

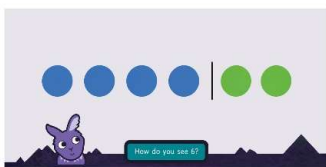
INSTRUCTIONAL GUIDANCE: DECOMPOSING NUMBERS

Explicit instruction routines

Moving from explicit instruction to review

Once students can accurately identify the whole, the visible or known parts, and the missing part within the taught range, move those combinations into brief daily review. Review should include varied representations of the same part-whole relationships. If students are inaccurate during review, return to explicit modelling with concrete or visual supports before continuing.

Context and Presentation	Teacher Modelling	Guided Practice / Correction Routine	Supported Independent Practice
Breaking a whole into two visible parts Use counters, blocks, dot strips, partner cards, five-frames, or ten-frames. Begin with small wholes such as 4 or 5.	"The whole is 4. I can break 4 into two parts." Show 4 counters or dots. Separate them into 3 and 1. "This part is 3. This part is 1. 3 and 1 make 4." "Say it with me: 4 is 3 and 1. 3 and 1 make 4."	Show the same whole, such as 4, and separate it another way, such as 2 and 2. Ask: "What is the whole? What are the parts?" Students respond: "The whole is 4. The parts are 2 and 2. 2 and 2 make 4." Correction: If students name only one part, point to the other side: "You found this part. What is the other part?"	Students build a known whole, separate it into two parts, and say both sentences: "___ is ___ and ___." "___ and ___ make ___." Students repeat with different ways to break the same number. Fade from concrete objects to dot patterns, drawings, fingers, and mini-whiteboard responses.
Finding a missing part with a part-part-whole mat Use a part-part-whole mat with the whole shown and one part visible. Example: Whole = 5; one part = 2; missing part = ___.	"The whole is 5. One part is 2. I need to find the missing part." Build 5 counters in the whole space. Move 2 counters into one part. "I can see 2. I need to work out how many are missing. There are 3 left." "The missing part is 3. 2 and 3 make 5."	Display Whole = 6; one part = 4; missing part = ___. Ask: "What is the whole? What part do we know? What part is missing?" Students build, move, or draw the parts and respond: "The missing part is 2. 4 and 2 make 6." Correction: If students count the known part as the whole, point to the whole space: "The whole is everything altogether. This part is only one piece of the whole."	Students complete missing-part problems using part-part-whole mats, counters, drawings, or mini-whiteboards. Prompt: "What is the whole?" "What part do you know?" "What is missing?" "Say the whole sentence." Fade from building the whole with counters, to drawing the parts, to numeral-only prompts such as $5 = 2 + \underline{\quad}$.
Recognising parts within structured quantities Use dot patterns, domino-style cards, five-frames, ten-frames, or dot strips where the parts are visually distinct, such as 4 shown as 2 and 2, or 7 shown as 5 and 2.	"I will look for the whole and the parts." Show a dot pattern for 4 as 2 and 2. "How many altogether? 4. I see 2 and 2. 2 and 2 make 4. 4 is 2 and 2." Model both directions: parts-to-whole and whole-to-parts.	Show 5 as 3 and 2 or 7 as 5 and 2. Ask: "How many altogether? How do you see it? What are the parts?" Students respond: "I see 3 and 2. 3 and 2 make 5." Correction: If students count inaccurately or miss a part, show the image again and point to each part: "This part is ___. This part is ___. ___ and ___ make ___."	Students practise quick part-whole recognition with familiar dot patterns, domino cards, five-frames, ten-frames, and dot strips. Students say: "I see ___ and ___." "___ and ___ make ___." "___ is ___ and ___." Once accurate, use brief cumulative review with varied representations of the same decomposition.
Connecting decompositions to addition and subtraction number sentences Use partner cards, dot patterns, fingers, or counters alongside number sentences such as $3 + 1 = 4$, $1 + 3 = 4$, $4 - 3 = 1$, and $4 - 1 = 3$.	"The whole is 4. The parts are 3 and 1." Show a partner card or dot pattern. "3 and 1 make 4. I can write this as 3 plus 1 is equal to 4." Cover 3 dots. "If the whole is 4 and I take away 3, 1 is left. 4 take away 3 is equal to 1."	Show the same representation. Ask: "What are the parts? What is the whole? What addition sentence matches? What subtraction sentence matches?" Students match or write number sentences. Correction: If students mismatch a number and a quantity, point to the dots and the numerals together.	Students match part-whole representations to number sentences and read them to a partner. Students practise with fact cards, fingers, dots, or mini-whiteboards. Fade from visible quantities and partner cards to numeral-only number sentences when students understand the quantities represented.
Using story contexts to identify parts and wholes Use simple joining, separating, or missing-part stories with objects or	"There are 5 birds altogether. That is the whole." "2 birds are on the branch. That is one part." "The rest are on the ground. That is the missing part." Use objects or pictures	Tell a similar story, such as: "There are 6 ducks. 4 are in the pond. The rest are on the grass." Ask: "What is the whole? What part do we know? What part is missing?" Students act out or build the story and respond: "The missing part is	Students act out part-whole stories with objects, story mats, drawings, or mini-whiteboards. Students identify the whole, known part, and missing part, then say or write a matching sentence. Fade from acting out stories with objects to drawings, then to number sentences.



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pictures. Example: "There are 5 birds. 2 are on the branch. The rest are on the ground."	to show that 2 and 3 make 5. "The missing part is 3."	2. 4 and 2 make 6." Correction: If students identify the wrong whole, restate: "The whole is how many there are altogether."	
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