

Supplies

Toy monkeys, puppies, or flannel board pieces of children, a bed, a mother, and a doctor.

The Activity

Put all the monkeys or objects together and tell the student: "this is a set". Count the pieces from 1-3, or more if the student is able. Sing or say the words to the Ten Little Monkeys and have the student sing along "Three little monkeys jumping on a bed, one fell off and bumped his head. Momma called the doctor and the doctor said "no more monkeys jumping on the bed". Two little monkeys jumping on the bed...." Continue until no more monkeys are jumping on the bed.

Variations

- Change the song to counting up, instead of counting down.

Focus:

Encourage the student to focus their attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding and talking about them. Then explain what they will do. Formulate a plan with the student.

Questions: What do you need to do to focus on what you are going to do? What is the plan? What do you need to do first? Next? And then? Which monkey would you like to hold?

Act:

Sing the song and invite the student to sing along and make the monkeys jump on the bed.

Questions: What are the monkeys doing? How many are in the bed? What do you need to do to find out? What happens to the monkeys on the bed when one falls off?

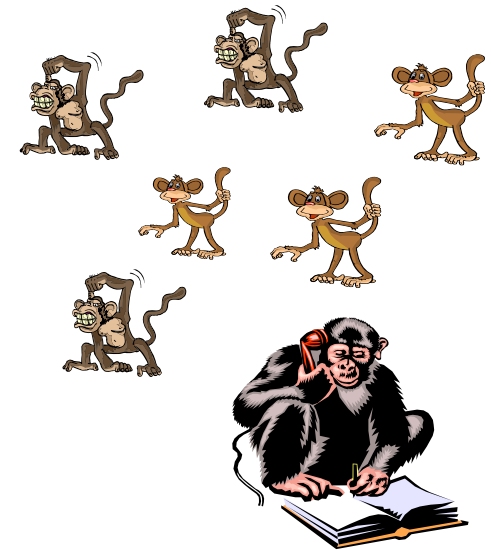
Reflect:

During and after the activity, reflect on what the student is doing/has done.

Questions: What did we do? How many monkeys did we start with? When they fell off the bed, were there more or less monkeys on the bed? Each time a monkey fell on the floor, were there more or less monkeys on the floor?

Math Observation Checklist:

This activity will give insight into the student's understanding of more and less, counting, one-to-one correspondence, cardinality, and taking 2 pieces of information into account.



Supplies

Flannel board pieces or pictures of Goldilocks and the Three Bears. Teddy bear counters of different sizes.

The Activity

Tell the story of Goldilocks and the 3 bears while the student helps to put the flannel pieces on the board. As the story progresses, have the student count the number of bears, beds, bowls and the one girl. Repeat the sequence, incorporating the number concepts of 1,2,3 items and 0 when all are gone.

Variations

- Instead of counters, use flats, rods and unit cubes for tens and ones.
- Repeat with triple-digit numbers.

Focus:

Encourage the student to focus their attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding and talking about them. Formulate a plan with the student.

Questions: What do you need to do to focus on what you are going to do? What is the plan? What will we do first? Next? And then?

Act:

Tell the story and invite the student to tell parts of it. Ask the student to count the items.

Questions: What do you think will happen next? How many chairs did Goldilocks try? How many bowls of porridge? Which one did she like best, the biggest or the smallest? Why do you think that is?

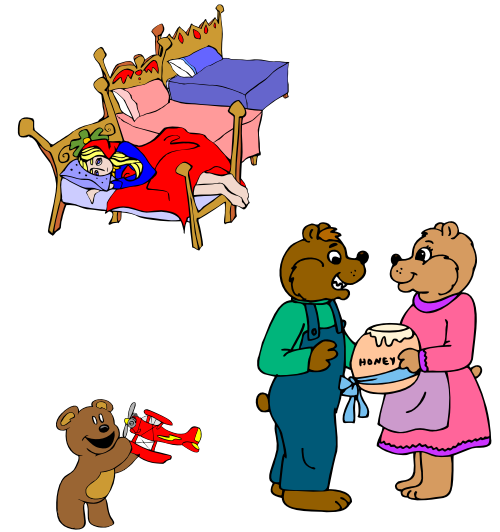
Reflect:

During and after the activity, reflect on what the student is doing/has done.

Questions: What did we do? What did Goldilocks do? How many bears were there? How many big bears? How many baby bears? If we take away all the bowls of porridge, how many do we have left?

Math Observation Checklist:

This activity will give insight into the student's understanding of more and less, counting, one-to-one correspondence, cardinality, and taking 2 pieces of information into account.



Supplies

Toy cars, blocks, balls, items of clothing. For this activity you will also refer to the student's hands, fingers or feet.

The Activity

Play the game Simon Says. The student is asked by Simon, for instance, to hold up, show, or count one foot, two fingers, three blocks. 'Simon' can also ask the student to do a number of actions. For instance, Simon Says, take 1 baby step, or 3 big steps, or do two hops."

Variations

- Switch roles and have the student "be Simon". Make some errors when the student requests you to do something and see if the student can recognize and correct the errors.

Focus:

Encourage the student to focus their attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding, and talking about them. Then explain the rules of Simon Says (i.e. only move when the words Simon Says are being used in the command). Formulate a plan with the student.

Questions: What do you need to do to focus on what you are going to do? What is the plan? What will we do first? Next? And then?

Act:

Play Simon Says.

Questions: What do you need to do? How do you know that? I forgot to say Simon Says, what do you need to do now? How many steps does it take to get to the other side of the room?

Reflect:

During and after the activity, reflect on what the student is doing/has done.

Questions: What did we do? What happened when I did not say "Simon Says?". What was your favorite thing to do?

Math Observation Checklist:

This activity will give insight into the student's understanding of counting, one-to-one correspondence, cardinality, and taking 2 pieces of information into account.



Supplies

Toys of interest to the student, stacking toy of rings or a nesting toy.

The Activity

The student counts the rings of the stack toy and/or the pieces in the nesting toy. After counting in various ways, let the student play the Hide and Seek game. Before starting the game, the student may choose a toy with parts [either the nesting toy or the stack-ring toy] to use. Re-count the toy parts, giving emphasis to remembering how each looks. Have the student cover their eyes while you hide the toy parts very openly around the room. They find each one by themselves and count the parts from 1-3 or more if able.

Variations

- Switch roles and allow the student to hide the toy parts. Then, you seek them and count the toy parts as you find them.

Focus:

Encourage the student to focus their attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding and talking about them. Then explain what they will do. Formulate a plan with the student.

Questions: What do you need to do to focus on what you are going to do? What is the plan? What will we do first? Next? And then?

Act:

Count the different parts of the toys and play hide and seek.

Questions: What do you need to do? How do you know that? How do you remember what you need to look for? Can you put the parts together and count them all?

Reflect:

During and after the activity, reflect on what the student is doing/has done.

Questions: What did we do? How many parts does this toy have? What did you do to find out? How did you make a picture in your head? Where did you hide the parts?

Math Observation Checklist:

This activity will give insight into the student's understanding of counting, one-to-one correspondence, cardinality, and taking 2 pieces of information into account, and attend to relevant information.



Supplies

One half-dozen egg carton, marbles, seashells, or rocks.

The Activity

Have the student show sets of one marble, two rocks, three rocks, and four seashells. Place one red dot inside the first egg compartment, two red dots inside the 2nd, and so on through number 4. The student may count the dots with you and then fill the compartments with the correct number of marbles.

Variations

- Use dot cards and ask the student to pull a card and create a set with the number of dots on the card.
- Ask the student to lay out the objects in the same pattern as the dots on the card.

Focus:

Encourage the student to focus their attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding, and talking about them. Then explain what you will do. Formulate a plan with the student.

Questions: What do you need to do to focus on what you are going to do? What is the plan? What will we do first? Next? And then?

Act:

The student will make sets according to the number of dots.

Questions: What do you need to do? How do you know that? How many are in this set? And that one? Which one comes next?

Reflect:

During and after the activity, reflect on what the student is doing/has done.

Questions: What did you do? Which was the largest set? Which one the smallest? How did you know that? What did you need to focus on to do this game?

Math Observation Checklist:

This activity will give insight into the student's understanding of counting, one-to-one correspondence, cardinality, taking 2 pieces of information into account, and attending to relevant information.



Supplies

Index cards; small items such as beans, pop-corn, popsicle sticks, or buttons; play-doh; paper plates; glue; number and/or dot cards with numbers 1 to 10.

The Activity

The student will pick a number or dot card and will make a set of objects with that number. The sets can be put in a paper plate or bowl, or can be glued on an index card. Repeat the process with different numbers.

Variations

- The student can make pieces of “fruit” with the play-doh according to the number on the number/dot card.
- The student can line up the sets in the same pattern as the dot cards.
- The student creates dot and/or numeral cards.

Focus:

Encourage the student to focus their attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding, and talking about them. Then explain what you will do. Formulate a plan with the student.

Questions: What do you need to do to focus on what you are going to do? What is the plan? What will we do first? Next? And then?

Act:

The student will make sets according to the number of dots.

Questions: What do you need to do? How do you know that? How many are in this set? And that one? Which one comes next?

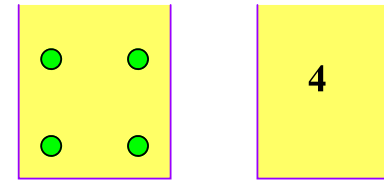
Reflect:

During and after the activity, reflect on what the student is doing/has done.

Questions: What did you do? Which was the largest set? Which one the smallest? How did you know that? What did you need to focus on to do this game?

Math Observation Checklist:

This activity will give insight into the student’s understanding of counting, one-to-one correspondence, cardinality, taking 2 pieces of information into account, and attending to relevant information.



Supplies

Large sheet of construction paper with the numbers 1—10 written on top; 55 counters, for instance beans, or buttons.

The Activity

The student fills in each column of the counting board with a set of counters to correspond to the number of pennies written in the column's title. Emphasize the fact that the number of counters in the columns increase by 1.

Variations

- The student can color in squares on graph paper marked with the numbers 1 to 10 on top.
- Mark the numbers 10 to 1 on top and have the student count down by coloring the columns.
- Use 10 cups and have child fill the cups with from 1 to 10 items.

Focus:

Encourage the student to focus their attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding, and talking about them. Then explain what you will do. Discuss rows and columns with the child. Formulate a plan with the student.

Questions: What do you need to do to focus on what you are going to do? What is the plan? What will we do first? Next? And then?

Act:

Fills in each column with the counters.

Questions: What do you need to do? Can you see a pattern? What is the pattern? What comes first? Next? How does the pattern change from one column to the next? How many more do you need to add in each following column?

Reflect:

During and after the activity, reflect on what the student is doing/has done.

Questions: What did you do? Which was the largest column? Which one the smallest? Why do you think that is?

Math Observation Checklist:

This activity will give insight into the student's understanding of counting, one-to-one correspondence, cardinality, taking 2 pieces of information into account, and attending to relevant information.

1	2	3	4	5	6	7	8	9	10
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Supplies

Index cards with different arrangements of dots for the numbers 2 to 5. Number cards 2-5 or magnetic numbers 2-5.

The Activity

The student will match the numeral cards with the dot cards. The goal is to have the student match the numerals with the dot patterns without counting the dots so that numbers are recognized by patterns. This is called subitizing.

Variations

- Present a number from 2 to 5 to the student and have them draw the dot pattern for that number.

Focus:

Encourage the student to focus their attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding, and talking about them. Then explain what you will do. Formulate a plan with the student.

Questions: What do you need to do to focus on what you are going to do? What is the plan? What will we do first? Next? And then?

Act:

The student will match numerals with dot patterns.

Questions: What do you need to do? How do you know that? You say this pattern of dots is a 3 and this one as well, but they look different. How come they are both 3?

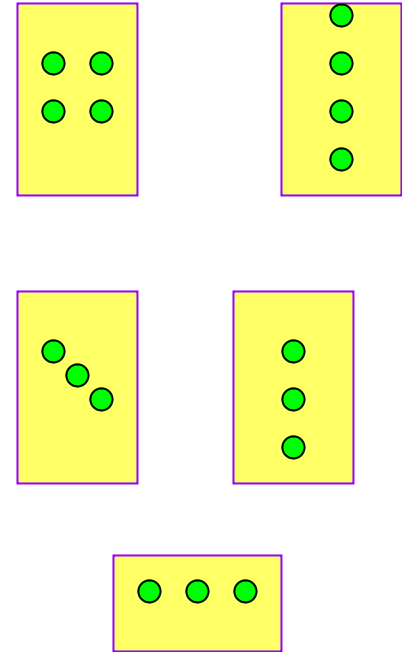
Reflect:

During and after the activity, reflect on what the student is doing/has done.

Questions: What did you do? How did you know how many dots there were without counting?

Math Observation Checklist:

This activity will give insight into the student's understanding of counting, subitizing, one-to-one correspondence, cardinality, taking 2 pieces of information into account, and attending to relevant information.



Supplies

Paper plates or bowls. Counters (for instance, beans, square inch tiles, beads, or buttons).

The Activity

The instructor and student work as a team. Build sets from 3 items to 10 items by adding one to each set. The instructor starts the pattern by putting 3 counters in a bowl and thereby making a set of 3. The student then makes the next sets, up to 10 items in a set. The next set would be 4, then 5, and so on.

Variations

- Use interlocking cubes and have the student sort them according to color. Then start a set by putting together 4 cubes of one color. Have the student choose another color for the next set of 5.
- Compare the lengths of the different sets.

Focus:

Encourage the student to focus their attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding, and talking about them. Then explain what you will do. Formulate a plan with the student.

Questions: What do you need to do to focus on what you are going to do? What is the plan? What will we do first? Next? And then?

Act:

The student will count out the counters to make the sets.

Questions: How many are in the set that I started? What number do you need to start with? What do you need to do? How do you know that. How do you make the next higher number for your set? Can you line them up starting with the biggest number?

Reflect:

During and after the activity, reflect on what the student is doing/has done.

Questions: What did you do? What kind of pattern do your sets form? Where are the most? The least? What did you do after I started my set?

Math Observation Checklist:

This activity will give insight into the student's understanding of counting, one-to-one correspondence, cardinality, taking 2 pieces of information into account, and attending to relevant information.

