

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

**Topic D: Extend the Say Ten and Regular Count Sequence to 100**

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

Materials: (T) Ten 10-frame cards representing 10

	Date 1	Date 2	Date 3
Topic D			
Topic E			

Set out the ten 10-frame cards.

- T: (Set out two 10-frame cards.) How many dots are on these cards? Touch and count each dot the regular way. Whisper while you count so I can hear you.
- T: Please count the dots from 11 to 20 the Say Ten Way.
- T: Please count by 10s to 100 the Say Ten Way.
- T: Please count by 10s to 100 the regular way.
- T: Start at 28. Count up by 1s and stop at 32 the regular way. (If the student is unable to do this, try 8 through 12, then 18 through 22.)

What did the student do?	What did the student say?

**Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers**

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

Materials: (S) 17 centimeter cubes, 8 ½" × 11" number bond template (Lesson 7 Template) in personal white board, eraser

- T: (Set out 17 cubes.) How many cubes are there? (Note the arrangement in which the student counts. If the student does *not* arrange into a straight line or array, do so for the student.)
- T: Separate 10 cubes into a group.
- T: Write 17 as a number bond on your personal white board using 10 ones as one of the parts. (Be sure to have students write the numerals.)
- T: (Write  $17 = \underline{\quad} + \underline{\quad}$ .) Make an addition sentence to match your number bond.
- T: How are your number bond and your addition sentence the same?

What did the student do?	What did the student say?