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| **Partitioning into Equal-Sized Units** **Behaviours/Strategies** |
| 1. Student counts objects by 1s, but struggles to partition objects into equal-sized units (not all units are equal).

 | 1. Student partitions objects into

equal-sized units, but mixes up the skip-counting sequence or does not know the number to skip-count by.“5, 10, 20, 25, 35” | 1. Student partitions into and skip-counts by equal-sized units, but does not include the leftovers in the total.

 | 1. Student partitions into and skip-counts by equal-sized units, but

continues to skip-count by the same number to count the leftovers. |
| **Observations/Documentation** |
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| 1. Student partitions into and skip-counts by equal-sized units, but

does not recognize that the results will be the same when counted in different ways.“There were 17 when I grouped in 5s.Let’s see how many when I group in 2s.” | 1. Student partitions into and skip-counts by equal-sized units, but

does not realize that increasingthe number of sets decreases the number of objects in each set.“There should be more groups of 10 than groups of 5 because 10 is bigger.” | 1. Student partitions into and

skip-counts by equal-sized units,but does not recognize that thenumber of groups of 5 is oftendouble the number of groups of 10 (i.e., does not see equal-sized sets as units within a larger set). | 1. Student successfully partitions into and skip-counts by equal-sized units and recognizes relationships among the different unit sizes.
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| **Observations/Documentation** |
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