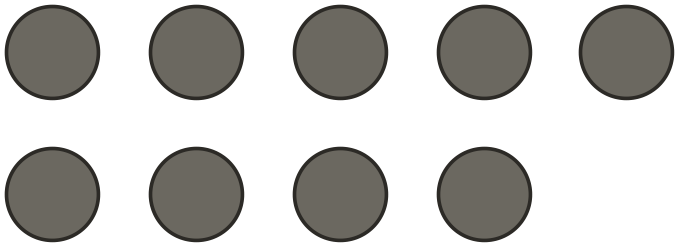
Rearrange and recount counters

Name	Date

Work together

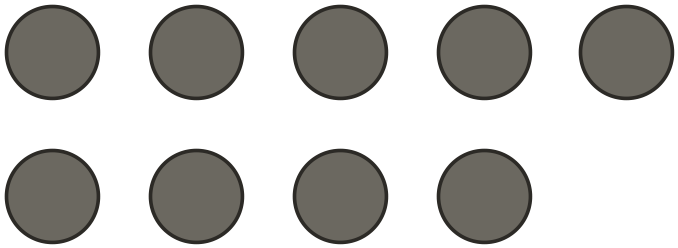
1 Now how many counters are there? How do you know?



Rearrange and recount counters

Work together

1 Now how many counters are there? How do you know?



Direct evidence: Predict quantity invariance after rearrangement. The teacher moves the same counters and obtains an answer and explanation before a recount.

Administer separately

1. Put 9 counters in a row in front of the child, and count them together: “one, two, … 9.” No counters? Cut out the ones below.
2. While the child watches, spread the counters far apart.
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.

Accept: Says there are still 9, because no counters were added or taken away (spreading them out does not change how many there are), and says so before counting again. Saying there are more or fewer now, or only knowing by counting them all again, is Not yet. Counting again to check after answering is fine.

Record: The child said