**Teacher recording sheet (June)**

**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 June is for the children to represent additions and subtraction problems with objects, fingers, drawings or equations. Have the following materials available for students to demonstrate their thinking:

* Pencil/crayons for drawings and pictorial representation
* Vehicles or cubes to represent cars with ten frames if necessary for students 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.**

|  |
| --- |
| Quinn has 4 toy cars. He got 3 more for his birthday. How many cars does he have in all? |

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

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

|  |
| --- |
| Sarah had 8 cookies. She ate four. How many cookies were left? |

|  |  |  |
| --- | --- | --- |
| 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 |