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| **Finding the Unknown Part Behaviours/Strategies** |
| 1. To find a part given the whole and another part, student guesses, adds that many cubes, and then counts all from 1 to check.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a10_t01_blm.jp | 1. To find a part given the whole and another part, student counts on from the part as cubes are added, and then counts the added cubes.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a10_t02_blm.jp | 1. To find a part given the whole and another part,

student counts on from the part as cubes areadded and uses fingers to track the count.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a10_t03_blm.jp |
| **Observations/Documentation** |
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| 1. C:\Users\VLee9Be\AppData\Local\Microsoft\Windows\INetCache\Content.Word\fg04_nINT_a10_ma2_tc.jpgTo find a part given the whole and another part, student counts on from the part or back from the whole, using fingers to track the count.
 | 1. Student starts with parts of different sizes, but does not consider starting with a part of 0 or 10.
 | 1. Student efficiently finds the unknown part given

the whole and another part. |
| **Observations/Documentation** |
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