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| **Identifying Equal and Not Equal Number Sentences Behaviours/Strategies** | | |
| 1. Student turns over a card, but struggles to model equality and inequality with cubes (miscounts) or only models one number on each side. | 1. Student models each side of number sentence with cubes and compares expressions (cubes) using one-to-one matching.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p03_a16_t01_blm.jp | 1. Student models each side of number sentence   with cubes and compares expressions (cubes)  using counting.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p03_a16_t02_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student models equality and inequality with   cubes, but struggles to interpret the pan balance. | 1. Student models equality and inequality with   cubes and compares expressions, but does not understand when to use the equal (=) and less than (<) or greater than (>) signs.  “I’m not sure which sign to use.” | 1. Student models and describes equality and   inequality, and understands and uses the equal  (=) and less than (<) or greater than (>) signs when comparing expressions. |
| **Observations/Documentation** | | |
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