Kindergarten

Common Core: Math
Counting and Cardinality

Checklist/ Assessment

K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.5, K.CC.6

Graphics from: www.mycutegraphics.com

Created by Keren Zarom

Fill in the Missing Numbers!

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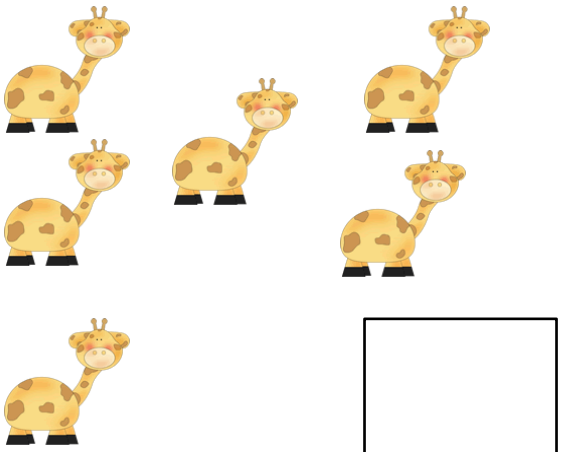
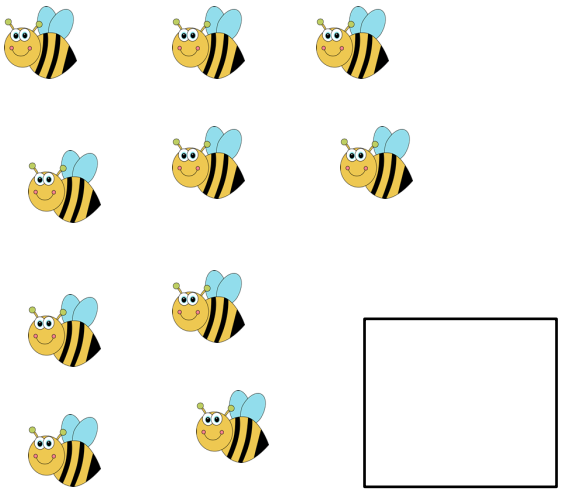
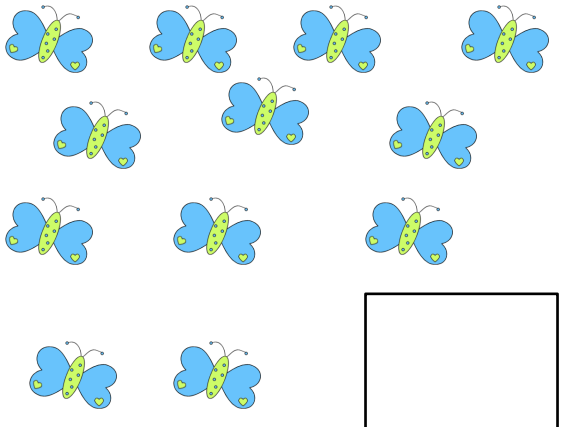
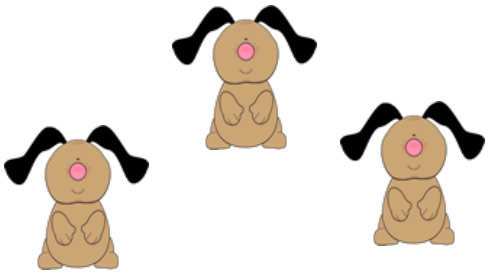
1				
		8		
	17			

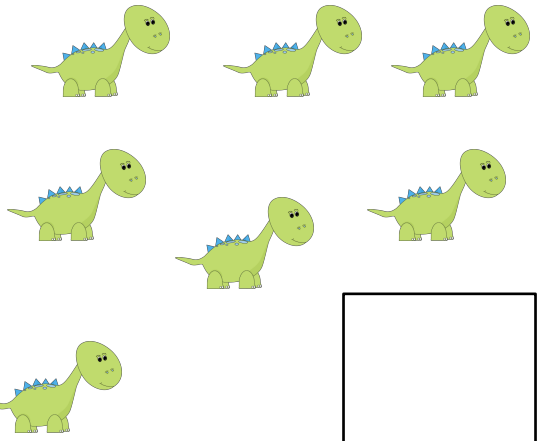
Count and write the correct number in the box!



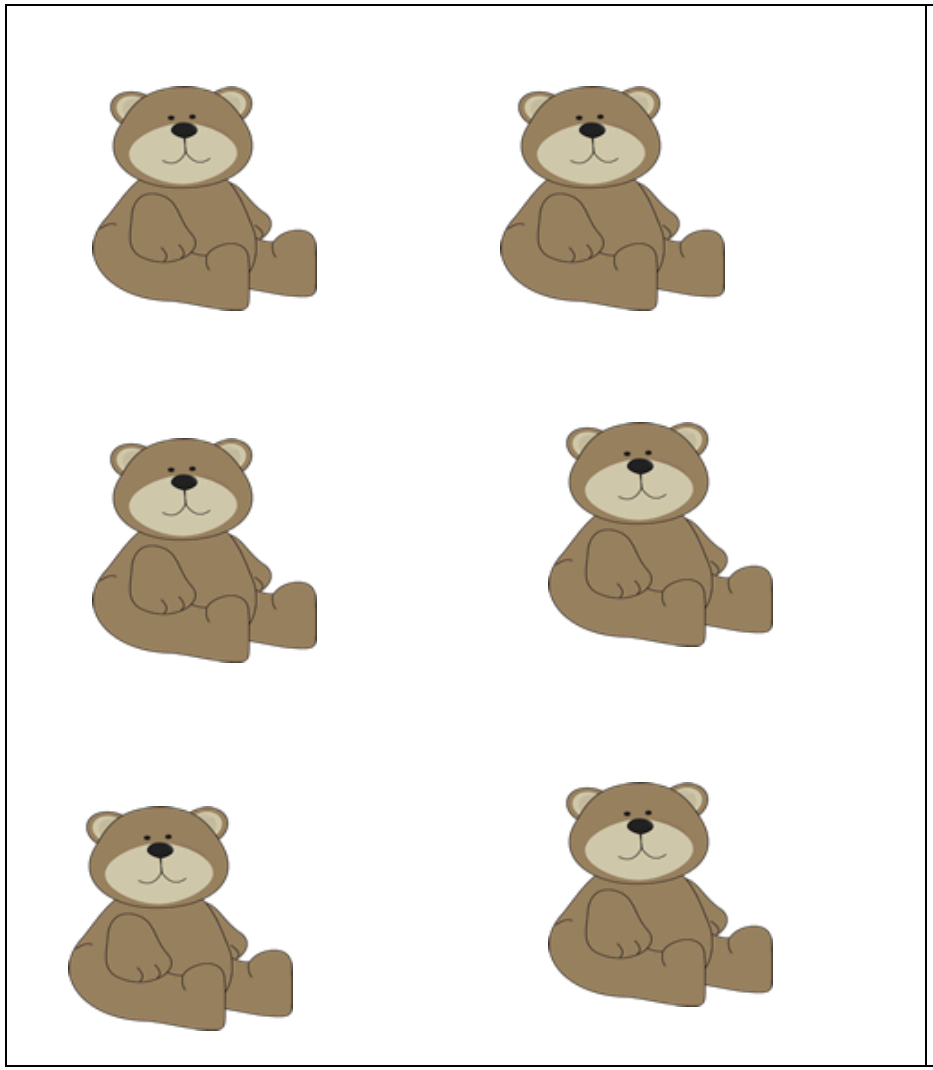


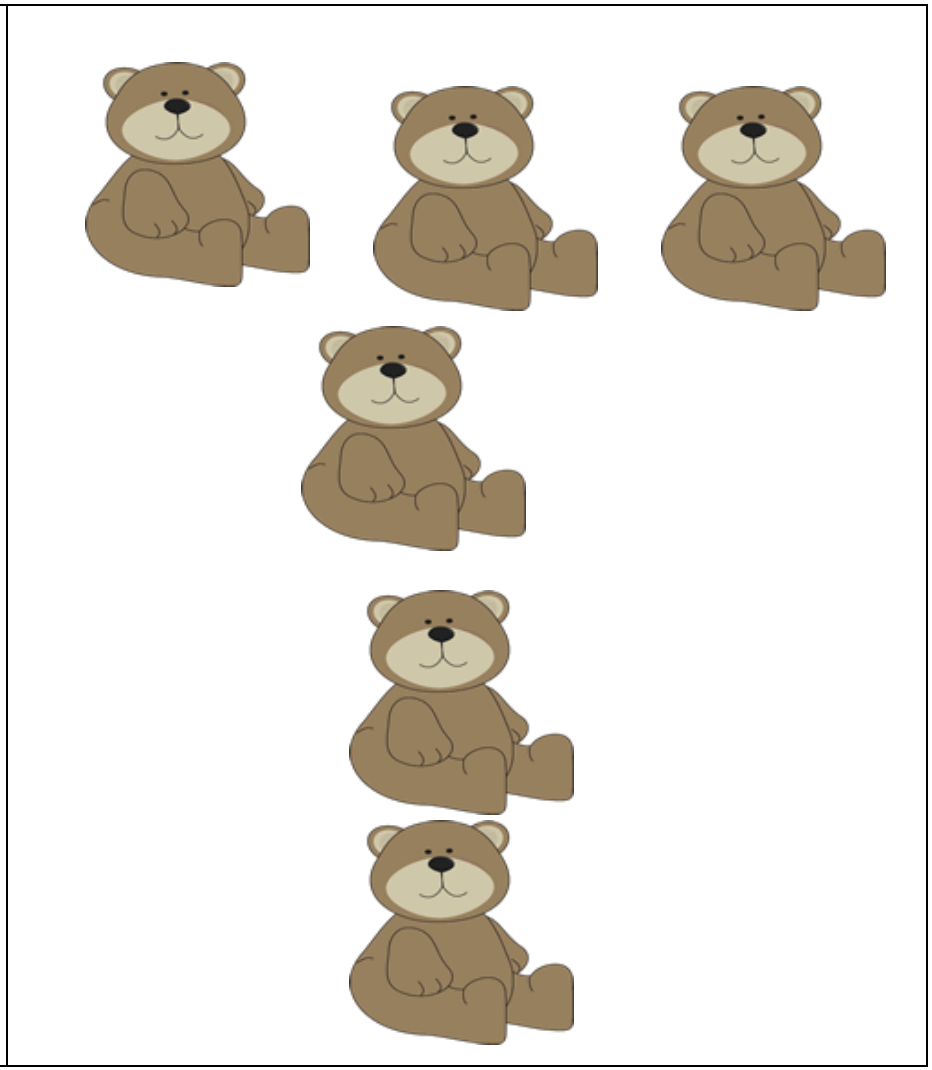




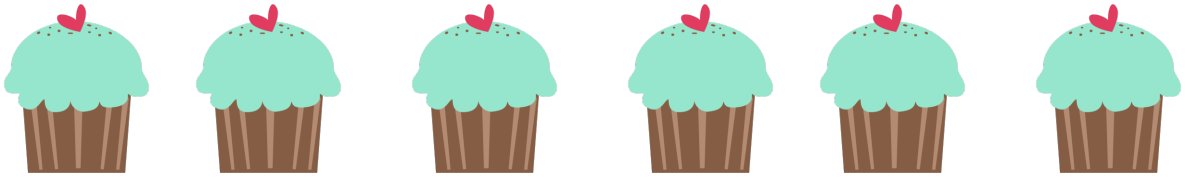


Count the bears:



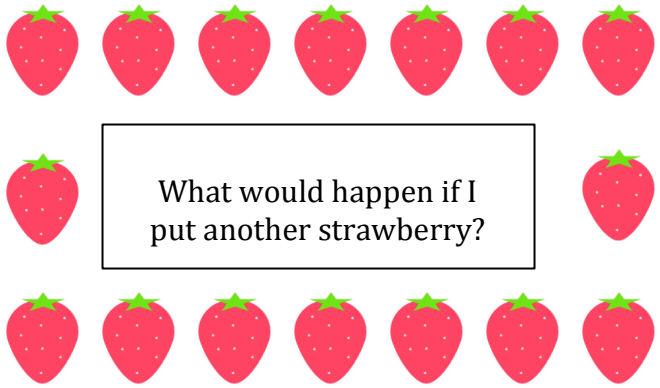


Count the cupcakes:



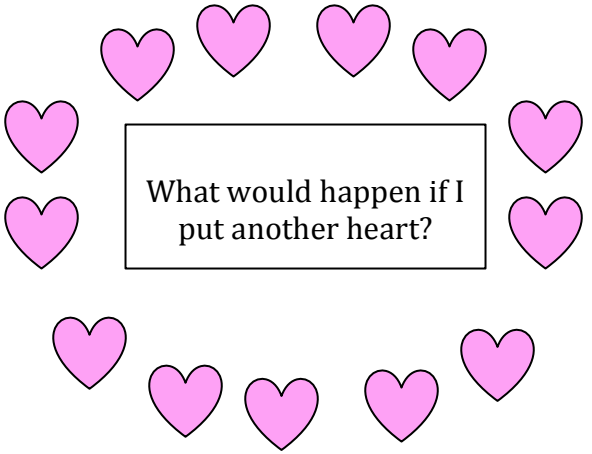
What would happen if I put another cupcake here?

Count the strawberries:



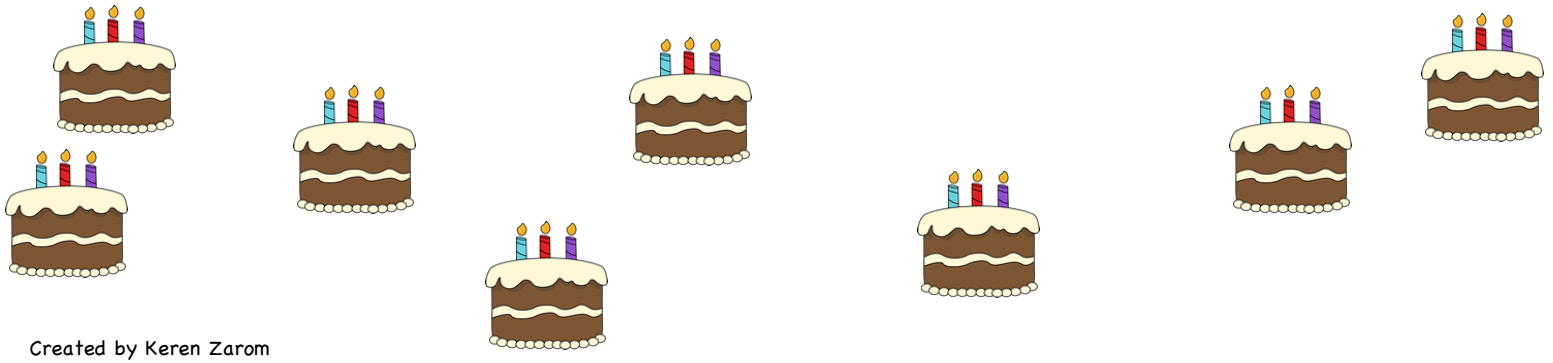
What would happen if I put another strawberry?

Count the hearts:

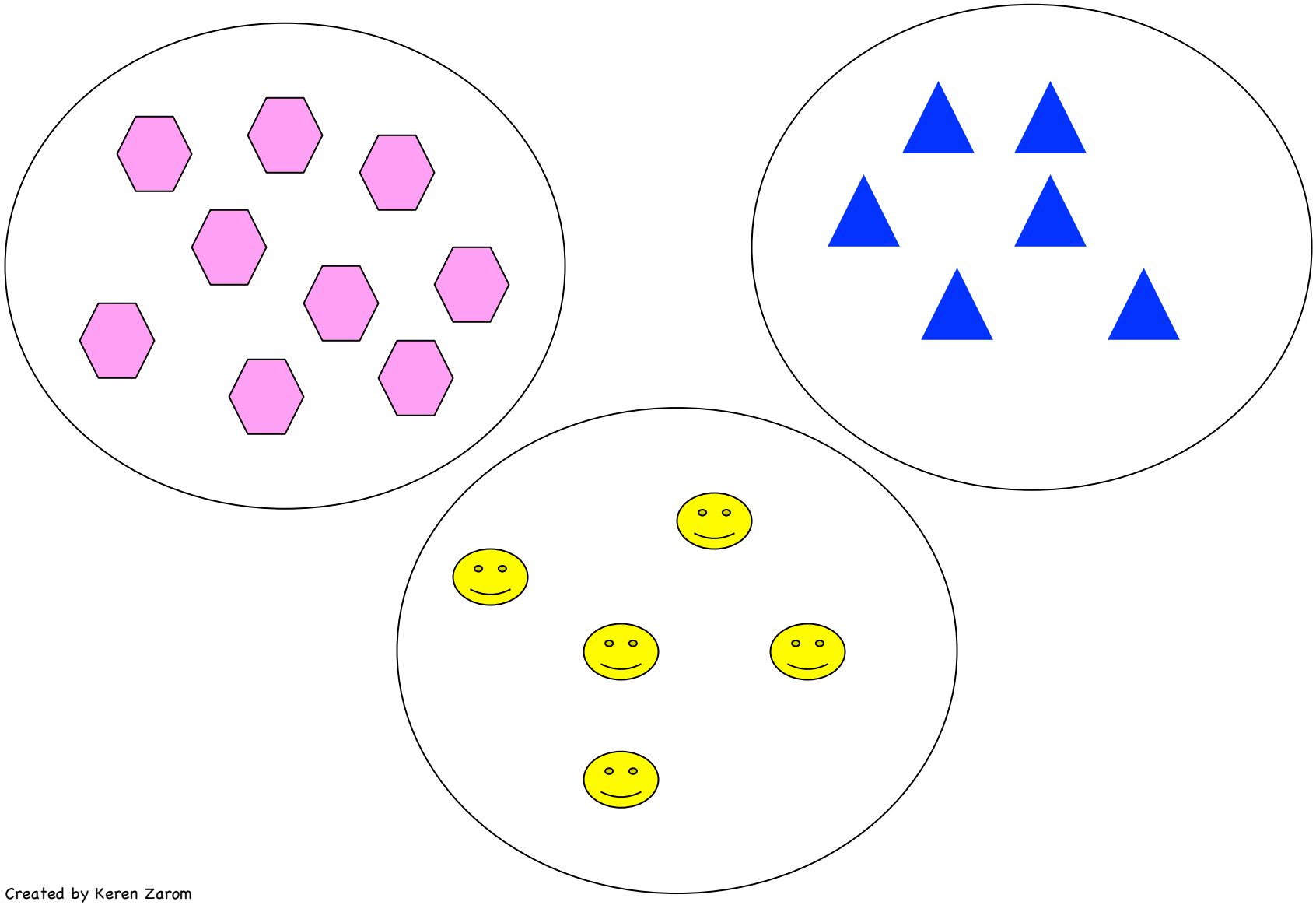


What would happen if I put another heart?

Count the birthday cakes:



Which group as the most shapes? How do you know?
Which group has the least amount of shapes? How did you know?



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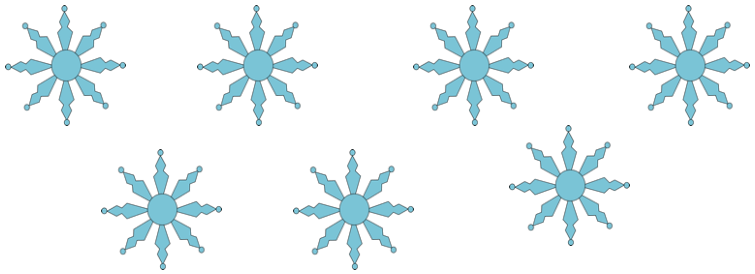
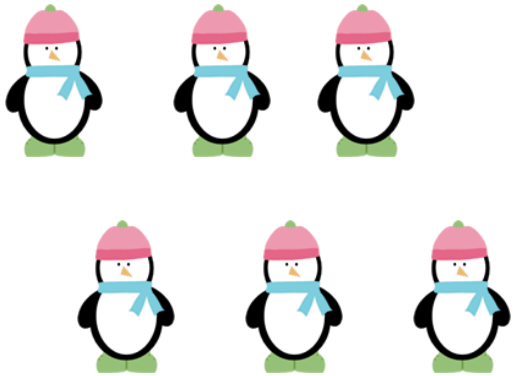
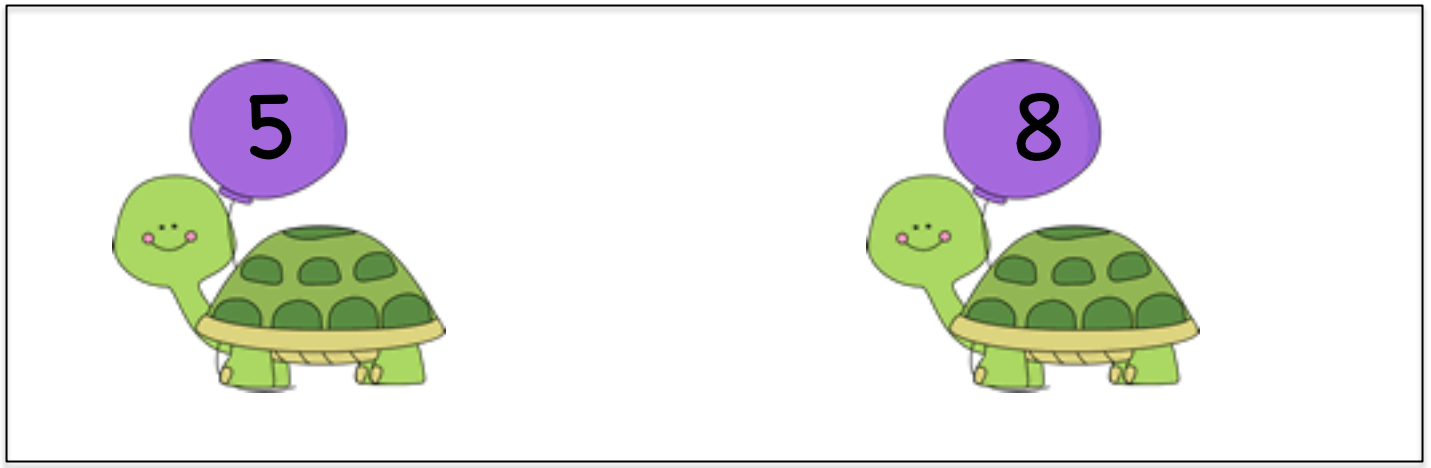
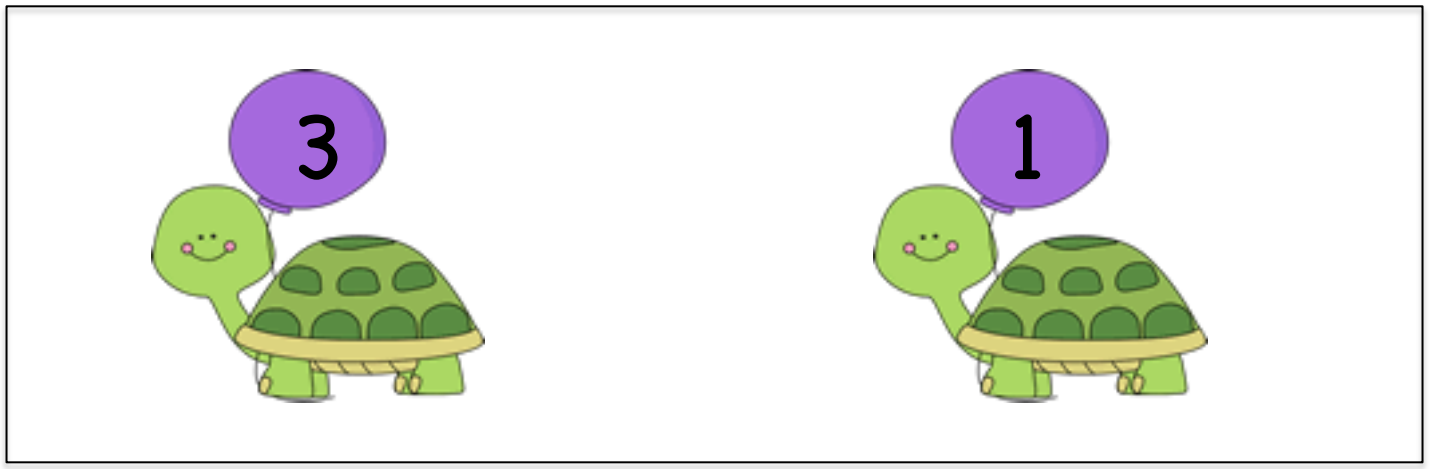
Circle the two groups that are have the same amount.



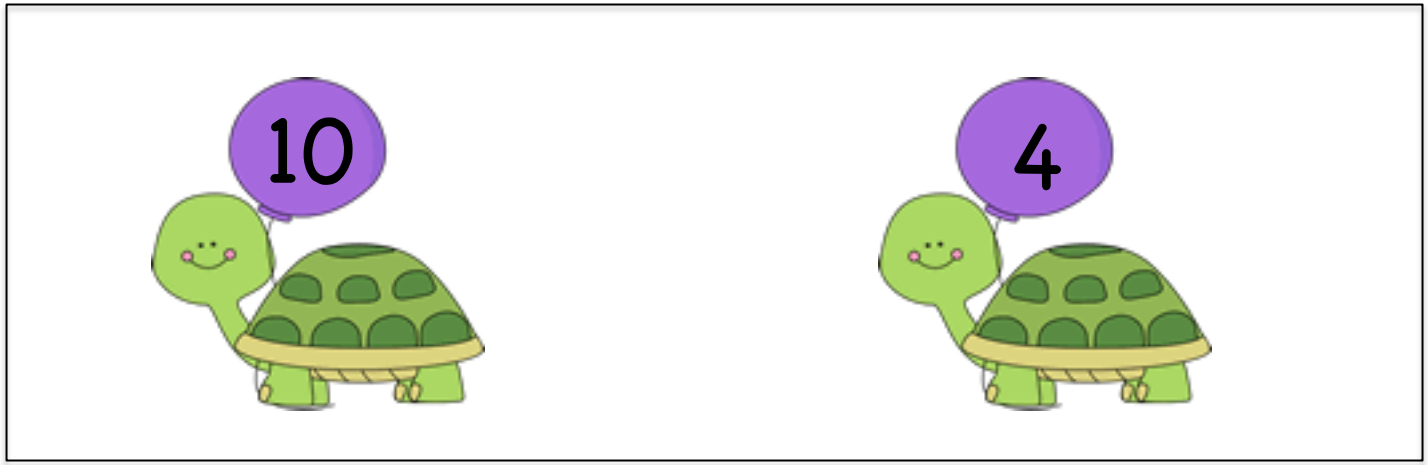


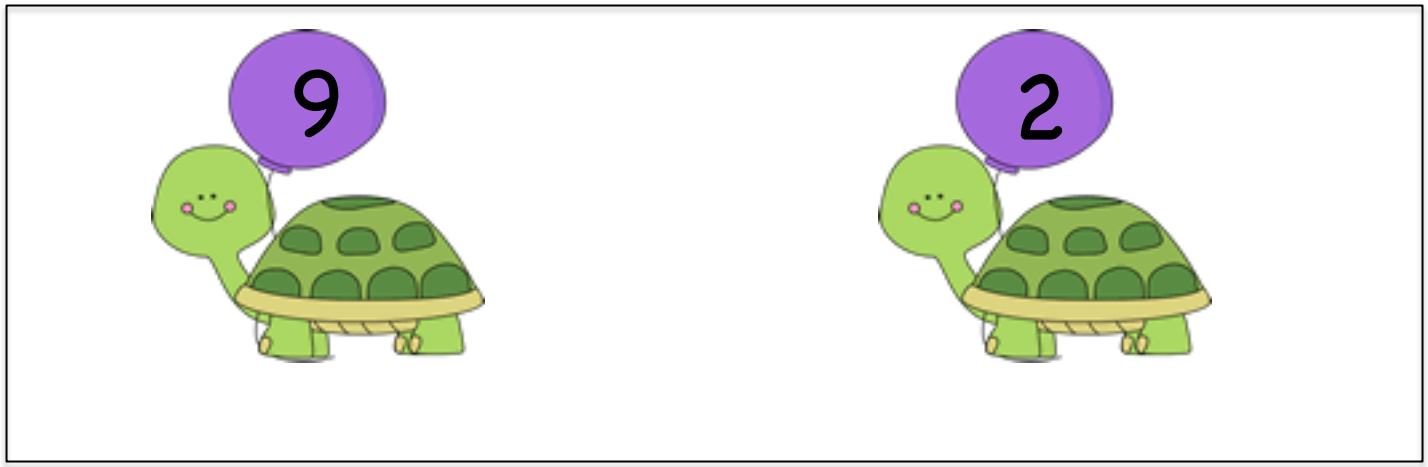
Circle or point to the turtle with the larger number balloon:





Circle or point to the turtle with the **smaller** number balloon.





Student Name: _____ School Year: _____

Counting and Cardinality:

***Assess the student orally on these skills and take notes:**

How high can they count? Do they miss any numbers?

CC:	Goal:	Date:	Date:	Date:
K.CC.1	Counts to 100 by 1's			
	Counts to 100 by 10's			
KCC.2	Count forward starting a 5 - 20			
	Count forward starting at 12-31			

***Provide Student with page 2 or 3 (differentiated sheet) and take notes:**

Do they say the numbers as they write? Number order? Reversals?

CC:	Goal:	Date:	Date:	Date:
K.CC.3	Writes numbers 1-20			

***Provide Student with page 4, ask them to count out loud for each box and write a number inside the square. Take notes:**

Do they always skip the same number? Do they double tag objects? Do they count in an order?

CC:	Goal:	Date:	Date:	Date:
K.CC.4 a.	When counting… Says numbers in the correct order			
a.	1:1 correspondence and correctly counts			
b.	Understands the last number said is the number of objects			

***Provide Student with page 5. Ask them to count the first box. Ask them to then count the second box of bears. If the student gives the correct number for both sets ask them to explain what they see.**

Use the prompt, "These bears look different from these bears, can it be that they are both 6?"

CC:	Goal:	Date:	Date:	Date:
b.	Understands number of objects is the same regardless of order or arrangement.			

***Provide Student with page 6, take notes:**

Are they able to touch each object and say only one number? Double tagging?

CC:	Goal:	Date:	Date:	Date:
K.CC.5	Counts to answer, "How many?" Arranged in a line			
	In a rectangular array			
	In a circle			
	In a scattered configuration			

***Still using page 6, ask the child the question, "What would happen if I put another ___ here?" take notes on answers and understanding.**

Do they understand adding one more will be the next number in order? Do they count the objects again and pretend one more is on the page?

CC:	Goal:	Date:	Date:	Date:
K.CC.4 c.	Understands each successive # refers to one larger.			

***Provide Student with page 7 & 8 Follow directions on sheet and take notes:**

Do they double check? Do they retain the number they first counted? Can they compare the objects? Do they have an organization to their counting?

CC:	Goal:	Date:	Date:	Date:
K.CC.6	Identifies the group with the most objects and explains why.			
	Identifies the group with the least amount of objects and			

	explains why			
	Equal to objects in another group			

***Provide Student with page 9 and 10. Follow directions on sheet.**

Do students recognize number right away? Do they use their fingers? Do they have a strategy for checking they are correct?

CC:	Goal:	Date:	Date:	Date:
K.CC.6	Compares two numbers from 1-10 in written numerals. Smaller and larger			