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| **Exploring Number Sentences Behaviours/Strategies** |
| 1. Student chooses a number sentence, but

struggles to compare expressions and compares one number on each side (e.g., compares 13 and 7 for 13 – 5 = 7 + 2). | 1. Student takes cubes, but struggles to model

add-to and take-from situations with cubes. | 1. Student models add-to and take-from

situations with cubes and compares expressions by comparing lengths or using one-to-one matching.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p03_a17_t01_blm.jp |
| **Observations/Documentation** |
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| 1. Student models add-to and take-from situations with cubes and compares expressions by counting.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p03_a17_t02_blm.jp | 1. Student models add-to and take-from situations with cubes and compares expressions, but does not understand when to use the greater than (>) or less than (<) signs.

“I’m not sure which sign to use.” | 1. Student models add-to and take-from

situations with cubes, and understands and uses the equal (=) and greater than (>) or less than (<) signs when comparing expressions. |
| **Observations/Documentation** |
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