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| **Multiplying 1-Digit Numbers** |
| Groups objects and counts by 1s | Groups objects and skip-counts“2, 4, 6, 8” | Uses repeated addition“2 + 2 + 2 + 2 = 8.” | Models using multiplicative thinking“4 rows of 2 is 8.” |
| **Observations/Documentation** |
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| Understands relationship between operations“I can think of 2 + 2 + 2 + 2 = 8 as 4 groups of 2.” | Uses multiplication symbol“4 × 2 = 8” | Multiplies fluently (e.g., uses properties of multiplication)“4 × 2 = 8 2 × 4 = 8” | Creates and solves problems involving equal groups4 × 2 = 8“There are 4 bicycles in the shed. How many wheels are there altogether?”  |
| **Observations/Documentation** |
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| **Dividing 1-Digit Numbers** |
| Models using equal sharing | Models using equal grouping, counting by 1s“I know 3 go in each group.” | Models using equal grouping, skip-counting backward  | Uses repeated subtraction “4 jumps of 3 backward is the same as 12 – 3 – 3 – 3 – 3 = 0.” |
| **Observations/Documentation** |
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| **Dividing 1-Digit Numbers (con’t)** |
| Models using multiplicative thinking, and uses division symbol“12 divided into groups of 3 is 4 groups12 ÷ 3 = 4.” | Divides fluently“I know 12 ÷ 4 = 3, so 12 ÷ 3 = 4.” | Creates and solves problems involving equal sharing and grouping“There are 12 wheels on tricycles in the shed. How many tricycles are there?  | Understands relationships among operations“I know 12 – 3 – 3 – 3 – 3 = 0, so I also know that 12 ÷ 3 = 4.I also know that 4 × 3 = 12” |
| **Observations/Documentation** |
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