**Student Representations for Addition Within 20**

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| **Student Representations** | **Description of Strategies** |
|  | These students are *counting all*.  The next step for them should be to use *counting on* strategies. |
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|  | These students are representing *counting on.*  As students are successful with the *counting on* strategy, they move on to other strategies based on number and operation relationships, including making ten, etc. |
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|  | These students are using the strategy of *making a ten.*  Next steps could include representing their work using numbers and equations as they *decompose a number leading to a ten.* |
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|  | This student is also *making a ten*, but is taking the next step of *decomposing a number* leading to a ten. This student is representing that work with numbers and equations. |
|  | This student is *creating equivalent but simpler or known sums.* The student applies her knowledge of doubles to solve a related but unknown problem. Making connections such as this is a goal for students by the end of first grade. |