Name: Date:

|  |  |
| --- | --- |
| Task/Script | Observations (what does child say or do?) |
| 1. **I’m going to show you two cards, quickly. I want you to tell me how many dots all together.** Show red 2 dots and 3 red dots (record).  **Now, I’m going to use bigger numbers and I will be slower with the cards.** Place cards 4 and 5 on table (record). |  |
| 2. **I want you to help me with this: I have 3 cubes. How many more do I need so I have 10 cubes?**[provide bin of cubes] |  |
| 3. **I’m going to show you some adding and subtracting sentences, some equations. I fwant you to tell me how much and explain how you figured it out.** One at a time, place cards (2+4=\_\_, 5+3=\_\_, 10-5=\_\_, 8-2= \_\_) |  |
| 4. **This time, I’m going to give you number sentences, or equations, where a different number is missing. You tell me what belongs in that empty space.** Put number line on table. Place each missing term equation on table (one at a time). |  |
| 5. **You added two numbers in your head that are a total of a little more than 5. What could the numbers be?** Leave available number line and cubes.  -scaffold as needed (e.g., if child is aiming for 7; show me 7, now show me 7 in a different way) |  |
| 6. **How can you use 5 to help you answer 3+6?**  **How can you use 10 to help you answer 8+9?** |  |
| 7. **Which is more?**  6 or 8? (Show numerals, manipulatives, dot cards)  **I’m going to show you two number sentences. You tell me which one is more.** Number cards with 1+3 and 4+2.  **Next, we’ll use the cubes to estimate. This is what 5 cubes looks like. Scoop up 10.** Bin of cubes on table. |  |
| 8. **How many groups of 2 are in 10?**  **How many equal groups can you make? (“fair share”)** |  |
| 9. **Choose two numbers. Please put them beside each other to make a new bigger number. The biggest number you can make!** Put cards 1-5 on table. **...What is your number called?** |  |