

ASSESSMENT FOR NUMBER

TOPIC 1: COUNTING SEQUENCE - VERBAL COUNTING

Lesson Focus: Count forward beginning from a given number within the known sequence.

Use and interpret visual models (number lines/paths and hundred boards)

Activities to consider:

- Number Line Counting Activities
- think!Pad (Pg. 12)
- Seesaw Count on a Number Path
- Seesaw Open Number Path

OBSERVE	INTERVIEW	STUDENT WORK
<p>Consider documenting the following observations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Numeral identification <input type="checkbox"/> Number sequence <input type="checkbox"/> Uses the model to identify the missing number in the sequence <input type="checkbox"/> Identifies the mistakes in verbal counting <ul style="list-style-type: none"> -wrong order -skipped number -repeated number 	<p>Interview Option 1</p> <p>Number Questions taken from Griffin (2002) The Development of Math Competence in Pre-School and Early School Years: Cognitive Foundations and Instructional Strategies</p> <ol style="list-style-type: none"> 1. What number comes right after 7? 2. What number comes two after 7? 3a. Which is bigger: 5 or 4? 3b. Which is bigger?: 7 or 9? 4a. This time I am going to ask you about smaller numbers. Which is smaller: 8 or 6? 4b. Which is smaller: 5 or 7? 5a. Which number is closer to 5: 6 or 2? (Show a visual number line after asking) 5b. Which number is closer to 7: 4 or 9? (Show a visual number line after asking) 6a. Show the cards 8, 5, 2, 6. Ask the child to point and name each numeral. When you are counting which of these do you say first? 6b. When you are counting, which of these numbers do you say last? 	<p>think!Pad entry Page 12 may need to be completed in stages. Which number lines can they complete on their own? How does the student use the model of the number line to place and record numbers?</p> <p>Seesaw number line/path activities provide opportunities to:</p> <ul style="list-style-type: none"> • listen to students say the number sequence starting from 1 as well as other numbers • observe the movement students use when recording numbers • organization in using a number line
	<p>Interview Option 2</p> <p>Number Questions taken from Deboys and Pitt (1990) Line of Development in Primary Mathematics</p> <ol style="list-style-type: none"> 1a. Point to given number, tell the number after, before it. 1b. Point to given number. What number is one more, one less? 2. Point to given number. Tell a number that is greater, less. 3. Given two numbers. Which number is greater, less? 4. What number comes between two given numbers? 5. Teacher shakes die and places counter on number, saying the number aloud. Student follows. What is a conclusion that can be made about the numbers? ___ is more than ___ or ___ is less than ___ 6. Count forward, backward from a given number. 7. Give a number line/path with blanks. Fill in the blanks on a number line. 8. Given pairs of numbers, student picks the greater number. 	<p>Seesaw hundred board activities provide opportunities to:</p> <ul style="list-style-type: none"> • observe number choice and placement of number tiles • observe patterns student notice on their board • observe techniques in finding the missing hidden number

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If the verbal counting sequence is not in place individual work may be necessary.

Daily Routines include:

Practice with counting songs, movement activities.

Count with the student.

Mirror the number. Student says number after you say it.

Say the number, ask the student to say the number.

Count with a timer.

Linear Calendar activities

Activities to place on shelf:

Board games that require counting small numbers.

Activities-Count on a number line/ Hidden Number

Controls in the classroom:

Students need a place in the classroom to self-check.

A number line, or calendar at their eye level will help create independent thinkers.