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| **Partitioning into Equal-Sized Units** **Behaviours/Strategies** | | | |
| 1. Student counts objects by 1s, but struggles to partition objects into equal-sized units (not all units are equal). | 1. Student partitions objects into   equal-sized units, but mixes up the skip-counting sequence or does not know the number to skip-count by.  “5, 10, 20, 25, 35” | 1. Student partitions into and skip-counts by equal-sized units, but does not include the leftovers in the total. | 1. Student partitions into and skip-counts by equal-sized units, but   continues to skip-count by the same number to count the leftovers. |
| **Observations/Documentation** | | | |
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| 1. Student partitions into and skip-counts by equal-sized units, but   does not recognize that the results will be the same when counted in different ways.  “There were 17 when I  grouped in 5s.  Let’s see how many when I  group in 2s.” | 1. Student partitions into and skip-counts by equal-sized units, but   does not realize that increasing  the number of sets decreases the number of objects in each set.  “There should be more groups  of 10 than groups of 5 because  10 is bigger.” | 1. Student partitions into and   skip-counts by equal-sized units,  but does not recognize that the  number of groups of 5 is often  double the number of groups of 10 (i.e., does not see equal-sized sets as units within a larger set). | 1. Student successfully partitions into and skip-counts by equal-sized units and recognizes relationships among the different unit sizes. |
| **Observations/Documentation** | | | |
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