

BEGINNING SEQUENCING PROBE

When to use?

Students show some understanding of halving and 2 digit numbers.



What it shows?

Students' ability to locate numbers within a range, using visual partitioning.



Why use it?

Assesses whether teaching should consolidate 2 digit place value or introduce and consolidate partitioning strategies of halving and doubling.



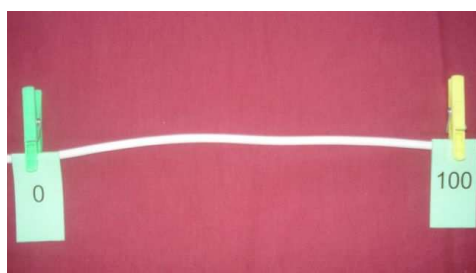
Materials:

- Rope (1.5m) or draw a line on a board
- Pegs or blu-tak
- Sequencing cards

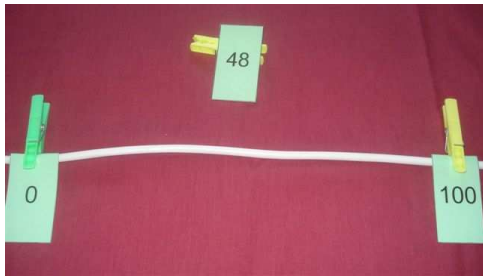
How:

[Video example - control and click to view](#)

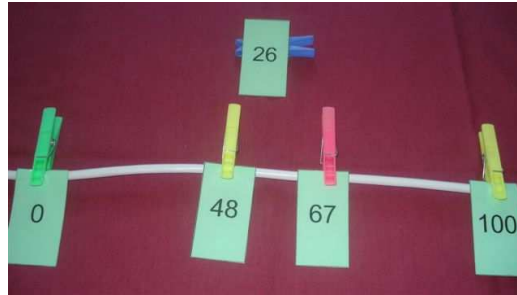
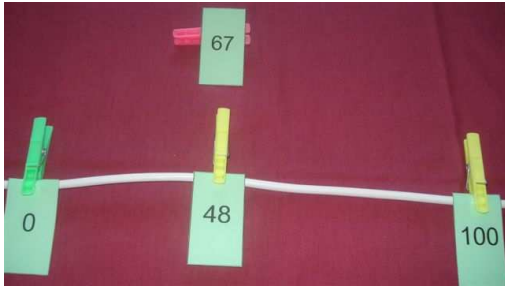
- Stretch out rope
- Put the 0 and 100 cards at the ends of the rope (or line)



- Say to student : Imagine the numbers 0 to 100 along this rope
- Give the 48 card to the student



- Say to student : **Put this card on the rope where you think it lives**
- Ask the student : **Why did you put it there?**
- Do the same with the 67 card and 26 card



- If student is able to do the task, *FINISH* here.

If the student finds the 0 -100 task difficult, then;-

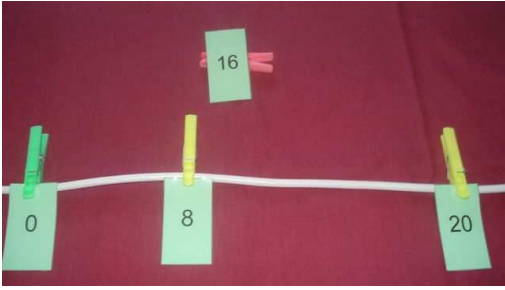
- Change the 100 card to the 20 card.



- Give the 8 card to the student



- Say to student : **Put this card on the rope where you think it lives**
- Ask the student : **Why did you put it there?**
- Do the same with the 16 card



What to do next: Teaching Activities

IF	THEN
<p>If Student has difficulty placing cards below 20 accurately or counts and does not partition</p>	<p>Then</p> <ul style="list-style-type: none"> • model and practice ordering and sequencing single digit numbers and teen numbers •
<p>If Student places cards below 20 accurately and above 20 with difficulty</p>	<p>Then</p> <ul style="list-style-type: none"> • 2 digit place value activities (eg: make, name and record) • model and practice ordering and sequencing 2 digit numbers (eg: Place value game)
<p>If Student places cards above 20 accurately but counts and does not partition</p>	<p>Then</p> <ul style="list-style-type: none"> • model and practice every-day halving (eg: fruit, paper etc) • review halving and doubling numbers in relation to other numbers (eg: 10 is half of 20, 30 is half of 60 etc)
<p>If Student places cards accurately and reasons based on partitioning (i.e. halving etc)</p>	<p>Then</p> <ul style="list-style-type: none"> • consolidate halving strategy by using a range of materials (eg: coloured paper, streamers, counters) • introduce thirding and fifthing strategies

Sequencing Cards:

0

20

100

26

67

48

8

16