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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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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can build two-digit numbers using tens and ones.  **(Activities 24–27)** |  |  |  |  |  |  |  |  |  |
| Student recognizes that 1 ten is the same as 10 ones.  **(Activities 24–27)** |  |  |  |  |  |  |  |  |  |
| Student can compare two-digit numbers using tens and ones.  **(Activities 24, 25, 27)** |  |  |  |  |  |  |  |  |  |
| Student can represent two-digit numbers in different ways using tens and ones.  **(Activities 26, 27)** |  |  |  |  |  |  |  |  |  |
| Student can recognize numbers shown in different ways using tens and ones.  **(Activities 26, 27)** |  |  |  |  |  |  |  |  |  |
| Student realizes that no matter how a number is represented, the quantity does not change.  **(Activities 26, 27)** |  |  |  |  |  |  |  |  |  |
| Student realizes that the digits of a two-digit number tell how many tens and ones the number has.  **(Activities 24–27)** |  |  |  |  |  |  |  |  |  |

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

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Builds two-digit numbers using tens and ones.  **(Activities 24–27)** |  |  |  |
| Recognizes that 1 ten is the same as 10 ones.  **(Activities 24–27)** |  |  |  |
| Compares two-digit numbers using tens and ones.  **(Activities 24, 25, 27)** |  |  |  |
| Represents two-digit numbers in different ways using tens and ones.  **(Activities 26, 27)** |  |  |  |
| Recognizes numbers shown in different ways using tens and ones.  **(Activities 26, 27)** |  |  |  |
| Realizes that no matter how a number is represented, the quantity does not change.  **(Activities 26, 27)** |  |  |  |
| Realizes that the digits of a two-digit number tell how many tens and ones the number has.  **(Activities 24–27)** |  |  |  |

Strengths:

Next Steps: