

Resource Packet

Math

Revised April 2014

TEACHER COPY

I. Counts aloud to 20

Directions to teacher:

Ask the student to count as high as she can, starting with the number 1. If the child correctly counts to twenty or higher, score the item as “always.” If she does not correctly count from 1 to 20, score this item as “not yet” and use the space that is given to take notes about her current skill level.

For example, if she counts to eleven in the fall, score the item as “not yet” and record in the notes line, “F: counted aloud to 11.” This will give you a starting point, so that if the child is still unable to count to 20 at the next check-in but can count to fifteen, you will have a way to measure and show progress.

Example:

Fall check-in: Child counts aloud to eleven

Spring check-in: Child counts aloud to fifteen

	Fall			Spring			Notes
	A	S	NY	A	S	NY	
Counts aloud to 20			√			√	F: counted to 11; S: counted to 15

Complete this trial on at least three occasions for each check-in period. If the student consistently counts to twenty (or higher) at each trial, score this item as “always.” If the child counts to twenty (or higher) one or two of the three trials, score the item as “sometimes” and make notes in the space that is given. If the child cannot yet count to twenty, score the item as “not yet.”

Directions to student:

“We’re going to practice counting. Start with number 1 and count as high as you can. Be sure to speak slowly enough so I can understand you.”

If child gives no response: (Use the following prompts as appropriate. If you need to use these prompts, score the item as “not yet,” but make notes in the space that is given.) “What number comes after ‘twelve?’ What number comes next?...”

II. Counts 10 Objects

Directions to teacher:

Using counting bears (or another uniform object), place ten bears in front of the child. Prompt the child to count the bears aloud. Do not prompt him to point to each bear as he counts, unless he is having difficulty with this task. If the child does not correctly count all ten bears, score this item as “not yet” and use the space that is given to take notes about his current skill level.

For example, if he counts four bears in the fall, score the item as “not yet” and record in the notes line, “F: counted four objects.” This will give you a starting point, so that if the child is still unable to count all ten objects at the next check-in but can count eight objects, you will have a way to measure and show progress.

Example:

Fall check-in: Child counts four bears

Spring check-in: Child counts eight bears

	Fall			Spring			Notes
	A	S	NY	A	S	NY	
Counts 10 objects			√			√	F: counted 4 bears; S: counted 8 bears

Complete this trial on at least three occasions for each check-in period. If the student consistently counts ten objects at each trial, score this item as “always.” If the child counts ten objects one or two of the three trials, score the item as “sometimes” and make notes in the space that is given. If the child cannot yet count all ten objects, score the item as “not yet.”

Directions to student:

“Here are some bears. Please count the bears for me. Be sure to count out loud so I can hear you.”

If child gives no response: (Use the following prompts as appropriate. If you need to use these prompts, score the item as “not yet,” but make notes in the space that is given.) “Can you point to each bear while you count? Where do you start counting? What number comes next?...”

III. Identifies numbers 0 to 10

Directions to teacher:

Use the document, "Number Identification."

Using the letter chart below, circle the numbers the child correctly identifies (with or without prompts). Put a slash (/) through the numbers the child does not correctly identify. Record notes below and enter the total score on the line.

Directions to student:

"What do you call these? (*numbers*) Please point to each number and tell me the name of that number. Don't worry if you don't know all of them. (*Point to each number in horizontal lines, going from left to right.*) What is this one? (*Go the next number.*) What is this? And this?"

If child gives no response: Ask the child, "Can you show me any numbers that you know?"

Notes:

8	6	_____
3	1	_____
9	0	_____
4	10	_____
2	7	_____
5		_____

Total numbers correctly identified: _____

IV. Identifies basic colors: red, orange, yellow, green, blue, purple, black, white, brown

Directions to teacher:

Use the document, "Color Identification."

Using the color chart below, circle the color names the child correctly identifies (with or without prompts). Put a slash (/) through the names of colors the child does not correctly identify. Record notes on the lines below.

Directions to student:

"I'm going to show you some colors. When I point to each color, please tell me the name of that color. (Point to each colored circle.) What is this one? (Go the next colored circle.) What color is this? And this?"

If child gives no response: Ask the child, "Can you show me any colors that you know?"

red

orange

yellow

green

blue

purple

black

white

brown

Notes:

V. Identifies basic shapes: circle, square, triangle, rectangle, oval, rhombus

Directions to teacher:

Use the document, "Shape Identification."

Using the shape chart below, circle the shape names the child correctly identifies (with or without prompts). Put a slash (/) through the names of shapes the child does not correctly identify. Record notes on the lines below.

Directions to student:

"I'm going to show you some shapes. When I point to each shape, please tell me the name of that shape. (Point to each shape.) What is this one? (Go the next shape.) What shape is this? And this?" (*If the child names the last shape as 'diamond,' ask "Do you know any other names for this shape?")

If child gives no response: Ask the child, "Can you show me any shapes that you know?"

circle

square

triangle

rectangle

oval

rhombus

Notes:

VI. Recognizes the core of a simple pattern (2-3 elements)

Directions to teacher:

Using counting bears, colored buttons, coins, or another manipulative, create a pattern in which the “core” (the part of the pattern that is repeated) consists of two elements. For example, you might show a child the following pattern:



Instruct the student to tell you what is repeated in this pattern. She should be able to recognize that the core of the pattern is green bear - yellow bear. You may wish to provide a pile of counting bears so that the student can show you the core; or, she can simply tell you, “green bear-yellow bear.” *Note: the child is not expected to use the term “core”; the item should be scored based upon whether the child can accurately identify the repeating sequence in the pattern.

Repeat this activity at least three times. If the child identifies the core three of three trials, score the item as “always.” If the child identifies the core one or two of three trials, score the item as “sometimes.” If the child cannot yet identify the core of a simple pattern, score the item as “not yet.”

Depending on your curriculum, the time of year, and the skill level of the student, you may wish to present a pattern in which the core consists of three elements. For example,



In this example, the student should be able to identify the core of the pattern as penny-quarter-nickel. *Note: the child is not expected to use the term “core”; the item should be scored based upon whether the child can accurately identify the repeating sequence in the pattern.

Directions to student:

“I’ve made a pattern with these coins (bears, buttons, etc.). Using the coins in the pile, please show (or tell) me the part of the pattern that is repeated.”

VII. Reproduces a simple pattern (2-3 elements)

Directions to teacher:

Using counting bears, colored buttons, coins, or another manipulative, create a pattern in which the “core” (what is repeated) consists of two elements. For example, you might show a child the following pattern:



Instruct the student to repeat the pattern. He should be able to recognize that a green button comes next.

Repeat this activity at least three times. If the child correctly continues a pattern three of three trials, score the item as “always.” If the child correctly continues a pattern one or two of three trials, score the item as “sometimes.” If the child cannot yet continue a simple pattern, score the item as “not yet.”

Depending on your curriculum, the time of year, and the skill level of the student, you may wish to present a pattern in which the core consists of three elements and have the student continue the pattern. For example,



Directions to student:

“I’ve made a pattern with these M&M’s® (buttons, coins, etc.). Using the M&M’s® in the pile, please continue the pattern.”

Number Identification: 0 to 10

8

6

3

1

9

0

4

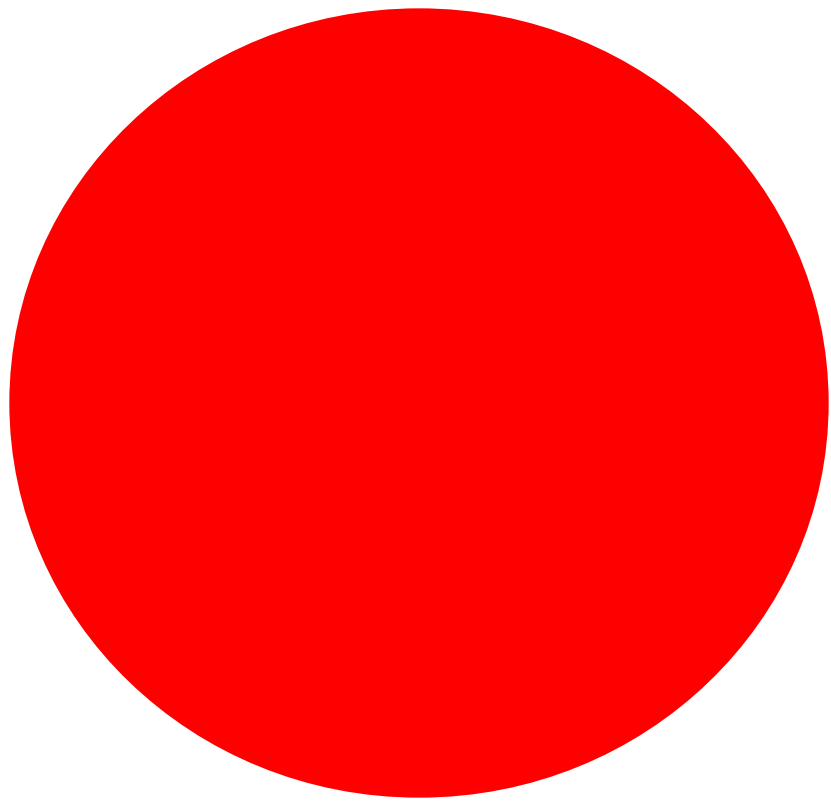
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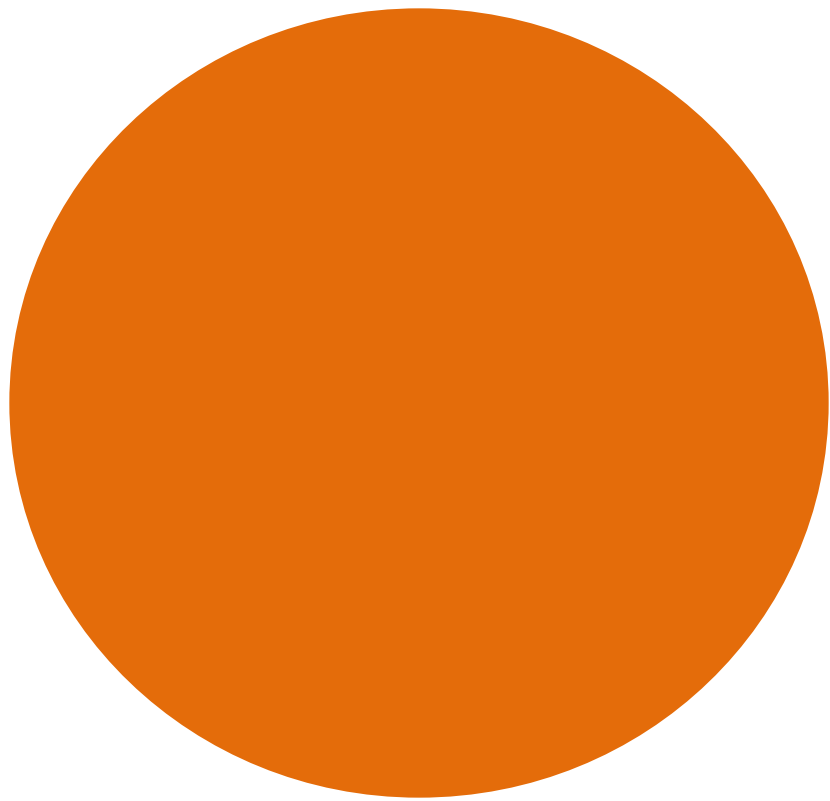
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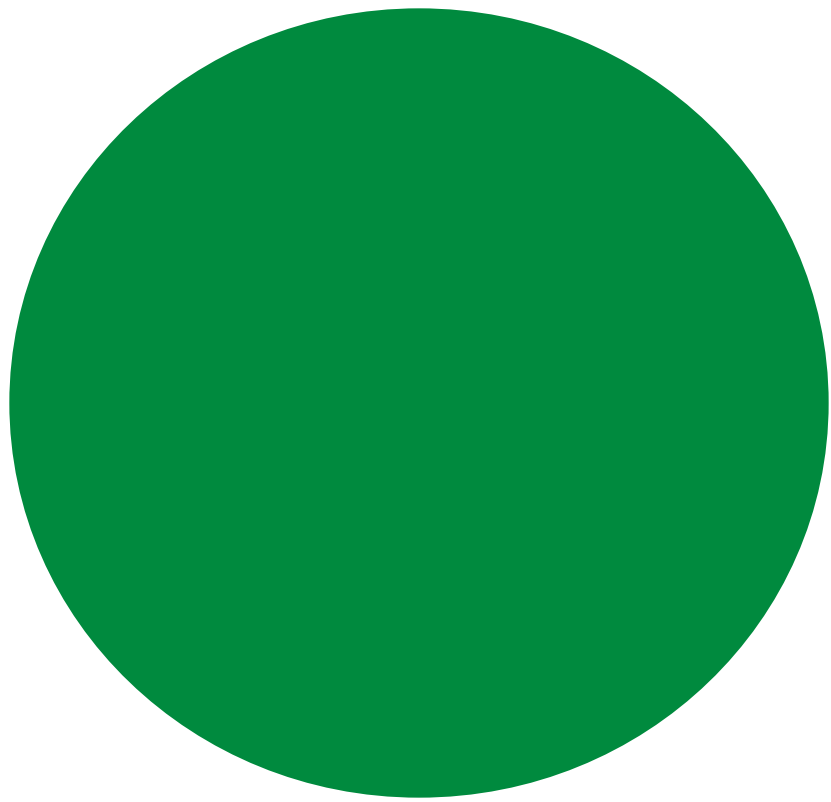
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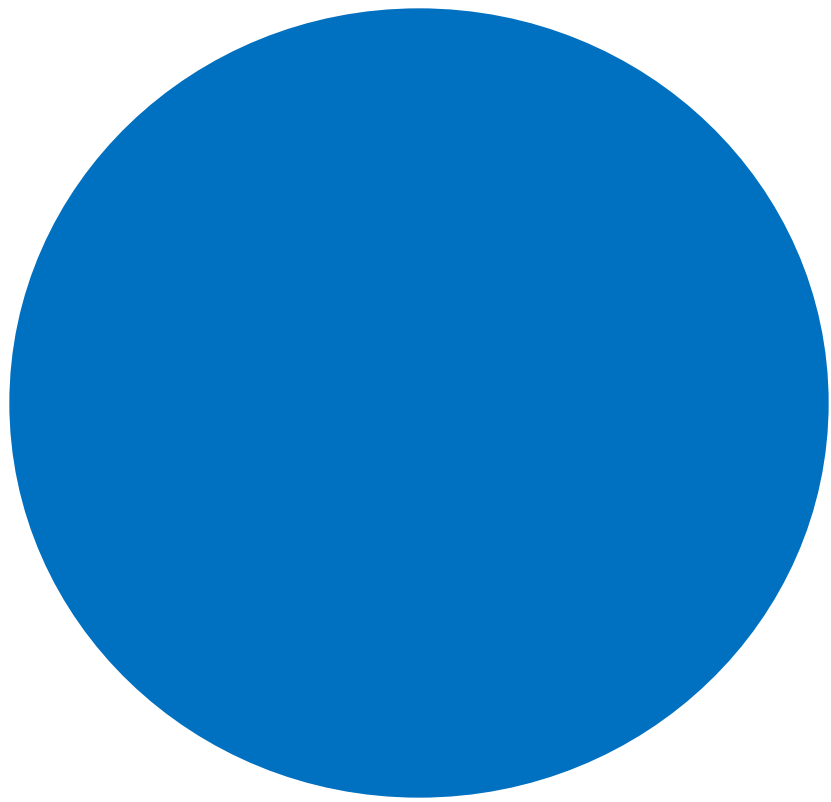
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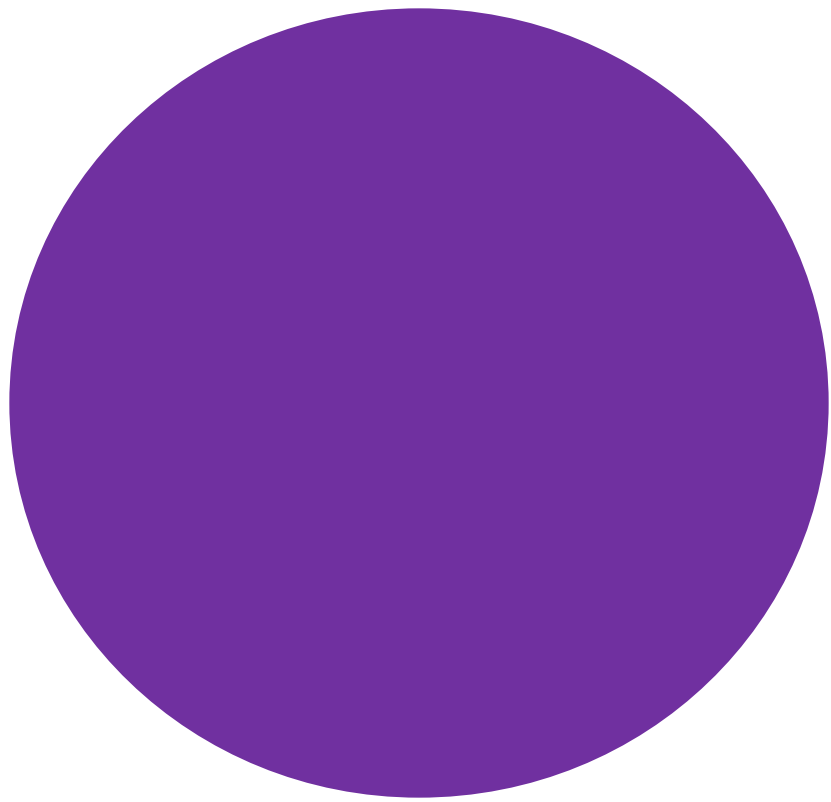
Color Identification

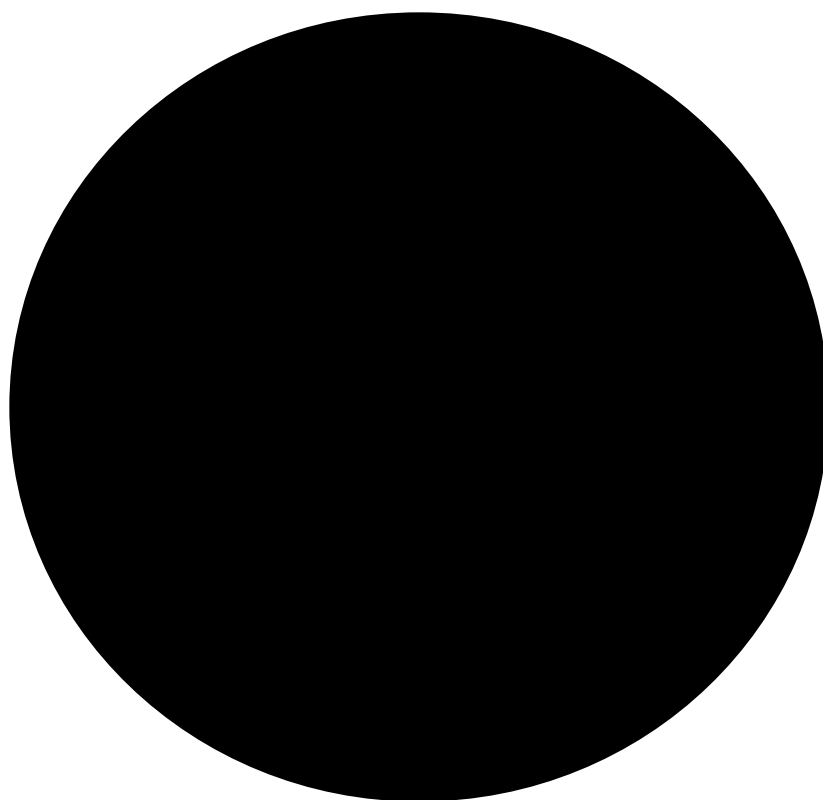


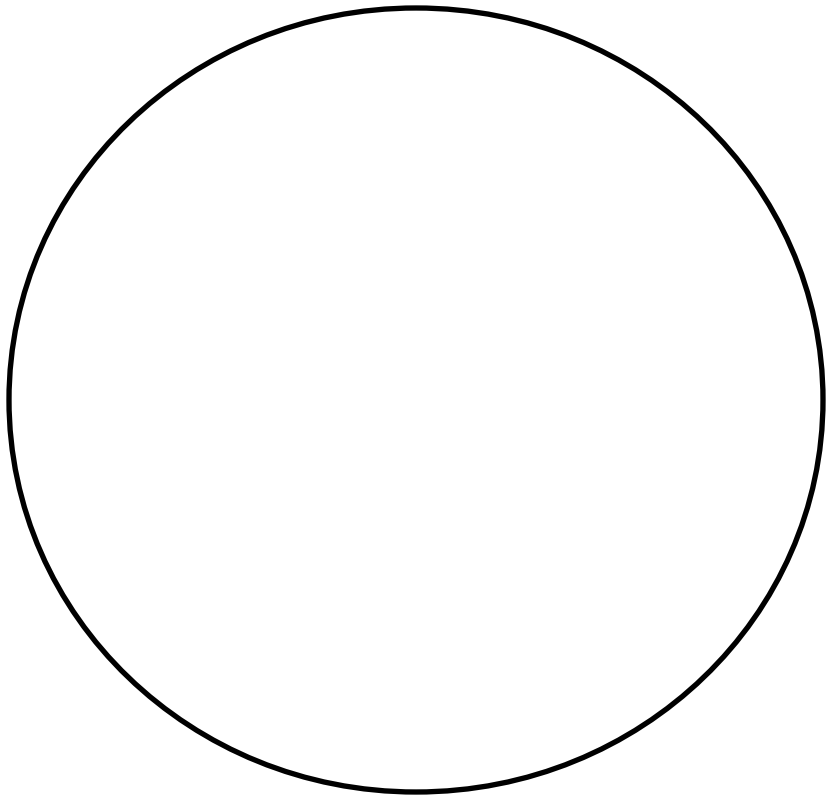


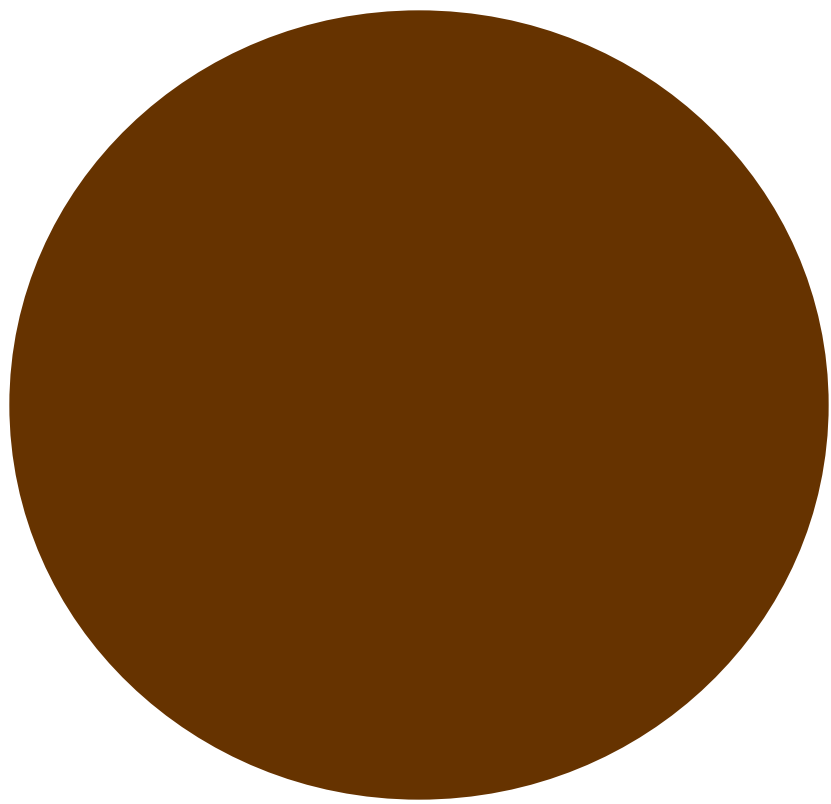












Shape Identification

