BLUEPRINT

Math Observations

Numbers & Number Sense

M.NNS.1 • Count to 5

Date: _____

ITEM: Child can count verbally up to 5 (in correct order, no skipping or repeating, stops at 5)	How Often?			If *not yet* or *sometimes*, child struggles with….						Notes
Child Name	Always/most of the time	Sometimes	Not Yet	Number names	Number word order	Skips numbers	Repeats numbers	Does not stop at 5	Something else	

- **If *always* or *most of the time***, consider counting higher than 10.
- **If *not yet***, provide more practice (e.g., number songs up to 5).

Copyright © 2020 Children's Literacy Initiative. All rights reserved.

Date: _____

ITEM: Child can count verbally up to 10 (in correct order, no skipping or repeating, stops at 10)	How Often?			If *not yet* or *sometimes*, child struggles with….						Notes
Child Name	Always/most of the time	Sometimes	Not Yet	Number names	Number word order	Skips numbers	Repeats numbers	Does not stop at 10	Something else	

- **If *always* or *most of the time***, consider counting higher than 15.
- **If *not yet***, provide more practice (e.g., number songs up to 10).

Copyright © 2020 Children's Literacy Initiative. All rights reserved.

BLUEPRINT

Math Observations

Numbers & Number Sense

M.NNS.1 • Count to 20

Date: _____

ITEM: Child can count verbally up to 20 (in correct order, no skipping or repeating, stops at 20)	How Often?			If not yet or sometimes, child struggles with….						Notes
Child Name	Always/most of the time	Sometimes	Not Yet	Number names	Number word order	Skips numbers	Repeats numbers	Does not stop at 20	Something else	

- **If *always* or *most of the time***, consider counting higher than 20.
- **If *not yet***, provide more practice verbal counting, singing.

Copyright © 2020 Children's Literacy Initiative. All rights reserved.

BLUEPRINT

Math Observations

Numbers & Number Sense

M.NNS.4 • 1-1 Correspondence

Date: _____

ITEM: Child can count objects with 1-1 correspondence (one number word for each object)	How Often?			If not yet or sometimes, child struggles with….						Notes
Child Name	Always/most of the time	Sometimes	Not Yet	Number names	Number order	Skips objects	No relation between numbers & objects	"More than 1 number/ object"	Something else	

- **If *always* or *most of the time***, count objects in larger set; work on cardinality.
- **If *not yet***, hold hand to model touching objects while counting; play matching games, like putting one object in an opaque jar while saying one number at a time.

Copyright © 2020 Children's Literacy Initiative. All rights reserved.

BLUEPRINT

Math Observations

Numbers & Number Sense

M.NNS.6 • Representations

Date: _____

ITEM: Uses common forms of numerical representation (fingers, dots, etc.) (with understanding, accuracy)	How Often?			If *not yet* or *sometimes*, child struggles with….						Notes
Child Name	Always/most of the time	Sometimes	Not Yet	Any number of dots	More than 3 dots	4-5 dots	Number names	Vocabulary	Something else	

- **If *always* or *most of the time***, encourage children to show a number in a different way
- **If *not yet***, check children's understand of smaller numbers (e.g., find 2 of something in the room) and the verbal number sequence; model using multiple representations, like saying number 2 while showing two fingers and having 2 friends stand up; use all identical objects when counting

Copyright © 2020 Children's Literacy Initiative. All rights reserved.

Date: _____

ITEM: Identifies, without counting, small quantities of objects or dots up to 3-5 items	How Often?			If not yet or sometimes, child struggles with….						Notes
Child Name	Always/most of the time	Sometimes	Not Yet	Using fingers	Using other objects	Using tallies	Understanding numbers shown in different ways	Other counting basics	Something else	

- **If *always* or *most of the time***, increase number of dots; vary arrangement of 3-5 dots
- **If *not yet***, check children's verbal number sequence; focus on 1-2 dots only

Copyright © 2020 Children's Literacy Initiative. All rights reserved.

.	..	...
••	••	
••	•	
	••	

Copyright © 2020 Children's Literacy Initiative. All rights reserved.