|  |  |  |  |
| --- | --- | --- | --- |
| **Adding and Subtracting Numbers Behaviours/Strategies** | | | |
| 1. Student counts to add and subtract quantities. | 1. Student counts on or back to add   and subtract quantities. | 1. Student uses ten-frames and   counters or other materials to  show a strategy when adding and  subtracting quantities. | 1. Student refers to doubles pictures when extending known sums to add and subtract quantities. |
| **Observations/Documentation** | | | |
|  |  |  |  |
|  |  |  |  |
| 1. Student uses the same strategy in every situation to add and subtract quantities.   “I like to use doubles!” | 1. Student fluently adds using a variety of strategies, but counts back by 1s to subtract. | 1. Student adds and subtracts fluently and extends known sums to solve other equations, but struggles to explain thinking. | 1. Student fluently adds and subtracts, extends known sums to solve other equations, and explains thinking. |
| **Observations/Documentation** | | | |
|  |  |  |  |