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| **Composing and Decomposing Behaviours/Strategies** | | | | | |
| Student represents a number in only one way. | 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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| Diagram  Description automatically generatedStudent shares some items equally but is not sure how to partition the leftover.  “I’m not sure  how to divide  the leftover.” | Diagram  Description automatically generatedStudent shares items equally, including leftovers, but cannot use fractions to name the amount each sharer gets.  “Each person gets  two plus a bit more.” | | Diagram  Description automatically generatedStudent shares items equally, including leftovers, and uses fractions to name the amount each sharer gets.  “Each person gets  two plus one half.” | | Student shares items equally and solves equal-sharing problems where each share is one-half.  Table  Description automatically generated  “Each celery stalk  serves 2 students.  So, 5 stalks will serve  2, 4, 6, 8, 10 students.” |
| **Observations/Documentation** | | | | | |
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