

Developing and Assessing Number Sense – Pre-K	Record Student Responses:
<p>1. Rote Counting: Ask student to count forwards by 1's (1-30). Give the first three and ask them to continue. Ask student to count backwards by 1's (5-1).</p>	<p>Examples: 1,2,3 6,5,4,</p>
<p>2. One-to-One Correspondence: Give students 5 cubes; ask them to count the cubes. Can also check for Quantity Discrimination. Put 1 cube by itself and 3 in a pile and ask which has more</p>	
<p>3. Subitizing: 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?</p>	
<p>4. Keeping Track: Arrange 5 objects in a circle. Ask students to count objects. Do they remember which ones they have already counted?</p>	
<p>5. Conservation of Number: Place 5 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?</p>	
<p>6. Hierarchical Inclusion: 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.</p>	
<p>7. Compensation: 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).</p>	

<p>8. Part/Whole Relationships: Show student 5 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 4, 3, 2, and 1.</p> <p>Show students 5 cubes comprised of two different colors separated into two groups. Ask students are in each group and how many there are altogether.</p>	
<p>9. Ordinal Numbers: Arrange 5 different colored unifix cubes in a row. Have student count the cubes. Ask them which cube is first and which cube is last. Student should identify the color of the cubes.</p>	
<p>10. 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?</p> <ol style="list-style-type: none"> 1. There are 2 cupcakes on a plate. I have 2 plates. How many cupcakes altogether? 2. I have 4 pieces of pizza and 2 friends. I want to share with my friends. How many pieces can each friend have? 	
	<p>– Adapted by Renee’ Smith Using Kansas Pre-school Standards (draft 5/21/2013) and MTSS Implementation Supplement for Preschool Math</p>