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| **Composing Quantities from Parts** **Behaviours/Strategies** |
| 1. Student counts three times to

compose quantities from parts.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a09_t01_blm.jp | 1. Student skip-counts by 2s to

compose quantities from parts.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a09_t02_blm.jp | 1. Student instantly recognizes one

of the parts (perceptual subitizing), and then counts on to compose quantities from parts.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a09_t03_blm.jp | 1. Student uses number relationships to compose quantities from parts.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a09_t04_blm.jp |
| **Observations/Documentation** |
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| **Decomposing the Whole** **Behaviours/Strategies** |
| 1. Student chooses randomly to find dominoes with parts that make the same whole.

“Let’s try this one.” | 1. Student finds dominoes with parts that make the same whole when the whole is small, but struggles when the whole is large.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a09_t05_blm.jp | 1. Student finds all dominoes with parts that make the same whole, but does not see patterns in the parts.

“I sorted them, but I don’t seeany patterns.” | 1. Student uses patterns to

systematically find all dominoes with parts that make the same whole. |
| **Observations/Documentation** |
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