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| **Using Repeated Addition to Solve Problems Behaviours/Strategies** |
| 1. Student chooses a problem set, but miscounts

or mixes up numbers in the counting sequence. | 1. Student uses repeated addition of groups to

solve problems, but loses track of the countwhen counting or skip-counting.“I’m not sure if I counted the wheels on3 bicycles or 4 bicycles.” | 1. Student uses repeated addition of groups to

solve problems, but counts all the items by 1s. |
| **Observations/Documentation** |
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| 1. Student uses repeated addition of groups and

skip-counts to solve problems, but struggles towrite or match repeated addition sentences. | 1. Student uses repeated addition of groups, skip-counts to solve problems, and writes/matches repeated addition sentences.

 | 1. Student uses repeated addition of groups to

solve problems (using what is known fromprevious problems) and writes/matchesrepeated addition sentences.“There are 8 legs on 2 chairs, so there are8 and 4 more legs, or 12 legs, on 3 chairs.” |
| **Observations/Documentation** |
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