**Teacher recording sheet (March)**

**Understands additiong as putting together and subtraction as taking apart**

Use the recording sheet to gather data about each student and the strategy they utilize to solve the addition and subtraction problems.

The standard in March is for the children toconsistently solve addition and subtraction word problems to five.

Have the following materials available for students to demonstrate their thinking:

* Pencil/crayons for drawings and pictorial representation
* Use cubes to represent children with ten frames or the student sheet if necessary to solve the problem with objects
* Fingers
* Encourage students to use the paper to write an equation to show their thinking symbolically along with their drawing or in place of.

**Students are not required to show their thinking using all of these strategies. Take note of how the student does solve the problem.**

As you are assessing the student ask the them if the problem is an addition or subtraction problem.

**Read the problem aloud to the student.**

|  |
| --- |
| At the playground 3 children went on the swings. 2 children were on the monkey bars. How many children were on the playground? |

**Teacher Notes Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Identified the problem as:  **+**  **-** | Utilized objects: | Utilized a ten frame: |
| Used fingers: | Pictorial representation: | Wrote an equation: |

|  |
| --- |
| 5 children were at the table. 3 went to get their snack. How many children are left at the table? |

|  |  |  |
| --- | --- | --- |
| Identified the problem as:  **+**  **-** | Utilized objects: | Utilized a ten frame: |
| Used fingers: | Pictorial representation: | Wrote an equation: |

|  |
| --- |
| Scoring  \_\_\_/2 Correct  \_\_\_/2 explains thinking and use of strategies |