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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, addingcubes 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 theother 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 theunknown number is in certain positions (e.g., atthe 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.
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| **Observations/Documentation** |
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