

Student Name _____

Topic E: Decompositions of 9 and 10 into Number Pairs

Rubric Score: _____ Time Elapsed: _____

	Date 1	Date 2	Date 3
Topic E			
Topic F			
Topic G			
Topic H			

Materials: (S) Personal white board, number bond mat, 10 loose cubes, 2 pieces of construction paper

- T: (Put the number bond mat in the personal white board, and write 10 in the whole's place.) Use your marker to complete this number bond.
- T: Anya's friends brought her 9 presents. They put some of the presents on one table and the rest on the other table. (Place the two pieces of construction paper in front of the student to represent each table.) Use the cubes to show me how Anya's presents could look. Now, draw a number bond about Anya's presents.

What did the student do?	What did the student say?
1.	
2.	

Topic F: Addition with Totals of 9 and 10

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Personal white board, 9 dots (Template 1), cars (Template 2), flowers (Template 3), 10 linking cubes

- T: (Show Template 1 to the student, and write $9 = \underline{\quad} + \underline{\quad}$ on the personal white board.) Look at the 5-group dots. How can the dots help you fill in the blanks of the equation? Fill in the blanks.
- T: (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 6 orange cars in the parking lot. 4 green cars drove in. How many cars are in the parking lot now? (Write $\underline{\quad} + \underline{\quad} = \underline{\quad}$ on the board.) Write the numbers in the addition sentence to match the story.
- T: (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 10 flowers. 8 of them were red, and 2 of them were blue. Write an addition sentence that matches this story.

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic G: Subtraction from 9 and 10

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 10 linking cube stick (5 cubes one color, 5 cubes a different color), 9 crayons, brown paper bag, personal white board, paper, and pencil

- T: (Give the student a piece of paper and a pencil.) Listen to my story, and watch what I do. When I'm finished, you are going to record what you hear and see on your paper. You can use a drawing or a subtraction sentence. I have 9 crayons. I'm going to put 1 in this paper bag. How many crayons are left?
- T: (Give the student the 10-stick of linking cubes.) How many cubes? Break off some cubes, and put them on the table. How many did you break off? How many are still in your hand? (As the student tells you how many cubes, write $\underline{\quad} - \underline{\quad} = \underline{\quad}$ on the personal white board.) Write the numbers in the blanks that tell what you did with the linking cubes.
- T: (Connect the cubes, and erase the board. Place both items in front of the student.) Break off a different number this time, and record your work by writing a subtraction sentence.

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic H: Patterns with Adding 0 and 1 and Making 10

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 9 dots (Template 1), number sentences (Template 4), linking cubes, personal white board

- T: (Place 5 loose linking cubes of the same color in front of the student.) Count and put the cubes together. How many cubes are there? Take zero cubes away. How many cubes are left? Put zero cubes on your stick. How many cubes are there in all?
- T: (Student is still holding his 5-stick from the previous question. Put 5 loose linking cubes of different colors in front of the student.) Put 1 more cube on your stick. How many cubes are there? Put 1 more cube on your stick. How many cubes now?
- T: (Place Template 4 in front of the student.) Listen to my story. Hold up the equation that matches my story. 5 fish were swimming in a pond. Then, 3 frogs jumped in the pond. Now, there are 8 animals in the pond. Which equation matches my story?
- Listen to some more. There were 8 animals in the pond. The 3 frogs jumped out and went home. Now, there are 5 animals in the pond. Which equation matches my story?
- T: (Put Template 1 in front of the student.) How many more does 9 need to be 10? Write an equation that shows how many 9 needs to make 10.
- T: (Give the student the personal white board and marker.) Draw the number 7 using a 5-group. How many more does 7 need to make 10? Write an equation that shows how many 7 needs to make 10.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	