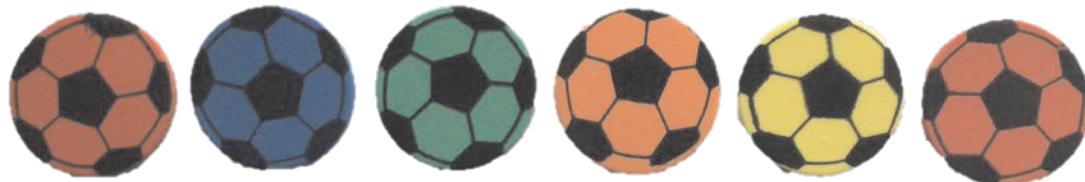
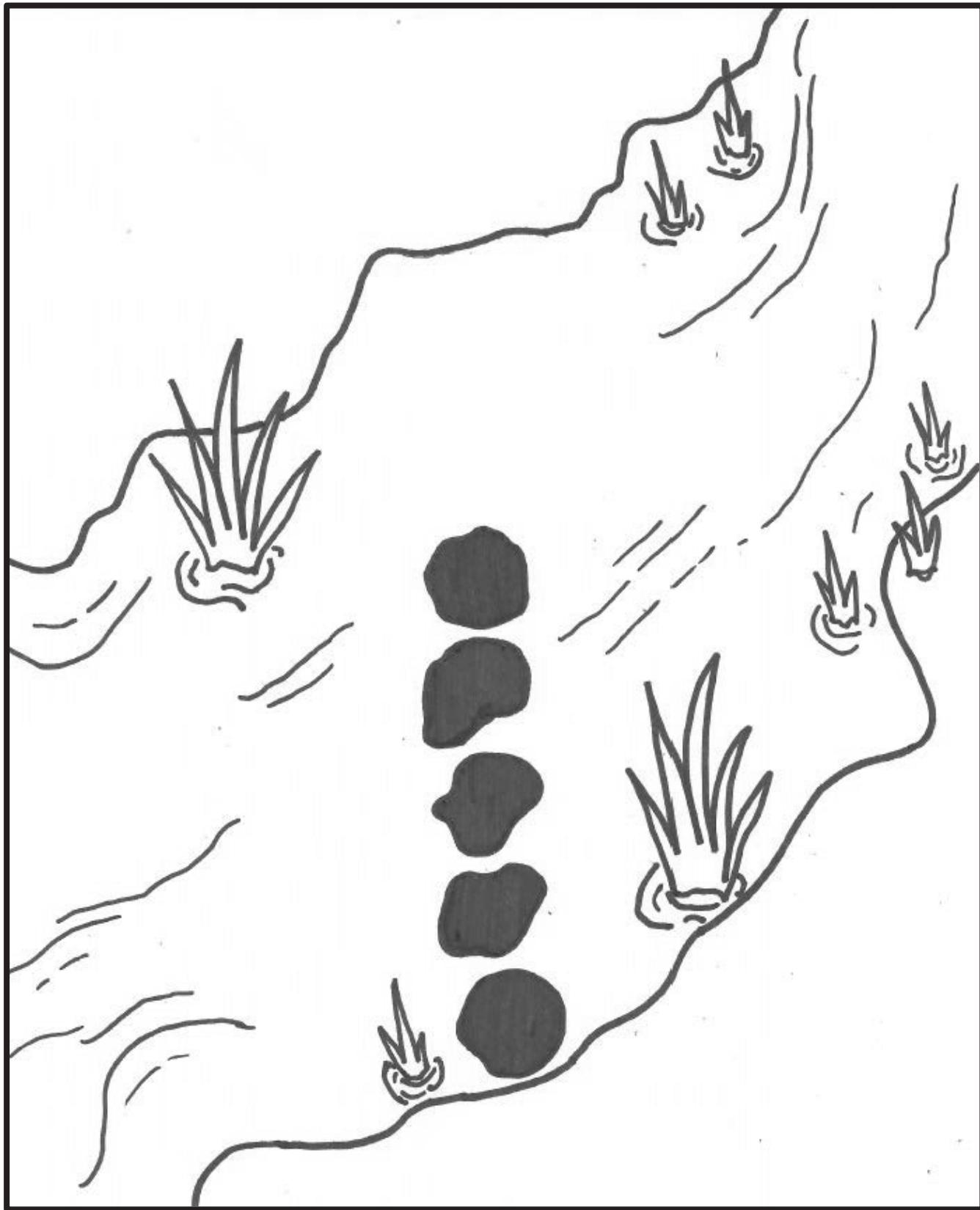


Name _____

Date _____

Draw 1 more soccer ball in each line.





creek mat

Name _____

Date _____

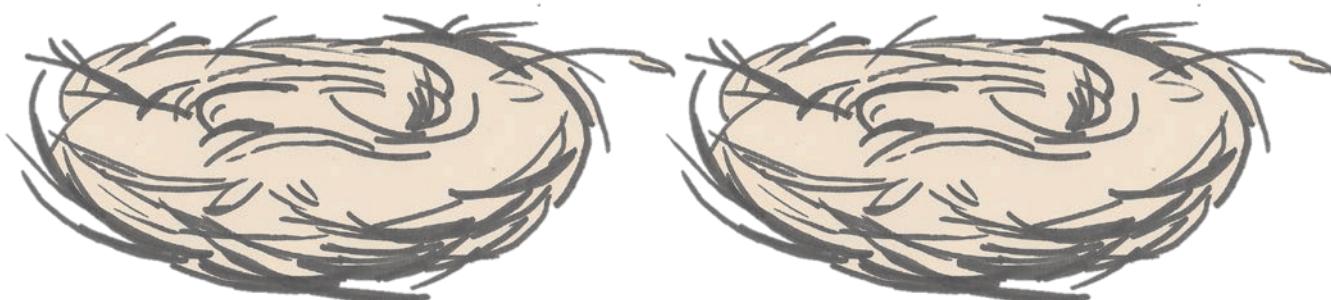
Draw 6 eggs. Draw lines to show the 6 chicks standing.



Name _____

Date _____

Draw 6 eggs. Draw lines to show the 6 chicks standing.



Name _____

Date _____

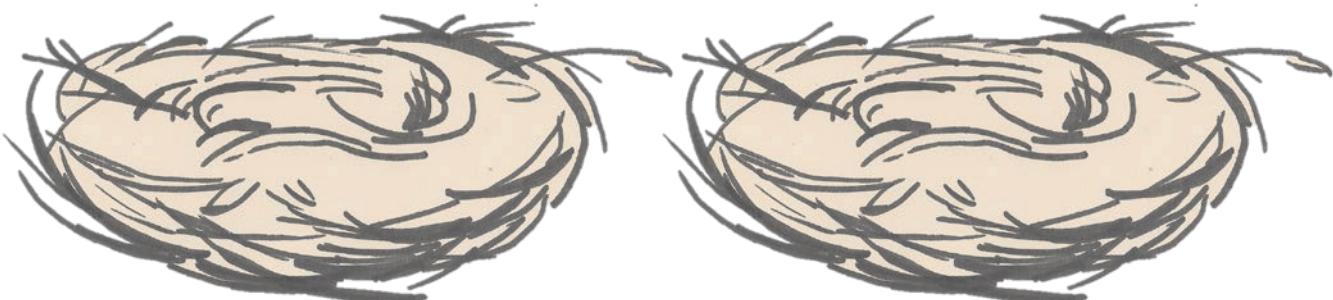
Draw 7 eggs. Draw lines to show the 7 chicks standing.



Name _____

Date _____

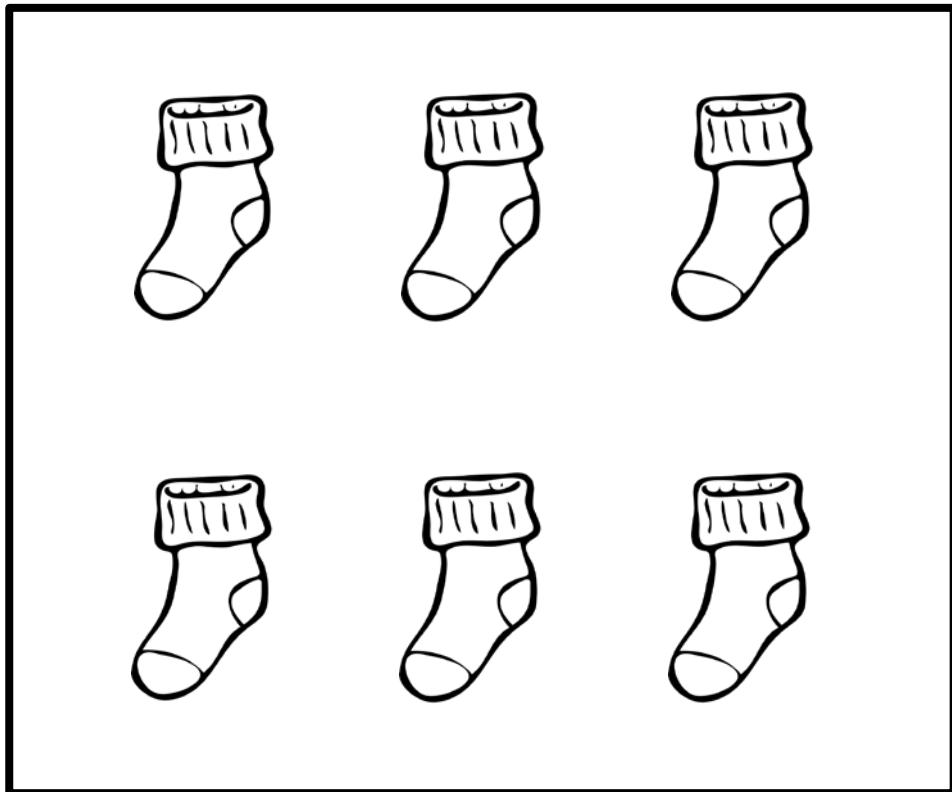
Draw 7 eggs. Draw lines to show the 7 chicks standing.



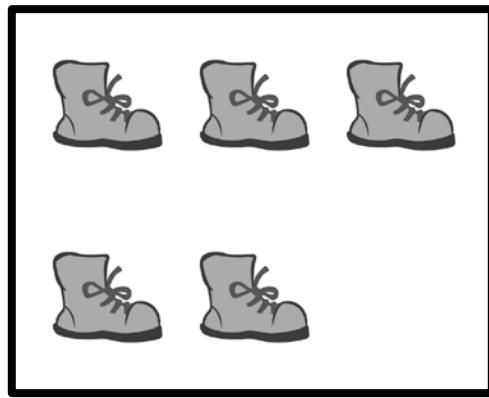
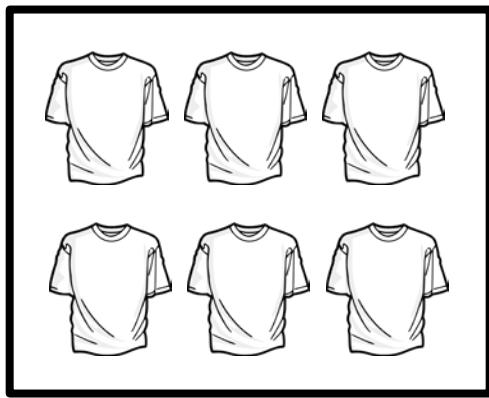
Name _____

Date _____

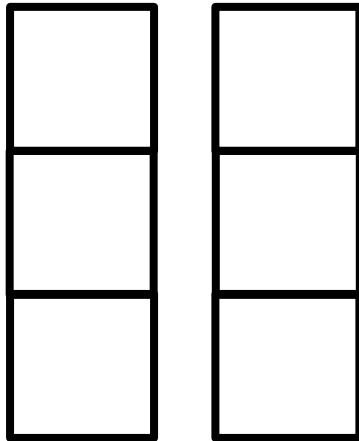
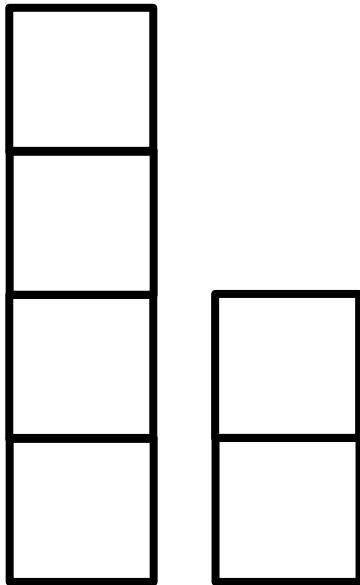
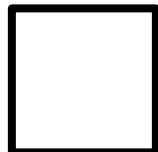
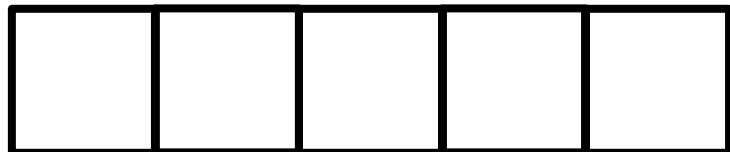
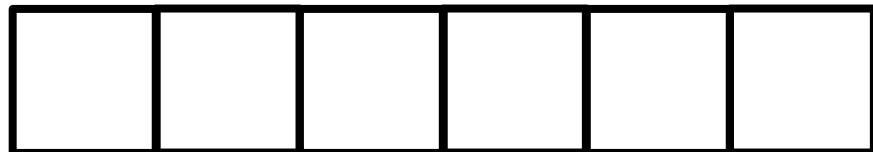
Color the socks to show pairs.



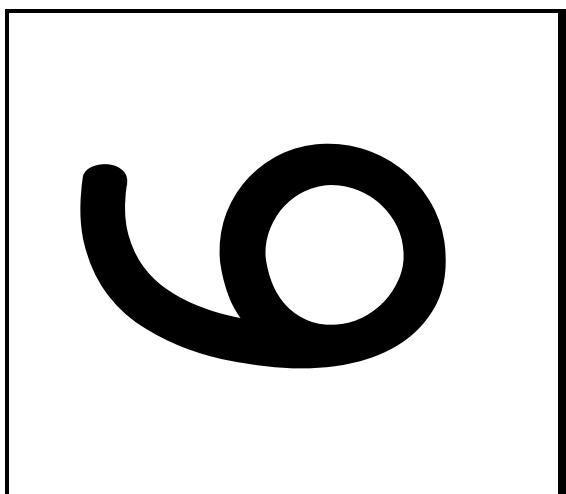
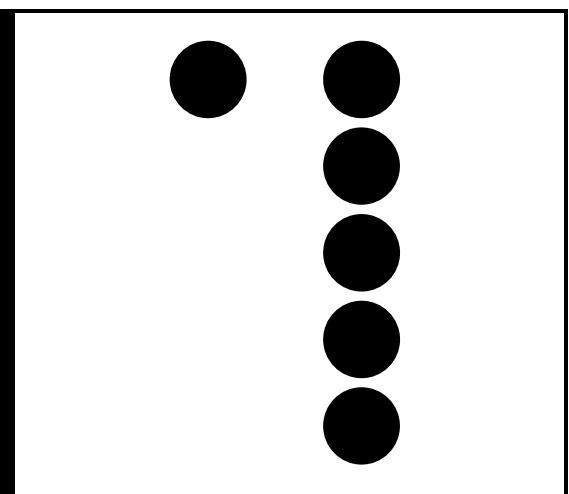
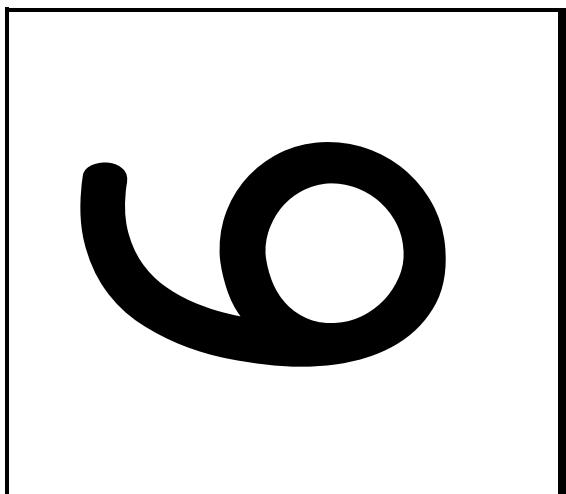
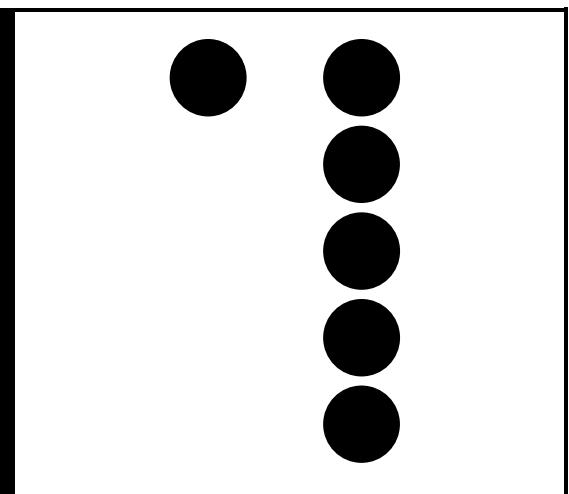
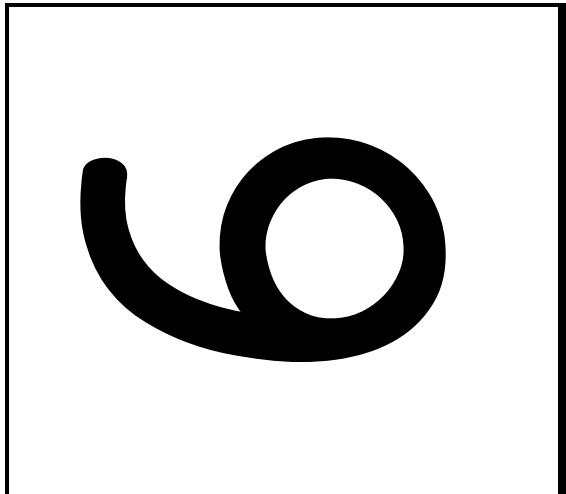
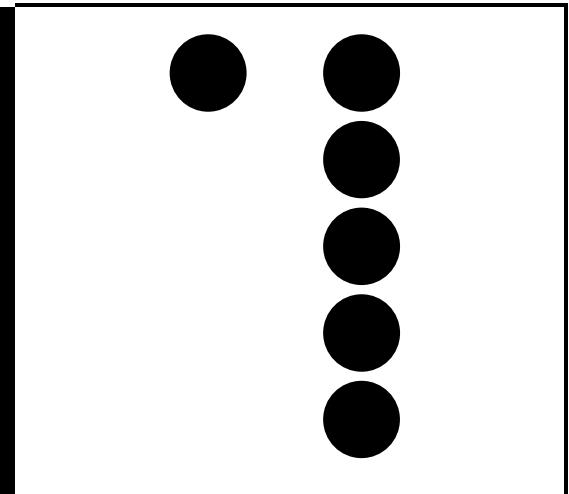
Color the set below that has 6.



Cut along dashed lines to prepare Partners of 6 Puzzles.

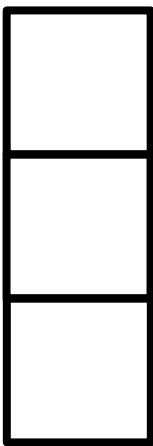
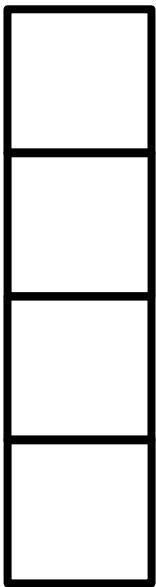
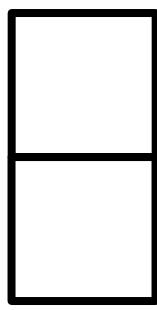
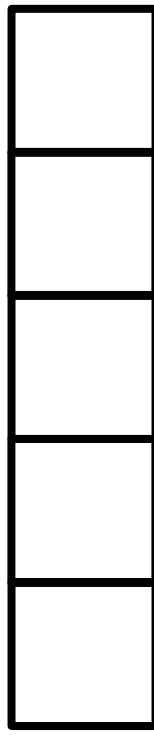
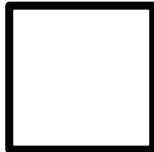
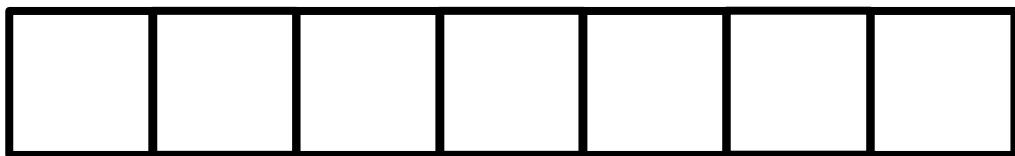


partners of 6 puzzles



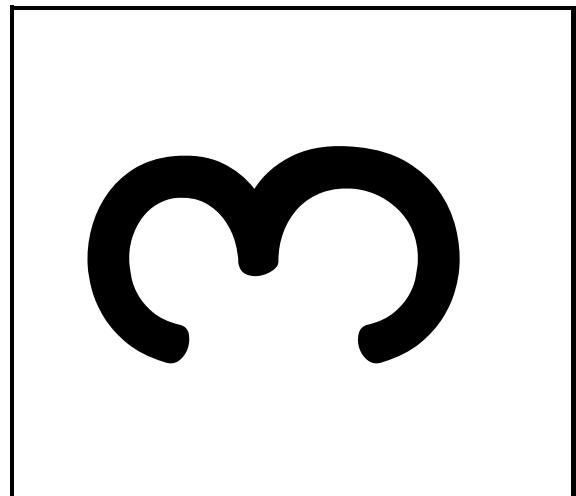
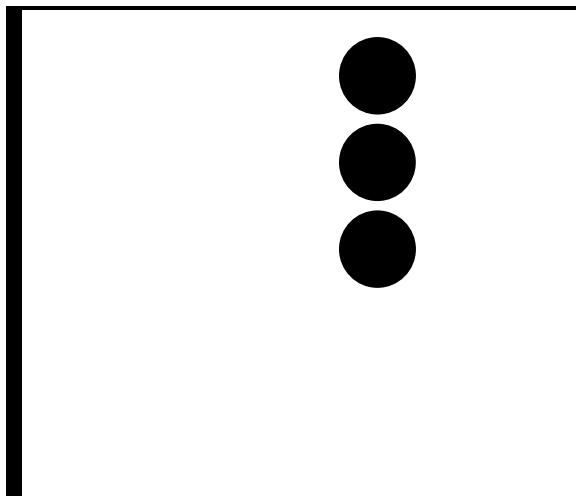
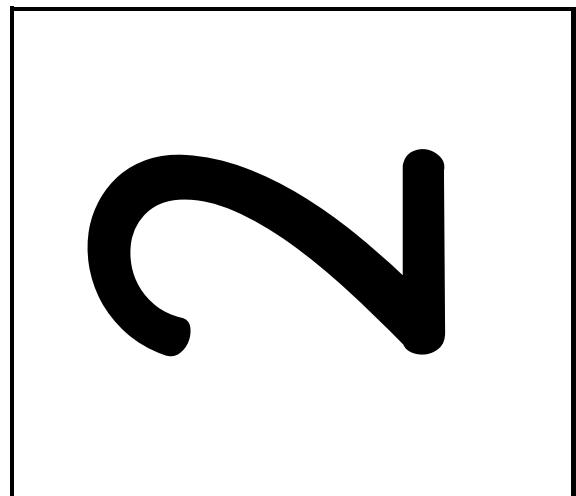
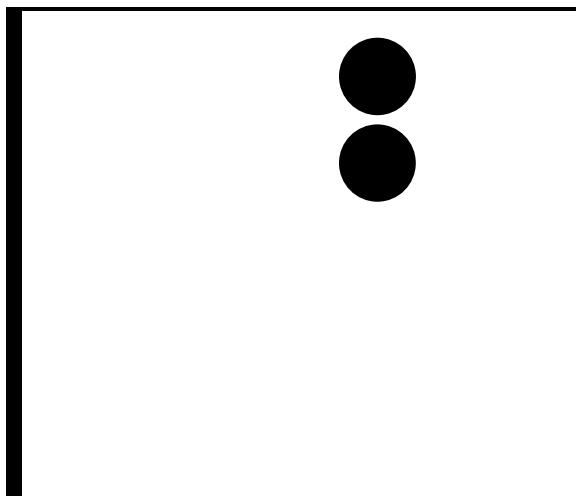
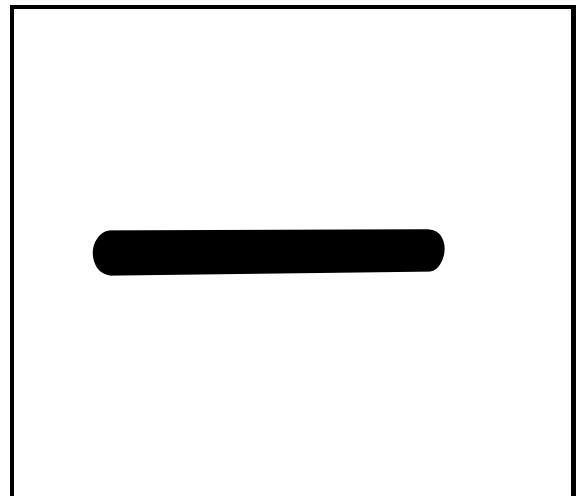
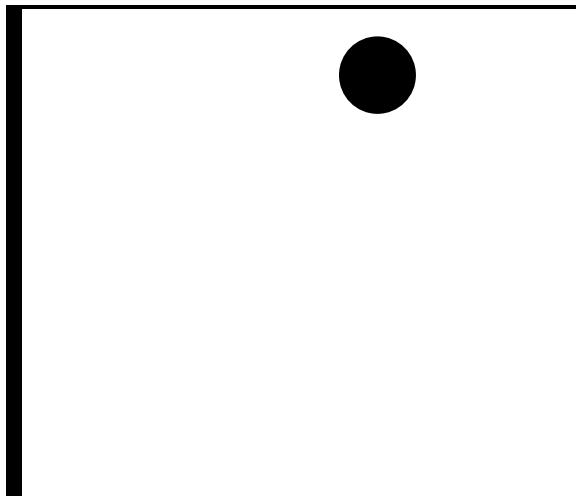
numeral cards

Cut along dashed lines to prepare Partners of 7 Puzzles.

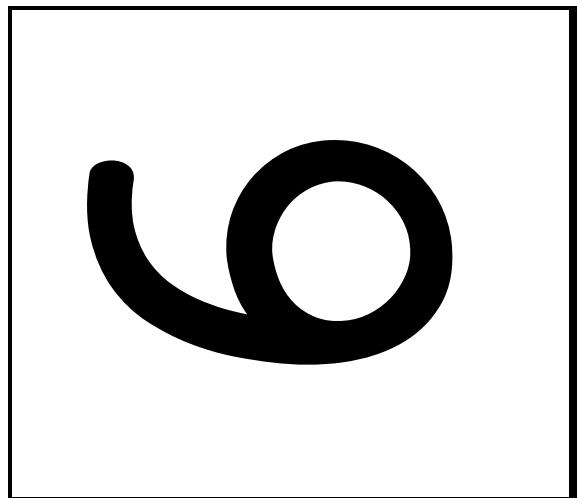
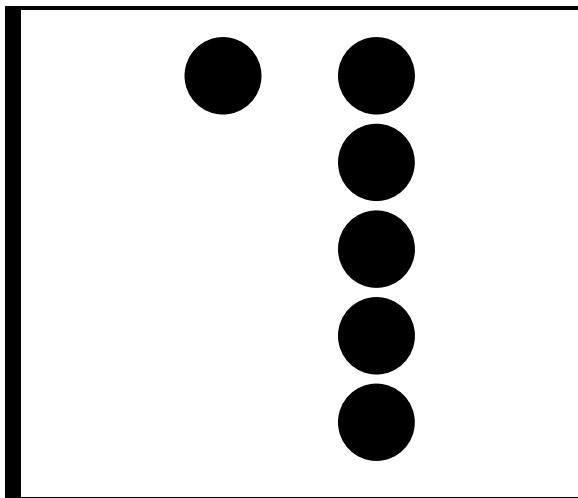
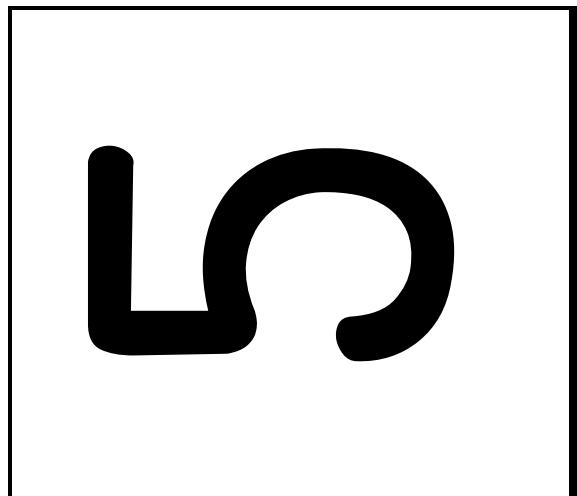
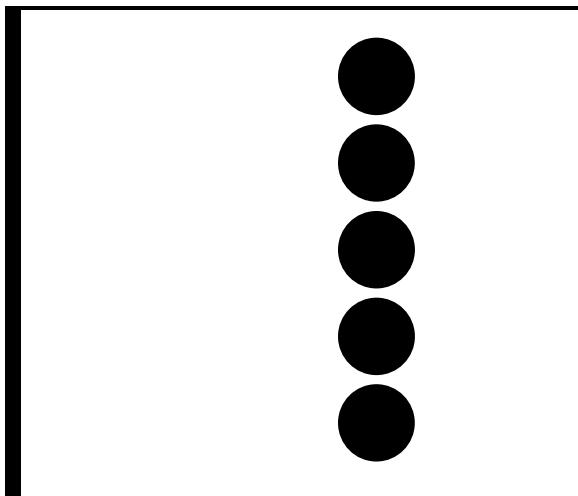
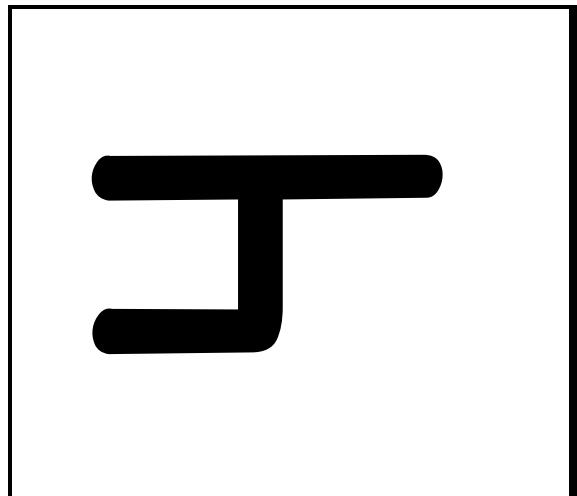
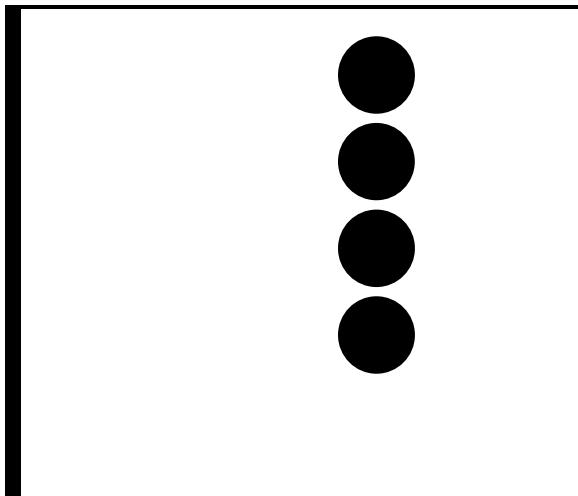


partners of 7 puzzles

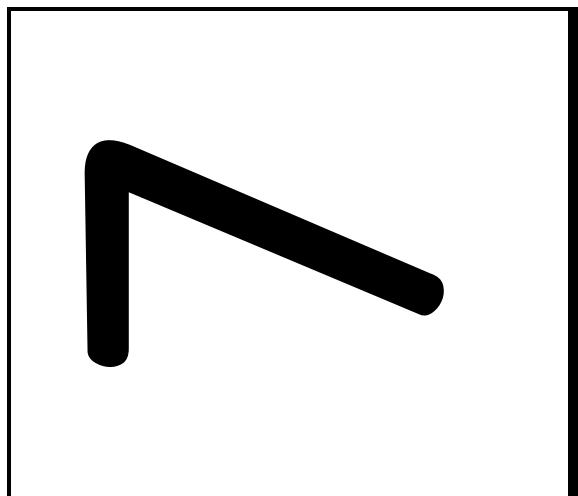
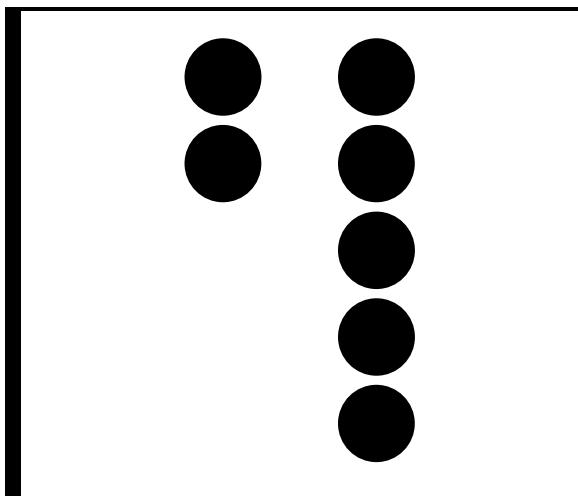
To create numeral cards: 1) Print. 2) Fold lengthwise so the outline on the numeral side matches the outline on the dot side. 3) While the paper is folded, cut out individual cards. Do not cut along the fold! 4) Laminate with cards folded so that numeral and dots match.



numeral cards



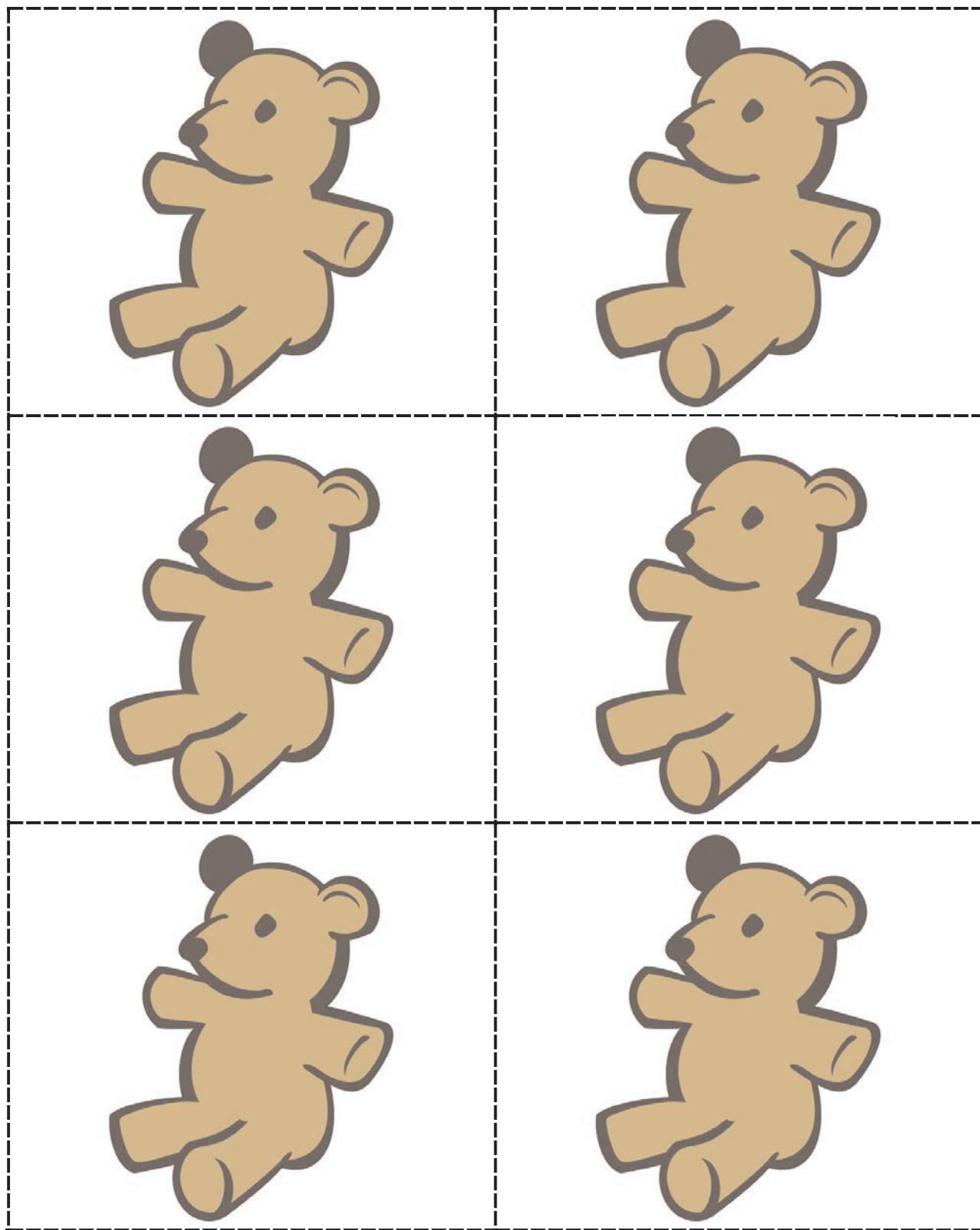
numeral cards



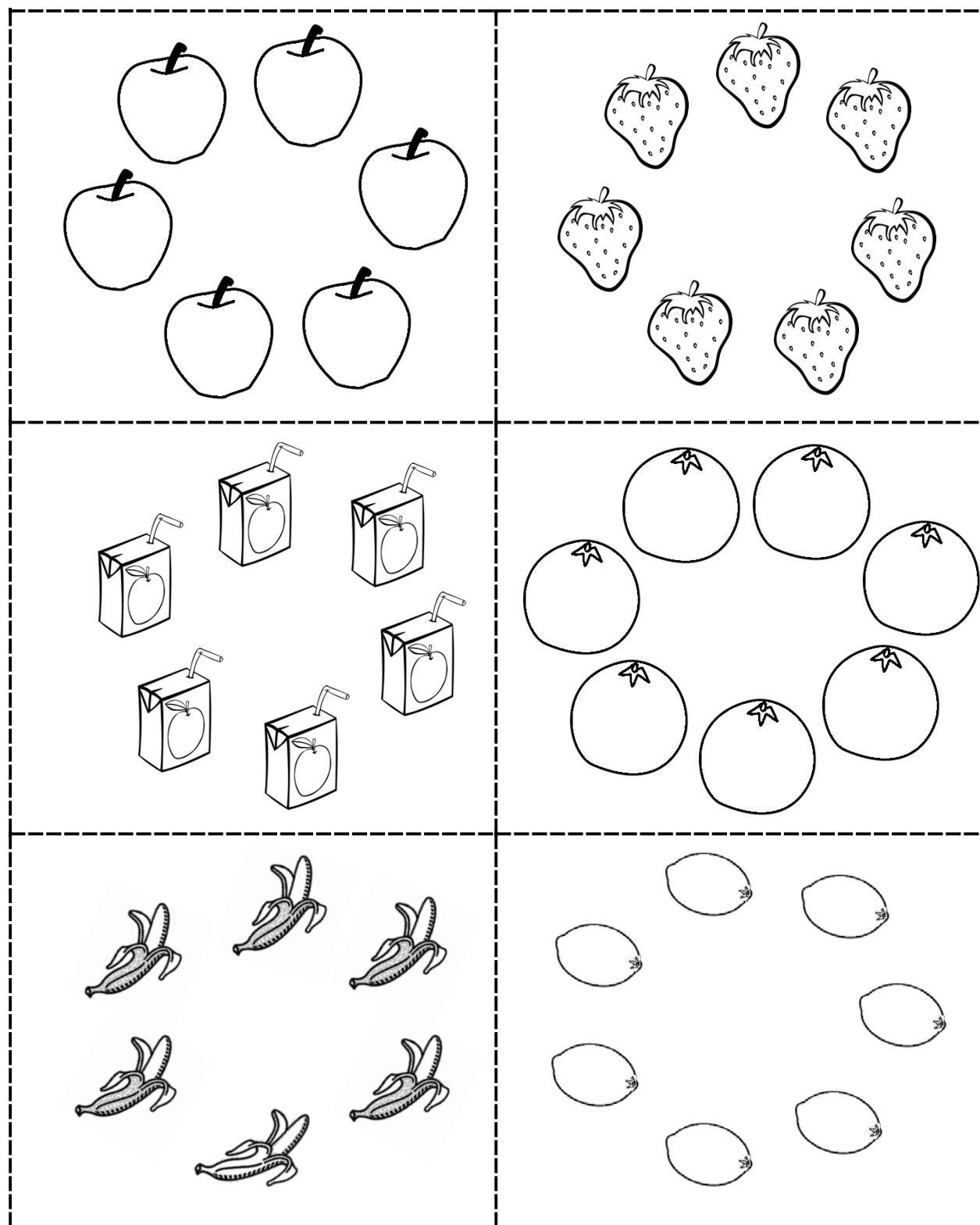
numeral cards



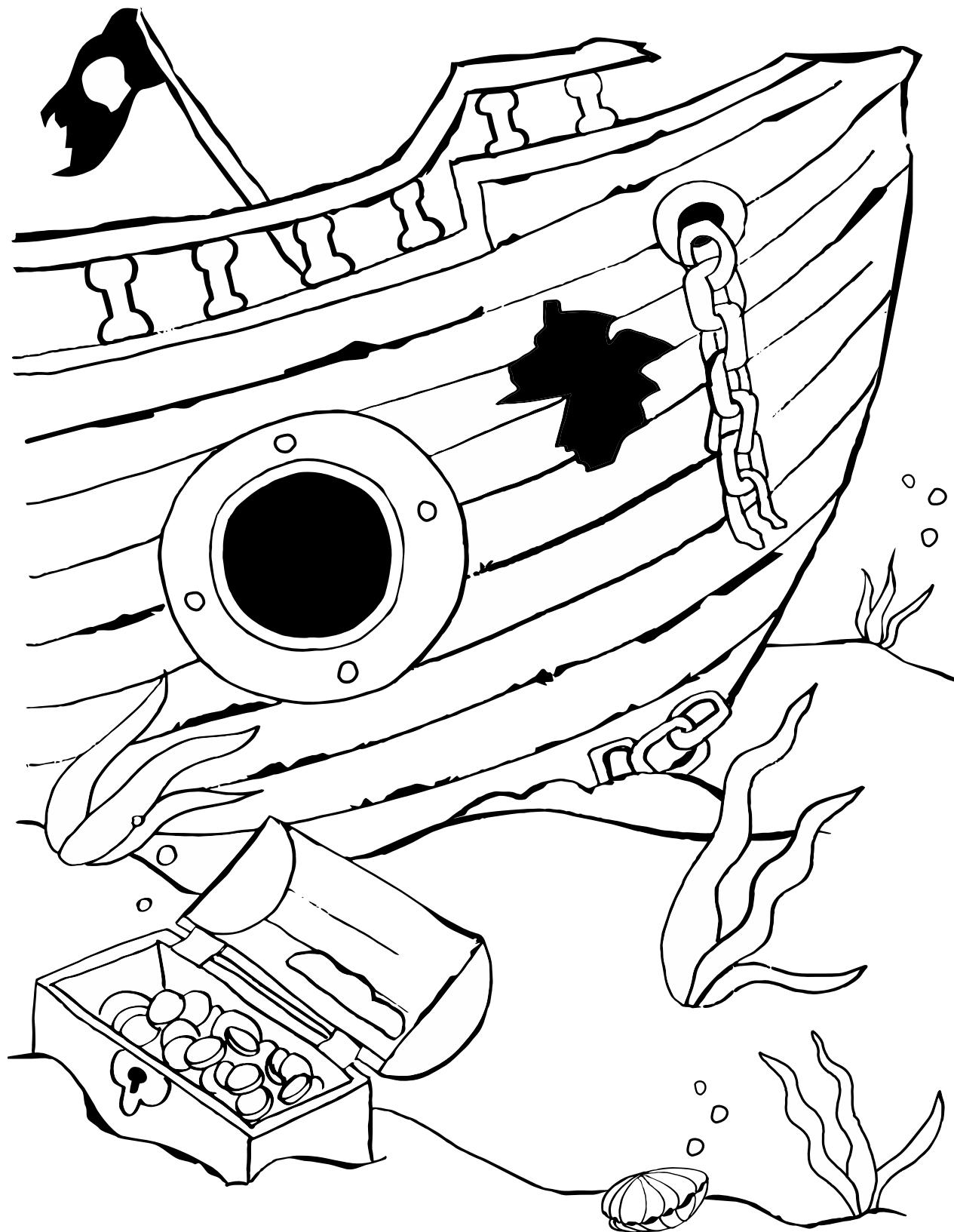
6 squirrels and 7 bears



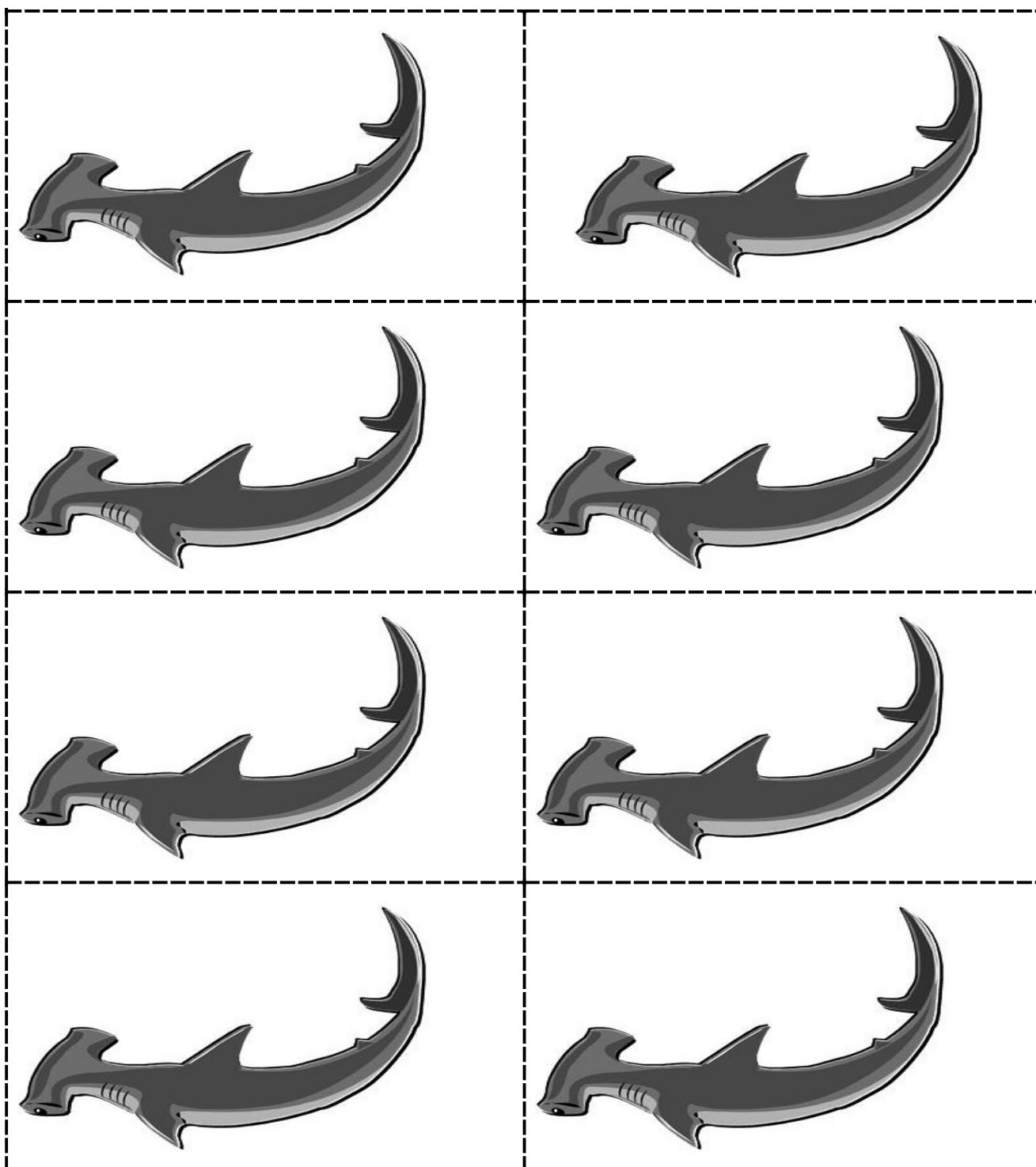
6 squirrels and 7 bears



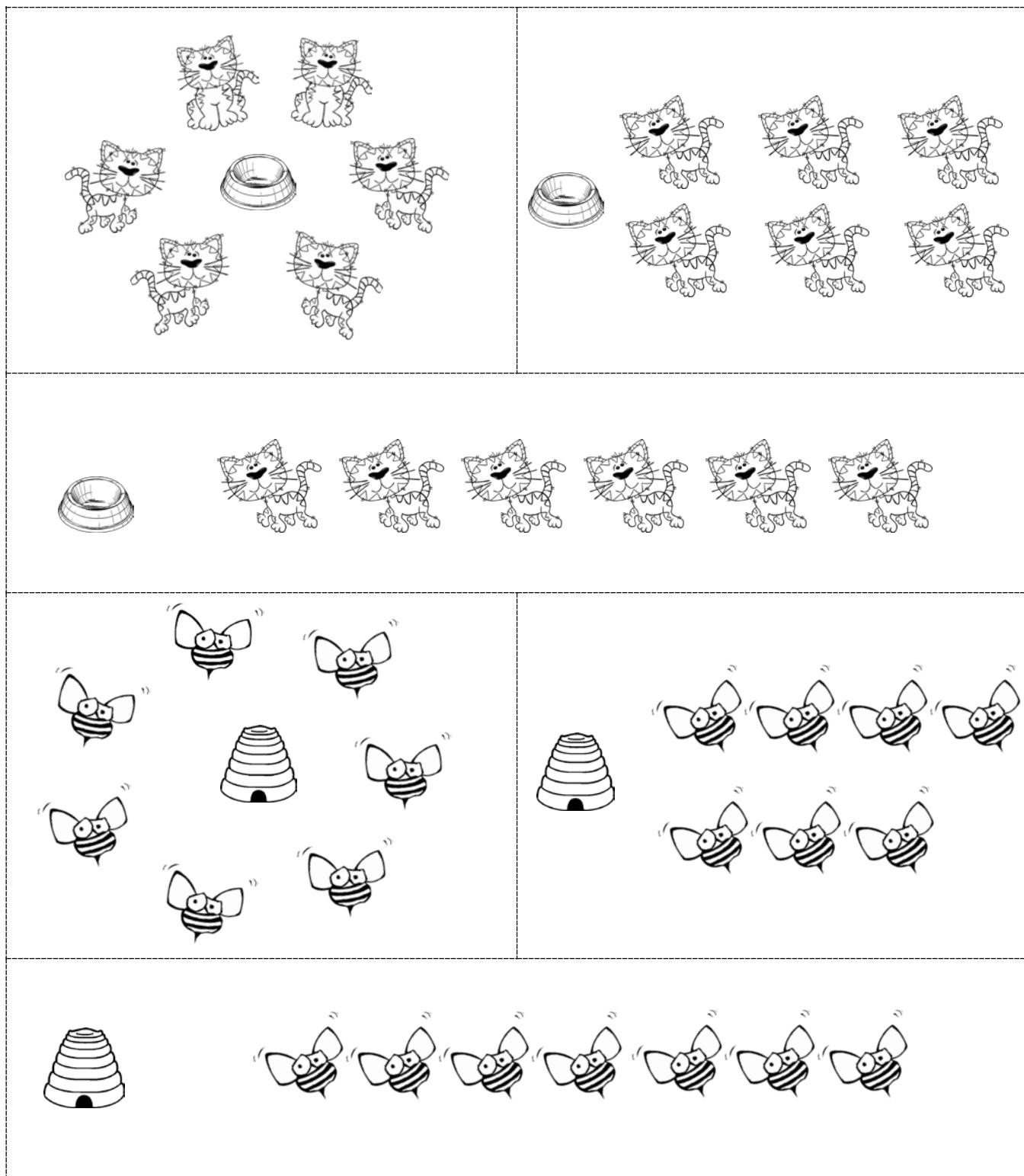
circular configuration cards



underwater mat



sharks

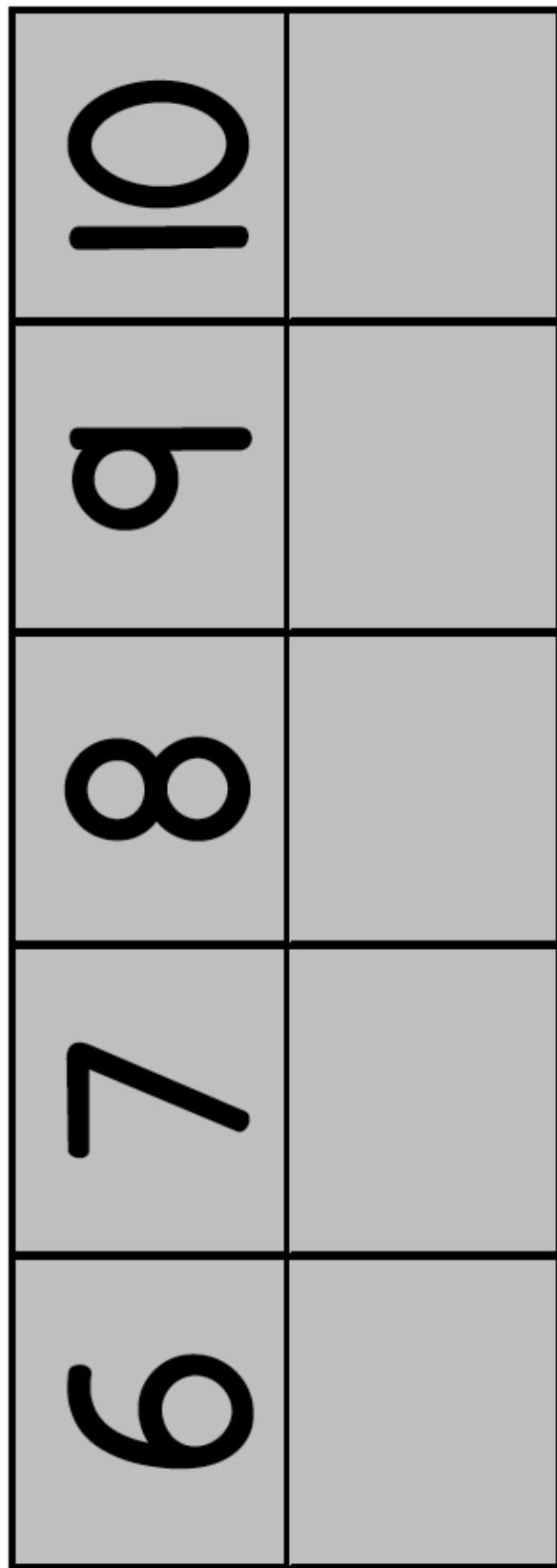
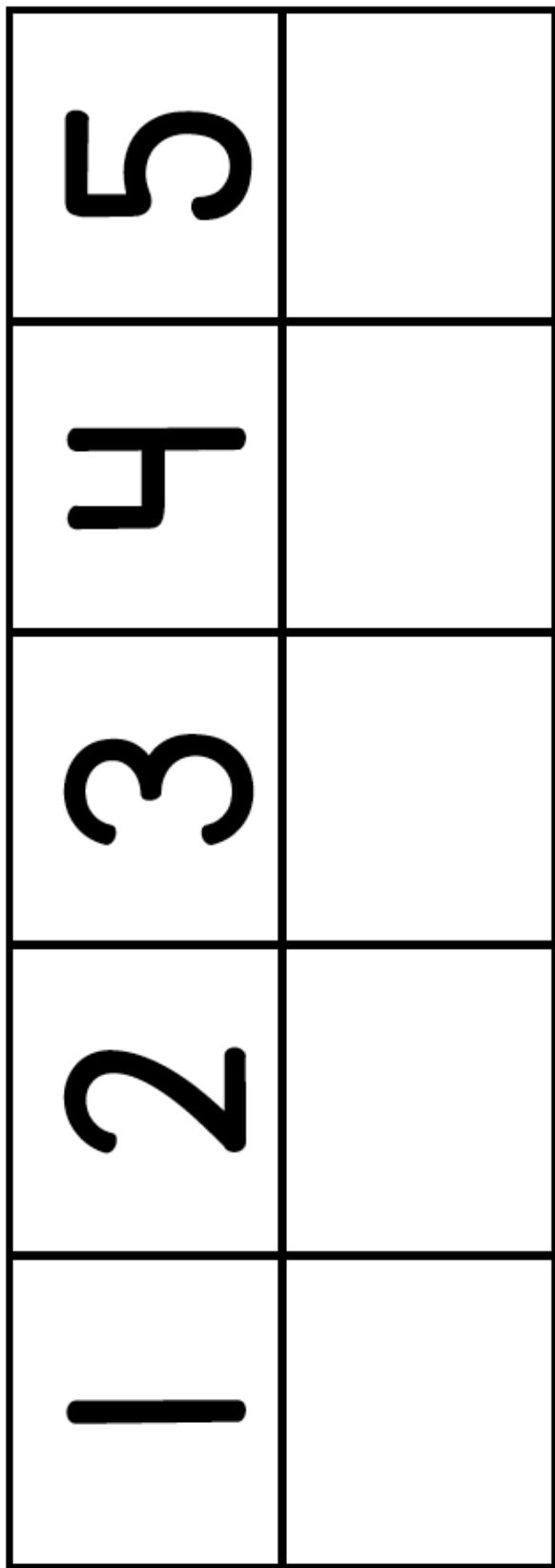


6–7 picture cards

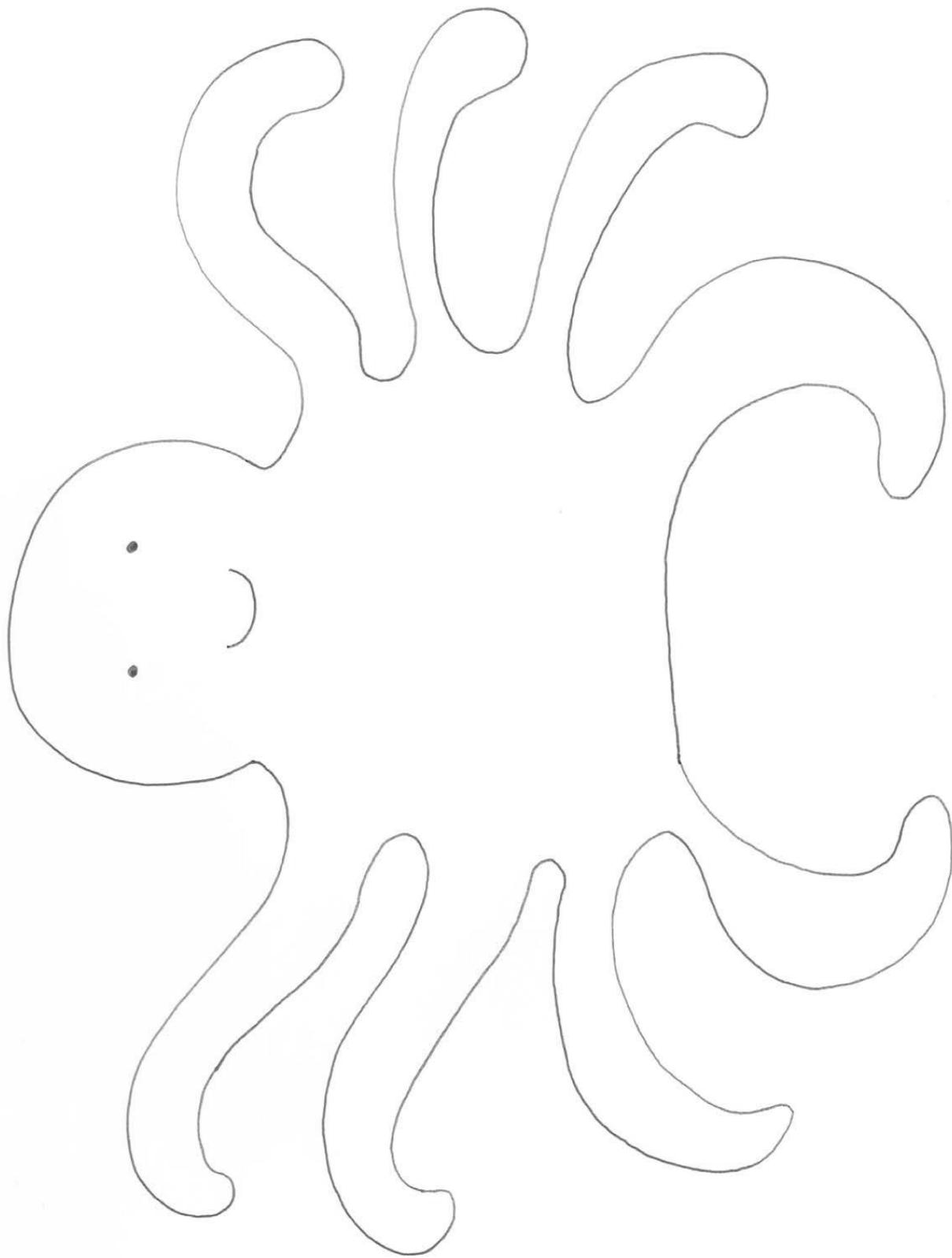
Name _____

Date _____

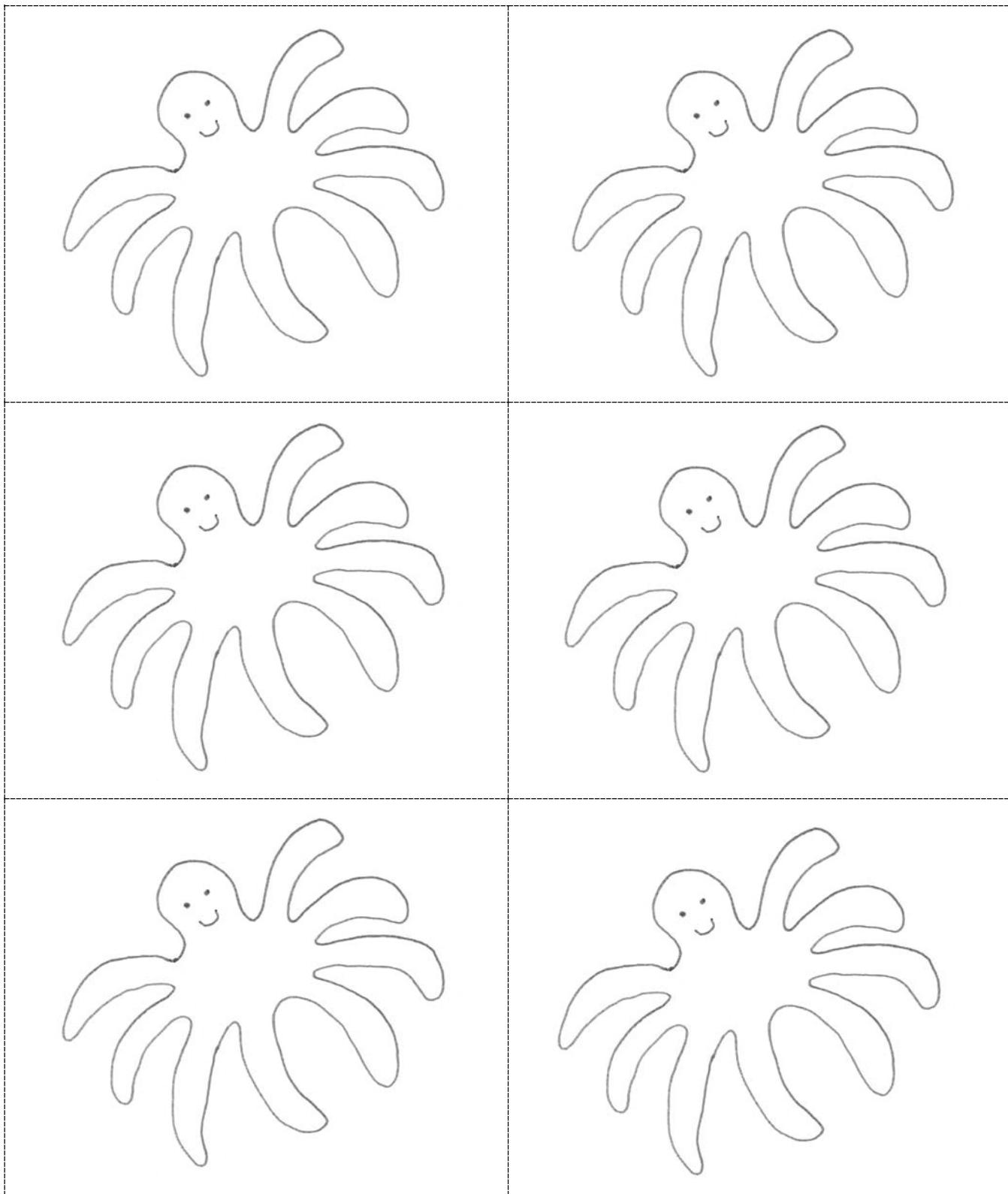
A large, empty rectangular box with a thin black border, intended for students to draw or write something related to the cows above.A large, empty rectangular box with a thin black border, intended for students to draw or write something related to the pigs above.



number path



Ollie Octopus



small Ollie cards

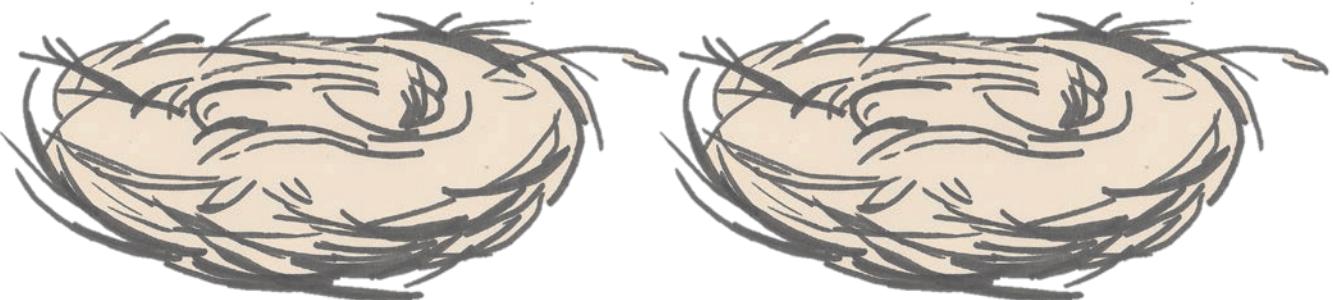
Name _____ Date _____

Draw 8 eggs. Draw lines to show the 8 chicks standing.



Name _____ Date _____

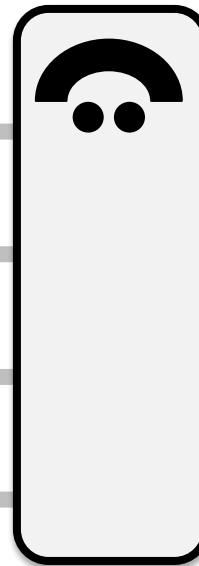
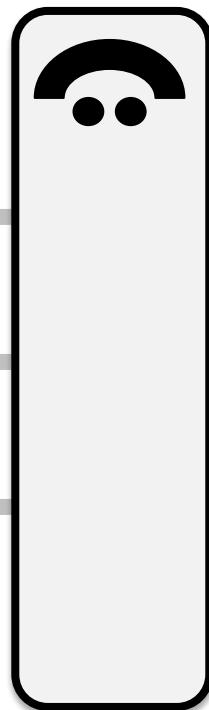
Draw 8 eggs. Draw lines to show the 8 chicks standing.

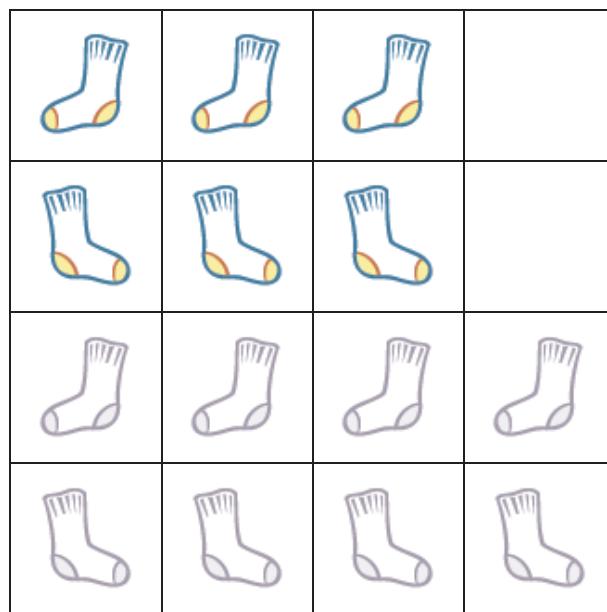


Name _____

Date _____

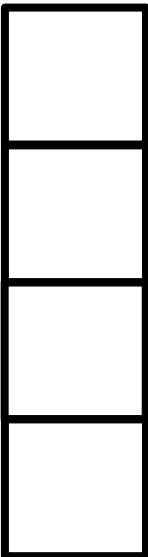
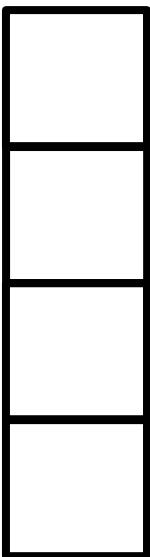
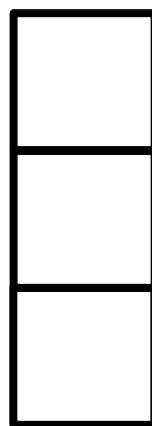
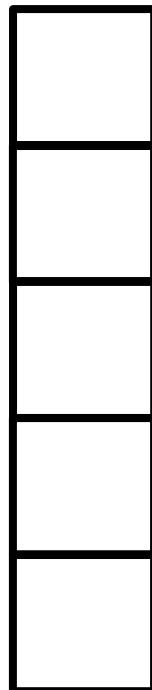
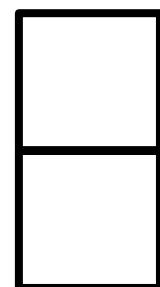
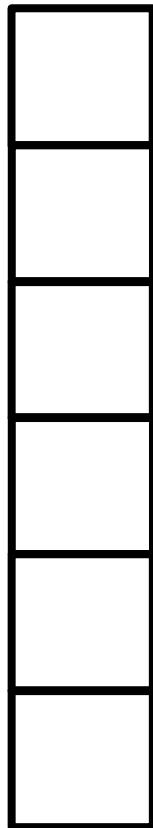
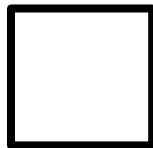
Trace and count the legs on Ansel Ant and Spencer Spider.



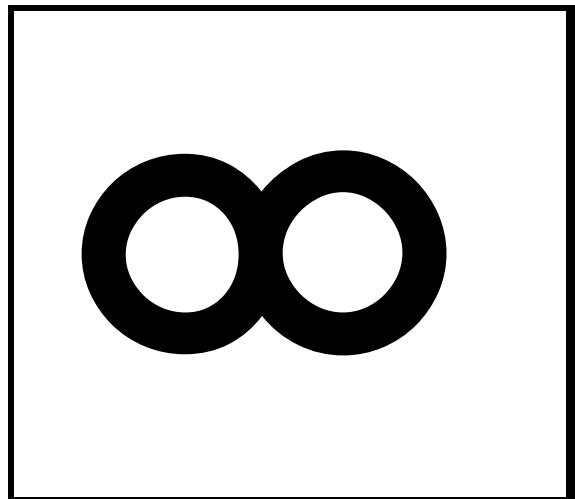
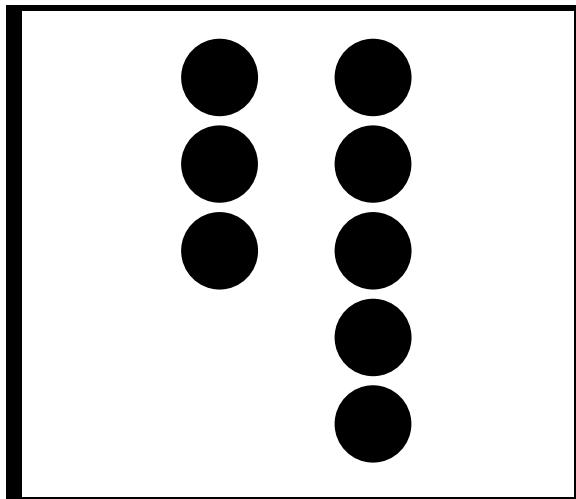
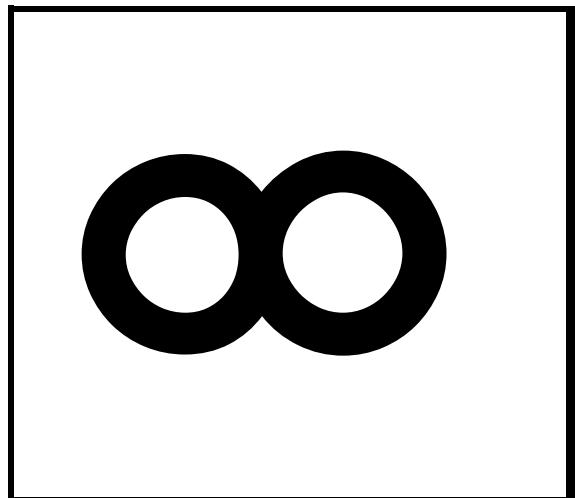
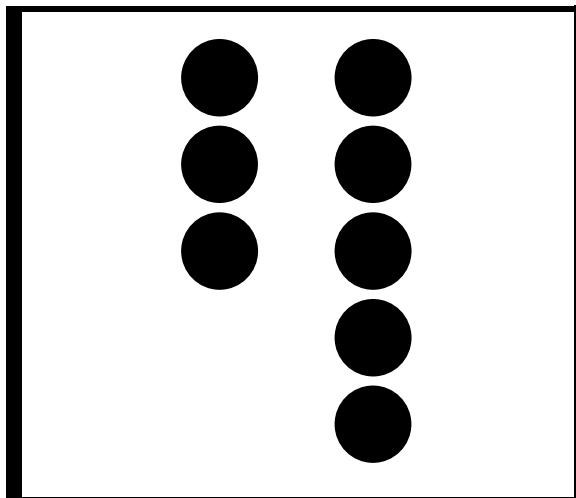
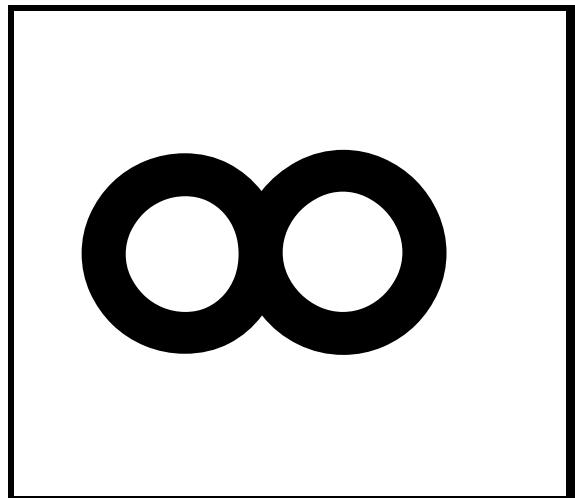
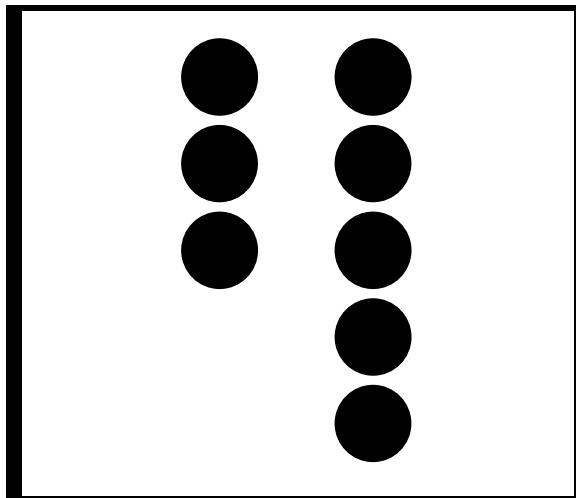


socks for Ansel and Spencer

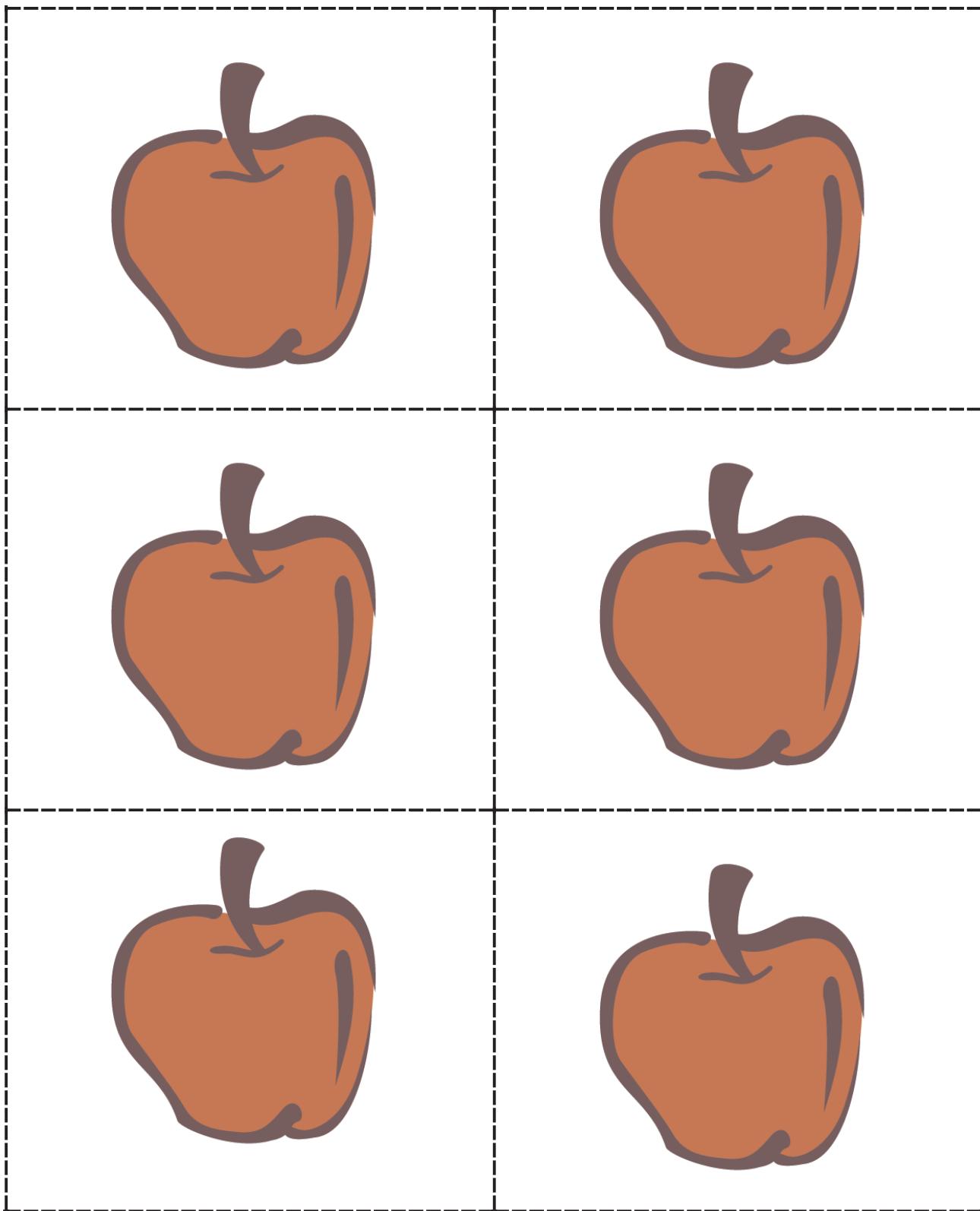
Cut along dashed lines to prepare Partners of 8 Puzzles.



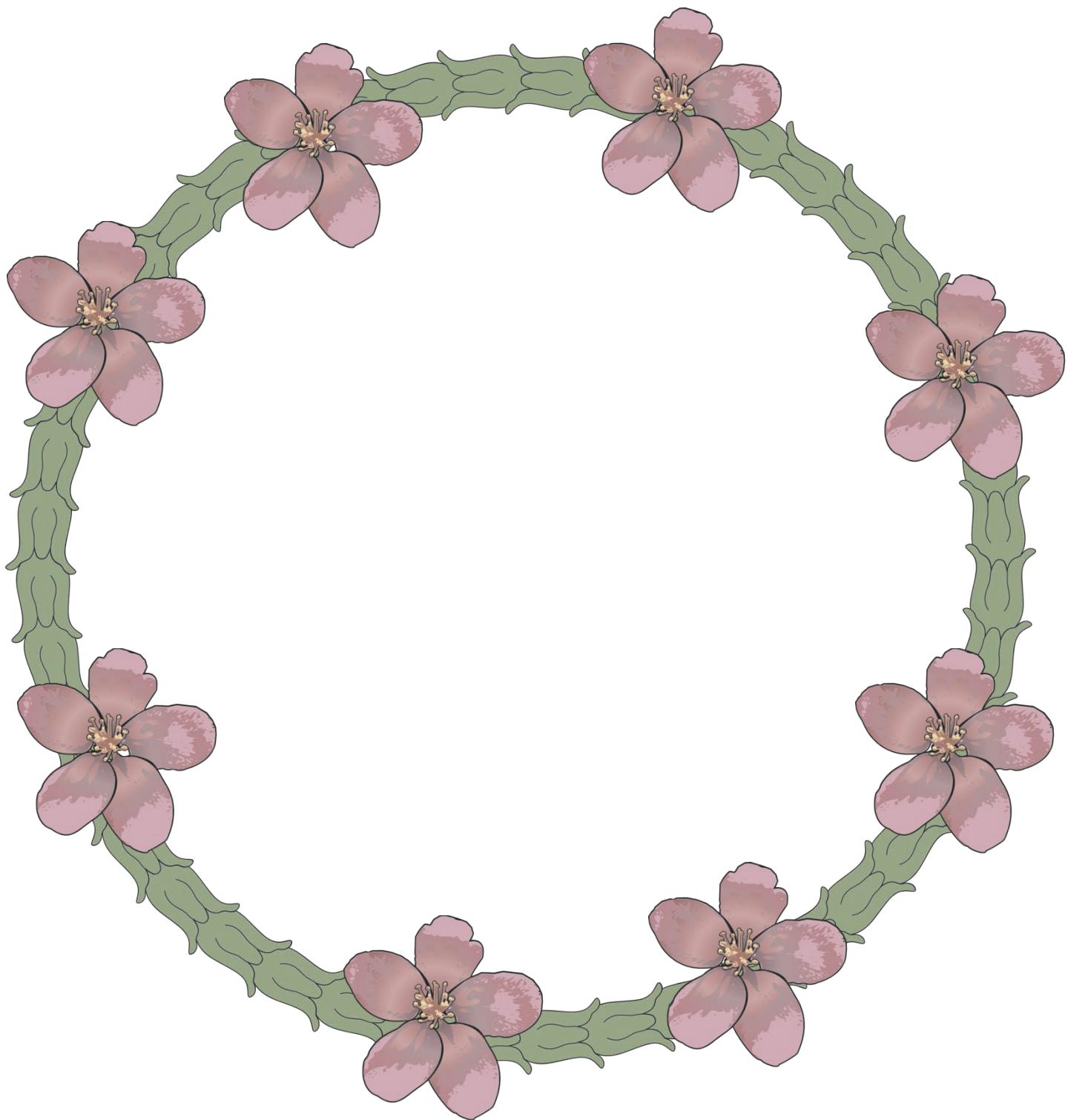
partners of 8 puzzles



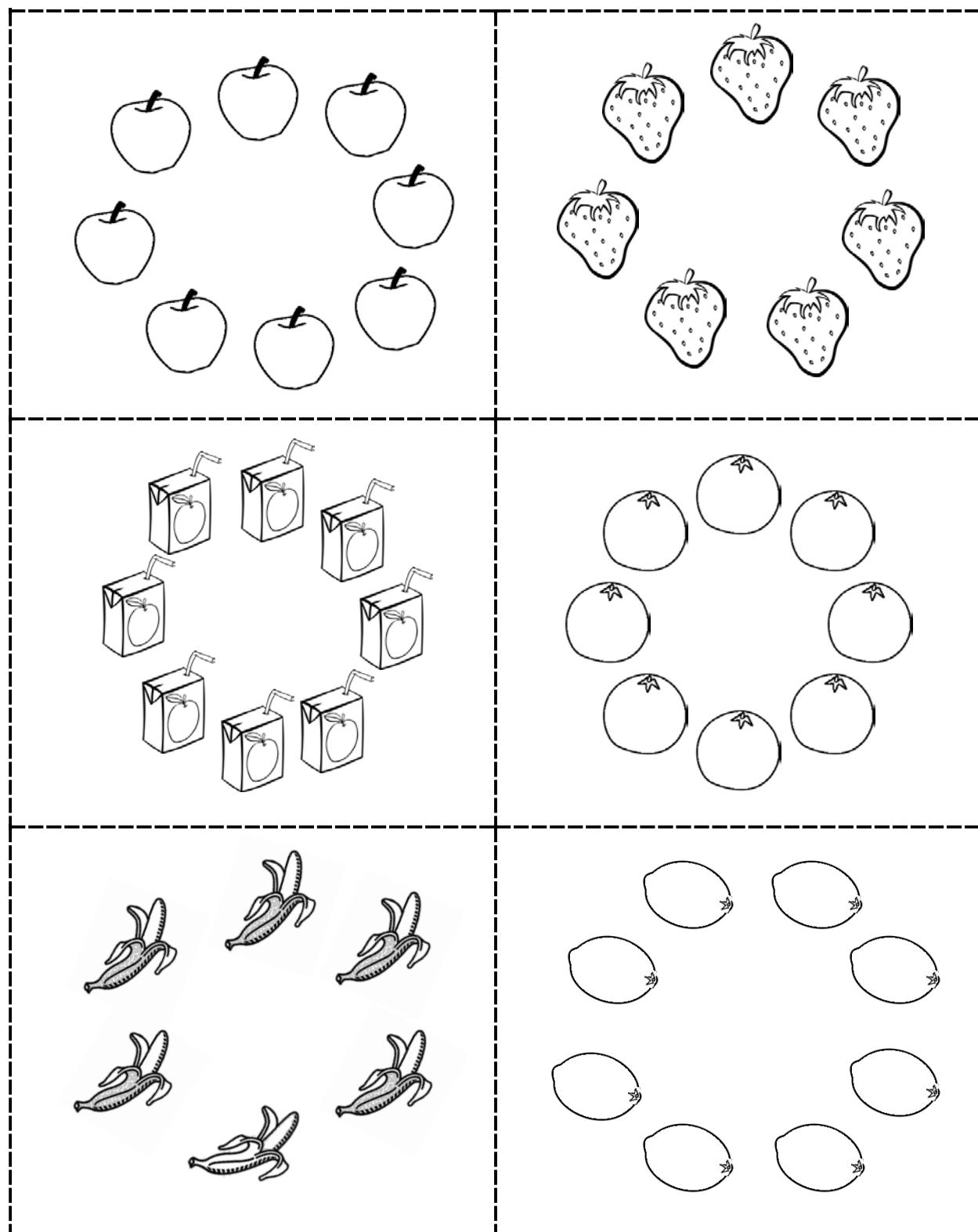
numeral cards



8 apples



crown picture



circular configuration cards

Name _____

Date _____

Draw 9 eggs. Draw lines to show the 9 chicks standing.

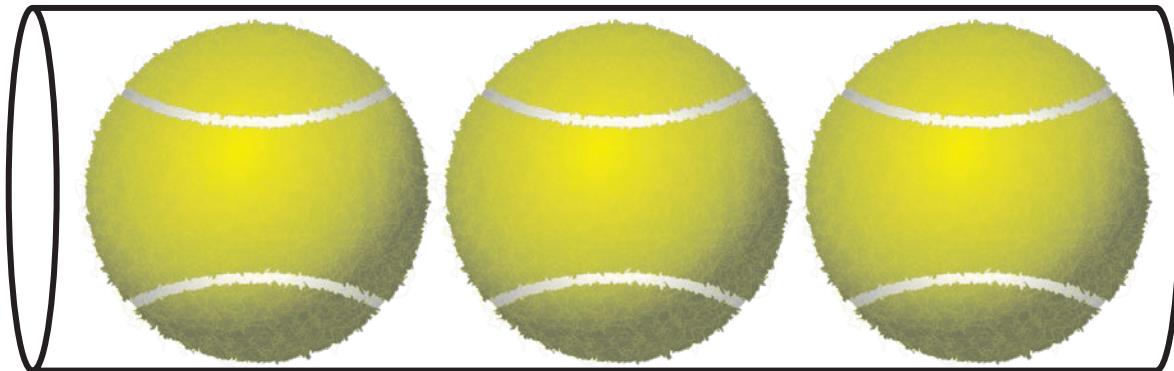
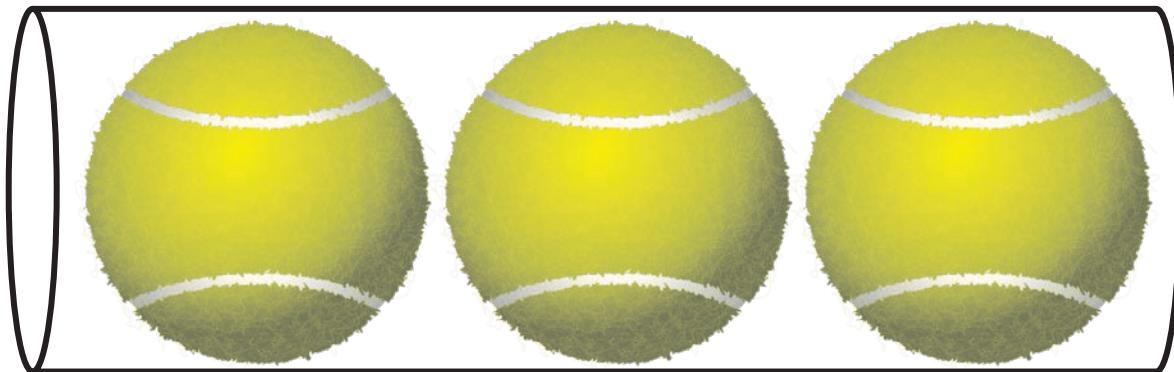
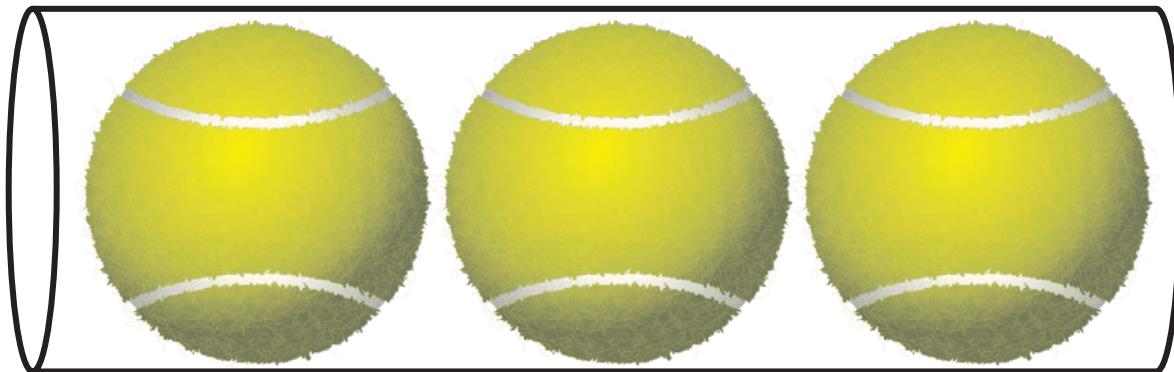


Name _____

Date _____

Draw 9 eggs. Draw lines to show the 9 chicks standing.





tennis ball images

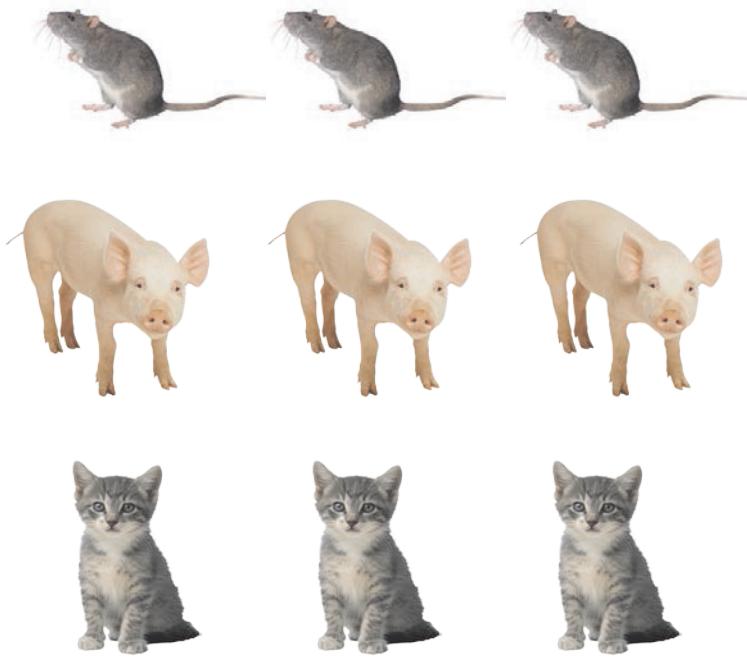
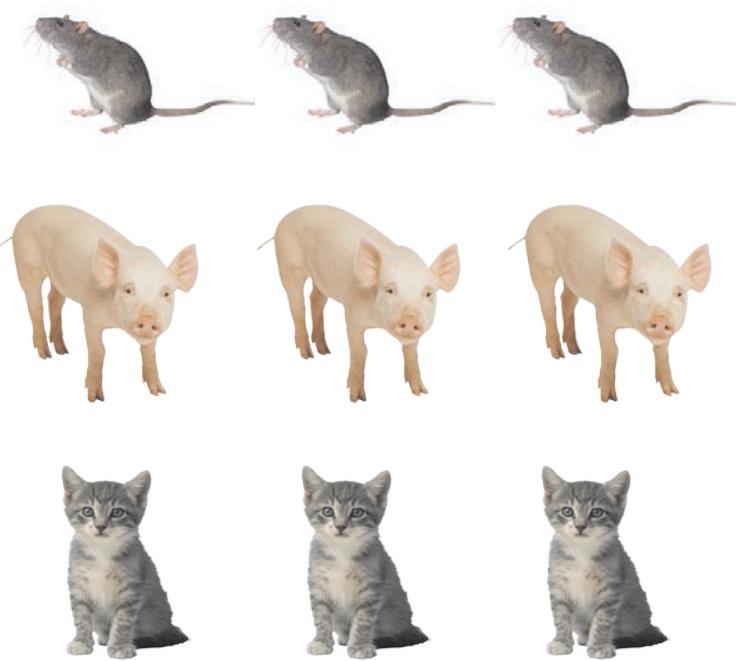
Three Blind Mice

Three blind mice. Three blind mice.
See how they run. See how they run.
They all ran after the farmer's wife, who chased them away with a fork and a knife.
Did you ever see such a sight in your life,
As three blind mice?

Three Little Kittens

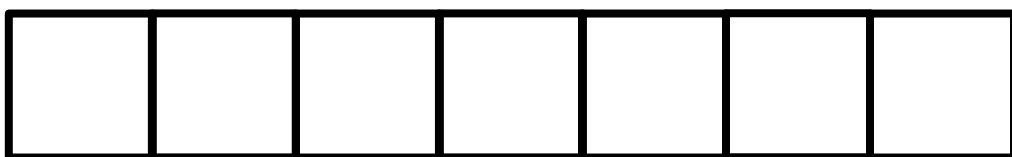
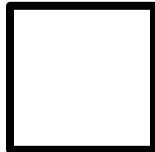
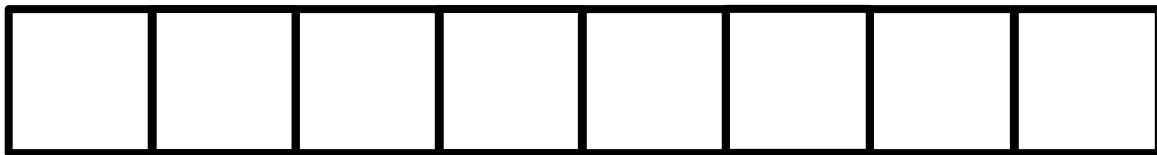
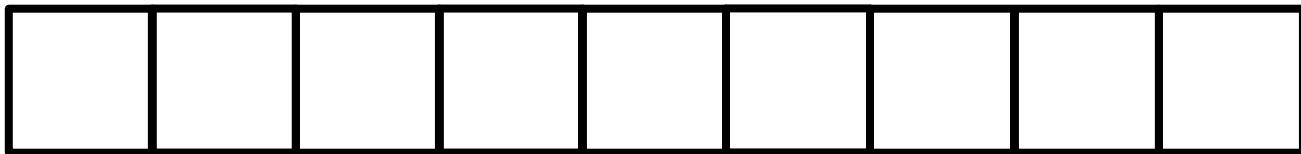
Three little kittens they lost their mittens,
And they began to cry,
Oh, mother dear, we sadly fear
Our mittens we have lost.
What! Lost your mittens, you naughty kittens!
Then you shall have no pie.
Mee-ow, mee-ow, mee-ow.
No, you shall have no pie.

nursery rhymes

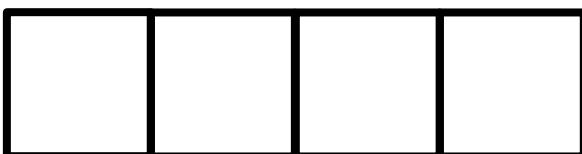
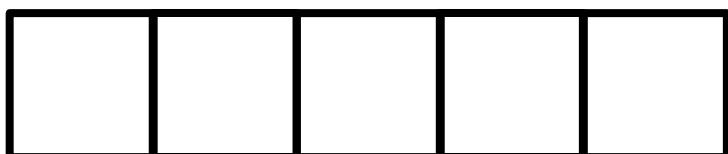
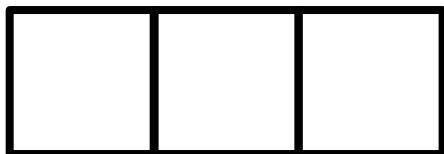
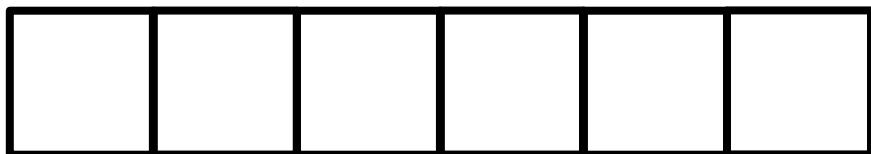


animal array

Cut along dashed lines to prepare Partners of 9 Puzzles.

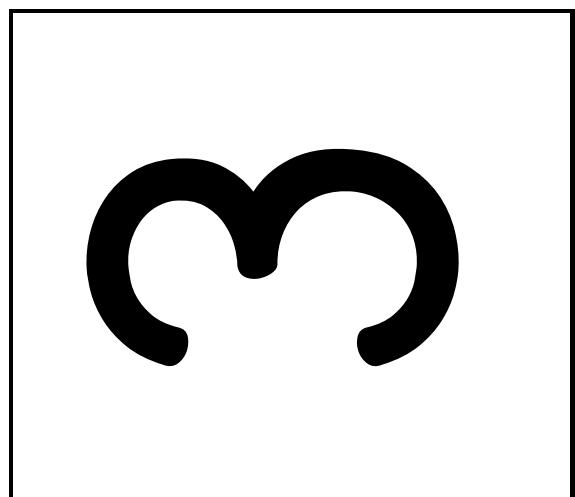
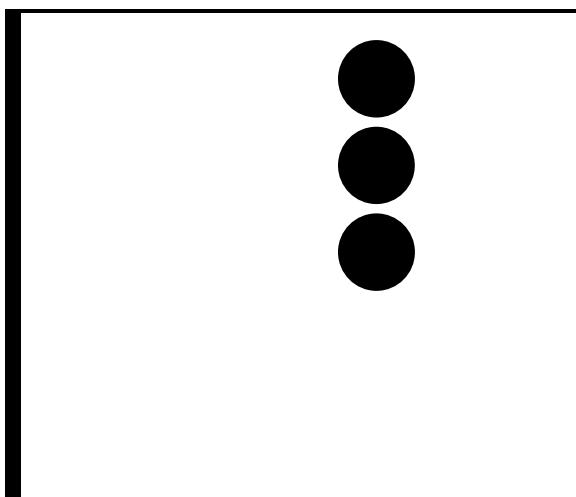
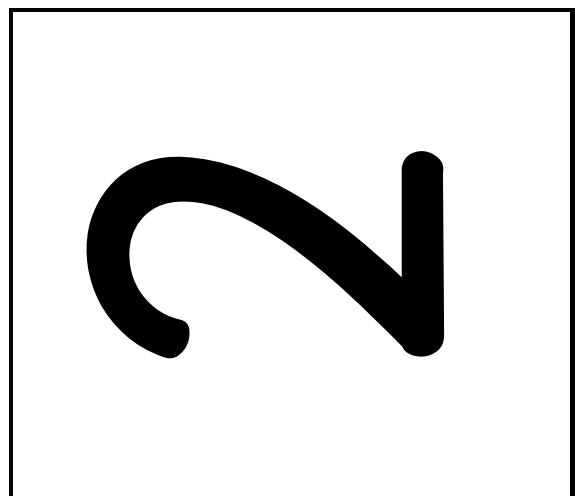
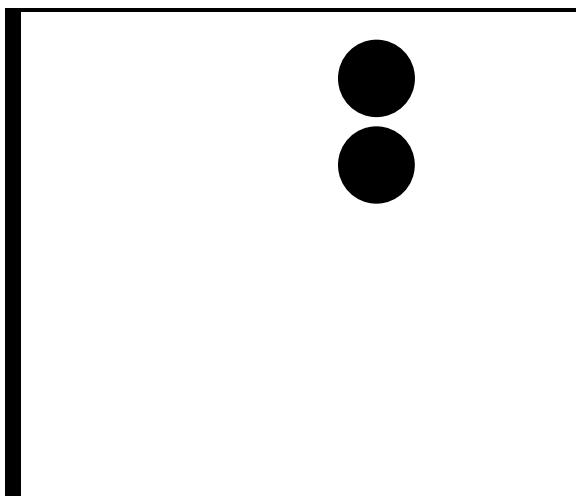
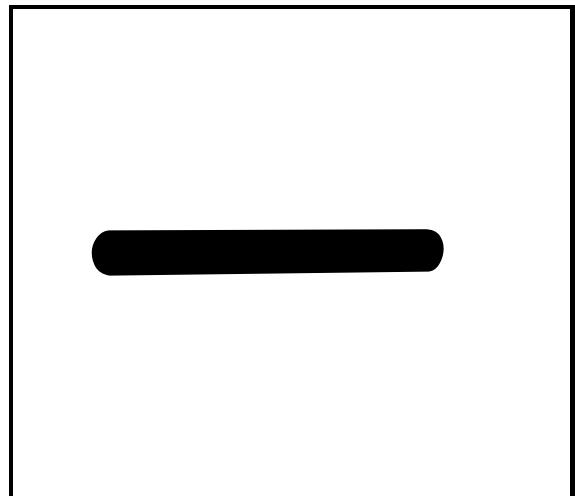
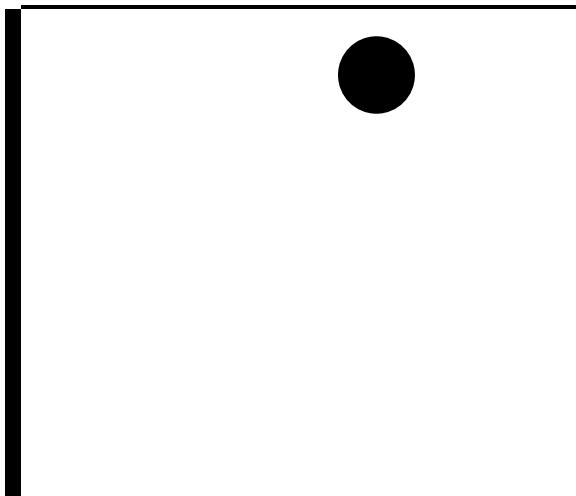


Cut along dashed lines to prepare Partners of 9 Puzzles.

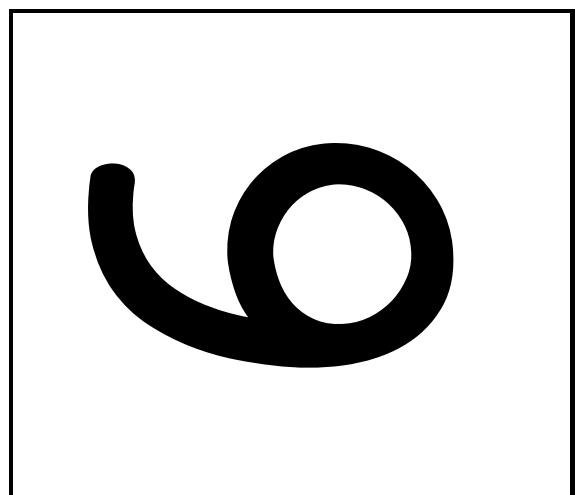
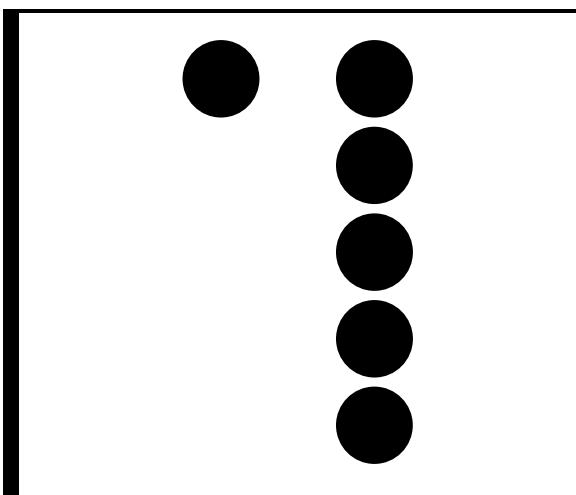
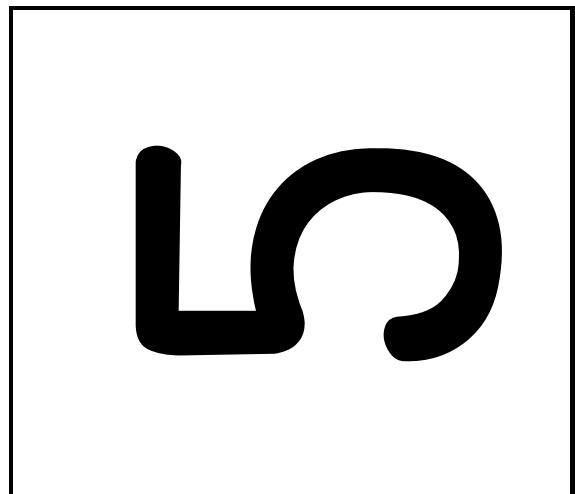
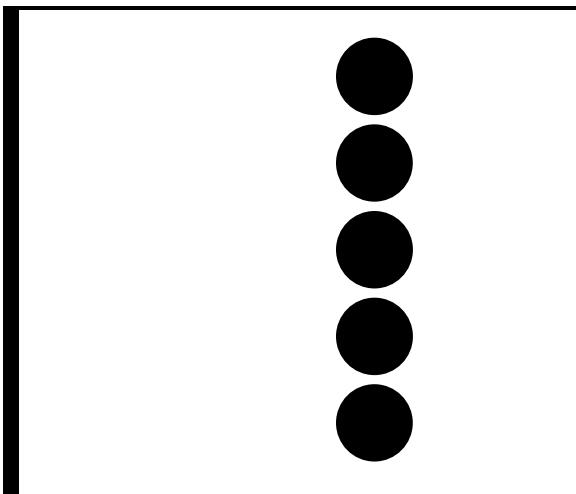
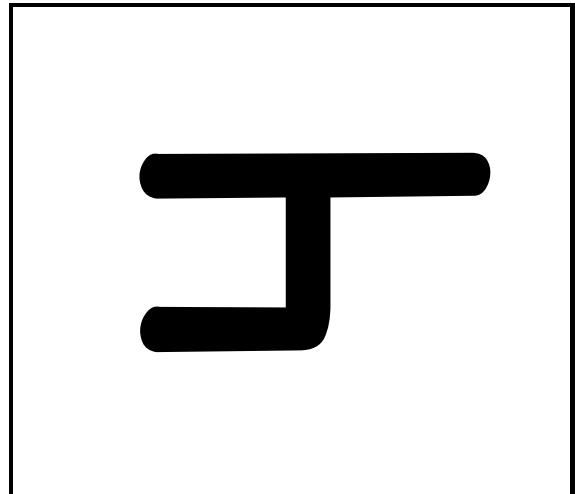
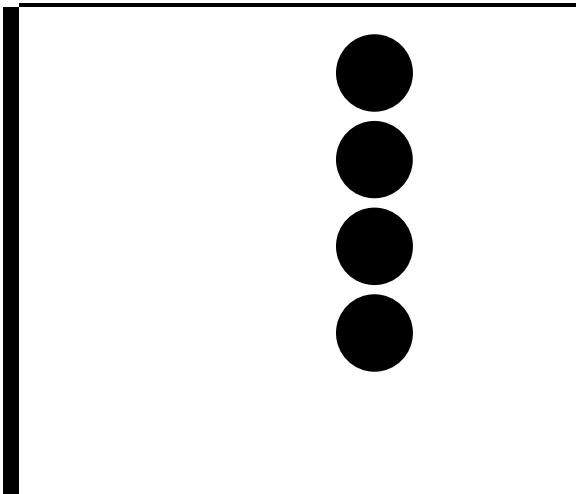


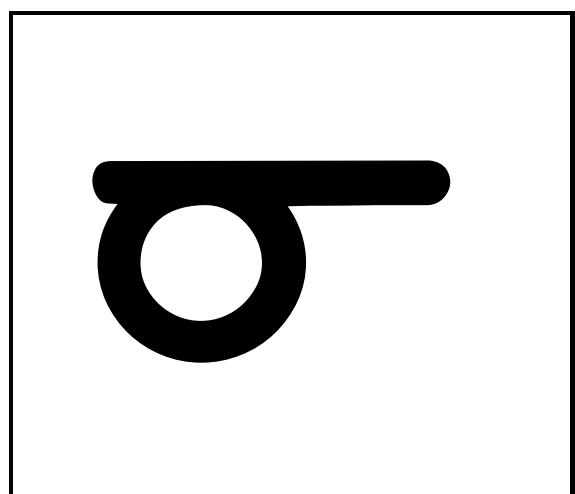
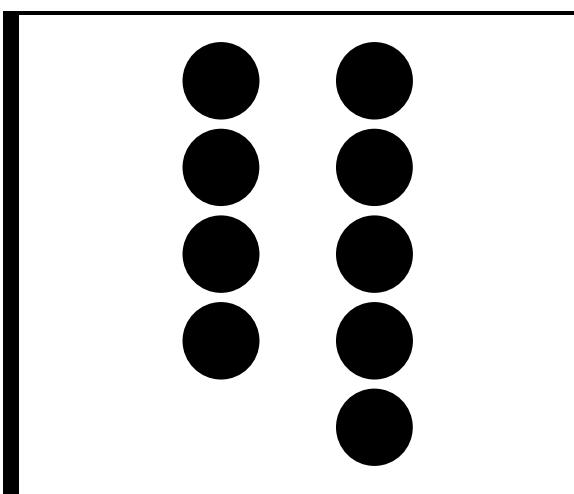
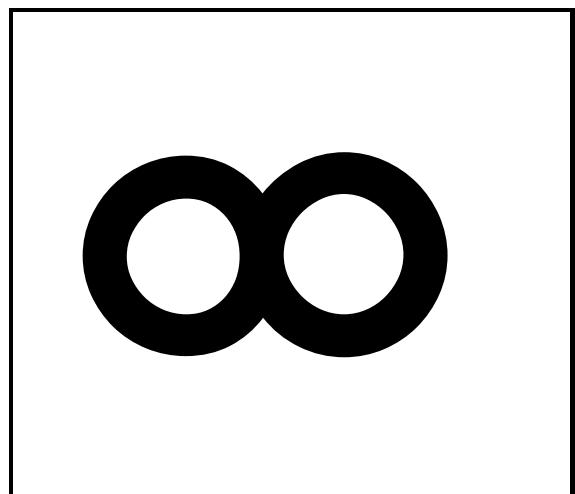
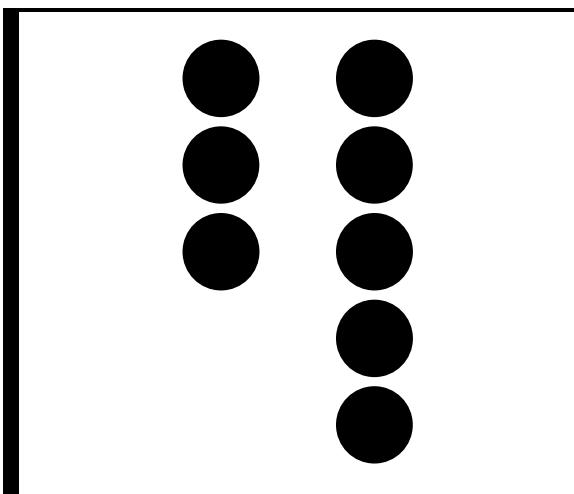
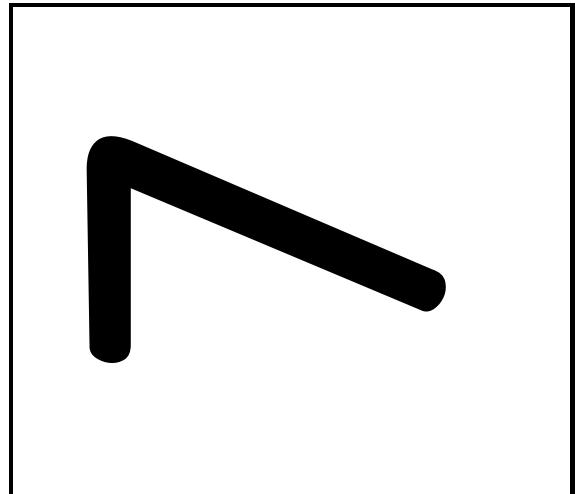
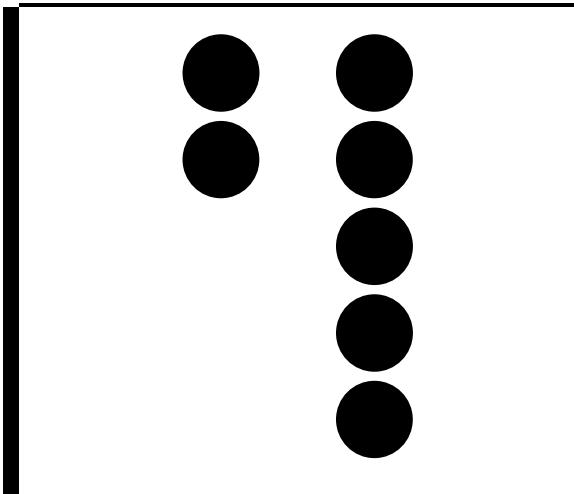
partners of 9 puzzles

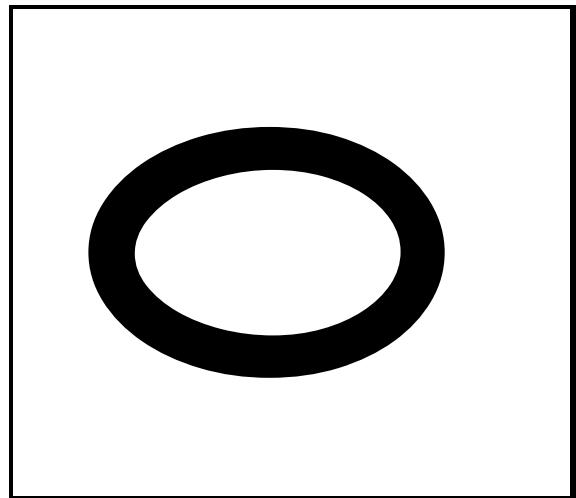
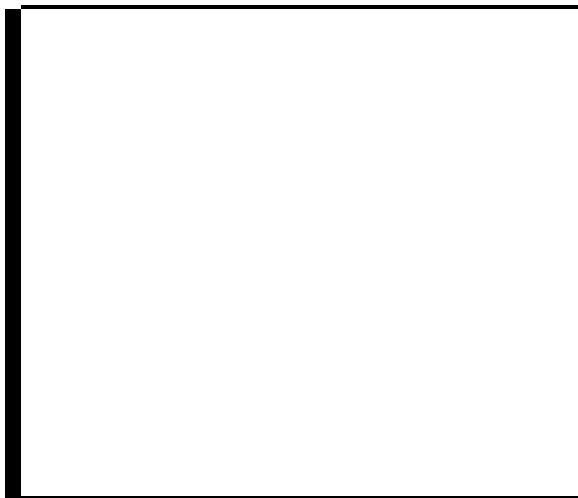
To create numeral cards: 1) Print. 2) Fold lengthwise so the outline on the numeral side matches the outline on the dot side. 3) While the paper is folded, cut out individual cards. Do not cut along the fold! 4) Laminate with cards folded so that numerals and dots match.

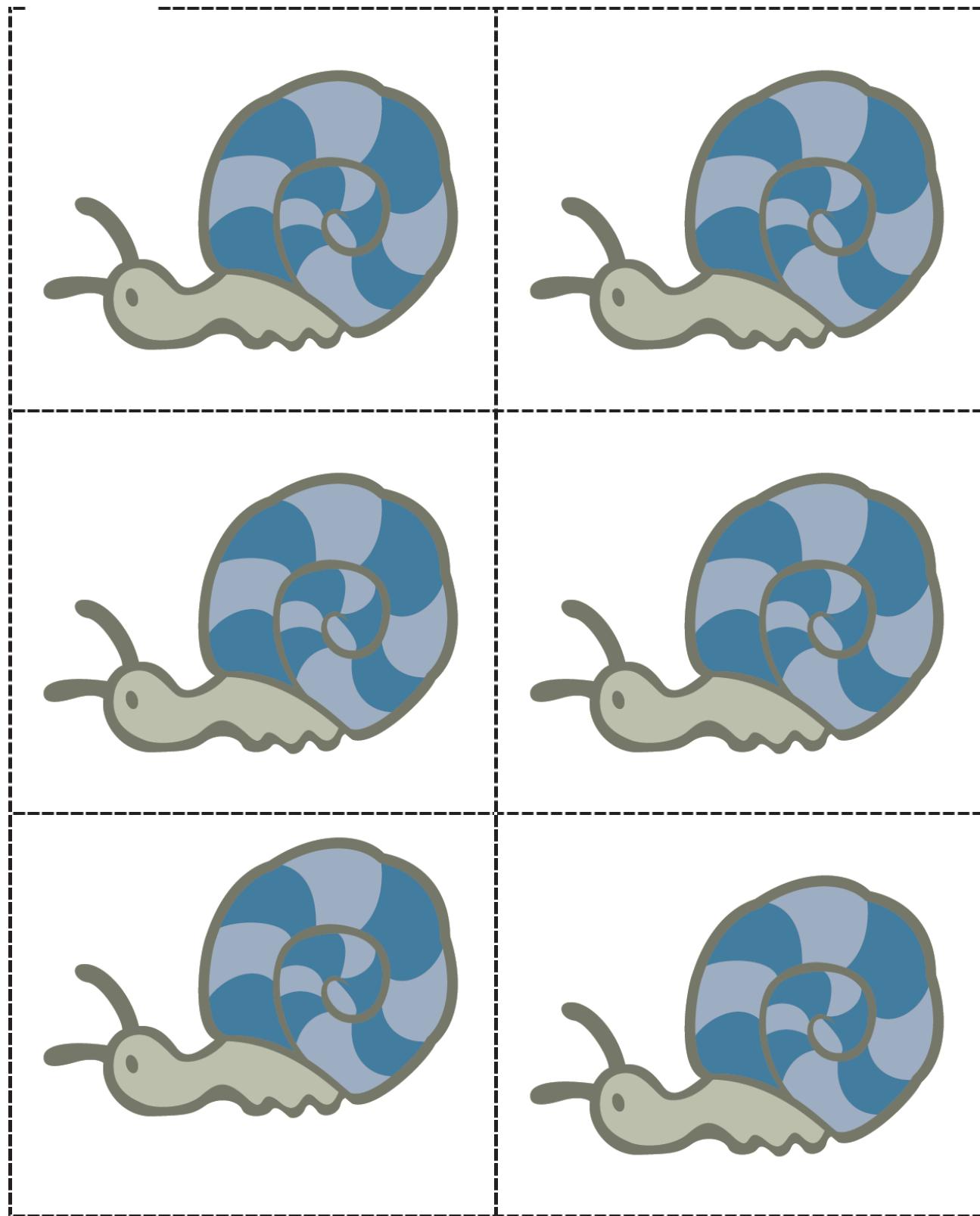


numeral cards









9 snails

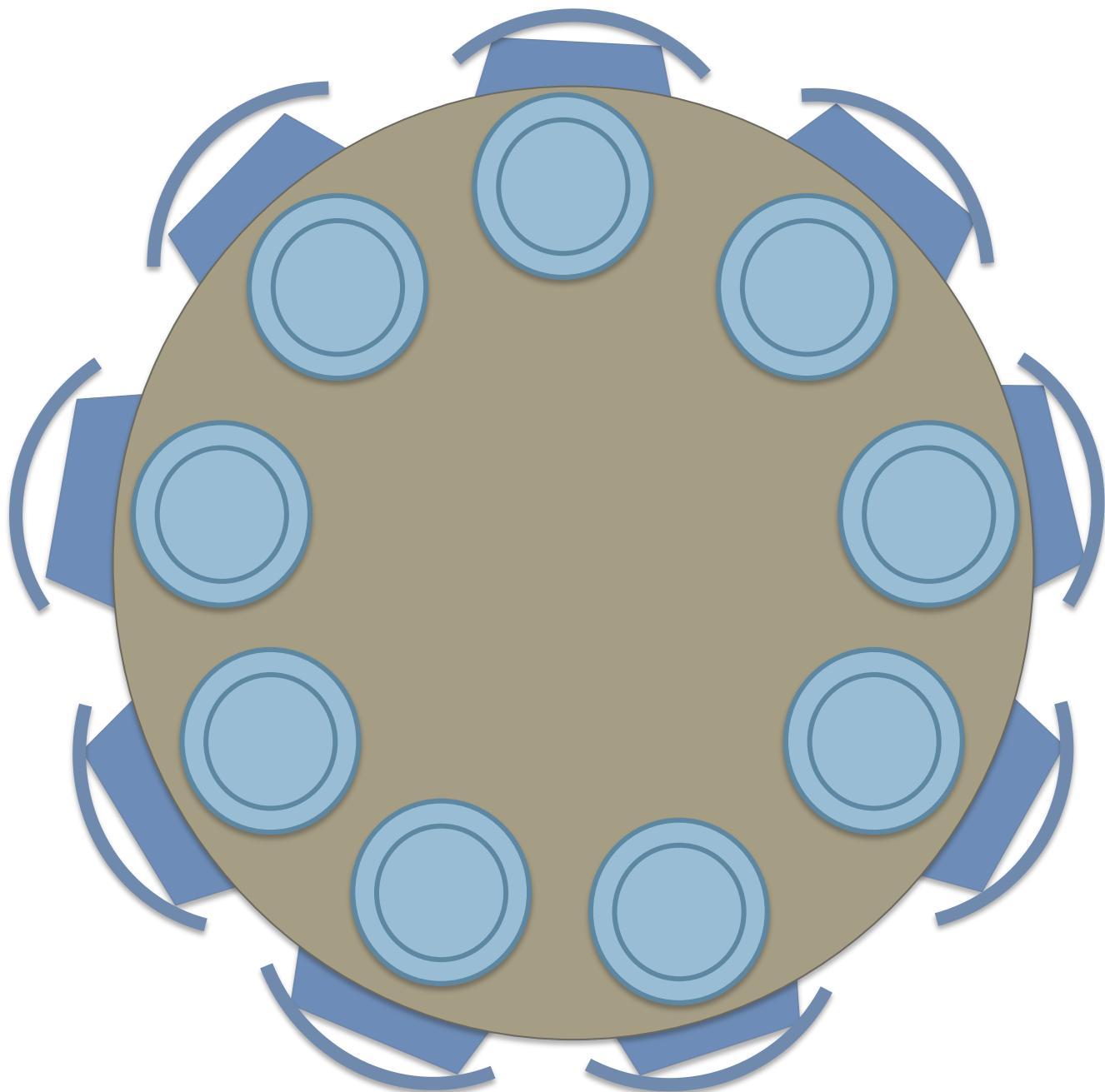
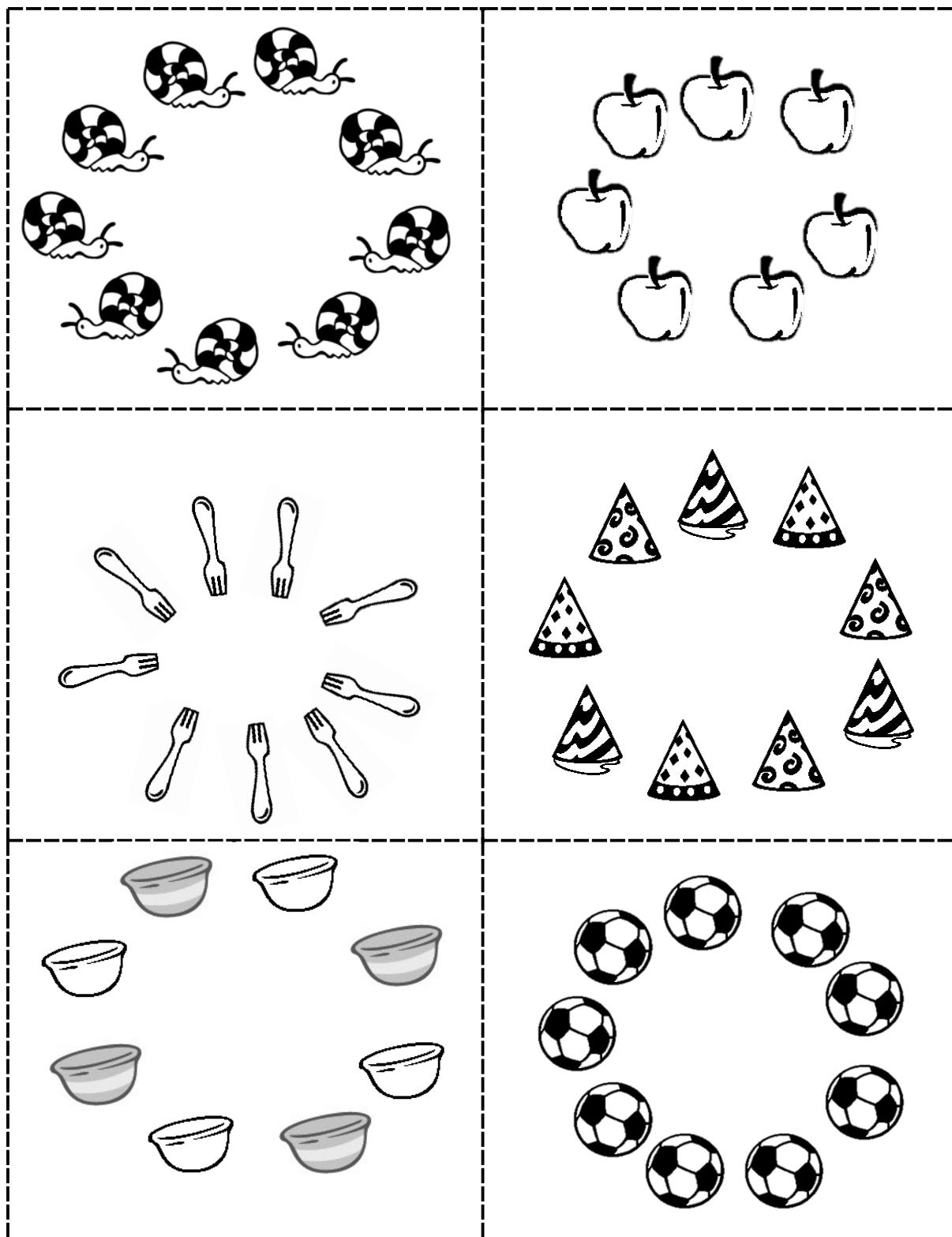


table template



circular configuration cards



orange slices

Name _____

Date _____

Draw 10 eggs. Draw lines to show the 10 chicks standing.

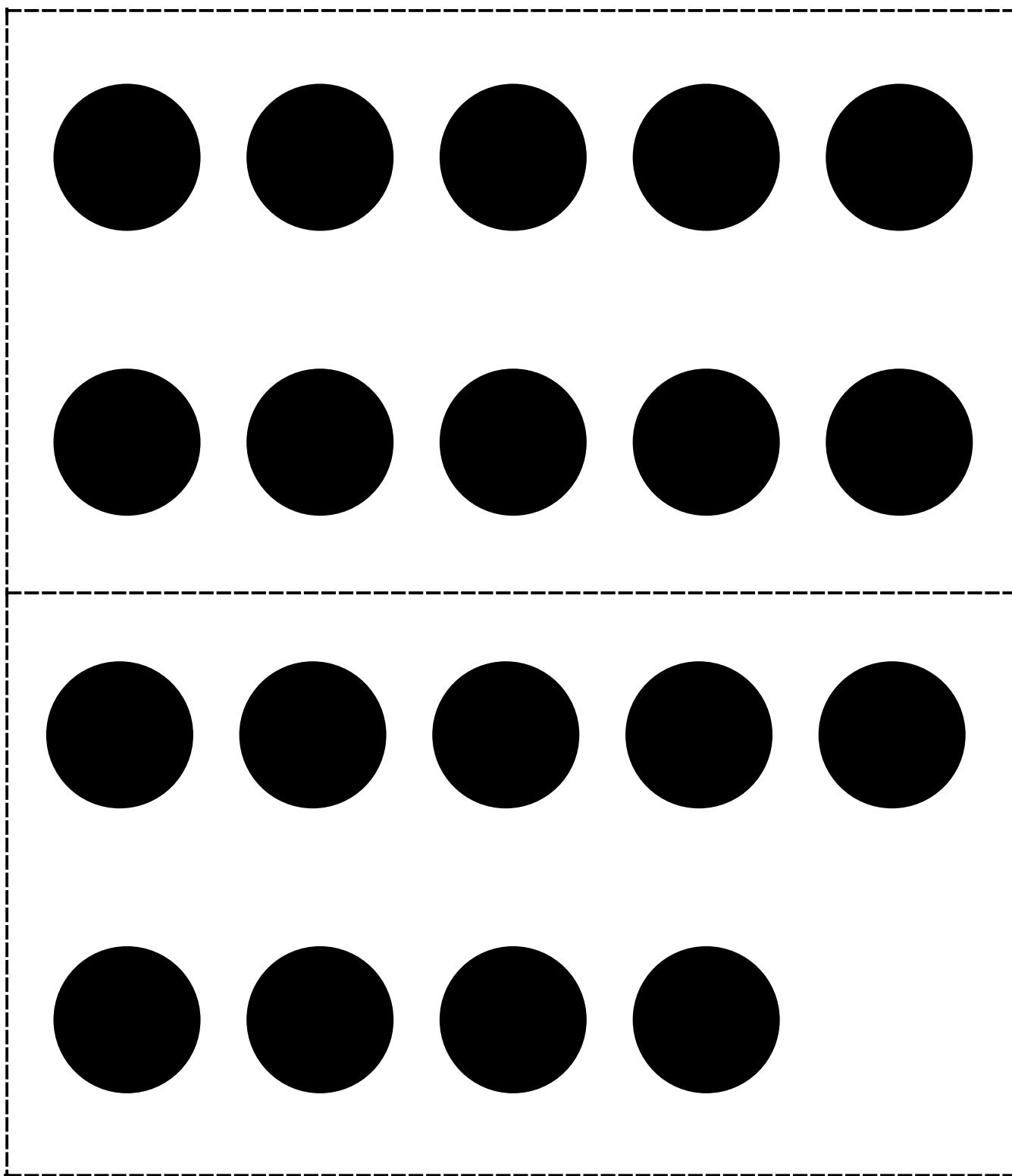


Name _____

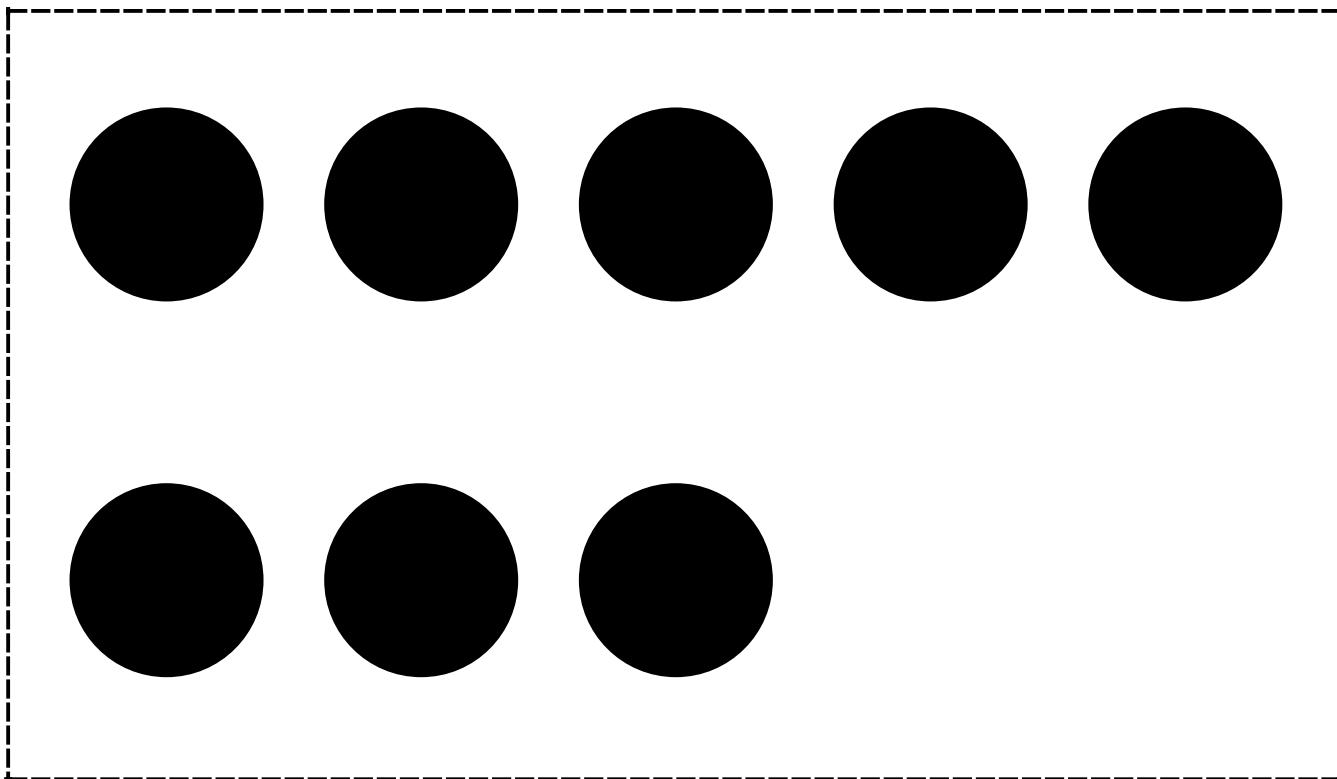
Date _____

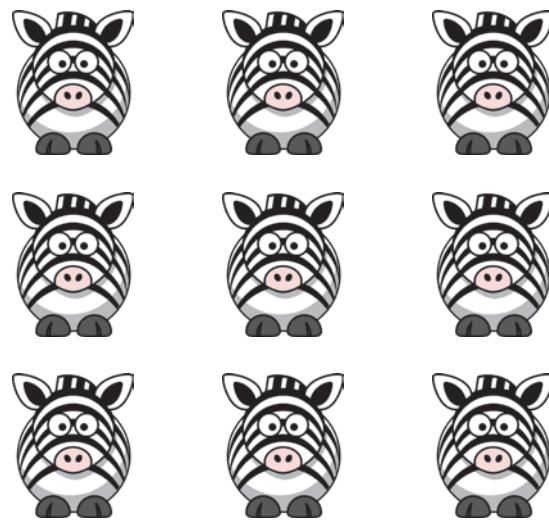
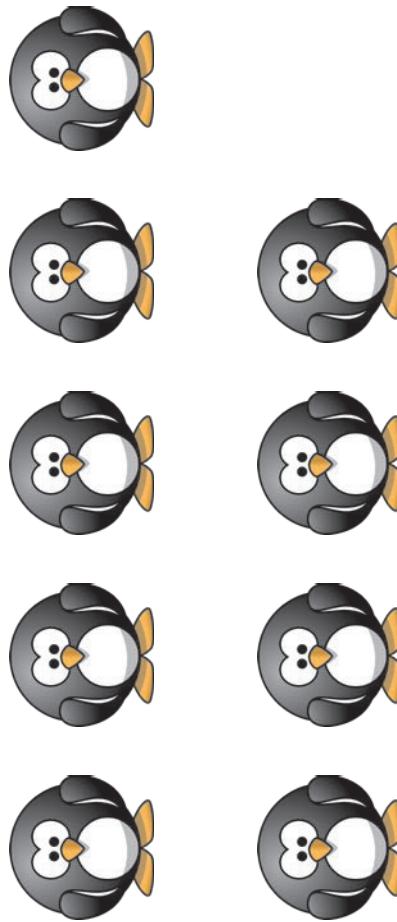
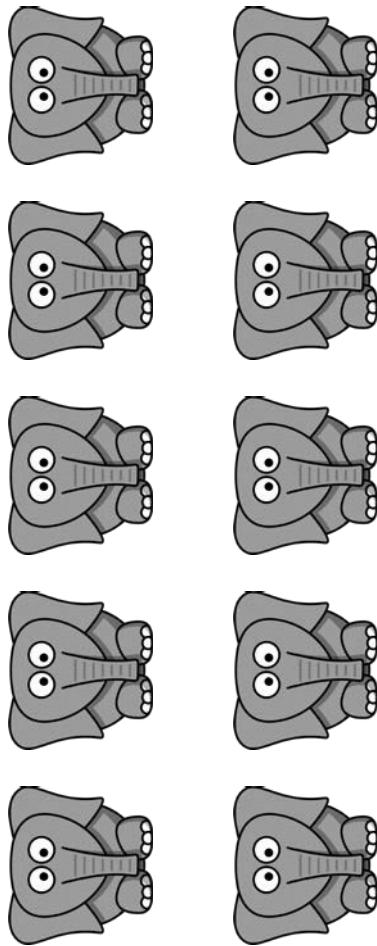
Draw 10 eggs. Draw lines to show the 10 chicks standing.

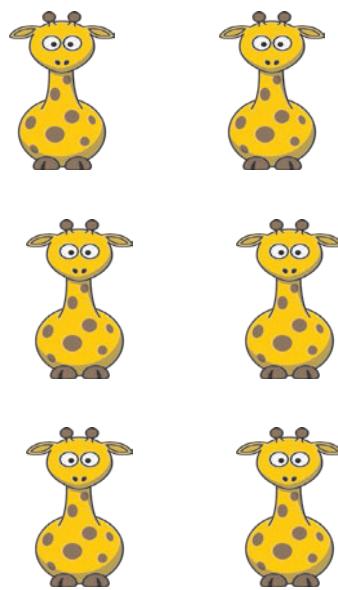
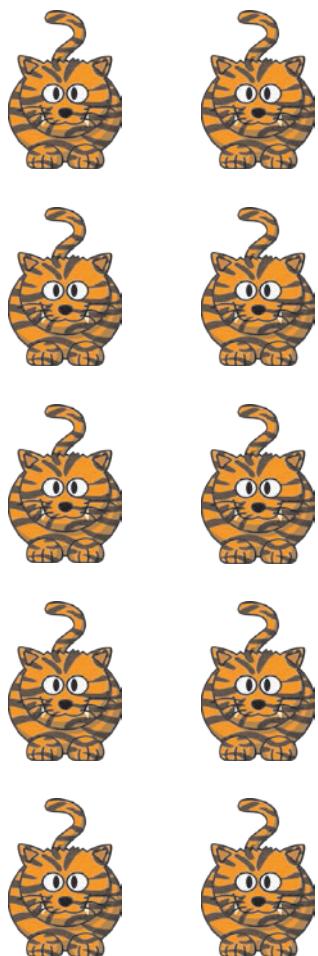




dot cards 8–10 (5-group formation)

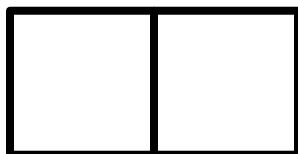
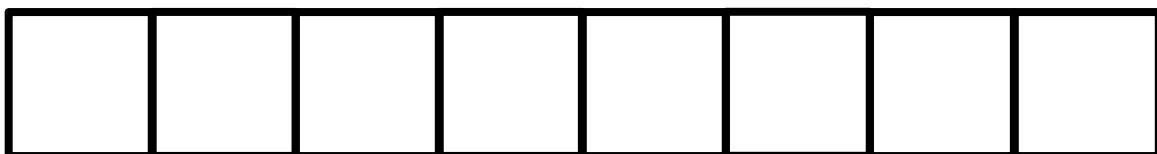
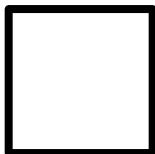
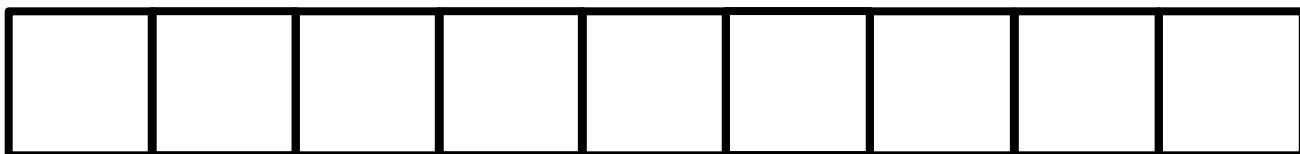
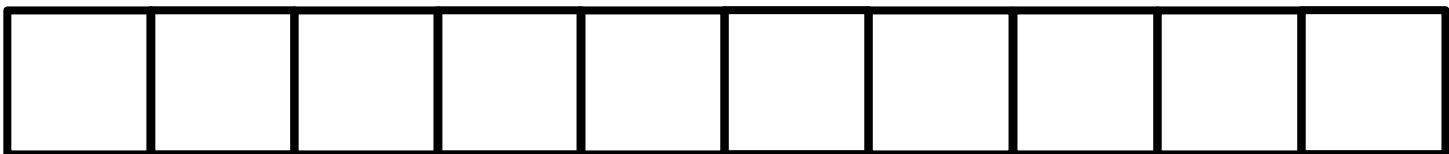




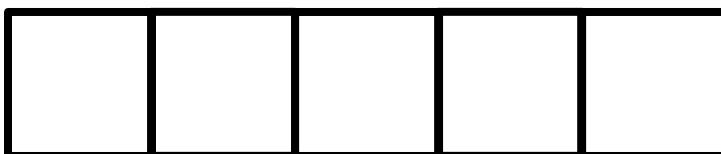
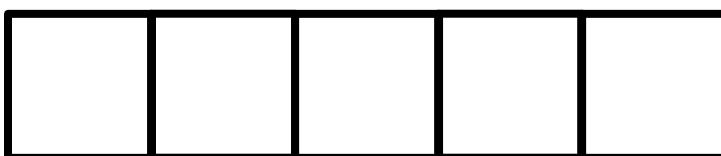
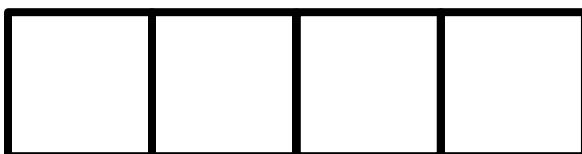
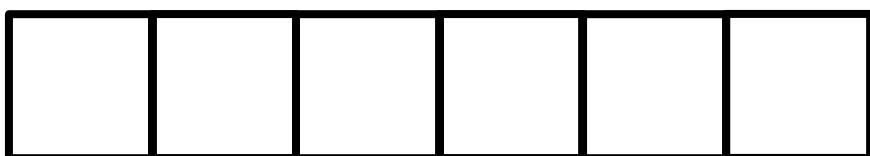
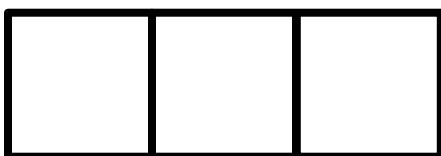
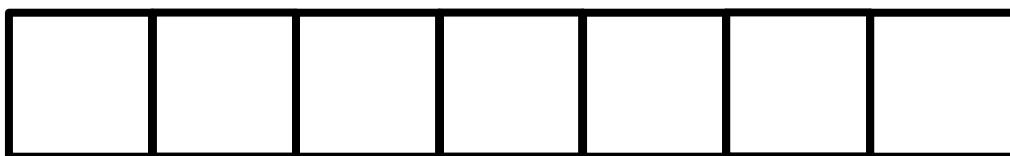


animal array cards

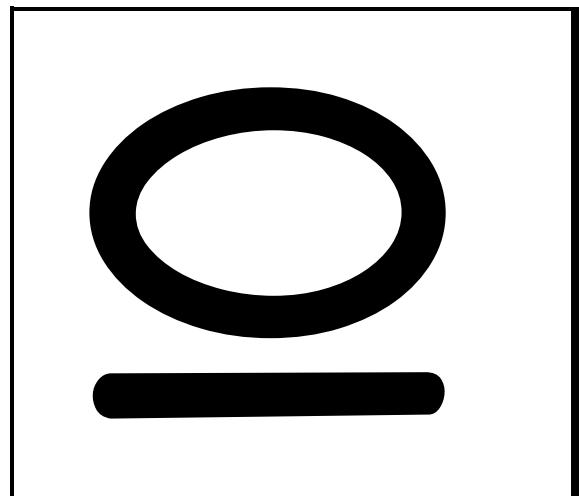
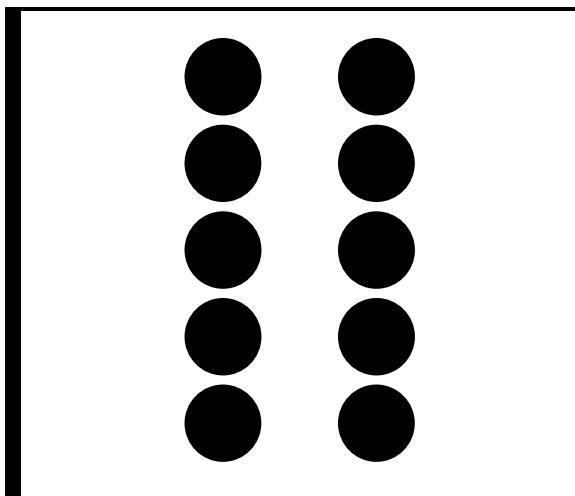
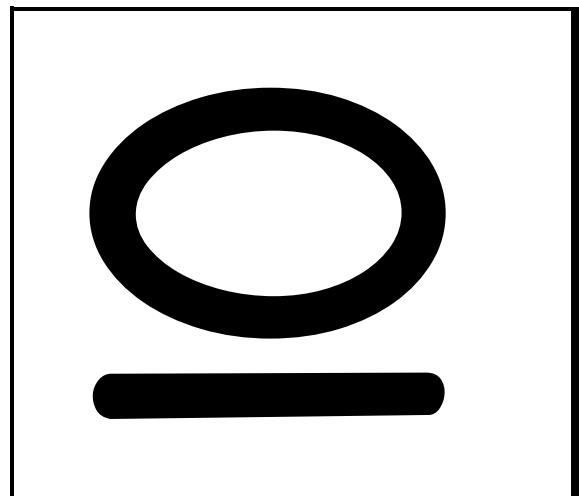
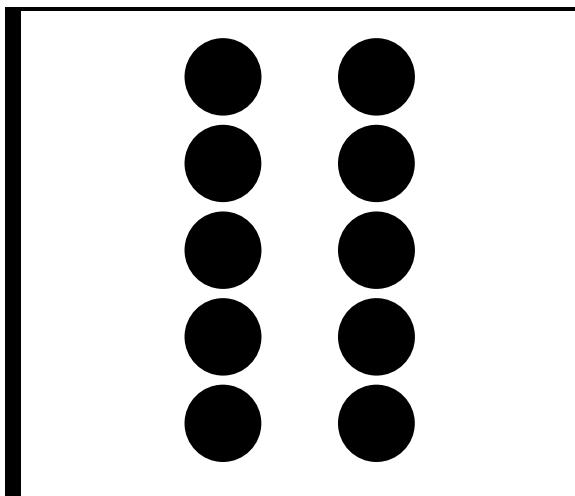
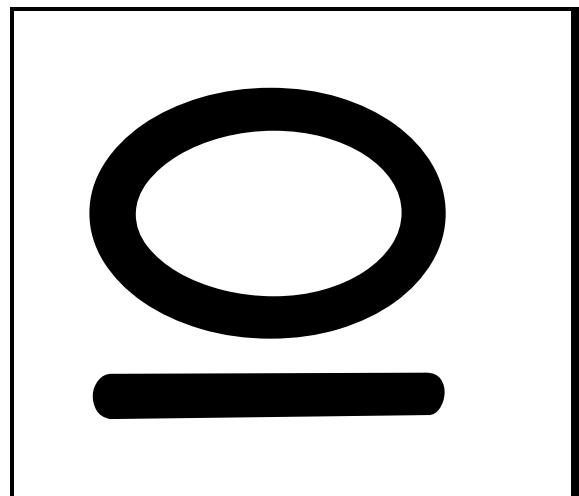
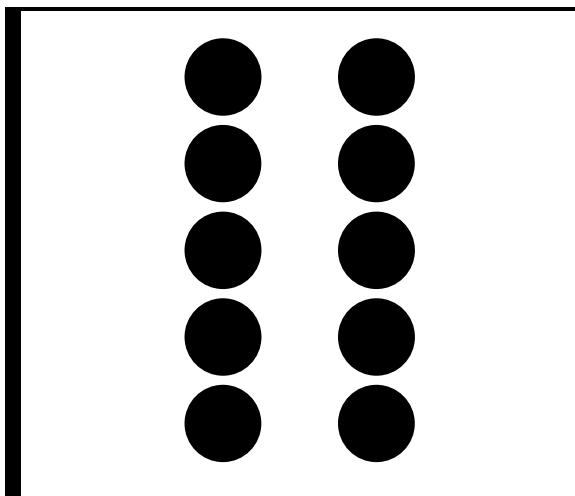
Cut along dashed lines to prepare Partners of 10 Puzzles.



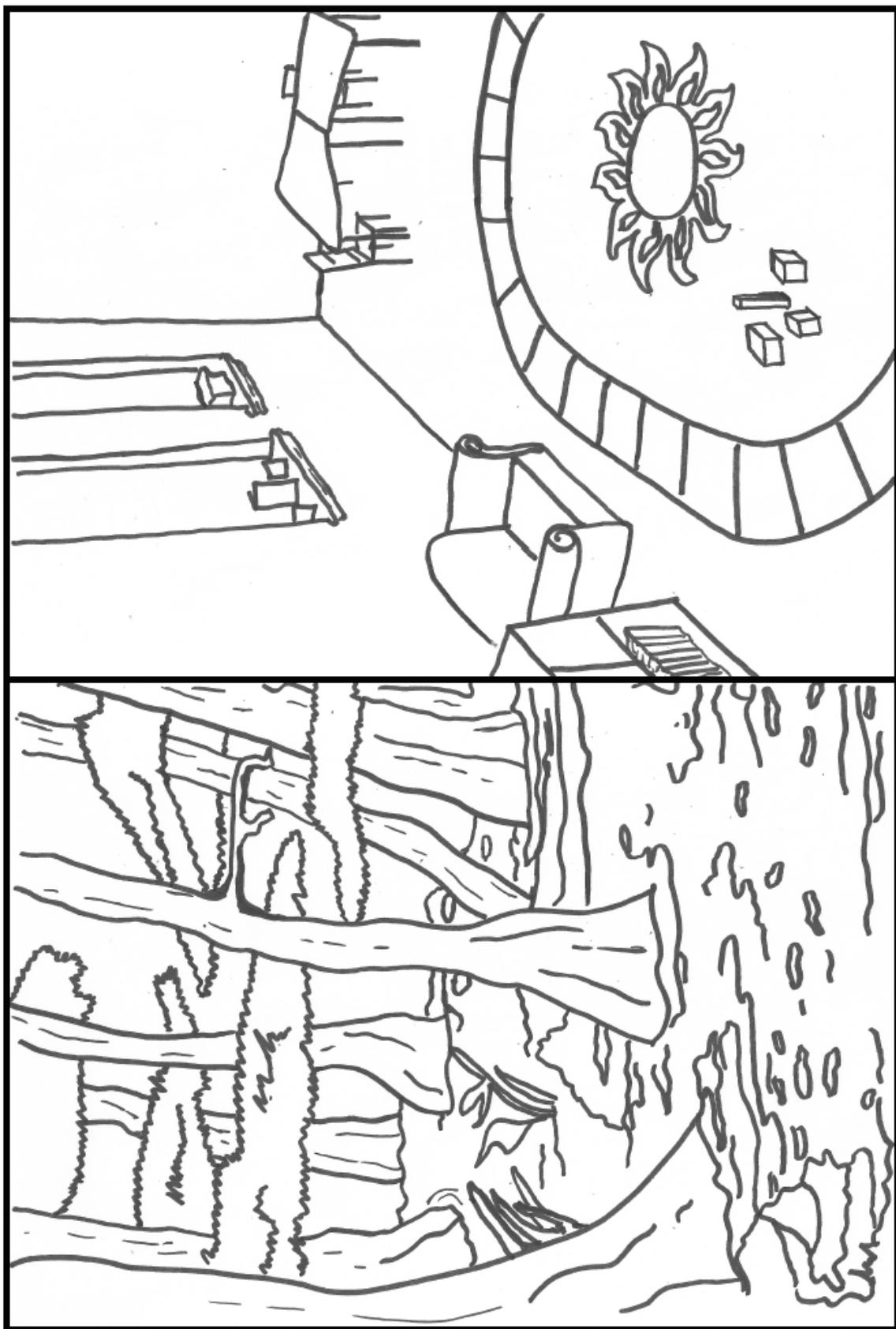
Cut along dashed lines to prepare Partners of 10 Puzzles.



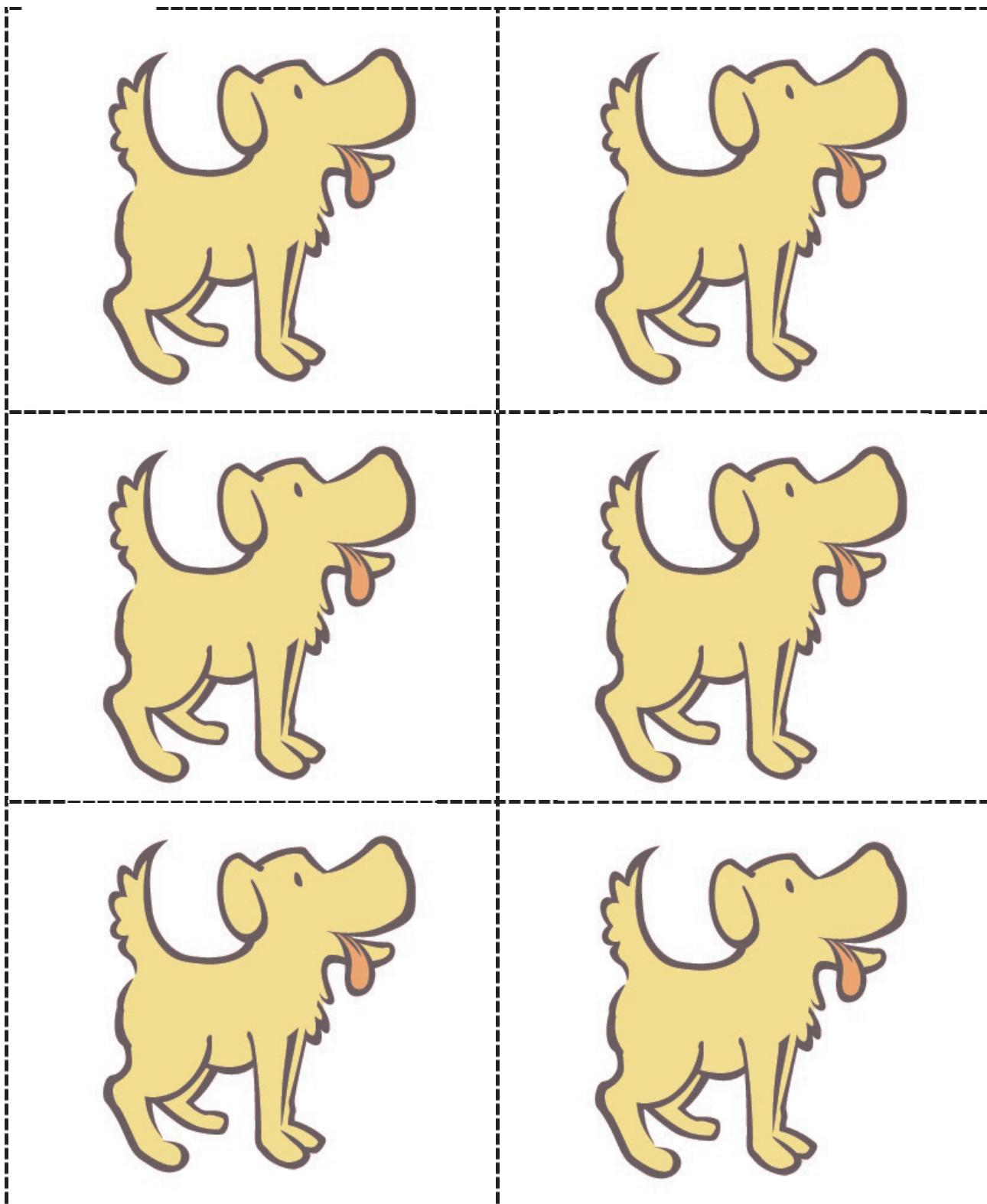
To create numeral cards: 1) Print. 2) Fold lengthwise so the outline on the numeral side matches the outline on the dot side. 3) While the paper is folded, cut out individual cards. Do not cut along the fold! 4) Laminate with cards folded so that numeral and dots match.



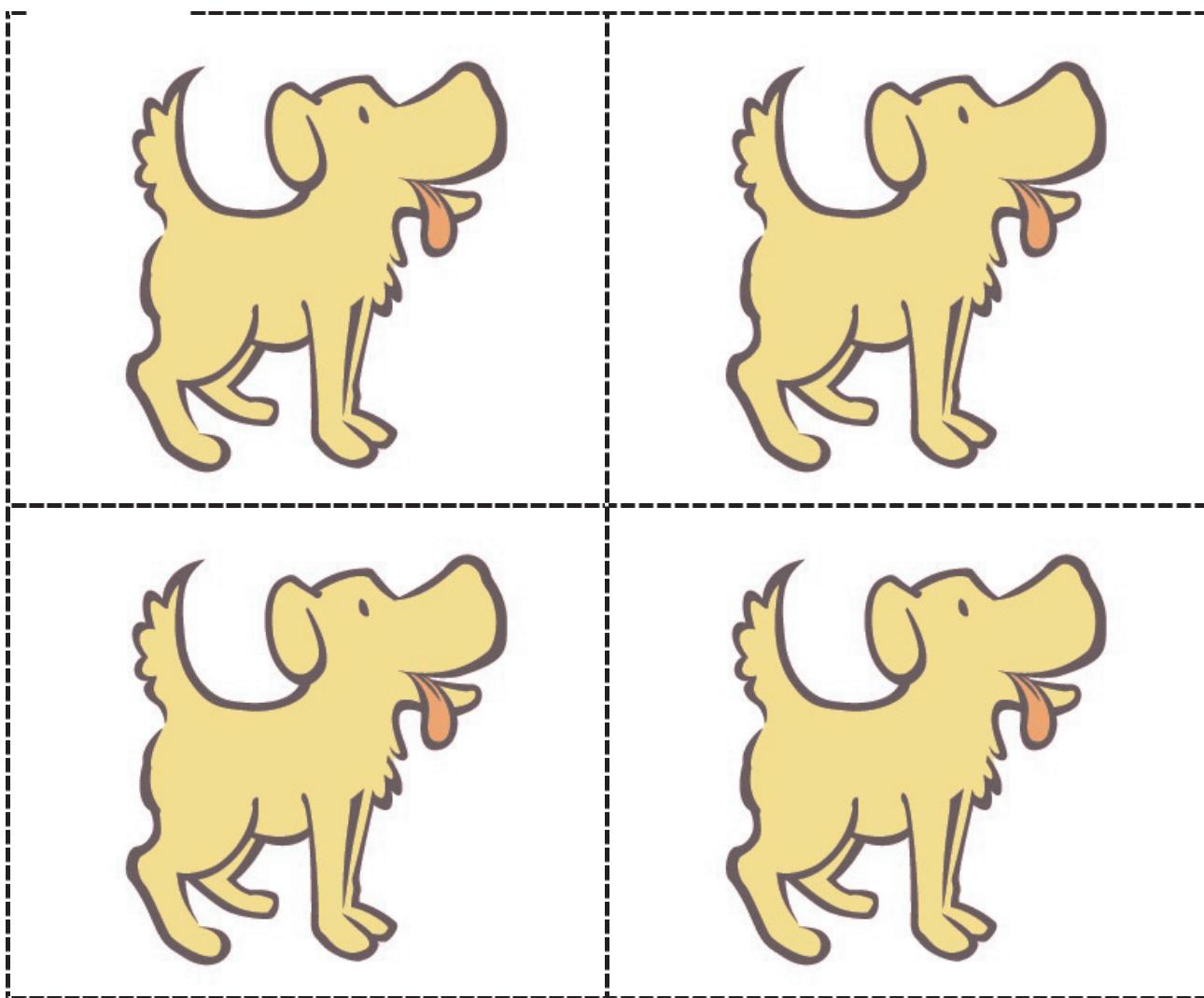
numeral card 10



decomposition mat



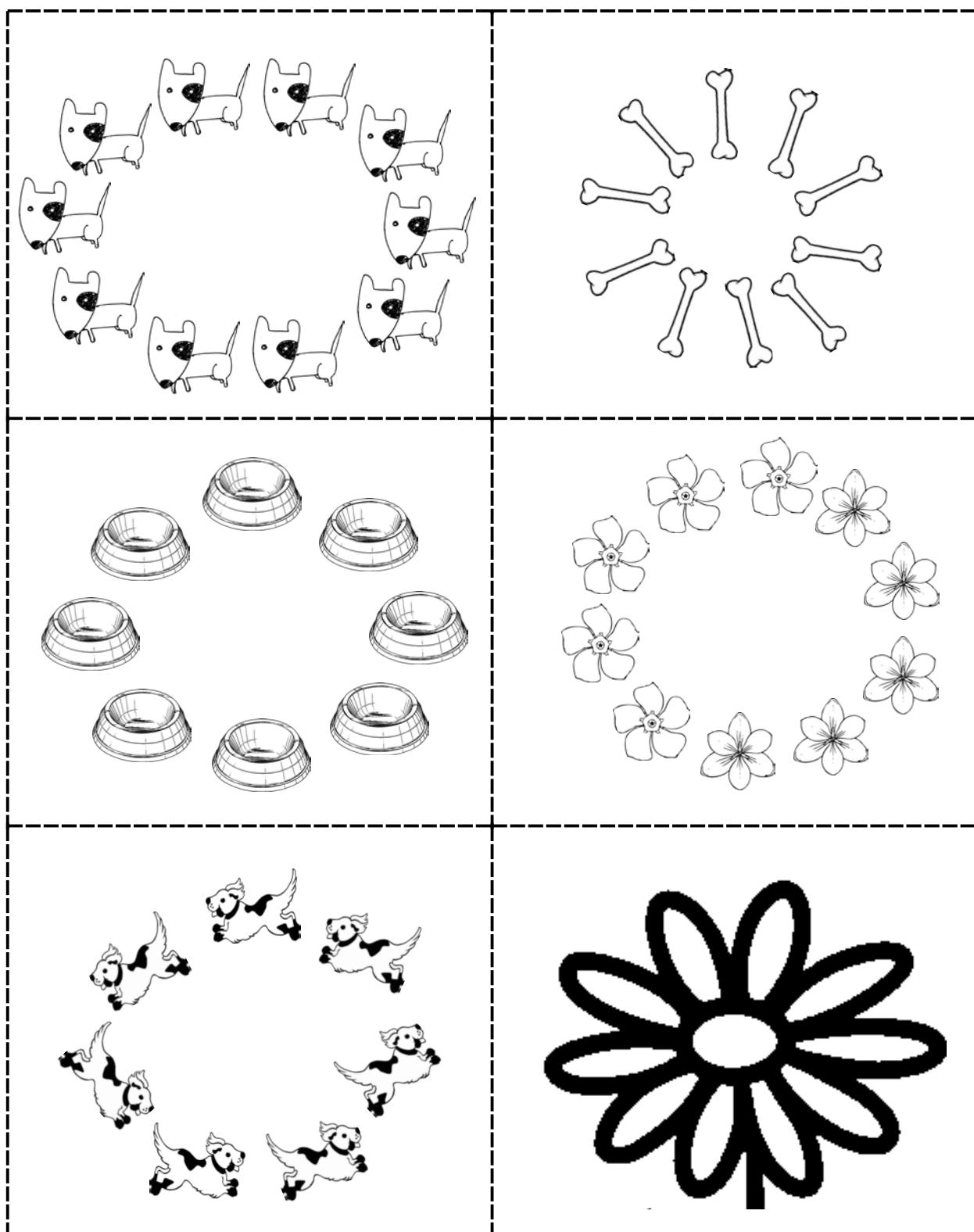
10 puppies



10 puppies

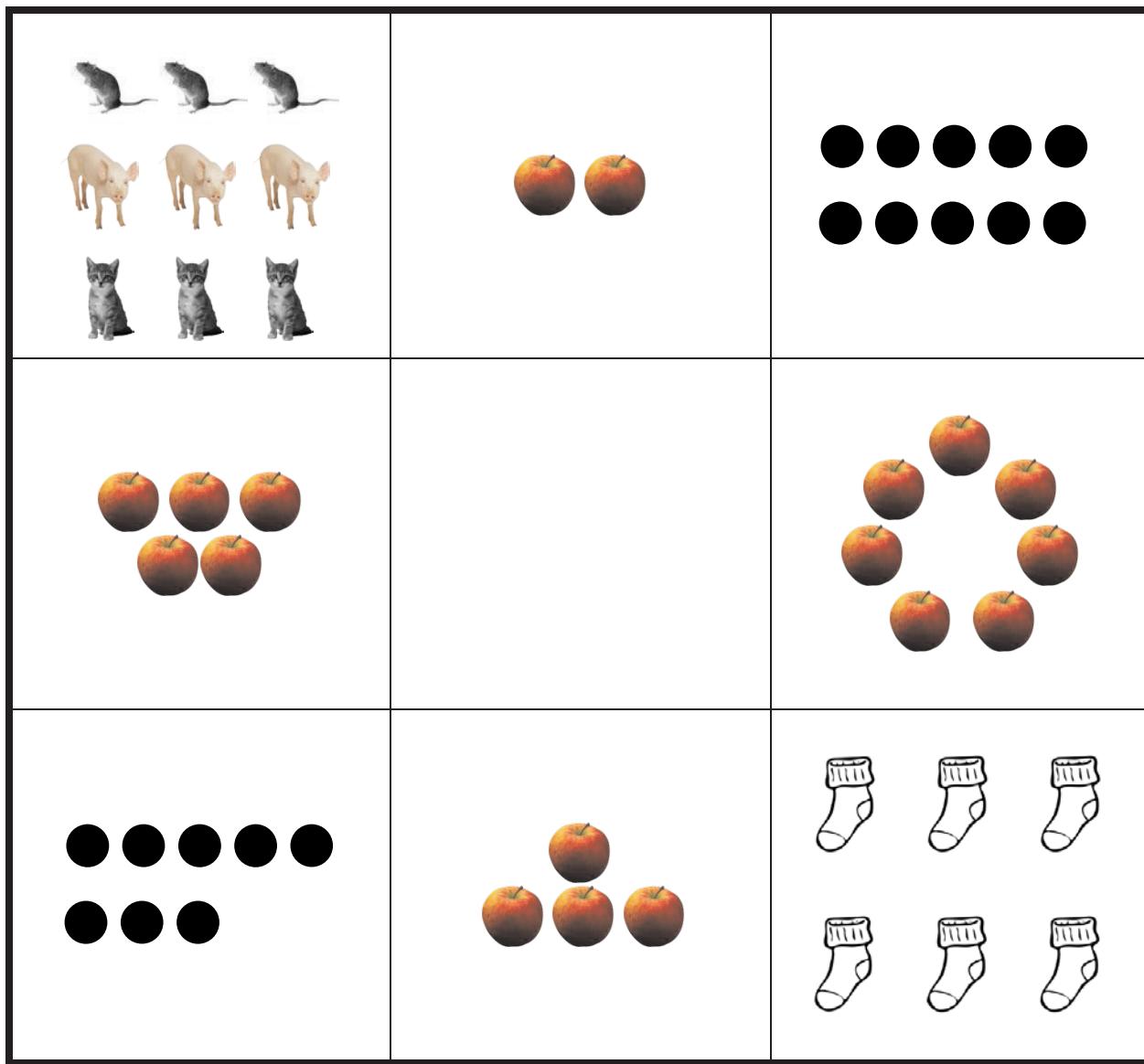


flower image



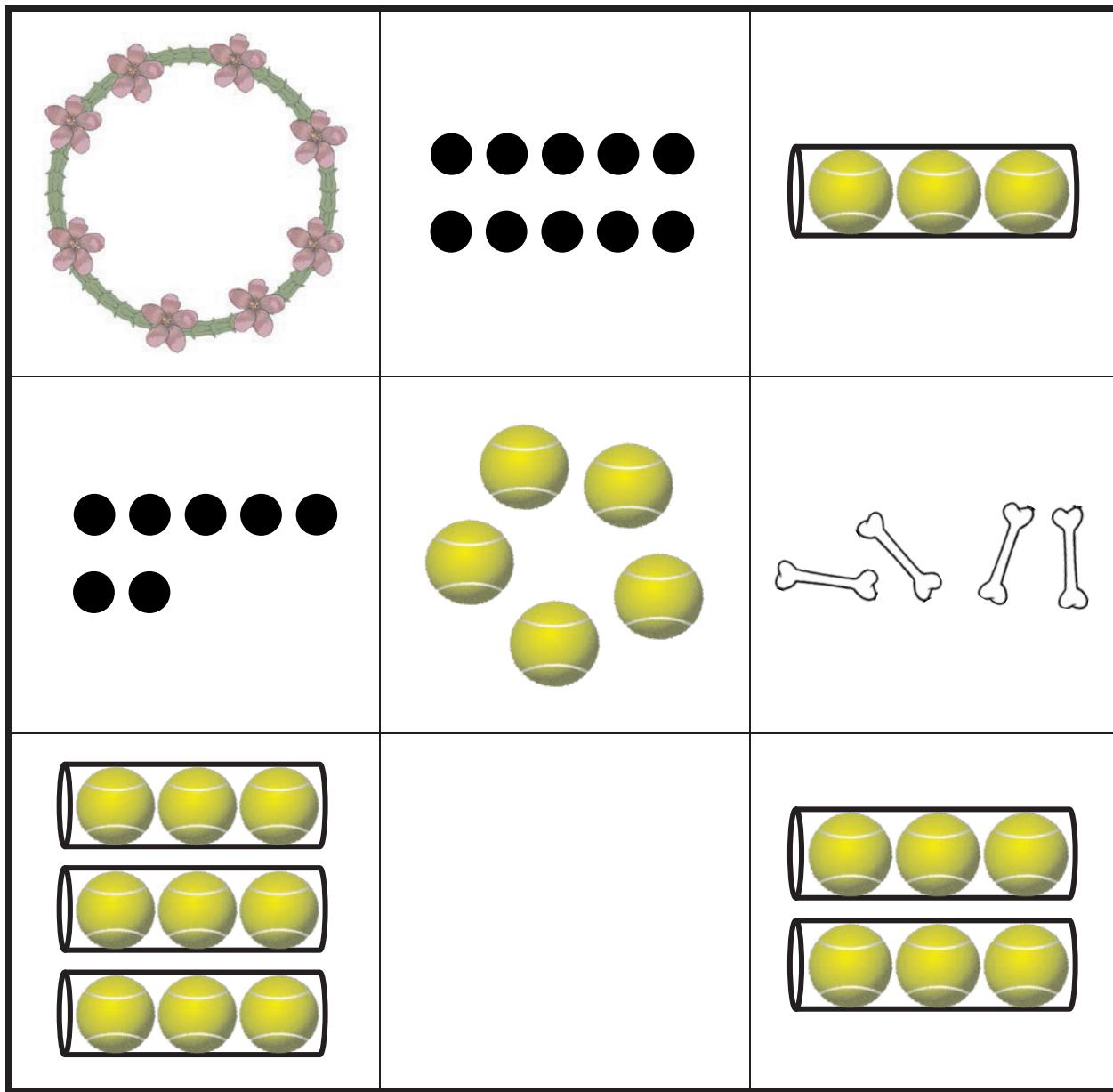
circular configuration cards

B I N G O



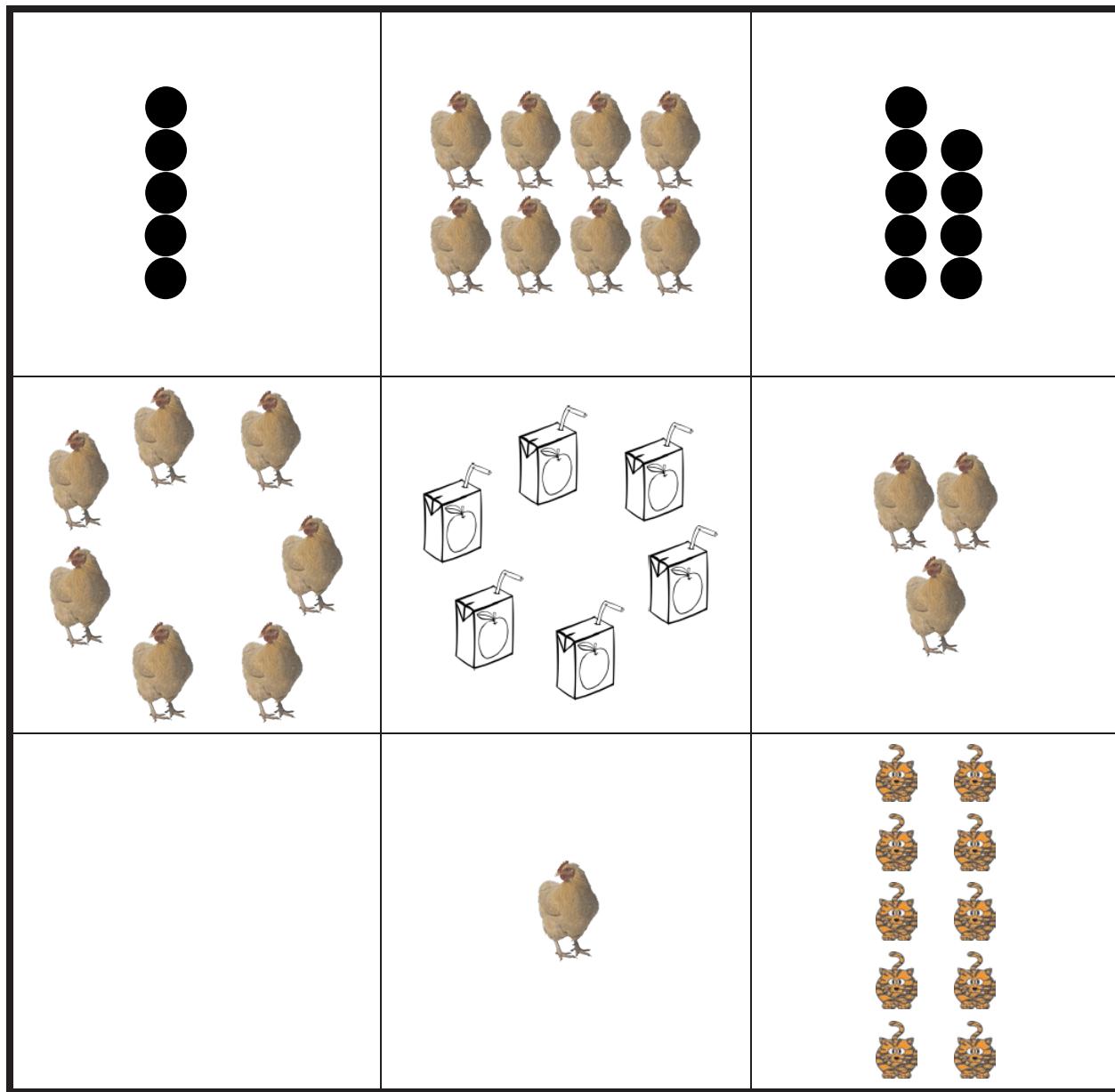
Bingo card 1

B I N G O



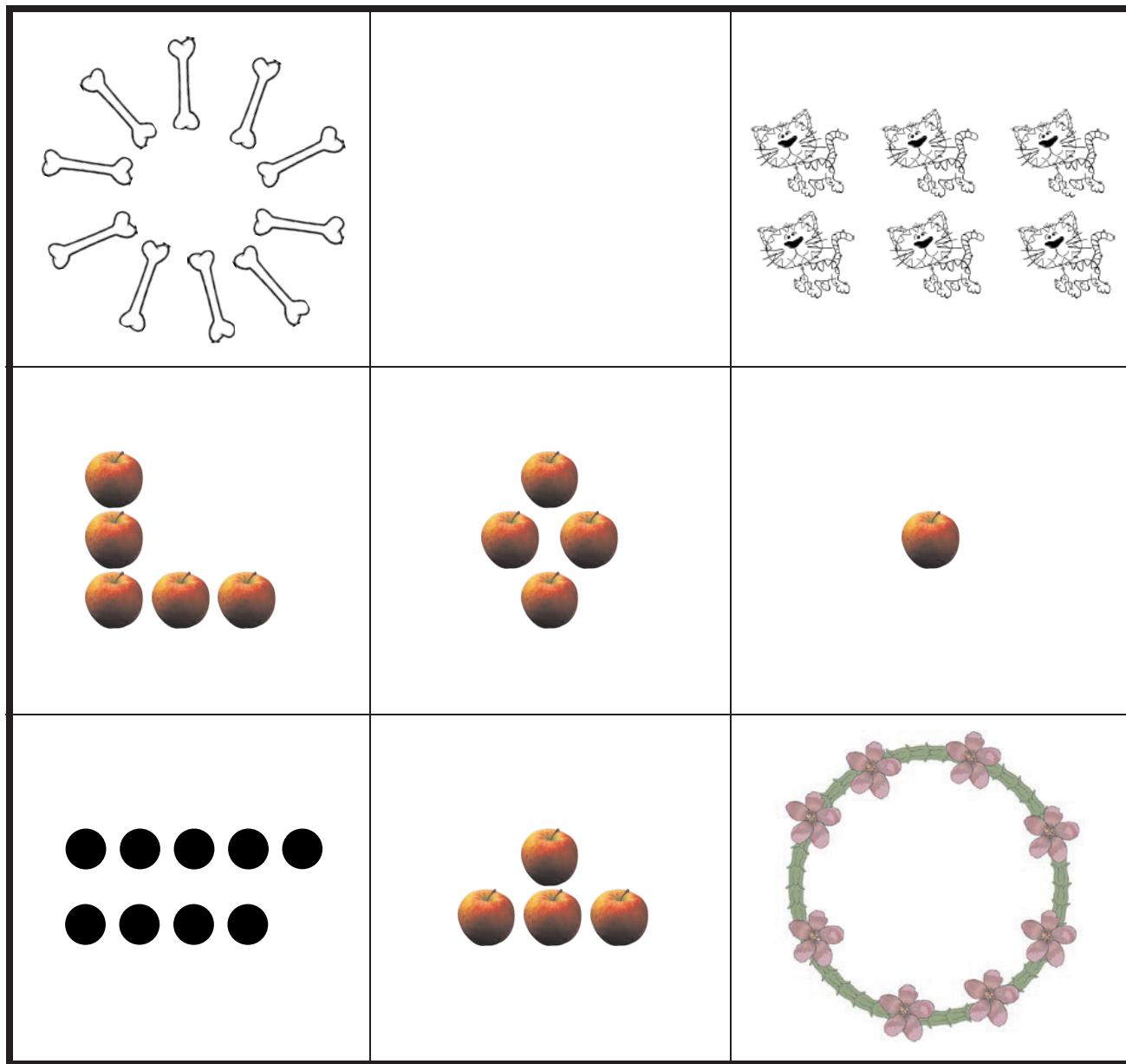
Bingo card 2

B I N G O



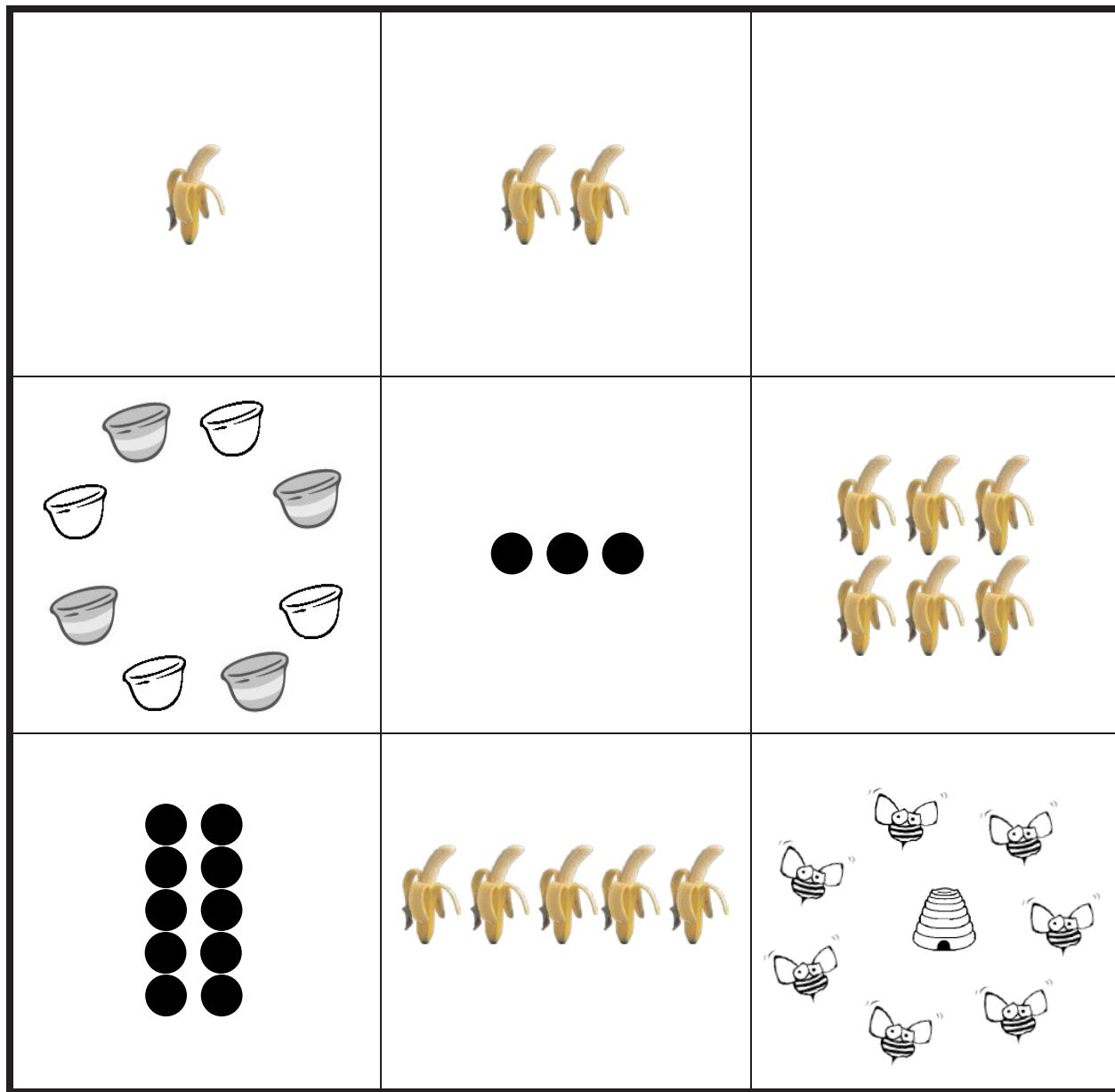
Bingo card 3

B I N G O



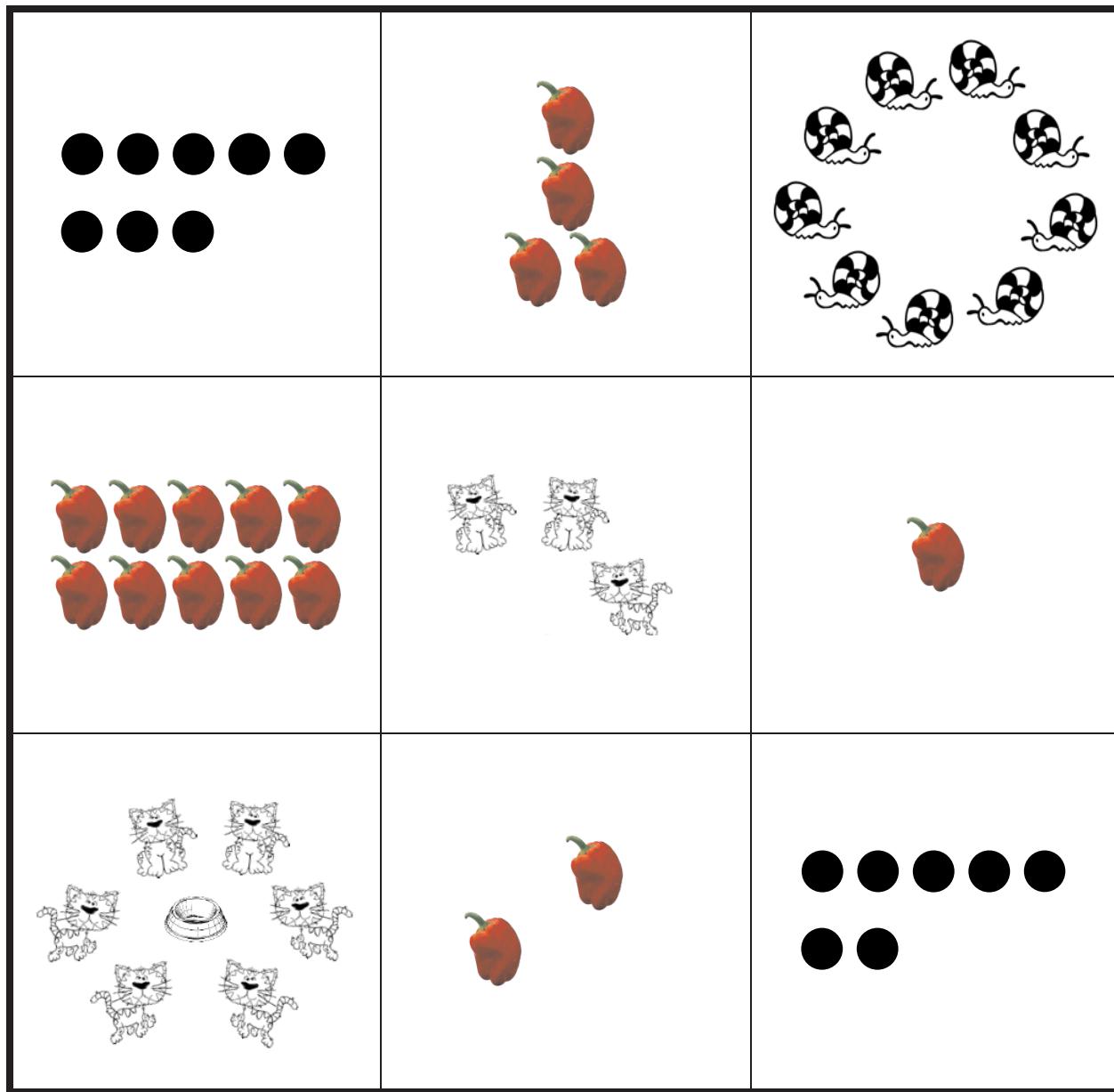
Bingo card 4

B I N G O



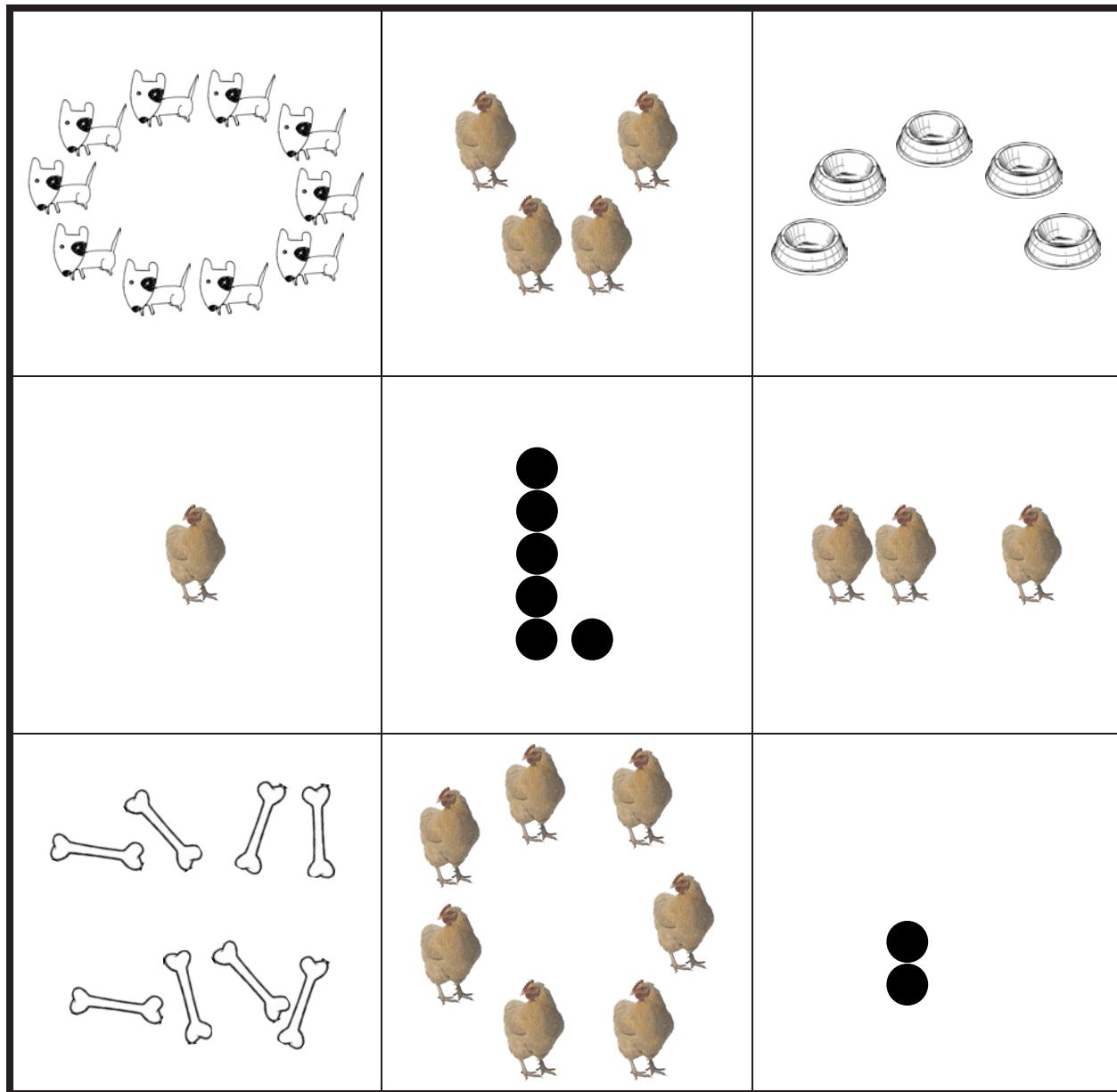
Bingo card 5

B I N G O



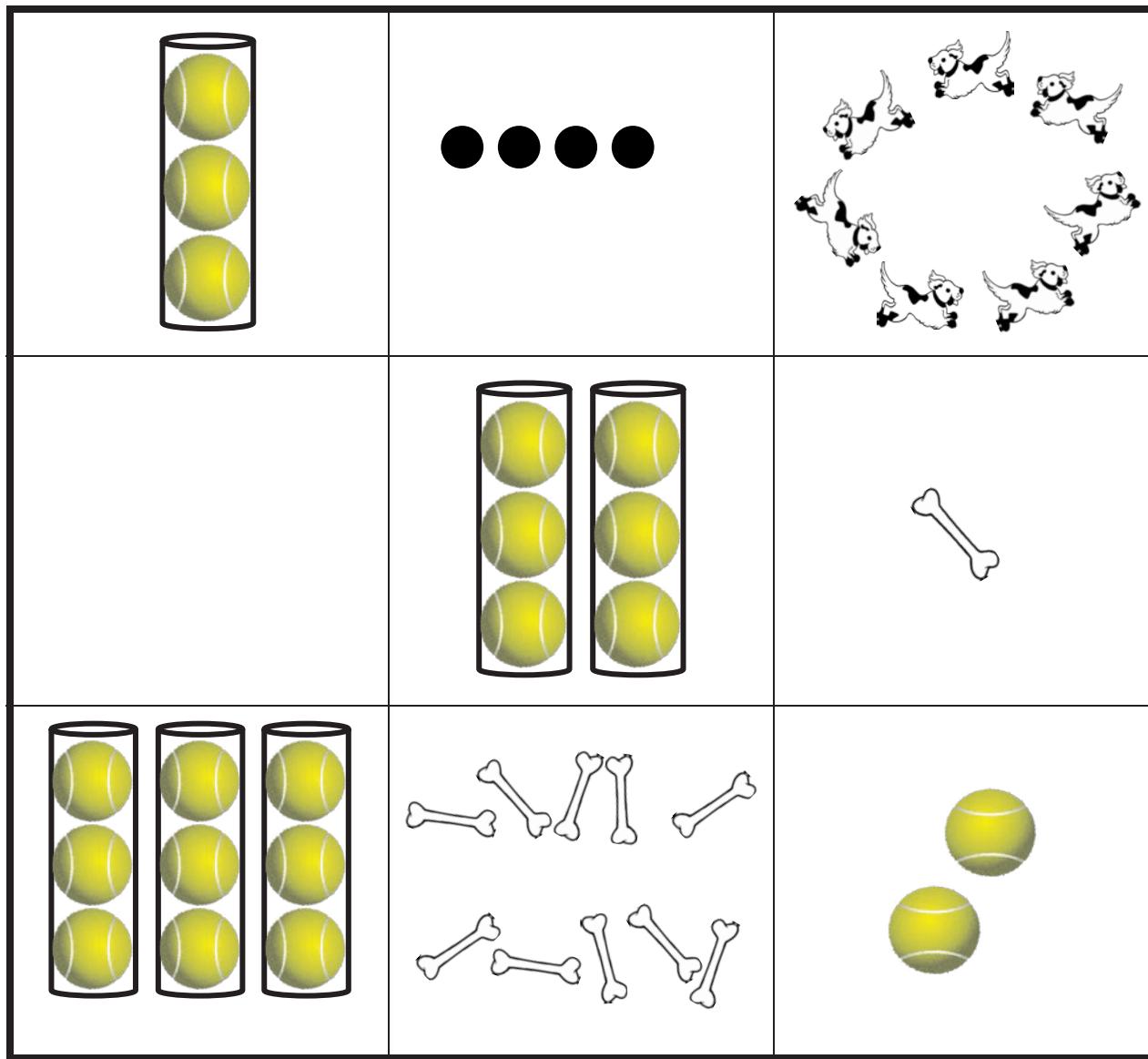
Bingo card 6

B I N G O



Bingo card 7

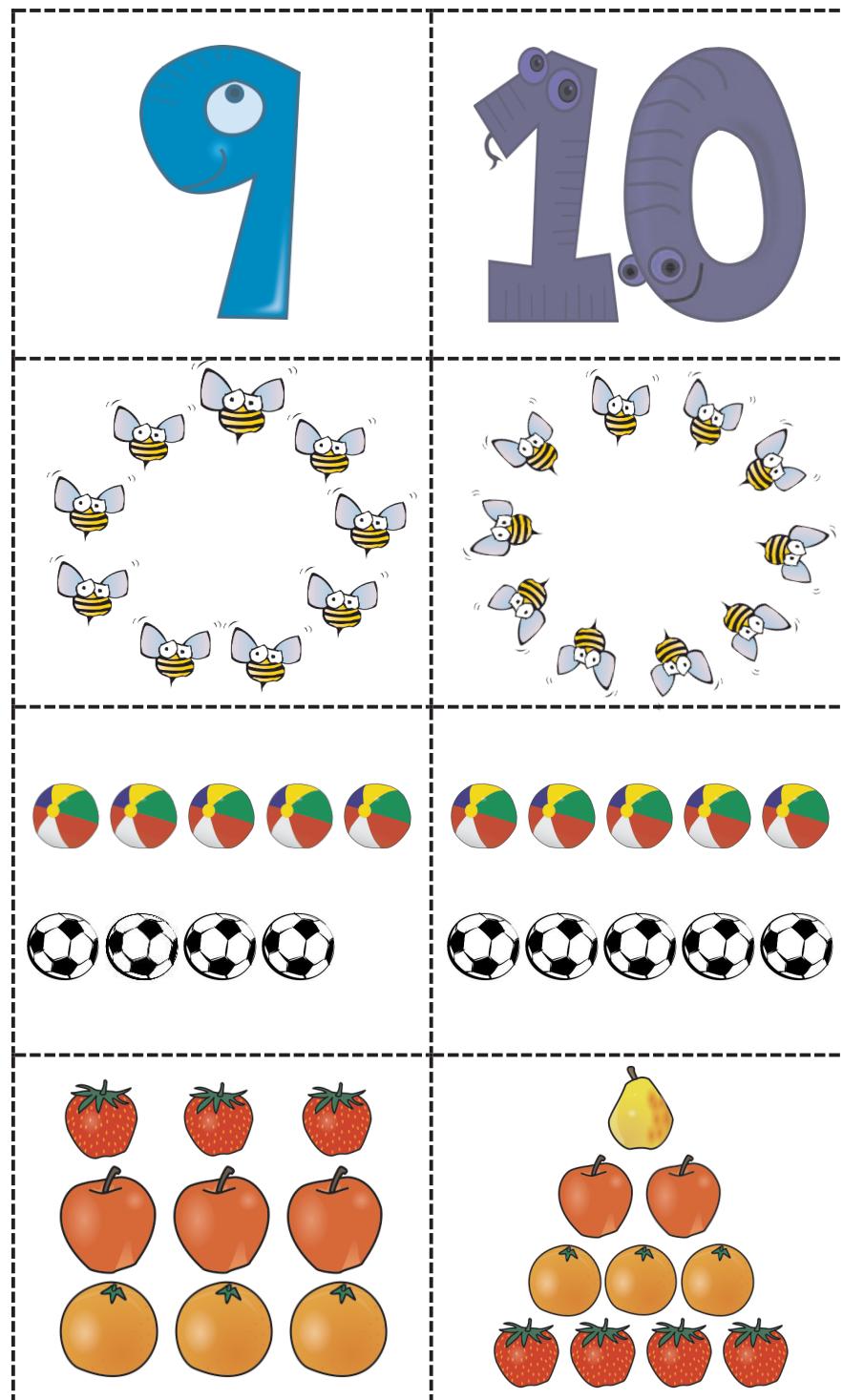
B I N G O



Bingo card 8



pictures and shapes



pictures and shapes

Student Name _____

Topic A: How Many Questions with up to 7 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 7 small rocks, 7-stick of linking cubes with 5 red and 2 yellow

	Date 1	Date 2	Date 3
Topic A			
Topic B			
Topic C			
Topic D			

1. (Put 6 small rocks in a straight horizontal line.) Touch and count the rocks.
2. Put one more rock on the end of the line. How many are there?
3. (Change the rocks for a linking cube stick of 6 cubes with 5 red and 1 yellow.) Count the cubes. How many are there?
4. (Break the stick into 2 threes. Arrange them as two rows.) Count the cubes. How many are there?
5. (Put the stick back together.) Put one more yellow cube on the yellow end. How many cubes are there now?

Note: If a child is unable to count 7 objects with one-to-one correspondence (one object paired with one number word), ask him to rote count to 7. Rote counting (**PK.CC.1**) is a precursor to counting with one-to-one correspondence (**PK.CC.3a**).

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	

Topic B: Matching One Numeral with up to 7 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 7 linking cubes of the same color, 10 small rocks, paper plate, paper clip, numeral cards 1–7

1. (Arrange 6 linking cubes in a circle around the rim of a plate.) Touch and count the cubes. How many cubes are there? You may use the paper clip if it will help you count.
2. (Display the numerals 1, 2, 3, 4, 5, 6, and 7 scattered and out of order on the table.) Hand me the number that shows the number of cubes on the plate.
3. (Arrange 7 linking cubes in a circle around the rim of a plate.) Touch and count the cubes. How many cubes are there? You may use the paper clip if it will help you count.
4. (Remove the linking cubes and place 10 small rocks in a scattered configuration on the plate. Show the numeral 7.) Put this number of rocks in a straight line.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic C: How Many Questions with up to 8 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 8 small rocks, 8 stick of linking cubes with 5 red and 3 yellow, paper plate

1. (Put 7 small rocks in a straight horizontal line.) Touch and count the rocks. How many are there?
2. (Put one more rock at the end of the line.) How many are there now?
3. (Exchange the 8 rocks for a linking cube stick of 8 cubes with 5 red and 3 yellow.) Count the cubes. How many are there?
4. (Break the stick into 4 twos. Arrange them as 4 rows.) Count the cubes. How many are there?
5. (Put the stick back together.) How many cubes are there now?

Note: If a child is unable to count 8 objects with one-to-one correspondence (one object paired with one number word), ask her to rote count to 8. Rote counting (**PK.CC.1**) is a precursor to counting with one-to-one correspondence (**PK.CC.3a**).

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	

Topic D: Matching One Numeral with up to 8 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 8 linking cubes of the same color, paper plate, paper clip, numeral cards 1–8

1. (Arrange 8 linking cubes in a circle around the rim of a plate.) Touch and count the cubes. How many cubes are there? You may use the paper clip if it will help you count.
2. (Display the numerals 1, 2, 3, 4, 5, 6, 7, and 8 scattered and out of order on the table.) Hand me the number that shows the number of cubes on the plate.
3. (Remove the linking cubes and place 10 small rocks in a scattered configuration on the plate. Show the numeral 8.) Put this number of rocks in a straight line.

What did the student do?	What did the student say?
1.	
2.	
3.	

Class Record Sheet of Rubric Scores: Mid-Module 3 Assessment					
Student Names	Topic A: <i>How Many Questions with up to 7 Objects</i>	Topic B: Matching One Numeral with up to 7 Objects	Topic C: <i>How Many Questions with up to 8 Objects</i>	Topic D: Matching One Numeral with up to 8 Objects	Next Steps:

Topic F: Matching One Numeral with 0 up to 9 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 9 teddy bear counters of the same color and size, 10–12 leaves, paper plate, linking cube, numerals 0 to 9

1. (Arrange 9 teddy bears in a circle around the rim of a plate.) Touch and count the teddy bears. How many teddy bears are there? You may use the cube if it will help you count.
2. (Display the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 scattered and out of order on the table.) Hand me the number that shows the number of teddy bears on the plate.
3. (Remove all the teddy bears from the plate.) Hand me the number that shows how many cars are on this plate.
4. (Show a small pile of 10–12 leaves. Show the numeral 9.) Put this number of leaves in a straight line.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic G: How Many Questions with up to 10 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 12 small leaves, 10-stick of linking cubes with 5 orange and 5 red

1. (Put 9 small leaves in a straight horizontal line.) Touch and count the leaves.
2. Put one more leaf on the end of the line. How many are there now?
3. (Exchange the leaves for a linking cube stick of 10 cubes with 5 orange and 5 red.) Count the cubes. How many are there?
4. (Break the stick into 2 fives. Arrange them as 2 rows.) Count the cubes. How many are there?
5. (Join the stick together again, and break then it into 5 twos in 5 rows.) Count the cubes. How many are there?

Note: If a child is unable to count 10 objects with one-to-one correspondence (one object paired with one number word), ask him to rote count to 10. Rote counting (**PK.CC.1**) is a precursor to counting with one-to-one correspondence (**PK.CC.3a**).

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	

Topic H: Matching One Numeral with up to 10 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 10 small paper clips, piece of construction paper, 1 leaf, numerals 0 to 10, 12–15 beans

1. (Arrange 10 paper clips in a circle on the construction paper.) Touch and count the paper clips. How many paper clips are there? You may use the leaf if it will help you count.
2. (Display the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 scattered and out of order on the table.) Hand me the number that shows the number of paper clips on the plate.
3. (Exchange the paper clips on the paper for 12–15 beans in a scattered configuration. Show the numeral 10.) Put this number of beans in a straight line.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Class Record Sheet of Rubric Scores: End-of-Module 3 Assessment

Student Names	Topic E: <i>How Many Questions with 0 to up to 9 Objects</i>	Topic F: Matching One Numeral with 0 up to 9 Objects	Topic G: <i>How Many Questions with up to 10 Objects</i>	Topic H: Matching One Numeral with up to 10 Objects	Next Steps: