

Continuum-Based Math Phase 1 Task: Counting



PURPOSE: Counting columns 1 to 9

MATERIALS: General purpose counters e.g. two-coloured counters, pattern blocks, blocks etc.


INSTRUCTIONS: This is a one-on-one teacher/student interview. It should be completed in some privacy, away from other students. It is important that the script be followed in a precise manner, with little or no teacher help. Teachers may provide some clarification, but should not deviate from the overall goal of each task. Students should demonstrate a ‘**mastery**’ of each task. **Partially correct answers should not be marked as correct.**

Teacher Instructions & General Question for Student	Teacher ‘Look Fors’ Students should demonstrate <u>complete</u> understanding	Column
Put out 7 to 11 counters on the table before the student arrives (do not use 10 and do not have additional counters in sight) 1. ASK: “Can you tell me how many are here?” (be sure not to say ‘count’) 2. ASK: “So how many are here?” (after the count is complete)	Does the student actually attempt to count to find the total (as opposed to just guessing)?	If correct check column 1
	Does the student count each object only once? Does the student say the correct amount when asked?	If correct check column 2
Re-arrange the counters into a straight line Move one of the middle counters slightly out of line 1. ASK: “Can you count again, starting from this counter? (pointing to the counter out-of-line)” 2. ASK: “So how many are here?” (after the count is complete)	Does the student count <i>all</i> the counters? Does the student get the same result as previous?	If correct check column 3
With the counters still in a straight line, pull the first counter slightly out of line 1. ASK: “How much is this counter?” Put the counter back in line, now pull out one of the middle counters slightly out of line. 2. ASK: “How much is this counter?” Put that counter back in line and pull the ‘last’ counter slightly out of line. 3. ASK: “How much is this counter?”	Does the student say that each counter is ‘one’, as opposed to the ‘one’, ‘five’, ‘nine’ etc?	If correct check column 4
Re-arrange the counters randomly again. 1. ASK: “Can you tell me how many are here?”	Does the student give the answer to the question immediately, without counting again?	If correct check column 5





<p>2. Re-arrange and ask same question again (have student move the counters)</p> <p>3. ASK: "How do you know there is that many?"</p>	<p>Is the student able to <i>explain</i> that there is the same amount because:</p> <ul style="list-style-type: none"> • they already counted the objects or • that none were added or taken away or • that mixing (moving) the objects doesn't change the count 	
<p>ASK: "Start at 7 (or 8 or 9) and count out loud and keep going until I say stop."</p>	<p>Is the student able to count the sequence of '11-19' correctly?</p>	<p>If correct check column 6</p>
	<p>Is the student able to count up to 31 in sequence with no errors?</p>	<p>If correct check column 7</p>
<p>Refer to sheets A, B and C.</p> <p>ASK: "Can you point to the numeral that shows how many are in each picture?"</p>	<p>Is the student able to choose the correct answer on their first choice?</p>	<p>If correct check column 8</p>
<p>Refer to sheets D, E and F.</p> <p>ASK: "Can you point to the numeral that shows how many dots are in each picture?"</p>	<p>Is the student able to choose the correct answer on their first choice?</p>	<p>If correct check column 9</p>
<p><i>This task is from Phase 2. Only ask this to students who have completed Phase 1.</i></p> <p>ASK: "Start at 31 and count backwards and keep going until I say stop."</p>	<p>Is the student able to count backward to zero with no errors? In particular look out for students who miss out thirty or twenty, or who have trouble with the teens.</p>	<p>If correct check column 10</p>

Teacher Notes:

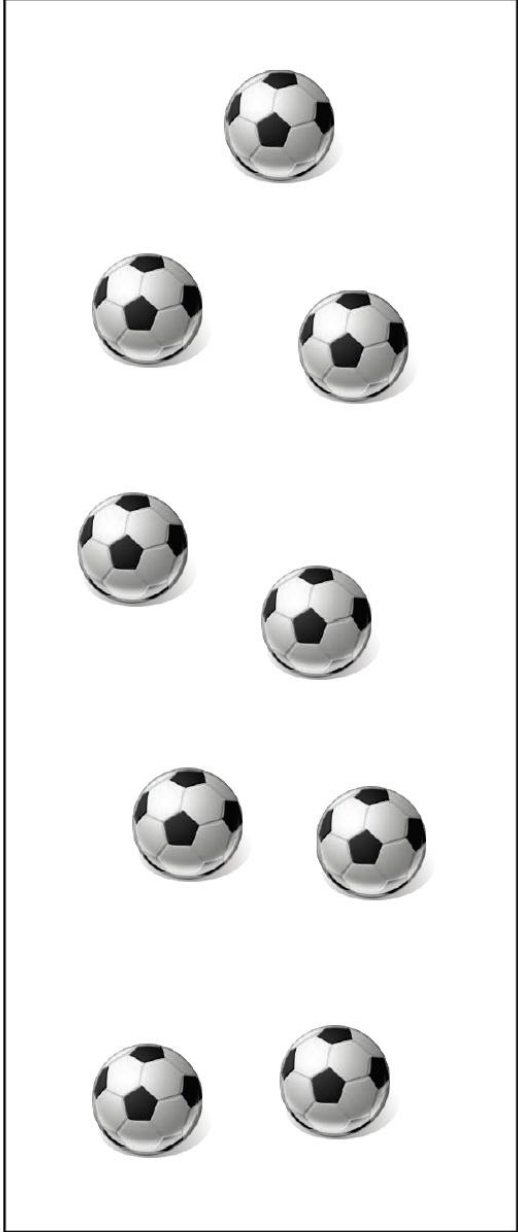
One of these numbers goes along well with this picture. Point to the number that matches how many cats

	3	8
	1	4
	9	5
	2	7
	10	6

One of these numbers goes along well with this picture. Point to the number that matches how many dinosaurs

	3	8
	1	4
	9	5
	2	7
	10	6

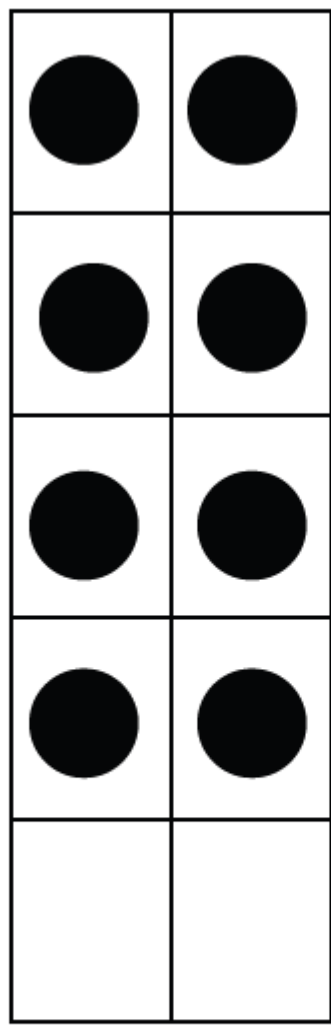
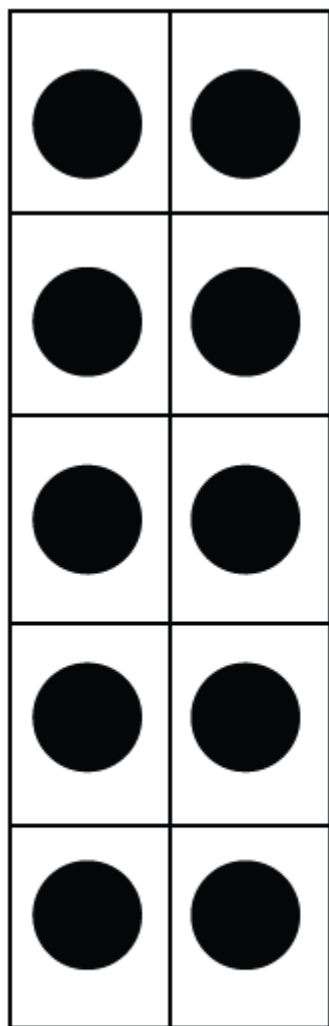
One of these numbers goes along well with this picture. Point to the number that matches how many soccer balls

	3	8
	1	4
	9	5
	2	7
	10	6

●	●	●	●	●	●	43	13
●	●	●	●	●	●		
●	●	●	●			24	34
●	●	●	●				
●	●	●	●			42	22

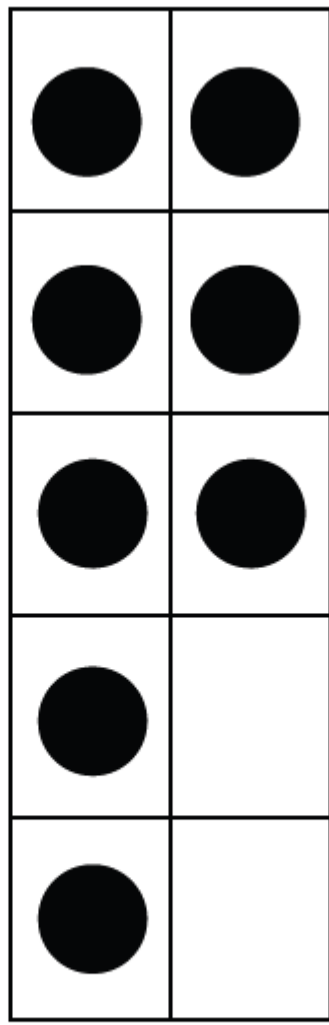
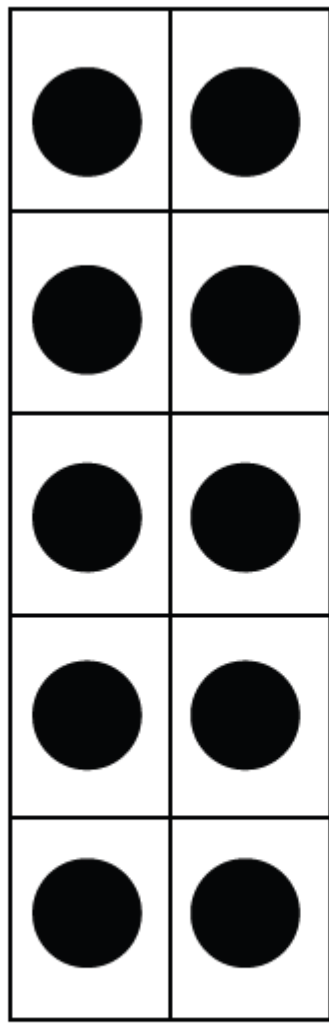
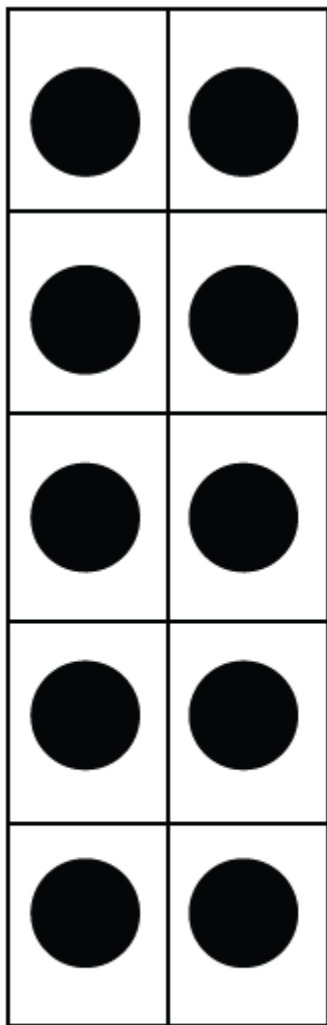
One of these numbers goes along well with the number of dots. Point to the number that matches how many dots

Counting Diagnostic Sheet D



12	13
81	9
22	18

One of these numbers goes along well with the number of dots. Point to the number that matches how many dots



18	28
82	8
12	22

One of these numbers goes along well with the number of dots. Point to the number that matches how many dots

Counting Diagnostic Sheet F