r-later · Reserve paper-gallery order

Complete source (staff reference): Original fictional label numbers: 806, 860, 680. Chosen amount to represent: 806. Two pretend card groups contain 57 and 25 cards. A separate pretend project needs 91 labels and has 46 ready. These are supplied mathematical quantities, not actual stock, price, creation or a child result. All quantities can be read aloud; no object handling is required.

Question: Put 806, 860, 680 in numerical order. Show or direct a labelled number line and explain one comparison.

Complete key and accepted variations: Order: 680 < 806 < 860. A labelled line with relevant hundred reference points and consistent equal intervals can show this order; exact pixel position is not a compulsory measurement. Explain comparison by hundreds then tens/ones, not digit width.

Component criterion: Orders all numerals by magnitude, supports a comparison and uses a meaningful labelled line.

Specific unrelated next teaching: If highest digit decides order, use unrelated192/219 with named hundreds. If line positions unlabelled, make a new200→300 scale before another placement.

Question: Show 806 using hundreds, tens and ones. Show a different valid partition and explain the zero in its standard form.

Complete key and accepted variations: 806 = 8 hundreds0 tens6 ones = 7 hundreds10 tens6 ones. Check 800+0+6 = 700+100+6. Other nonnegative whole-unit partitions summing806 accepted. Zero is no tens in standard form, not no total value.

Component criterion: Names standard places, keeps zero meaning and preserves value in a distinct alternate partition.

Specific unrelated next teaching: If exchange changes value, use unrelated34:3 tens4 ones↔2 tens14 ones and recount. If zero removed, compare204/240; do not teach by revealing this held amount.

Question: How many cards are in the two groups together? Show your chosen number sentence and strategy. Check it.

Complete key and accepted variations: 57+25=82 cards. Example partition 50+20+7+5=82; regroup the ones where useful. Counted marks, bridge or another valid own strategy accepted. Inverse check 82−25=57.

Component criterion: Chooses join/addition model and a valid conserved strategy/check, with card meaning.

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Specific unrelated next teaching: If a bridge double-counts, split unrelated18+5 as+2 then+3; if concatenation occurs, recombine20+10+7+6. Ask for a new inverse check after teaching.

Question: How many more labels does the separate project need? Choose a representation and strategy; explain and check what your answer means.

Complete key and accepted variations: 46+?=91, or91−46=45. Count up 46→50(+4)→91(+41); parts sum45. A correctly represented other strategy is accepted. Answer45 more labels, checked by46+45=91, not need+ready. No actual supplies/delivery.

Component criterion: Selects the missing part, represents/solves/checks it and communicates contextual meaning.

Specific unrelated next teaching: If need+ready is used, model unrelated25 needed/17 ready with a missing portion. If no units, ask what8 would count in that new model; choose a fresh ordinary problem afterwards.

Record honestly: full source familiarity/exposure; question and actual first response/method; reading/scribing/handling access; mathematical hints/device answers; observed child choices versus adult operations; actual teaching/source/date; interval before next source; initial versus supported revision; unattempted/uncaptured fields. No hypothetical learner score or attained level.

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