

A set of number tasks at the *Figurative* Level of Understanding

(materials needed: set of individual numeral cards 11-20; collection of counters; card to cover counters)

Name:	Date	Achieved
Can you count forward starting at 1 until I say "stop" <i>(stop the student at 20)</i>		
Can you count backwards starting at 20?		
What is the number before these numbers? <i>(say each number)</i> 5 9 16 20 13 6 11 3		
What is the number after these numbers? <i>(say each number)</i> 4 12 19 7 14 11 5 15		
<i>(Show a collection of 6 counters and a collection of 7 counters. Count them aloud as the student watches. Put them together under a piece of card.)</i> How many are there altogether?		
<i>(Show 9 counters and then hide them under a piece of card. Remove 4 of them and show the student)</i> How many are left under the card?		
If you had 6 blocks and I had 5, how many would we have altogether? <i>(may use materials or do this mentally)</i>		
Can you show me 9 fingers? <i>(instantly)</i>		
<i>(Show a randomly placed collection of 15 blocks)</i> How many blocks are here? Can you put the right number card with them?		
Can you make a group of 19 blocks and place the right number card with them?		
What are these numbers? <i>(Show numeral cards 11-20 in random order)</i>		
If I have 8 counters and I need 12, how many more will I need to pick up? <i>(Task to be worked out mentally)</i>		

If students can do all these tasks, they will be working towards the counting on stage. If students are experiencing difficulty with some of these figurative concepts, they will need further experiences with them, but could also be working towards some counting on concepts.