Math Milestones™
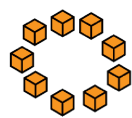
Student Name _____   Date _____

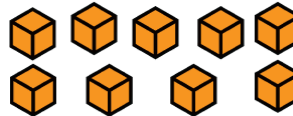# How Many Blocks?

K:1
How many blocks?
[Student tells how many.]

[Teacher slowly rearranges.]
If you count the blocks, how many do you think there will be?

This task is delivered verbally using an Interview format.
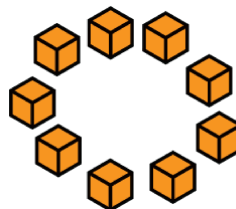
Teacher instructions

Notes

1. Arrange 9 blocks on a table in this pattern. (Other objects such as counters or pennies could be used instead of blocks.)

   Say to the student, **"How many blocks?"**

   Listen and note what the student says and does.

2. After the student has given an answer to the problem above, slowly rearrange the blocks in a circle.

   Say to the student, **"If you count the blocks, how many do you think there will be?"**

   Listen and note what the student says and does.

Student Name _____   Date _____

There are 4 📖 on the floor
books

and 6 📖 on the bed.
books

How many 📖 are there?
books

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Student Name _____   Date _____

Teacher direction: The student or the teacher may write in the numbers the student says.

Say the counting numbers. Also say the missing numbers.
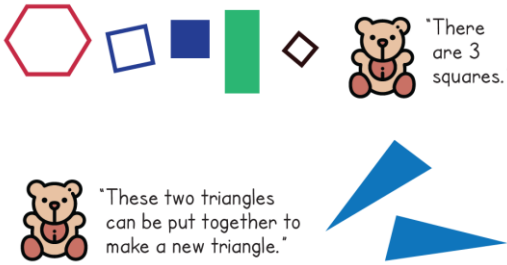
☞ _9_ _10_ _11_ ____ ____ _14_

☞ _55_ _56_ _57_ _58_ _59_ ____

Student Name _____ **Date** _____

Bears Talk About Shapes

This task is delivered verbally using an Interview format.

Teacher instructions:

Have shape manipulatives available for the student to use. The second part of the task can be posed using any two right triangles that are identical in size and shape (congruent).

Point to the first bear. Say: "This bear said something about the shapes. The bear said, 'There are three squares.' Is the bear correct?"

Watch what the student does. Listen to what the student says. (Space is provided to take notes.)

Give the student cutouts or manipulatives for the two triangles. Point to the second bear. Say: "This bear said something about the triangles. The bear said, 'These two triangles can be put together to make a new triangle.' Is the bear correct?"

Watch what the student does. Listen to what the student says. (Space is provided to take notes.)

Student Name _____   Date _____

Adding to Make a Group of Ten

K:5 [Teacher puts 3 red counters on table.]
**Put some blue counters here to make
10 counters in all.** [Student completes
this task.] **How many counters did you
add?** [Student determines the answer.]

Write the missing number: 3 + ____ = 10

This task is delivered verbally using an Interview format.

Teacher instructions:

Place 3 red counters on a table. Place approximately 10 blue counters within reach.(Other objects such as pennies could be used instead, and other pairs of colors could be used instead of red/blue.)

Point to the 3 red counters and say: "Please put some blue counters here to make 10 counters in all."

Watch what the student does. Listen to what the student says. (Space is provided to take notes.)

_____

_____

After the student has finished working, say: "How many counters did you add?"

Watch what the student does. Listen to what the student says. (Space is provided to take notes.)

_____

_____

Next, write 3 + ____ = 10. Point to the blank space and say: "3 plus what number equals 10? Write the missing number here."

Watch what the student does. Listen to what the student says. (Space is provided to take notes.)
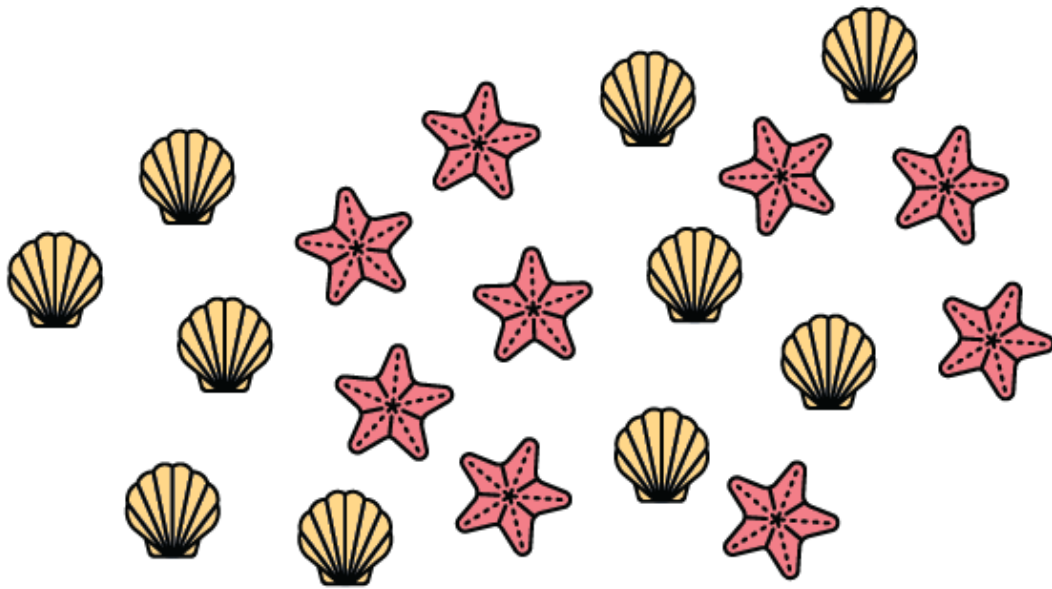
_____

_____

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Student Name _____   Date _____

Are there more 🐚 or more ⭐ ?

shells   sea stars

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Student Name _____   Date _____

Ten Pennies, Two Hands

This task is delivered verbally using an Interview format.

Student materials: counters, blank paper, pencil/pen

Teacher instructions	Notes

1. Say to the student,
   "Hazel had 10 pennies in her hands.
   [Hold up both hands with closed fists.]

   She had some pennies in her left hand.
   [Hold up left hand with closed fist.]

   She had some pennies in her right hand.
   [Hold up right hand with closed fist.]

   Guess how many pennies she has in each hand."

   Listen and note what the student says and does. Attach student work, if available.

Teacher instructions   Notes

2. After the student has given an answer,
    say to the student, *"What other numbers
    will also make the story true?"*

    Listen and note what the student says
    and does. Attach student work, if
    available.

3. Optional follow-up question, *"What can
    we say about the guesses that would
    make the story true?"*

Student Name _____   Date _____

Five Behind the Back

> K:8 [Teacher holds out 5 paper clips.]
> **How many do I have?**
> [Student counts the paper clips.]
>
> [Teacher puts both hands behind back, then brings out 0, 1, 2, 3, 4, or 5 paper clips in one hand.] **How many are in this hand?**
> [Student counts the paper clips.]
>
> **How many are in my other hand?**

This task is delivered verbally using an Interview format.

Teacher instructions:

Hold out one hand with 5 paperclips in the open palm of the hand. Say to the student, "How many do I have?"

Watch what the student does. Listen to what the student says. (Space is provided to take notes.)

_____

_____

_____

After the student has given an answer, put both hands behind the back and bring out 0, 1, 2, 3, 4, or 5 paperclips in the open palm of one hand. Keep the other hand behind the back. Say to the student: "How many are in this hand?"

Watch what the student does. Listen to what the student says. (Space is provided to take notes.)

_____

_____

_____

(Instructions continue on next page.)

Watch what the student does. Listen to what the student says. (Space is provided to take notes.)

_____

_____

_____

After the student has given an answer, say to the student: "How many are in my other hand?"

Watch what the student does. Listen to what the student says. (Space is provided to take notes.)

_____

_____

_____

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Student Name _____   Date _____

6   5

Point to the greater number.

Tell how you decided.

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Student Name _____   Date _____

5 🐕 were playing.
dogs

Then 3 more 🐕 came.
dogs

How many 🐕 are here now?
dogs

This task is not designed for numerical scoring.

Student Name _____   Date _____

9 🐦 were in a tree.
birds

5 🐦 flew away.
birds

How many 🐦 are there now?
birds

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Student Name _____   Date _____

Make Ten and Some More

> K:12 Draw 16 circles. Use a [favorite color] marker for 10 of them. Use a pencil for the rest. [Student draws.]
>
> How many are [favorite color]? How many are in pencil?
>
> Write the missing number: 16 = 10 + ____

This task is delivered verbally using an Interview format.

Student materials: color markers, pencil, blank paper

Teacher instructions   Notes

1. Allow the student to choose a color marker for the task. Have a pencil ready, also. Say to the student, **"I would like you to draw sixteen circles. Use the [color] marker to draw ten circles. Use a pencil to draw the rest of the circles."**

2. After the student has finished working, say: **"How many circles are [color]? How many circles are in pencil?"**

3. Next, write **16 = 10 + ___**. Point to the blank space and say, **"16 equals 10 plus what number? Write the missing number here."**

This task is not designed for numerical scoring.

Student Name _____   Date _____

Write or say the missing numbers.

$3 + 1 =$ _____ $2 + 3 =$ _____

$5 + 0 =$ _____ $2 - 2 =$ _____

$4 - 3 =$ _____ $5 - 3 =$ _____

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Student Name _____   Date _____

Animals from Land and Sea

This task is delivered verbally using an Interview format.

Student materials: animals on page 2 (You may cut out the animals.), blank paper, pencil/pen

Teacher instructions

Notes

1. Consider opening the task by asking if students know names for any of the animals. Ask what students know about where the animals live.

   Say: **"Some of these animals are land animals. The other animals are sea animals. Are there more land animals or more sea animals?"**

   Listen and note what the student says and does. Attach student work, if available.

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elephant

clownfish

gorilla

dolphin

mantis

snake

seahorse

octopus

shark