Name: _____

Date: _____

Early Numeracy Assessment 1

Assessment Task	Instructions	Supporting Activities
1. Numbers Around You • Looking for signs of mathematical awareness—what is relevant to the student	How old are you? When is your birthday? What year were you born? How old will you be on your next birthday> How many brothers or sisters do you have? How old are they? What is your telephone number? Address? Where do you see math in our world?	**Helping their child recognize math in the real world.** • Grocery shopping – estimating totals, comparing prices, being aware of the various costs, amount of change • Shopping for carpets/flooring or paint - How would you determine the amount needed? • Cooking – measuring ingredients, doubling a recipe • Setting the table – how many will you need? • Calendar – awareness of dates, passage of time • Schedules – helping keep track of the family events
2. Does it Change? • understanding that the amount doesn't change when the arrangement has changed (without counting)	Start with 11 bears in a group. Ask : How many? Spread out the bears. Are there more bears now? How do you know?	• counting and rearranging groups of items, then recounting, with the goal of not needing to recount.
3. How Many? Trust the Count • include each item only once in the count • say the # names in order • keep track of the starting point • say how many without counting again	Scatter 8 bears. Can you count and tell me how many bears there are? Move the bears into another arrangement. How many are there now? Repeat with larger quantities.	• opportunities to count collections • board games to count the spaces
4. Dot Cards • know at a glance, how many up to 6 (standardized) • know at a glance, how many from 4 to 9 (non-standardized)	Dot cards (two sets—2 colours) Show each card briefly. Ask: How many?	• opportunities to visualize quantities with dot cards and five and ten frames. • Number Talks –How many do you see? How do you see them
5. Matching Numerals to Sets • Matching numerals to quantities	Set of 10 frames and numeral cards. Can you match them?	• Count out sets and match with numerals • Pick a numeral and make a corresponding set
6. More or Less at a Glance • see more or less at a glance, without counting • Know automatically, without counting one more/one less, two more, two less	Play War with ten frames (0 –10) Student need to respond. Ask: Which is more /less each time? By how many? What would 1 more/less or 2 more/less be?	• Roll a die, build the quantity. Roll again and build another quantity. Identify which is more /less? • Roll a die , build the quantity. Ask what 1 more/less or 2more/less would be.
7. How Many will You Need? • count the starting group and use that number to get the correct number	16 bears and 16 yellow cubes (honey pots) Ask the student how many honey pots will you need so each bear has one. Give every bear a honey pot.	• Count out a specific quantity and ask how many will be needed to give every object a….

8. I Wonder How Many • makes an estimation, count some, change the estimation– does the student have a closer estimate after stopping	19 bears in a pile How many do you think there are? How could you check your estimate? Stop… Do you want to change your estimate?	• Activities and experiences with grouping objects into 2s,5s and 10s and making reasonable estimates
9. Oral counting to 20 (forward and backwards) • know and can say the number pattern forward and backwards to and from 20	Ask student to count orally as high as they can count forward and backwards.	• Connect the rote counting to quantities • Counting with number lines and hundreds charts
10. Skip Counting • skip count correctly (2s or 5s) • know the quantity doesn't change • know what to do with remaining bears	19 bears Can you count them a different way? Prompt 2 or 5 if needed.	• Grouping objects into groups of 2s, 5s, and 10s and skip counting • Skip counting from different starting points
11. Decomposing: Addition • know that a number can be decomposed in different ways • represents addition with equations • understand the concept of addition	11 bears - story mat of a cave Move the bears into 2 piles. Write a number sentence that tells us about the bears in the cave? Rearrange bears and write another number sentence.	• Story mats using counters . Have student create addition stories. • Various ways to make a quantity (8 and 2 make 10) and model the concept of addition • Use dominoes to show part-part and whole.
12. Decomposing: Subtraction • know that a number can be decomposed in different ways • represents subtraction with equations • understand the concept of subtraction	11 bears - story mat of a cave The bears we huddled together but some of them wake us and leave the cave (3). Write a number sentence that tells about the bears leaving the cave. Repeat with different #s	• Story mats using counters . Have student create subtraction stories. • Various ways to model the concept of subtraction (10—3 =7) • Use dominoes to show part-part and whole.
13. Build and Change • Know how to change from one number to another number • Verbally describe the change without modeling	Bears Build 6 make it 8—What did you do? Build 7 make it 5—What did you do?	• Explore building numbers and visualizing the change to get to another number

14. What's the Pattern? • continue a pattern in either direction (abcc) • identify the core of the pattern	What comes next at either end? What is the core?	• Use a variety of materials to create patterns and identify the core • Ask students to add to the pattern at both ends of pattern • Identify the core of the pattern (the part that repeats)
15. Which one doesn't belong? • Identify and explain why a shape is different from the rest	Use attribute blocks. Which shape is different from the rest? How? Why?	• Working with sets where one object is different in size, shape, colour, orientation • Which one is different? activities (see Wodb.ca website)
16. Squares Puzzle • Identify the student's use of visual spatial imagery and highlights analytical thinking, perseverance and confidence	Show the card with the square shape. Look at the pieces. 3 of them will make the square shape. Which ones? Show me.	• Puzzles • Building with pattern blocks, tangrams and attribute blocks
Materials Needed: • Collection of coloured bears • 18 yellow unifix cubes • Dot cards—(1 set 1 –6, another set 0 –9) • Ten frames (0 –10) • Numeral cards 0 –9 • Forest and Bear Cave photo cards • Square puzzle and parts • Attribute Blocks	**NOTE:** • Know your students—adjust the quantities or complexity of the tasks to show their strengths	