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| **Conceptual Understanding of Story Problems Behaviours/Strategies** |
| 1. Student reads story problem, but

is unable to model add-to andtake-from situations with concretematerials. | 1. Student models and solves problems, but cannot use symbols and equations to represent the problems.
 | 1. Student uses symbols to write a

subtraction equation, but struggles to see the relation among the numbers. | 1. Student models and solves addition and subtraction problem types and uses symbols and equations to represent the problems.

50 – 21 = ?11 + ? = 100 |
| **Observations/Documentation** |
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| **Addition and Subtraction Computational** **Behaviours/Strategies** |
| 1. Student counts three times to

add or subtract quantities, butstruggles to coordinate numberwords with counting actions. | 1. Student counts three times to add or subtract quantities.

 | 1. Student counts on or back to add

or subtract quantities. | 1. Student uses mental strategies to

add or subtract quantities.“9 and 1 more is 10.10 and 16 is 26.16 and 1 is 17.So, 17 books were signed out.” |
| **Observations/Documentation** |
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