

Developing and Assessing Number Sense – Third Grade	Record Student Responses:
<p>1. Rote Counting: <b>Ask student to count forwards and backwards by 1's (220-320), 2's (220-320), 5's (220-320), and 10's (220-320 off the decade). Give the first three and ask them to continue.</b></p>	<p>Say, and record student counts:  287, 288, 289  319, 318, 317  226, 228, 230  315, 310, 305  226, 236, 246  319, 309,</p>
<p>2. One-to-One Correspondence: <b>Give students cubes (25-50); ask them to count the cubes. Should be mastered.</b></p>	
<p>3. Subitizing: <b>Show pictures of base ten blocks (tens, hundreds, thousands). Ask student, "How many units do you see without counting?" Flash for three seconds. Keep track if the student understands 1,000, 100s and 10s by sight.</b></p>	
<p>4. Keeping Track: <b>Put 16-20 cubes in a cluster. Ask students to count objects. Do they remember which ones they have already counted? Should be mastered.</b></p>	
<p>5. Conservation of Number: <b>Place 5-8 cubes in front of a student. Ask student to count. How many are there? Teacher moves cubes in different arrangement (further apart or closer together). How many are there? Should be mastered.</b></p>	
<p>6. Hierarchical Inclusion: <b>Show student the number 196 built with base ten blocks. Say, "Here's 196, show me 185". Check to see if they count back or start all over counting.</b></p>	
<p>7. Compensation: <b>Show 100 using two sets 50 + 50 with base ten blocks. Have students count. Ask if there are other ways the rods could be arranged and still total 100. (10 + 90, 20 + 80, etc.). Should be mastered.</b></p>	
<p><b>Developing and Assessing Number Sense Assessment</b></p>	<p>– Created by Michelle Flaming – ESSDACK  - Customized by Liberal Instructional</p>

<p><b>8. Part/Whole Relationships: Show student 100 made from 10 rods. Ask the student to count them out loud. Say, “I am going to hide some cubes while you hide your eyes.” Hide some. Ask, “Look at the rods and tell me the value of how many I have hidden.”</b></p>	<p>Coaches</p>
<p><b>9. Unitizing: Using base ten blocks, asks the student to count the number of cubes. Use numbers such as: 592, 732, 274, 539, and 952. If students count by hundreds, tens, than ones – there is evidence of the concept of hundreds, tens, and ones.</b></p>	
<p><b>10. Ask students to represent the number 34 with base ten blocks. Watch to see if they include 3 tens, 4 ones, 2 tens, 14 ones, 1 ten, 24 ones, and 34 ones. If student only is able to show 3 tens and 4 ones and 34 units. Place the original amount (3 tens, 4 ones) for the child to see once again. Trade a ten stick for 10 ones. Ask the child what this number is. If the child needs to recount then the do not understand the place value concept.</b></p> <p><b>Expand to how many tens are in 234?</b></p> <p><b>Check for understanding.</b> See Progress of Base Ten Understanding Form for More In Depth Assessing. Should be able to understand all problems from the assessment.</p>	
<p><b>11. Relationships: Give multiplication/division story problems. Children can act out, model, draw pictures or use mental math. Does the student solve repeated addition or subtraction?</b></p> <p><b>1. Jose has 6 sacks of candy. There are 8 pieces of candy in each sack. How many total</b></p>	

pieces of candy does Jose have?

2. Mary has 90 flowers to share with her friends. How many flowers will each of her 10 friends get?
3. If there are five hospital rooms with thirteen beds in each, how many total rooms are there?