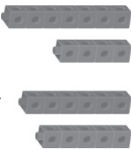

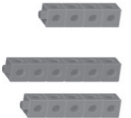


Expressing Equality and Inequality Behaviours/Strategies		
1. Student chooses a number, but struggles to decompose number into two parts and model it with cubes.	2. Student models equality with cubes, but struggles to record different expressions of the same quantity as equalities (cannot write number sentence).  "What do I write?"	3. Student models equality, but does not consider zero, or thinks the same cubes in the opposite order is not an equality.  "How can these be equal?"
Observations/Documentation		
4. Student models equality, but struggles to model inequality.	5. Student models inequality, but struggles to use the not equal symbol when comparing expressions.  $5 + 6 = 4$	6. Student models equality and inequality, records different expressions of the same quantity as equalities, and understands and uses the equal (=) and not equal (\neq) symbols when comparing expressions. $5 + 6 = 4 + 7$ $5 + 6 \neq 4 + 5$
Observations/Documentation		

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can create equal and unequal sets. (Activity 15)									
Student can compare sets to identify the unequal set. (Activity 15)									
Student can identify equal and unequal number sentences. (Activity 16)									
Student knows when to use the equal and not equal signs. (Activities 16, 17, 20)									
Student can model equality and inequality. (Activities 16, 20)									
Student can model a number sentence/ expression with manipulatives. (Activities 16, 17, 18, 19)									
Student realizes that the order in which numbers are added does not matter. (Activities 18, 20)									
Student realizes that adding or subtracting zero does not affect the number. (Activities 18, 20)									
Student can find the missing number in a number sentence. (Activities 19)									
Student can write different expressions of the same quantity as equalities. (Activity 20)									

Name: _____

	Not Observed	Sometimes	Consistently
Creates equal and unequal sets. (Activity 15)			
Compares sets to identify the unequal set. (Activity 15)			
Identifies equal and unequal number sentences. (Activity 16)			
Knows when to use the equal and not equal signs. (Activities 16, 17, 20)			
Models equality and inequality. (Activities 16, 20)			
Models a number sentence/ expression with manipulatives. (Activities 16, 17, 18, 19)			
Realizes that the order in which numbers are added does not matter. (Activities 18, 20)			
Realizes that adding or subtracting zero does not affect the number. (Activities 18, 20)			
Finds the missing number in a number sentence. (Activities 19)			
Writes different expressions of the same quantity as equalities. (Activity 20)			

Strengths:

Next Steps: