|  |  |  |  |
| --- | --- | --- | --- |
| **Conceptual Understanding of Addition Behaviours/Strategies** | | | |
| Student does not say one number word for each counter counted, or says number word in between “touches.” | For doubles of 1–5, student uses one ten-frame and counts all the counters. | Student uses 2 ten-frames, fills one to “make 10,” then counts from 1. | For doubles of 6–10, student uses 2 ten-frames and counts on by 1s from 10. |
| **Observations/Documentation** | | | |
|  |  |  |  |
|  |  |  |  |
| **Finding Doubles Behaviours/Strategies** | | | |
| Student counts three times to determine the double. | For doubles of 6–10, student counts on from the number in the first set to determine the double. | Student successfully uses counters, with or without ten-frames, to determine the doubles of numbers  1–10. | Student knows the doubles of numbers 1–10 without using counters. |
| **Observations/Documentation** | |  | |
|  |  |  |  |