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| **Identifying Even and Odd Numbers Behaviours/Strategies** |
| 1. Student turns over a card and reads the

number, but struggles to say the numbersequence starting with 1 and counting forward.“…, 5, 7, 6, 8, 9” | 1. Student says the number sequence forward,

but struggles to coordinate number words withcounting actions (e.g., says the number wordbetween each “touch,” or does not say onenumber word for each counter counted). | 1. Student partitions counters into groups of 2,

but struggles to identify even numbers. |
| **Observations/Documentation** |
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| 1. Student partitions counters into groups of 2,

but struggles to identify odd numbers (ignoresthe leftover counter or does not know what todo with it). | 1. Student partitions counters into groups of 2 and successfully identifies even and odd numbers, but struggles to explain why a number is even or odd.

“I know it is odd because it isn’t even.” | 1. Student partitions counters into groups of 2,

successfully identifies even and odd numbers,and explains why the numbers are even or odd. |
| **Observations/Documentation** |
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