

| <b>Developing and Assessing Number Sense – Kindergarten</b>   | <b>Record Student Responses:</b>  |
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| <p>1. Rote Counting: <b>Ask student to count forwards and backwards by 1's (75 – 100), 2's (2-20), 5's (5-50), and 10's (10-100). Give the first three and ask them to continue.</b></p>  | <p>Examples:<br/>75, 76, 77<br/>67, 66, 65<br/>2, 4, 6,<br/>5, 10, 15,<br/>10, 20, 30,<br/>90, 80, 70</p> |
| <p>2. One-to-One Correspondence: <b>Give students 18 cubes; ask them to count the cubes.</b></p>  |   |
| <p>3. Subitizing: <b>Show objects (2-5); ask student, "How many objects do you see without counting?" Keep track of how many objects the child is able to recognize without counting. Also ask student which set has more objects. Do they count or do they just know by sight?</b></p> |   |
| <p>4. Keeping Track: <b>Arrange 12 objects in a circle. Ask students to count objects. Do they remember which ones they have already counted?</b></p>   |   |
| <p>5. Conservation of Number: <b>Place 5-8 cubes in front of a student. Ask student to count. How many are there? Teacher moves cubes in different arrangement (further apart or closer together). How many are there?</b></p>  |   |
| <p>6. Hierarchical Inclusion: <b>Show student 5 cubes. Ask student to count them. Ask student to take away 2, 3, or 4 cubes. Student should take away the quantity.</b></p>   |   |
| <p>7. Compensation: <b>Using six cubes, make all the ways you can to make 6. Read it back out loud to me. Watch to see if they immediately jump to (5,1) (4,2).</b></p>   |   |
| <p><b>Developing and Assessing Number Sense Assessment</b></p>  | <p>– Created by Michelle Flaming – ESSDACK<br/>- Customized by Liberal Instructional Coaches</p>          |

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| <p><b>8. Part/Whole Relationships: Show student 6 cubes, and ask the student to count them out loud. Say, "I am going to hide some cubes while you hide your eyes." Hide some. Ask, "Look at the cubes and tell me how many I have hidden." Hide 5, 4, 3, 2, and 1.</b></p>   |  |
| <p><b>9. Unitizing: Using unifix cubes (some in groups of 10, others in ones) or base ten blocks, asks the student to count the number of cubes. Use numbers such as: 12, 22, 14, 39, and 12. If students count by tens, then ones – there is evidence of the concept of ten. May check but may not be concerned if this is not mastered.</b></p>   |  |
| <p><b>10. Place Value – Ask students to represent the number 24 with base ten blocks or cubes. Watch to see if they include 2 tens, 4 ones, 1 ten, 14 ones and 24 ones. If student only is able to show 2 tens and 4 ones and 24 units. Place the original amount (2 tens, 4 ones) for the child to see once again. Trade a ten stick for 10 ones. Ask the child what this number is. If the child needs to recount then the do not understand the place value concept. May check but may not be concerned if this is not mastered. Check for understanding.</b><br/>See Progress of Base Ten Understanding Form for More In Depth Assessing.</p> |  |
| <p><b>11. Relationships: Give multiplication/division story problems. Children can act out, model, draw pictures or use mental math. Does the student solve repeated addition or subtraction?</b></p>   |  |

- 1. There are 2 cupcakes on a plate. I have 2 plates. How many cupcakes altogether?**
- 2. I have 8 pieces of pizza and 4 friends. I want to share with my friends. How many pieces can each friend have?**

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