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| **Composing and Decomposing Numbers to 200** **Behaviours/Strategies** | | |
| 1. Student models a 2-digit number using tens and ones (one way).   Diagram  Description automatically generated  “I modelled 68 on my mat, then used to blocks to make a giraffe.” | 1. Student models a 3-digit number using tens and ones (one way).   Diagram  Description automatically generated  “I modelled 168 on my mat, then used to blocks to make a tiger.” | 1. Student models a 3-digit number another way, but trade was not accurate.   Diagram  Description automatically generated  “I traded 2 rods for 13 cubes. That’s how many more I needed to make the face.” |
| **Observations/Documentation** | | |
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| 1. Diagram     Description automatically generated with medium confidenceStudent models a 3-digit number using hundreds, tens, and ones (more than one way).   “I traded 2 rods for 20 unit cubes.” | 1. Diagram     Description automatically generatedStudent models a 3-digit number in different ways but struggles to understand value of the blocks.   “100 hundreds (body) + 20 ones (head) + 40 tens + 8 ones (legs) = 168.” | 1. Diagram     Description automatically generatedStudent successfully models a 3-digit number in different ways and records the related addition sentences.   “100 (body) + 20 (head) + 48 (legs) = 168.” |
| **Observations/Documentation** | | |
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