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| **Conceptual Understanding/Computational Behaviours/Strategies** | | |
| Student guesses, then counts on to check.  11 – ? = 6  Guess 6: 7, 8, 9, 10, 11, 12  Too many.  Guess 5: 7, 8, 9, 10, 11  Right! | Student counts three times to find the number of counters hidden. | Student adds the whole and the part to find the number of counters hidden.  “There are 8 altogether and 5 in the cup.  8 and 5 make 13.” |
| **Observations/Documentation** | | |
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| Student records the whole as a part. | Student counts on or back with counters or fingers. | Student counts on and counts back fluently to find the number of hidden counters. |
| **Observations/Documentation** | | |
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