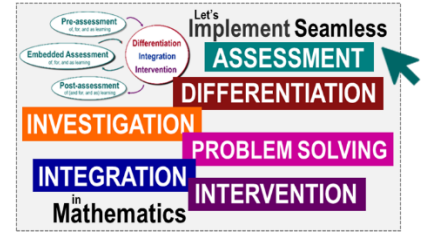


**INTERVENTION**

Add and Subtract 10s  
Numbers Counting by 10s



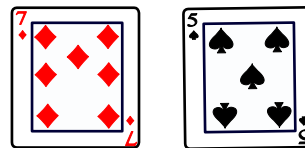
Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Add and Subtract 10s Numbers Counting by 10s ..... [page 2 - 3](#)  
 Progress Sheet ..... [page 4](#)

Select a two-digit number and a tens number that add to more than 100.



Record your number sentence.  $70 + 50 =$

Place the two-digit number of a number line.



Record the tens number of jumps.



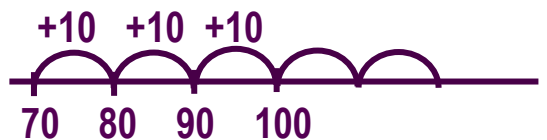
Add 1 ten, explaining that you had 7 tens, you added 1 ten, and record that you have 8 tens.



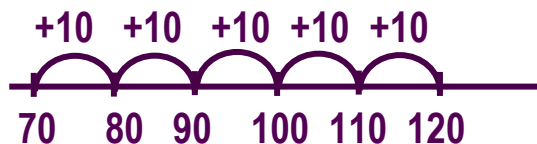
Add 1 ten, explaining that you had 8 tens, you added 1 ten, and record that you have 9 tens.



Add 1 ten, explaining that you had 9 tens, you added 1 ten, and record that you have 10 tens.

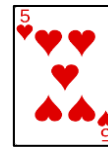


Continue adding 10, explaining that you had \_\_\_ tens, you added 1 ten, and record that you have \_\_\_ tens.



Reflection: How can we add 10s numbers counting by 10s on a number line?

Select a tens number in the 100s and a tens number that subtract to less than 100.



Record your number sentence. **120 - 50 =**

Place the three-digit number of a number line.



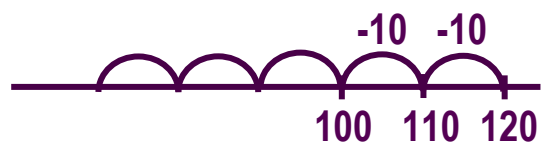
Record the tens number of jumps.



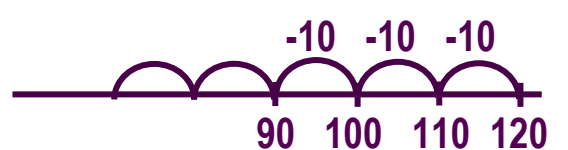
Subtract 1 ten, explaining that you had 12 tens, you subtracted 1 ten, and record that you have 11 tens.



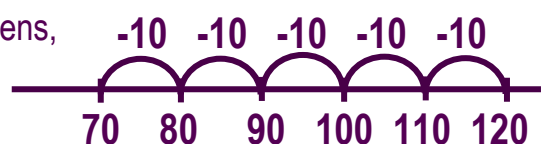
Subtract 1 ten, explaining that you had 11 tens, you subtracted 1 ten, and record that you have 10 tens.



Subtract 1 ten, explaining that you had 10 tens, you subtracted 1 ten, and record that you have 9 tens.



Continue subtracting 1 ten, explaining that you had \_\_\_ tens, you subtracted 1 ten, and record that you have \_\_\_ tens.



Reflection: How can we subtract 10s numbers counting by 10s on a number line?

# Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as:  
**ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

**ASSESSMENT FOR LEARNING (FORMATIVE)** – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

**ASSESSMENT AS LEARNING (FORMATIVE)** – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									