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| **Conceptual Understanding of Addition and Subtraction** **Behaviours/Strategies** |
| 1. Student takes objects from bin, but has difficulty using them to create an addition and subtraction problem.
 | 1. Student creates an addition

problem, but has difficulty creating a subtraction problem. | 1. Student creates addition and

subtraction problems, but cannotuse symbols and equations torepresent them.“I don’t know how to write anumber sentence.” | 1. Student creates addition and

subtraction problems anduses symbols and equations torepresent them.31 + 9 = ? "Answer is 40."71 – ? = 13 "Answer is 58." |
| **Observations/Documentation** |
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| **Addition and Subtraction Computational** **Behaviours/Strategies** |
| 1. Student counts three times to add or subtract quantities.

 | 1. Student guesses and then counts

on or back to add or subtractquantities to check.Guess 7: 13, 14, 15, 16, 17, 18, 19“Not enough.” | 1. Student counts on or back to add

or subtract quantities. | 1. Student uses mental strategies

flexibly and accurately to add orsubtract quantities."I know 25 + 25 is 50. So, 25 + 26 is 1 more, or 51." |
| **Observations/Documentation** |
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