Table 2 (continued): Examples of other teachers' ideas

| Excerpt Number | Activity | What do you Notice? | Why is this important? |
|---|---|---|---|
| Excerpt 3 | Single-digit addition with sums less than 10 | Strong visual of story problem is engaging to students. Students connect the story problem situation to the blocks and then to numerals. Students imagine math sentence. | Students placing blocks over each cat provides experience and practice of one-to-one correspondence. This activity builds a connection between pictured events, concrete objects (blocks) and math expression for the student. |
| Excerpt 4 | 9+5. Addition of single-digit numbers with sums that make more than 10 | Students show 'count all', 'count on' and 'make a ten' strategies. Carter shows how he solved the addition problem through notation. | Seeing different counting strategies helps students with flexibility in thinking. Students can see the usefulness of the make a ten strategy. |
| | Addition of 3 single-digit numbers to make more than 10. | Teacher notes down all student thinking, including incorrect answers on top corner of the board. 4+2+6: Student adds the 6 and 2 to make 8, then decomposes the 4 into 2 and 2, and uses one of these 2's to add to the 8, to make 10, then adds the final 2. 8+5+2: Student adds 8 and 2 to make a 10, then adds 10 and 5 to make 15. | Teacher valuing student thinking by writing down all student responses. Three number addition problems are an important step into supporting student to use the 'break apart to make ten strategy'. Teacher models how to record mathematics thinking. Students have to think flexibly to follow the different student strategies. |