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| **Developing Meaning of Addition and Subtraction**  |
| Models concretely to add and subtract “278” “378, 388, 398, 408, 418, 428, 429, 430, 431” | Models and symbolizes addition and subtraction“I add 5 tens and 3 ones. 78 + 53 = 78 + 50 + 3, or 131” | Uses standard algorithm to add and subtractA picture containing table  Description automatically generated |
| **Observations/Documentation** |
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| **Developing Meaning of Addition and Subtraction (con’t)** |
| Estimates sums and differences to check reasonableness131 – 42 = 89“130 – 40 = 90, which is close to89 so my answer is reasonable.” | Creates and solves problems “There are 131 birds in the tree. Some birds flew away. Now there are 42 birds in the tree. How many birds flew away?”131 − = 4289 birds flew away.  | Uses properties and inverse operations of addition and subtraction to solve problems131 − = 42“I can think addition to help me solve the problem:42 + = 131” |
| **Observations/Documentation** |
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| **Developing Fluency for Addition and Subtraction** |
| Fluently adds and subtracts within 5“I know 4 + 1 = 5 and 5 – 1 = 4.” | Fluently adds and subtracts to 10“I know 8 + 2 = 10 and 10 – 2 = 8.”(complements to 10) | Fluently adds and subtracts to 20“I can use doubles.I know 9 + 9 = 18 and 18 – 9 = 9.” |
| **Observations/Documentation** |
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| Uses known sums and differences to solve addition and subtraction equations“25 + 37 = I know 25 + 30 = 55, and 55 plus 5 is 60, and 2 more makes 62.” (decomposing, known facts) | Develops mental strategies and algorithms29 + 32 = I take 1 from 32 and give it to 29 to get 30 + 31. 30 + 30 = 60, and 1 more is 61.” (compensation) | Estimates sums and differences49 + 38 = “49 is close to 50.38 is close to 40.50 + 40 = 90”(using benchmarks) |
| **Observations/Documentation** |
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