

<p>1(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.</p>	<p>1(3)(C) The student is expected to compose 10 with two or more addends with and without concrete objects.</p>
<p>Materials</p> <ul style="list-style-type: none"> Counters such as two-colored counters, two different colors of linking cubes, or two different colors of color tiles Paper and pencil 	
<p>Procedure: Ask the students to use the objects and numbers to compose 10.</p> <p>Use the counters to compose 10 in as many different ways as you can. Record a number sentence for each representation.</p>	
<p>Check Student’s Responses:</p>	<p>Check Student’s Strategies:</p>
<p>The student used counters to compose to 10 in ____ different ways, using the following ways:</p> <p>The student was able to record a number sentence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> For all of the models <input type="checkbox"/> For most of the models <input type="checkbox"/> For a few of the models <input type="checkbox"/> For none of the models 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Randomly composed the objects to 10 <input type="checkbox"/> Seemed to have a system for composing 10 in various ways <input type="checkbox"/> Other:
<p>Notes:</p>	

1(3)(C) The student is expected to compose 10 with two or more addends with and without concrete objects.

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

What did you observe?

- The student **correctly used counters to represent two addends in more than one way**. This student may be ready to use counters to compose 10 with more than two addends.
- The student **correctly recorded number sentences to compose to 10**. This student may be ready to compose 10 without counters and/or to compose 10 with more than two addends.
- The student **correctly used counters to represent two addends only one way**. This student may further experiences composing 10 in more than one way.

A teaching strategy might include asking the student to hold 10 two-colored counters, then shake them and drop them on the table. Prompt the student to record the number of counters of each color showing. Prompt the student to use the numbers recorded to create a number sentence. Prompt the student to repeat holding, shaking, and dropping the counters composing to 10 in various ways.