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| **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** |
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| **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** |  |
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