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| **Grouping Items in 2s, 5s, and 10s Behaviours/Strategies** | | |
| 1. Student counts all items by 1s rather than   grouping items in 2s, 5s, and 10s. | 1. Student groups items in 2s, 5s, and 10s, but   groups are not all equal. | 1. Student groups items in 2s, 5s, and 10s, but does not recognize that the quantity will be the same when the items are grouped in different ways.   “When I grouped in 2s, there were 20. I’m not sure how many there would be if I grouped in 5s.” |
| **Observations/Documentation** | | |
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| 1. Student groups items in 2s, 5s, and 10s, but   ignores the leftover(s). | 1. Student groups items in 2s, 5s, and 10s, but does not notice any patterns in the chart. | 1. Student groups items in 2s, 5s, and 10s and   notices patterns in the chart. |
| **Observations/Documentation** | | |
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