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| **Skip-Counting Forward Behaviours/Strategies** | | |
| 1. Student fluently counts forward by 1s from   A given number, but struggles to skip-count. | 1. A white analog clock     Description automatically generated with low confidenceStudent draws lines to join   the numbers, but mixes up  the numbers in the  skip-counting sequence  when skip-counting by  factors of 10. | 1. Student fluently skip-counts by 5s and 10s, but has difficulty skip-counting by 25s.   “I find it hard to count by 25s.” |
| **Observations/Documentation** | | |
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| 1. A picture containing text, pool ball, sport     Description automatically generatedStudent skip-counts   by factors of 10  (e.g., 2, 5, 10),  but struggles when the  start number is a multiple  of 2, 5, or 10. | 1. Student fluently skip-counts by 20s, 25s, and 50s, but struggles to notice and explain patterns in the skip-counting numbers.   “I don’t see patterns in the numbers.” | 1. Student fluently skip-counts by 20s. 25s. and 50s, and notices and explains patterns in the skip-counting numbers. |
| **Observations/Documentation** | | |
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