My name is \_\_\_\_\_\_\_\_\_\_\_\_

**Letters and Sounds**

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Comments:

**Numbers to 20**

|  |
| --- |
| **Oral counting. Students can count to and from 20.** |
| *Ask student to count orally. Listen carefully to determine if the student uses the correct sequence and number names.* |
| * I can count forwards to 20 |
| * I can count backwards from 10 |
| * I can count backwards from 20 |
| Comments: |
| **Counting objects. Students can match number names, numerals and quantities up to 10.** |
| *Place 7 counters on the table. Observe whether the child touches each object once only, or rearranges the objects to make counting easier, or uses a mental strategy such as subitising and adding.* |
| * I can count a small group of objects. |
| * I say one number name for each object. |
| * I identify the last number said as the quantity of the objects. |
| * I can identify the numeral. |
| * I can identify the written number name. |
| Comments: |
| **Ordering collections. Given two small collections, students can determine which group has more or less.** |
| *Show the child the pictures. Observe if the child is counting or comparing.* |
| * I can say which is more |
| * I can say which is less |
| Comments: |

**High Frequency Words**

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