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