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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 5s, 10s, and 20s from any given number, but loses track of number of times counted.

“53, 73, 93, 113. Can I stop yet?” | 1. Student skip-counts by 5s, 10s, and 20s from any given number, but struggles to identify errors or missing numbers in partner’s skip-counting sequences.

“101, 111, 122, 131, 141, …”“I’m not sure if she is correct.” | 1. Student fluently skip-counts 5s, 10s, and 20s

from any given number.“95, 100, 105, 110, 115, …”“88, 108, 128, 148, 168, …” |
| **Observations/Documentation** |
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