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| **Conceptual Understanding of Addition and Subtraction Behaviours/Strategies** | | |
| Student does not say one number word for each space moved. | Student counts back to solve an addition problem or counts on to solve a subtraction problem.  “9 plus 4 is 5.”  “10 take away 3 is 13.” | Student counts on and back but loses track of the number counted on or back.  “9, 8, 7, 6.  Did I count back 2?” |
| **Observations/Documentation** | | |
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| **Adding and Subtracting Numbers Behaviours/Strategies** | | |
| Student counts from 1 when modelling the amount added or subtracted. | Student counts on or back from the start number. | Student fluently uses the number line to solve addition and subtraction problems to 20 and relates each problem to the correct number sentence. |
| **Observations/Documentation** | | |
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