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| **Grouping Items in 2s, 5s, and 10s Behaviours/Strategies** |
| 1. Student counts all items by 1s rather than

grouping items in 2s, 5s, and 10s. | 1. Student groups items in 2s, 5s, and 10s, but

groups are not all equal. | 1. Student groups items in 2s, 5s, and 10s, but does not recognize that the quantity will be the same when the items are grouped in different ways.

“When I grouped in 2s, there were 10. I’m not sure how many there would be if I grouped in 5s.” |
| **Observations/Documentation** |
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| 1. Student groups items in 2s, 5s, and 10s, but

ignores the leftover(s). | 1. Student groups items in 2s, 5s, and 10s, but does not notice any patterns in the chart.
 | 1. Student groups items in 2s, 5s, and 10s and

notices patterns in the chart. |
| **Observations/Documentation** |
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