KINDERGARTEN NUMERACY OBSERVATIONS - Adapted from the Kindergarten SNAP Teacher Guide

Teacher: **Date:**

Student	BUILD THE NUMBER//ONE/TWO MORE/LESS					REPRESENT/SUBITIZE		DECOMPOSE	BENCHMARKS 5/10	REAL LIFE	PATH
	1. Student shows/counts the number of objects **Y**es, Yes w/**P**romts and support, **N**o	2. When counting: 1 to 1 **T**agging, **S**kips #s, w/**P**rompt	3. Move blocks around on table. Does student know there are still the same amount or do they have to count again? **K**now, **C**ount	4. Ask students what would be one more, then two more: Yes, with: Mental Math (**MM**), **M**anipulatives, **P**rompting, **N**o	5. Ask students what would be one less, then two less: Yes, with: Mental Math (**MM**), **M**anipulatives, **P**rompting, **N**o	1. Represent: student represents the number on the SNAP mat: **Y**es, w/ **P**ictures, **M**anipulatives, **N**o	2. Subitize: use subitizing cards for student to point out the specified number in 3 to 4 seconds without counting from each card, including **D**ice, **D**ot **C**ards (**DC**), **F**ingers, **10** frame, **T**ally: **Y**es (specify which), **N**o	Student counts out small parts to match number. Ask student to break apart/decompose the blocks in different ways. Record how student decomposes the blocks.	Show student large 10 frame. Ask them to fill it using blocks or crayons for the specific number. 1. Ask "How can you make 10? **M**ental **M**ath (**MM**), Counts Spaces, **M**anipulatives, **P**rompting 2. Ask "How can you make 5?" **M**ental **M**ath (**MM**), Counts Spaces, **M**anipulatives, **P**rompting	Prompt "Tell me where you would be able to see __ of something in your world." **Y**es (reasonable example), **Y**es, w/ **P**rompts and support, **N**o	Ask student to show number on the number path by colouring/circling the number as a group. **Y**es, Yes w/**P**rompts and support, **N**o
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N
	Y P N	T S P	K C	Y w/ MM M P N	Y w/ MM M P N	Y w/ P M N	Y (D DC F 10 T) N		5 (MM M P) 10 (MM M P)	Y P N	Y P N