Observe twos and a chosen larger step

NAME	DATE

1 **Activity · Work with your teacher**

Count by twos. Count again using the step your teacher names.

Observe twos and a chosen larger step

1. Twos: 801, 803, 805, 807, 809, 811, 813, 815. Chosen 20s: 0, 20, 40, 60, 80, 100, 120, 140, 160, 180, 200. Record the two actions independently; no inference about the untested skip-count bases.

Teacher procedure · Question 1

1. Keep the requested start and step in the record. A written gap or a final total does not demonstrate the complete spoken count. The larger step is a selected alternative, not all three steps.
2. Ask “Start at 801. Count by twos.” Stop after 815. Record twos.
3. Ask “Start at zero. Count by 20s.” Stop after 200. Record chosen-step.

Record: Record the actual materials, response, help and observation date for each action.

Count by twos from the actual start

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

What the child said or did; prompts or self-correction:

Complete the selected count by 20s from zero

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

What the child said or did; prompts or self-correction:

Twos: 801, 803, 805, 807, 809, 811, 813, 815. Chosen 20s: 0, 20, 40, 60, 80, 100, 120, 140, 160, 180, 200. Record the two actions independently; no inference about the untested skip-count bases.