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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 ofthe same quantity as equalities (cannot writenumber 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 oppositeorder 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 comparingexpressions.../../../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 asequalities, and understands and uses the equal(=) and not equal (≠) symbols when comparingexpressions.5 + 6 = 4 + 75 + 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 setsto 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 thenumber. **(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)** |  |  |  |  |  |  |  |  |  |

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

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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: