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| **Skip-Counting Forward Behaviours/Strategies** | | |
| Student does not associate the skip-counting number with a quantity. | Student counts forward by 2s to 10, then struggles to know which number comes next.  “2, 4, 6, 8, 10, ?” | Student mixes up the numbers in the skip-counting sequence.  “10, 20, 30, 50, 40” |
| **Observations/Documentation** | | |
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| Student skip-counts but doesn’t realize that the last number said represents the number of cubes/ acorns along the path. | Student skip-counts but doesn’t realize that the number of cubes/acorns will be the same whether they are counted by 1s, 2s, 5s, or 10s. | Student skip-counts fluently by 2s, 5s, and 10s and associates the skip-counting number with a quantity. |
| **Observations/Documentation** | | |
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