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| **Counting Behaviours/Strategies** | | |
| Student does not trust that the number of items remains the same when partitioned in different ways and repeatedly counts to confirm the total. | Student counts all the items by 1s. | Student uses efficient counting strategies to find how many (e.g., counting on, skip-counting). |
| **Observations/Documentation** | | |
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| **Composing and Decomposing Behaviours/Strategies** | | |
| Student removes all objects and starts fresh to represent a number in different ways. | Student makes changes to the current representation to show numbers in different ways. | Student uses patterns to systematically find different ways to model a number. |
| **Observations/Documentation** | | |
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