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| **Expressing Equality and Inequality** **Behaviours/Strategies** | | |
| 1. Student chooses a number, but struggles to   decompose number into two parts and model it with cubes. | 1. Student models equality with cubes, but   struggles to record different expressions of  the same quantity as equalities (cannot write  number sentence).  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p03_a20_t01_blm.jp | 1. Student models equality, but does not consider   zero, or thinks the same cubes in the opposite  order is not an equality.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p03_a20_t02_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student models equality, but struggles to model inequality. | 1. Student models inequality, but struggles to   use the not equal symbol when comparing  expressions.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p03_a20_t03_blm.jp | 1. Student models equality and inequality, records   different expressions of the same quantity as  equalities, and understands and uses the equal  (=) and not equal (≠) symbols when comparing  expressions.  5 + 6 = 4 + 7  5 + 6 ≠ 4 + 5 |
| **Observations/Documentation** | | |
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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can create equal and unequal sets.  **(Activity 15)** |  |  |  |  |  |  |  |  |  |
| Student can compare sets  to identify the unequal set. **(Activity 15)** |  |  |  |  |  |  |  |  |  |
| Student can identify equal and unequal number sentences.  **(Activity 16)** |  |  |  |  |  |  |  |  |  |
| Student knows when to use the equal and not equal signs.  **(Activities 16, 17, 20)** |  |  |  |  |  |  |  |  |  |
| Student can model equality and inequality.  **(Activities 16, 20)** |  |  |  |  |  |  |  |  |  |
| Student can model a number sentence/ expression with manipulatives.  **(Activities 16, 17, 18, 19)** |  |  |  |  |  |  |  |  |  |
| Student realizes that the order in which numbers are added does not matter.  **(Activities 18, 20)** |  |  |  |  |  |  |  |  |  |
| Student realizes that adding or subtracting zero does not affect the  number.  **(Activities 18, 20)** |  |  |  |  |  |  |  |  |  |
| Student can find the missing number in a number sentence.  **(Activities 19)** |  |  |  |  |  |  |  |  |  |
| Student can write different expressions of the same quantity as equalities.  **(Activity 20)** |  |  |  |  |  |  |  |  |  |

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Creates equal and unequal sets.  **(Activity 15)** |  |  |  |
| Compares sets to identify the unequal set.  **(Activity 15)** |  |  |  |
| Identifies equal and unequal number sentences.  **(Activity 16)** |  |  |  |
| Knows when to use the equal and not equal signs.  **(Activities 16, 17, 20)** |  |  |  |
| Models equality and inequality.  **(Activities 16, 20)** |  |  |  |
| Models a number sentence/ expression with manipulatives.  **(Activities 16, 17, 18, 19)** |  |  |  |
| Realizes that the order in which numbers are added does not matter.  **(Activities 18, 20)** |  |  |  |
| Realizes that adding or subtracting zero does not affect the number.  **(Activities 18, 20)** |  |  |  |
| Finds the missing number in a number sentence.  **(Activities 19)** |  |  |  |
| Writes different expressions of the same quantity as equalities.  **(Activity 20)** |  |  |  |

Strengths:

Next Steps: