INSTRUCTIONAL GUIDANCE: DECOMPOSING NUMBERS

Implementation summary

Decomposing Numbers
Classwide response

Has this skill been introduced?
Timing check

Coming soon
Preview:
Ochre: FN02A
don't start the boost yet

Yes — begin
Continue below

Not scheduled
Check sequencing against
Ochre: FN02A
brief targeted pre-teaching

Start — daily boost

Brief reteach opener, every day (2–3 modelled problems):
- Parts & whole using five-/ten-frames, part-whole mats (brief)
- Reteach button on Ochre: FN02A

then the daily routine:
- Quick Partners: part-whole (within 5, then 10)
- Ochre: Foundation Add/Sub Daily Review, part-whole slides

Repeat for a minimum of 3–4 cycles before the next decision below

Run a cycle (5 days)

Collect the data point: teacher judgement
Accuracy, independence, efficiency

Continue with another cycle

If intensifying via a reteach, this skill's resources are:
- Parts & whole using five-/ten-frames, part-whole mats
- Ochre: FN02A (full lesson)

After the minimum run, where does the class stand?

Whole class secure

Move to cumulative review

Secure, but a small group or individual persists

Move the rest to cumulative review; refer that group/ individual to the diagnostic pathway (Track B)

Most of the class still not resolving

Professional judgement / team conversation — not automated