

Michelle Reyes

Error Analysis 4

- ❖ What has the student done well and/or what makes sense about the student's thinking, even if it is incorrect or incomplete?

The student understands how to set up an area model, they successfully drew out the square and they knew that there should be two numbers on the area model to represent the length and width.

- ❖ What error has the student made? What are the big mathematical concepts underlying this error?

The student made the error of drawing out two separate boxes. The squares should have been together for $(6+5)$.

- ❖ What is one assessing question you could use to learn more about the student's thinking?

One assessing question I would ask the student to learn more about their thinking is, "Why did you draw two separate boxes to represent the $6+5$?"

- ❖ What manipulatives, representations or other interventions could you use to draw the student's attention to the underlying concept?

I would work with the student using base 10 blocks and a white erase surface. We would work on building the expression with the base 10 blocks and then use a white erase marker to label our numbers and draw some examples when needed.

- ❖ What is one advancing question you could use to help the student move forward without giving away the answer?

I would ask "What is the first thing we solve under PEMDAS?" This would allow the student to think and notice that since $6+5$ are in the parentheses it should be displayed together.