|  |  |  |  |
| --- | --- | --- | --- |
| **Creating Equal Sets Behaviours/Strategies** | | | |
| Student guesses to create equal sets. | Student makes identical sets (e.g., uses the same number of each colour of cube and/or arranges the cubes in the same way). | Student creates equal sets (e.g., by counting or matching), but doesn’t associate “equal” with balanced pans. | Student makes equal sets with ease and understands that as long as the number of cubes in each pan does not change, the pans will be balanced. |
| **Observations/Documentation** | | | |
|  |  |  |  |
|  |  |  |  |
| **Creating Unequal Sets Behaviours/Strategies** | | | |
| Student guesses to create unequal sets. | Student makes unequal sets, but does not know whether the new set has more or fewer cubes than the original set. | Student knows which set has more/ fewer by looking at the sets, but does not associate more/fewer with the heights of the pans on the pan balance. | Student makes unequal sets with ease and understands that the lower pan contains the greater amount. |
| **Observations/Documentation** | |  | |
|  |  |  |  |