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| **Conceptual Understanding of Story Problems Behaviours/Strategies** |
| 1. Student reads story problem, but is unable to model add-to situations with concrete materials.

“I don’t know what to do.” | 1. Student models and solves addition problems, but cannot use symbols and equations to represent the problems.
 | 1. Student models and solves addition problems and writes addition sentences, but struggles to represent thinking.

“25 + 11 = ?” or “25 + 11 = 36”“What do I draw?” | 1. Student successfully models and

solves addition problem types, uses symbols and equations to represent the problems, and represents thinking on the Think Board. |
| **Observations/Documentation** |
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| **Addition Computational** **Behaviours/Strategies** |
| 1. Student counts three times to add quantities. The answer may not be accurate.

“1, 2, 3, ..., 23, 24, 25”“1, 2, 3, ..., 9, 10, 11”“1, 2, 3, ..., 34, 35, 36” | 1. Student counts on to add

quantities.“26, 27, 28, …, 34, 35, 36” | 1. Student counts efficiently to add

quantities (e.g., makes 10, subitizes). | 1. Student uses mental strategies

flexibly and accurately to addquantities.“85 + 10 = 95 and 95 + 1 = 96” |
| **Observations/Documentation** |
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