

Developing and Assessing Number Sense – Second Grade	Record Student Responses:
<p>1. Rote Counting: Ask student to count forwards and backwards by 1’s (1-220), 2’s (2-220), 5’s (5-220), and 10’s (10-220). Give the first three and ask them to continue.</p>	<p>Say, and record student counts: 99, 100, 101 220, 219, 218 138, 140, 142 125, 120, 115 110, 120, 130 220, 210,</p>
<p>2. One-to-One Correspondence: Give students cubes (25-50); ask them to count the cubes. Should be mastered.</p>	
<p>3. Subitizing: Show base ten blocks (tens, hundreds). Ask student, “How many units do you see without counting?” Flash for three seconds. Keep track if the student understands 100s and 10s by sight.</p>	
<p>4. Keeping Track: Put 16-20 cubes in a cluster. Ask students to count objects. Do they remember which ones they have already counted? Should be mastered.</p>	
<p>5. Conservation of Number: 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? Should be mastered.</p>	
<p>6. Hierarchical Inclusion: Show student the number 85 built with base ten blocks. Say, “Here’s 85, show me 87”. Check to see if they add on or start all over counting.</p>	
<p>7. Compensation: Show 100 using two sets 50 + 50 with base ten blocks. Have students count. Ask if there are other ways the rods could be arranged and still total 100. (10 + 90, 20 + 80, etc.)</p>	
<p>Developing and Assessing Number Sense Assessment</p>	<p>– Created by Michelle Flaming – ESSDACK - Customized by Liberal Instructional Coaches</p>

<p>8. Part/Whole Relationships: Show student 20 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.”</p>	
<p>9. Unitizing: Using base ten blocks, asks the student to count the number of cubes. Use numbers such as: 592, 732, 274, 539, and 952. If students count by hundreds, tens, than ones – there is evidence of the concept of hundreds, tens, and ones.</p>	
<p>10. Ask students to represent the number 34 with base ten blocks. Watch to see if they include 3 tens, 4 ones, 2 tens, 14 ones, 1 ten, 24 ones, and 34 ones. If student only is able to show 3 tens and 4 ones and 34 units. Place the original amount (3 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. Expand to how many tens are in 234? Check for understanding. See Progress of Base Ten Understanding Form for More In Depth Assessing.</p>	
<p>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?</p> <ol style="list-style-type: none"> 1. Mary has 8 friends and each friend has four balloons. How many balloons do all of the Mary’s friends have? 	

2. **Jill wants to buy 5 books at \$3.00 each. How much money did she spend?**
3. **George has 55 stickers. He wants to give them to his five friends. How many will each friend get?**