Number

Master 108: Activity 40 Assessment

Exploring Repeated Addition

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