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| **Counting On and Counting Back Behaviours/Strategies** |
| 1. Student begins with start number, but omits

numbers when saying number name sequences forward and backward.“11, 12, 14, 16, 17, 18” | 1. Student begins with start number, but mixes up the order when saying number name sequences forward and backward.

“11, 12, 14, 13, 15, 16” | 1. Student says the number name sequences forward and backward from a given number and relies on the hundred chart or class number line.
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| **Observations/Documentation** |
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| 1. Student says the number name sequences

forward and backward from a given number, but struggles to bridge tens.“Eight, nine, ten, ten-one, ten-two” | 1. Student says the number name sequences

forward and backward from a given number and successfully bridges tens, but does not recognize patterns in the number name sequence.“I don’t see any patterns.” | 1. Student says the number name sequences forward and backward from a given number and uses number patterns to bridge tens.
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| **Observations/Documentation** |
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