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| **Decomposing 50 Behaviours/Strategies** |
| 1. Student decomposes 50 into two

parts, but does not know thatrearranging the counters doesnot change the quantity(i.e., conservation of number). | 1. Student decomposes 50 into

two parts, but arranges countersrandomly or starts again to finddifferent ways.“I’ll put the counters back in the bin and start again.” | 1. Student uses patterns to find

different ways to decompose 50into two parts (flips counters andmoves them to the other part). | 1. Student uses patterns to

systematically find different ways to decompose 50 into two parts (flips one counter at a time and moves it to the other part). |
| **Observations/Documentation** |
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| **Finding the Unknown Part Behaviours/Strategies** |
| 1. Student writes numbers on the mat, but mixes up the whole and the part, or adds the whole and the known part to find the unknown part.

 | 1. To find a part given the whole and another part, student guesses and then uses counters to check.

 | 1. To find a part given the whole and another part, student counts on from the part or back from the

whole with counters or fingers. | 1. Student uses efficient counting strategies, number relationships, or mental strategies to find a part

given the whole and another part. |
| **Observations/Documentation** |
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