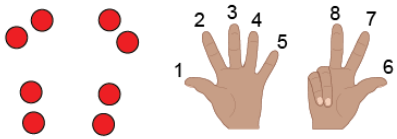
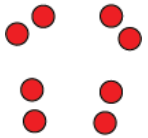
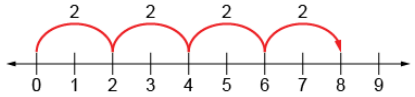
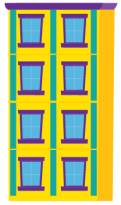
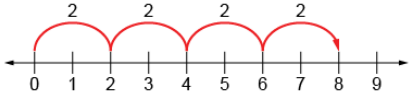
Number

Activity 23 Assessment
Consolidation

Multiplying 1-Digit Numbers

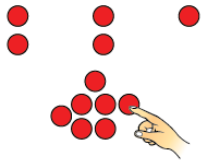
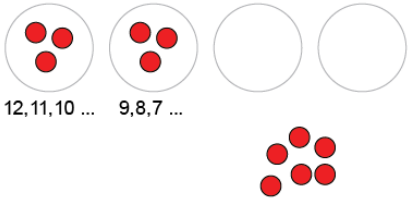
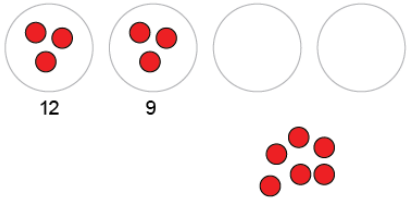
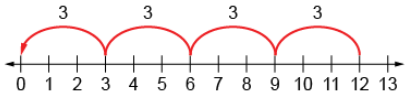
Groups objects and counts by 1s	Groups objects and skip-counts	Uses repeated addition	Models using multiplicative thinking
	 “2, 4, 6, 8”	 “2 + 2 + 2 + 2 = 8.”	 “4 rows of 2 is 8.”
Observations/Documentation			

Understands relationship between operations	Uses multiplication symbol	Multiplies fluently (e.g., uses properties of multiplication)	Creates and solves problems involving equal groups
 “I can think of 2 + 2 + 2 + 2 = 8 as 4 groups of 2.”	“4 × 2 = 8” 	“4 × 2 = 8 2 × 4 = 8”	4 × 2 = 8 “There are 4 bicycles in the shed. How many wheels are there altogether?”
Observations/Documentation			

Number

Activity 23 Assessment
Consolidation

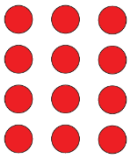
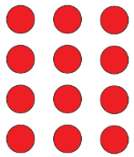
Dividing 1-Digit Numbers

Models using equal sharing	Models using equal grouping, counting by 1s	Models using equal grouping, skip-counting backward	Uses repeated subtraction
	 "I know 3 go in each group."		 "4 jumps of 3 backward is the same as 12 – 3 – 3 – 3 – 3 = 0."

Observations/Documentation

Number

Activity 23 Assessment
Consolidation

Dividing 1-Digit Numbers (con't)			
Models using multiplicative thinking, and uses division symbol  "12 divided into groups of 3 is 4 groups 12 ÷ 3 = 4."	Divides fluently "I know 12 ÷ 4 = 3, so 12 ÷ 3 = 4."	Creates and solves problems involving equal sharing and grouping  "There are 12 wheels on tricycles in the shed. How many tricycles are there?	Understands relationships among operations "I know 12 – 3 – 3 – 3 – 3 = 0, so I also know that 12 ÷ 3 = 4. I also know that 4 × 3 = 12"
Observations/Documentation			