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| **Students** | **Misconceptions** | **What will you do next to help clear up misconceptions?** |
| Jade, Austin, Azavian, Caley, Timmy, Larry, Faith, Madison | Students just saw two numbers and they added instead of finding the difference. | Using the small set and large set diagram to place the numbers and really reading to see where the unknown is in the problem. |
| Ricky, Tara, Jacy, Caleb, Margi | Student’s computation was incorrect. | We worked on addition and subtraction strategies. Ex. sticks bundles, partial sum algorithm, empty number line, or whatever strategies best fits the student. |
| Lilia, Kaja, Abby, Tiffany, Emily, Andrew, Mason, Sonny | Students solved the one step stories problems perfect, but they would forget to solve the second step. | Using the large set and small set diagram helps because it also has the total box to remind students that you have to do something else to get the total |