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| **Counting Behaviours/Strategies** |
| Student has difficulty saying the counting sequence.   “1, 2, 3, 5, 4, 7, 8…” | Student says number word in between “touches” or does not say one number word for each bead counted. | Student loses track of the count, misses beads in the count, or counts more than once.  |
| **Observations/Documentation** |
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| Student recounts when asked “How many?”  | Student gets a different number when the beads are counted in a different order. | Student correctly counts the number of beads and realizes that the last number said tells how many (cardinality). |
| **Observations/Documentation** |
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