

<p>1(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.</p>	<p>1(2)(C) The student is expected to use objects, pictures, and expanded and standard form to represent numbers up to 120.</p>
<p>Materials</p> <ul style="list-style-type: none"> • Linking cubes or base ten blocks • Paper and pencil 	
<p>Procedure: Prompt the student to use objects, expanded form, and standard form to represent numbers such as 52, 78, and 104.</p> <p>I am going to tell you a number. I would like you to:</p> <ul style="list-style-type: none"> • Use the objects to represent the number _____. • Write the expanded form of the number _____. • Write the standard form of the number _____. 	
<p>Check Student’s Responses:</p>	<p>Check Student’s Strategies:</p>
<p>For the number _____, the student correctly used the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Objects to represent the number <input type="checkbox"/> Expanded form <input type="checkbox"/> Standard form 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Represented the number in using the least number of objects (52, 5 tens and 2 ones) <input type="checkbox"/> Used decomposing to represent the number (52, 4 tens and 12 ones) <input type="checkbox"/> Used skip counting and counting on to determine the value <input type="checkbox"/> Other:
<p>For the number _____, the student correctly used the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Objects to represent the number <input type="checkbox"/> Expanded form <input type="checkbox"/> Standard form 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Represented the number in using the least number of objects (78, 7 tens and 8 ones) <input type="checkbox"/> Used decomposing to represent the number (78, 6 tens and 18 ones) <input type="checkbox"/> Used skip counting and counting on to determine the value <input type="checkbox"/> Other:
<p>Notes:</p>	

1(2)(C) The student is expected to use objects, pictures, and expanded and standard form to represent numbers up to 120.

Possible interpretations, issues to follow up on, and implications for teaching

What did you observe?

- The student **correctly represented the number using objects**. This student may be ready to represent numbers using pictorial representations.
- The student **incorrectly represented the number using objects**. Consider how he or she represented the set:
 - The student reversed the digit in the tens and ones place
 - The student miscounted the number of tens and/or ones

A teaching strategy might include asking the student to represent the number on a tens and ones mat.

- The student **correctly represented the number using expanded form and standard form**. This student may be ready to represent numbers in more than one way using composing and decomposing.
- The student **incorrectly represented the number using expanded form**.

A teaching strategy might include asking the student to use skip counting and counting to determine the value of each place and to record the value.

- The student **incorrectly represented the number using standard form**. Consider whether the student reversed the digit in the tens and ones place or as a result of the misrepresentation of the number.

A teaching strategy for reversing the digits might include asking the student to say the number they have recorded out loud. Next, prompt the student to refer back to the objects to determine if that was the number he or she represented.