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| **Expressing Equality and Inequality Behaviours/Strategies** | | |
| Student guesses whether the pans balance. | Student is unsure when to use the equal and not equal signs. | When there is more than one set of dots in a pan, student compares only one of the two sets with the number of dots in the other pan.  “There are 5 dots and 7 dots in this pan and 9 dots in the other. There must be more in this pan because 9 is greater than 7!” |
| **Observations/Documentation** | | |
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| When there is more than one set of dots in a pan, student omits the addition sign in the number sentence.  57 ≠ 9 | Student thinks the order of the numbers in the number sentence matters (e.g., 4 + 5 is different from 5 + 4). | Student understands equality and inequality and records symbolically with ease. |
| **Observations/Documentation** | | |
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