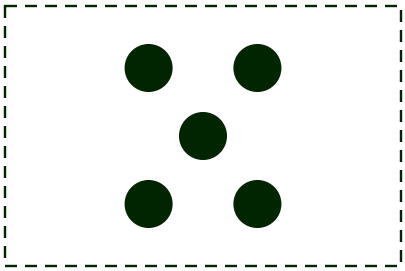
Recognise arranged amounts to 10 at a glance

NAME	DATE

1 **Activity · Work with your teacher**

How many dots are on the card?



Recognise arranged amounts to 10 at a glance

1. Says “5” after a brief view of one dice face of 5, without counting one by one. Seeing the parts is fine (“3 and 2”); counting each dot out loud, is Not yet.

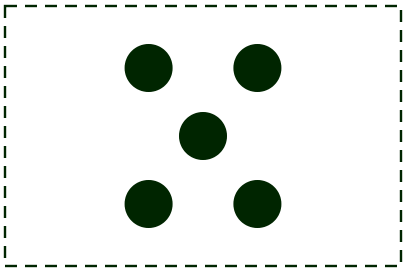
Curriculum applications this task can record: Alberta Grade 1: Recognize a briefly shown structured quantity without counting. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Timed teacher observation of recognition to 10 is required; counting each dot does not meet the target.

Teacher procedure · Question 1

1. Cut out the picture below, or fold the sheet so the child cannot see it.
2. Show the picture for about 2 seconds, then hide it again.
3. Ask: “How many dots are on the card?”
4. Do not let the child touch, point at or count the dots.
5. The approximately two-second interval is VIEWING time. Hide the card before asking. Allow a natural response pause; record recognition versus counting. Do not score a separate two-second response deadline.

Record: The child said



Says “5” after a brief view of one dice face of 5, without counting one by one. Seeing the parts is fine (“3 and 2”); counting each dot out loud, is Not yet.