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| **Number Relationships** **Behaviours/Strategies** | | | | | |
| 1. Student partitions quantities into groups of 2, but struggles to identify even and odd numbers.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n02_a12_t01_blm.jp | | 1. Student compares and orders quantities using one-to-one matching or counting (models numbers with concrete materials).   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n02_a12_t02_blm.jp | | 1. Student compares and orders written numbers using benchmarks.   “I know 25 is less than 30  and 39 is greater than 30.  So, 39 is greater than 25.” | |
| **Observations/Documentation** | | | | | |
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| 1. Student determines how many more/less by grouping (groups cubes to make trains and then aligns the trains).   A picture containing text, kitchen appliance, surge suppressor, appliance  Description automatically generated | | 1. Student determines how many more/less using counting (finds distance between numbers on a number line or hundred chart).   Diagram  Description automatically generated | | 1. Student performs number relationship tasks with ease and communicates thinking using math language. | |
| **Observations/Documentation** | | | | | |
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