



2nd Grade

Tier 2 Intervention Lessons

Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Readiness for 2.NBT.3: Identify numbers to 1,000

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IES Recommendations for Tier 2 and 3 intervention lessons:

2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.	Low
3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	Strong
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	Strong
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.	Moderate
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	Moderate
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	Low
8. Include motivational strategies in tier 2 and tier 3 interventions.	Low

(Institute of Educational Sciences, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, 2009, p. 6)

Gradual release of responsibility model

Teacher Responsibility

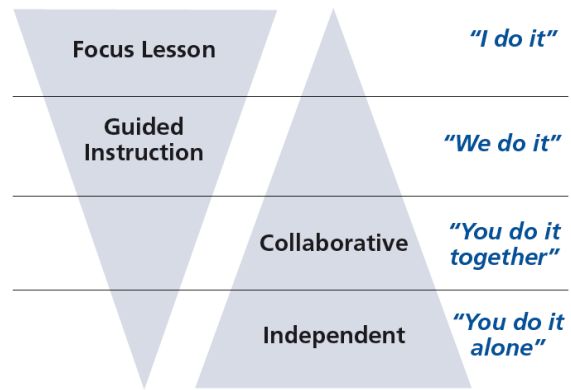


Figure 1

[\(Dr. Douglas Fisher, Effective Use of the Gradual Release of Responsibility Model\)](#)



Planning Guide: Session 1

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Recommended Actions	
Beginning (15 min.)	<p><u>Review</u> the readiness standard with the intervention group using the Guided Review</p> <ul style="list-style-type: none">➤ Introduce the learning target and why it is important for future learning➤ Read each question on the Guided Review and ask students to share what they remember from the previous school year.
Middle (5 min.)	<ul style="list-style-type: none">➤ Ask students to <u>reflect</u> on their progress towards the learning target<ul style="list-style-type: none">➤ What did I remember about the learning target?➤ What did I learn today about the learning target?➤ How confident do I feel about doing the learning target on my own?
End (10 min.)	<ul style="list-style-type: none">➤ <u>Assess</u> each student's progress using Quick Check – Form A➤ Guide students to self-correct their Quick Check – Form A➤ Guide students to <u>chart their progress</u> by recording the date and Quick Check score in their Growth Chart➤ Collect each student's Quick Check and Growth Chart
After	<ul style="list-style-type: none">➤ Create sub-groups to differentiate the middle of sessions 2 through 8<ul style="list-style-type: none">○ Group 1 – Include students who <u>did not</u> meet the learning goal○ Group 2 – Include students who met or exceeded the learning goal

2nd Grade Fall Guided Review

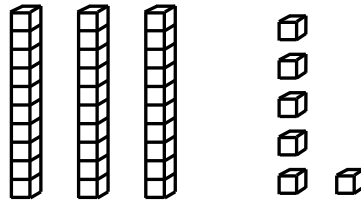
Readiness Standard 1 - 1.NBT.1

Name _____ Date _____

Learning Target: I will name numbers to 120.

1.

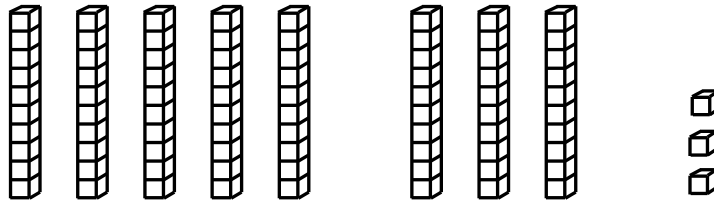
Which number is shown by the base ten blocks?



- ☐ 41
 ☐ 63
 ☐ 46
 ☐ 36

2.

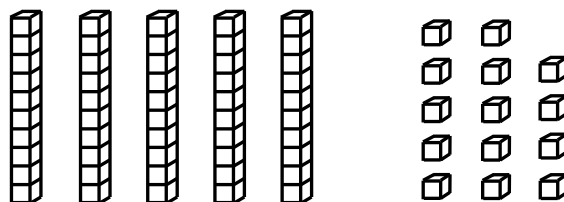
Which number is shown by the base ten blocks?



- ☐ 38
 ☐ 83
 ☐ 73
 ☐ 11

3.

Which number is shown by the base ten blocks?



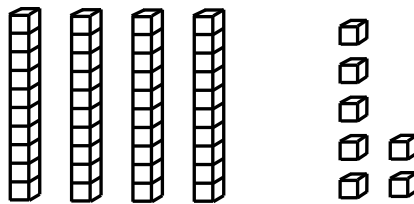
- ☐ 64
 ☐ 54
 ☐ 74
 ☐ 69

Name _____ Date _____

Learning Target: I will name numbers to 120.

1.

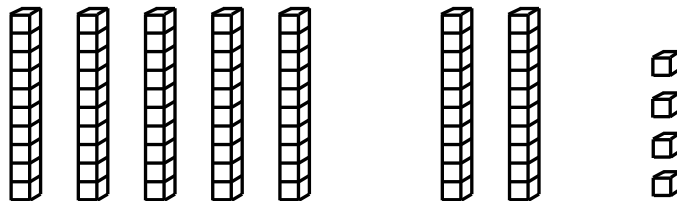
Which number is shown by the base ten blocks?



- ☐ 52
 ☐ 47
 ☐ 74
 ☐ 57

2.

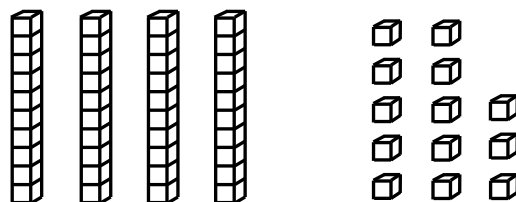
Which number is shown by the base ten blocks?



- ☐ 74
 ☐ 24
 ☐ 47
 ☐ 12

3.

Which number is shown by the base ten blocks?



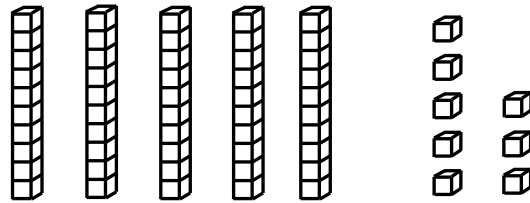
- ☐ 43
 ☐ 53
 ☐ 63
 ☐ 58

Name _____ Date _____

Learning Target: I will name numbers to 120.

1.

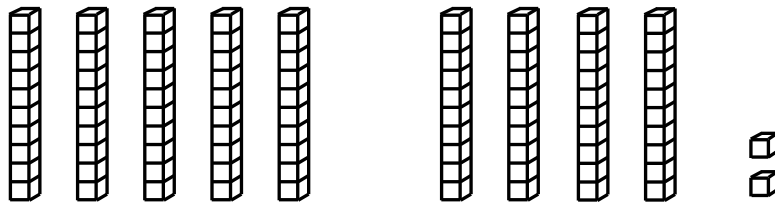
Which number is shown by the base ten blocks?



- ☐ 68
 ☐ 85
 ☐ 63
 ☐ 58

2.

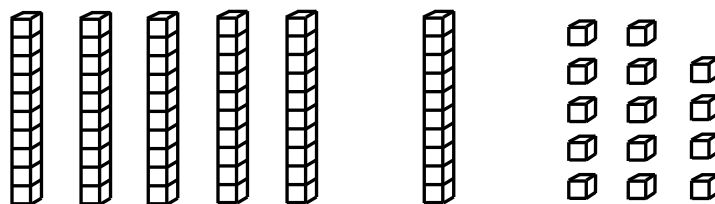
Which number is shown by the base ten blocks?



- ☐ 29
 ☐ 92
 ☐ 82
 ☐ 11

3.

Which number is shown by the base ten blocks?



- ☐ 74
 ☐ 64
 ☐ 84
 ☐ 79



Session 1: Self-Reflection

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Briefly discuss student responses:

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

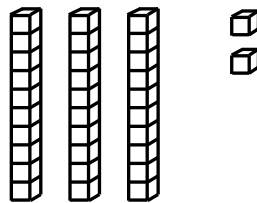
2nd Grade - Readiness Standard 1 - 1.NBT.1

Name _____ Date _____

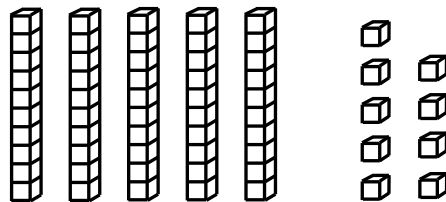
Learning Target: I will name numbers to 120.

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

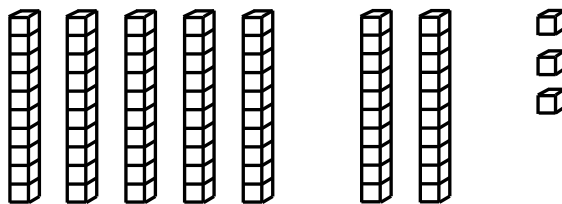
1.



2.



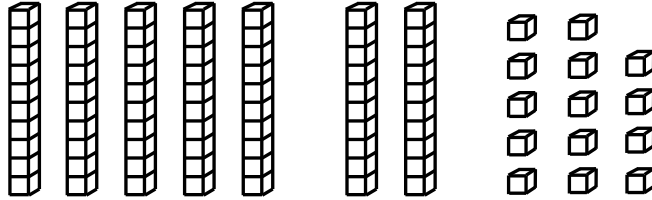
3.



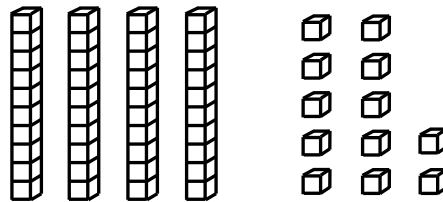
Quick Check - Form A

2nd Grade - Readiness Standard 1 - 1.NBT.1

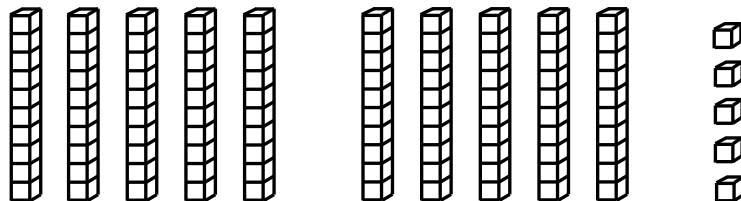
4.



5.



6.





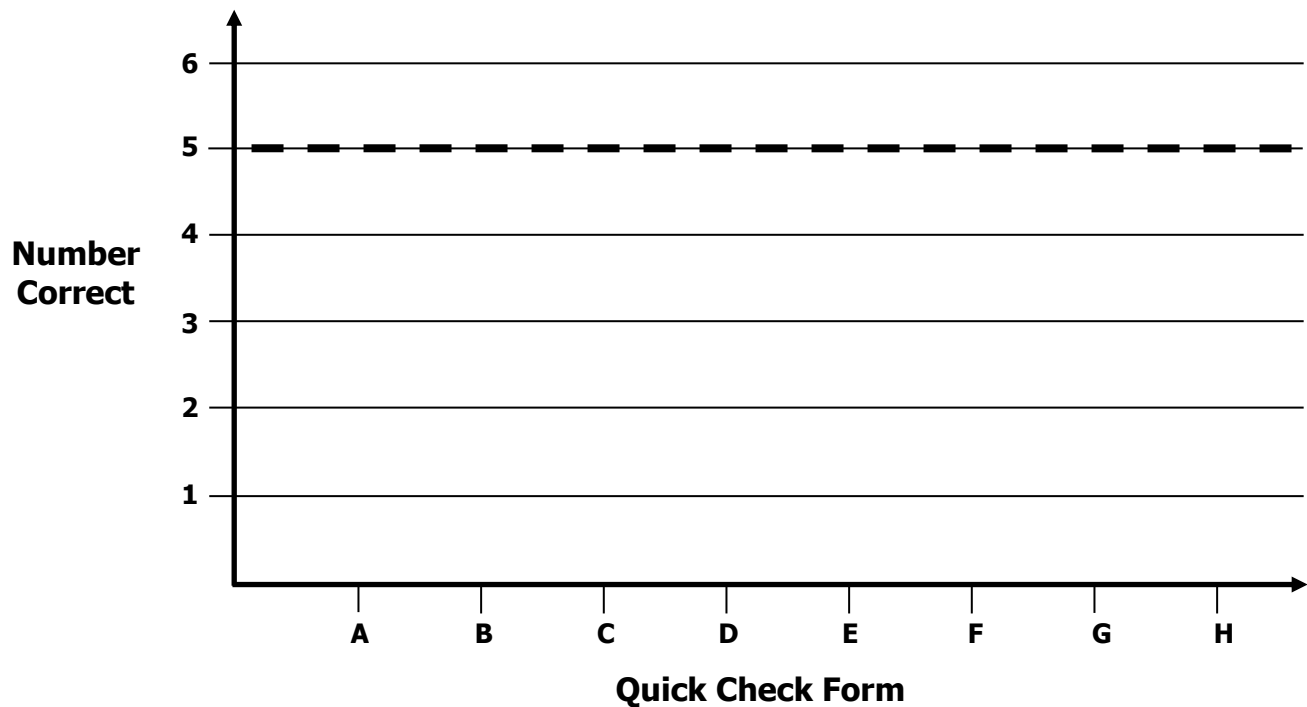
Growth Chart

2nd Grade - Readiness Standard 1 - 1.NBT.1

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:		



Planning Guide: Sessions 2 Through 8

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Recommended Actions		
Beginning (5 min.)	<ul style="list-style-type: none"> ➤ Review the learning target with the whole group and ask each student to set a goal for today's learning 	
Middle (15 min.)	<p>Group 1: <i>(Students who <u>did not</u> meet the learning goal on the previous Quick Check)</i></p> <ul style="list-style-type: none"> ➤ Model solving a word problem – “I do” ➤ Guided Practice – “We do together/ You do together” <p>Session 2: Name numbers with cubes</p> <p>Session 3: Name numbers with base-ten drawings</p> <p>Session 4: Name numbers with extra groups of 10 ones</p>	<p>Group 2: <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> ➤ Independent practice – “You do alone” <p>Activity 1: “Guess How Many?”</p> <p><i>(Additional activities may be located in current kindergarten classrooms)</i></p>
End (10 min.)	<ul style="list-style-type: none"> ➤ Bring the students back together. ➤ Ask students to reflect on their progress towards the learning target <ul style="list-style-type: none"> ○ What did I learn today about counting? ○ How confident do you feel about counting on my own? (Thumbs up, down, or sideways) ➤ Assess each student's progress using the next Quick Check form ➤ Guide students to self-correct their Quick Check ➤ Guide students to chart their progress in their Growth Chart <ul style="list-style-type: none"> ○ If not using Delta Math lessons, record the activity in the table ➤ Collect each student's Quick Check and Growth Chart 	
After	<ul style="list-style-type: none"> ➤ Regroup students to differentiate the middle of sessions 3 through 8 <ul style="list-style-type: none"> ○ Promote students who met the learning goal to group 2 ○ Exit students who met the learning goal for a third time ➤ Problem solve with a team to plan additional support for students who did not exit 	



Session 2: Modeling (I Do)

2nd Grade - Readiness Standard 1 - 1.NBT.1

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 cube in this bag represents each penny in her collection. How many pennies did Sophia collect last year?

Groups of 10



Session 2: Modeling (I Do - Teacher Notes)

2nd Grade - Readiness Standard 1 - 1.NBT.1

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 cube 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 cube in this bag represents each penny in her collection. *(Hold up the bag of blocks.)*

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

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

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

Now each of these tens have the same value as a group of 10 ones.

(Hold up a ten piece and count each one 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 group or one as you count and then place the "30" card below the 3 tens)

And 2 more...

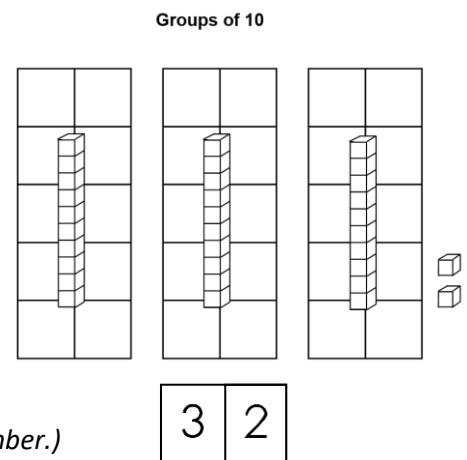
(Place the "2" card under the 2 cube to represent the expanded form of the number.)

makes Thirty-one, 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 cube 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 2: Guided Practice (We Do - Teacher Notes)

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Materials:

- 4 sandwich bags labeled A through D filled with the following number of cubes per student.
 - (A = 29, B = 36, C = 42, D = 31)
- 1 set of Place-Value cards per student.

We Do Together: (Teacher Actions)

- Use the Groups of Ten mat to find the total number of cubes in bags A and B.
- Use place-value cards to show the expanded and standard form of the total.

Supporting Directions and Math Talk:

- Place bag A on the Groups of Ten mat, organize the cubes into groups of tens and some extra and invite the students to do the same.
- Exchange each group of 10 ones for 1 ten, set the Place-Value cards underneath and say the expanded form of the number.
- Then, slide the one's card on top of the ten's card to show and say the standard form of the number.
- Repeat and invite the students to point to each ten and ones on their mat and say each counting number in unison.
- Clear the Groups of Ten mat and repeat to find the total number of cubes in bag B.

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

- Students take turns being the teacher and repeat the steps above to find the total number of cubes in bags C and D.



Session 2: Groups of 10 Mat

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120



Session 2: Self-Reflection

2nd Grade - Readiness Standard 1 - 1.NBT.1

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

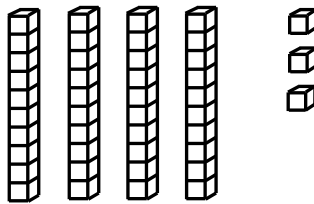
2nd Grade - Readiness Standard 1 - 1.NBT.1

Name _____ Date _____

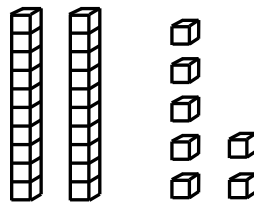
Learning Target: I will name numbers to 120.

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

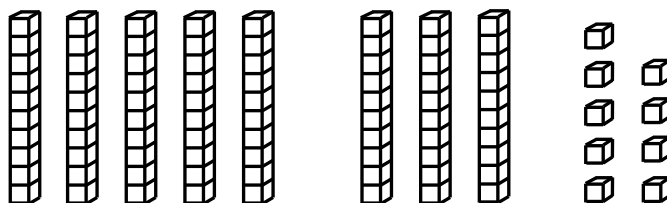
1.



2.



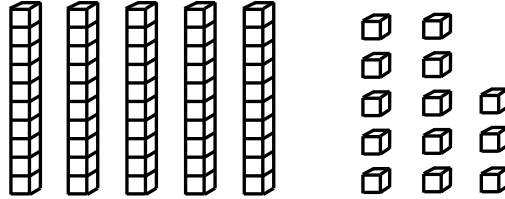
3.



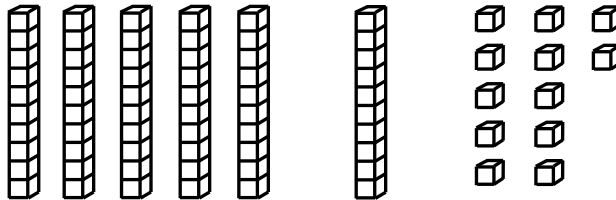
Quick Check - Form B

2nd Grade - Readiness Standard 1 - 1.NBT.1

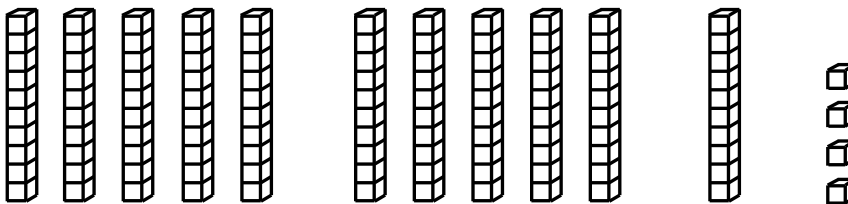
4.



5.



6.





Session 3: Modeling (I Do)

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Mrs. D. was playing math games with her students and asked them a number riddle. She said, "I'm thinking of a number that can be shown with base ten blocks using 3 tens and 26 ones. What number is Mrs. D. thinking of?"



Session 3: Modeling (I Do - Teacher Notes)

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Mrs. D. was playing math games with her students and asked them a number riddle. She said, "I'm thinking of a number that can be shown with base ten blocks using 3 tens and 26 ones. What number is Mrs. D. thinking of?"

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 Mrs. D asking her students a number riddle.

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

I need to find the value of a number based on place-value clues.

Third, I need to determine what I know.

I know that the number can be shown using 3 tens and 26 ones.

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

I am going to try modeling each place-values using drawings. The tens can be represented with straight lines and the ones can be represented with small circles.

I will begin drawing the tens...One ten, two tens, three tens.

(Draw each ten as you say what you are drawing.)

Next, instead of drawing 26 ones, I will draw it as 2 tens and 6 ones.

(Draw each ten and 6 ones as you say what you are drawing.)

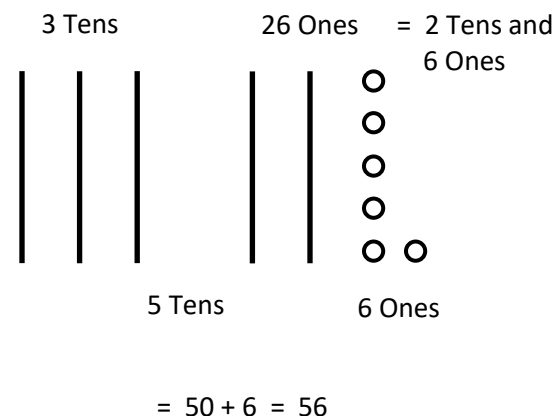
Last, I will write the expanded form of the number, $50 + 6$.

(Write $50 + 6$ under the drawing.)

And, the standard form of $50 + 6$ is 56.

(Write $= 56$ under the drawing.)

Mrs. D was thinking of the number 56.



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

I found that Mrs. D was thinking of the number 56. It makes sense because I knew that the number could be shown with 3 ten and 26 ones and I modeled this number with a math drawing to find the value of the number.



Name _____ Date _____

Learning Target: I will name numbers to 120

2nd Grade - Readiness Standard 1 - 1.NBT.1

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use math drawings to find the mystery number.
- Write and say the expanded and standard form the mystery number

1. What number can be shown using 6 tens and 24 ones?

2. What number can be shown using 10 tens and 15 ones?

3. What number can be shown using 4 tens and 52 ones?



Name _____ Date _____

Learning Target: I will name numbers to 120

2nd Grade - Readiness Standard 1 - 1.NBT.1

Session 3: Guided Practice (We Do - Continued)

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

- Students take turns leading to find each mystery number.

4. What number can be shown using 7 tens and 19 ones?

5. What number can be shown using 4 tens and 21 ones?

6. What number can be shown using 9 tens and 16 ones?



Session 3: Self-Reflection

2nd Grade - Readiness Standard 1 - 1.NBT.1

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 C

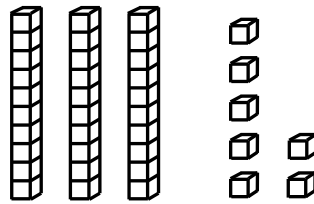
2nd Grade - Readiness Standard 1 - 1.NBT.1

Name _____ Date _____

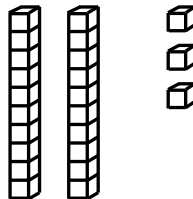
Learning Target: I will name numbers to 120.

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

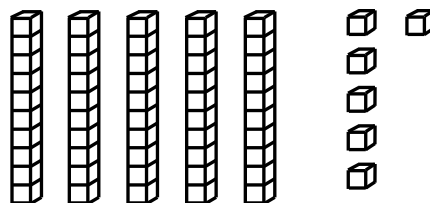
1.



2.



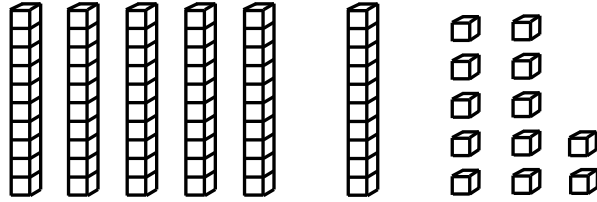
3.



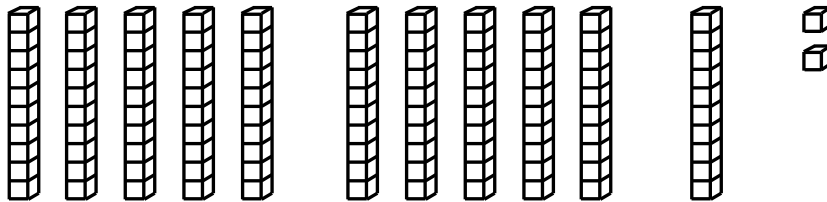
Quick Check - Form C

2nd Grade - Readiness Standard 1 - 1.NBT.1

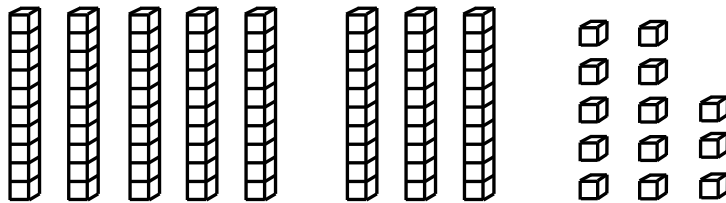
4.



5.



6.





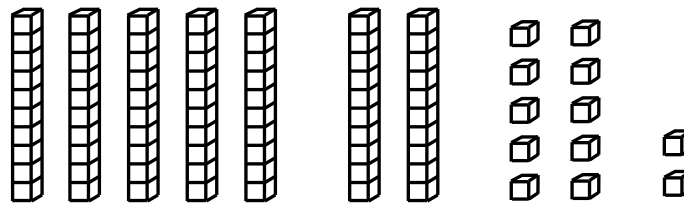
Session 4: Modeling (I Do)

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Jackson was working with the base-ten blocks during yesterday's math time. If the picture below represents all of the blocks he was working with, what is the greatest number he can represent with his blocks?



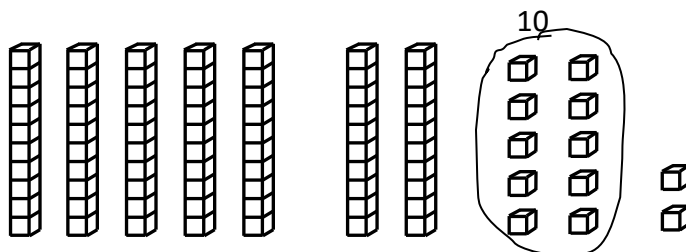
Session 4: Modeling (I Do - Teacher Notes)

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Jackson was working with the base-ten blocks during yesterday's math time. If the picture below represents all of the blocks he was working with, what is the greatest number he can represent with his blocks?



$$80 + 2 = 82$$

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 Jackson working with base-ten blocks.

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

I need to find the greatest number that Jackson could represent using his blocks.

Third, I need to determine what I know.

I know there are 7 tens and 12 ones.

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

I am going to try counting by tens and then count on the extra ones.

I don't want to forget this group of ten ones...so I will loop it and write "10" above it.

(Loop and label the ten ones that are arranged in a ten-frame format.)

Now, I will count by tens...10, 20, 30, 40, 50, 60, 70, 80.

(Point to each value of ten and write the decade number "80" below the picture.)

And 2 extra ones...1, 2...(write the + 2)...combine as 80 + 2 which equals 82. (write = 82).

The greatest number that Jackson could represent was 82.

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

I found that the greatest number that Jackson could have represented was 82. It makes sense because I knew that the picture represented the blocks he worked with and I needed to find the total value, so I counted the values of ten and added the extra ones to find the total.

Learning Target: I will name numbers to 120

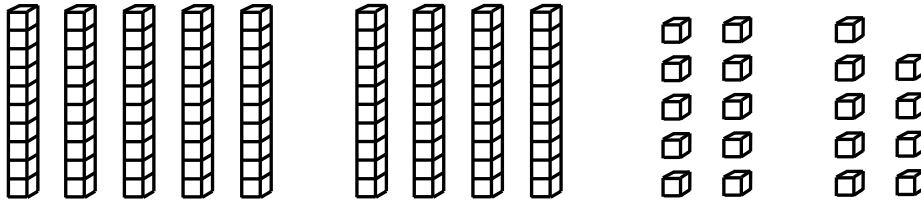
2nd Grade - Readiness Standard 1 - 1.NBT.1

Session 4: Guided Practice (We Do)

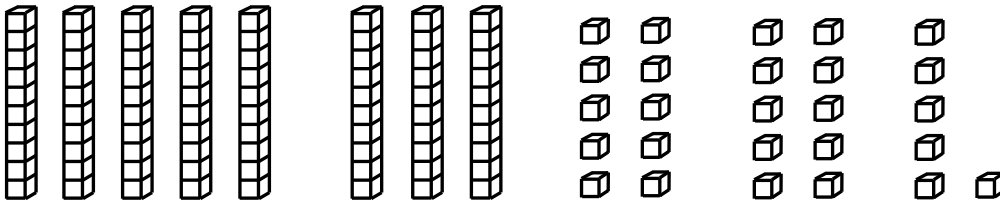
We Do Together: (Teacher Actions)

- Identify groups of tens to find the value of the base-ten blocks.
- Write and say the expanded and standard form the value.

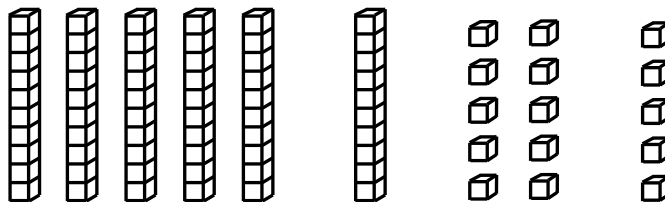
1.



2.



3.



Learning Target: I will name numbers to 120

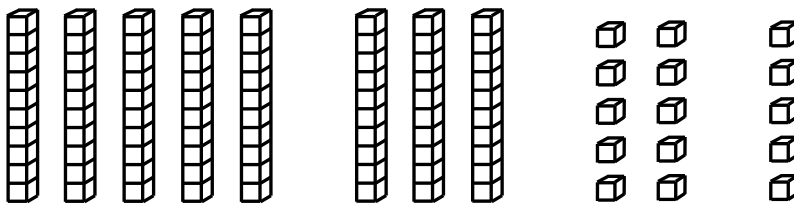
2nd Grade - Readiness Standard 1 - 1.NBT.1

Session 4: Guided Practice (We Do - Continued)

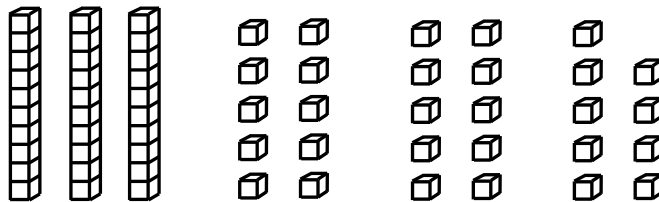
You Do Together: (As a class, or in small groups)

- Students take turns leading to find the value of the base ten blocks.

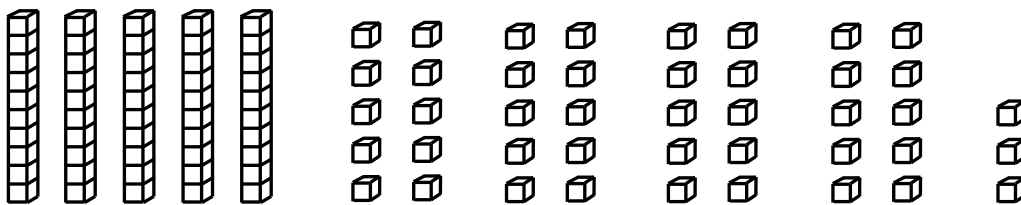
4.



5.



6.





Session 4: Self-Reflection

2nd Grade - Readiness Standard 1 - 1.NBT.1

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 D

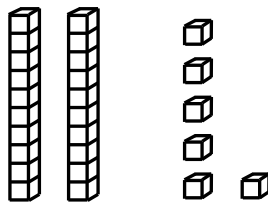
2nd Grade - Readiness Standard 1 - 1.NBT.1

Name _____ Date _____

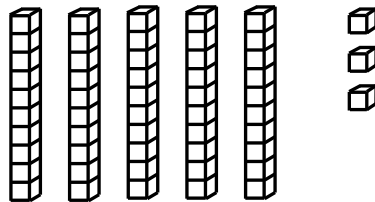
Learning Target: I will name numbers to 120.

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

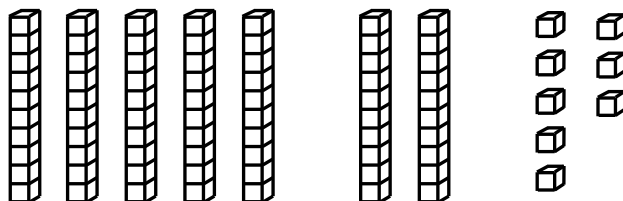
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2.



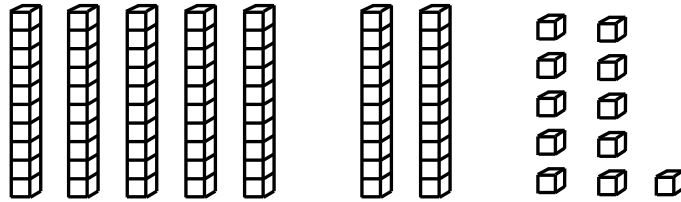
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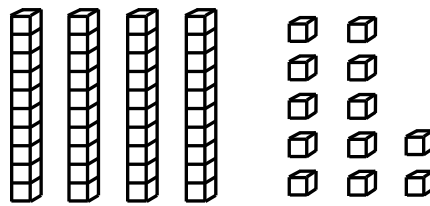
Quick Check - Form D

2nd Grade - Readiness Standard 1 - 1.NBT.1

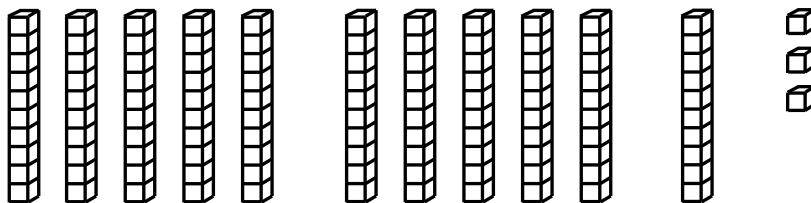
4.



5.



6.





Name _____ Date _____

Learning Target: I will name numbers to 120

2nd Grade - Readiness Standard 1 - 1.NBT.1

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use math drawings to find the mystery number.
- Write and say the expanded and standard form the mystery number

1. What number can be shown using 5 tens and 39 ones?

2. What number can be shown using 9 tens and 27 ones?

3. What number can be shown using 6 tens and 34 ones?



Name _____ Date _____

Learning Target: I will name numbers to 120

2nd Grade - Readiness Standard 1 - 1.NBT.1

Session 5: Guided Practice (We Do - Continued)

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

- Students take turns leading to find each mystery number.

4. What number can be shown using 8 tens and 17 ones?

5. What number can be shown using 3 tens and 28 ones?

6. What number can be shown using 10 tens and 13 ones?



Session 5: Self-Reflection

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers?

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

Quick Check - Form E

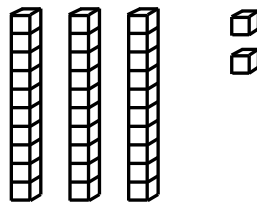
2nd Grade - Readiness Standard 1 - 1.NBT.1

Name _____ Date _____

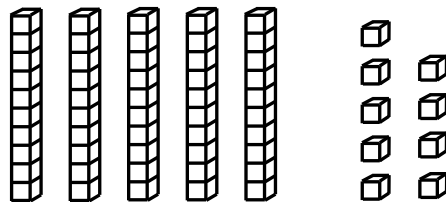
Learning Target: I will name numbers to 120.

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

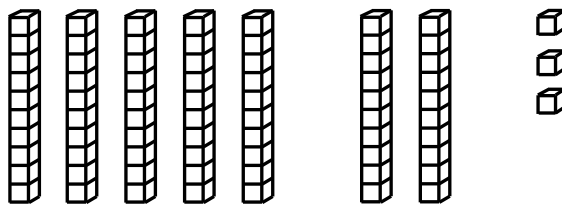
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2.



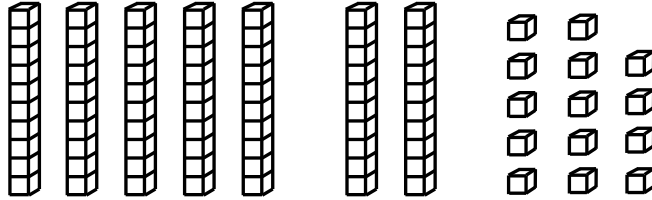
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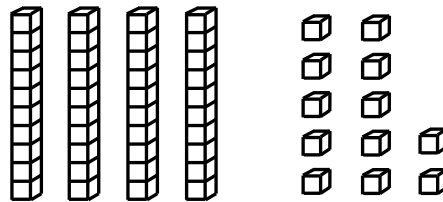
Quick Check - Form E

2nd Grade - Readiness Standard 1 - 1.NBT.1

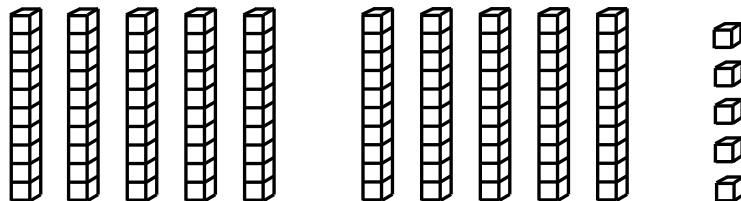
4.



5.



6.





Name _____ Date _____

Learning Target: I will name numbers to 120

2nd Grade - Readiness Standard 1 - 1.NBT.1

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use math drawings to find the mystery number.
- Write and say the expanded and standard form the mystery number

1. What number can be shown using 6 tens and 29 ones?

2. What number can be shown using 10 tens and 14 ones?

3. What number can be shown using 4 tens and 35 ones?



Name _____ Date _____

Learning Target: I will name numbers to 120

2nd Grade - Readiness Standard 1 - 1.NBT.1

Session 6: Guided Practice (We Do - Continued)

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

- Students take turns leading to find each mystery number.

4. What number can be shown using 7 tens and 18 ones?

5. What number can be shown using 4 tens and 23 ones?

6. What number can be shown using 9 tens and 11 ones?



Session 6: Self-Reflection

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers?

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

Quick Check - Form F

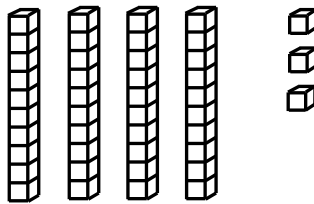
2nd Grade - Readiness Standard 1 - 1.NBT.1

Name _____ Date _____

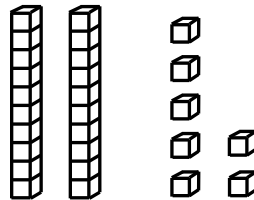
Learning Target: I will name numbers to 120.

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

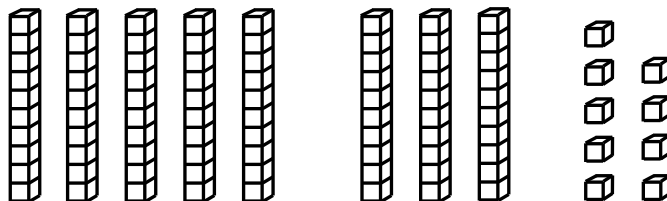
1.



2.



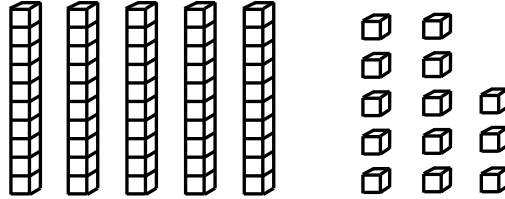
3.



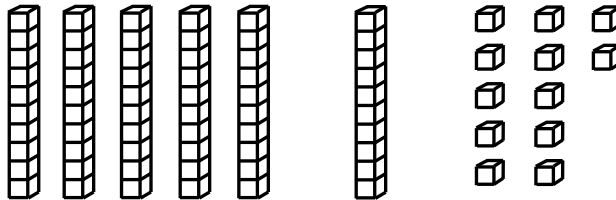
Quick Check - Form F

2nd Grade - Readiness Standard 1 - 1.NBT.1

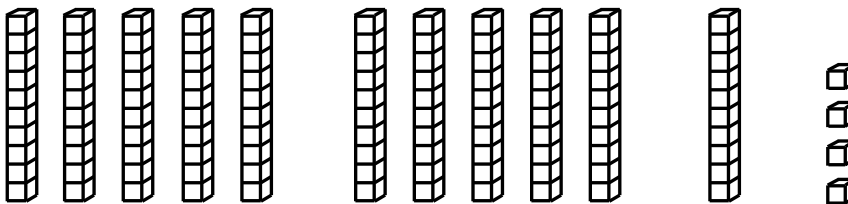
4.



5.



6.



Learning Target: I will name numbers to 120

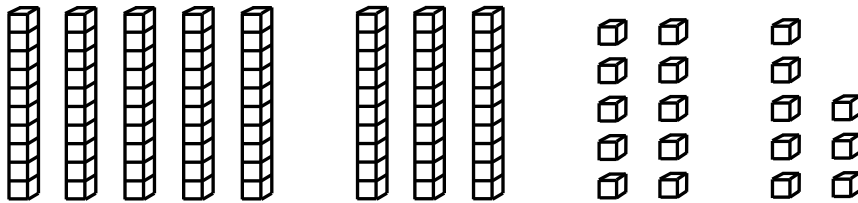
2nd Grade - Readiness Standard 1 - 1.NBT.1

Session 7: Guided Practice (We Do)

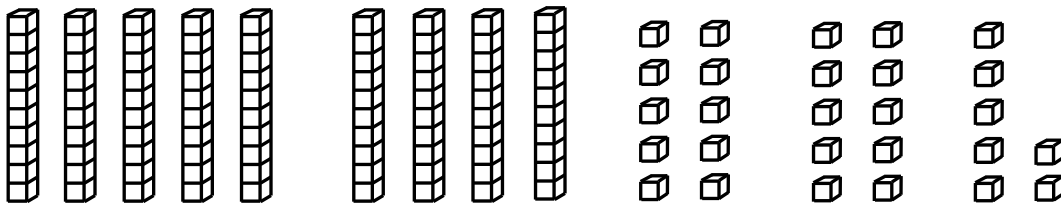
We Do Together: (Teacher Actions)

- Identify groups of tens to find the value of the base-ten blocks.
- Write and say the expanded and standard form the value.

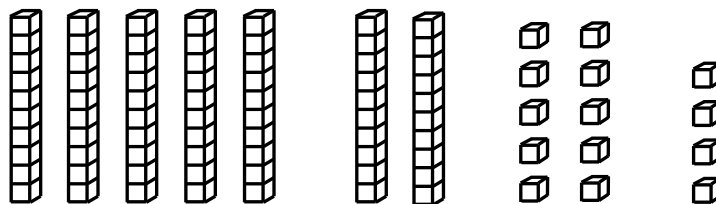
1.



2.



3.



Learning Target: I will name numbers to 120

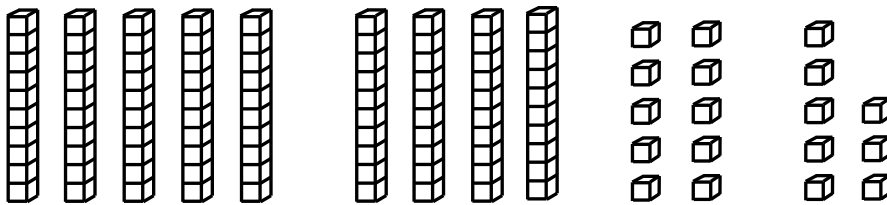
2nd Grade - Readiness Standard 1 - 1.NBT.1

Session 7: Guided Practice (We Do - Continued)

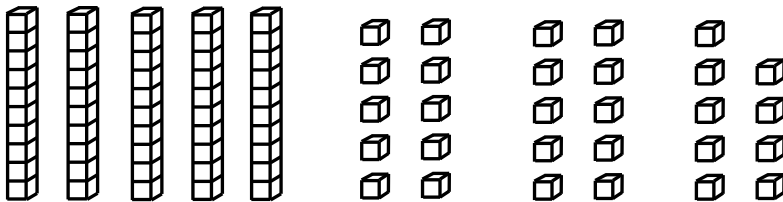
You Do Together: (As a class, or in small groups)

- Students take turns leading to find the value of the base ten blocks.

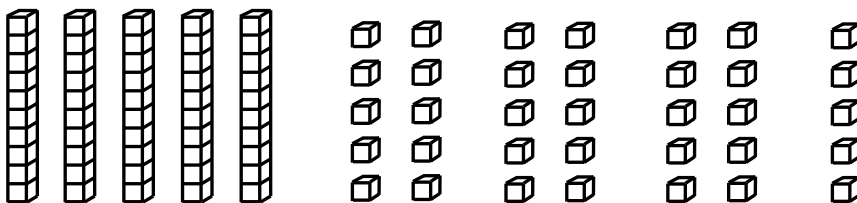
4.



5.



6.





Session 7: Self-Reflection

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers?

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

Quick Check - Form G

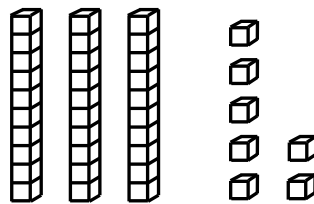
2nd Grade - Readiness Standard 1 - 1.NBT.1

Name _____ Date _____

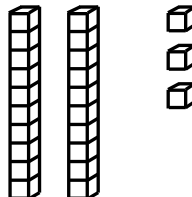
Learning Target: I will name numbers to 120.

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

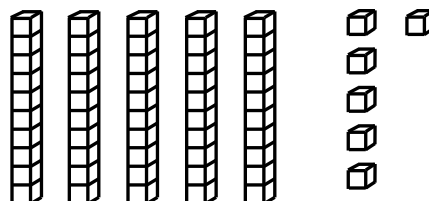
1.



2.



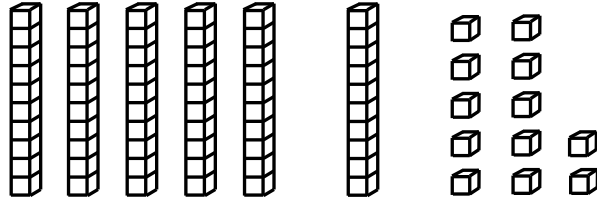
3.



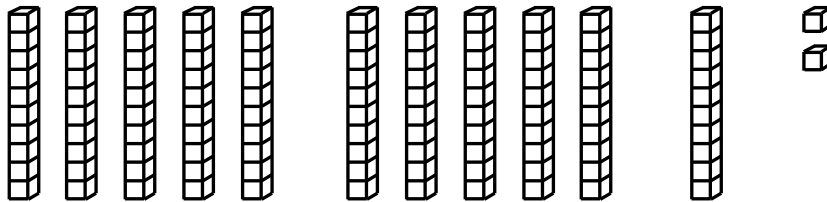
Quick Check - Form G

2nd Grade - Readiness Standard 1 - 1.NBT.1

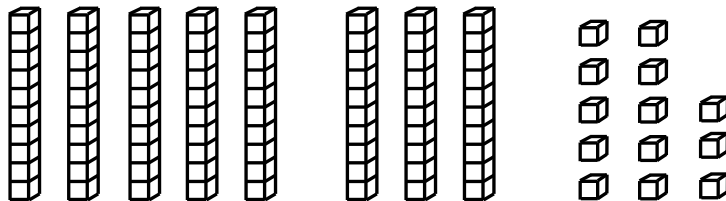
4.



5.



6.



Learning Target: I will name numbers to 120

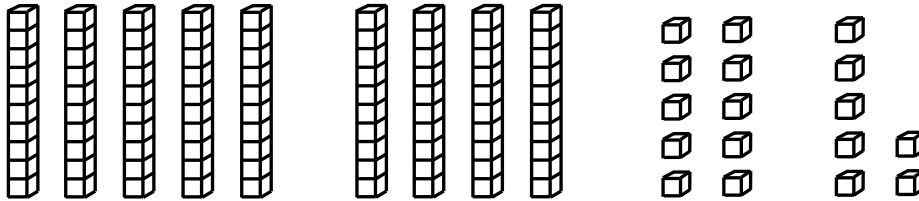
2nd Grade - Readiness Standard 1 - 1.NBT.1

Session 8: Guided Practice (We Do)

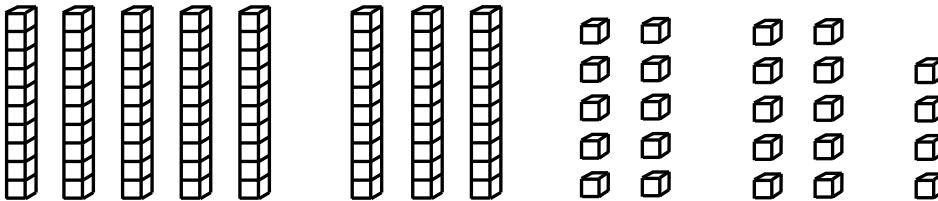
We Do Together: (Teacher Actions)

- Identify groups of tens to find the value of the base-ten blocks.
- Write and say the expanded and standard form the value.

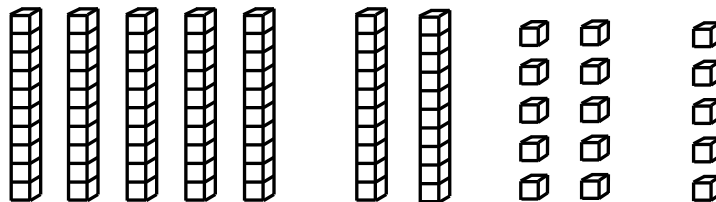
1.



2.



3.



Learning Target: I will name numbers to 120

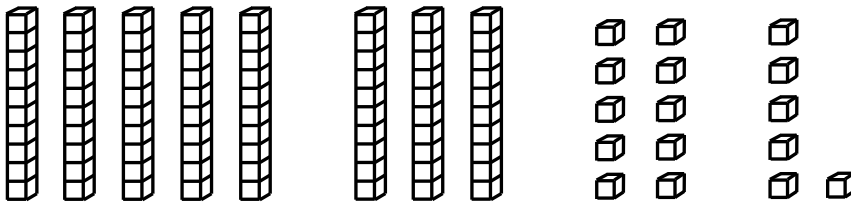
2nd Grade - Readiness Standard 1 - 1.NBT.1

Session 8: Guided Practice (We Do - Continued)

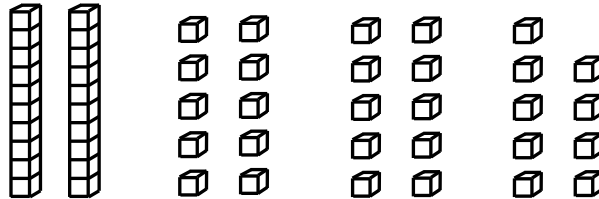
You Do Together: (As a class, or in small groups)

- Students take turns leading to find the value of the base ten blocks.

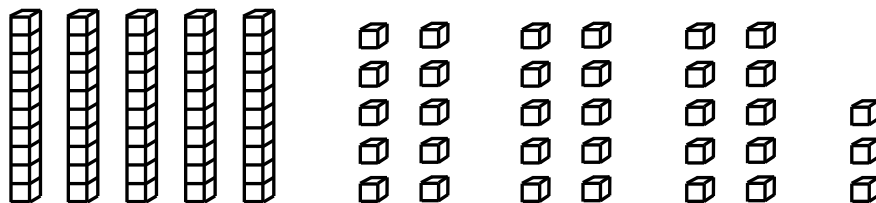
4.



5.



6.





Session 8: Self-Reflection

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Briefly discuss student responses:

- What did I learn today about naming numbers?

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

Quick Check - Form H

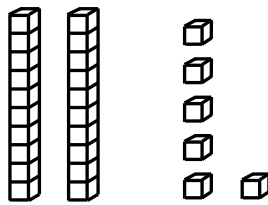
2nd Grade - Readiness Standard 1 - 1.NBT.1

Name _____ Date _____

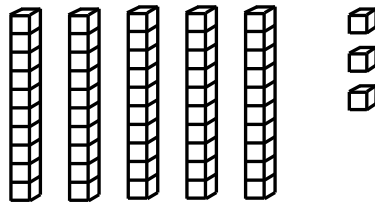
Learning Target: I will name numbers to 120.

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

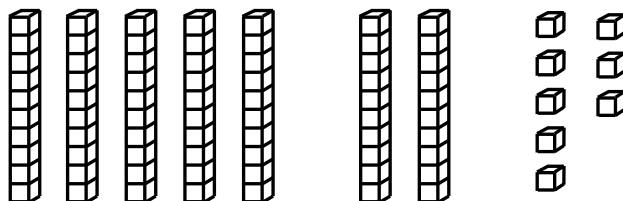
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2.



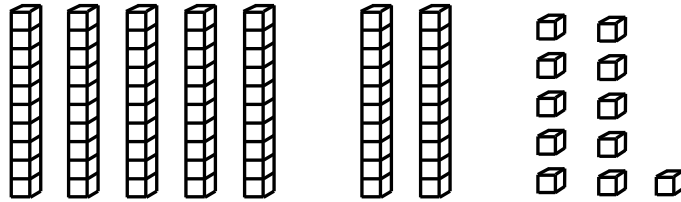
3.



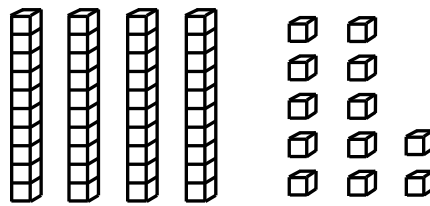
Quick Check - Form H

2nd Grade - Readiness Standard 1 - 1.NBT.1

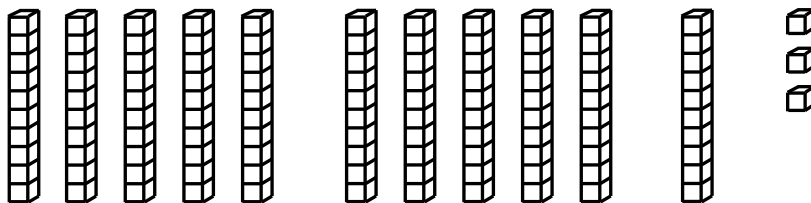
4.



5.



6.





Independent Practice Activity

2nd Grade - Readiness Standard 1 - 1.NBT.1

Learning Target: I will name numbers to 120

Readiness for identifying numbers to 1,000

Title of Game: "Guess How Many"

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

Objective: To be the player with the closest guess.

Materials:

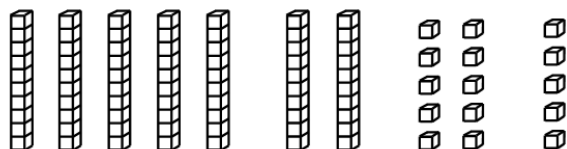
- 1 set of Base-Ten Block cards per small group
- 1 recording sheet per student.

Directions:

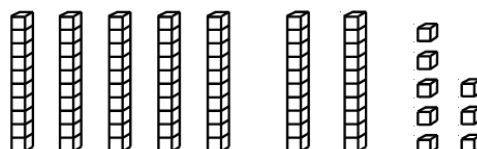
- Place the stack of Base-Ten Blocks cards face down in a pile.
- The leader flips over the top card, counts to 5 in their head and then flips the card back to being face-down.
- While the Base-Ten Blocks card is face-up, each player looks at it to guess which number is shown.
- After 5 seconds, each player writes down their guess on their recording sheet, then shares their answer with the group.
- The leader flips the card back over and counts out loud to find the actual number shown.
- The player who wrote the number closest to the answer keeps the card.
- Repeat with a new leader until all cards have been played.

Base Ten Block Cards (Set A)

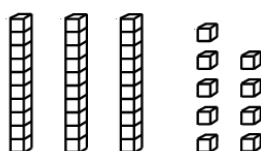
2nd Grade - Readiness Standard 1 - 1.NBT.1



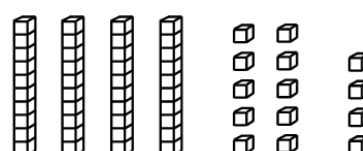
Set A



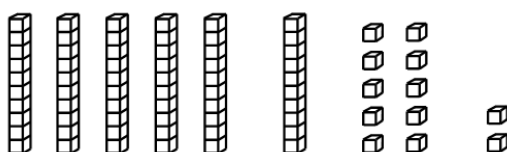
Set A



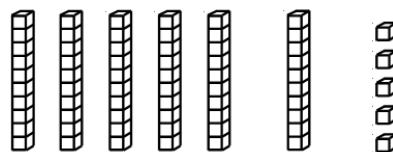
Set A



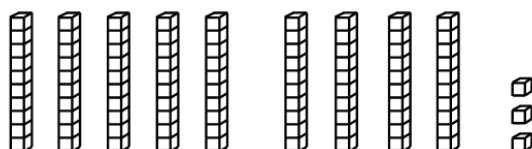
Set A



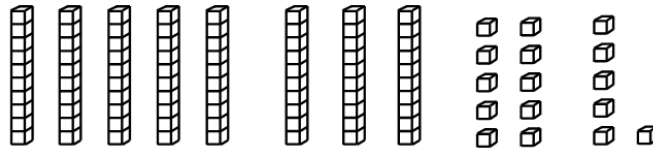
Set A



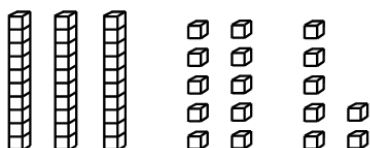
Set A



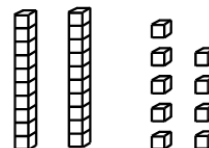
Set A



Set A



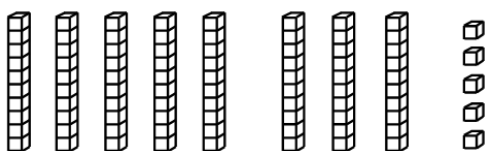
Set A



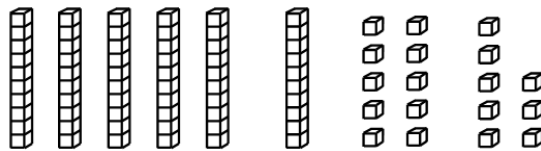
Set A

Base Ten Block Cards (Set B)

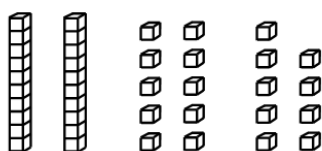
2nd Grade - Readiness Standard 1 - 1.NBT.1



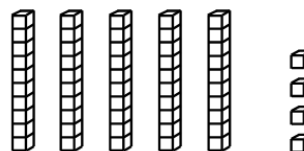
Set B



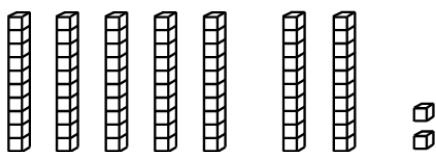
Set B



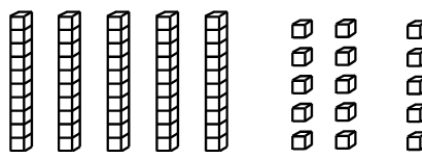
Set B



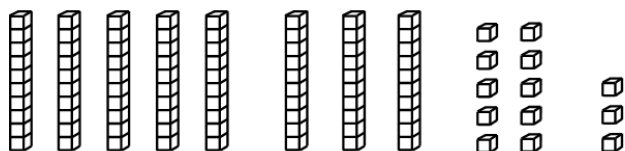
Set B



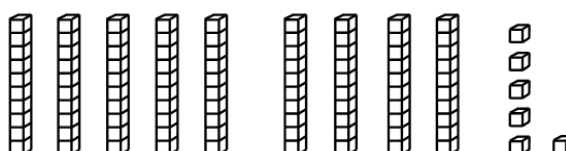
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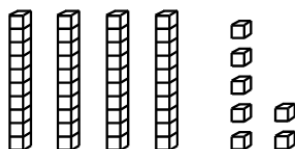
Set B



Set B



Set B



Set B



Set B



Guess How Many: Recording Sheet

2nd Grade - Readiness Standard 1 - 1.NBT.1

Recording Directions:

- Write your guess for each card below.
- The leader should place an "X" in the box instead of a guess.

Round #	1	2	3	4	5	6	7	8
Player 1 Guess								
Player 2 Guess								
Player 3 Guess								



Guess How Many: Recording Sheet

1st Grade - Readiness Standard 5 - K.OA.5a

Recording Directions:

- Write your guess for each card below.
- The leader should place an "X" in the box instead of a guess.

Round #	1	2	3	4	5	6	7	8
Player 1 Guess								
Player 2 Guess								
Player 3 Guess								



Questions for Solving Word Problems

Q_1

What is the problem about?

Q_2

What do I need to find?

Q_3

What do I know?

Q_4

What can I try?

Q_5

Does my answer make sense?



Steps for Solving Word Problems

Q₁. What is the problem about?

Q₂. What do I need to find?

Q₃. What do I know?

Q₄. What can I try?

Q₅. Does my answer make sense?