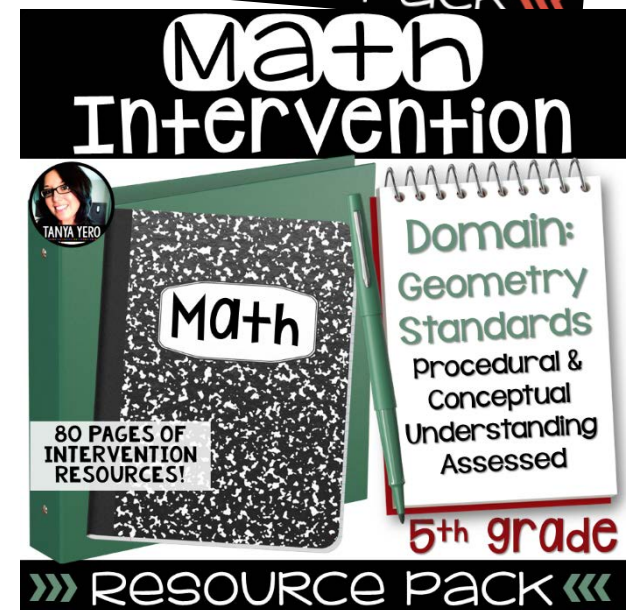
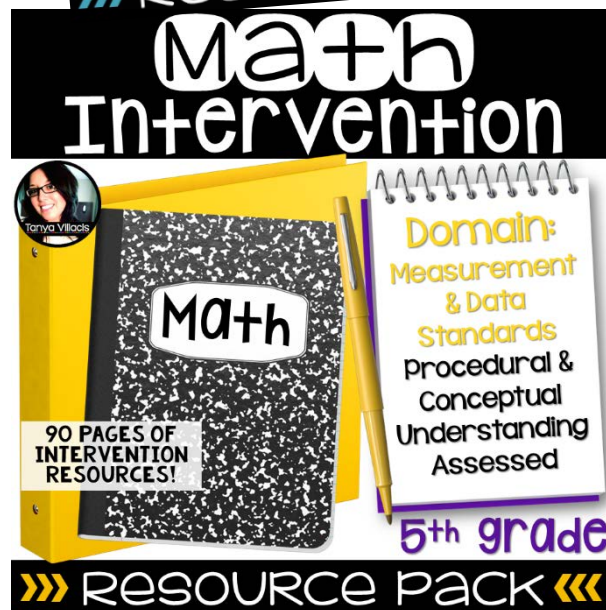
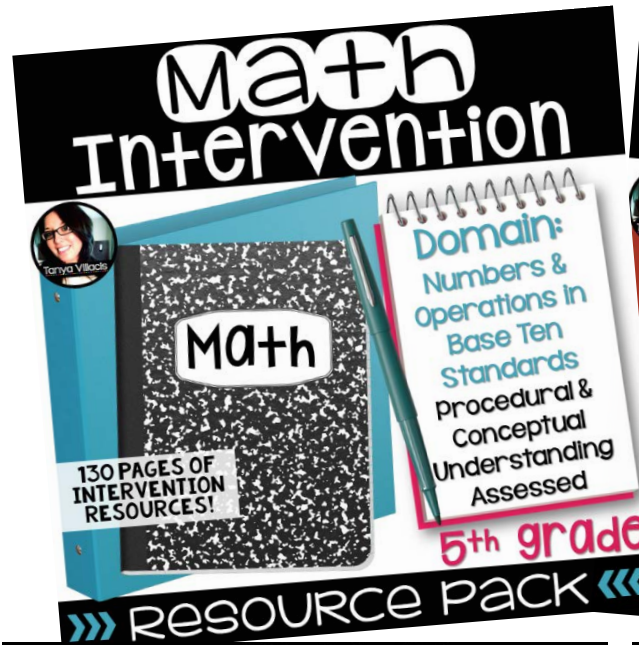


# Math Intervention

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# How to use the materials Included

Pretest and Item Analysis Sheet is designed to pin point exactly where your students' needs are.

## Item Analysis Data Sheet Per Student

Numbers and Operations in Base Ten Pretest (5.NBT.1 - 5.NBT.3)

Student Name: \_\_\_\_\_

| #s  | Standard | Procedural Understanding | Conceptual Understanding | (M) Missed |
|-----|----------|--------------------------|--------------------------|------------|
| #1  | 5.NBT.1  |                          | X                        |            |
| #2  | 5.NBT.1  | X                        |                          |            |
| #3  | 5.NBT.3  |                          | X                        |            |
| #4  | 5.NBT.1  |                          | X                        |            |
| #5  | 5.NBT.3  | X                        |                          |            |
| #6  | 5.NBT.2  |                          | X                        |            |
| #7  | 5.NBT.2  | X                        |                          |            |
| #8  | 5.NBT.3  | X                        |                          |            |
| #9  | 5.NBT.3  |                          | X                        |            |
| #10 | 5.NBT.2  |                          | X                        |            |

Printables are included for reviewing procedural and conceptual understanding of standards.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

5.NBT.1 Practice Page for Conceptual Understanding

1) Miss Braxton wrote the number 48.32 on the whiteboard. Create a number that has the digit 3 in the place value that is 10 times the value of the 3 in Miss Braxton's number. Fill the rest of the place values with digits of your choice.

\_\_\_\_\_

2) Thomas rode a bus numbered 834. Create a number that

\_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

5.NBT.1 Practice Page for Procedural Understanding

Find the value of the underlined digit.

5671

285,576

4.957

2098

Comparing the values below.

50 and 05:

Which value is larger?

How much larger?

Which value is smaller?

How much smaller?

5 in \_\_\_\_\_ is \_\_\_\_\_ times the

5 in \_\_\_\_\_.

is larger?

larger?

is smaller?

smaller?

6 in \_\_\_\_\_ is \_\_\_\_\_ times the

6 in \_\_\_\_\_.



# Procedural vs Conceptual Understanding

| Procedural Understanding   | Conceptual Understanding  |
|--|---|
| <input type="checkbox"/> Houses procedural steps<br><input type="checkbox"/> Using facts, drills, algorithms | <input type="checkbox"/> Understanding key concepts and apply prior knowledge to the new concepts |

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| Quick Check Assessment for  | 24    |

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 Numbers and Operations in Base Ten Pretest (5.NBT.1 - 5.NBT.3)

1) Tanya says that the 3 in 236 is 10 times greater than the 3 in 250037. Is Tanya correct? Explain.

\_\_\_\_\_

2) What is the value of the digit 7 in 276,943?

\_\_\_\_\_

3) Select all the ways to show 1000.

- a)  $100 + 60 + 03 + 0008$
- b)  $(1 \times 100) + (6 \times 10) + (3 \times 1/10) + (8 \times 1/100)$
- c) one hundred sixteen and thirty eight thousandths
- d)  $(1 \times 10^2) + (6 \times 10) + (3 \times 1/10) + (8 \times 1/1,000)$
- e) one hundred sixteen and three hundred eighty thousandths

4) Create a number that has the digit 4 in the place value that is 10 times the value of the 4 in 245.9.

\_\_\_\_\_

5) Write the following number in expanded form: 2,074.08

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 Item Analysis Data Sheet Per Student  
 Numbers and Operations in Base Ten Pretest (5.NBT.1 - 5.NBT.3)

Student Name: \_\_\_\_\_

| #   | Standard | Procedural Understanding | Conceptual Understanding | Missed |
|-----|----------|--------------------------|--------------------------|--------|
| #1  | 5.NBT.1  |                          | X                        |        |
| #2  | 5.NBT.2  |                          | X                        |        |
| #3  | 5.NBT.3  |                          | X                        |        |
| #4  | 5.NBT.4  |                          | X                        |        |
| #5  | 5.NBT.3  |                          | X                        |        |
| #6  | 5.NBT.2  |                          | X                        |        |
| #7  | 5.NBT.2  | X                        |                          |        |
| #8  | 5.NBT.3  | X                        |                          |        |
| #9  | 5.NBT.3  |                          | X                        |        |
| #10 | 5.NBT.2  |                          | X                        |        |

Resources for every step of the intervention process!

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 5.NBT.1 Practice Page for Procedural Understanding

Find the value of the underlined digit.

5671      285,576      4.957      2

Comparing the values below.  
 50 and 05:  
 Which value is larger?

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 5.NBT.1 Practice Page for Conceptual Understanding

1) Miss Braxton wrote the number 4832 on the whiteboard. Create a number that has the digit 3 in the place value that is 10 times the value of the 3 in Miss Braxton's number. Fill the rest of the place values with digits of your choice.

2) Thomas rode a bus numbered 834. Create a number that

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 Quick Check Assessment  
 Compare 2,000 and 200:  
 Value of 2 in \_\_\_\_\_ is \_\_\_\_\_  
 the value of the 2 in \_\_\_\_\_.  
 Value of the 7 in 13,857 is 7/100.  
 True ☐ False

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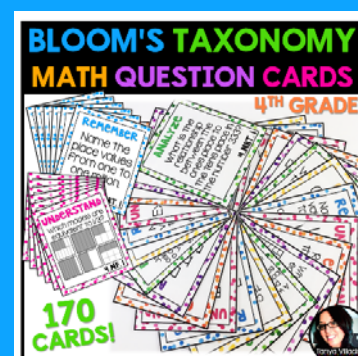
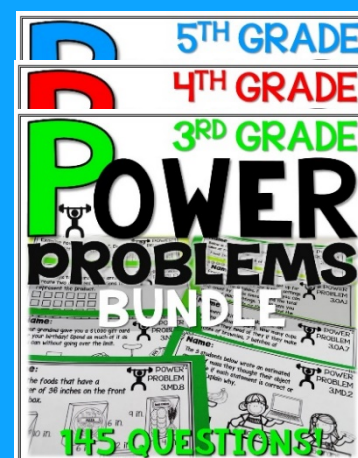
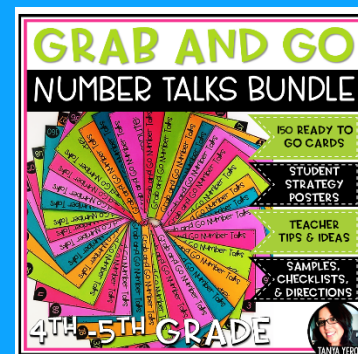
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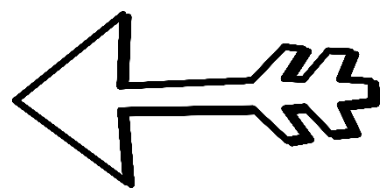
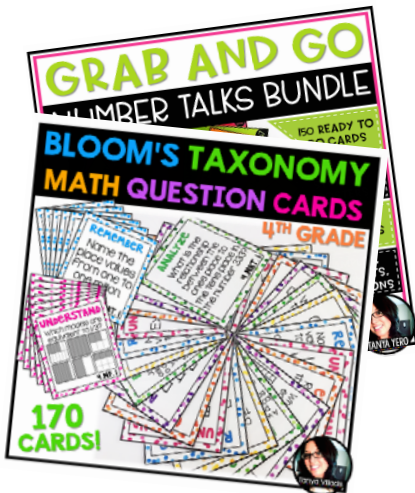
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