|  |
| --- |
| **Repeated Subtraction and Division Behaviours/Strategies** |
| 1. A picture containing text  Description automatically generatedStudent identifies what is known and what needs to be found in division problem.

“I know there are 5 equal groups, and I need to find how many are in each group.” | 1. Student models and concretely shares items equally.

Shape, circle  Description automatically generated“1 for you and 1 for you,…” | 1. Shape  Description automatically generatedStudent uses drawings to represent equal sharing and grouping situations.

Shape  Description automatically generated with medium confidence“I drew 2 scoops of ice cream on each cone until I had 10 scoops altogether. There are 5 cones.” |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |  |
| **Repeated Subtraction and Division Behaviours/Strategies** |
| 1. Student uses repeated subtraction to represent equal sharing and grouping situations.

Diagram  Description automatically generated with low confidence10 – 2 – 2 – 2 – 2 – 2 = 0“There are 5 groups of 2.” | 1. Student understands the relation between repeated subtraction and division.

10 – 2 – 2 – 2 – 2 – 2 = 010 ÷ 2 = 5 | 1. Student models and solves equal sharing and grouping situations using a variety of strategies and uses inverse relations to check.

10 ÷ 2 = 5“Since 5 × 2 = 10. I know my answer is correct.” |
| **Observations/Documentation** |
|  |  |  |