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| **Decomposing Quantities to 20** **Behaviours/Strategies** | | | |
| 1. Student uses play money, but   struggles to model $20 (unable to  decompose quantities to 20).  “I don’t know what I need to  make $20.” | 1. Student models savings, but   chooses money randomly to pay  for an item (unable to decompose quantities to 20). | 1. Student decompose quantities   to 20, but cannot find the exact  amount in savings needed to pay  for 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 how  much is left in savings. | 1. Student counts to determine   how much is left in savings as  he or she cannot subtract with  quantities 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 and  equations to represent subtraction situations.  “20 − 7 = 13” |
| **Observations/Documentation** | | | |
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