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| **Skip-Counting from Any Number Behaviours/Strategies** |
| 1. Student uses correct start number, but reverts

to the skip-counting from 0 sequence whenskip-counting by factors of 10 (i.e., 2, 10) fromany given number.“3, 10, 20, 30, …”  | 1. Student uses correct start number, but mixes

up the numbers or omits numbers in theskip-counting sequence when skip-counting by factors of 10 from any given number.“3, 13, 33, 43, …” | 1. Student skip-counts by factors of 10 from any

given number and uses fingers or the hundredchart to help. |
| **Observations/Documentation** |
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| 1. Student skip-counts by factors of 10 from any

given number, but loses track of number oftimes counted.“3, 5, 7, 9. Can I stop yet?” | 1. Student skip-counts by factors of 10 from any

given number, but struggles to identify errorsor missing numbers in partner’s skip-countingsequences.“5, 7, 9, 10, 12, …”“I’m not sure if she is correct.” | 1. Student fluently skip-counts by factors of 10

(i.e., 2, 10) from any given number.“3, 5, 7, 9, 11, …”“4, 14, 24, 34, 44, 54, …” |
| **Observations/Documentation** |
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