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| **Student Name:** | **PHASES IN SKILL DEVELOPMENT** | | | | | |
| **Curriculum Skill: "*Equations"***  **GLD Level:** Mild  **Curricular Area:** Mathematics  **Curricular Strand:** Equations |  | **Attained** | | | **Extended** | |
| **Acquiring** | **Becoming Fluent** | **Maintenance** | **Generalisation** | **Application** | **Adaptation** |
| Translate number sentences with a frame into word problems and vice versa:    *create number stories to describe a given number sentence  how many teams of four can the teacher make for relays from a class of twenty-eight children?  28 / 4 = \_  a man has twenty-eight windows to clean; it takes him an hour to clean four; how long will it take him altogether?  construct number sentences to describe mathematically a given word problem* |  |  |  |  |  |  |
| Solve one-step number sentences and equations:    75 - 43 = \_ 3.5 x \_ - 14  25% of \_ = 15 |  |  |  |  |  |  |
| Translate word problems with a variable into number sentences:    *Peter cut a length of ribbon into five equal parts; each part was 30 cm long. How long was the ribbon before it was cut?  x / 5 - 30* |  |  |  |  |  |  |
| Solve one-step number sentences and equations:    *-3 + +6 - \_  -4 + \_ -+1  10 x \_ - 8 x 5* |  |  |  |  |  |  |