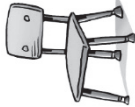





# Master 108: Activity 40 Assessment

## Exploring Repeated Addition

Using Repeated Addition to Solve Problems Behaviours/Strategies		
<p>1. Student chooses a problem set, but miscounts or mixes up numbers in the counting sequence.</p>  <p>"1, 2, 3" "4, 5, 6, 7" "9, 10"</p>	<p>2. Student uses repeated addition of groups to solve problems, but loses track of the count when counting or skip-counting.</p> <p>"I'm not sure if I counted the wheels on 3 bicycles or 4 bicycles."</p>	<p>3. Student uses repeated addition of groups to solve problems, but counts all the items by 1s.</p>  <p>"1 2 3 4 5 6"</p>
Observations/Documentation		
<p>4. Student uses repeated addition of groups and skip-counts to solve problems, but struggles to write or match repeated addition sentences.</p>  <p>"2, 4, 6" "I don't know what to write."</p>	<p>5. Student uses repeated addition of groups, skip-counts to solve problems, and writes/matches repeated addition sentences.</p>  <p>"2, 4, 6" <math>2 + 2 + 2</math></p>	<p>6. Student uses repeated addition of groups to solve problems (using what is known from previous problems) and writes/matches repeated addition sentences.</p> <p>"There are 8 legs on 2 chairs, so there are 8 and 4 more legs, or 12 legs, on 3 chairs."</p>
Observations/Documentation		