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| **Counting and Comparing Sets Behaviours/Strategies** | | | |
| Student does not say the number sequence correctly when counting bananas.    “1, 2, 3, 5, 7, 8, 10” | Student loses track of the count, misses bananas in the count, or counts bananas more than once. | Student compares the sets using one-to-one matching. | Student compares the sets using counting. |
| **Observations/Documentation** | | | |
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| Student uses number relationships to compare sets. | Student uses mental strategies to compare sets (e.g., 8 comes after 6 on a number line). | Student determines which set has more but has difficulty determining how many more. | Student is able to determine which set has more and how many more. |
| **Observations/Documentation** | |  | |
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