 20**- Students structure numbers to 20

**Make the Target**- Students compose and decompose numbers up to 15 and notate using number bonds and equations.

**Magic Box** - Students discover number relationships using number cards and notate by writing missing number equations. The following number relationships have been selected: addition and subtraction within 20.

**Assessment:**

*anecdotal*

*observation*

*Exit Slip*