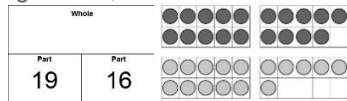


# Master 105: Activity 40 Assessment

## Adding and Subtracting to 50

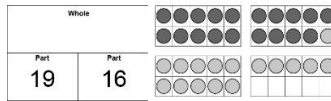
### Adding and Subtracting to 50 Behaviours/Strategies

1. Student guesses, then counts to check.



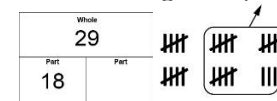
"I think the whole is 40. Let me count by 1s to check. No, the whole is 35."

2. Student uses counters to add or subtract.



"10, 20, 30, 31, 32, 33, 34, 35. The whole is 35."

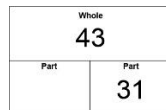
3. Student uses a drawing to help add or subtract.



"I drew 29 tally marks then removed 18 of them. I was left with 11."

### Observations/Documentation

4. Student uses part-part-whole thinking to find the unknown.



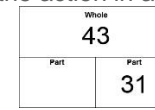
"To find the missing part, I subtract:  
 $41 - 31 = 12$ ."

5. Student uses inverse relationship of addition and subtraction to find the unknown.



"I rewrote the subtraction sentence as an addition sentence:  $31 + ? + 43$ ."

6. Student fluently uses symbols and equations that matches the action in a situation.



"43 people were on the bus. Some got off at the next stop. 31 people are still on the bus. How many people got off?"

### Observations/Documentation