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| **Counting and Skip-Counting Behaviours/Strategies** | | |
| Student does not associate the counting or skip-counting number with a quantity. | Student mixes up the number sequence when counting forward.   “…33, 34, 35, 36, 38, 37…” | Student mixes up the number sequence when counting backward.  “20, 19, 18, 16, 17, 15…” |
| **Observations/Documentation** | | |
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| Student counts forward by 2s to 10, then struggles to know which number comes next.  “0, 2, 4, 6, 8, 10, ?” | Student says the number name sequences backward and forward from a given number, but struggles to bridge tens.  “Eight, nine, ten, ten-one, ten-two…” | Student counts on and back by 1s and skip counts by 2s, 5s, and 10s with ease.   “20, 19, 18, 17, 16, 15…” |
| **Observations/Documentation** | | |
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