|  |  |  |  |
| --- | --- | --- | --- |
| **Conceptual Understanding of Addition and Subtraction** **Behaviours/Strategies** | | | |
| 1. Student takes objects from bin, but has difficulty using them to create an addition and subtraction problem. | 1. Student creates an addition   problem, but has difficulty creating a subtraction problem. | 1. Student creates addition and   subtraction problems, but cannot  use symbols and equations to  represent them.  “I don’t know how to write a  number sentence.” | 1. Student creates addition and   subtraction problems and  uses symbols and equations to  represent them.  31 + 9 = ? “Answer is 40.”  71 − ? = 13 “Answer is 58.” |
| **Observations/Documentation** | | | |
|  |  |  |  |
|  |  |  |  |
| **Addition and Subtraction Computational** **Behaviours/Strategies** | | | |
| 1. Student counts three times to add or subtract quantities. | 1. Student guesses and then counts   on or back to add or subtract  quantities to check.  Guess 7: 13, 14, 15, 16, 17, 18, 19  “Not enough.” | 1. Student counts on or back to add   or subtract quantities. | 1. Student uses mental strategies   flexibly and accurately to add or  subtract quantities.  “I know 25 + 25 is 50.  So, 25 + 26 is 1 more, or 51.” |
| **Observations/Documentation** | | | |
|  |  |  |  |