
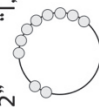
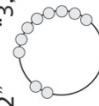

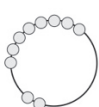
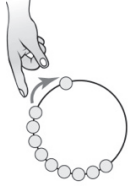


# Master 7: Intervention Activity 3 Assessment

## My 10 Bracelet

Decomposing 10 Behaviours/Strategies			
<p>1. Student places 10 beads on bracelet, but does not know that rearranging the beads does not change the quantity (conservation of number).</p>  <p>"I'm not sure how many there are."</p>	<p>2. Student decomposes 10 into two parts, but does not remember the whole (counts three times to say how many).</p> <p>"1, 2" "1, 2, 3, ..., 6, 7, 8"</p>  <p>"1, 2, 3, ..., 8, 9, 10"</p>	<p>3. Student decomposes 10 into two parts, but does not remember the whole (counts on from a part to say how many).</p> <p>"2" "3, 4, 5, ..., 8, 9, 10"</p> 	<p>4. Student decomposes 10 into two parts, but starts again to find a new way.</p>  <p>"I'll push all the beads together and try again."</p>
Observations/Documentation			
<p>5. Student decomposes 10 into two parts, but moves beads randomly to find different ways.</p>  <p>"2 and 8, then 5 and 5."</p>	<p>6. Student finds possible ways to decompose 10 into two parts, but does not consider zero.</p>	<p>7. Student uses patterns to successfully find different ways to decompose 10 into two parts.</p> 	<p>8. Student uses known number relationships to successfully find all possible ways to decompose 10 into two parts.</p> <p> <math>0 + 10 = 10</math>   <math>6 + 4 = 10</math>  <math>1 + 9 = 10</math>   <math>7 + 3 = 10</math>  <math>2 + 8 = 10</math>   <math>8 + 2 = 10</math>  <math>3 + 7 = 10</math>   <math>9 + 1 = 10</math>  <math>4 + 6 = 10</math>   <math>10 + 0 = 10</math>  <math>5 + 5 = 10</math> </p>
Observations/Documentation			