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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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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can compose and decompose numbers to 20.  **(Activities 17, 18, 19, 23)** |  |  |  |  |  |  |  |  |  |
| Student can represent money amounts to 20 cents in different ways.  **(Activities 20, 23)** |  |  |  |  |  |  |  |  |  |
| Student realizes that no matter how objects are decomposed, the total number doesn’t change.  **(Activities 17, 18, 19, 21, 23)** |  |  |  |  |  |  |  |  |  |
| Student can decompose numbers into equal groups, with and without singles.  **(Activities 21, 23)** |  |  |  |  |  |  |  |  |  |
| Student can partition a whole into equal parts.  **(Activity 22)** |  |  |  |  |  |  |  |  |  |
| Student can connect the number of equal parts to the correct fraction name.  **(Activity 22)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Composes and decomposes numbers to 20.  **(Activities 17, 18, 19, 23)** |  |  |  |
| Represents money amounts to 20 cents in different ways.  **(Activities 20, 23)** |  |  |  |
| Realizes that no matter how objects are decomposed, the total number doesn’t change.  **(Activities 17, 18, 19, 21, 23)** |  |  |  |
| Decomposes numbers into equal groups, with and without singles.  **(Activities 21, 23)** |  |  |  |
| Partitions a whole into equal parts.  **(Activity 22)** |  |  |  |
| Connects the number of equal parts to the correct fraction name.  **(Activity 22)** |  |  |  |

Strengths:

Next Steps: