

Script for Whole Class Test One:

Task 1:

Get your class to sit in a circle on the floor. Ask five students at a time, "Please come to me and get five blocks from this box". Keep the box with you. If they forget the number and ask how many, feel free to remind them. Do not help them count.

Watch to see: Who does not have five. If appropriate, take a photo for later.

Students who do not get five blocks successfully should be recorded in "Group 1A".

Task 2:

Say, "Close your eyes and keep them closed. Now, with your eyes closed, I want you to show me six fingers."

Watch to see: Who does not have six fingers as well as who counts the fingers on one hand to see if they have five before making six. Students who need to keep opening their eyes may also need testing.

Students who do not make six fingers without counting should be recorded in "Group 1A".

Task 3:

Say, "I'm going to drop some blocks into this cup now. You tell me how many go in." Using exaggerated arm movements, drop three blocks in one-at-a-time into the coffee mug so that students count the blocks as you drop them. After three blocks, keep your arm moving but without dropping in any blocks.

Watch to see: Who keeps counting without more blocks going into the cup.

Check: With your eyebrows up, ask, "Can you show me with your fingers how many are in the cup now?"

Watch to see: Anyone who doesn't show three fingers.

Students who show more than three fingers should be recorded in "Group 1A".

Task 4:

Say, "That's a bit funny. Let's try that again. You tell me how many go in." Using exaggerated arm movements, drop four blocks in one-at-a-time into the coffee mug so that students count the blocks as you drop them. After four blocks, deliberately drop the next block onto the floor. See who counts that block as "five". Then pick the block up and put it into the cup. See who counts the block again as "six".

Watch to see: Who counts the same block twice.

Check: With your eyebrows up, ask, "Can you show me with your fingers how many are in the cup now?"

Watch to see: Anyone who doesn't show five fingers.

Students who show more than five fingers should be recorded in "Group 1A".

All of the students who were placed in Group 1A can be removed at this point, or can remain with the class if that is easier. If they are remaining with the class, sit them all on your left so that you are not distracted by looking at them for the following tasks.

Task 5:

Still sitting in a circle, place five blocks on the floor. Say, “Can you tell me how many there are?” Point to one block and hold your finger there until the class says, “One”. Then move to each block in turn. Continue pointing by moving back to the first block and then the second and see if students continue counting. Next, move a few of the blocks around with your hands. Put your eyebrows up and ask with an upwards inflection, “How many are there now?” Watch for students who need to count the blocks again.

Watch to see: Who keeps counting when you point, or who need to count the blocks when they move.

Students who keep counting should be recorded in “Group 1B”.

Task 6:

Say, “Close your eyes and keep them closed. Now, with your eyes closed, I want you to show me five fingers, but you have to have some fingers on each hand.” Once they have made five successfully in one way, ask, “Keep your eyes closed and show me five fingers a different way.” If they need more prompting than this, you can say, “I know that you can make five by showing me all the fingers on one hand, but I want you to show me five fingers by using some fingers on each hand. You will need to think of two numbers together that will make five. You can’t use zero. You really do need to have some fingers on your other hand. How could you do it?” Try to get two different combinations: four and one, as well as two and three.

Watch to see: Who can only make five in one way, or who resorts to counting their fingers on each hand to make five in multiple ways.

Students who can only make five in limited ways should be recorded in “Group 1B”.

All of the students who were placed in Group 1B can be removed at this point, or can remain with the class if that is easier. If they are remaining with the class, sit them all on your left so that you are not distracted by looking at them for the following tasks.

Task 7:

Count six blocks into your cup in a very obvious fashion. Have a student confirm that you really do have six. Say, “I really have put six blocks in here. I’m going to shake the blocks now. I’m not going to put any extra blocks into the cup and I won’t let any fall out. I’m not doing anything to trick you. After I have shaken the blocks I’m going to ask you to close your eyes and put up some fingers to show how many blocks you think there are in the cup.” Put your hand over the top of the cup and give it a very vigorous shake for at least five seconds. Next put your eyebrows up and ask with an upwards inflection, “How many are there now? Close your eyes, and show me with your fingers how many you think.” Repeat this three times to check.

Watch to see: Who does not show six fingers all three times.

Students who do not show six fingers each time should be recorded in “Group 2A”.

Task 8:

Say, "Close your eyes and keep them closed. Now, with your eyes closed, I want you to show me six fingers." Once they have made six successfully in one way, ask, "Keep your eyes closed and show me six fingers a different way." If they need more prompting than this (e.g. they still keep five on one hand and one on the other, but just reverse the hands), you can say, "I know that you can make six with five and one. I want to see if you can use other numbers. How else could you do it?" You may also need to add, "No, you still have five fingers on one hand and one on the other. I want you to make six without using five and one. Use different numbers." Try to get three different combinations: five and one, three and three, as well as four and two.

Watch to see: Who can only make six in one way, or who resorts to counting their fingers on each hand to make six in multiple ways. Commonly: two and two, four and four or five and more than one.

Students who can only make six in limited ways should be recorded in "Group 2B".

Task 9:

Place eight blocks on the floor. Count them obviously to show that you have eight. Next, cover the blocks with one hand and sneakily pick up five with the other hand so that students do not see how many you have picked up. Say, "I started with eight blocks on the floor and then I picked some up. You can see that there are three blocks left on the floor. Please close your eyes now. Show me with your fingers how many blocks you think I picked up."

Watch to see: Who shows an amount other than five. Commonly: three, seven, four or eight.

Students who did not show five should be recorded in "Group 2B".

Task 10:

Return your blocks to the floor so that there are eight again and confirm by counting. Next, sneakily pick up three blocks in each hand, leaving two on the floor. Say, "I started with eight blocks on the floor and then I picked some up with each hand. You can see that there are two blocks left on the floor. Please close your eyes now. Using both of your hands, show me with your fingers how many blocks you think I picked up with each."

Watch to see: Who does not have a combination that adds to give six

Students who did not show six should be recorded in "Group 3A", but progress to Whole Class Test 2.

Where to Next?

Group 1A: Start at Lesson One

Group 1B: Start at Lesson Four

Group 2A: Start at Lesson Eight (confirming SL1 is achieved before beginning SL2)

Group 2B: Start at Lesson 13

Group 3A and Successful Students: Complete Whole Class Test Two

Tracking Sheet for Whole Class Test One

Record the names of students who struggled with each of the following ten tasks in the space provided. Each student only needs to be recorded once – after that, concentrate on the new names to add rather than checking the existing names.

Task 1: Gather five blocks.	1A:
Task 2: Show six fingers.	1A:
Task 3: Count three objects (only) and not additional arm movements.	1A:
Task 4: Count five blocks (only) when one is dropped on the floor, then picked up and put in a cup.	1A:
Task 5: Conserve five blocks when the teacher points to them all in turn and then points at the first block again. Conserve five blocks when they are moved in front of the student.	1B:
Task 6: Partition five fingers onto two hands.	1B:
Task 7: Conserve six blocks when they are shaken in a cup.	2A:
Task 8: Partition six fingers in multiple ways.	2B:
Task 9: Starting with eight blocks on the floor, the teacher picks some up and leaves three. Students work out how many were removed.	2B:
Task 10: Starting with eight blocks on the floor, the teacher picks some up in each hand and leaves two. Students work out how many there could be in each hand.	3A:

Successful at all ten tasks: