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| **Conceptual Understanding of Equality and Inequality Behaviours/Strategies** | | | |
| Student adds cubes to the pan with more or takes away cubes from the pan with fewer. | Student guesses how many cubes to add/remove, or adds/removes cubes one at a time. | To make the pans balance, student thinks the number of cubes to be added or taken away will differ, depending on the choice to add or take away. | Student balances the pans with  ease by adding cubes to one pan or removing the same number of cubes from the other pan. |
| **Observations/Documentation** | | | |
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| **Making Equal Sets Behaviours/Strategies** | | | |
| Student always adds cubes to balance the pans. | Student always adds cubes to or takes cubes away from the left pan. | Student writes number sentences in the form A + B = C or A − B = C, regardless of which pan the cubes were added to or taken away from. | Student efficiently adds and removes cubes and writes the related number sentence. |
| **Observations/Documentation** | |  | |
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