

# Master 48: Activity 21 Assessment

## Missing Numbers

### Finding the Missing Number Behaviours/Strategies

1. Student uses a pan balance to solve for an unknown value in an addition problem, adding cubes until the pans balance (gives no thought to numbers).

2. Student turns over a card, but focuses on one side of the equation, giving no thought to the other side, and is unable to solve for an unknown value in an addition problem.

$$3 + 5 = \mathbf{8} + 2$$

3. Student solves for an unknown value in some addition problems, but struggles when the unknown number is in certain positions (e.g., at the start).

$$\square + 1 = 3 + 7 \quad \text{“How do I find the missing number?”}$$

### Observations/Documentation

4. Student successfully solves for an unknown value in addition problems, but struggles when the problems involve subtraction.

$$4 + 8 = 15 - \square \quad \text{“I can’t do subtraction.”}$$

4 Student successfully solves for an unknown value in addition and subtraction problems regardless of its position, but struggles to explain thinking.

5 Student successfully solves for an unknown value in addition and subtraction problems regardless of its position, and explains thinking.

### Observations/Documentation