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| **Conceptual Understanding of Story Problems Behaviours/Strategies** | | | |
| 1. Student reads story problem, but   is unable to model add-to and  take-from situations with concrete  materials. | 1. Student models and solves the   problem, but cannot use symbols  and equations to represent it.  “The answer is 13. I don’t know the number sentence.” | 1. Student successfully models and   solves the problem and writes an  addition sentence, but struggles to relate the addition problem to a  subtraction problem.  “29 + 13 = 42”  “It’s not a subtraction problem.” | 1. Student successfully models   and solves the problem and  uses symbols and equations to  represent it.  “29 + 13 = 42” “42 – 29 = 13”  “His friend gave him 13 marbles.” |
| **Observations/Documentation** | | | |
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| **Addition Computational** **Behaviours/Strategies** | | | |
| 1. Student models problem with   counters, but struggles to coordinate number words with counting actions. | 1. Student counts three times to add or subtract quantities.   “1, 2, 3, …, 41, 42” counts all  “1, 2, 3, …, 28, 29” counts to remove  “1, 2, 3, …, 12, 13” counts leftover | 1. Student counts on or back with   counters to add or subtract  quantities.  “30, 31, 32, …, 40, 41, 42” | 1. Student uses mental strategies   flexibly and accurately to add or  subtract quantities.  “29 and 1 more is 30.  30 and 10 more is 40.  40 and 2 more is 42.  1 + 10 + 2 = 13.” |
| **Observations/Documentation** | | | |
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