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| **Decomposing 100 Behaviours/Strategies** | | | |
| 1. Student decomposes 100 into two   parts, but does not know that  rearranging the counters does  not change the quantity  (i.e., conservation of number). | 1. Student decomposes 100 into   two parts, but arranges counters  randomly or starts again to find  different ways.  “I’ll put the counters back in the bin and start again.” | 1. Student uses patterns to find   different ways to decompose 100  into two parts (flips counters and  moves them to the other part). | 1. Student uses patterns to   systematically find different ways to decompose 100 into two parts (flips one counter at a time and moves it to the other part). |
| **Observations/Documentation** | | | |
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| **Finding the Unknown Part Behaviours/Strategies** | | | |
| 1. Student writes numbers on the mat, but mixes up the whole and the part, or adds the whole and the known part to find the unknown part. | 1. To find a part given the whole and another part, student guesses and then uses counters to check. | 1. To find a part given the whole and another part, student counts on from the part or back from the   whole. | 1. Student uses efficient counting strategies, number relationships, or mental strategies to find a part   given the whole and another part. |
| **Observations/Documentation** | | | |
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