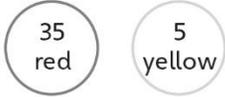


# Master 73: Activity 26 Assessment

## Number Relationships 2: Consolidation

Number Relationships Behaviours/Strategies							
<p>1. To decompose two-digit numbers into parts, student counts out counters and then arranges them in two groups.</p> 	<p>2. To decompose two-digit numbers into parts, student chooses a part and then counts on or back with counters to find the other part.</p> 	<p>3. Student decomposes two-digit numbers into parts, but struggles to compose two-digit numbers from parts (unable to take jumps of different sizes on a number line).</p>	<p>4. To find a part given the whole and another part, student guesses and then uses counters to check.</p> <table border="1" data-bbox="1480 391 1738 526"> <tr> <td colspan="2">Whole 60</td> </tr> <tr> <td>Part 42</td> <td>Part</td> </tr> </table> <p>“Guess 20” “42 counters and 20 counters is 62 counters: too many.”</p>	Whole 60		Part 42	Part
Whole 60							
Part 42	Part						
Observations/Documentation							
<p>5. To find a part given the whole and another part, student counts on or back with counters or fingers.</p> <p>“43, 44, 45, ..., 58, 59, 60”</p>	<p>6. Student shows benchmark numbers on the number line, but struggles to name a number closer to the given ten.</p> <p>“136 is between 130 and 140, but I don’t know which number it is closer to.”</p>	<p>7. Student shows benchmark numbers on the number line, but struggles to name the number that is the same distance from both benchmarks.</p> <p>“I don’t know what number is the same distance from 180 as from 190.”</p>	<p>8. Student successfully demonstrates an understanding of number relationships by using efficient strategies (skip-counting, mental math) to answer cards of all types.</p>				
Observations/Documentation							