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| **Counting Behaviours/Strategies** | | | |
| 1. Student makes a train of linking   cubes, but does not know that  rearranging the cubes does not  change the quantity (i.e., conservation of number). | 1. Student counts cubes by 1s to   determine how many in each part. | 1. Student skip-counts to determine   how many in each part, but  continues to skip-count to count  the leftover cubes. | 1. Student fluently skip-counts by   factors of 10 to determine how  many in each part. |
| **Observations/Documentation** | | | |
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| **Decomposing Behaviours/Strategies** | | | |
| 1. Student decomposes quantity   into two parts, but breaks train  randomly to find different ways. | 1. Student finds many ways to   decompose quantity into two parts, but does not consider zero. | 1. Student uses patterns to   successfully find different ways to  decompose quantity into two parts. | 1. Student uses known number   relationships to successfully find  all possible ways to decompose  quantity into two parts.  0 + 12 = 12 6 + 6 = 12  1 + 11 = 12 7 + 5 = 12  2 + 10 = 12 8 + 4 = 12  3 + 9 = 12 9 + 3 = 12  4 + 8 = 12 10 + 2 = 12  5 + 7 = 12 11 + 1 = 12  12 + 0 = 12 |
| **Observations/Documentation** | | | |
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