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| **Decomposing 10** **Behaviours/Strategies** |
| 1. Student places 10 beads on bracelet, but does not know that rearranging the beads does not change the quantity (conservation of number).

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a03_t01_blm.jp | 1. Student decomposes 10 into two

parts, but does not remember thewhole (counts three times to sayhow many).../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a03_t02_blm.jp | 1. Student decomposes 10 into two

parts, but does not remember thewhole (counts on from a part tosay how many).../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a03_t03_blm.jp | 1. Student decomposes 10 into two

parts, but starts again to find anew way.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a03_t04_blm.jp |
| **Observations/Documentation** |
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| 1. Student decomposes 10 into two

parts, but moves beads randomlyto find different ways.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a03_t05_blm.jp | 1. Student finds possible ways to

decompose 10 into two parts, butdoes not consider zero. | 1. Student uses patterns to

successfully find different ways todecompose 10 into two parts.../../../../Desktop/Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a03 | 1. Student uses known number

relationships to successfully findall possible ways to decompose 10 into two parts.0 + 10 = 10 6 + 4 = 101 + 9 = 10 7 + 3 = 102 + 8 = 10 8 + 2 = 103 + 7 = 10 9 + 1 = 104 + 6 = 10 10 + 0 = 105 + 5 = 10 |
| **Observations/Documentation** |
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