

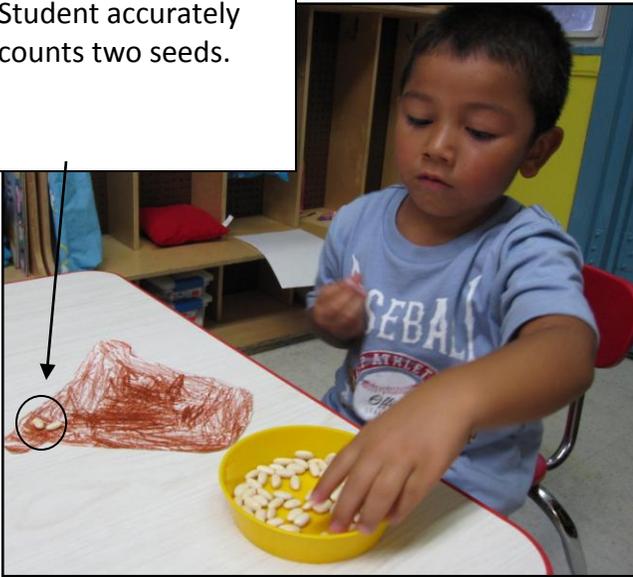
Pre-K Math: How Many Little Seeds? An Interactive Word Problem
Annotated Student Work

How Many Little Seeds?

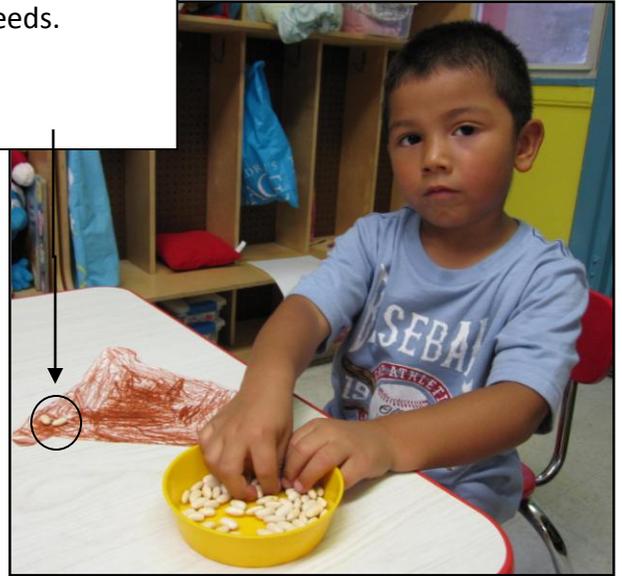
Math - Operations and Algebraic Thinking

SAMPLE STUDENT WORK

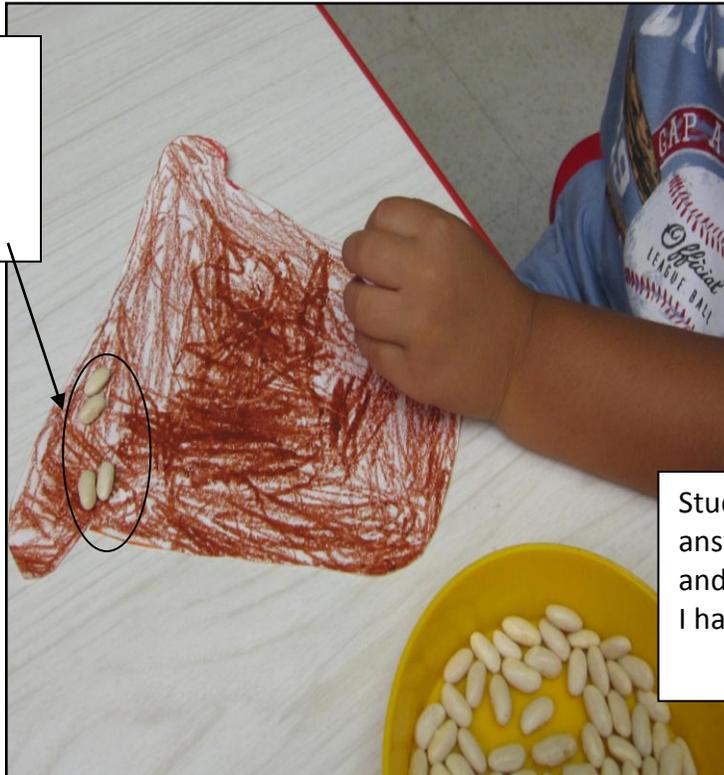
Student accurately counts two seeds.



Student adds two more seeds.



Student accurately combines two sets of seeds.



Student states a correct answer, "I had two seeds and I added two seeds. Now I have four seeds."

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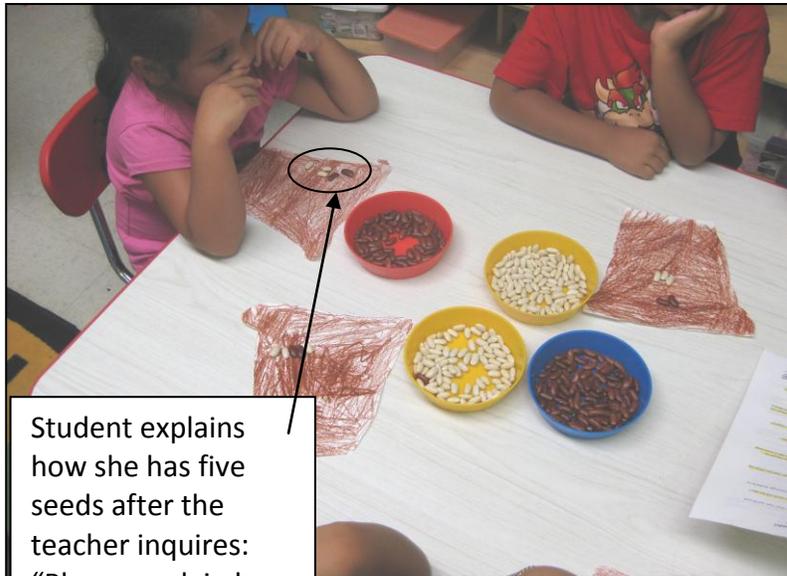
Math - Operations and Algebraic Thinking

Student Name	Teacher Notes	Rubric Rating
Mason (see above photos)	<p>During the interactive math story, Mason accurately combines and separates seeds on the paper pot when prompted by the teacher during the read aloud of the word problem. At the end of the activity, Mason independently continues to combine and separate seeds on his pot. He places one seed and then adds one more seed and states, "The gardener plants one seed and adds one more seed, then he has two seeds!" and he counts to two with his finger. Mason continues combining seeds on his pot and then playfully states, "Then he adds two more seeds" and he counts to four.</p> <p>Mason then proceeds to subtract seeds and states, "Here comes the hungry bird and eats 3 seeds." Mason counts and separates 3 seeds from the pot and states, "1 seed".</p>	<p>Proficient—<i>Mason consistently and accurately combined and separated small numbers of seeds, and accurately demonstrated how many</i></p>

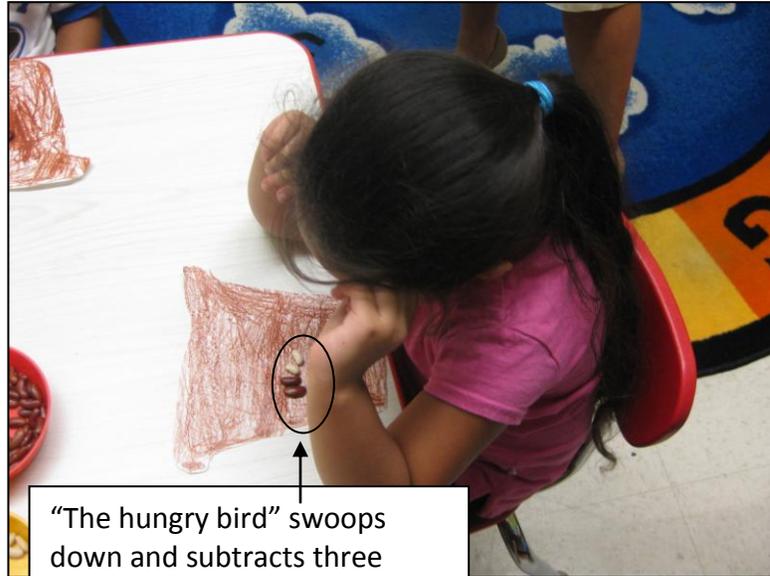
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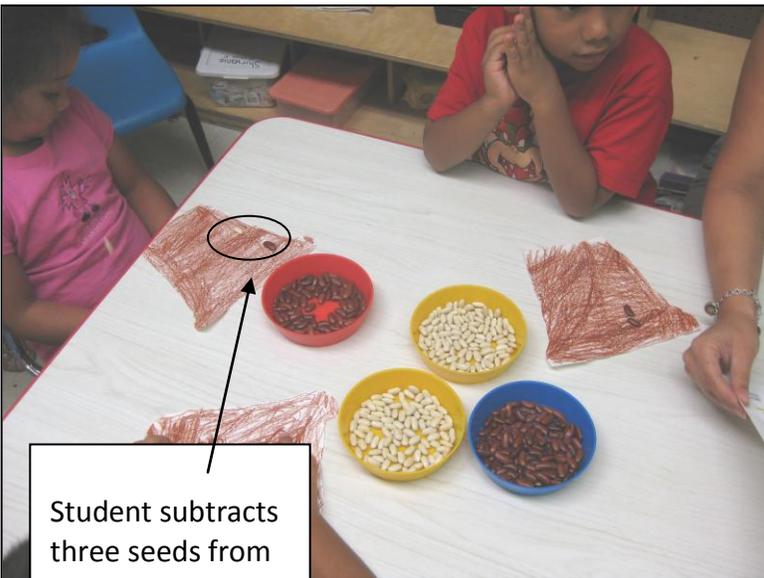
Math - Operations and Algebraic Thinking



Student explains how she has five seeds after the teacher inquires: "Please explain how you have five seeds."



"The hungry bird" swoops down and subtracts three seeds. The student pauses before removing all three seeds.



Student subtracts three seeds from the pot and responds "two," when prompted, "How many seeds do you have?"



The hungry bird swoops down and subtracts two more seeds. The student subtracts two seeds from the pot, until there are zero seeds left.

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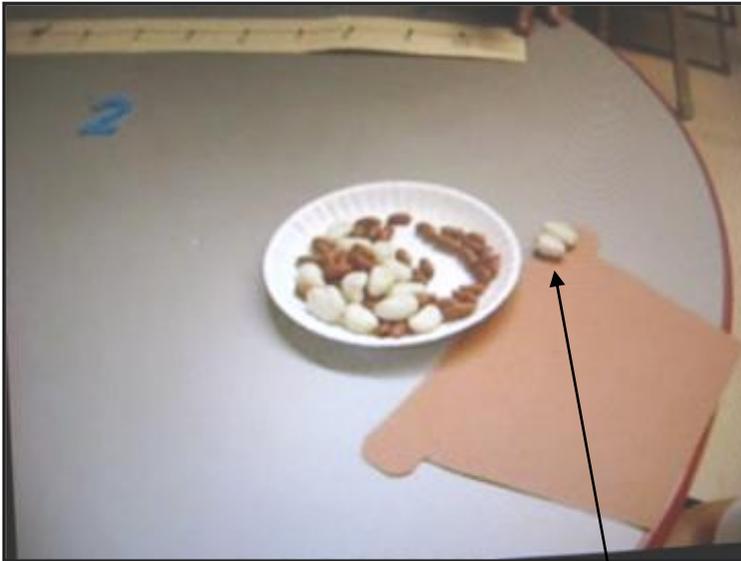
Math - Operations and Algebraic Thinking

Student Name	Teacher Notes	Rubric Rating
Mariah (see above photos)	<p>During the interactive math story, Mariah responds to prompts by combining and separating seeds. While combining seeds, she responds to question, "How many seeds do you have?" By stating "I have four seeds, and I add one more seed, and now I have five seeds."</p> <p>In response to the following prompt: "The hungry bird swoops down and subtracts three seeds", Mariah pauses and counts five seeds. She removes three seeds and states "two."</p> <p>When prompted to remove two more seeds. Mariah accurately subtracts two seeds from the pot and states "zero."</p>	Proficient— <i>Mariah consistently and accurately combined and separated small numbers of seeds, and accurately demonstrated how many.</i>

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Student demonstrates two seeds plus two seeds with prompting and support from the teacher. The student responded that she has “four” seeds.

Student Name	Teacher Notes	Rubric Rating
Renei	<p>Renei clearly demonstrated how to combine one seed plus one seed and stated that there are “two seeds” all together. Renei also demonstrated two plus two seeds equals “four” seeds.</p> <p>Renei was unable to demonstrate the following subtraction when prompted and supported. I modeled how to remove two seeds and stated how many are left to show Renei what subtraction means.</p> <p>To follow-up, I will redo this task with Renei using subtraction only to help Renei understand the concept of subtraction. Then, I will try the task with addition only before combining the two concepts.</p>	<p>In Process— <i>Renei combined small number sets, but was unable to separate sets, state how many she was separating, and consistently demonstrate how many.</i></p>

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Following this interactive math task, this student asks if he can have a turn. Standing in front of his peers he adds a seed, as modeled by the teacher, and says “The gardener adds one seed.”



“The gardener plants two more seeds.”



He steps away from the board and pauses before asking his classmates, “How many seeds does the gardener have in his pot?”

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Student Name	Teacher Notes	Rubric Rating
Adam (see above photos)	<p>During the interactive math story, Adam accurately separates and combines seeds as prompted by the read aloud. Following this activity, Adam asks to use the flannel board to prompt his friends in adding and subtracting seeds, as modeled by his teacher.</p> <p>Adam adds one seed and states, "the gardener plants 1 seed." He then adds two more seeds and states, "the gardener plants 2 more seeds."</p> <p>He steps away from the flannel board and pauses before asking his classmates, "how many seeds does the gardener have in his pot?"</p>	<p>Proficient— <i>Adam consistently and accurately combined and separated a small numbers of seeds and accurately demonstrated the process of adding/subtracting. .</i></p>

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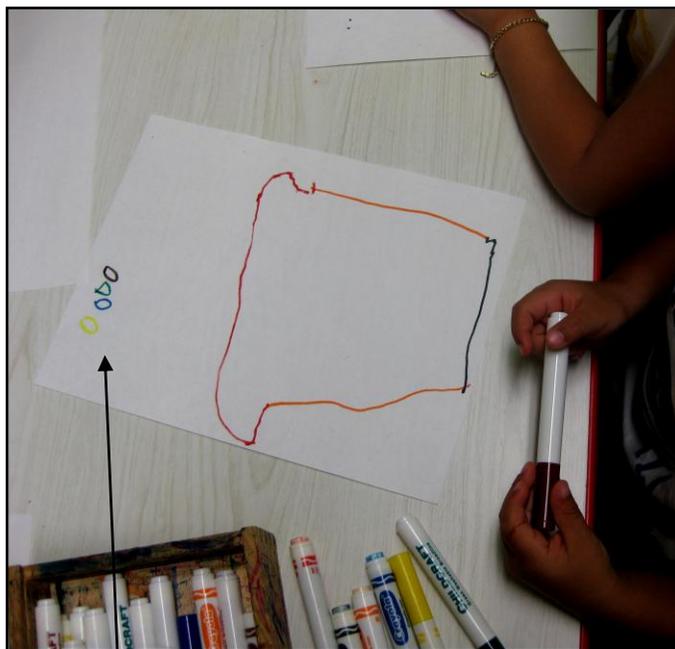
SAMPLE STUDENT WORK—Math Extensions

After engaging in the interactive word problem with a small group of students, a few teachers asked: “Who would you like to draw about how you added and subtracted seeds?” Students were given autonomy to approach this extension in their own unique way. As a result students demonstrated their reflections on the math task by drawing seeds on paper, drawing birds and gardeners, writing numerals, and dictating their reflections to teachers. The teacher provided prompting and support to students as needed. The responses varied from student to student within each class, and across classes. Below are a few student examples.

Please note this is an extension to the activity; not an expectation of the standard.



Student begins by drawing dots for “seeds” with the written numeral alongside the quantity.

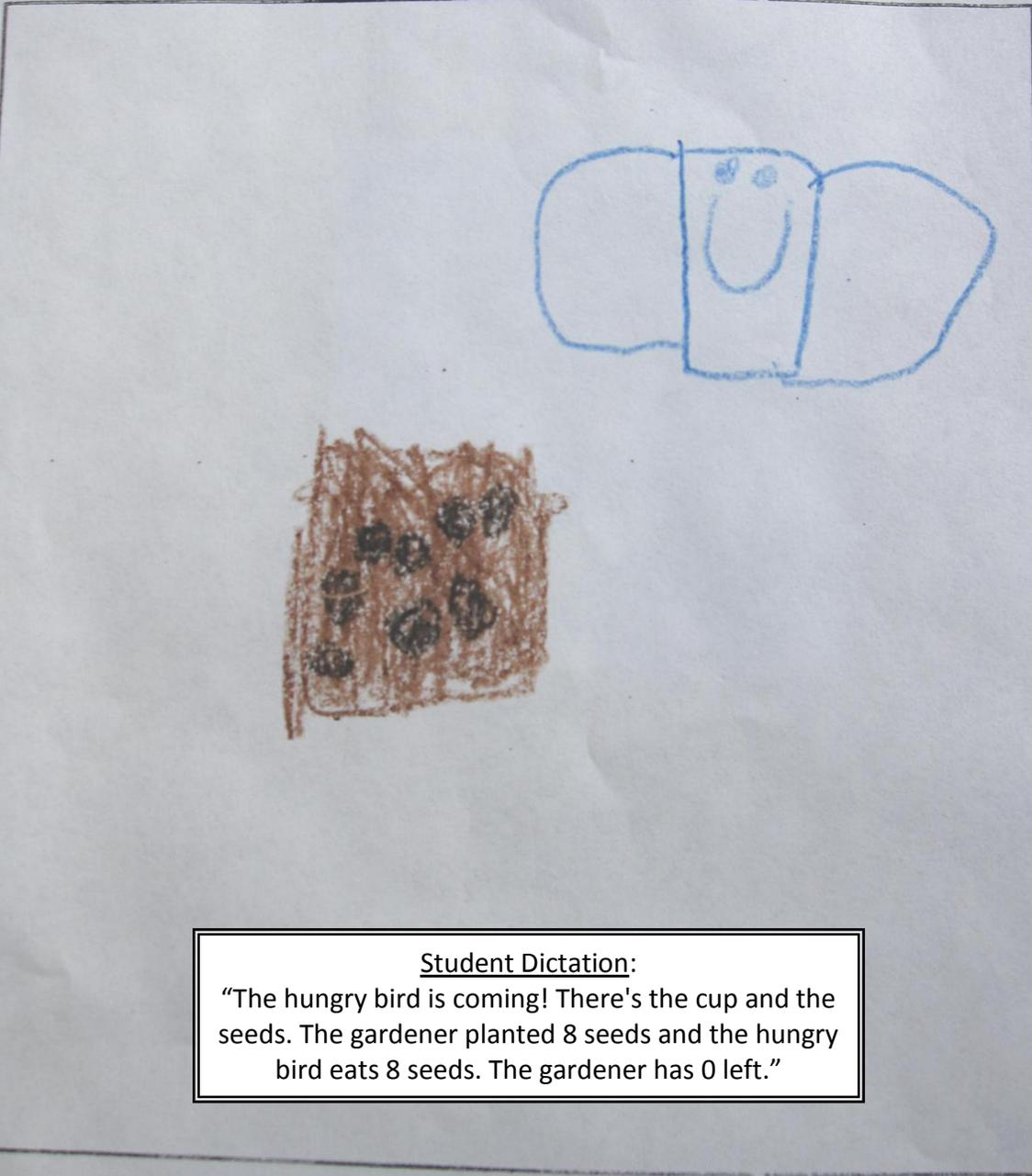


Student prompts teacher for guidance with drawing a pot. Together the teacher and student found a resolution to trace the template.

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Name BEATRICE Date: _____

Draw about how you added seeds, just like the gardener, and subtracted seeds, just like the bird in the story.



Student Dictation:
"The hungry bird is coming! There's the cup and the seeds. The gardener planted 8 seeds and the hungry bird eats 8 seeds. The gardener has 0 left."