Essential Standard: Place and Value to the Hundred Thousands Place				We may add groups below as necessary
Group 1				
Skill: Expanding a number by place value				
Deficit: Review place value with a place value chart				
Student	**Teacher**	**Interventionist Notes**	**Classroom teacher notes**	
[redacted]	Raines	Met with on 9/23 - Needed a refresher on place values before we jumped into expanded form. Mason struggled with consistently identifying the difference between the ten and hundred thousands. He was proficient with expanded form through the thousands place, but continued to mix up the values for digits in the ten thousands and hundred thousands places. Will continue to work with him on place values in the thousands period. Met with again on 9/25 - Needed some initial support with values in the ten thousands and hundred thousands, but did much better today. Scored 2/2 correct on exit ticket when asked to take a number in standard form and write in expanded form (even with zeros). We tried a few problems where he was given expanded and needed to write the standard. He was still skipping place holder zeros for these problems. For example, for 300,000 + 40,000 + 5,000 + 10 + 7, he wrote 345,17. Met with on 10/4 - he did great! Was consistent with naming place values correctly, and changing standard to expanded and expanded to standard. We did review making sure to look for missing values/place holder zeros when putting an expanded number into standard form. Scored 4/4 on exit ticket - will put a copy in your box. Ready to release from support from this skill.	Thanks... Mason struggles to stay focused for longer periods of time; he is easily distracted and slow to complete tasks... I think sometimes this causes him to loose his train of thought and concentration Thanks for these notes, Mary - I saw these behaviors too (particularly on 9/25!).	
[redacted]	Carico	Met with on 9/23 - Was able to verbally tell me all of the place values to start out. When I showed him writing the values of each digit stacked on top of each other to keep all the place values lined up, he said this made so much more sense to him. However, when he wrote the values, he lined up all the digits starting on the left. For example, he would write: 6,000 500 30 7 He was having a difficult time lining up from the right and didn't understand what I was asking him to change. He said, "but there's nowhere to write that number now." He also had a lot of mirror reversals when writing digits (2, 7, and 3 in particular). Will continue to work with him. We worked together on 9/27. Reviewed all place values and then used cm graph paper to help us organize the values of each digit so that we could stack them correctly. Connar takes a lot of time to process verbal questions, form his thoughts, and respond. Needs questions repeated multiple times before he makes any attempt to respond. Because of such long wait time, it is difficult to tell if he knows the answer or if he's thinking. After doing one together, I asked him to complete one on his own. At some point he said, "I know what you're doing, you're making me write this in expanded form." We worked together on 10/8. I used Digit-Blocks to help him undersand place value concepts and powers of ten (these are place value blocks that nest inside each other - I'm happy to show you these materials so my notes make more sense). He loved exploring how they worked and building all the way up to 1,000. As we built numbers, I had some great conversations with him. For example, if we had 670 built in front of us, I asked him how many ones are in 670 and he could tell me that there were 670 ones. I asked how many hundreds there were and he was able to tell me 6. When I asked how many tens there were he was able to easily tell me that there were 67 tens because each of the hundreds blocks had ten tens in it, plus the seven tens that were in the tens place. I also asked a lof of questions like, "If we have 670 right now, how many more tens do we need to make it to the next hundred?" At first he tried to measure the size of the blocks, but eventually he started thinking out loud like, "There are 7 tens there now. We need 10 tens to fill up the hundreds block, so we need 3 more tens." He really connected with these manipulatives and was able to explain some great thinking. Next time I work with him, we will continue to make connections between these digi-blocks and place value vs. value concepts.	He is very bright and I think his ability with this math is deep in there. I am just having a hard time getting him to show me his understanding. I am glad the digit-blocks are helping! He hasn't completed any assessments because he cannot stay focused long enough to answer one question. I do not want him spending him whole math time working on finishing the assessments.	I'm considering starting to pull Anthony (below) and Connar together since we are working on similar concepts - not sure how this will go, but I'm willing to try it so I can work with other tier 1 groups.
[redacted]	Ellsworth	Met with on 9/23 - She prefered to stack her values one on top of the other - she said this helps her see the values better. Made a few mistakes between ten thousands and hundred thousands place values, but was able to easily self correct once she started lining up her place values. Will continue to work with her on place values in the thousands period. Met with again on 9/25 - Her mistakes included comma placement (ex - 300,00 or 1,0000), as well as recording the wrong value when expanding a number. After working through several correctly on the white board, she missed all questions on the exit ticket. For 43,095, she expanded into 400,000 + 30,000 + 0,000 + 000 + 90 + 5. Also, she expanded 705,623 into 7000,000 + 000,000 + 5,000 + 600 + 20 + 3 Met with on 10/4 - she did much better today. Needed a few reminders to double check ten thousands and hundred thousands place values when writing standard form from expanded, but was able to self correct easily. Initially scored 3/4 on exit ticket, but quickly self corrected to score 4/4. Will put a copy in your box. Ready to release from tier 2 support on this skill.	McKenna was struggling with knowing the amount of zeros to add when writing a value of a number that was greater than 900. She heavily relied on a place value chart to help her figure this out.	
Group 2				
Skill: Expanding a number by place value				
Deficit: Misunderstandings about zero as a place holder within larger numbers				
Student	**Teacher**	**Interventionist Notes**	**Classroom teacher notes**	
[redacted]	Carico	Met with on 9/24 - Reviewed place value through thousands period. When given standard form, she was able to easily expland it. We worked on taking the expanded form and writing in standard form. We used the strategy of looking at the largest value in expanded form to identify how many blanks to draw, then paying close attention to writing the digits in the correct place, including place holder zeros. After a few together, she was proficient by the end of our time. I will touch base with her later this week to review and make sure it sticks and to give an exit ticket to show proficiency. Exit ticket completed on 9/26 - scored 4/4 (expanded to standard and standard to expanded) Released from Tier 2 support for this skill.		

	Raines	Met with on 9/24 - Reviewed place value through thousands period. He needed minimal support (just out loud thinking cues) to take a number in standard form and write it in expanded. It took a couple problems before he was consistently writing values in the ten thousands and hundred thousands places correctly. When we moved on to taking a number in expanded form and writing in expanded form, he needed some support thinking through the values and place holder zeros. He was still mixing these up at the end of our time together. I will work with him again later this week to continue these concepts before attempting exit ticket to show proficiency. Met with on 10/4 - Had a really difficult time recalling place values in the thousands period. Was not able to verbally identify them correctly, even after reviewing several times with me. Expanded a number correctly when given standard form, but he had a really difficult time writing the standard form when given expanded. Lack of place value understanding was impacting this skill. Was not able to tell me how many blanks to draw so that we could fill in digits (including place holders), and could not consistently tell me what place value a number represented. Met with on 10/9 - I introduced Digi-block manipulatives to him. We worked on identifying patterns and answer questions about the blocks. They are essentially place value blocks that nest inside of each other so that ten ones actually build a ten, and ten tens build a hundred, and ten hundreds build a thousand. After lots of exploring, he was able to answer questions about the ones, tens, and hundreds fairly easily. He still struggled to remember what to call the thousands place. He had trouble answering questions like, "how many tens are in 600" because he didn't recognize that he could count the blocks by ten. **See notes on T2 ES#2 page to continue place value concepts along side addition support.**	10/9 Anthony struggles to understand number concepts. He also can't seem to remember strategies introduced or reviewed from previous lessons. He doesn't appear to have a conceptual understanding of numbers in general. I believe he sees them as individual digits and not as a whole number value. As we work with addition and subtraction he isn't showing any evidence of logical thinking about numbers. Anthony has some knowledge of the basic facts. Would the digi-blocks help him with regrouping in subtraction?	