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| **Demonstrating Conceptual Understanding of Story Problems Behaviours/Strategies** |
| Student does not know where to start.  | Student uses addition to solve all the problems. | Student solves the problems but does not use math language to explain the process used.  | Student identifies addition and subtraction story problems and uses math language to explain the processes used. |
| **Observations/Documentation** |
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|  |  |  |  |
| **Fluency of Addition and Subtraction Computational Behaviours/Strategies** |
| Student uses two sets of counters to model a subtraction problem, removes the part from the whole, then counts the part that remains. | Student successfully counts on or back to solve the problem.  | Student counts on to find the sum of 7 and 8. | Student uses known number relationships (e.g., doubles, making 10) to solve the problems. |
| **Observations/Documentation** |  |
|  |  |  |  |

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| Big Idea | Indicators from Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can determine one or two more or less than a given number.**(Activities 28, 31)** |  |  |  |  |  |  |  |  |  |
| Student can add and subtract numbers to 20.**(Activities 28–35)** |  |  |  |  |  |  |  |  |  |
| Student can add and subtract numbers to 20 on a number line.**(Activity 31)** |  |  |  |  |  |  |  |  |  |
| Student can determine doubles of numbers from 1 to 10.**(Activities 32, 34, 35)** |  |  |  |  |  |  |  |  |  |
| Student can write number sentences for addition and subtraction situations.**(Activities 28, 29, 31, 33, 34, 35)** |  |  |  |  |  |  |  |  |  |
| Student can represent addition and subtraction situations with concrete materials, pictures, part-part-whole mats, and symbols.**(Activities 28–35)** |  |  |  |  |  |  |  |  |  |
| Student can create and solve addition and subtraction story problems.**(Activities 34, 35)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Determines one or two more or less than a given number.**(Activities 28, 31)** |  |  |  |
| Adds and subtracts numbers to 20.**(Activities 28–35)** |  |  |  |
| Adds and subtracts numbers to 20 on a number line.**(Activity 31)** |  |  |  |
| Determines doubles of numbers from 1 to 10.**(Activities 32, 34, 35)** |  |  |  |
| Writes number sentences for addition and subtraction situations.**(Activities 28, 29, 31, 33, 34, 35)** |  |  |  |
| Represents addition and subtraction situations with concrete materials, pictures, part-part-whole mats, and symbols.**(Activities 28–35)** |  |  |  |
| Creates and solves addition and subtraction story problems.**(Activities 34, 35)** |  |  |  |

Strengths:

Next Steps: