

S=sandwich Q=quart 1=gallon	#	Assessment	Materials required
	1.1	Show student 2 groups of items, one has 1 and the other has 4. Ask "which has more?" Show student 2 groups of items, one has 2 and the other has 5. Ask "which has more?"	5 cubes (1 color) 2 cubes (another color)
	1.2	Show student 2 items. Ask "how many?" Show student 3 items. Ask "how many?" Figure 1.4 (Vary the materials so students understand many things can be counted)	3 cubes (same color)
	1.3	Show student 3 items. Ask them to make a group with the same number. When provided with a set of 5 items, ask student to "Give me 2."	8 cubes (same color)
	1.4	Shown a group of 2 dots, ask student to say the number. Figure 1.5 Shown a group of 4 dots, ask student to say the number. Figure 1.6	Subitizing cards: 2 dot, 4 dot
	1.5	Shown a group of 5 dots, ask student to say the number. Figure 1.7 Shown a group of 2 and 3 dots, ask student to say the total. Figure 1.8 Shown a group of 3 and 3 dots, ask student to say the total. Figure 1.9 Shown a group of 5 and 3 dots, ask student to say the total. Figure 1.10	Subitizing cards: 5 dot 2 dot, 3 dot 3 dot
	1.6	Using two 5 frames with 9 dots showing, ask student to say the number. Figure 1.11 Using two 10 frames with 12 dots showing, ask student to say the number. Figure 1.12	2) 5 frames w/9 dots 2) 10 frames w/12 dots
	1.7	Using three full 10 frames, ask student to say the total. Figure 1.13 Using two full 10 frames and one ten frame with 5 dots, ask student to say the total. Figure 1.14	3) full 10 frames 3) ten frames (25 filled)
	1.8	Using four full 10 frames and 3 dots, ask student to say the total. Figure 1.15 Using two full 10 frames and two groups of 4 dots, ask student to say the total. Figure 1.16	4) full 10 frames, 3 subitizing dots, 2) 4 dots
	2.1	Ask student to say two numbers. (Alt. Ask student to use AAC to say 2 numbers) Ask student to request a number of desired objects. Any number word is acceptable. (Alt. Ask student "How old are you?" or "Can you count for me?" Any number word is acceptable	5 cubes same color

2.2	<p>Ask student to count to 5 out loud. (Look for at least 3 number words, not all have to be in order)</p> <p>Ask student to count a group of 6 objects as you point to each one. (Look for at least 3 number words, not all have to be in order)</p>	6 cubes (1 color)
2.3	<p>Ask student to count to 10 verbally or using an AAC device.</p> <p>Ask student to count a group of 3 objects laid in a straight line with 1:1 correspondence. Answer may be wrong, but student should say a number word for each object.</p>	3 cubes (1 color)
2.4	<p>Ask student, "How many?" when given a group of 5 objects in a straight line. Student will count and then repeat the total as a final answer.</p> <p>Ask student to count a stack of 8 blocks or other desired objects. Student must indicate their final answer.</p> <p>Ask student, "What comes after 2?" Student may use number line as a visual prompt. (Alt. Ask student "What comes before 5?") Student may use number line as a visual prompt.</p> <p>Ask student to clap or activate a switch 4 times.</p> <p>Given a container of blocks, ask student to "give me 3 blocks."</p>	4 blocks (1 color) 4 blocks (1 color)
2.5	<p>Ask student to write or represent the numbers 1-10 (Alternate: use technology)</p> <p>Ask student to count a group of 9 objects that are not organized in any way. Fig 2.1 Alt. Ask student to count a group of 24 objects that are not organized in any way. Fig.2.2</p> <p>Ask student to count from 10 to 1 with the teacher removing blocks as they count back. (Alt. Use number line with a pointer)</p>	10 cubes different colors
2.6	<p>Starting with 2 objects, the teacher adds 3 more asking student to say the next number as each object is added. (Alt. Use number line as a visual prompt with the student moving an object along with a story)</p> <p>Ask student to skip count to 100 by 10's. Ask student to count to 100 by 1's. (Alt. Ask student to skip count to 20 by 2's. Ask student to count by 5's to 50.)</p> <p>Show a group of 5 cookies and say there are 3 more are hidden in the lunch bag. Ask student, "How many in all?" Fig. 2.3 (Alt. Show three dollars and say there are two more in the wallet or purse. Ask student "How many in all?")</p> <p>Ask student using finger models "How many is 3 more than 4? Let's count on..."</p>	3 cubes (1 color) 5 cubes (1 color)

	2.7	<p>Given 2 groups of objects, one a connected “train” of 8 blocks and a group of 6 spread out blocks, ask student which group has more? Fig. 2.4</p> <p>Ask student to count backward from 20. (Alt. Use a number line or hundreds chart as a visual prompt.)</p>	<p>20 numberline 8 cubes (1 color) 6 cubes (1 color)</p>
	2.8	<p>Ask student to count up from 23 to add 12 using a hundreds chart. (Alt. Use base ten blocks)</p> <p>Ask student to count backwards to show what number is 6 less than 54 using a hundreds chart. (Alt. Use base ten blocks)</p>	<p>Hundreds chart</p>
	3.1	<p>Ask the student to put 1 item in a box or put one bear on a toy chair or bed.</p> <p>Ask student to put 3 or 4 objects into a container.</p>	<p>One container 4 objects</p>
	3.2	<p>Given the right number of items, ask the student to put 1 item at each student’s place at a table. (Alt. Ask student to activate a device one time for each student in the group.)</p> <p>Given a group of 3 items and 6 items, ask student to identify which group has more and less.</p>	<p>4 paper plates 4 cups (for 4 people) 3 blocks (1 color) 6 blocks (1 color)</p>
	3.3	<p>Give the student and teacher the same number of desired objects (2 or 3) and ask the student if the numbers are “same” or “equal”. (Alt. Ask student if the number of objects handed out is fair.)</p>	<p>3 cubes (1 color) 3 cubes (1 color)</p>
	3.4	<p>Given 3 desired objects, ask student to match the number of objects to a card with an equal number of dots. (Alt. Given a card with 4 dots, ask student to “make it the same number”)</p> <p>Ask student to match the number of items to the number of places at the table. The student can put 4 plates and 4 cups out for a snack. (Alt. Ask student to hand out craft supplies for each person)</p> <p>Given 2 sets of blocks each having 3 blocks, ask student to count and confirm that the groups are the “same”. When possible, ask the student to explain how they know they are the same.</p> <p>Ask student: Who is older a 2 year old or a 6 year old? (Alt. When shown a 0-5 number line: which is more, 2 step or 5 steps?) Ask student for a number that is in the middle.</p>	<p>Subitizing card: 3 3 blocks (1 color) 5 blocks (1 color)</p>
	3.5	<p>Given a set of 5 small blocks and 3 large blocks, ask student are there more small or large blocks. Given the same number of both size blocks, ask student to show that they are equal.</p> <p>Ask student to point to the 2nd penguin in line or the 6th rung of a ladder. Figure 3.2, 3.4, and 3.5</p>	<p>5 small cubes or blocks 5 large cubes or blocks</p>

		(Alt. Ask student to say the name of the student who is 3rd or last in the line for lunch.) Ask student to estimate a number less than 10 when shown 7 objects in a set without being given time to count. (Alt. Ask student to estimate a number when shown a set of 11 objects without being given time to count. Correct response is any number word between 6 and 20)	
	3.6	Ask student to tell which number is closer to 5: 3 or 9. (Alt. Use number line as a visual prompt.) Ask student to put dot cards for the numbers 1-5 in order. Given connected block towers or paper strips marked in 1" increments from 1-10 inches, ask student to order them from 1-10.	Subitizing cards: 1-5 Paper block tower 1-10
	3.7	Ask student to show that 40 is more than 37 (Answer: because 4 tens are more than 3 tens and 7 ones). (Alt. Use a number line, base ten blocks, or hundreds chart as a visual prompt) Using a hundreds chart, ask student which is closer to 32, 15 or 40? (Alt. Use number line)	Hundreds chart
	3.8	Ask student to estimate a quantity greater than 30. Answer needs to be within +/-10. Using manipulatives, ask student if 200 is closer to 100 or 500? (Alt. Use money or base ten blocks)	30 discs 5 base 10 rods
	4.1	Give student 5 blocks, tell them they need 10, have them request more from the teacher. (Alt. Student can use signs or AAC to request.) Ask student to give "more" items to the teacher. (Alt. Student can use AAC or activate a switch to make "more" audible responses rather than handing items to the teacher)	5 cubes (1 color)
	4.2	Ask student to create a "matching" set when shown 2 objects and then 1 more. Shown 2 objects, student watches 1 being removed ask student to indicate that 1 object is left.	8 cubes (1 color)
	4.3	Give student 2 objects and then 1 more. Ask student to count how many "altogether" Give student 3 objects and take 1 away. Ask student to count how many they have now.	3 cubes (1 color)
	4.4	Ask student to show 3 and 2 using fingers, and then ask "How many in all?" (Alt. Use a Smartboard or other manipulatives as counting objects.) Give the student 6 objects and tell them to give 2 of the objects to a friend. Ask student, "How many do you have left?" There are 3 dogs in the yard and 4 cats. Ask student, "How many animals are there in total?" Fig 4.1	4 cubes (1 color) 3 cubes (1 color)

		There are 4 cookies and you eat 1. Ask student "How many are there now?" Fig 4.2 (Alt. Give the student \$4 and let them buy a desired object for \$1. Ask student "How much money do you have now?")	
	4.5	There are 5 crayons but you need 8. Ask student to "fix it" by adding crayons to the set. Fig. 4.3 "There are 4 crayons and then you get some more. Now you have 6." Ask student using real crayons or other desired objects, how many more crayons did you get? Fig 4.4 and 4.5 Show there are 6 kids in the group and 2 are boys. Ask student, "How many are girls?" Fig 4.6 Show 7 toy dogs and 5 dog bones. Ask student how many of the dogs won't be getting a bone? Fig 4.7	10 colored pencils 7 cubes (1 color) 5 cubes (1 color)
	4.6	Ask student, how much is 4 and 3 more? (Alt. Use a number line) Ask student to show 6 fingers. Then ask how many more would you need to have 8? (Alt. Use manipulatives or a number line) Tell student "Here are some books and I am giving you 4 more. Now you have 7 books." Ask the student, "How many did you start with?"	1-10 number line 4 cubes (1 color) 6 cubes (different colors)
	4.7	Ask student to draw or create 2 sets that will add up to a total of 10. (Alt. Student can share a number story or use a number line to explain their thinking.) Ask student to add 3 numbers, where 2 of them make 10. Look for grouping as a strategy, but it is not required to demonstrate the skill. (6+4+2) or (7+3+4)	10 cubes (1 color)
	4.8	Ask student to add 20+16. (Alt Use a number line, hundreds chart, or base ten blocks.) Ask student to add 23 + 17 (exchanging the ones for a ten) (Alt Use a number line, hundreds chart, or base ten blocks.)	5 base 10 rods 12 base 10 cubes
	5.1	Not assessed	n/a
	5.2	Ask student to match 2 items out of three that make a pair. Fig 5.1 (Alt. Ask student to point to the one that does not belong.) Ask student to put all 4 of the muffins into the pan. Fig 5.2 and 5.3 (Alt. Ask student to fill an egg carton with 1:1 correspondence.)	2 cubes (1 color) 4 cubes (1 color) 4 square grid (paper)
	5.3	When shown 3 dogs and 2 cats, ask student for the total. Fig 5.4 Acceptable answers can be any number larger than 4.	dots: 1 and 2 3 cubes (1 color)

		When shown 2 dots and 1 dot, ask student how many dots in all?	2 cubes (1 color)
5.4		Ask student to show 4 fingers on each hand. (Alt. Ask student to activate device or use AAC to respond 4 times) Ask student to make a group of 5 blocks. (Task is related to grouping objects of different colors or sizes and still giving a total number of objects.) The student is shown a group of 7 and then 3 are taken away while hiding the objects from the student. Ask student how many are left? How many were taken away?	7 cubes (all different colors)
5.5		Ask student to say or show doubles up to 10. (Alt. Visually prompt with subitizing dots, dice, or other manipulatives) Ask student to identify what number is needed to fill a ten frame, or make it 10 when shown a frame with 7 spots filled.	2 dice 10 frame w/7 filled
5.6		Ask student to break 10 apart into 3 numbers that add up to 10. (Alt. Use empty ten frame with chips or other manipulative) Ask student to add 2 numbers using a break apart to make 10 (BAMT) strategy. Ask student to add $20 + 15$ (Alt. Use base 10 blocks, hundreds chart, or ten frames)	5 cubes (1 color) 5 cubes (1 color) Hundreds chart
5.7		Ask student to add $25 + 7$ using a hundreds chart. Fig 5.6 Ask student to add $24 + 36$ using rods/cubes or ten frames. (Check for understanding that student can combine the cubes to exchange it for a rod or full frame) Fig 5.6	8 base 10 rods 12 base 10 cubes
5.8		Ask student to subtract 11 from 24 using a hundreds chart, rods/cubes, or 10 frames. Ask student to subtract 17 from 30 using a hundreds chart, rods/cubes, or 10 frames	Hundreds chart 4 base 10 rods 12 base 10 cubes
6.1		Ask student to put a block “on” a desk or other object. (Alt. Ask student to identify the object that is “on” a desk when shown a picture.) Ask student to point “up” (Alt. Ask student to look “down”.)	1 block
6.2		Ask student to put a ball “under” a table. (Alt. Ask student to identify the objects that is “under” the table when shown a picture.) Ask student to put a smaller object “in” to a larger one. (Alt. Ask student to identify what object is “inside” another one when shown a picture.)	1 cube 2 objects (measuring cups)

6.3	<p>Ask student to place an object is “beside” a nearby desk or table. (Alt. Ask student to identify which object is” between” the trees when shown a picture.)</p> <p>Ask student to find a prize based upon a marked location on a classroom photograph. (Alt. Ask student to direct a staff member to a classroom location marked in a photo using AAC or switch to indicate that the staff member is getting closer or further.) Task is related to connecting 2D picture to place in space.</p>	4 objects (2 same color)
6.4	<p>Ask student to place an object “behind” another. (Alt. Ask student to identify an object that is “in front” of another when shown a picture.)</p> <p>Ask student to place an object “in the box that is under the table”. (Alt. Ask student to identify an object that is outside of the box on top of the table.)</p> <p>Ask student to describe the location of an object in the picture using two of the bold spatial words. (Alt. Provide student with a word bank of location words.)</p> <p>Ask student to build a model of their bedroom with at least three items when given blocks and a rectangle outline. (Alt. Using technology, ask student to move labeled rectangles to match a picture of a living room with three parts such as a couch, TV, and table.)</p>	1 cup 6 cubes (1 color) 2 cubes (1 color) 2 cubes (1 color) 1 rectangle 1 sheet b/w Word bank
6.5	<p>When shown a simple map, ask student to choose the shorter route. Fig 6.1</p> <p>When shown a simple map, ask student to tell two landmarks that are passed on the marked route.</p> <p>Ask student to identify a left and right body part.</p> <p>Ask student to identify objects that are to the “right” or “left” of another object.</p>	Paper map (a) Paper map (b) 1 cube (1 color) 1 cube (1 color) 1 cube (1 color)
6.6	<p>Given a basic coordinate map, ask student to identify which object is at a specified location. Fig 6.2</p> <p>Given the same map, ask student which way the animal would need to move to get home Fig. 6.2</p> <p>Given the same map, ask student how far the animal would need to move to get their food Fig. 6.2</p>	Paper coordinate map animal
6.7	<p>Given a basic coordinate map, ask student to place the animal on a coordinate intersection. Fig 6.2</p>	

		Given a map of the school, ask student to follow the emergency exit route from the classroom	
	6.8	Given a more complex coordinate map, ask student to identify which object is at a given location and is able to give the coordinates of a different object. Fig 6.3 and 6.4 Given a map of the community, ask student to identify their school and provide some detail on how far which direction they would find their home. Fig 6.5	Complex coordinate map Town map
	7.1	Ask student to move the circle inside the large square outline Fig 7.1 and 7.2 (Alt. Given three pictures, ask student to choose the correct image with a circle inside the square.) Ask student to move the circle to cover the matching circle outline. Fig 7.2 and 7.3	2" circle, lg. paper square, dotted paper circle
	7.2	Ask student to slide three blocks into the large square outline. Fig 7.1 (Alt. Use Smartboard or other technology to provide student with geometric shapes to manipulate.) Ask student to fill the square outline with blocks within the lines. Fig.7.1	9 foam blocks, lg. paper square, small paper square
	7.3	Ask student to use the triangle and the square to make a house when shown a model. Fig 7.4 Ask student to make a rectangle with two squares while showing a model. Fig 7.5	Triangle, 2 squares, paper 2 square model
q	7.4	Ask student to turn a rectangle with a marked side to match the orientation of the model. (turning it 90 degrees) Fig 7.6 Ask student to identify the square and circle using "feely boxes" or drawstring bags Ask student to turn a triangle with a marked angle to match the orientation of the model Fig 7.7 Ask student to build a "boat" using a trapezoid and a triangle when shown a model Fig 7.8	Rectangle, paper model rectangle, feely box, square, circle, triangle, paper model triangle, trapezoid, right angle triangle
	7.5	Ask student to identify the triangle and rectangle using "feely boxes" or a drawstring bag. Ask student to solve a tangram- style puzzle of a three piece tree. Fig7.9(attribute blocks) Briefly show a single shape and then hide it, ask student to find the image in a field of 4 possibilities? Fig7.10 Briefly show a two shape picture and then hide it, ask student to find the correct image in a field of 4 possibilities. Fig 7.11	2" rectangle, 1" triangle (2) 2" triangle, 1" square, paper tangram tree, trapezoid, paper model of 4 shapes (red), feely box

	7.6	Briefly show a model, ask student to draw or otherwise create a square. Fig 7.12 Briefly show a model, ask student to draw or otherwise create a circle and a triangle. Fig 7.13 and 7.14 Ask student to match tangram puzzle that requires them to flip and turn some of the pieces. Fig 7.15 and 7.16	Square, circle, triangle, tangram shapes, paper model of puzzle (cat)
	7.7	Ask student to complete a puzzle with pieces being placed on a diagonal. Ask student is to flip a rectangle and a circle over a diagonal line	Puzzle with pieces on diagonal, rectangle, circle, diagonal line
	7.8	Show a shape ask student to predict what it would look like if it were turned 90 degrees (without using manipulatives.--mental imagery) Ask student how many squares it would take to cover the outline shape. (mental imagery)	2" rectangle, small square (paper), square shape (paper)
2 gallon			
q	8.1	Given 2 squares of different colors and one circle, ask student to "match" the squares. Fig 8.1 Shown a field of four shapes, ask student to identify the matching circles. Fig 8.2	2) 1" squares of different colors, 1" circle, 2) 2" circles, 2" square, 2" rectangle
q	8.2	Shown a field of five shapes, ask student to match the small square to the large square. Fig 8.3 Given 10 attribute blocks, ask student to sort the squares, triangles, and circles.	2" triangle, 2" circle, 2" square, 2" rectangle, 1" square, 10 attribute blocks (squares, circles, triangles)
	8.3	Ask student to point to the square, rectangle, and circle on the field of five shapes. Fig 8.3 Ask student to find an object in the classroom that is a circle and one that is square.	Combined with 8.2
1	8.4	Using the feely box and a field of five shapes, ask student to match the hidden shape to the picture. Shown a field of ovals and circles, ask student to point to the shapes which are NOT circles. Fig 8.4 Ask student to match 3 combinations of shapes to each other. Fig 8.5	Feely box, 2" triangle, 2" circle, 2" square, 2" rectangle, 2" rectangle; paper picture of six shapes

		Ask student to build a triangle using straws or other straight line manipulative. (corners may have some overlap at this stage, encourage student to “make it perfect”)	3 circles, 4 ovals all varying sizes 3) 1” circles, 1) 2” circle, 1) 2” square, 1) 2” rectangle 3 straws
1	8.5	Shown a field of 9 shapes, ask student to identify the rectangles. Fig 8.6 Ask student to count the number of sides on a rectangle, pointing to each one. Fig 8.7 Ask student to count the number of angles or corners on a triangle, pointing to each one. Fig 8.7 Ask student to identify a hexagon, rhombus, and trapezoid, given attribute/pattern blocks.	9 shapes: 1” circle, 2” circle, 1” rectangle, 2” rectangle, 3” rectangle, 4” rectangle, parallelogram, rhombus, _____ rectangle 1 triangle 1 hexagon, 1 rhombus, 1 trapezoid
	8.6	Ask student to explain why an oval is different from a circle. Ask student to explain why a square is different from a triangle. Ask student to explain why a rhombus is different from a trapezoid.	Student responses
q	8.7	Ask student to accurately build a triangle out of straws with three equal sides and matched angles. (no overlapping straws or open angles) Ask student to build a shape using 4 straws of equal length and identify it correctly. (square or rhombus)	4 straws
1	8.8	Ask student to sort triangles from quadrilaterals, including squares, rectangles, rhombi, parallelograms, and possibly trapezoids. Fig 8.8 Ask student to compare angles and say which is larger in degrees, (not in length of the sides) Fig 8.9	Printed paper
2 gallon			
q	9.1	Ask student to stack one block on top of another block. Ask student to line up 3 or more blocks next to each other.	5 blocks

q	9.2	Ask student to choose 3 or more similar or congruent blocks to make a stack.	4 blocks, 1 triangle, 1 _____
1	9.3	Ask student to make a "building" out of blocks with 2 walls and a ceiling	
	9.4	Ask student to build a box out of 4 blocks. (no roof or floor)	4 blocks
	9.5	Ask student to build a barn or box with a roof large enough for a toy animal to fit inside.	Blocks/walls Roof toy
	9.6	Ask student to build a bridge or arch high enough for an object to fit under the bridge or arch.	
	9.7	Ask student to build complex bridges including stairs at one end with multiple shapes.	
	9.8	Ask student to make a multilevel structure with varied shapes that includes a roof.	
2 gallon			
Q	10.1	Ask student to match 1 attribute/pattern block to an outlined picture. Fig 10.1	
q	10.2	Ask student is to place one attribute/pattern block into an outlined picture. Fig 10.1	
q	10.3	Ask student to make a pattern with 2 types of attribute blocks. Ask student to match a picture from memory with two shapes not overlapping.	
q	10.4	Ask student to complete an outlined attribute block puzzle. Each piece is separate and visible. Fig 10.3 Ask student to separate a rectangle from a picture of two overlapping shapes. Fig 10.2	6 triangles 4 squares 1 sheet b/w
1	10.5	Ask student to complete an attribute puzzle where multiple blocks complete a single outline Fig 10.5. Ask student to decompose a hexagon made of 2 trapezoids and then recompose it in a new way. Fig 10.6 Ask student to create their own "picture" using attribute blocks. Ask student to identify the triangle embedded into the square. Fig 10.4	Square Circle 6) parellelograms 1 sheet b/w
q	10.6	Ask student to make a hexagon in at least 3 different ways: 2 trapezoids, 6 triangles, 3 triangles and a trapezoid, or 2 parallelograms and a rhombus. Fig 10.6 Ask student to estimate how many attribute blocks it will take to cover a puzzle and to check their answer. Fig 10.7	2 trapezoids 9 triangles 2 parallelograms 1 rhombus
q	10.7	Ask student to build 3 copies of an attribute block puzzle when given a single outline model. Given paper attribute block hexagon shapes, ask student to cut them into pieces that will complete a puzzle that requires triangles and trapezoids. Fig 10.7	3 trangrams? 1 sheet b/w Scissors

1	10.8	<p>Ask student to build the square using pentomino pieces. Fig 10.8 (Alt. NLVM virtual pentominoes http://nlvm.usu.edu/en/nav/frames_asid_114_g_1_t_2.html?open=activities&from=grade_g_1.html)</p> <p>Ask student to highlight a given section of a complex embedded figure. Fig 10,9</p>	<p>Pentomino kit 1 sheet b/w Highlighter</p>
2 gallon			
q	11.1	<p>Ask student is to draw some shapes to fill in a rectangular space. Fig 11.1</p> <p>Ask student to point to the box that holds more blocks or the cup that holds more juice.</p>	<p>Pencil 1 sheet b/w</p>
q	11.2	<p>Ask student to put "trains" of snap cubes in order or point to the one with "more"</p> <p>Ask student to compare 2 posters or rugs to say which is bigger.</p>	<p>8 unifix cubes</p>
q	11.3	<p>Ask student to point to an object or person in the classroom who is "tall", "high" or "long"</p> <p>Ask student to draw some shapes to fill a rectangular tiled space. Fig 11.2</p>	<p>1 sheet b/w</p>
1	11.4	<p>Ask student to compare 2 objects or towers to determine which is taller or if they are equal in length.</p> <p>Ask student to compare the length of 2 objects using a piece of string to see which one is longer (i.e., see if a table is smaller than the doorway.</p> <p>Ask student how many tiles are needed to cover a space when given 1x1 squares and allowed to count them after manually placing the tiles on top. Fig 11.2 and 11.3</p> <p>Ask student to pour rice, sand, or water from one container to another container to find which container holds more.</p>	<p>1 sheet color String 15 squares 1 sheet b/w 2 containers rice</p>
1	11.5	<p>Given towers from 1 to 6 cubes, ask student to put them in order accurately.</p> <p>Given 2x6, and 4x3 arrays along with 1x1 tiles ask student to show how they are equal in area. Fig 11.4</p> <p>Ask student to compare the volume of 2 containers when given a third container of rice, sand, or water to pour into the first two. Ask student which volume is greater. (#1 should overflow and #2 should be around half full.)</p>	<p>1 sheet color 1 sheet b/w 12 squares 3 containers rice</p>
q	11.6	<p>Ask student to measure a book using paperclips or blocks which are placed end to end. (Desired answers: The book is ___ paperclips or _____ blocks long).</p>	<p>Paperclips 1 sheet b/w Pencil Box</p>

		<p>Ask student to draw the missing tiles on a 6x3 array. (They are able to create rows of tiles). Fig 11.5</p> <p>Ask student to fill a small box by carefully lining up cubes and then count the cubes to determine the “volume” of the box. (They understand that the cubes fill the space. The number should be small!)</p>	cubes
1	11.7	<p>Ask student to measure an object with a simple inch marked ruler. They may struggle to place the 0 and can be guided to check the “starting” point.</p> <p>Ask student to draw 1x1 tiles to fill a 5x2 rectangle. (They clearly use rows and columns to complete the picture. Lines are somewhat parallel.) Student finds the area using skip counting. Fig 11.6</p> <p>Given 3 containers with 2, 4 and 8 cup capacities, ask student is to identify the one that holds exactly 4 cups of rice, sand, or water.</p>	<p>Ruler</p> <p>Object (book?)</p> <p>Pencil</p> <p>1 sheet b/w</p> <p>2, 4, 8 cup containers</p> <p>rice</p>
1	11.8	<p>Ask student to measure all 4 sides of a book, rug, or room and add the lengths together.</p> <p>Ask student to compare the area of two arrays that are labeled with dimensions and tell which one is greater and by how much. Fig 11.7</p> <p>Given a net or pattern of a box with cube outlines showing, ask student to predict the number of actual cubes needed to build the box, and then check their answer. (8 cubes to build the box) Fig 11.8</p>	<p>Book</p> <p>Ruler</p> <p>1 sheet b/w</p> <p>1 sheet b/w</p>
2 gallon			
	12.1	Not assessed	
q	12.2	Ask student to build a straight road with blocks.	8 blocks
1	12.3	Ask student to build a road with blocks and turns to get around an obstacle.	15 blocks obstacle
q	12.4	Ask student to identify 2 angles in the classroom when given an example such as open scissors, a corner of a book, etc.	Student response Scissors book
q	12.5	Ask student to create an angle using wire or blocks.	Pipercleaner
q	12.6	<p>Ask student to match one angle of a triangle given both parts in paper form. Fig 12.1</p> <p>Ask student to match parallels and non-parallel lines. Fig 12.2</p>	<p>1 sheet b/w</p> <p>8 popsicle sticks</p>
q	12.7	<p>Ask student to identify right angles from a set of 6. Fig 12.3</p> <p>Ask student to point to the “larger” angle in degrees even though the sides or legs are shorter. Fig 12.4</p>	1 sheet b/w

q	12.8	Ask student to measure one angle that is 45 degrees and one that is 90 degrees using a model of a right angle. Fig 12.5 Ask student to identify the common endpoint and the two rays for a given angle. Fig 12.6	1 sheet b/w Do we need a right angle measure?
2 gallon			
	13.1	Not assessed	Not assessed
q	13.2	Ask student to follow a pattern in a song or dance. (Head, Shoulders, Knees, and Toes song, i.e.) Ask student to follow a pattern that is visual. (pictures of dog/bowl/dog/bowl) Fig 13.1	Student response 2) sets of 3 buttons
q	13.3	Ask student to identify a color pattern given 2 choices of fabric or pictures (ABABAB) Ask student to follow a pattern of 2 modeled actions. (clap/wave, touch nose etc)	6 blocks (2 colors) Student response
1	13.4	Ask student to extend a pattern using attribute or pattern blocks. ABABAB Fig 13.2 Ask student to color their own ABABAB pattern. Ask student to make their own ABBABB pattern using beads, paper shapes, or other items Ask student to tell which color is missing in the pattern (ABAB__BAB) Fig 13.4	8 pattern blocks 18 squares (3 colors) 4 Paper clips, 4 blocks 4 squares 7 trapezoids (2 colors $\frac{3}{4}$)
Q	13.5	Ask student to extend a more complex pattern ABBABB. Fig 13.3 Ask student to copy a pattern of AABBAABB using manipulatives or by drawing. Fig 13.5	6 triangles 6 squares 6 rhombi
1	13.6	Ask student to find the smallest unit of the pattern AABAABAAB as AAB Fig.13.6 Ask student to continue a vertical pattern using towers of colored cubes. Ask student to extend a three item pattern AABBCAABBC Fig 13.7	1 sheet b/w 28 unifix cubes
1	13.7	Ask students to extend a pattern that grows geometrically: 1 ball, 3 balls, 6 balls in a pyramid design and tell the number of items for the first four steps of the pattern, (1, 3, 6, and 10). Fig 13.8	1 sheet b/w (horizontal)
	13.8	??	