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| **Conceptual Understanding of Story Problems Behaviours/Strategies** | | | |
| 1. Student reads story problem, but   is unable to model add-to and  take-from situations with concrete  materials. | 1. Student models and solves problems, but cannot use symbols and equations to represent the problems. | 1. Student uses symbols to write a   subtraction equation, but struggles to see the relation among the numbers. | 1. Student models and solves addition and subtraction problem types and uses symbols and equations to represent the problems.   50 – 21 = ?  11 + ? = 100 |
| **Observations/Documentation** | | | |
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| **Addition and Subtraction Computational** **Behaviours/Strategies** | | | |
| 1. Student counts three times to   add or subtract quantities, but  struggles to coordinate number  words with counting actions. | 1. Student counts three times to add or subtract quantities. | 1. Student counts on or back to add   or subtract quantities. | 1. Student uses mental strategies to   add or subtract quantities.  “9 and 1 more is 10.  10 and 16 is 26.  16 and 1 is 17.  So, 17 books were signed out.” |
| **Observations/Documentation** | | | |
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