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| **Equal Sharing Behaviours/Strategies** |
| 1. Student turns over a card, but

struggles to say the number name sequence forward and does not start with correct number of items. | 1. Student shares items, but does not share the items equally.

 | 1. Student shares items equally by

sharing one item at a time. | 1. Student successfully shares items equally by sharing more than one item at a time (partitive sharing).
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| **Observations/Documentation** |
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|  |  |  |  |
| **Equal Grouping Behaviours/Strategies** |
| 1. Student arranges objects in groups, but not all groups are of the same size.

 | 1. Student arranges objects in equal groups, but ignores the leftovers.

 | 1. Student arranges objects in equal groups, but struggles to write a number sentence.
 | 1. Student successfully arranges

objects in equal groups andwrites a repeated addition andmultiplication sentence. |
| **Observations/Documentation** |
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| Big Idea | Indicators from Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can group items in 2s, 5s, and 10s.**(Activities 37, 42)** |  |  |  |  |  |  |  |  |  |
| Student realizes that the quantity will be the same when items are grouped in different ways. **(Activity 37)** |  |  |  |  |  |  |  |  |  |
| Student can model and solve equal-sharing problems.**(Activities 38, 42)** |  |  |  |  |  |  |  |  |  |
| Student can model and solve equal-grouping problems. **(Activities 39, 42)** |  |  |  |  |  |  |  |  |  |
| Student recognizes that as the number of items in a group increases, the number of equal groups decreases. **(Activity 39)** |  |  |  |  |  |  |  |  |  |
| Student can use repeated addition of groups to solve problems.**(Activity 40)** |  |  |  |  |  |  |  |  |  |
| Student can write repeated addition/multiplication sentences to represent problems. **(Activities 40, 41, 42)** |  |  |  |  |  |  |  |  |  |
| Student can relate repeated addition on a number line to multiplication.**(Activity 41)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Groups items in 2s, 5s, and 10s.**(Activities 37, 42)** |  |  |  |
| Realizes that the quantity will be the same when items are grouped in different ways. **(Activity 37)** |  |  |  |
| Models and solves equal-sharing problems.**(Activities 38, 42)** |  |  |  |
| Models and solves equal-grouping problems. **(Activities 39, 42)** |  |  |  |
| Recognizes that as the number of items in a group increases, the number of equal groups decreases. **(Activity 39)** |  |  |  |
| Uses repeated addition of groups to solve problems.**(Activity 40)** |  |  |  |
| Writes repeated addition/multiplication sentences to represent problems. **(Activities 40, 41, 42)** |  |  |  |
| Relates repeated addition on a number line to multiplication.**(Activity 41)** |  |  |  |

Strengths:

Next Steps: