1(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.	**1(5)(B)** The student is expected to skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.

Materials
- Counters (color tiles, two-colored counters, etc.)

Procedure:
Create different sets of counters (up to 120) for the student.

Skip count by twos to determine the number of objects in this set.
Skip count by fives to determine the number of objects in this set.
Skip count by tens to determine the number of objects in this set.

Repeat this task with different numbers of objects as needed.

Check Student's Responses:	**Check Student's Strategies:**
The student correctly skip counted by: □ Twos □ Fives □ Tens The student did NOT correctly skip count because: □ He or she skipped a number(s) □ Had difficulties changing decades □ Other:	The student: □ Skip counted without moving the objects □ Grouped the counters as he or she skip counted □ Other:

Notes:

1(5)(B) The student is expected to skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.	**Possible interpretations, issues to follow up on, and implications for teaching**

What did you observe?

- The student **correctly used skip counting to determine the number of objects.** This student may be ready to describe and compare the identified shapes.

- The student **incorrectly used skip counting to determine the number of objects.** Consider how he or she determined the number of objects:
  - The student is unable to skip count by rote.
  - The student miscounted because of an incorrect grouping of counters

  A teaching strategy might include using a hundreds chart to practice rote counting by twos, fives, or tens. Additionally, provide the student with opportunities to group counters by twos, fives, or tens first then skip count the groups to determine the total number of objects.