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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 innumerical order), but has difficulty seeing thesimilarities 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 samecolour 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 determines10 more/less than a number without counting. |
| **Observations/Documentation** |
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