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| **Showing and Comparing Numbers Behaviours/Strategies** | | | |
| Student has difficulty saying or recognizing the given number. | Student recognizes a number but has difficulty building the number by grouping into tens and leftover ones. | Student makes trains of ten but does not realize that 1 ten is the same as 10 ones. | Student shows a number in one way but has difficulty showing the number in a different way by breaking apart a train to make 10 ones.  “This number always has  2 tens and 4 ones.” |
| **Observations/Documentation** | | | |
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| Student shows a number in one way but has difficulty showing the number in a different way by combining 10 ones to make a train (ten).  “I have 1 ten and 14 ones.” | Student focuses on one type of representation (e.g., drawing pictures). | Student decides which number is greater by comparing the total number of cubes used to show each number. | Student shows all the different ways to represent a two-digit number, and successfully compares numbers. |
| **Observations/Documentation** | |  | |
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