




Using Repeated Addition and Subtraction Behaviours/Strategies			
1. Student counts all items by 1s and does not recognize number patterns in repeated units.	 "1, 2, 3, 4, 5, 6"	 "4" "5, 6"	3. Student recognizes number patterns in repeated units and skip-counts forward or backward to find how many.  "4" "6"
Observations/Documentation			
4. Student recognizes number patterns in repeated units and uses addition or subtraction to find how many, but does not see relation to repeated addition or subtraction.		5. Student recognizes number patterns in repeated units and uses repeated addition or subtraction of groups to solve problems, but is unable to use math language to explain thinking.	6. Student recognizes number patterns in repeated units and uses repeated addition or subtraction of groups to solve problems.
Observations/Documentation			