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| **Building Numbers to 200** **Behaviours/Strategies** | | | | | |
| 1. Student adds unit cubes to show number rolled but has more than 10 cubes in the Ones column.   Table  Description automatically generated | | 1. Student trades unit cubes for rods but isn’t sure how many ones make a ten.   Diagram  Description automatically generated  “I have a lot of cubes, so maybe I should trade some for a red.” | | 1. Student trades cubes for rods but has more than 10 rods in the Tens column.   Chart  Description automatically generated | |
| **Observations/Documentation** | | | | | |
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| 1. Student trades rods for a flat but isn’t sure how many tens make a hundred.   Chart  Description automatically generated  “I know I have to trade, but I don’t think I have enough rods yet.” | | 1. Student understands the relationships among hundreds, tens, and ones but struggles to name the number modelled.   Diagram, table  Description automatically generated  “I have 1 hundred, 2 tens, and 2 ones. What number is that?” | | 1. Student understands the relationships among hundreds, tens, and ones and relates the model to a number.   Diagram, table  Description automatically generated  “The model shows 122.” | |
| **Observations/Documentation** | | | | | |
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