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| **Conceptual Understanding of Counting Behaviours/Strategies** | | | |
| Student says number word in between “touches” or does not say one number word for each counter counted. | Student does not know which number comes next in the  counting-on or counting-back sequence.  “15, 14, ?” | Student counts on to find one or two less.  “2 less than 8, that’s 8, 9, 10.” | Student counts back but loses track of the number counted back.  “9, 8, 7, 6.  Did I count back 2?” |
| **Observations/Documentation** | | | |
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| **Adding and Subtracting One and Two Behaviours/Strategies** | | | |
| Student does not understand the meaning of “more” or “less.” | Student moves in the wrong direction on the number line. | Student uses the number line to count on or count back correctly. | Student uses mental math and the number relationships of one or two more or less.  “2 more than 4 is 6.” |
| **Observations/Documentation** | |  | |
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