

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

**Topic A: Compositions and Decompositions of 2, 3, 4, and 5**

Rubric Score: \_\_\_\_\_ Time Elapsed \_\_\_\_\_

	Date 1	Date 2	Date 3
Topic A			
Topic B			
Topic C			
Topic D			

Materials: (S) Number bond mat in a personal white board, tub of loose linking cubes, 4 plastic toy animals

- T: (Put 4 toy animals in the whole's place on the number bond. Orient the whole toward the top.) Tell me a story about part of the animals going here (point to part of the number bond) and part of the animals going here (point to the other part of the number bond). Move the animals as you tell your story.
- T: (Turn the number bond mat so that the parts are on top. Put 3 connected linking cubes and 2 connected linking cubes in the parts of the number bond.) Use these linking cubes (present the tub) to complete this number bond. (Students should put 5 linking cubes into the whole's place.)
- T: Replace your cubes with numbers.

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

**Topic B: Decompositions and Compositions of 6, 7, and 8 into Number Pairs**

Rubric Score: \_\_\_\_\_ Time Elapsed \_\_\_\_\_

Materials: (S) 2 5-sticks of same colored linking cubes, number bond mat in personal white board, tub of loose linking cubes

- T: (Put 5-stick of same colored linking cubes and tub of loose same colored linking cubes in front of the student.) Show me 6 with the cubes. Show me 6 fingers the Math way.
- T: (Place the tub of loose linking cubes, two 5-sticks, and the number bond mat in front of the student.) Use the cubes to show me a number bond for 7.
- T: (Put the number bond in a different orientation. Write 8 in the whole of the number bond in front of the student. Be sure that linking cubes are accessible, so that the student may use linking cubes or drawings as support if needed.) Use your marker to complete this number bond. (Note how the student strategizes to solve the problem. What is she using to decompose 8, e.g., mental math, cubes, fingers, drawings? How does she know the quantities for each part: subitizing, counting all, counting on, etc.?)

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

**Topic C: Addition with Totals of 6, 7, and 8**

Rubric Score: \_\_\_\_\_ Time Elapsed \_\_\_\_\_

Materials: (S) Personal white board, story problem templates 1–3, 10 linking cubes (5 red and 5 blue)

T: (Place Template 1 in front of the student and give him the unconnected linking cubes.) Listen to my story, and watch as I record what I say. Use the cubes to help you to remember my story. I had 6 cubes. Two were red and 4 were blue. (Write  $6 = 2 + 4$  on the white board as you talk.) Tell me what the 6 is telling about in my story. Tell me what the 2 is telling about in my story. Tell me what the 4 is telling about in my story.

T: (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you to remember the numbers. There were 5 white puppies and 3 brown puppies in the yard. How many puppies were in the yard? (Write  $\_\_\_ + \_\_\_ = \_\_\_$  on the personal board.) Write the numbers in the addition sentence that matches this story.

T: (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. Jacob had 7 toy cars. He puts some on the shelf and the rest in his toy box. How many could be in each place? Write an addition sentence that matches your story.

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

**Topic D: Subtraction from Numbers to 8**

Rubric Score: \_\_\_\_\_ Time Elapsed \_\_\_\_\_

Materials: (S) Personal white board, story problem templates 2–4, 10 red linking cubes

- T: (Place Template 4 in front of the student in the personal board.) Listen to my story, and watch as I record what I say. Use the cubes to help you to remember my story. I had 7 cubes. A boy came and took 2 away. (Cross out 2 cubes and write  $7 - 2 = 5$  below the cubes.) Tell me what the 7 is telling about in my story. Tell me what the 2 is telling about in my story. Tell me what the 5 is telling about in my story.
- T: (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you to remember the numbers. There were 8 puppies in the yard. Five went into the doghouse. How many puppies were still in the yard? (Write  $\_\_\_ - \_\_\_ = \_\_\_$  on the white board.) Write the numbers in the subtraction sentence to match this story.
- T: (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. Jacob had 7 toy cars. He put 4 cars away in his toy box. How many cars was Jacob still playing with? Write a subtraction sentence that matches this story.

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