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| **Counting Behaviours/Strategies** | | |
| Student does not say the number sequence correctly.      “1, 2, 3, 4, **5, 7**, 8, 10, 20…” | Student says a number word in between “touches,” or does not say one number word for each counter counted. | Student loses track of the count, misses counters 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 counters are rearranged or counted in a different order. | Student correctly counts the number of objects in a set and realizes that the last number said tells how many are in the set, no matter how they are arranged. |
| **Observations/Documentation** | | |
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