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| **Conceptual Understanding of Story Problems** **Behaviours/Strategies** |
| 1. Student reads story problem, but

is unable to model add-to andtake-from situations with concrete materials. | 1. Student models the problem, but

uses the wrong operation to solve it. | 1. Student models and solves the

problem, but cannot use symbolsand equations to represent it. | 1. Student successfully models, solves, and symbolizes addition and subtraction problem types and represents thinking on the Think Board.
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| **Observations/Documentation** |
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| **Addition and Subtraction Computational** **Behaviours/Strategies** |
| 1. Student counts three times to add or subtract quantities.
 | 1. Student counts on or back to add

or subtract quantities. | 1. Student counts efficiently to add or subtract quantities (e.g., makes 10 and then counts on or subitizes).
 | 1. Student uses mental strategies

flexibly and accurately to add orsubtract quantities. |
| **Observations/Documentation** |
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| Big Idea | Indicators from Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student realizes that the order in which two numbers are added does not matter. **(Activity 26)** |  |  |  |  |  |  |  |  |  |
| Student realizes that when zero is added to a number or subtracted from a number, the number does not change. **(Activity 26)** |  |  |  |  |  |  |  |  |  |
| Student can write number sentences to represent addition and subtraction situations/story problems.**(Activities 26, 27, 28, 29, 30, 31)** |  |  |  |  |  |  |  |  |  |
| Student can fluently add and subtract with quantities to 10. **(Activity 26)** |  |  |  |  |  |  |  |  |  |
| Student can model and solve addition and subtraction problem types.**(Activities 27, 28, 29, 30, 31)** |  |  |  |  |  |  |  |  |  |
| When solving a problem, student can represent thinking on a Think Board.**(Activities 28, 31)** |  |  |  |  |  |  |  |  |  |
| Student can flexibly and accurately add and subtract quantities to solve story problems.**(Activities 27, 28, 29, 30, 31)** |  |  |  |  |  |  |  |  |  |
| Student can create addition and subtraction story problems. **(Activity 30)** |  |  |  |  |  |  |  |  |  |

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

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Realizes that the order in which two numbers are added does not matter. **(Activity 26)** |  |  |  |
| Realizes that when zero is added to a number or subtracted from a number, the number does not change.**(Activity 26)** |  |  |  |
| Writes number sentences to represent addition and subtraction situations/story problems.**(Activities 26, 27, 28, 29, 30, 31)** |  |  |  |
| Fluently adds and subtracts with quantities to 10.**(Activity 26)** |  |  |  |
| Models and solves addition and subtraction problem types.**(Activities 27, 28, 29, 30, 31)** |  |  |  |
| When solving a problem, represents thinking on a Think Board. **(Activities 28, 31)** |  |  |  |
| Flexibly and accurately adds and subtracts quantities to solve story problems.**(Activities 27, 28, 29, 30, 31)** |  |  |  |
| Creates addition and subtraction story problems. **(Activity 30)** |  |  |  |

Strengths:

Next Steps: