|  |
| --- |
| **Skip-Counting Forward Behaviours/Strategies** |
| Student does not associate the skip-counting number with a quantity.  | Student counts forward by 2s to 10, then struggles to know which number comes next. “2, 4, 6, 8, 10, ?” | Student mixes up the numbers in the skip-counting sequence. “10, 20, 30, 50, 40” |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| Student skip-counts but doesn’t realize that the last number said represents the number of cubes/ acorns along the path. | Student skip-counts but doesn’t realize that the number of cubes/acorns will be the same whether they are counted by 1s, 2s, 5s, or 10s. | Student skip-counts fluently by 2s, 5s, and 10s and associates the skip-counting number with a quantity.  |
| **Observations/Documentation** |
|  |  |  |