Observe forward and backward counting

NAME	DATE

1 **Activity · Work with your teacher**

Count from the numbers your teacher gives you.

Observe forward and backward counting

1. Forward: 295, 296, 297, 298, 299, 300, 301, 302, 303, 304. Backward: 304, 303, 302, 301, 300, 299, 298, 297, 296, 295. Each observed count crosses a hundred boundary. Preserve each actual action separately; a completed missing-number sequence cannot replace the oral observation.

Teacher procedure · Question 1

1. Administer the two short counts separately if helpful. Do not show a number line, prompt the next number or count along. Record the actual sequence and help, with the date.
2. Ask “Start at 295. Count forwards by ones.” Stop after 304. Record forward.
3. Ask “Start at 304. Count backwards by ones.” Stop after 295. Record backward.

Record: Record the actual materials, response, help and observation date for each action.

Actual forward sequence

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

What the child said or did; prompts or self-correction:

Actual backward sequence

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

What the child said or did; prompts or self-correction:

Forward: 295, 296, 297, 298, 299, 300, 301, 302, 303, 304. Backward: 304, 303, 302, 301, 300, 299, 298, 297, 296, 295. Each observed count crosses a hundred boundary. Preserve each actual action separately; a completed missing-number sequence cannot replace the oral observation.