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| **Finding the Missing Number Behaviours/Strategies** | | |
| 1. Student uses a pan balance to solve for an   unknown value in an addition problem, adding  cubes until the pans balance (gives no thought to numbers). | 1. Student turns over a card, but focuses on one   side of the equation, giving no thought to the  other side, and is unable to solve for an unknown value in an addition problem.  3 + 5 = **8** + 2 | 1. Student solves for an unknown value in some   addition problems, but struggles when the  unknown number is in certain positions (e.g., at  the start).  + 11 = 13 + 7  “How do I find the missing number?” |
| **Observations/Documentation** | | |
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| 1. Student successfully solves for an unknown value in addition problems, but struggles when the problems involve subtraction.   24 + 8 = 35 −  “I can’t do subtraction.” | 1. Student successfully solves for an unknown value in addition and subtraction problems regardless of its position, but struggles to explain thinking. | 1. Student successfully solves for an unknown value in addition and subtraction problems regardless of its position, and explains thinking. |
| **Observations/Documentation** | | |
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