
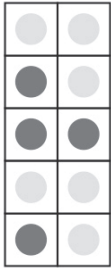
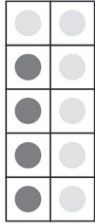


Decomposing 10 to Write Equalities Behaviours/Strategies		
1. Student spills counters, but does not understand conservation of number (rearranging counters does not change the quantity) and counts each time the counters are spilled <div>  <p>“1, 2, 3, ..., 8, 9, 10”</p> </div>	2. Student places counters randomly on ten frames and struggles to count the number of each colour. <div>  </div>	3. Student groups counters of the same colour together on ten-frames and counts all counters by 1s. <div>  <p>“1, 2, 3, 4”</p> <p>“1, 2, 3, 4, 5, 6”</p> </div>
Observations/Documentation		
4. Student counts or subitizes counters, but struggles to understand equality (does not associate two full ten-frames with equality).	5. Student understands equality, but has difficulty recording different expressions of the same quantity as equalities (cannot write number sentence).	6. Student understands equality and successfully records different expressions of the same quantity as equalities. <div> $3 + 7 = 4 + 6$ $2 + 8 = 5 + 5$ </div>
Observations/Documentation		