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| **Conceptual Understanding of Story Problems Behaviours/Strategies** |
| 1. Student reads story problem, but

is unable to model add-to andtake-from situations with concretematerials. | 1. Student models and solves the

problem, but cannot use symbolsand equations to represent it.“The answer is 13. I don’t know the number sentence.” | 1. Student successfully models and

solves the problem and writes anaddition sentence, but struggles to relate the addition problem to asubtraction problem.“29 + 13 = 42”“It’s not a subtraction problem.” | 1. Student successfully models

and solves the problem anduses symbols and equations torepresent it.“29 + 13 = 42” “42 – 29 = 13”“His friend gave him 13 marbles.” |
| **Observations/Documentation** |
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| **Addition Computational** **Behaviours/Strategies** |
| 1. Student models problem with

counters, but struggles to coordinate number words with counting actions. | 1. Student counts three times to add or subtract quantities.

“1, 2, 3, …, 41, 42” counts all“1, 2, 3, …, 28, 29” counts to remove“1, 2, 3, …, 12, 13” counts leftover | 1. Student counts on or back with

counters to add or subtractquantities.“30, 31, 32, …, 40, 41, 42” | 1. Student uses mental strategies

flexibly and accurately to add orsubtract quantities.“29 and 1 more is 30.30 and 10 more is 40.40 and 2 more is 42.1 + 10 + 2 = 13.” |
| **Observations/Documentation** |
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