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| **Conceptual Meaning of Whole Number Addition and Subtraction** | | |
| Recognizes addition and subtraction situations and models concretely to add or subtract to 1000  148 + 223 = ? | Models and symbolizes ways to solve problems to 1000  148 + 223 = ? | Uses an understanding of place value to decompose both numbers to solve problems to  10 000    “I subtracted the hundreds, the tens,  and then the ones.”  *(« J’ai soustrait les centaines, les dizaines,*  *puis les unités. »)* |
| **Observations/Documentation** | | |
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| **Conceptual Meaning of Whole Number Addition and Subtraction (cont’d)** | | |
| Uses an understanding of place value to add and subtract to 10 000 using the standard algorithm    “I had 16 ones. So I traded 10 ones for 1 ten.”  *(« J’avais 16 unités. J’ai donc échangé 10 unités contre 1 dizaine. »)* | Estimates to determine if answer to problem is reasonable  896 - 345 = ?  “896 is close to 900. 345 is close to 350.  900 - 350 = 550. 550 is close to 551, the answer I calculated, so my answer is reasonable.”  *(« 896 est proche de 900. 345 est proche de 350. 900 – 350 = 550. 550 est proche de 551, la réponse que j’ai calculée, donc ma réponse est raisonnable. »)* | Creates and solves addition and subtraction problems flexibly using a variety of strategies  1874 raffle tickets were sold in advance. 227 more tickets were sold at the door. How many tickets were sold altogether? |
| **Observations/Documentation** | | |
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