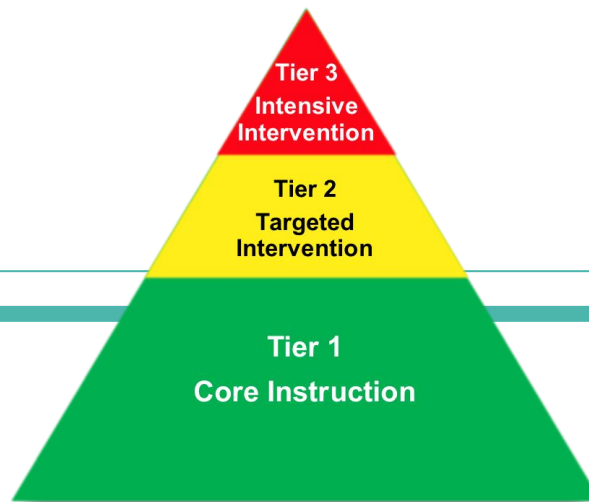


# MTSS Math Guidelines

**K-6**



# Building Math Skills

The team will use the grade appropriate Placement Flowchart and program placement tests to determine intervention placement based on the diagnosed needs of each student.

## Universal Screeners

[Universal Screener for Number Sense \(USNS\)](#) & [NWEA](#)

### Tier 3 - Intensive Interventions & Supports

Small Group Instruction During Intervention Block

- Zearn
- Illustrative Math
- Eureka Math
- Focus Strategies
- Math Talks
- Fluency
- Counting Routines
- Word Problems
- Games and Tools

### Tier 2 - Targeted Supplemental Interventions & Supports

Whole Group Class Routines and Small Group Instruction During Intervention Block

- Zearn
- Illustrative Math
- Eureka Math
- Focus Strategies
- Math Talks
- Fluency
- Counting Routines
- Word Problems
- Games and Tools

### Tier 1 - Core Curriculum

Expressions (K-5) and CPM (6)

# Table of Links

Click on your grade level

[Kindergarten](#)

[First Grade](#)

[Second Grade](#)

[Third Grade](#)

[Fourth Grade](#)

[Fifth Grade](#)

[Sixth Grade](#)

# Determining Beginning of Year (Aug./Sept.) Placement - Kindergarten

USNS: 7-9

Individual or small group far below basic [Activities](#)

Group A1 (Far Below)

USNS: 10-13

Small group below basic [Activities](#)

Group A2 (Below)

USNS:14-17

Small Group Basic [Activities](#)

Group B (Basic)

USNS: 18-21

Whole Class Proficient [Activities](#)

Group C (Proficient)

No advanced placement available based on USNS

\*Be cautious in your interpretation of the students that right now are “proficient” as they are proficient as if it is the 2nd or 3rd week of school. If we ignore the need to support this group, we could find that many of them slip into being “below basic” or “far below basic” when they are reassessed in the winter.

# Kindergarten - Fall Focus Folder Activities

## K - Group A1 (Far Below)

### **STABLE Order to Count:**

Individual students need to count orally at least 5 times to you each day. Count to 5 accurately, move to count to 7 accurately, move to 10.

**1 to 1 Correspondence:** Count groups of objects by touching and moving as they count to say only one number with each object.

**Counting Collections:** Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) to view a training with links to a great video and article.

**Games:** Students roll a dice and move that number on a game board to practice subitizing small quantities and 1 to 1 correspondence.

**TOOL to Use:** Rekenrek and 10 frames, counters, linking cubes, etc.

## K - Group A2 (Below)

**Subitizing:** Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 5, then to 7, then to 10.

Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

**Matching Quantity to Numeral:** Students need multiple ways to match a visual of a quantity to the name of the quantity to the way you write this number.

**Counting Collections:** Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) to view a training with links to a great video and article.

**Games:** For 1 to 1 correspondence have students roll a dice and move around a board. Focus on building quantities and subitizing quantities up to 6.

**TOOL to Use:** Rekenrek and 10 frames, dot cards, counters, linking cubes, etc

## K - Group B (Basic)

**Cardinality:** Knowing how many are in a set. After counting, students need to be asked, "how many \_\_\_?".

**Conservation:** Knowing an amount doesn't change after it is reorganized or moved around.

**Subitizing:** Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 5, then to 7, then to 10.

Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

**NUMBER TALKS:** focus on quantities up to 10 using ten frames, rekenrek and dot cards.

**Counting Collections:** Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) to view a training with links to a great video and article.

**TOOL to Use:** Rekenrek and 10 frames

## K - Group C (Proficient)

**Counting On:** Counting on from a number, and counting on with a given set of objects.

**NUMBER TALKS:** focus on quantities up to 10 using ten frames, rekenrek and dot cards.

**Counting Collections:** Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) to view a training with links to a great video and article.

**Great Resources:**  
[K-5 Math by Standards](#)

**TOOL to Use:** Rekenrek and 10 frames

# Determining Mid Year (Jan./Feb.) Placement - Kindergarten

USNS: 11-13

Individual or small group far below basic [Activities](#)

Group A1 (Far Below)

USNS: 14-17

Small group below basic [Activities](#)

Group A2 (Below)

USNS:18-29

Small Group Basic [Activities](#)

Group B (Basic)

USNS: 30-36

Whole Class Proficient [Activities](#)

Group C (Proficient)

No advanced placement available based on USNS

Group D (Advanced)

# Kindergarten - Winter Focus Folder Activities

[Next Step Activities](#)

## K - Group A1 (Far Below)

### **STABLE Order to Count:**

Individual students need to count orally at least 3 times to you each day. Count to 20, counting back from 10, count on first using a 100s chart.

**1 to 1 Correspondence:** Count groups of objects by touching and moving as they count to say only one number with each object.

### **Counting Collections:**

Frequent opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

**Games:** Students roll a dice and move that number on a game board to practice subitizing small quantities and 1 to 1 correspondence. Games that match number to quantity such as Bingo.

**TOOL to Use:** Rekenrek and 10 frames, counters, linking cubes, etc.

## K - Group A2 (Below)

**Counting On:** Individual students need to orally count on from a number (first using a 100s chart). Work on the transitions across a decade number.

**Subitizing:** Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10. Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

**Matching Quantity to Numeral:** Students need multiple ways to match a visual of a quantity to the name of the quantity to the way you write this number. Focus on building teen numbers, writing and saying these numbers.

**Cardinality:** Knowing how many are in a set. After counting, students need to be asked, "how many \_\_\_\_?".

**Conservation:** Knowing an amount doesn't change after it is reorganized or moved around.

**Games:** Focus on building quantities up to 6.

**TOOL to Use:** Rekenrek and 10 frames, dot cards, counters, linking cubes, etc

## K - Group B (Basic)

**Subitizing:** See Group A2, focus in on the quantities from 0 to 10

**NUMBER TALKS:** focus on quantities up to 10 using ten frames, rekenrek and dot cards.

**Teen Numbers:** Model teen numbers with a single ten frame so students see a ten and some more, or model using base ten blocks. Write the teen number for each model.

**Word Problems:** Provides context for word problems so students are connecting and building models or drawing representations of word problems that use combinations up to 6. Use both addition (adding to) and subtraction (removing from) situations.

**Games:** Play games that are using + 1 facts or -1 facts. Also see [this resource](#). Here is an example of game. [Frog Warts](#)

**TOOL to Use:** Rekenrek and 10 frames

## K - Group C/D (Proficient)

**Counting On:** Counting on from a number, and counting on with a given set of objects.

**NUMBER TALKS:** focus on quantities up to 10 using ten frames, rekenrek and dot cards.

**Word Problems:** Provides context for word problems so students are connecting and building models or drawing representations of word problems that use combinations up to 10. Use both addition (adding to) and subtraction (removing from) situations.

**Games:** Play games that are using + 1 facts or -1 facts. Also see [this resource](#).

**Great Resources:**  
[K-5 Math by Standards](#)

**TOOL to Use:** Rekenrek and 10 frames

# Kindergarten Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
<b>A Group Below</b>	<a href="#">Eureka Math</a>		<a href="#">Number Talks</a>	<a href="#">Zearn</a> Digital Lessons
<b>B Group Basic</b>	<a href="#">Eureka Google Slides</a>	<a href="#">Math Games</a>	<a href="#">Math Talks</a>	
<b>C Group Proficient</b>	<a href="#">Zearn</a> Teacher Lesson Materials  <a href="#">Next Step Activities</a>	<a href="#">Youcubed</a> Tasks	<a href="#">Word Problems</a> with 3 read strategy  <a href="#">Fluency</a>	
<b>D Group Exceeding</b>			<a href="#">Counting Routines</a>	

More Resources Available in our [Kinder Curriculum Planning Guide](#)



# Determining FALL Placement - First Grade

USNS: 10-14

Individual or small group far below basic [Activities](#)

Group A1  
(Far Below)

USNS: 15-19

Small group below basic [Activities](#)

Group A2 (Below)

USNS:20-24

Small Group Basic [Activities](#)

Group B (Basic)

USNS: 25-30

Whole Class Proficient [Activities](#)

Group C  
(Proficient)

No advanced placement available based on USNS

Group D  
(Advanced)

\*Be cautious in your interpretation of the students that right now are "proficient" as they are proficient as if it is the 2nd or 3rd week of school. If we ignore the need to support this group, we could find that many of them slip into being "below basic" or "far below basic" when they are reassessed in the winter.

# 1st Grade - Fall Focus Folder Activities

## Next Step Activities

### 1st - Group A1 (Far Below)

**Subitizing:** Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10.

Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

#### **1 to 1 Correspondence:**

Count groups of objects by touching and moving as they count to say only one number with each object.

#### **Counting Collections:**

Frequent opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

**Games:** ways to get at number combinations to make 4 and 5

**TOOL to Use:** Rekenrek and 10 frames

### 1st - Group A2 (Below)

**Counting by 10s:** Count by 10s to 120, forward and backwards, use a 100s chart and/or number line

#### **Counting Across Decades:**

Counting on to cross over a decade, 47, 48, 49, 50, 51, etc.

#### **Matching Quantity to Numeral:**

Match teen quantities to the written number.

**1 to 1 Correspondence:** Count groups of objects by touching and moving as they count to say only one number with each object.

#### **Counting Collections:**

Frequent opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

**Games:** ways to get at number combinations to make 4 and 5

**TOOL to Use:** Rekenrek, 10 frames, number lines, dot cards

### 1st - Group B (Basic)

**Problem Solving:** Solve oral word problems with combinations of numbers to 10, including subtraction and missing addend problems.

**Subitizing:** Know a quantity without counting. Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

**NUMBER TALKS:** Focus on quantities up to 10 using ten frames, rekenrek and dot cards.

#### **Counting Collections:**

Frequent opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

**Games:** ways to get at number combinations to make 6, 7, 8, 9, or 10

**TOOL to Use:** Rekenrek, 10 frames, number lines, dot cards

### 1st - Group C (Proficient)

**Problem Solving:** Solve oral word problems with combinations of numbers to 10, including subtraction and missing addend problems.

**Counting On:** Counting on from a number, and counting on with a given set of objects.

**NUMBER TALKS:** Focus on quantities up to 10 using ten frames, rekenrek and dot cards.

#### **Counting Collections:**

Frequent opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

**Games:** ways to get at number combinations to make 6, 7, 8, 9, or 10

**TOOL to Use:** Rekenrek, 10 frames, number lines, dot cards

# Determining Mid Year (Jan./Feb.) Placement First Grade

Fall NWEA  
150 & Below

Fall NWEA  
151-159

Fall NWEA  
160-171

Fall NWEA  
172 & Above

NWEA: 159 & Below

NWEA: 160 or Above

USNS: 6-11

Individual or small  
group far below basic  
[Activities](#)

Group A1  
(Far Below)

USNS: 18-29

Small Group Basic  
[Activities](#)

Group B (Basic)

NWEA: 160-171

Whole Class  
Proficient [Activities](#)

USNS: 30-36  
with NWEA Below 159

Group C  
(Proficient)

NWEA:  
172 & Above

Whole Class  
Proficient [Activities](#)

Group D  
(Exceeding)

USNS: 12-17

Small group below  
basic [Activities](#)

Group A2 (Below)

# 1st Grade - Winter Focus Folder Activities

[Next Step Activities](#)

## 1st - Group A1 (Far Below)

### **Counting Across Decades:**

Counting on to cross over a decade, 47, 48, 49, 50, 51, etc., support with 100s chart and/or number line

**Counting by 10s:** Count by 10s to 120, forward and backwards

### **Counting Collections:**

Provide frequent rich opportunities for students to practice counting strategies.

### **Missing Addend Problems:**

Focus on combinations of numbers to 10. 4 and ?? make 6.

**Games:** Ways to get at number combinations to make 6-10

**TOOL to Use:** Rekenrek, 10 frames, number lines

## 1st - Group A2 (Below)

### **Counting Across Decades:**

Counting on to cross over a decade, 47, 48, 49, 50, 51, etc.

**Counting by 10s:** Count by 10s to 120, forward and backwards, use a 100s chart and/or number line

### **Counting Collections:**

Provide frequent rich opportunities for students to practice counting strategies.

### **Subtraction Problems:**

Focus on combinations of numbers to 10. Starting with 8 and you remove 3. How many are left?

**Games:** Ways to get at number combinations to make 6-10, begin games with specific strategies.

**TOOL to Use:** Rekenrek, 10 frames, number lines

## 1st - Group B (Basic)

**Problem Solving:** Solve oral word problems with combinations of numbers to 20, including subtraction and missing addend problems.

**NUMBER TALKS:** Focus on quantities up to 10 using ten frames, rekenrek and dot cards.

**Number Magnitude:** Making Groups of Tens

**Games:** Ways to get at strategies: +/- 1 facts, +/- 2 Facts, Doubles, Making 10, Extend to facts beyond 10

**TOOL to Use:** Rekenrek, 10 frames, number lines

## 1st - Group C/D (Proficient)

**Problem Solving:** Solve oral word problems with combinations of numbers to 20, including subtraction and missing addend problems.

**NUMBER TALKS:** Focus on quantities up to 10 using ten frames, rekenrek and dot cards.

**Number Magnitude:** Making Groups of Tens

**Games:** Ways to get at strategies: +/- 1 facts, +/- 2 Facts, Doubles, Making 10, Extend to facts beyond 20

**TOOL to Use:** Rekenrek, 10 frames, number lines

# 1st Grade Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
<b>A Group Below</b>	<a href="#">Eureka Math</a>		<a href="#">Number Talks</a>	<a href="#">Zearn</a> Digital Lessons
<b>B Group Basic</b>	<a href="#">Eureka Google Slides</a>	<a href="#">Math Games</a>	<a href="#">Math Talks</a>	
<b>C Group Proficient</b>	<a href="#">Zearn</a> Teacher Lesson Materials  <a href="#">Next Step Activities</a>	<a href="#">Youcubed</a> Tasks	<a href="#">Word Problems</a> with 3 read strategy  <a href="#">Fluency</a>	
<b>D Group Exceeding</b>			<a href="#">Counting Routines</a>	

More Resources Available in our [1st Grade Curriculum Planning Guide](#)

# Determining FALL Placement - Second Grade

**1st Grade  
Spring NWEA  
165 & Below**

**1st Grade  
Spring NWEA  
166-176**

**1st Grade  
Spring NWEA  
177-186**

**1st Grade  
Spring NWEA  
187 & Above**

NWEA - 176 & Below

NWEA - 177 or Above

USNS: 10-14

Individual or Small group  
below basic [Activities](#)

Group A1 (Far Below)

USNS: 20-24

Small Group Basic  
[Activities](#)

Group B (Basic)

USNS: 15-19

Small group below  
basic [Activities](#)

Group A2 (Below)

NWEA: 177-186

Whole Class  
Proficient [Activities](#)

USNS: 25-30  
with NWEA Below 175

Group C  
(Proficient)

NWEA:  
187 and Above

Whole Class  
Proficient [Activities](#)

Group D  
(Exceeding)

# 2nd Grade - FALL Focus Folder Activities

[Next Step Activities](#)

## 2nd - Group A1 (Far Below)

**Counting On:** Use counting routines with these students to count on from a given quantity. Use a 100s chart (200s chart) as a tool to get started. Work first with moving across a decade value such as 68, 69, 70, ...

### Matching Quantity to Numeral:

Students need multiple ways to match a visual of a quantity to the name of the quantity to the way you write this number. Work with 2-digit first and then move to 3-digit values.

**Subitizing:** Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

**Counting Collections:** Frequent opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

**TOOL to Use:** Ten frames, place value block, 100s charts, items to count.

## 2nd - Group A2 (Below)

**Subitizing:** Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

### Representing and Naming Values:

Given a value (written or represented), represent and identify a value that is 10 more or 10 less. (Click [here](#) for an example)

**Shake and Drop:** Give students a specific number of two-counters. EX: 8 counters. Students shake the counters and drop them onto a plate. They count each color. They write a number bond to show how the number decomposes. Ex: 8 is the same as 6 red and 2 white. Repeat 10 times using the same number of total chips.

### Building Numbers with Models:

Students need to be given information in place value language and place value blocks. They use the information to build the quantity and then name the quantity. (Examples below) You can also build 2-digit values using the [mini-ten frames](#). (ex: build 3 tens and 14 ones)

**Fluency:** [Plus 1, Plus 2 facts, Minus 1, Minus 2 Facts GAME](#)

**TOOL to Use:** Place value blocks, rekenrek, two color counters, mini-ten frame

## 2nd - Group B (Basic)

**NUMBER TALKS:** focus on quantities up to 10 using ten frames, rekenrek and dot cards. Then move into greater values. Be sure that strategies are being named. Begin with Make a Ten and then move to Doubles.

Provide Games that help students learn the combinations for a specific fact or for a specific strategy.

[\(North Carolina: Games Linked to Standards\)](#)

[Double Trouble](#) Game

[Use of Number Bonds to Compose and Decompose Values](#)

**TOOL to Use:** Rekenrek and 10 frames

## 2nd- Group C/D (Proficient)

**NUMBER TALKS:** focus on quantities up to 10 using ten frames, rekenrek and dot cards. Then move into greater values. Be sure that strategies are being named.

Play **Games** to extend knowledge of facts such as [Tic Fact Toe](#)

**TOOL to Use:** Rekenrek and 10 frames

# Determining WINTER Placement - Second Grade

Fall NWEA  
164 & Below

Fall NWEA  
165-174

Fall NWEA  
175-186

Fall NWEA  
187 & Above

NWEA - 174 & Below

NWEA - 175 or Above

USNS: 10-16  
Individual or Small  
group below basic  
[Activities](#)

Group A1 (Far  
Below)

USNS: 24-39

Small Group Basic  
[Activities](#)

Group B (Basic)

USNS: 17-23  
Small group below  
basic [Activities](#)

Group A2 (Below)

NWEA: 175-186

Whole Class Proficient  
[Activities](#)

USNS: 40-48  
with NWEA Below 175

Group C  
(Proficient)

NWEA:  
187 and Above

Whole Class Proficient  
[Activities](#)

Group D  
(Exceeding)



# 2nd Grade - WINTER Focus Folder Activities

[Next Step Activities](#)

## 2nd - Group A1 (Far Below)

**Counting On:** Use counting routines with these students to count on from a given quantity. Use a 100s chart (200s chart) as a tool to get started. Work first with moving across a decade value such as 68, 69, 70, ...

### **Matching Quantity to Numeral:**

Students need multiple ways to match a visual of a quantity to the name of the quantity to the way you write this number. Work with 2-digit first and then move to 3-digit values.

**Subitizing:** Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

**Counting On:** Count on by 1s, 10s, or 100s using an open number line. Label the number line and then come back to show the addition (or subtraction problem).

### **Adding and Subtracting 10 and 100:**

Give students a number to build using place value blocks. Have them add 10 more to the value and write the new value. Record a number bond and a number sentence.

**TOOL to Use:** Ten frames, place value block, 100s charts, items to count.

## 2nd - Group A2 (Below)

**Counting Sequence:** Have students count a range of numbers in a specific way. Ex: 70 to 450 by 10s, 190 to 220 by 1s, 230 to 730 by 100s, 155 to 855 by 100s

**Subitizing:** Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

### **Representing and Naming Values:**

Given a value (written or represented), represent and identify a value that is 10 more or 10 less. (Click [here](#) for an example)

**Shake and Drop:** Give students a specific number of two-counters. EX: 8 counters. Students shake the counters and drop them onto a plate. They count each color. They write a number bond to show how the number decomposes. Ex: 8 is the same as 6 red and 2 white. Repeat 10 times using the same number of total chips.

### **Building Numbers with Models:**

Students need to be given information in place value language and place value blocks. They use the information to build the quantity and then name the quantity. (Examples below) You can also build 2-digit values using the [mini-ten frames](#). (ex: build 3 tens and 14 ones)

**Fluency:** [Plus 1, Plus 2 facts](#), [Minus 1, Minus 2 Facts GAME](#)

**TOOL to Use:** Place value blocks, rekenrek, two color counters, mini-ten frame

## 2nd - Group B (Basic)

**NUMBER TALKS:** focus on quantities up to 10 using ten frames, rekenrek and dot cards. Then move into greater values. Be sure that strategies are being named. Begin with Make a Ten and then move to Doubles.

### **2-Digit Addition and**

**Subtraction:** Use place value blocks, draw place value charts and disks, and number lines to add and subtract 2-digit numbers. Be sure to have students identify when they are composing (decomposing) ten or a hundred. Name strategies being used such as these for subtraction: Counting Up, Counting Back, Take from, Compensation.

**Write 10 More (or Less):** Write a number on the board. Have students build the number with place value blocks. Then they add 10 more and write the next number. Repeat this 10 times. Provide Games that help students learn the combinations for a specific fact or for a specific strategy.

[\(North Carolina: Games Linked to Standards\)](#)

**TOOL to Use:** Rekenrek and 10 frames

## 2nd- Group C/D (Proficient/Exceeding)

**NUMBER TALKS:** focus on quantities up to 10 using ten frames, rekenrek and dot cards. Then move into greater values. Be sure that strategies are being named.

### **2-Digit Addition and Subtraction:**

Show problems using multiple models such as place value charts or open number lines. Name strategies being used such as these for subtraction: Counting Up, Counting Back, Take from, Compensation.

**Word Problems:** Seek comparison problems for students to solve. Have students identify what is the same of the two items compared which will help them find how they are different. Use a tape diagram to compare how they are the same and how they are different.

Play **Games** to extend knowledge of facts such as [Tic Fact Toe](#)

**Estimation:** Ask students to estimate sums and differences prior to finding the actual value.

**TOOL to Use:** Rekenrek and 10 frames

# 2nd Grade Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
<b>A Group Below</b>	<a href="#">Eureka Math</a>		<a href="#">Number Talks</a>	<a href="#">Zearn</a> Digital Lessons
<b>B Group Basic</b>	<a href="#">Eureka Google Slides</a>	<a href="#">Math Games</a>	<a href="#">Math Talks</a>	
<b>C Group Proficient</b>	<a href="#">Zearn</a> Teacher Lesson Materials  <a href="#">Next Step Activities</a>	<a href="#">Youcubed</a> Tasks	<a href="#">Word Problems</a> with 3 read strategy  <a href="#">Fluency</a>	
<b>D Group Exceeding</b>			<a href="#">Counting Routines</a>	

More Resources Available in our [2nd Grade Curriculum Planning Guide](#)

## Determining Trimester 1 Placement - Third Grade

**2nd Grade  
Spring NWEA  
179 & Below**

**2nd Grade  
Spring NWEA  
180-188**

**2nd Grade  
Spring NWEA  
189-199**

**2nd Grade  
Spring NWEA  
200 & Above**

## Determining Trimester 2 Placement - Third Grade

**Fall NWEA  
178 & Below**

**Fall NWEA  
179-187**

**Fall NWEA  
188-198**

**Fall NWEA  
199 & Above**

## Determining Trimester 3 Placement - Third Grade

**Winter NWEA  
186 & Below**

**Winter NWEA  
187-195**

**Winter NWEA  
196-205**

**Winter NWEA  
206 & Above**

# 3rd Grade - Focus Folder Activities

[Next Step Activities](#)

## 3rd-Group A (Far Below)

**Counting On:** Use counting routines with these students to count on from a given quantity (0 – 120). Use a 100s chart (200s chart) as a tool to get started. Work first with moving across a decade value such as 68, 69, 70, ...

### **Build and Write Numbers:**

Students need to build numbers from 0 – 50, and write each number that is built.

**Subitizing:** Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

### **Number Combinations:**

Work on decomposing numbers to 10 and the Make a Ten strategy. Specifically use a ten frame or rekenrek to show how to decompose a value to make a ten such as with  $8 + 7$  to be  $8 + 2 + 5$  to make a ten.

**Shake and Drop:** Give students a specific number of two-counters. EX: 8 counters. Students shake the counters and drop them onto a plate. They count each color. They write a number bond to show how the number decomposes. Ex: 8 is the same as 6 red and 2 white. Repeat 10 times using the same number of total chips.

**TOOLS to Use:** 100s charts, two-color counters, rekenrek, subitizing cards.

## 3rd - Group B (Below)

**Counting On:** Use counting routines with these students to count on from a given quantity (0 – 500). Use a 100s chart (200s chart) as a tool to get started. Count on by 10s or 100s from any number.

**Counting By:** Count by 2s or 4s, and then move into counting by 5s or 3s. Count forward and backwards. Start with only a few values in the sequence and move into all the multiples of a value.

**Number Talks:** Work on the addition strategies. This builds confidence and provides strategies for composing and decomposing numbers using mental math.

### **Subtraction with Regrouping:**

Focus on smaller values such numbers 0-20 as the minuend. Use a single digit value as the subtrahend. Build into minuends of 0 – 50.  
<https://www.mathlearningcenter.org/apps/number-frames>

### **Building Numbers with Models:**

Students need to be given information in place value language and place value blocks. They use the information to build the quantity and then name the quantity. (Examples [Click Here](#))

You can also build 2-digit values using the [mini-ten frames](#). (ex: build 3 tens and 14 ones)

**TOOLS to Use:** 100s charts, place value blocks, place value chips/place value chart, mini-ten frames.

## 3rd - Group C (Proficient)

**NUMBER TALKS:** Focus on addition and subtraction strategies. Build into 2-digit and 3-digit numbers that use the specific strategies using mental math.

### **2-Digit Addition and**

**Subtraction:** Use place value blocks, number lines, and place value charts and disks, and number lines to add and subtract 2-digit numbers. Be sure to have students identify when they are composing (decomposing) ten or a hundred. Ask students to name the strategy being used (Subtraction: Counting Up, Counting Back, Take from, Compensation).

Play **Games** to extend knowledge of facts such as [Tic Fact Toe](#)

(North Carolina: [Games Linked to Standards](#))

**TOOLS to Use:** Place Value blocks, place value chips/place value charts, mental math

## 3rd- Group D (Exceeding)

**NUMBER TALKS:** Focus on addition and subtraction strategies. Build into 2-digit and 3-digit numbers that use the specific strategies using mental math.

**Word Problems:** Seek comparison problems for students to solve. Have students identify what is the same about the two items compared which will help them find how they are different. Use a tape diagram to compare how they are the same and how they are different.

Play **Games** to extend knowledge of facts such as [Tic Fact Toe](#)

**Estimation:** Ask students to estimate sums and differences prior to finding the actual value.

**TOOLS to Use:** Place Value blocks, place value chips/place value charts, mental math

**TOOL to Use:** Rekenrek and 10 frames

# 3rd Grade Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
<b>A Group Below</b>	<a href="#">Eureka Math</a>		<a href="#">Number Talks</a>	<a href="#">Zearn</a> Digital Lessons
<b>B Group Basic</b>	<a href="#">Eureka Google Slides</a>	<a href="#">Math Games</a>	<a href="#">Math Talks</a>	<a href="#">Desmos</a>
<b>C Group Proficient</b>	<a href="#">Zearn</a> Teacher Lesson Materials  FIABs	<a href="#">Youcubed</a> Tasks	<a href="#">Word Problems</a> with 3 read strategy  <a href="#">Fluency</a>  <a href="#">Counting Routines</a>	IABs
<b>D Group Exceeding</b>				

More Resources Available in our [3rd Grade Curriculum Planning Guide](#)

# Determining Trimester 1 Placement - Fourth Grade

**3rd Grade  
Spring NWEA  
191 & Below**

**3rd Grade  
Spring NWEA  
192-200**

**3rd Grade  
Spring NWEA  
201-210**

**3rd Grade  
Spring NWEA  
211 & Above**

# Determining Trimester 2 Placement - Fourth Grade

**Fall NWEA  
187 & Below**

**Fall NWEA  
188-201**

**Fall NWEA  
202-211**

**Fall NWEA  
212 & Above**

# Determining Trimester 3 Placement - Fourth Grade

**Winter NWEA  
193 & Below**

**Winter NWEA  
194-208**

**Winter NWEA  
209-218**

**Winter NWEA  
219 & Above**

# 4th Grade - Focus Folder Activities

[Next Step Activities](#)

## 4th-Group A (Far Below)

### **Counting On and Count Back:**

Use counting routines with these students to count on from a given quantity (300 - 1000). Use a 100s chart (200s chart) as a tool to get started.

### **Build and Write Numbers:**

Students need to build numbers using pattern blocks or place value chips from 0 – 400, and write each number that is built.

### **Number Combinations:**

Work on decomposing numbers to 10 and the Make a Ten strategy. Specifically use a ten frame or rekenrek to show how to decompose a value to make a ten such as with  $8 + 7$  to be  $8 + 2 + 5$  to make a ten. Use Number Lines or [Number racks](#)

**Count Bys:** Skip count forward and backwards by 2s, 5, and 10 and connect to multiplication and division facts.

**Games:** [Raging rectangles](#), [Math Jenga](#), [Addition Card Game](#) with 3 people. 2 players hold card to their forehead. the 3rd person says the sum. Whoever says their card first, gets to keep the two cards.

**TOOLS to Use:** 100s chart, place value blocks or place value chips/chart, number lines, rekenrek (number racks).

## 4th - Group B (Below)

**Counting On:** Use counting routines with these students to count on from a given quantity (300 - 1000). Use a 100s chart (200s chart) as a tool to get started. Count on by 10s or 100s from any number.

**Counting By:** Count by 3s, and 6s if they know their 2s, 4s, and 8s. Start with only a few values in the sequence and move into all the multiples of a value.

**Number Talks:** Work on the addition strategies. This builds confidence and provides strategies for composing and decomposing numbers using mental math.

**Addition and Subtraction with Regrouping:** Use place value blocks or place value chips and a place value chart to model addition and subtraction problems that involve regrouping. Students need to record what they do with the manipulatives in the algorithm as they work the problem.

<https://www.mathlearningcenter.org/apps/number-frames>

**Games:** [Raging rectangles](#), [Math Jenga](#), [Multiplication Card Game](#) with 3 people. 2 players hold card to their forehead. the 3rd person says the product. Whoever says their card first, gets to keep the two cards. Scaffold with only cards from 1 to 5 to begin.

**TOOLS to Use:** Place value blocks, place value chart/chips, whiteboard/marker.

## 4th - Group C (Proficient)

**NUMBER TALKS:** Focus on addition and subtraction strategies. Begin with 1-digit and build into 2-digit and 3-digit numbers that use the specific strategies using mental math.

**Skip Count/Count By:** Skip count by a number forward and backwards. Also skip count by a value from any number. For example, skip count by 3 starting at 5.

**Addition and Subtraction:** Have students show more than one way to prove the sum or difference of two numbers. For example, show on a number line and an algorithm.

**Games:** [Raging rectangles](#), [Math Jenga](#), [Multiplication Card Game](#) with 3 people. 2 players hold a card to their forehead. The 3rd person says the product. Whoever says their card first, gets to keep the two cards.

(North Carolina: [Games Linked to Standards](#))

## 4th- Group D (Exceeding)

**NUMBER TALKS:** Focus on addition and subtraction strategies. Start with 2-digit numbers and build into 3-digit numbers. Work on building specific strategies using mental math.

**Skip Count/Count By:** Skip count by a number forward and backwards. Also skip count by a value from any number. For example, skip count by 3 starting at 5.

**Addition and Subtraction:** Have students show at least three ways to prove the sum or difference of two numbers. For example, show on a number line, expanded notation, and an algorithm.

**Critiquing Work:** Provide work for addition or subtraction problems using multiple methods and ask students to find the error that was made in the work. Justify what is wrong and explain how to correct it.

**Estimation:** Ask students to estimate sums and differences prior to finding the actual value.

# 4th Grade Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
<b>A Group Below</b>	<a href="#">Eureka Math</a>		<a href="#">Number Talks</a>	<a href="#">Zearn</a> Digital Lessons
<b>B Group Basic</b>	<a href="#">Eureka Google Slides</a>	<a href="#">Math Games</a>	<a href="#">Math Talks</a>	<a href="#">Desmos</a>
<b>C Group Proficient</b>	<a href="#">Zearn</a> Teacher Lesson Materials  FIABs	<a href="#">Youcubed</a> Tasks	<a href="#">Word Problems</a> with 3 read strategy  <a href="#">Fluency</a>  <a href="#">Counting Routines</a>	IABs
<b>D Group Exceeding</b>				

More Resources Available in our [4th Grade Curriculum Planning Guide](#)



## Determining Trimester 1 Placement - Fifth Grade

**4th Grade  
Spring NWEA  
198 & Below**

**4th Grade  
Spring NWEA  
199-212**

**4th Grade  
Spring NWEA  
213-222**

**4th Grade  
Spring NWEA  
223 & Above**

## Determining Trimester 2 Placement - Fifth Grade

**Fall NWEA  
200 & Below**

**Fall NWEA  
201-213**

**Fall NWEA  
214-221**

**Fall NWEA  
222 & Above**

## Determining Trimester 3 Placement - Fifth Grade

**Winter NWEA  
206 & Below**

**Winter NWEA  
207-219**

**Winter NWEA  
220-227**

**Winter NWEA  
228 & Above**

# 5th Grade - Focus Folder Activities

[Next Step Activities](#)

## 5th - Group A (Far Below)

### **Counting On and Count Back:**

Count on and count back by 10s from any number.

**Counting By:** Count by 3s, and 6s if they know their 2s, 4s, and 8s. Start with only a few values in the sequence and move into all the multiples of a value. Count by fractions or count by decimals such as tenths.

### **Making a Ten:**

Work on decomposing numbers to 10 and the Make a Ten strategy. Specifically use a ten frame or rekenrek to show how to decompose a value to make a ten such as with  $8 + 7$  to be  $8 + 2 + 5$  to make a ten. Use Number Lines or [Number racks](#)

**Subtraction with Regrouping:** Use place value blocks or place value chips and a place value chart to model subtraction problems that involve regrouping. Students need to record what they do with the manipulatives in the algorithm as they work the problem.  
<https://www.mathlearningcenter.org/apps/number-frames>

**Games:** [Raging rectangles](#), [Math Jenga](#), *Addition Card Game* with 3 people. 2 players hold card to their forehead. the 3rd person says the sum. Whoever says their card first, gets to keep the two cards.

**TOOLS to Use:** Mini ten frames, place value blocks, place value chips/chart.

## 5th - Group B (Below)

**Counting By:** Count by 3s, and 6s if they know their 2s, 4s, and 8s. Start with only a few values in the sequence and move into all the multiples of a value. Count by fractions or count by decimals such as tenths.

**Subtraction with Regrouping:** Use place value blocks or place value chips and a place value chart to model addition and subtraction problems that involve regrouping. Students need to record what they do with the manipulatives in the algorithm as they work the problem.

<https://www.mathlearningcenter.org/apps/number-frames>

**Subtraction with Fractions:** Use models such as Cuisenaire rods to show a fraction removed from a whole number (i.e.  $1 - 1/3$ ,  $3 - 2/3$ ,  $4 - 5/6$ ,  $3 - 1 2/5$ ).

**Games:** [Raging rectangles](#), [Math Jenga](#), *Multiplication Card Game* with 3 people. 2 players hold card to their forehead. The 3rd person says the product. Whoever says their card first, gets to keep the two cards. Scaffold with only cards from 1 to 5 to begin.

**TOOLS to Use:** Cuisenaire rods, place value blocks, place value chips/chart.

## 5th - Group C (Proficient)

**NUMBER TALKS:** Focus on multiplication strategies.

**Multiplication and Division:** Have students show more than one way to prove the product or quotient. For example, show a product using an area and expanded notation.

**Activity Cards:** Use the activity cards in Expressions to support students.

**Cuisenaire Rods:** Use Cuisenaire rods to model fraction addition and subtraction problems.

**Mathematical Thinking:** Using vertical boards for students to work on non-standard word problems. ([problems](#))([more problems by grade level](#))

(North Carolina: [Games Linked to Standards](#))

**TOOLS to Use:** Cuisenaire rods

## 5th- Group D (Exceeding)

**NUMBER TALKS:** Focus on multiplication and division strategies.

**Multiplication and Division:** Have students show more than one way to prove the product or quotient. For example, show a product using an area and expanded notation.

**Critiquing Work:** Provide work for multiplication and division problems using multiple methods and ask students to find the error that was made in the work. Justify what is wrong and explain how to correct it.

**Estimation:** Ask students to estimate products and quotients for problems. Students justify their thinking.

**Mathematical Thinking:** Using vertical boards for students to work on non-standard word problems. ([problems](#))([more problems by grade level](#))

**TOOLS to Use:** Cuisenaire rods

# 5th Grade Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
<b>A Group Below</b>	<a href="#">Eureka Math</a>		<a href="#">Number Talks</a>	<a href="#">Zearn</a> Digital Lessons
<b>B Group Basic</b>	<a href="#">Eureka Google Slides</a>	<a href="#">Math Games</a>	<a href="#">Math Talks</a>	<a href="#">Desmos</a>
<b>C Group Proficient</b>	<a href="#">Zearn</a> Teacher Lesson Materials  FIABs	<a href="#">Youcubed</a> Tasks	<a href="#">Word Problems</a> with 3 read strategy  <a href="#">Fluency</a>  <a href="#">Counting Routines</a>	IABs
<b>D Group Exceeding</b>				

More Resources Available in our [5th Grade Curriculum Planning Guide](#)

# Determining Trimester 1 Placement - Sixth Grade

**5th Grade  
Spring NWEA  
210 & Below**

**5th Grade  
Spring NWEA  
211-223**

**5th Grade  
Spring NWEA  
224-231**

**5th Grade  
Spring NWEA  
232 & Above**

# Determining Trimester 2 Placement - Sixth Grade

**Fall NWEA  
205 & Below**

**Fall NWEA  
206-217**

**Fall NWEA  
218-227**

**Fall NWEA  
228 & Above**

# Determining Trimester 3 Placement - Sixth Grade

**Winter NWEA  
210 & Below**

**Winter NWEA  
211-222**

**Winter NWEA  
223-232**

**Winter NWEA  
233 & Above**

# 6th Grade Intervention Block Resources

Resources for Math Intervention Block	Small Group Lessons	Centers/ Independent Practice	Instructional Routines	Computer Based Practice
<b>A Group Below</b>	<a href="#">Eureka Math</a>		<a href="#">Number Talks</a>	<a href="#">Khan Academy</a> <a href="#">MAP Accelerator</a>
<b>B Group Basic</b>	<a href="#">Illustrative Mathematics</a>	<a href="#">Math Games</a>	<a href="#">Math Talks</a>	<a href="#">Zearn Digital Lessons</a>
<b>C Group Proficient</b>	<a href="#">Zearn</a> Teacher Lesson Materials  FIABs	<a href="#">Youcubed</a> Tasks	<a href="#">Word Problems</a>  <a href="#">Counting Routines</a>	<a href="#">Desmos</a>  IABs
<b>D Group Exceeding</b>				

More Resources Available in our [6th - 8th Grade Resources Folder](#) & [Curriculum Correlation Guide](#)

# Focus Folder Activities

## Mid Year Grades K-2

pgs. 28-38

## Kinder Tier 3 Instruction - Far Below Basic - Small Group

**STABLE Order to Count:** Individual students need to count orally at least 3 times to you each day. Count to 20 accurately, including counting back from 10 to support subtraction. Move to counting on first using a 100s chart.

**1 to 1 Correspondence:** Count groups of objects by touching and moving as they count to say only one number with each object.

**Counting Collections:** Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) for more details on counting collections.

**Games:** Students roll a dice and move that number on a game board to practice subitizing small quantities and 1 to 1 correspondence. Games that match number to quantity such as Bingo.

**TOOL to Use:** Rekenrek and 10 frames, counters, linking cubes, etc.

# Kinder Tier 3 Instruction - Below Basic - Small Group Instruction

**Counting On:** Individual students need to orally count on from a number first using a 100s chart. Work on the transitions across a decade number.

**Subitizing:** Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

**Matching Quantity to Numeral:** Students need multiple ways to match a visual of a quantity to the name of the quantity to the way you write this number. Focus on building teen numbers, writing and saying these numbers.

**Cardinality:** Knowing how many are in a set. After counting, students need to be asked, “how many \_\_\_\_?”.

**Conservation:** Knowing an amount doesn’t change after it is reorganized or moved around.

**Games:** Focus on building quantities up to 6.

**TOOL to Use:** Rekenrek and 10 frames, dot cards, counters, linking cubes, etc.



# Kinder Tier 2 Instruction - Basic - Whole Group

**Subitizing:** See above, focus in on the quantities from 0 to 10

**NUMBER TALKS:** focus on quantities up to 10 using ten frames, rekenrek and dot cards.

**Teen Numbers:** Model teen numbers with a single ten frame so students see a ten and some more, or model using base ten blocks. Write the teen number for each model.

**Word Problems:** Provides context for word problems so students are connecting and building models or drawing representations of word problems that use combinations up to 6. Use both addition (adding to) and subtraction (removing from) situations.

**Games:** Play games that are using + 1 facts or -1 facts. Also see [this resource](#). Here is an example of game. [Frog Warts](#)

**TOOL to Use:** Rekenrek and 10 frames

# Kinder Tier 2 Instruction - Proficient - Whole Group

**Counting On:** Counting on from a number, and counting on with a given set of objects.

**NUMBER TALKS:** focus on quantities up to 10 using ten frames, rekenrek and dot cards.

**Word Problems:** Provides context for word problems so students are connecting and building models or drawing representations of word problems that use combinations up to 10. Use both addition (adding to) and subtraction (removing from) situations.

**Games:** Play games that are using + 1 facts or -1 facts. Also see [this resource](#).

**Great Resources:**

[K-5 Math by Standards](#)

**TOOL to Use:** Rekenrek and 10 frames

# 1st Grade Tier 3 Instruction - Far Below Basic - Small Group

**Counting Across Decades:** Counting on to cross over a decade, 47, 48, 49, 50, 51, etc., support with 100s chart and/or number line

**Counting by 10s:** Count by 10s to 120, forward and backwards

**Counting Collections:** Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) to read more about how to use counting collections.

**Missing Addend Problems:** Focus on combinations of numbers to 10. 4 and ?? make 6.

**Games:** Ways to get at number combinations to make 6-10

**TOOL to Use:** Rekenrek, 10 frames, number lines

# 1st Grade Tier 3 Instruction - Below Basic - Small Group Instruction

**Counting Across Decades:** Counting on to cross over a decade, 47, 48, 49, 50, 51, etc.

**Counting by 10s:** Count by 10s to 120, forward and backwards, use a 100s chart and/or number line

**Counting Collections:** Provide frequent rich opportunities for students to practice counting strategies. Click [here](#) to read more about how to use counting collections.

**Subtraction Problems:** Focus on combinations of numbers to 10. Starting with 8 and you remove 3. How many are left?

**Games:** Ways to get at number combinations to make 6-10, begin games with specific strategies.

**TOOL to Use:** Rekenrek, 10 frames, number lines

# 1st Grade Tier 2 Instruction - Basic/Proficient - Whole Group

**Problem Solving:** Solve oral word problems with combinations of numbers to 20, including subtraction and missing addend problems.

**NUMBER TALKS:** Focus on quantities up to 10 using ten frames, rekenrek and dot cards.

**Number Magnitude:** Making Groups of Tens

**Games:** Ways to get at strategies: +/- 1 facts, +/- 2 Facts, Doubles, Making 10, Extend to facts beyond 10 (Extend to facts beyond 20 for students who score Proficient)

**TOOL to Use:** Rekenrek, 10 frames, number lines

# 2nd Grade Tier 3 Instruction (A1) - Far Below Basic - Small Group

**Counting On:** Use counting routines with these students to count on from a given quantity. Use a 100s chart (200s chart) as a tool to get started. Work first with moving across a decade value such as 68, 69, 70, ...

**Matching Quantity to Numeral:** Students need multiple ways to match a visual of a quantity to the name of the quantity to the way you write this number. Work with 2-digit first and then move to 3-digit values.

**Subitizing:** Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

**Counting On:** Count on by 1s, 10s, or 100s using an open number line. Label the number line and then come back to show the addition (or subtraction problem).

**Adding and Subtracting 10 and 100:** Give students a number to build using place value blocks. Have them add 10 more to the value and write the new value. Record a number bond and a number sentence.

**TOOL to Use:** Ten frames, place value block, 100s charts, items to count.

# 2nd Grade Tier 3 Instruction (A2)- Below Basic - Small Group

**Counting Sequence:** Have students count a range of numbers in a specific way. Ex: 70 to 450 by 10s, 190 to 220 by 1s, 230 to 730 by 100s, 155 to 855 by 100s

**Subitizing:** Know a quantity without counting, use Number Talks with dot cards or ten frame images. First quantities to 10, then the teen numbers.

- Using a rekenrek, have students model a quantity by sliding all the beads at once vs. counting by 1s.

**Representing and Naming Values:** Given a value(written or represented), represent and identify a value that is 10 more or 10 less. (Click [here](#) for an example)

**Shake and Drop:** Give students a specific number of two-counters. EX: 8 counters. Students shake the counters and drop them onto a plate. They count each color. They write a number bond to show how the number decomposes. Ex: 8 is the same as 6 red and 2 white. Repeat 10 times using the same number of total chips.

**Building Numbers with Models:** Students need to be given information in place value language and place value blocks. They use the information to build the quantity and then name the quantity. (Examples below) You can also build 2-digit values using the [mini-ten frames](#). (ex: build 3 tens and 14 ones)

**Fluency:** [Plus 1, Plus 2 facts, Minus 1, Minus 2 Facts GAME](#)

**TOOL to Use:** Place value blocks, rekenrek, two color counters, mini-ten frames

# 2nd Grade - Tier 2 Instruction (B)- Basic - Small Group

**NUMBER TALKS:** focus on quantities up to 10 using ten frames, rekenrek and dot cards. Then move into greater values. Be sure that strategies are being named. Begin with Make a Ten and then move to Doubles.

**2-Digit Addition and Subtraction:** Use place value blocks, draw place value charts and disks, and number lines to add and subtract 2-digit numbers. Be sure to have students identify when they are composing (decomposing) ten or a hundred. Name strategies being used such as these for subtraction: Counting Up, Counting Back, Take from, Compensation.

**Write 10 More (or Less):** Write a number on the board. Have students build the number with place value blocks.. Then they add 10 more and write the next number. Repeat this 10 times.

Provide Games that help students learn the combinations for a specific fact or for a specific strategy. (See below)

(North Carolina: Games Linked to Standards)

**TOOL to Use:** Rekenrek and 10 frames



# 2nd Grade - Tier 2 Instruction - C & D - Whole Class

**NUMBER TALKS:** focus on quantities up to 10 using ten frames, rekenrek and dot cards. Then move into greater values. Be sure that strategies are being named.

**2-Digit Addition and Subtraction:** Show problems using multiple models such as place value charts or open number lines. Name strategies being used such as these for subtraction: Counting Up, Counting Back, Take from, Compensation.

**Word Problems:** Seek comparison problems for students to solve. Have students identify what is the same of the two items compared which will help them find how they are different. Use a tape diagram to compare how they are the same and how they are different.

Play **Games** to extend knowledge of facts such as [Tic Fact Toe](#)

**Estimation:** Ask students to estimate sums and differences prior to finding the actual value.

**TOOL to Use:** Rekenrek and 10 frames