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| **Decomposing Quantities to 20** **Behaviours/Strategies** |
| 1. Student uses play money, but

struggles to model $20 (unable todecompose quantities to 20).“I don’t know what I need tomake $20.” | 1. Student models savings, but

chooses money randomly to payfor an item (unable to decompose quantities to 20). | 1. Student decompose quantities

to 20, but cannot find the exactamount in savings needed to payfor an item.“I can’t make exactly $4.” | 1. Student successfully and flexibly

decomposes quantities to 20. |
| **Observations/Documentation** |
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| **Subtracting Money Amounts** **Behaviours/Strategies** |
| 1. Student uses money to pay for an item, but cannot subtract with

quantities to 20 to determine howmuch is left in savings. | 1. Student counts to determine

how much is left in savings ashe or she cannot subtract withquantities to 20. | 1. Student subtracts with quantities

to 20, but is unable to use symbols and equations to represent subtraction situations.“I can’t write a number sentence.” | 1. Student subtracts with quantities

to 20 and uses symbols andequations to represent subtraction situations.“20 − 7 = 13” |
| **Observations/Documentation** |
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