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| **Determining 10 More/Less** **Behaviours/Strategies** | | |
| 1. Student tapes rows together, but struggles to   say the number name sequence forward (rows are not in numerical order). | 1. Student correctly says the number name   sequence forward (tapes rows together in  numerical order), but has difficulty seeing the  similarities and differences between a hundred chart and number line.  “They don’t look the same to me at all.” | 1. Student successfully builds the number line, but   does not recognize that numbers of the same  colour increase or decrease by 10. |
| **Observations/Documentation** | | |
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| 1. Student recognizes that numbers of the same   colour increase or decrease by 10, but struggles to see patterns and relationships between numbers of the same colour. | 1. Student determines 10 more/less than a number that is a multiple of ten, but struggles when the start number is not a multiple of ten.   “I don’t know ten more than 17.” | 1. Student successfully builds the number line,   recognizes all patterns, and fluently determines  10 more/less than a number without counting. |
| **Observations/Documentation** | | |
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