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| **Recognizing Numbers with Different Representations Behaviours/Strategies** | | |
| Student is unable to say or recognize the numbers on the cards. | Student makes trains of ten but does not realize that 1 ten is the same as 10 ones. | Student knows a number when it is written in standard form (e.g., 25) but does not know the number when it written as “\_\_ tens and \_\_ ones.”  “I don’t know what 2 tens and 5 ones is.” |
| **Observations/Documentation** | | |
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| Student knows that 2 tens and 5 ones is 25, but does not know that 1 ten and 15 ones is also 25. | Student matches word cards but struggles to match a picture card with a word card. | Student recognizes and matches all numbers shown in different ways. |
| **Observations/Documentation** | | |
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