

INTERVENTION

Friends of 100

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.

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Progress Sheet [page 4](#)

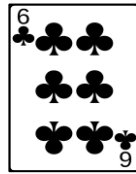


Friends of 100 through addition

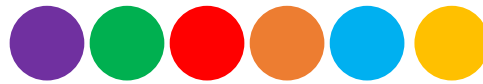
(Place Value 14)

RESOURCES: playing cards, 1 empty 10 frame, counters, pencil, paper / Maths book

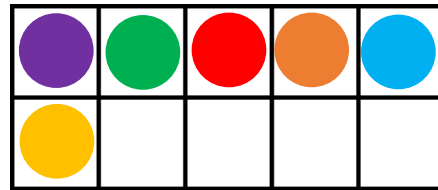
Select a card to make a tens number. 60



Collect counters so that each counter represents 10.



Place the counters on a 10 frame, giving each counter the value of 10.



Record your friends of 100.

$$60 + 40 = 100$$

Record a number line.

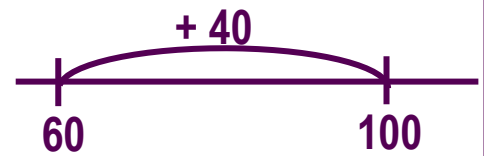


Place the tens number you selected on the number line.

Place 10 on the number line.



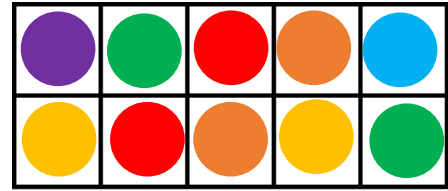
Record a jump and that you added your number's friend of 100 to make 100.



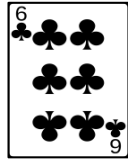
If we know that 60's friend of 100 is 40, what is 40's friend of 100?

Reflection: What are friends of 100?

Place 10 counters onto a 10 frame, giving each counter the value of 10.

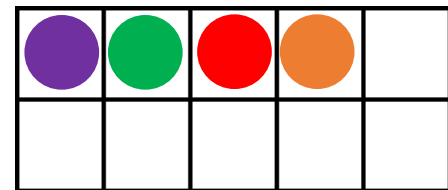


Select a card to make a tens number.



60

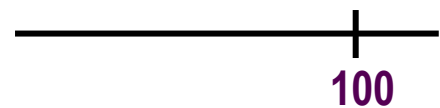
Take the number of counters off the 10 frame, giving each counter the value of 10.



Record the friends of 100 through subtraction.

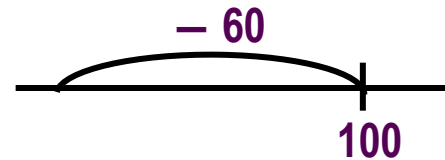
$$100 - 60 = 40$$

Record a number line.



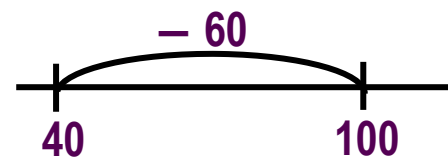
Place 100 on the number line.

Record a jump subtracting the tens number you selected.



Record the number you have left.

Do you have 60's friend of 100 left?



Reflection: What are friends of 100?

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									
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