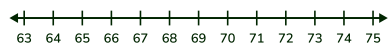
Counting activities: aloud and at a glance

One child at a time. Read the steps, watch without helping, and note what the child does. Real objects are best; each card has a picture to use when there are none.

Activity 1 Count on aloud

1. Keep this sheet where the child cannot see it. No objects are needed.
2. Say: “Start at 63 and count on. Stop when you get to 75.”
3. Listen without counting along or helping.
4. On the number line on this card, circle the last number the child said in the right order.

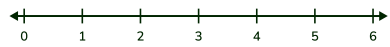


Look for: Starts at 63 without counting up from one, and says every number to 75 in order, including where the tens change (... 69, 70, 71 ...). Saying “69, 60” or “69, 80” where 70 comes, skipping a number, or stopping before 75 does not meet the task criteria.

Counted in order up to: _____

Activity 2 Count back from 20

1. Keep this guide where the child cannot see it. No objects are needed.
2. Say: “Count back from 20, all the way to zero.”
3. Listen without counting along or helping.



Look for: Every number from 20 down to zero in order, with none left out or said twice, including 11, 10 and 9.

Not yet: Going up instead of down, skipping a number, or stopping before zero.

Counted back in order down to: _____

Activity 3 Count by tens to 100

1. Keep this guide where the child cannot see it.
2. Say: “Count by tens, starting at zero. Stop at 100.”
3. Do not say the next ten if the child stops. Note where the count stopped.

Look for: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 in order.

Not yet: A ten left out, ones counted in between, or stopping before 100.

Counted by tens up to: _____

Counting activities: aloud and at a glance

Activity 4 Count by twos and fives

1. Say: “Count by twos, starting at zero. Stop at 20.”
2. On another day if you like, say: “Count by fives, starting at zero. Stop at 100.”
3. Do not say the next number or clap the rhythm. Note where each count stopped.

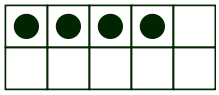
Look for: By twos: 0, 2, 4 … 18, 20. By fives: 0, 5, 10 … 95, 100.

Not yet: A number left out, ones counted in between, or stopping early.

Twos up to / fives up to: _____

Activity 5 How many at a glance?

1. Cut out the dot card on this card, or fold the guide so the child cannot see it.
2. Show the card for about 2 seconds, then hide it.
3. Ask: “How many dots were on the card?”
4. Do not let the child touch or count the dots.

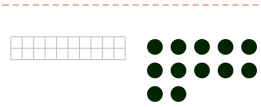


Look for: Says “4” after a brief view of a ten frame with 4 dots, without counting one by one. Seeing the parts is fine (“2 and 2”); counting each dot out loud, does not meet the task criteria.

What the child did and said: _____

Activity 6 Show a number four ways

1. Put a pile of counters in front of the child. No counters? Cut out the ones on this card.
2. Before you start, write 3, 6, 4 on three cards and keep them face down.
3. Say: “Show me 6 with the counters.” Wait until the child is done.
4. Say: “Draw 6 circles in the space.” Wait until the child is done.
5. Say: “Say the number.”
6. Turn the three cards over and ask: “Which one says 6?”
7. Do not help or count along.



Look for: Makes 6 with counters, draws 6 circles, says “six”, and points to 6. Each way must show exactly 6; 5 or 7 in any of them does not meet the task criteria. Writing the word is not asked for.

Ways shown: _____

Counting activities: aloud and at a glance: class record

▯ did it on their own ○ not yet – not seen yet. Write the date beside a mark to see progress over the year.

Child	1 Count on aloud	2 Count back from 20	3 Count by tens to 100	4 Count by twos and fives	5 How many at a glance?	6 Show a number four ways