

# Gather observations using a narrative approach

**Rods for skip counting in 2s**

I have explained to Raven that I will be giving her to do some of the tasks with the rods. The teacher said it is okay and she's happy to try.

I am also giving her a wide range of numbers to try counting the rods with. We have tried both forward and a range of backward counting.

Each of the rods will be the same size as 2 of the white rods. So each rod will be 2.

When Raven puts the rods into the picture on the table she can see when the rods are on the number line.

Raven is able to predict the next number in the sequence and then check by adding the rods to see if she is correct.

Alison 02 Aug 2010

**Extending the Skip Counting in 2s**

I have been challenging Raven in her classes—We have been working with "extending her knowledge of skip counting in 2's".

We started with skip counting up to 20. Then I made it really hard by getting Raven to count backwards in 2's from 20. Raven found this challenging, so we had a look at the numbers using the bundles of ice block sticks, so that Raven could see that it was the same as her "ten and" knowledge. She knew the "special numbers" were 0, 2, 4, 6, and 8 and when we went up into the "teen" numbers we were using the same "special numbers" with a "ten" in front of them. Once Raven could see this, she was able to then work out how the numbers would work when counting backwards from 20.

The latest challenge that I have been giving Raven is to start skip counting in 2's from a "given number" e.g. Start skip counting in 2's from 60 and stop at 70. She has found this fun to do and has been good at working out the sequence: 60, 62, 64, 66.

Next step to skip count backwards in 2's from a "given number"

Alison 26th Aug 2010

Special Character Values	1. Learning objectives, writing notes	Curriculum Link: MATHEMATICS AND STATISTICS Number and Algebra: 8
1. Forward and Backwards	2. Learning through play	Counting
2. Relationships	3. Learning through play	Use a range of counting, grouping, and equal-sharing strategies, with whole numbers and fractions.
3. Numbering	4. Challenge and use of environment	Counting strategies
4. Child-centred learning	5. Counting strategies	Know the forward and backward counting sequences of whole numbers to 100

Create and Continue sequential patterns

Source:

NZ Curriculum Online

<http://nzcurriculum.tki.org.nz/Principles/Learning-to-learn-principle/Learning-stories#collapsible2>

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