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| **Comparing and Ordering Numbers Behaviours/Strategies** |
| Student does not recognize the number on the craft stick.  | Student does not say one number word for each dot drawn when modelling the number on the craft stick. | Student randomly draws dots on the fish. | Student focuses on the last digit of the number on the stick.“Bart has 27 dots. I drew 32 dots for Addie because 2 is less than 7.” |
| **Observations/Documentation** |
|  |  |  |  |
|  |  |  |  |
| Student models the number with counters, then adds or removes counters to determine the number in the other set. | Student draws dots, then uses a number line to find a lesser or greater number. | Student successfully compares and orders numbers but has difficulty explaining how she or he knows the numbers are ordered from least to greatest. | Student successfully compares and orders numbers from least to greatest. |
| **Observations/Documentation** |  |
|  |  |  |  |

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| --- | --- |
| Big Idea | Indicators from Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can compare two sets to 20 concretely.**(Activity 9)** |  |  |  |  |  |  |  |  |  |
| Student can compare two sets to 20 pictorially.**(Activity 10)** |  |  |  |  |  |  |  |  |  |
| Student can compare and order numbers to 50.**(Activities 11, 12)** |  |  |  |  |  |  |  |  |  |
| Student can use comparative language when comparing sets/numbers (e.g., more, fewer, least, greatest).**(Activities 9–12)** |  |  |  |  |  |  |  |  |  |
| Student realizes that when comparing sets, the size and arrangement of the objects do not matter. **(Activity 9)** |  |  |  |  |  |  |  |  |  |
| Student can determine how many more or fewer are in one set than in another.**(Activity 10)** |  |  |  |  |  |  |  |  |  |
| Student can draw a set that has more, fewer, or as many elements as a given set.**(Activity 12)** |  |  |  |  |  |  |  |  |  |

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

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Compares two sets to 20 concretely.**(Activity 9)** |  |  |  |
| Compares two sets to 20 pictorially.**(Activity 10)** |  |  |  |
| Compares and orders numbers to 50.**(Activities 11, 12)** |  |  |  |
| Uses comparative language when comparing sets/numbers (e.g., more, fewer, least, greatest).**(Activities 9–12)** |  |  |  |
| Realizes that when comparing sets, the size and arrangement of the objects do not matter. **(Activity 9)** |  |  |  |
| Determines how many more or fewer are in one set than in another.**(Activity 10)** |  |  |  |
| Draws a set that has more, fewer, or as many elements as a given set.**(Activity 12)** |  |  |  |

Strengths:

Next Steps: