**Math Observation Notes**

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| **Time & Speaker Codes: Teacher (T),**  **Students (Ss), Student (S)** | **Observation Script Notes (Including Teacher Talk/Teacher Moves & Student Talk/Student Actions):**  **STRING B2: Addition, Keeping One Number Whole, Leaps of 10** |
| **T: Good morning, girls. We're going to review our hand signals. Show me what your signal looks like if you are thinking? What if you have an answer? More than one answer? Two answers? What about if you disagree with Reyna's answer? Or agree with it? (Ss demonstrate signals.) These are our sentence frames. Remember to keep these in mind to help you tell if you agree or disagree or want someone to explain. Ok, let's begin. Let's start with our first problem. Remember to use your hand signals. What is the answer? Who would like to volunteer?**  **S: 23**  **T: Do you agree? (S signals disagreement.) What answer did you get?**  **S: 63**  **T: (asks first student) Did you want to revise your thinking?**  **S: Yes, I thought it was subtracting.**  **T: So, what was your answer?**  **S: 63.**  **T: How did you get your answer?**  **S: I took my ones first, there's a 3 on the 43. Then my 10s, there's a 4 in the 43 and 2 in the 20 and 40 and 20 is 60.**  **T: So you added them by place value?**  **S: Yes.**  **(T records number sentences using a different colored marker to illustrate student's thinking 40+20=60; 3 +0 = 3; 60 + 3=63)**  **T: I'm going to represent the answer here, but with a number line. Here we have 43, with a leap of 1 ten, another leap of 1 ten, which is 20. We end on 63.**  **T: So, we have 43+24. What is your answer? You have one way? J, what is your answer?**  **S: 67**  **T: Do we agree? (Ss signal.) How do you know the sum is 67?**  **S: I know it is 67 because I saw that in the previous one you added 43 and 20 and in this one it's just 4 more.**  **T: So, you know that if 43 and 20 is 63 and you add four more you got 67? Did you count on or did you just add 4? (T charts 43+20=63; 63+4=67)**  **S: I just added.**  **(T represents on open number line, starting at 43, with leap of 20, and then 4)**  **T: How do you know your strategy works?**  **S: Because the 43 stays the same and I know the answer needs to be 4 more.**  **T: Boys and girls, look at problem. How can you solve it? Show me if you have one way? or two ways? Good. R, what is your answer?**  **S: 87**  **T: Do we agree or disagree? (Ss signal.) Ok, we all agree. Can you explain how you got to the answer?**  **S: Like J, I made a connection to what we had before. Since I know 43 and 24 is 67, I started with 67 and then went up 2 tens to 87.**  **(T charts student's number sentence 67+20=87)**  **S: I have a different way.**  **T: What is your way?**  **S: Based on the 43 + 24, I know I took 2 leaps of 10, so you could start with 43 and then make a leap of 4 tens which is 83, then add 4 more, which is 84, 85, 86, 87.**  **(T represents first student's strategy on number line, then second student's strategy.)** | |