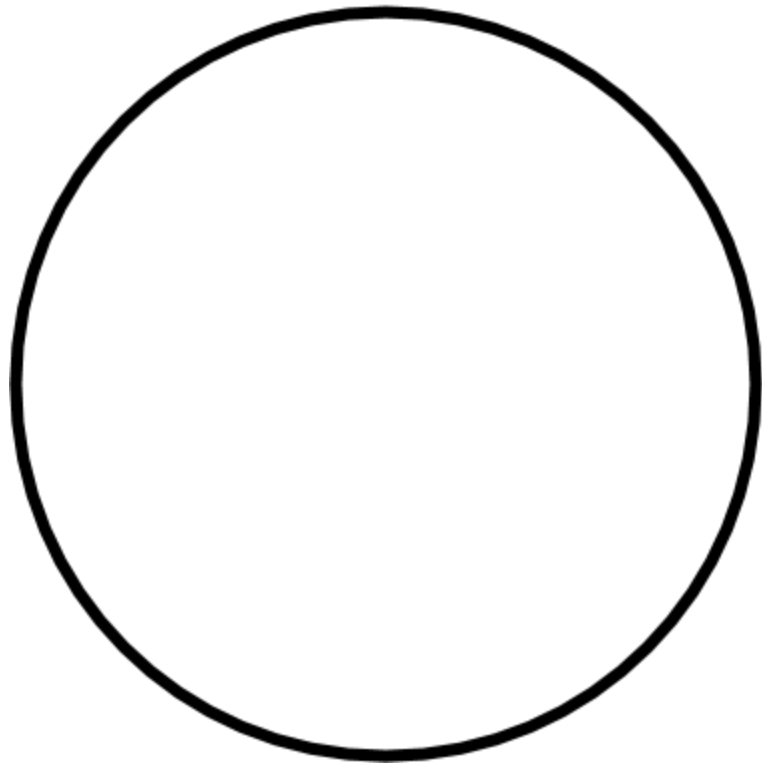
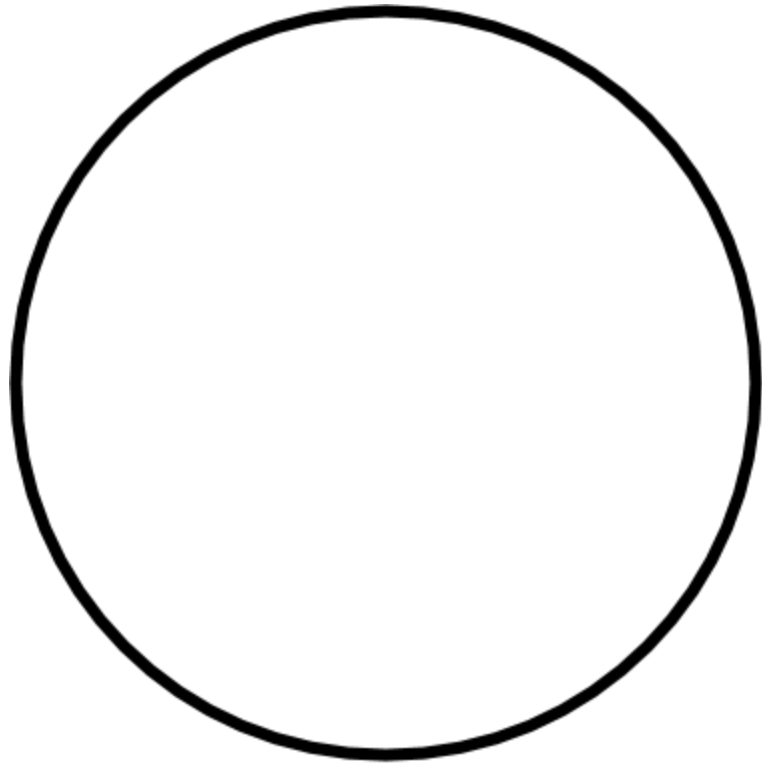


Part Part Whole

Question	Criteria
<p>Show: Show counters for the child to see, but keep them from the child's hands to start.</p> <p>Ask: I have 6 counters. Can you tell me all the different ways I can split them up into these two circles?</p>	<ul style="list-style-type: none"><input type="checkbox"/> States or shows combinations 3 and 3, 4 and 2, 5 and 1, 6 and 0<input type="checkbox"/> 3 combinations<input type="checkbox"/> 2 combinations<input type="checkbox"/> 1 combination
<p>If the child cannot come up with any methods, let them handle the materials.</p>	<ul style="list-style-type: none"><input type="checkbox"/> States or shows combinations 3 and 3, 4 and 2, 5 and 1, 6 and 0.<input type="checkbox"/> 3 combinations<input type="checkbox"/> 2 combinations<input type="checkbox"/> 1 combination<input type="checkbox"/> Unable to answer

Research Says:

Part-part-whole relationships are understood when children demonstrate that numbers are made up of two or more parts. Understanding that numbers are composed of smaller numbers is a milestone in the development of number sense. Children know that numbers can be taken apart and put back together in many combinations, and that the total amount will always be the same. This understanding aids children as they begin to use this knowledge to organize and reorganize numbers while adding or subtracting (Richardson). In kindergarten, it is suggested to start small with 4 and 5, and move to 6-12 as children demonstrate readiness (Van de Walle).



Screened Tasks

Question	Criteria
<p>Fully Screened Addition (5) - visual</p> <p>Show the screened card with the 3 dots showing.</p> <p>Ask: How many dots are there?</p> <p>Cover the left side.</p> <p>Ask: How many dots are still there?</p> <p>Reveal the right two dots.</p> <p>Ask: How many are here?</p> <p>Cover the right side.</p> <p>Ask: How many dots are there in all?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 'Knew' total <p><i>Partially screened task with 5 is not required</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Counted on, whether with fingers or mentally, from 2 to get 5 <input type="checkbox"/> Counted all, whether with fingers or mentally, 1 to 5 <input type="checkbox"/> Unable to come up with 5
<p>Fully Screened Addition (6) - visual</p> <p>Show the screened card with the 4 dots showing.</p> <p>Ask: How many dots are there?</p> <p>Cover the left side.</p> <p>Ask: How many dots are still there?</p> <p>Reveal the right two dots.</p> <p>Ask: How many are here?</p> <p>Cover the right side.</p> <p>Ask: How many dots are there in all?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 'Knew' total <p><i>Partially screened task with 6 is not required</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Counted on, whether with fingers or mentally, from 4 to get 6 <input type="checkbox"/> Counted all, whether with fingers or mentally, 1 to 6 <input type="checkbox"/> Unable to come up with 6
<p>Partially Screened Addition (5) - visual</p> <p>Show the screened card with the 3 dots showing.</p> <p>Ask: How many dots are there?</p> <p>Cover the left side.</p> <p>Ask: How many dots are still there?</p> <p>Reveal the right two dots.</p> <p>Ask: How many are here?</p> <p>Ask: How many dots are there in all?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 'Knew' total <input type="checkbox"/> Counted on, whether with fingers or mentally, from 2 to get 5 <input type="checkbox"/> Counted all, whether with fingers or mentally, 1 to 5 <input type="checkbox"/> Unable to come up with 5
<p>Partially Screened Addition (6) - visual</p> <p>Show the screened card with the 4 dots showing.</p> <p>Ask: How many dots are there?</p> <p>Cover the left side.</p> <p>Ask: How many dots are still there?</p> <p>Reveal the right two dots.</p> <p>Ask: How many are here?</p> <p>Ask: How many dots are there in all?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 'Knew' total <input type="checkbox"/> Counted on, whether with fingers or mentally, from 2 to get 6 <input type="checkbox"/> Counted all, whether with fingers or mentally, 1 to 6 <input type="checkbox"/> Unable to come up with 6

Fully Screened Subtraction - concrete

Show the 5 counters.

Ask 'How many counters are there?' If unable to come up with 5, do not do next steps.

Cover the 5 counters with paper.

Slide two counters from underneath and show them to the student. 'I'm going to remove these 2 counters'. Collect them in your hand to hide them.

Ask: How many are left under the paper?

- 'Knew' remainder (3)
- Counted down, whether with fingers or mentally, from 5 to get 3
- Counted, whether with fingers or mentally, from 1 to 5 and then back down
- Unable to come up with 3

Partially Screened Subtraction - concrete

Show the 6 counters.

Ask 'How many counters are there?' If unable to come up with 6, do not do next steps.

Cover the 6 counters with paper.

Slide two counters from underneath, leaving them in sight.

Ask: How many are left under the paper?

- 'Knew' remainder (4)
- Counted down, whether with fingers or mentally, from 6 to get 4
- Counted, whether with fingers or mentally, from 1 to 6 and then back down
- Unable to come up with 4

