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| **Building Numbers to 200** **Behaviours/Strategies** |
| 1. Student adds unit cubes to show number rolled but has more than 10 cubes in the Ones column.

Table  Description automatically generated | 1. Student trades unit cubes for rods but isn’t sure how many ones make a ten.

Diagram  Description automatically generated“I have a lot of cubes, so maybe I should trade some for a red.” | 1. Student trades cubes for rods but has more than 10 rods in the Tens column.

Chart  Description automatically generated |
| **Observations/Documentation** |
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| 1. Student trades rods for a flat but isn’t sure how many tens make a hundred.

Chart  Description automatically generated“I know I have to trade, but I don’t think I have enough rods yet.” | 1. Student understands the relationships among hundreds, tens, and ones but struggles to name the number modelled.

Diagram, table  Description automatically generated“I have 1 hundred, 2 tens, and 2 ones. What number is that?” | 1. Student understands the relationships among hundreds, tens, and ones and relates the model to a number.

Diagram, table  Description automatically generated“The model shows 122.” |
| **Observations/Documentation** |
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