Count on, count back and one more

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. No objects are needed. Keep the printed page out of view while the child counts.
2. Say: “Start at seven. Count forward to nine. What number comes next?”
3. Listen without counting along or giving the next word. Record the child’s actual sequence.
4. Record 10 as the next number after 9.

Look for: Starts at 7 and says 7, 8, 9 in order, stopping at 9. Then says 10 is the next number counting forward. Record the complete sequence the child says.

What the child did and said: _____

Activity 2 Count back aloud

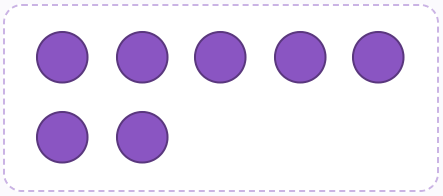
1. No objects are needed. Keep the printed page out of view while the child counts.
2. Say: “Start at one. Count back to zero.”
3. Listen without counting along or giving the next word. Record the child’s actual sequence.
4. Finish at the stated boundary; do not request a number outside 0 to 10.

Look for: Starts at 1 and says 1, 0 in order, stopping at 0. The sequence ends at the boundary; do not ask for a number outside 0 to 10. Record the complete sequence the child says.

What the child did and said: _____

Activity 3 One more

1. Put 6 counters in a row in front of the child, and count them together: “one, two, … 6.” No counters? Cut out the ones on this card.
2. While the child watches, put 1 more counter at the end of the row.
3. Ask: “How many counters are there now?”
4. Do not count them again, and do not let the child touch them.



Look for: Says “7” without counting from one again: straight away, or by counting on from 6 (“6, 7”).

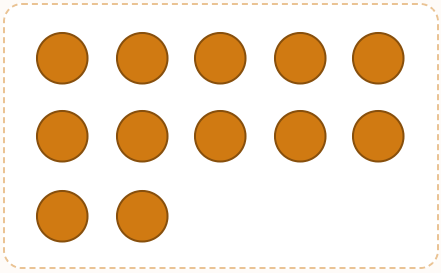
Not yet: Counting all the counters again from one, or saying “6”.

What the child did and said: _____

Count on, count back and one more

Activity 4 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 1, 8, 6 on three cards and keep them face down.
3. Say: “Show me 8 with the counters.” Wait until the child is done.
4. Say: “Draw 8 circles on the grid.” Wait until the child is done.
5. Say: “Say the number.”
6. Turn the three cards over and ask: “Which one says 8?”
7. Do not help or count along.



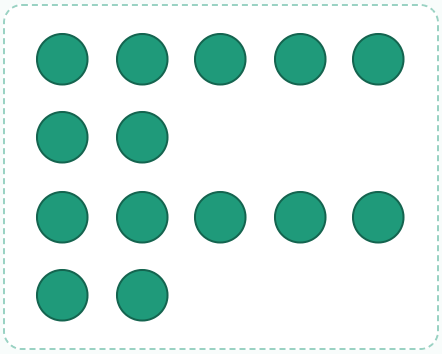
Look for: Makes 8 with counters, draws 8 circles, says “eight”, and points to 8. Writing the word is not asked for.

Not yet: Each way must show exactly 8; 7 or 9 in any of them.

Ways shown: _____

Activity 5 Pair up two groups

1. Set out 7 counters in the first group and 7 in the second. Spread the rows differently. Use real counters or cut out the printed ones.
2. Ask: “Put each counter with one from the other group. What do you notice about the two groups?”
3. Watch without helping. Record the pairing, any unmatched counters and the child’s comparison. Do not suggest that one group must have more.

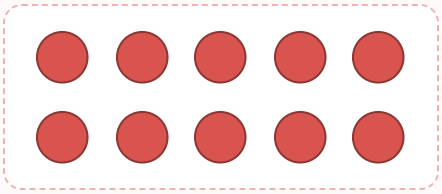


Look for: Pairs all 7 counters one to one with the other group, leaves none unmatched, and says the groups have the same number. A same-number label without actual pairing does not demonstrate this task.

What the child did and said: _____

Activity 6 Spread out and recount

1. Put 10 counters in a row in front of the child, and count them together: “one, two, … 10.” No counters? Cut out the ones on this card.
2. While the child watches, push the counters close together.
3. Ask: “Now how many counters are there? How do you know?”
4. Let the child answer first. Counting again to check afterwards is fine.



Look for: Says there are still 10, because no counters were added or taken away (pushing them together does not change how many there are), and says so before counting again. Counting again to check after answering is fine.

Not yet: Saying there are more or fewer now, or only knowing by counting them all again.

What the child did and said: _____

Count on, count back and one more: 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 aloud	3 One more	4 Show a number four ways	5 Pair up two groups	6 Spread out and recount