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| **Student Name:** | **PHASES IN SKILL DEVELOPMENT** | | | | | |
| **Curriculum Skill: "*Directed Number"***  **GLD Level:** Mild  **Curricular Area:** Mathematics  **Curricular Strand:** Directed Number |  | **Attained** | | | **Extended** | |
| **Acquiring** | **Becoming Fluent** | **Maintenance** | **Generalisation** | **Application** | **Adaptation** |
| Identify positive and negative numbers in context:    *examine and discuss money affairs, video counters and calculator displays, sports reports, golf scores, temperature, sea level and lifts, leading to the need to  distinguish between amounts above and below zero  refer to positive and negative numbers as 'positive seven' and 'negative three' record positive and negative numbers with + or -  signs raised e.g. + 7, - 3  rewind a video tape  pupils draw an* |  |  |  |  |  |  |
| Identify positive and negative numbers on the number line:    *walk the number line to experience positive and negative numbers that arise in discussion and/or in context, identify and mark positive and negative numbers on  personal and class number lines* |  |  |  |  |  |  |
| Add simple positive and negative numbers on the number line:    *add simple positive and negative numbers by walking the number line and by counting on the class and personal number line  +5 + -7 = ? 9 + -3 = ?  -8 + +2 =  add positive and negative numbers that arise contextually, e.g. a golfer's score over four rounds was 6 under par, 2 over par, 3 under par, and 1 under par; what was her final score relative to par?* |  |  |  |  |  |  |