

# Suggested Activities for Students Identified by Beginning of Year Kindergarten Math Screener

The suggested classroom activities are meant to support students who were unable to answer screener question. These activities can be given in whole or target small groups of students.

1. Say to the child, **“I want you to count as high as you can. But I bet you’re a very good counter, so I’ll stop you after you’ve counted high enough. Okay?”** (Stop the child after 5)

Suggested classroom activities:

- Teach and sing counting songs
- Don’t always stop at 10, continue on.

National Center on Intensive Intervention at American Institutes for Research: Teaching Counting

2. Give the child a set of 4 objects. Say to the child, **“Here are some \_\_\_\_\_. I want you to count each one. Touch each one as you count.”**

Suggested classroom activities:

## Count to tell the number of objects.

- Show a set of objects and count. Partition and tag items as they are counted. At the end of counting, say the total number of objects in the set.
- For example:



- *There are one (touch the blue dino), two (touch the yellow dino), three (touch the lime green dino), four (touch the dark green dino), five (touch the orange dino). There are five dinosaurs.*
- *I can count these in a different way. There are one (touch the dark green dino), two (touch the yellow dino), three (touch the orange dino), four (touch the lime green dino), five (touch the blue dino). There are still five dinosaurs.*
- Show a set of objects and answer the question, “How many?” For example:
  - Place nine chips in a line and ask, “How many?”



- Place nine chips in a rectangle shape and ask, “How many?”



- Place nine scattered chips and ask, “How many?”



- Say a number and show that many objects. For example:

- *Show me 13 cubes.*

National Center on Intensive Intervention at American Institutes for Research: Teaching Counting

3. Show child the numbers 1 and 3. Ask, “Which number is bigger or more – 1 or 3?”

4. Show the child the numbers 5 and 2. Ask, “Which number is bigger or more – 5 or 2?”

Suggested classroom activities:

### Compare numbers.

- Show two sets of objects and ask: “Which set has more?” “Which set has less?” “Are the sets the same or equal?”
- Show two written numerals and ask: “Which is more?” “Which is less?” “Are the numbers the same or equal?”
  - At first, choose numbers with a greater difference in magnitude (e.g., 2 and 9, 3 and 8).
  - Then, choose numbers closer in magnitude (e.g., 3 and 5, 7 and 8).
  - Once place value is introduced, choose numbers that are often confusing (e.g., 17 and 71, 23 and 32).

National Center on Intensive Intervention at American Institutes for Research: Teaching Counting

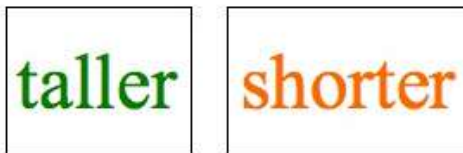
5. Give the child 2 objects – a new regular pencil and a new crayon. Ask the child, “Which object is longer?”
6. Show a child two pictures – one showing a large monkey and one showing a small monkey. Ask the child, “Which monkey is smaller?”
7. Give the child two stacks of pennies – one containing 4 pennies and the other containing 2 pennies. Ask the child, “Which stack of pennies is smaller or less?”

Suggested classroom activities:

## Size Shuffle

### Materials

- One pair of "taller" and "shorter" cards for each student



### Action

- The students stand in a circle with the cards in their hands.
- The teacher says "GO." The students find a partner and stand face-to-face. The taller student holds up the "taller" card and the shorter student holds up the "shorter" card.
- When the teacher calls out a student's name, they respond in a complete sentence:

*I am shorter (taller) than \_\_\_\_\_.*

The teacher calls on three or four students each round.

The teacher says "GO" and calls on three or four different students each time until all the students have had a turn to respond.

## Longer and Shorter



#### Materials \* One of the student's shoes to use to compare to other items. \* A bin of seven to ten commonly used classroom items, such as a glue bottle, a pair of scissors and a crayon, that are similar in size but distinctly longer or shorter than a students' shoe. \* Sheets of paper, folded in half with the words 'longer' and 'shorter' written, in 2 different colors, at the top of each side.



#### Setup All students have the prepared sheet of paper and a pencil.

#### Action The students begin by removing their shoe; this is their 'measuring item'. Then they select an item from the bin to measure against their 'measuring item'. They directly compare it by holding it against their item and decide if it is longer or shorter than their shoe. The students then draw a picture of it on the correct side of the longer/shorter sheet depending on how it measured up. They continue to compare items to measure against their shoe until they have 2-3 drawings on each side of their sheet.