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| **Expressing Equality and Inequality** **Behaviours/Strategies** |
| 1. Student chooses a number, but struggles to

decompose number into two parts. | 1. Student models equality with cubes, but

struggles to record different expressions ofthe same quantity as equalities (cannot writenumber sentence).A picture containing text, shoji, clipart, screen  Description automatically generated“What do I write?” | 1. Student writes number sentences for equalities,

but does not consider zero, or thinks the same A picture containing text, shoji, crossword puzzle, screen  Description automatically generatedcubes in the opposite order is not an equality.“How can these be equal?” |
| **Observations/Documentation** |
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| 1. Student writes number sentences for equalities, but struggles to model or write number sentences for inequalities.
 | 1. Student writes number sentences for equalities, but struggles to use the not equal symbol when comparing expressions.

A picture containing text, shoji, clipart  Description automatically generated 27 + 11 26 + 13 | 1. Student records different expressions of the same quantity as equalities, and understands and uses the equal (=) and not equal (≠) symbols when writing number sentences and comparing expressions.

17 + 23 = 18 + 2217 + 23 ≠ 18 + 24 |
| **Observations/Documentation** |
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