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| **Repeated Subtraction and Division Behaviours/Strategies** | | | | | |
| 1. A picture containing text     Description automatically generatedStudent identifies what is known and what needs to be found in division problem.   “I know there are 5 equal groups, and I need to find how many are in each group.” | | 1. Student models and concretely shares items equally.   Shape, circle  Description automatically generated  “1 for you and 1 for you,…” | | 1. Shape     Description automatically generatedStudent uses drawings to represent equal sharing and grouping situations.   Shape  Description automatically generated with medium confidence  “I drew 2 scoops of ice  cream on each cone until  I had 10 scoops altogether. There are 5 cones.” | |
| **Observations/Documentation** | | | | | |
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| **Repeated Subtraction and Division Behaviours/Strategies** | | | | | |
| 1. Student uses repeated subtraction to represent equal sharing and grouping situations.   Diagram  Description automatically generated with low confidence  10 – 2 – 2 – 2 – 2 – 2 = 0 “There are 5 groups of 2.” | | 1. Student understands the relation between repeated subtraction and division.   10 – 2 – 2 – 2 – 2 – 2 = 0 10 ÷ 2 = 5 | | 1. Student models and solves equal sharing and grouping situations using a variety of strategies and uses inverse relations to check.   10 ÷ 2 = 5 “Since 5 × 2 = 10. I know my answer is correct.” | |
| **Observations/Documentation** | | | | | |
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