
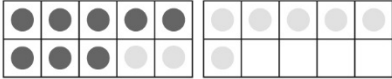
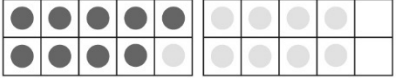

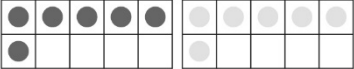


# Master 83: Activity 31 Assessment

## Doubles

Conceptual Understanding of Addition Behaviours/Strategies			
<p>Student does not say one number word for each counter counted, or says number word in between "touches."</p>	<p>For doubles of 1–5, student uses one ten-frame and counts all the counters.</p>  <p>"1, 2, 3, 4, 5, 6, 7, 8"</p>	<p>Student uses 2 ten-frames, fills one to "make 10," then counts from 1.</p>  <p>"1, 2, 3, ..., 14, 15, 16"</p>	<p>For doubles of 6–10, student uses 2 ten-frames and counts on by 1s from 10.</p> 
Observations/Documentation			
Finding Doubles Behaviours/Strategies			
<p>Student counts three times to determine the double.</p>  <p>"1, 2, 3, 4" "1, 2, 3, 4"</p> <p>"1, 2, 3, 4, 5, 6, 7, 8"</p>	<p>For doubles of 6–10, student counts on from the number in the first set to determine the double.</p>  <p>"6, 7, ..., 11, 12"</p>	<p>Student successfully uses counters, with or without ten-frames, to determine the doubles of numbers 1–10.</p>	<p>Student knows the doubles of numbers 1–10 without using counters.</p>
Observations/Documentation			