

Focus: Examine the transcript to explore the types of questions used to support this task during instruction. Identify examples of advancing and assessing questions. You may use the line numbers for reference.

1 **Teacher:** Class we’ve been working on a lot of addition strategies learning how to add numbers,
 2 and it’s been really fun. And today we are going to work on a task that involves adding numbers.
 3 “Kim went to a county fair. She played a game and won seven rubber bracelets. She played
 4 another game and won eight bouncing balls. How many prizes did Kim win at the fair?” What I’d
 5 like for you to do is use the tools on your table and work on this task.

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 7 **GROUP 1**

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 9 **Teacher:** Can you tell me what you’ve done here?

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 11 **Student 1:** I’m gonna add these together so I don’t get confused which one is the bracelets and
 12 the balls. So, I’m gonna write down on the board have I get add then and one equals to...

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 14 **Teacher:** How did you get it to equal to that number? What did you do?

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 16 **Student 1:** I counted them in all.

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 18 **Teacher:** Can you show me how you did that?

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 20 **Student 1:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.

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 22 **Teacher:** And that’s how you got how many prizes? Did you hear what he said? What did you do
 23 with yours?

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 25 **Student 2:** I count mine by 15, so that’s how I get my answers.

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 27 **Teacher:** Is that what you did? Thank You

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 29 **Teacher:** Class, lets come back together. So, I walked around, and I’ve seen some of the
 30 strategies that you’ve been using as your work on the problem by yourself. What I want you to do
 31 now is share what your strategies were with each other.

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 33 **GROUP 2**

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 35 **Teacher:** So, what strategies have you all been working on over here? I see you have something
 36 on the board there. What is that?

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 38 **Student 3:** Well, this is what I put. Well, there’s 8 and 7. I broke it up into the two parts. There’s a 5
 39 and there’s a 2 on the 7. There’s a 5 and a 3, then, first I add the two 5’s which make 10 and the 2
 40 and 3 made 5. So, when I add the 10 and the 5 made 15. So, 7+8 is 15.

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 42 **Teacher:** Thank you. Now the other part of this work I saw this. This is part of her strategy. Can
 43 you explain to me what you think she did in this strategy?

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Student 4: She put $7+8$, but all of this made 10.

Teacher: All of what made 10?

Student 4: In this row made 10.

Teacher: So, what do the reds represent?

Student 4: 7.

Teacher: What do the three represent?

Student 4: 10.

Teacher: All together, but where did she get the 3 from? Where did the 3 come from?

Student 4: The 8.

Teacher: From the 8. So how many prizes did she win at the fair?

Student 4: 15

Teacher: 15

Teacher: So, what did you do for your strategy?

Student 5: I put 7 there. Then I put 8 up here.

Teacher: And then what did you do?

Student 5: And then I added, and then it turned to 15.

Teacher: It turned to 15. How can you be sure it turned to 15?

Student 5: I counted it, and then it was 15.

Teacher: You got it.

Teacher: Class, let's come back together. I've seen a lot of strategies that you been using to add for this particular task. Who are used the 10 frame and can share with us what they did? Yes.

Teacher: Would you come to the board and show us what you did?

Student 6: I used 10 over here as in to do 1, 2, 3, 4, 5, 6, 7 over here. That's 7, and now I use 3 blocks from here. And , then I draw 1, 2, 3, 4, 5, 6, 7, 8, and I add them together.

Teacher: And what is the sum?

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92 **Student:** 15.93 **Teacher:** You got it. Thank you.

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95 **Teacher:** Thanks so much for showing me all of the different addition strategies that you were able
96 to do, and I really like that you are using different strategies and able to share what you did with
97 each other.