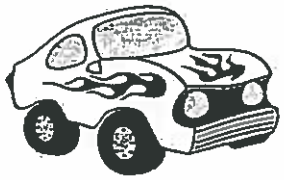
Toy Cars



Sam and Ellie were playing with toy cars.

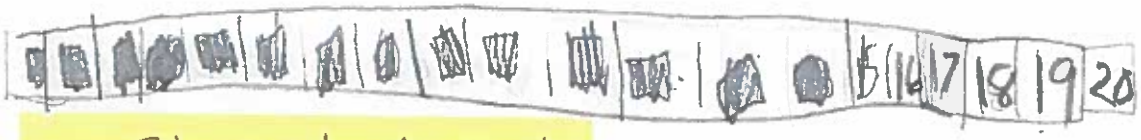
- **Sam has some toy cars.**
- **Ellie has two more cars than Sam.**

How many cars could they each have?

How do you know your answer makes sense?

Sam has 12 (cubes on # track.)

Ellie has 2 more, that makes 14

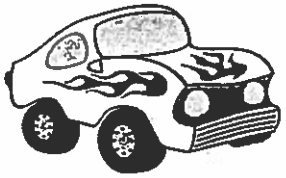


Student A had difficulty getting started. Teacher asked her to show cars on the number path for Sam. Then asked "How does that help you find the cars Ellie had?"

Student A drew picture of resulting number path. Teacher scribed given explanation.

STUDENT B

Toy Cars



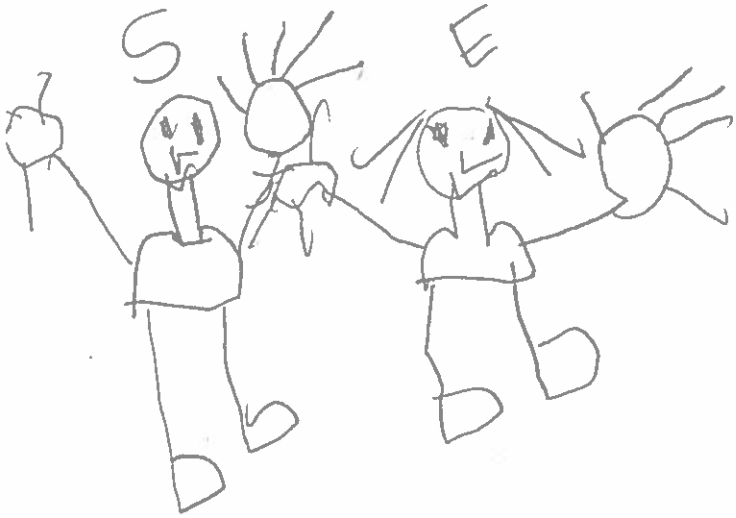
Sam and Ellie were playing with toy cars.

- **Sam has some toy cars.**
- **Ellie has two more cars than Sam.**

How many cars could they each have?

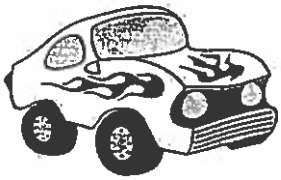
How do you know your answer makes sense?

"Same has 7 and Ellie has 2. They have 9 altogether."



7 + 2

Toy Cars



Sam and Ellie were playing with toy cars.

- **Sam has some toy cars.**
- **Ellie has two more cars than Sam.**

How many cars could they each have?

How do you know your answer makes sense?

Sam

4

Ellie

13

STUDENT D

Toy Cars

Sam and Ellie were playing with toy cars.

- **Sam has some toy cars.** 10
- **Ellie has two more cars than Sam.**

How many cars could they each have?

How do you know your answer makes sense?

What other answers can you find?

STUDENT D

(page 2)

Toy Cars

Sam and Ellie were playing with toy cars.

- **Sam has some toy cars.**
- **Ellie has two more cars than Sam.**

How many cars could they each have?

How do you know your answer makes sense?

What other answers can you find?

Sam hav 3 toy cos

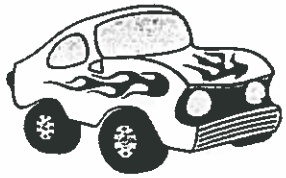
Eillie hav 5 toy co's

Samhav 5 toyco's.

"I counted on stard with 5 "6,7".

Eillie hav 7 toy co's

Toy Cars



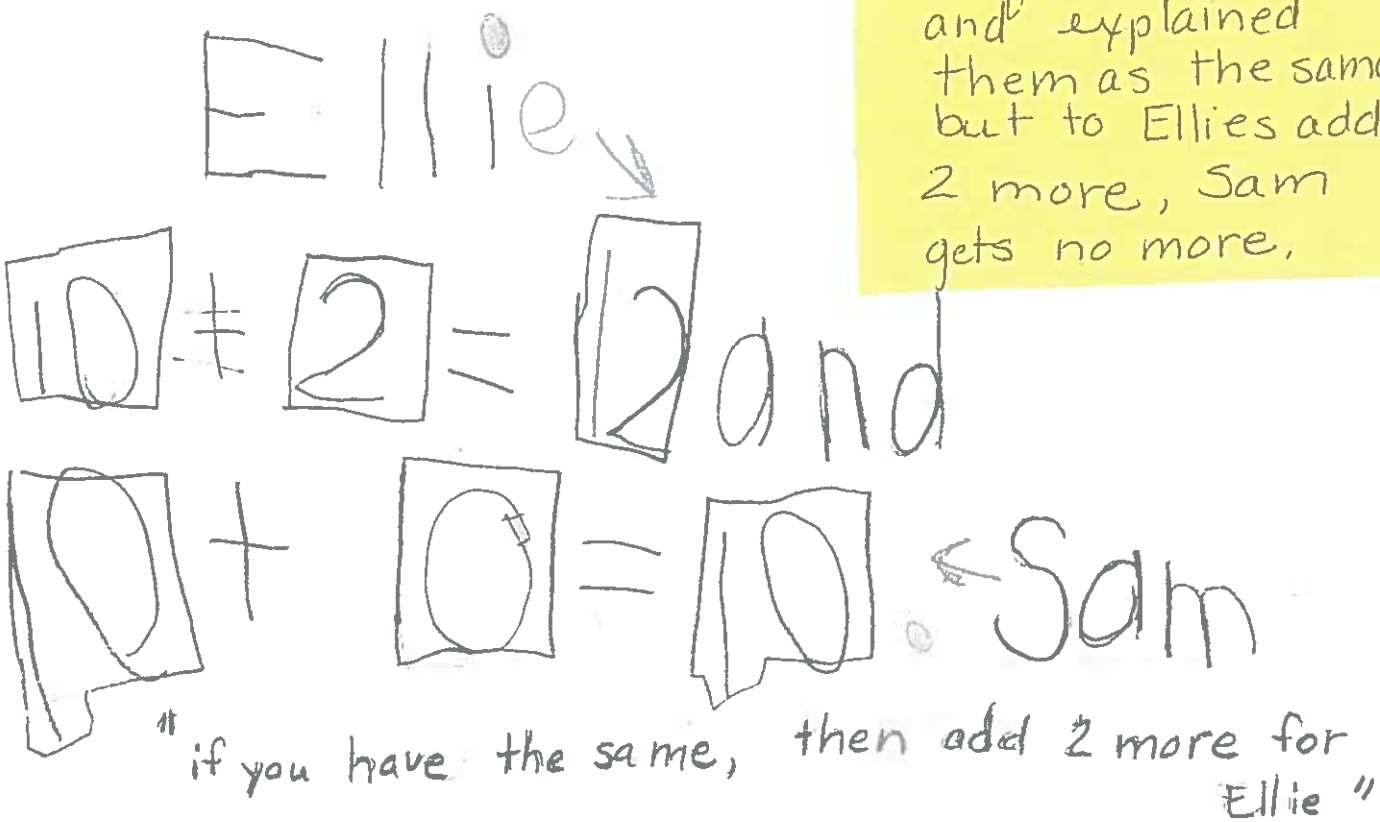
Sam and Ellie were playing with toy cars.

- **Sam has some toy cars.**
- **Ellie has two more cars than Sam.**

How many cars could they each have?

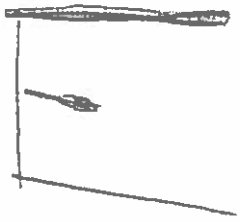
How do you know your answer makes sense?

Student F when has to explain used unifix cubes to show 2 towers of equal quantites and explained them as the same, but to Ellies add 2 more, Sam gets no more.



STUDENT F (page 2)

What other answers can you find?



Ellie

sam

5 + 0 = 5

5 + 2 = 7

Student G after finding initial solution by counting on with number track, discovered pattern with additional solutions. Find number, skip a number, then next number is 2 more.

STUDENT G

Date 10-10-14

Toy Cars

Ellie were playing with toy cars.

has some toy cars.

has two more cars than Sam.

How many cars could they each have?

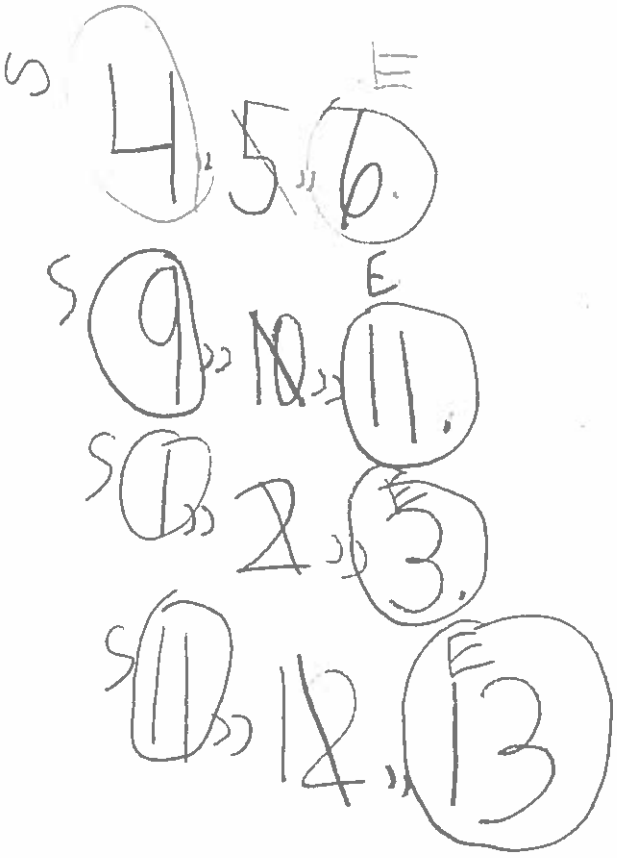
How do you know your answer makes sense?

Sam has some toy cars. Ellie has two more cars. Sam has ~~6~~ cars and Ellie has ~~8~~ cars.

"I used number track, found 6, then said 7, 8."

STUDENT G
(page 2)

What other answers can you find?



STUDENT H

Student H engaged in task when he could use with large numbers. Started with 1000 and took 2 away for Sam.

Toy Cars

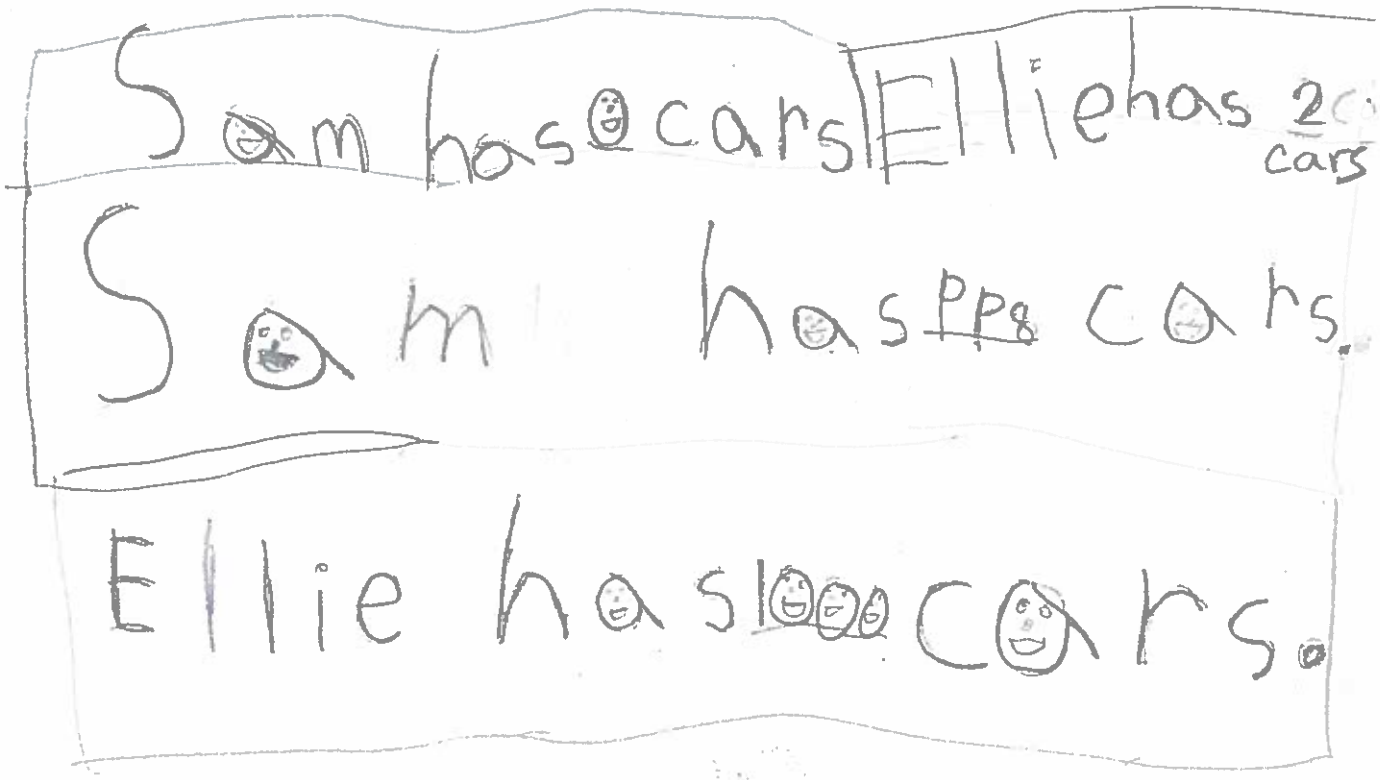
Sam and Ellie were playing with toy cars.

- **Sam has some toy cars.**
- **Ellie has two more cars than Sam.**

How many cars could they each have?

How do you know your answer makes sense?

What other answers can you find?



(2)

Sam has -0 cars Ellie has 0 cars

Sam has -118 cars

(10)

Ellie has -100 cars

(1)

Sam has -10 cars

Ellie has -101 cars

Sam has -118 cars

Ellie has -100 cars