

**INTERVENTION**

Friends of 20

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.

Friends of 20 ..... [page 2 - 3](#)

Progress Sheet ..... [page 4](#)



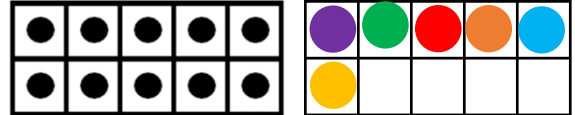
# Friends of 20 through addition (Place Value 9)

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

Select a card to make a teen number.



Make the number using a full 10 frame, and placing counters on the empty 10 frame.



Record the number in a place value chart.

tens	ones
1	6

How many more do we need to make 20?

Record your number's friend of 20.

$$16 + 4 = 20$$

Record a number line.

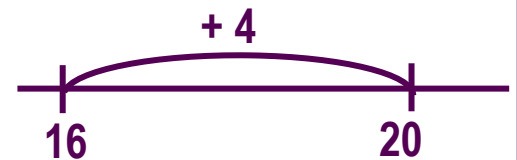
Place the number you selected on the number line.



Place 20 on the number line.



Record a jump and that you added your number's friend of 20 to make 20.



If you know 6's friend of 10, do you also know 16's friend of 20?

Reflection: What are friends of 20?

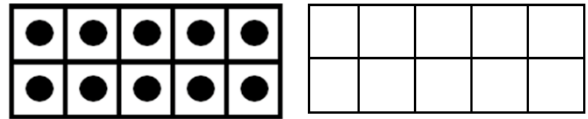


# Friends of 20 through subtraction

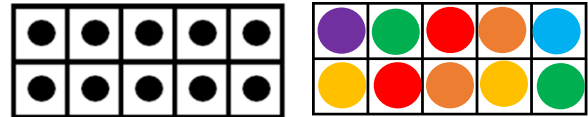
(Place Value 9)

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

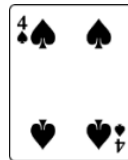
Have a full 10 frame and an empty 10 frame.



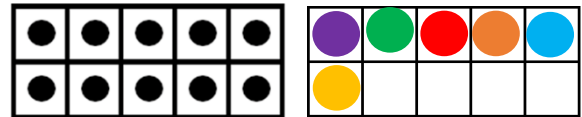
Place 10 counters onto the empty 10 frame.



Select a card to make a single-digit number.



Take the number of counters away from the 10 frame.



Do we have 4's friend of 20 left?

Record your friends of 20 using subtraction.

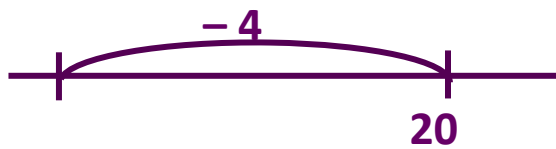
$$20 - 4 = 16$$

Record a number line.

Place 20 on the number line.

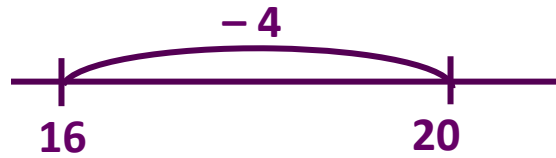


Record a jump and that subtracted your single-digit number.



Record the number you now have.

Do we have 4's friend of 20?



If you know 4's friend of 10, do you know 4's friend of 20?

Reflection: What are friends of any decade?

# Progress Sheet

Child's Details (Name and Intervention Concept):
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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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