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| **Decomposing Numbers on a Number Line** **Behaviours/Strategies** | | |
| 1. Student chooses a card, but struggles to   decompose numbers into parts using a  number line.  “I don’t know what to do.” | 1. Student decomposes numbers into parts using a number line, but always takes jumps of 1. | 1. Student decomposes numbers into parts using a number line, but only takes jumps of 1 and 10. |
| **Observations/Documentation** | | |
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| 1. Student flexibly decomposes numbers into parts using a number line, but struggles to identify the way that takes the fewest jumps.   “I found lots of ways to jump to the number.” | 1. Student flexibly decomposes numbers into parts using a number line, but struggles to record the jumps in her or his math journal. | 1. Student flexibly decomposes numbers into parts using a number line, identifies the most efficient way, and records work. |
| **Observations/Documentation** | | |
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