


# Master 2: Intervention Activity 1 Assessment

## Skip-Counting with Objects

Skip-Counting with Objects Behaviours/Strategies		
<p>1. Student successfully counts by 1s, but struggles to partition into and skip-count by equal-sized units as he or she does not associate the skip-counting number with a quantity.</p>  <p>“Why do I count by 5s?”</p>	<p>2. Student partitions into and skip-counts by equal-sized units to 10, but struggles to know which number comes next.</p> <p>“2, 4, 6, 8, 10, ?”</p>	<p>3. Student partitions into and skip-counts by equal-sized units, but mixes up the numbers in the skip-counting sequence.</p> <p>“10, 20, 40, 30, 50”</p>
Observations/Documentation		
<p>4. Student partitions into and skip-counts by equal-sized units, but does not recognize that the last counting number tells how many.</p> <p>“10, 20, 30, 40, 50 I'm not sure how many there are.”</p>	<p>5. Student partitions into and skip-counts by equal-sized units, but does not recognize that the results will be the same no matter how the objects are counted.</p> <p>“There were 50 when I counted by 2s. I'm not sure how many there will be when I count by 5s.”</p>	<p>6. Student partitions into and skip-counts by equal-sized units and recognizes that the results will be the same no matter how the objects are counted.</p>
Observations/Documentation		