

Name: _____

Teacher: _____

Date: _____

Subtraction Running Record Recording Sheet

Part 1	Codes (What do you notice?)	
2 - 0 a 5s pth	fca fcb fcu cbh cuh urf dk ic wo sc asc	S0—subtract 0
7 - 1 a 5s pth	fca fcb fcu cbh cuh urf dk ic wo sc asc	S1—subtract 1
9 - 9 a 5s pth	fca fcb fcu cbh cuh urf dk ic wo sc asc	SD—subtract # from itself
5 - 4 a 5s pth	fca fcb fcu cbh cuh urf dk ic wo sc asc	S5 - subtract within and from 5
8 - 3 a 5s pth	fca fcb fcu cbh cuh urf dk ic wo sc asc	Sw10 - subtract within 10
10 - 2 a 5s pth	fca fcb fcu cbh cuh urf dk ic wo sc asc	Sf10 - subtract from 10
12 - 11 a 5s pth	fca fcb fcu cbh cuh urf dk ic wo sc asc	SD1 - subtract difference of 1
17 - 10 a 5s pth	fca fcb fcu cbh cuh urf dk ic wo sc asc	S10 - subtract 10 from teen
13 - 3 a 5s pth	fca fcb fcu cbh cuh urf dk ic wo sc asc	S1T - subtract 1's from teen
14 - 7 a 5s pth	fca fcb fcu cbh cuh urf dk ic wo sc asc	SHF - subtract half facts
15 - 9 a 5s pth	fca fcb fcu cbh cuh urf dk ic wo sc asc	SB10 - subtract bridge 10
20 - 8 a 5s pth	fca fcb fcu cbh cuh urf dk ic wo sc asc	S20 - subtract from 20
Codes: a - automatic 5s - 5 seconds pth—prolonged thinking time	fca—counted all fcb—finger counted back fcu - finger counted up cbh—counted back in head cuh - counted up in head urf - used related facts (add) dk - didn't know ic - in context	wo—wrong operation sc— self-corrected asc—attempted to self-correct

General Observations (to be filled out after interview)

*In most states 1st grade has an expectation of fluency within 10.

Instructional Response:

Focus areas (circle all that apply): flexibility accuracy automaticity

Strategy to begin instruction: S0 S1 SD S5 Sw10 Sf10 SD1 S10 S1T SHF SB10 S20

Strategy level for current strategy: 0 1 2 3 4M 4 _____

<p>Part 2</p> <p>Minus Zero 2-0</p> <p>What happens when you take 0 from a number? ___ same # ___ can't articulate</p> <p>4 - 0 6 - 0</p> <p>Do they know this strategy? No/Emerging/Yes S0 Level: 0 1 2 3 4M 4</p>	<p>Sub 1 7 - 1</p> <p>What happens when you take 1 away from a number? ___ # before ___ can't articulate</p> <p>3 - 1 11 - 1</p> <p>Do they know this strategy? No/Emerging/Yes S1 Level: 0 1 2 3 4M 4</p>	<p>Sub # from itself 9 - 9</p> <p>What happens when you take a number away from itself? ___ difference is zero ___ can't articulate</p> <p>4 - 4 7 - 7</p> <p>Do they know this strategy? No/Emerging/Yes SD Level: 0 1 2 3 4M 4</p>	<p>Sub w/in & from 5 5 - 4</p> <p>___ urf ___ other ___ can't articulate</p> <p>4 - 2 5 - 3 3 - 2</p> <p>Do they know this strategy? No/Emerging/Yes S5 Level: 0 1 2 3 4M 4</p>	<p>Sub w/in 10 8 - 3 (Check all)</p> <p>___ urf ___ other ___ can't articulate</p> <p>9 - 2 7 - 3 8 - 6 9 - 5 7 - 5</p> <p>Do they know this strategy? No/Emerging/Yes Sw10 Lvl: 0 1 2 3 4M 4</p>
<p>Sub from 10 10 - 2</p> <p>___ urf ___ can't articulate</p> <p>How would you solve these types of facts? 10 - 6 10 - 3 10 - 8</p> <p>Do they know this strategy? No/Emerging/Yes Sf10 Lvl: 0 1 2 3 4M 4</p>	<p>Diff of 1 or 2 12 - 11</p> <p>What do you do to solve these problems? ___ next to each other on #line ___ other ___ can't articulate</p> <p>9 - 8 15 - 13</p> <p>Do they know this strategy? No/Emerging/Yes SD1 Lvl: 0 1 2 3 4M 4</p>	<p>Sub 10 17 - 10</p> <p>What do you do when you take 10 from a teen number? ___ decomp ten & 1's ___ other ___ can't articulate</p> <p>19 - 10 15 - 10</p> <p>Do they know this strategy? No/Emerging/Yes S10 Level: 0 1 2 3 4M 4</p>	<p>Sub 1's from Teen 13 - 3</p> <p>What do you think and do when you are solving these problems? ___ decomp ten & 1's ___ other ___ can't articulate</p> <p>14 - 4 17 - 7</p> <p>Do they know this strategy? No/Emerging/Yes S1T Level: 0 1 2 3 4M 4</p>	<p>Half facts 14 - 7</p> <p>___ urf ___ other ___ can't articulate</p> <p>16 - 8 18 - 9</p> <p>What do you notice about these facts? Do they know this strategy? No/Emerging/Yes SHF Lvl: 0 1 2 3 4M 4</p>
<p>Sub Bridge 10 15 - 9 (Check all)</p> <p>___ Bridge 10 ___ other ___ can't articulate</p> <p>17 - 9 13 - 5 14 - 6 12 - 8 13 - 7</p> <p>Do they know this strategy? No/Emerging/Yes SB10 Lvl: 0 1 2 3 4M 4</p>	<p>Sub # from 20 20 - 8</p> <p>What do you do when you subtract a number from 20? ___ urf ___ other ___ can't articulate</p> <p>20 - 7 20 - 14</p> <p>Do they know this strategy? No/Emerging/Yes S20 Lvl: 0 1 2 3 4M 4</p>	<p>Sub flexibility</p> <p>Can you name 2 ways to think about subtracting 15 - 8? **general flexibility question</p>	<p>Part 3</p> <p>Do you like math?</p> <p>What do you find easy?</p> <p>What do you find tricky?</p> <p>What do you do when you get stuck?</p>	<p>Codes: 0 - doesn't know 1 - counting strategies on fingers or manipulatives 2 - mental math/ counting in head 3 - derived facts 4M - automatic recall memorized 4 - automatic recall with understanding</p> <p>fca—counted all fcb—finger counted back fcu - finger counted up cbh—counted back in head cuh - counted up in head urf - used related facts (add) dk - didn't know ic - in context</p>