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| **Skip-Counting Behaviours/Strategies** | | |
| Student mixes up or does not know the number to skip-count by. | Student mixes up the numbers in the skip-counting sequence.  “2, 4, 8, 6, 10, …” | Student skip-counts but does not include the leftovers in the total. |
| **Observations/Documentation** | | |
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|  |  |  |
| Student continues to skip-count by the same number to count the cubes in the dump truck. | Student skip-counts but doesn’t realize that the total number of cubes when 10-cube towers are made will be the same when 5-cube towers are made. | Student sees groups of cubes as one unit, fluently skip-counts by the unit, then counts on by 1s to find the total. |
| **Observations/Documentation** | | |
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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can relate the skip-counting number to a quantity.  **(Activities 13, 14, 16)** |  |  |  |  |  |  |  |  |  |
| Student can skip-count forward by 2s, 5s,  and 10s.  **(Activities 13, 14, 16)** |  |  |  |  |  |  |  |  |  |
| Student knows that the last number said when skip-counting tells  how many.  **(Activities 13, 14, 16)** |  |  |  |  |  |  |  |  |  |
| Student realizes that the number of objects will be the same whether they are counted by 1s, 2s, 5s, or 10s.  **(Activities 13, 14, 16)** |  |  |  |  |  |  |  |  |  |
| Student can skip-count backward by 2s and 5s.  **(Activities 15, 16)** |  |  |  |  |  |  |  |  |  |
| Student can count a collection of objects by arranging objects into equal groups, skip-counting by the unit, then counting on by 1s to get the total.  **(Activities 14, 16)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Relates the skip-counting number to a quantity.  **(Activities 13, 14, 16)** |  |  |  |
| Skip-counts forward by 2s, 5s, and 10s.  **(Activities 13, 14, 16)** |  |  |  |
| Knows that the last number said when skip-counting tells how many.  **(Activities 13, 14, 16)** |  |  |  |
| Realizes that the number of objects will be the same whether they are counted by 1s, 2s, 5s, or 10s.  **(Activities 13, 14, 16)** |  |  |  |
| Skip-counts backward by 2s and 5s.  **(Activities 15, 16)** |  |  |  |
| Counts a collection of objects by arranging objects into equal groups, skip-counting by the unit, then counting on by 1s to get  the total.  **(Activities 14, 16)** |  |  |  |

Strengths:

Next Steps: