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| **Expressing Equality Behaviours/Strategies** | | | |
| Student does not trust that the pans will always balance. | Student writes the total number of cubes in each pan in the number sentence.  “There are 5 cubes in each pan.” | Student mixes up the order of the numbers in the number sentence (does not match the trains in each pan).  4 + 9 = 5 | Student thinks the order of the numbers in the number sentence matters (e.g., 4 + 5 is different from 5 + 4). |
| **Observations/Documentation** | | | |
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| Student thinks that a number sentence like 4 + 5 = 9 is different from 9 = 4 + 5. | Student randomly breaks train into two shorter trains to find a new way. | Student uses patterns to find all possible ways to break the train into two shorter trains. | Student finds all possible ways to break the train into two shorter trains and records the related number sentences with ease. |
| **Observations/Documentation** | |  | |
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