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| **Using Repeated Addition to Solve Problems Behaviours/Strategies** | | |
| 1. Student chooses a problem set, but miscounts   or mixes up numbers in the counting sequence. | 1. Student uses repeated addition of groups to   solve problems, but loses track of the count  when counting or skip-counting.  “I’m not sure if I counted the wheels on  3 bicycles or 4 bicycles.” | 1. Student uses repeated addition of groups to   solve problems, but counts all the items by 1s. |
| **Observations/Documentation** | | |
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| 1. Student uses repeated addition of groups and   skip-counts to solve problems, but struggles to  write or match repeated addition sentences. | 1. Student uses repeated addition of groups, skip-counts to solve problems, and writes/matches repeated addition sentences. | 1. Student uses repeated addition of groups to   solve problems (using what is known from  previous problems) and writes/matches  repeated addition sentences.  “There are 8 legs on 2 chairs, so there are  8 and 4 more legs, or 12 legs, on 3 chairs.” |
| **Observations/Documentation** | | |
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