|  |  |  |
| --- | --- | --- |
| **Adding and Subtracting to 50 Behaviours/Strategies** | | |
| 1. Student guesses, then counts to check.   Table  Description automatically generatedShape, circle, rectangle  Description automatically generated  “I think the whole is 40. Let me count by1s to check. No, the whole is 35.” | 1. Student uses counters to add or subtract.   Table  Description automatically generatedShape, circle, rectangle  Description automatically generated  “10, 20, 30, 31, 32, 33, 34, 35. The whole is 35.” | 1. Student uses a drawing to help add or subtract.   Table  Description automatically generatedA black and white logo  Description automatically generated with low confidence  “I drew 29 tally marks then removed 18 of them.  I was left with 11.” |
| **Observations/Documentation** | | |
|  |  |  |
|  |  |  |
| 1. Student uses part-part-whole thinking to find the unknown.   Table  Description automatically generated  “To find the missing part, I subtract:  41 – 31 = 12.” | 1. Student uses inverse relationship of addiction and subtraction to find the unknown.   Table  Description automatically generated  “I rewrote the subtraction sentence as an addition sentence: 31 + ? + 43.” | 1. Student fluently uses symbols and equations that matches the action in a situation.   Table  Description automatically generated  “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** | | |
|  |  |  |