

Expressing Equality Behaviours/Strategies				
Student does not trust that the pans will always balance.	Student writes the total number of cubes in each pan in the number sentence.  "There are 5 cubes in each pan."  $5 + \square = 5$	Student mixes up the order of the numbers in the number sentence (does not match the trains in each pan).  $4 + 9 = 5$	Student thinks the order of the numbers in the number sentence matters (e.g., $4 + 5$ is different from $5 + 4$ ).	
Observations/Documentation				
Student thinks that a number sentence like $4 + 5 = 9$ is different from $9 = 4 + 5$ .	Student randomly breaks train into two shorter trains to find a new way.	Student uses patterns to find all possible ways to break the train into two shorter trains.	Student finds all possible ways to break the train into two shorter trains and records the related number sentences with ease.	
Observations/Documentation				

Big Idea					Indicators From Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can create a set that is more/less or equal to a given set. <b>(Activity 10)</b>									
Student can identify which of two sets has more or fewer. <b>(Activities 10, 11)</b>									
Student can add or subtract to make unequal sets equal. <b>(Activity 11)</b>									
Student can describe equality as a balance and inequality as an imbalance. <b>(Activities 10–13)</b>									
Student can record equalities using the equal sign. <b>(Activities 12, 13)</b>									
Student can record inequalities using the not equal sign. <b>(Activity 12)</b>									
Student can write equivalent addition and subtraction sentences in different forms. <b>(Activities 12, 13)</b>									
Student understands that pans of a pan balance will stay balanced as long as the number of cubes in each pan does not change. <b>(Activity 13)</b>									

Name: \_\_\_\_\_

	Not Observed	Sometimes	Consistently
Creates a set that is more/less or equal to a given set. <b>(Activity 10)</b>			
Identifies which of two sets has more or fewer. <b>(Activities 10, 11)</b>			
Adds or subtracts to make unequal sets equal. <b>(Activity 11)</b>			
Describes equality as a balance and inequality as an imbalance. <b>(Activities 10–13)</b>			
Records equalities using the equal sign. <b>(Activities 12, 13)</b>			
Records inequalities using the not equal sign. <b>(Activity 12)</b>			
Writes equivalent addition and subtraction sentences in different forms. <b>(Activities 12, 13)</b>			
Understands that pans of a pan balance will stay balanced as long as the number of cubes in each pan does not change. <b>(Activity 13)</b>			

Strengths:

Next Steps: