

Record Sheet for _____

Date: _____

Counting Principle 1 (Skip Counting): Give the child a collection of 15 items and ASK: "How many _____ have I given you?"

- Accurately counts the collection by 1s

At this point, rearrange the counters in a line, then a circle and ask the child, "How many counters now?"

- Recounts them
- Restates the amount without counting

"Will you get the same answer if you count by 2s? Show me."

- Accurately counts the collection by 2s
- Knows will get the same quantity counting by 2s
- When counting by 2's, pairs the counters up and states _____
- When counting by 2's assigns 16 to the single item instead of 15
- When counting by 2's touches single items and gives the 2 count, reaching 30

Whole Numbers

KU 2: Think of a quantity as combined of parts.

Start with a story situation, telling the child: "You have a collection of 12 bouncy balls. You want to put them into two boxes. Show all the different ways you can do this."

At first, record the responses. If the child gets stuck, offer the use of paper and pencil (the back of this page.) If needed, provide objects to represent the balls.

- Distributes the 12 items, one at a time into the two boxes (Concrete)
- Draws, lines, dots or other symbols and counts, then records the partitions (Pictorial)
- Uses numbers alone to come up with combinations (Abstract)

- Unable to partition in any way other than 6 and 6
- Randomly partitions the numbers without a systematic strategy
- Misses some of the possible combinations
- Determines all combinations

KU 4: Whole Numbers are in a Particular order and there are patterns in the way we say them. FSiM p. 171 – Up To and Over 100.

Provide students with a blank 10 by 13 grid and ask them to fill it in. counting by ones, beginning at one. For students who make errors, interview them and ASK the student to 'say' that part of the sequence so you are able to hear what the student thinks he/she is recording

- Consistently completes the chart working left to right
- Uses the vertical patterns to complete the chart
- Accurately completes the chart until he/she reaches _____
- Verbally knows that ____ follows ____ (ex. 110 follows 109) but is unable to record it
 - Other _____