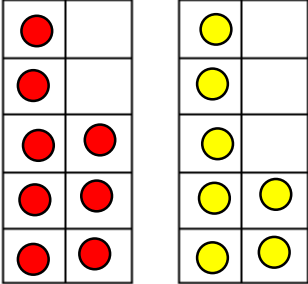
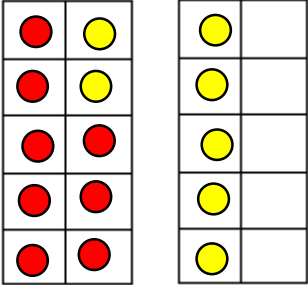
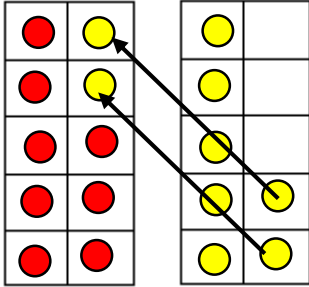


Compare and Connect		
Strategy 1	Strategy 2	Strategy 3
$8 + 7$ Count All Build 8 and 7 on double ten frames and count all or count on without moving counters 	$8 + 7$ Count on from 8 Build 8 and build 7 more finishing the first ten frame 	$8 + 7$ Make 10 and add on Build 8 and 7 on double ten frames, move 2 to make 10 then add 5 
What connections are important for students to notice? strategy 1: You can build the 8 and the 7 and count on without combining the counters (8 . . . 9, 10, 11, 12, 13, 14, 15). Strategy 2: You can count on 7 more by filling up the first ten frame with 2 of the 7 counters and putting the remaining 5 counters on the next ten frame as you count on by ones. (Strategy 2: 8 . . . 9, 10 . . . 11, 12, 13, 14, 15.) Strategy 3: You can make 8 and 7 on the double 10 frames, move 2 counters from the 7 on to the ten frame with 8 counters ($8 + 2 = 10$ and $10 + 5 = 15$)		
Supporting Student Thinking		
What students might notice between Strategy 1 and 2	How I might respond to student thinking	
Both students built 8 and 7 separately	Where are the 7 counters in the first strategy? Where are the 7 counters in the second strategy?	
Both students got 15	How did your strategy help you get to 15?	
Both counted on 7 more	How did you know you were counting on 7 more counters?	
The second student counted on 7 more by filling up the first 10 frame before adding counters to the other 10 frame	When you counted on the 7 you filled the empty spaces on the first 10 frame before adding on counters in the second 10 frame. Why?	
What students might notice between Strategy 2 and 3	How I might respond to student thinking	
The second student counted on 7 more by filling up the first 10 frame before adding counters to the other 10 frame	When you counted on the 7 you filled the empty spaces on the first 10 frame before adding on counters in the second 10 frame. Why?	

The third student built 8 and 7 separately and broke apart the 7 into 2 and 5 and added the 2 first then added the 5	Why did you break apart the 7 into 2 and 5? How do the 2 and 5 help you add $8 + 7$?
Both students got 15	Strategy 2: You never added 7. Where is the 7 being added in this strategy?
What is the key mathematical idea I want to highlight?	
1. You can count on the second number rather than count all.	
2. You can break apart a number so you can use part of it to make a friendly 10. Then you can easily add on the rest.	