

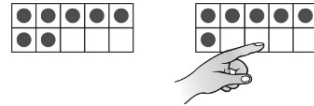
Master 40: Activity 16 Assessment

Numbers to 20

Counting Behaviours/Strategies

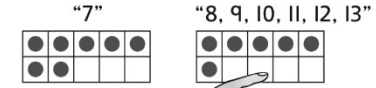
Student repeatedly counts to confirm (does not trust that the number of counters remains the same when partitioned in different ways).

Student counts three times to check the number of counters. "1, 2, 3, 4, 5, 6, 7" "1, 2, 3, 4, 5, 6"



"1, 2, 3, 4, ..., 11, 12, 13"

Student counts on from the number of counters in the first ten-frame.



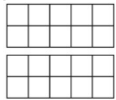
"7"

"8, 9, 10, 11, 12, 13"

Observations/Documentation

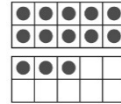
Composing and Decomposing Numbers Behaviours/Strategies

Student removes all counters and starts fresh each time to represent numbers in different ways.



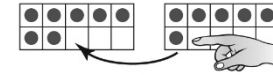
"Hmm, what is another way to make 12?"

Student moves counters from one ten-frame to the other to represent numbers in different ways.



"Next time, I'll put 9 in the top one."

Student uses patterns and systematically moves counters from one ten-frame to the other to represent numbers in different ways.



"I can make this one smaller and the other one gets bigger."

Observations/Documentation