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| **Adding and Subtracting Numbers to 20** **Behaviours/Strategies** | | | |
| 1. Student counts to add and subtract with quantities to 20. | 1. Student counts on or back to add   and subtract with quantities to 20. | 1. Student uses ten-frames and   counters or other materials to  show a strategy when adding and  subtracting with quantities to 20. | 1. Student refers to doubles pictures when extending known sums to add and subtract with quantities to 20. |
| **Observations/Documentation** | | | |
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| 1. Student uses the same strategy in every situation to add and subtract with quantities to 20.   “I like to use doubles!” | 1. Student fluently adds with   quantities to 20, but counts back  by 1s to subtract. | 1. Student adds and subtracts with   quantities to 20 and extends known sums to solve other equations, but struggles to explain thinking. | 1. Student fluently adds and subtracts with quantities to 20, extends known sums to solve other equations, and explains thinking. |
| **Observations/Documentation** | | | |
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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can find the complements of 10. **(Activity 32)** |  |  |  |  |  |  |  |  |  |
| Student realizes that the order in which two numbers are added does not matter.  **(Activity 32)** |  |  |  |  |  |  |  |  |  |
| Student can use known doubles/sums/differences to find other sums/ differences. **(Activities 33, 34, 36)** |  |  |  |  |  |  |  |  |  |
| Student can write number sentences to represent addition and subtraction situations. **(Activities 33, 34)** |  |  |  |  |  |  |  |  |  |
| Student can fluently add and subtract numbers to 20.  **(Activities 34, 36)** |  |  |  |  |  |  |  |  |  |
| Student can use mental strategies to estimate sums and differences. **(Activity 35)** |  |  |  |  |  |  |  |  |  |
| Student uses efficient  mental strategies to solve equations with multi-digit numbers.  **(Activity 35)** |  |  |  |  |  |  |  |  |  |
| Student uses math language to explain the strategies used to find answers. **(Activities 33, 34, 35, 36)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Finds the complements of 10. **(Activity 32)** |  |  |  |
| Realizes that the order in which two numbers are added does not matter.  **(Activity 32)** |  |  |  |
| Uses known doubles/sums/ differences to find other sums/differences. **(Activities 33, 34, 36)** |  |  |  |
| Writes number sentences to represent addition and subtraction situations. **(Activities 33, 34)** |  |  |  |
| Fluently adds and subtracts numbers to 20.  **(Activities 34, 36)** |  |  |  |
| Uses mental strategies to estimate sums and differences. **(Activity 35)** |  |  |  |
| Uses efficient mental strategies to solve equations with multi-digit numbers.  **(Activity 35)** |  |  |  |
| Uses math language to explain the strategies used to find answers. **(Activities 33, 34, 35, 36)** |  |  |  |

Strengths:

Next Steps: