|  |  |  |  |
| --- | --- | --- | --- |
| **Conceptual Understanding of Subtraction Behaviours/Strategies** | | | |
| Student has difficulty keeping track of the number of cubes removed.  “1, 2, 3, 4.  Did I remove 3?” | Student mixes up the number sequence when counting back.  “19, 18, 16, 14, 15” | Student recounts the cubes in the tower before removing cubes (does not trust the count in between rolls). | Student counts backward fluently and keeps track of the number of cubes with ease. |
| **Observations/Documentation** | | | |
|  |  |  |  |
|  |  |  |  |
| **Subtracting Numbers Behaviours/Strategies** | | | |
| Student counts from 1 to remove cubes from the tower, then counts the cubes left in the tower from 1. | When counting back, student begins the count with the number of cubes in the tower. | Student removes more cubes from the tower than are in the tower and says there are no cubes left. | Student subtracts cubes with ease and uses math language to describe her or his actions. |
| **Observations/Documentation** | |  | |
|  |  |  |  |