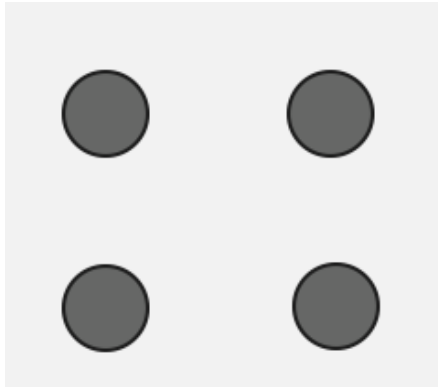
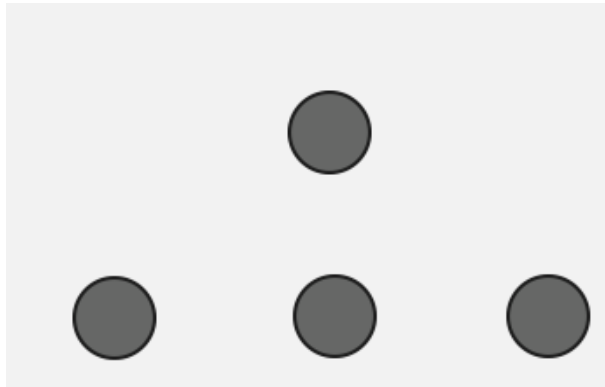


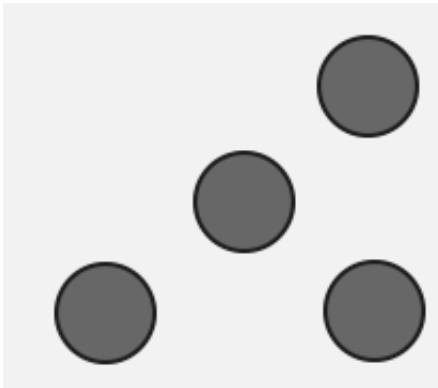
A1



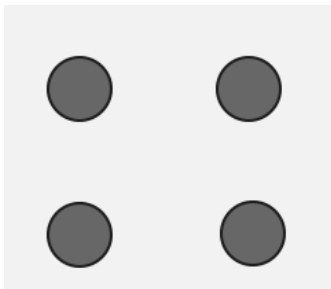
A2



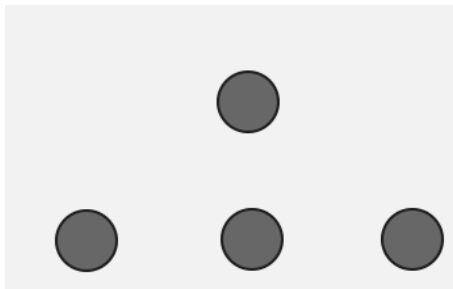
A3



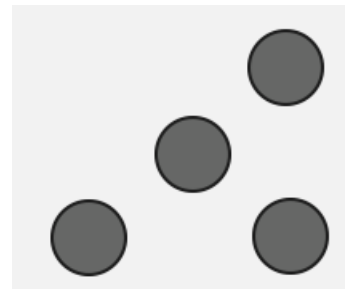
A4



A

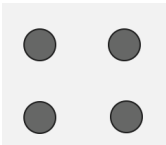


B



C

A1



Identifying Parts of Numbers - Recognizes groups of numbers to 5 in a variety of configurations (pages 52-53)

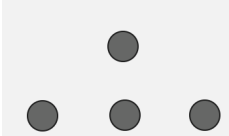
**Children who understand this Critical Learning Phase can tell the number of various groups of up to 5 objects, without counting.**

Question: **How many dots do you see? How do you see them?**

Anticipated responses: "I see 4 dots, it looks like a dice." "I counted four real fast."

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A2



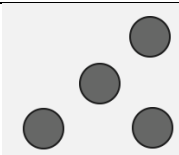
Critical Learning Phase: Identifying Parts of Numbers - Recognizes groups of numbers to 5 in a variety of configurations (pages 52-53)

Question: **How many dots do you see? How do you see them?**

Anticipated responses: "I see 3 on the bottom and one more on top makes 4." "I see 2 and 2 to make 4." "I see 4 dots. It looks like the last picture if you move that one back."

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A3



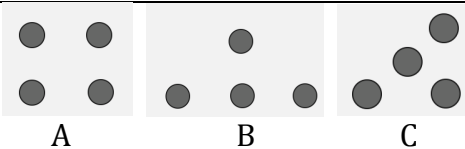
Critical Learning Phase: Identifying Parts of Numbers - Recognizes groups of numbers to 5 in a variety of configurations (pages 52-53)

Question: **How many dots do you see? How do you see them?**

Anticipated responses:

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A4

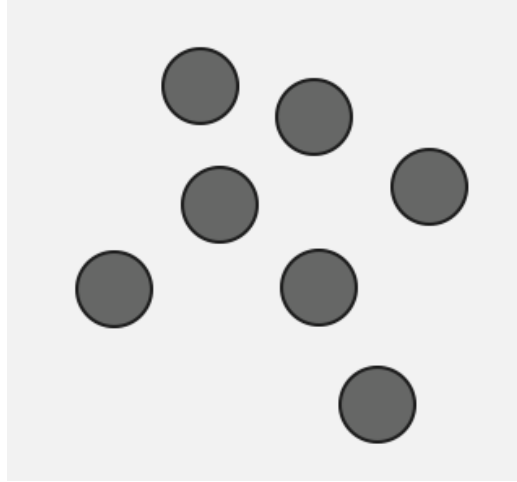


Critical Learning Phase: Identifying Parts of Numbers - Recognizes groups of numbers to 5 in a variety of configurations (pages 52-53)

Question: **How does each of these dot patterns show 4?**

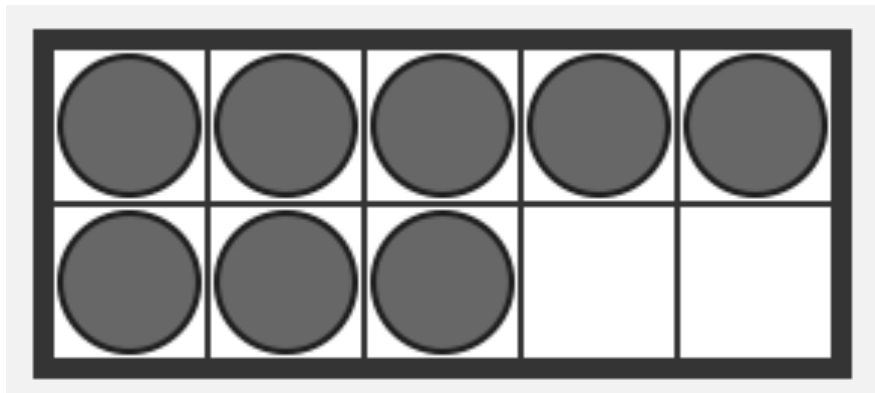
Anticipated responses: "Dot pattern B can be changed into dot pattern A by moving that lower dot. Just move the middle dot in C to get A. It does not matter where the dots are there are still 4 dots."

B1



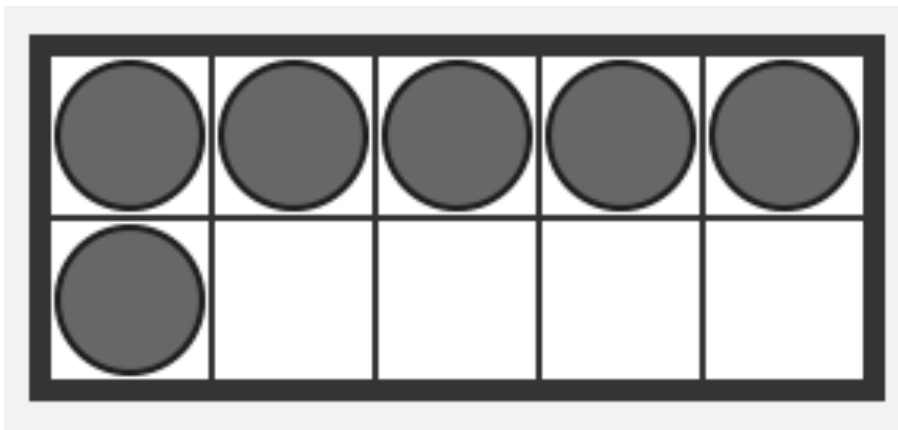
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B2



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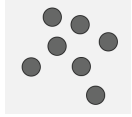
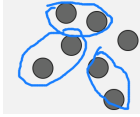
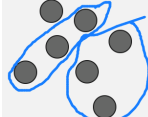
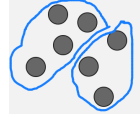
B3



B1 Critical Learning Phase: Identifying Parts of Numbers - Recognizes and describes parts contained in larger numbers. (pages 53-55)

**Children who understand this Critical Learning Phase can look at arrangements of dots (or toothpicks, or paper pattern blocks) and identify parts of 3 or more.**

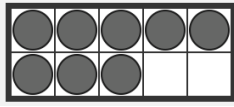
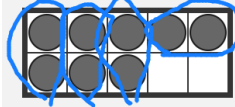
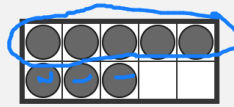
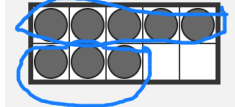
**Question: How many dots do you see? [wait for answer] How do you see them?**

			
"1,2,3,4,5,6,7"	"2 + 2 + 2 + 1"	"3 + 3 + 1"	"4 + 3"
Both of these strategies are still counting strategies. Counting by 2's is a more advanced counting strategy than counting by ones, but is still counting.	Look for children who identify parts of size 3 or more.	Students can get stuck looking for parts of 3 only. Look for responses that include parts of 4 or 5.	

B2 Critical Learning Phase: Identifying Parts of Numbers - Recognizes and describes parts contained in larger numbers. (pages 53-55)

**Question: How many dots do you see? [wait for answer] How do you see them?**

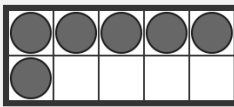
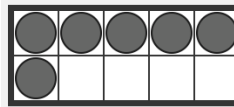
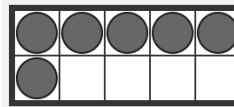
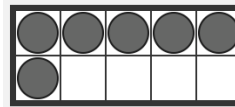
Anticipated Responses:

			
"1,2,3,4,5,6,7,8"	"2 + 2 + 2 + 2"	"5, then 6, 7, 8"	"5 + 3"
By flashing the card you are trying to not allow students to count the dots on the ten-frame.	Counting by 2's.	This is a count on strategy from 5.	Look for students who combine parts but do not count on.

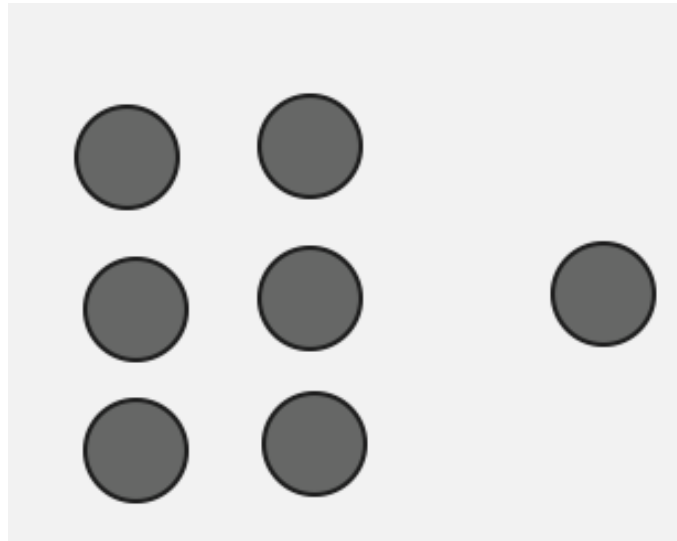
B3 Critical Learning Phase: Identifying Parts of Numbers - Recognizes and describes parts contained in larger numbers. (pages 53-55)

**Question: How many dots do you see? [wait for answer] How do you see them?**

Anticipated Responses:

C1



C2



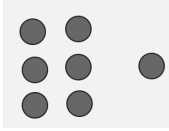
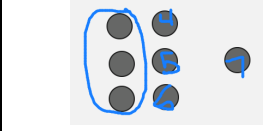
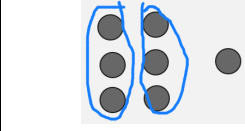
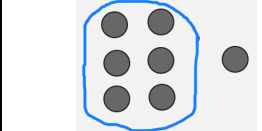
C3



C1 Critical Learning Phase: Combining Parts of Numbers – Describes parts of numbers; counts on to determine totals (page 56).

**Children who understand this Critical Learning Phase can see parts of numbers in various arrangements and can count on from the part they know to determine the total.**


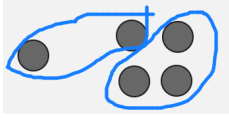
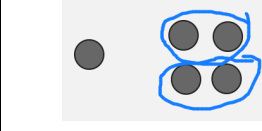
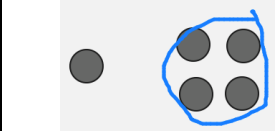
Question: **How many dots do you see? [wait for answer] How do you see the total?**

			
"1,2,3,4,5,6,7"	"3 then 4, 5, 6, 7"	"3 + 3 is 6 and 1 more is 7"	"6 and 1 more is 7"
This is a counting all strategy.	Counting on from a part of size 3.	This is a doubles plus 1 strategy.	This is a counting on from a part of size 1.

C2 Critical Learning Phase: Combining Parts of Numbers – Describes parts of numbers; counts on to determine totals (page 56).

**Children who understand this Critical Learning Phase can see parts of numbers in various arrangements and can count on from the part they know to determine the total.**





Question: **How many dots do you see? [wait for answer] How do you see the total?**

			
"1,2,3,4,5"	"2 + 3"	"2 + 2 is 4 and 1 more is 5"	"4 and 1 more is 5"
This is a counting all strategy.	Combining parts.	This is a doubles plus 1 strategy.	This is a counting on from a part of size 1.

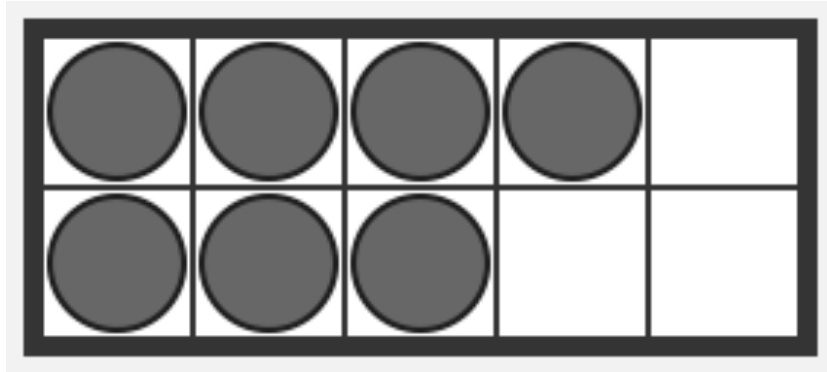
C3 Critical Learning Phase: Combining Parts of Numbers – Describes parts of numbers; counts on to determine totals (page 56).

**Children who understand this Critical Learning Phase can see parts of numbers in various arrangements and can count on from the part they know to determine the total.**

Question: **How many dots do you see? [wait for answer] How do you see the total?**

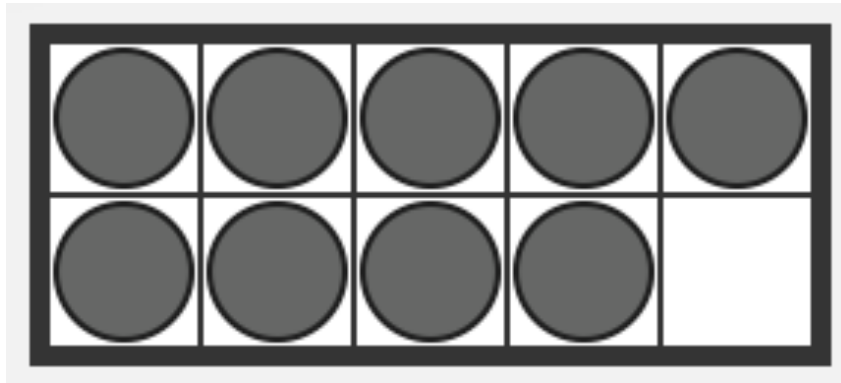
			

D1



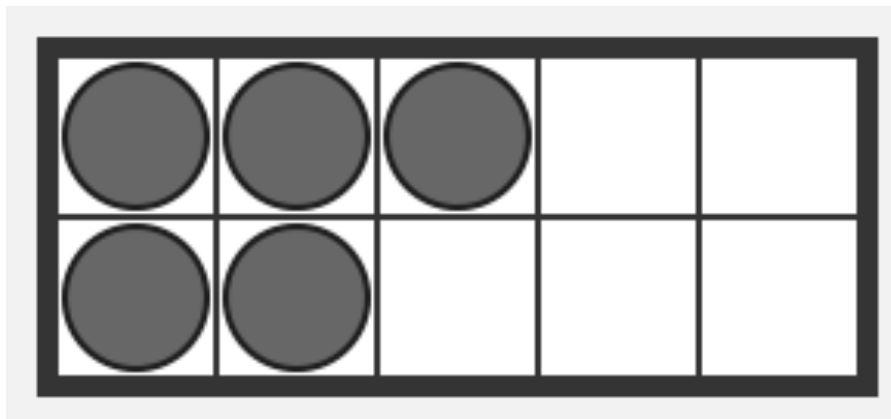
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D2



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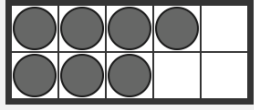
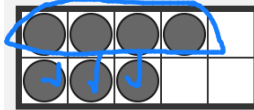
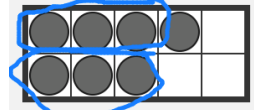
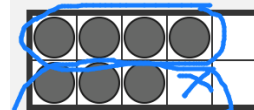
D3



D1 Critical Learning Phase: Combining Parts of Numbers (Doubles plus 1 or minus 1) – Combines parts by using related combinations. (pages 56-59)

**Children who understand this Critical Learning Phase can use what they know about number combinations to solve another related combination.**

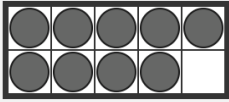
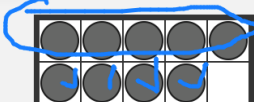
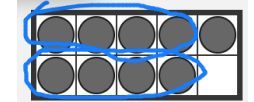
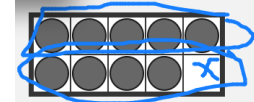
Question: **How many dots do you see? [wait for answer] How do you see them?**

			
"1,2,3,4,5,6,7"	"4, then 5, 6, 7"	"3 + 3 is 6 then 1 more 7"	"4 + 4 is 8 then 1 less is 7"
This is a counting all strategy.	This is a counting on strategy.	This is a doubles plus 1 strategy.	This is a doubles minus 1 strategy.

D2 Critical Learning Phase: Combining Parts of Numbers (Doubles plus 1 or minus 1) – Combines parts by using related combinations. (pages 56-59)

**Children who understand this Critical Learning Phase can use what they know about number combinations to solve another related combination.**

Question: **How many dots do you see? [wait for answer] How do you see them?**

			
"1,2,3,4,5,6,7,8,9"	"5, then 6, 7, 8, 9"	"4 + 4 is 8 then 1 more 9"	"5 + 5 is 10 then 1 less is 9"
This is a counting all strategy.	This is a counting on strategy.	This is a doubles plus 1 strategy.	This is a doubles minus 1 strategy.

D3 Critical Learning Phase: Combining Parts of Numbers (Doubles plus 1 or minus 1) – Combines parts by using related combinations. (pages 56-59)

**Children who understand this Critical Learning Phase can use what they know about number combinations to solve another related combination.**

Question: **How many dots do you see? [wait for answer] How do you see them?**

