# WDTK Student Summary ~Grade 1~ _____

| Concepts | Emerging<br>With direct support… | Developing<br>With guided support… | Applying<br>With minimal support… | Extending<br>Independently… |
|---|---|---|---|---|
| **Number**<br>• recognize at a glance and name familiar arrangements or 1 to 10 objects or dots<br>• represent and describe numbers to 20 concretely, pictorially and symbolically<br>• relate a number, 1 to 10 to its respective quantity<br>• model and solve addition and subtraction problems using a variety of concrete and visual representations, recording the process symbolically | **(mostly Counting)**<br>• may recognize a few dot patterns (1-2)<br>• may count the dots to identify the quantity<br>• may make connections to quantities less than five<br>• counts the number of fingers to match a small quantity<br>• may replicate images when given the actual quantity<br>• may need to see the card for a longer period of time to replicate the dot card image<br>• may need to be given the correct quantities of counters<br>• may need modeling to break the quantity into parts, and support counting the objects<br>• may need modeling to create a story to show part and whole | **(some counting)**<br>• recognizes simple dot patterns without counting (1-5)<br>• identifies small quantities without counting<br>• may make connections to 5/10<br>• may count the number of fingers to match a larger quantity<br>• replicates dot card images with small quantities with the correct number of objects<br>• may need to see images more than once to replicate<br>• may need prompting to check the quantities<br>• may need prompting to show a given number as two parts and name the quantity in each part<br>• may need support to record the numerals to match the quantities<br>• may need prompting to create more than one story to show part and whole<br>• may partition a quantity up to 10 | **(without counting)**<br>• recognizes familiar arrangements of up to 10 objects and identifies the quantity without counting<br>• makes connections to 5/10<br>• holds up the correct number of fingers<br>• builds a set with the same number of dots on the ten frame<br>• represents the same amount in more than one way<br>• builds from one card to the next<br>• uses the correct number of counters to model their story<br>• creates different stories to show part and whole<br>• records numerals to match the quantities<br>• records an equation to match the model created<br>• partitions a quantity up to 20 into 2 parts and identifies the number of objects in each part | **(makes connections)**<br>• recognizes dot images on the ten frames in a variety of ways<br>• extends the task by holding up the correct fingers in more complex ways<br>• uses a personal referent from a previous image<br>• with ease and consistency builds from one card to the next<br>• confidently partitions and instantly names the quantities<br>• strategically breaks the quantity into more than 2 parts<br>• independently creates multiple stories<br>• spontaneously records the number stories symbolically |
| **Pattern**<br>• demonstrate an understanding with 2-4 elements identifying, extending and creating patterns<br>**Number**<br>• say the number sequence by 1's, 2's, 5's and 10's | • may identify a simple repeating pattern with modeling<br>• may need modeling to extend a simple pattern<br>• may need support in identifying the pattern core<br>• may need support to identify which colour comes next at the end and the start<br>• may count by 1's to determine how many | • may identify and extend a simple pattern with support<br>• may need prompting to identify an error in a given pattern<br>• may create more than one repeating pattern<br>• may need prompting to identify the pattern core<br>• may be able to describe the pattern an another way<br>• may be able to predict the next colour at either end of the pattern<br>• may try to organize objects into same sized groups for counting<br>• may try to count by 2's, 5's or 10's | • identifies, copies, and extends a pattern<br>• creates a repeating pattern with 2-4 elements<br>• identifies a pattern core<br>• describes the pattern in a variety of ways<br>• predicts the next colour at either end of the pattern<br>• organizes counters into same-sized groups for counting<br>• counts accurately by 2's, 5's, 10's<br>• counts accurately by 2's, 5's, 10's and some more<br>• represents skip counting strategy in numbers | • identifies, copies, extends and creates a repeating pattern of increasing complexity<br>• describes connections between patterns in different ways<br>• extends the task by creating complex patterns<br>• skip counts by 2's, 5's and 10's beyond the task expectations<br>• confidently skip counts by 2's, 5's, and 10's and some more<br>• skip counts by 3's or 4's or other numbers<br>• skip counts backwards |