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| **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.” | 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** |
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|  |  |  |  |
| 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** |  |
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| 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.**(Activity 10)**  |  |  |  |  |  |  |  |  |  |
| Student can identify which of two sets has more or fewer. **(Activities 10, 11)** |  |  |  |  |  |  |  |  |  |
| Student can add or subtract to make unequal sets equal. **(Activity 11)** |  |  |  |  |  |  |  |  |  |
| Student can describe equality as a balance and inequality as an imbalance. **(Activities 10–13)** |  |  |  |  |  |  |  |  |  |
| Student can record equalities using the equal sign. **(Activities 12, 13)** |  |  |  |  |  |  |  |  |  |
| Student can record inequalities using the not equal sign**.** **(Activity 12)** |  |  |  |  |  |  |  |  |  |
| Student can write equivalent addition and subtraction sentences in different forms. **(Activities 12, 13)** |  |  |  |  |  |  |  |  |  |
| Student understands that pans of a pan balance will stay balanced as long as the number of cubes in each pan does not change. **(Activity 13)** |  |  |  |  |  |  |  |  |  |

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

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

Strengths:

Next Steps: