|  |
| --- |
| **Counting Sets Behaviours/Strategies** |
| Student mixes up the number sequence when counting counters.   “1, 2, 3, 5, 7, 8, 10” | Student says number word in between “touches,” or does not say one number word for each counter counted. | Student loses track of the count, misses counters in the count, or counts counters more than once. | Student thinks the number of objects in a set is different when the objects are rearranged or counted in a different order.C:\Users\vlee9be\Downloads\m1_n03_a09_t02_blm.jpg |
| **Observations/Documentation** |
|  |  |  |  |
|  |  |  |  |
| **Comparing Sets Behaviours/Strategies** |
| Student compares the sets using one-to-one matching. | Student compares the sets using counting. | Student uses number relationships to compare sets. | Students uses mental strategies to compare sets (e.g., visualizing ten-frames). |
| **Observations/Documentation** |  |
|  |  |  |  |