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| **Developing Fluency for Addition and Subtraction** |
| Fluently adds and subtracts within 5“I know 4 + 1 = 5 and 5 – 1 = 4.” | Fluently adds and subtracts to 10“I know 8 + 2 = 10 and 10 – 2 = 8.”(complements to 10) | Fluently adds and subtracts to 20“I can use doubles.I know 9 + 9 = 18 and 18 – 9 = 9.” |
| **Observations/Documentation** |
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| Uses known sums and differences to solve addition and subtraction equations“25 + 37 = I know 25 + 30 = 55, and 55 plus 5 is 60, and 2 more makes 62.” (decomposing, known facts) | Develops mental strategies and algorithms129 + 232 = I take 1 from 32 and give it to 129 to get 130 + 231. 130 + 230 = 360, and 1 more is 361.” (compensation) | Estimates sums and differences149 + 138 = “149 is close to 150.138 is close to 140.150 + 140 = 290”(using benchmarks) |
| **Observations/Documentation** |
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| **Developing Meaning of Addition and Subtraction**  |
| Recognizes addition and subtraction situations Join Part-part-wholeSeparate Compare | Models concretely to add and subtract “78” “88, 98, 108, 118, 128, 129, 130, 131” | Models and symbolizes addition and subtraction“I add 5 tens and 3 ones. 78 + 53 = 78 + 50 + 3, or 131” |
| **Observations/Documentation** |
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| **Developing Meaning of Addition and Subtraction (con’t)** |
| Estimates sums and differences to check reasonableness231 – 142 = 89“230 – 140 = 90, which is close to89 so my answer is reasonable.” | Creates and solves problems “There are 231 birds in the tree. Some birds flew away. Now there are 142 birds in the tree. How many birds flew away?”231 − = 14289 birds flew away.  | Uses properties and inverse operations of addition and subtraction to solve problems231 − = 142“I can think addition to help me solve the problem:142 + = 231” |
| **Observations/Documentation** |
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