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| **Counting On and Back Behaviours/Strategies** | | | |
| 1. Student uses correct start number, but omits numbers or mixes up the order when saying the number name sequences forward and backward.   “11, 12, 14, 16, 17” | 1. Student says the number name   sequences forward and backward from a given number, but relies on the hundred chart. | 1. Student says the number name   sequences forward and backward from a given number, but struggles to bridge tens.  “Eight, nine, ten, ten-one, ten-two” | 1. Student says the number name   sequences forward and backward from a given number and uses number patterns to bridge tens. |
| **Observations/Documentation** | | | |
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| **Skip-Counting Forward and Backward Behaviours/Strategies** | | | |
| 1. Student uses correct start number, but mixes up the numbers or omits numbers when skip-counting forward and backward by factors of 10.   “5, 10, 20, 25, 35” | 1. Student skip-counts forward by   factors of 10, but struggles to skip-count backward.  “It is much easier to skip-count  forward.” | 1. Student skip-counts forward and   backward by factors of 10, but uses fingers or the hundred chart to help. | 1. Student fluently skip-counts forward and backward by factors of 10.   “80, 70, 60, 50, 40”  “60, 65, 70, 75, 80, 85”  “50, 48, 46, 44, 42, 40” |
| **Observations/Documentation** | | | |
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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can count on and back by 1s from a given number. **(Activities 1, 5)** |  |  |  |  |  |  |  |  |  |
| Student can use number patterns to bridge tens when counting on and back by 1s.  **(Activities 1, 5)** |  |  |  |  |  |  |  |  |  |
| Student can skip-count forward by 2s, 5s, and 10s.  **(Activities 2, 5)** |  |  |  |  |  |  |  |  |  |
| Student can skip-count forward by 2s and 10s from any given number. **(Activity 3)** |  |  |  |  |  |  |  |  |  |
| Student can skip-count backward by 2s, 5s, and 10s. **(Activities 4, 5)** |  |  |  |  |  |  |  |  |  |
| Student can identify patterns in the skip-counting sequences.  **(Activities 2, 3, 4, 5)** |  |  |  |  |  |  |  |  |  |
| Student can identify errors or missing numbers in a skip-counting sequence. **(Activity 2, 3, 4, 5)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Counts on and back by 1s from a given number. **(Activities 1, 5)** |  |  |  |
| Uses number patterns to bridge tens when counting on and back by 1s.  **(Activities 1, 5)** |  |  |  |
| Skip-counts forward by 2s, 5s, and 10s. **(Activities 2, 5)** |  |  |  |
| Skip-counts forward by 2s and 10s from any given number.  **(Activity 3)** |  |  |  |
| Skip-counts backward by 2s, 5s, and 10s.  **(Activities 4, 5)** |  |  |  |
| Identifies patterns in the skip-counting sequences. **(Activities 2, 3, 4, 5)** |  |  |  |
| Identifies errors or missing numbers in a skip-counting sequence.  **(Activities 2, 3, 4, 5)** |  |  |  |

Strengths:

Next Steps: