# First Grade Module 4

# Subtraction to 20 and

# Equal Shares of Circles and Rectangles

# Recording Sheet

## Student Information

Name of Student

Age

**Coding System for Achievement Level**

* I – Independent
* LA – With little assistance or prompting
* MA – With much assistance or prompting
* M – Missed

## Subtraction

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Fluently subtracts within 10 with problems in a vertical format |  |  |  |
| Subtracts within 20 with problems in a vertical format |  |  |  |
| Uses the count back strategy to subtract within 20 |  |  |  |
| Uses related double addition facts to subtract within 20 |  |  |  |
| Uses the “think addition” strategy to subtract within 20 |  |  |  |

## Reading

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Reads a minus sign in a problem in a vertical format |  |  |  |
| Reads numbers 0-20 in a problem in a vertical format |  |  |  |
| Reads a separation line as equals or separation line in a problem in a vertical format |  |  |  |
| Reads an unnumbered problem involving subtraction within 20 in a vertical format |  |  |  |
| Reads a numbered problem involving subtraction within 20 in a vertical format |  |  |  |

## Writing

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Writes numbers 0-20 without a numeric indicator in vertically aligned problems |  |  |  |
| Writes the minus sign in vertically aligned problems |  |  |  |
| Writes the separation line in vertically aligned problems |  |  |  |
| Double spaces by pushing the line spacing key twice between problems |  |  |  |
| Writes the answer, regardless if the answer is correct or not, to a subtraction problem in a vertical format |  |  |  |
| Writes a problem (that does not contain a general omission symbol) involving subtraction within 20 in a vertical format |  |  |  |

## 2-Dimensional Shapes

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Tactually identifies circle |  |  |  |
| Tactually identifies a half circle |  |  |  |
| Tactually identifies rectangle |  |  |  |
| Tactually identifies equal shares of a circle |  |  |  |
| Tactually identifies unequal shares of a circle |  |  |  |
| Tactually identifies equal shares of a rectangle |  |  |  |
| Tactually identifies unequal shares of a rectangle |  |  |  |
| Verbally describes attributes of equal shares of a circle |  |  |  |
| Verbally describes attributes of equal shares of a rectangle |  |  |  |
| Uses tactile drawing tools to create a circle and partition it into equal shares |  |  |  |
| Uses tactile drawing tools to create a rectangle and partition it into equal shares |  |  |  |
| Partitions manipulatives and tactile graphics of a circle into two equal shares |  |  |  |
| Partitions manipulatives and tactile graphics of a circle into four equal shares |  |  |  |
| Partitions manipulatives and tactile graphics of a rectangle into two equal shares |  |  |  |
| Partitions manipulatives and tactile graphics of a rectangle into four equal shares |  |  |  |
| Describes the shares of circles using the words halves, fourths, and quarters |  |  |  |
| Describes the shares of rectangles using the words, halves, fourths, and quarter |  |  |  |