|  |
| --- |
| **Skip-Counting Backward** **Behaviours/Strategies** |
| 1. Student takes away cubes, but struggles to

skip-count backward by factors of 10 (i.e., 2, 5) as he or she does not associate the skip-counting number with a quantity. | 1. Student counts back by 1s instead of skip-counting backward by factors of 10.

C:\Users\VLee9Be\AppData\Local\Microsoft\Windows\INetCache\Content.Word\m2_nINT_a02_t01_blm.jpg | 1. Student skip-counts backward by factors of 10, but does not recognize that the last counting

number tells how many.“I’ll count the number of cubes lefton the chart by 1s.” |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| 1. Student skip-counts backward by factors of 10, but relies on the numbers shown on the chart.

C:\Users\VLee9Be\AppData\Local\Microsoft\Windows\INetCache\Content.Word\m2_nINT_a02_t02_blm.jpg | 1. Student skip-counts backward by factors of 10, but finds one sequence (2s or 5s) easier than the other.

“It’s harder to count back by 2s.” | 1. Student fluently skip-counts backward by

factors of 10 (i.e., 2, 5).“20, 18, 16, 14, 12, 10, 8, 6, 4, 2, 0”“30, 25, 20, 15, 10, 5, 0” |
| **Observations/Documentation** |
|  |  |  |