



Pre/Post Supplies Needed

Symbol	Details and Materials Needed
A black silhouette of a dog, identical to the one in the top right corner, positioned in the left column of the table.	Teacher: Reads the script and records the student's answers.
	Baggies with 15 lima beans; 20 paperclips
	Sets of Circles for Question #2
	Precut numbers (1-20) for student to select when asked
	Paper plate; sandwich* (plastic knife if using a real sandwich)
	Linking cubes: 5 blue and 8 yellow
	Money – 1 each: penny, dime

*A paper graphic of a sandwich is attached as an alternative. This would require scissors to cut.



Educator Script: Read the questions to students. Use this to write notes about student responses and score. Students do not have a separate paper to write answers on.

<p>NY-K.CC.5a and 5b</p> <p>Need:</p> <ul style="list-style-type: none"> • Baggie of 15 lima beans for each student. • Baggie of 20 paper clips for each student • Baggie of numeral cards 0 – 20 for each student • Folders or other screens to place between students <p><input type="checkbox"/> 1</p> <p>Award 1 point if the student shows the number card for fifteen.</p>	<p>1</p> <p>You have three bags in front of you. Take the <i>number cards</i> out of the bag and put them on the table in front of you. <i>Tienen delante tres bolsas. Saquen las tarjetas con números de la bolsa y pónganlas sobre la mesa.</i> (Give time for all students to respond.)</p> <p>Now take the <i>lima beans</i> out of the other bag. Count them silently. <i>Ahora saquen los frijoles de la otra bolsa. Cuenten los frijoles en silencio.</i></p> <p>Show me the number card that tells you how many <i>lima beans</i> there are on your table. <i>Muéstrenme la tarjeta con el número que indica cuántos frijoles hay sobre la mesa.</i></p> <p>(Use this copy to record individual responses. With a group, create a "notes" page to record student responses on.)</p>
<p>NY-K.CC.5a and 5b</p> <p>Need:</p> <ul style="list-style-type: none"> • Page with circles, 1 per teacher • Baggie of numeral cards 0 – 20 <p><input type="checkbox"/> 2</p> <p>Award 1 point if the student shows the number card for nine.</p>	<p>2</p> <p>(Give each student the paper with the 3 sets of objects.)</p> <p>This card has 3 sets of objects. <i>Esta tarjeta tiene 3 juegos de objetos.</i> (Emphasize the 3 sets by circling them with your finger.)</p> <p>Show me the number card that tells me how many objects are in this set. <i>Muéstrenme la tarjeta con el número que indica cuántos objetos hay en este juego:</i> (Point to the set with 9 objects in it.)</p>



<p>NY-K.CC.5a and 5b</p> <p>3</p> <p>Put the lima beans back into the bag. <i>Vuelvan a meter los frijoles en la bolsa.</i> (Give students time to respond)</p> <p>Take the paper clips out of the bag. <i>Saquen los clips de la bolsa.</i> (Give students time to respond)</p> <p>Show me a set of 10 paper clips. <i>Muéstrenme un juego de 10 clips.</i> (Write the number they have shown you in the “Notes” section.)</p> <p>Need:</p> <ul style="list-style-type: none"> • Baggie of 20 paper clips for each student • Numeral cards 0 – 20 <p><input type="checkbox"/> 3</p> <p>Award 1 point if the student shows you ten paper clips.</p>	<p>3</p> <p>Put the lima beans back into the bag. <i>Vuelvan a meter los frijoles en la bolsa.</i> (Give students time to respond)</p> <p>Take the paper clips out of the bag. <i>Saquen los clips de la bolsa.</i> (Give students time to respond)</p> <p>Show me a set of 10 paper clips. <i>Muéstrenme un juego de 10 clips.</i> (Write the number they have shown you in the “Notes” section.)</p>
<p>NY-K.OA.1 NY-K.OA.2a and 2b NY-K.OA.5</p> <p>Need:</p> <ul style="list-style-type: none"> • 1 paper plate per student • Same baggie of 15 lima beans or 20 paper clips. • Numeral cards 0 – 20 • Folder or other screen <p>CGI – Take From, Result Unknown</p> <p><input type="checkbox"/> 4a</p> <p>Award 1 Point for student modeling the number of counters in the story.</p> <p><input type="checkbox"/> 4b</p> <p>Award 1 point for student showing the number card for two.</p>	<p>4</p> <p>Use the plate as your story board. Again, listen the first time I read the story for the <i>math movie</i>. The second time I read the story, use your counters to show the answer. <i>Usen el platillo como ayudar con el cuento. La primera vez que lea el cuento, escuchen y piensen en la película de matemáticas. La segunda vez que lea el cuento, usen los contadores para mostrar la respuesta.</i></p> <p>Julia counted 8 frogs in a pond. 6 frogs jumped out of the pond. How many frogs are in the pond now?</p> <p><i>Julia contó 8 ranas en un charco. 6 ranas saltaron fuera del charco. ¿Cuántas ranas quedan ahora en el charco?</i> (Read the story again so that students can act it out with the manipulatives. Record their visual answers in the “Notes” section, then say,) “Now show me the number card that tells how many frogs were in the pond at the end of the story.” <i>Ahora muéstranme la tarjeta con el número que indica cuántas ranas había en el charco al final del cuento.</i> Record their numeral answers in the “Notes” section.</p>



<p>NY-K.OA.1 NY-K.OA2a and 2b NY-KOA.5</p> <p>Need:</p> <ul style="list-style-type: none"> • Same baggies of 15 lima beans or 20 paperclips on the table • Same baggie of number cards 0 –20 • Folder or other screen <p>CGI – Put Together/ Take Apart, Total Unknown</p>	<p>5</p> <p>Now empty the plate. Listen to another story. Close your eyes and try to see the <i>math movie</i> that is taking place. What do you see in the story? <i>Ahora vacíen el plato. Escuchen otro cuento. Cierren los ojos y traten de imaginarse la película de matemáticas. ¿Qué ven en el cuento?</i></p> <p>Marta had 7 yellow flowers and 6 red flowers. How many flowers did Marta have? <i>Marta tenía 5 flores amarillas y 6 flores rojas. ¿Cuántas flores tenía Marta?</i></p> <p>Listen while I read the story again, and this time use your counters and your paper plate to show me how many flowers Marta had. Show the <i>math movie</i> in the story. <i>Escuchen mientras leo otra vez el cuento, y esta vez usen los contadores en su plato de papel para mostrarme cuántas flores tenía Marta. Muestren la película de matemáticas del cuento:</i> (Read the story again so that students can act it out with the manipulatives. Record their visual answers in the “Notes” section, then say,)</p> <p>“Now show me the <i>number card</i> that tells how many flowers Marta had.” <i>Ahora muéstrenme la tarjeta con el número que indica cuántas flores tenía Marta.</i> Record their numeral answers in the “Notes” section.</p>
<p><input type="checkbox"/> 5</p> <p>Award 1 point if the student both models the problem correctly to show the numbers in the problem, and shows the number for thirteen.</p>	



<p>NY-K.OA.1 NY-K.OA2a and 2b NY-KOA.5</p> <p>Need:</p> <ul style="list-style-type: none"> • 1 paper plate per student • Same baggies of 15 lima beans or 20 paper clips on the table • Same baggie of number cards 0 – 20 • Folder or other screen <p>CGI – Add To, Result Unknown</p> <p><input type="checkbox"/> 6</p> <p>Award 1 point if the student both models the problem correctly to show the numbers in the problem, and shows the number for eight.</p>	<p>6</p> <p>Listen to my story this time. Close your eyes and try to see the <i>math movie</i> that is taking place. What are the characters doing in the story? <i>Escuchen el cuento que voy a leer. Cierren los ojos y traten de imaginarse la película de matemáticas. ¿Qué están haciendo los personajes del cuento?</i></p> <p>Juan ate 2 strawberries. Then he ate 6 more strawberries. How many strawberries did Juan eat? <i>Juan comió 2 fresas. Luego comió 6 fresas más. ¿Cuántas fresas comió Juan?</i></p> <p>Listen while I read the story again, and this time use your counters and your paper plate to show me how many strawberries Juan ate. Show the <i>math movie</i> in the story. <i>Escuchen mientras leo otra vez el cuento, y esta vez usen los contadores en su plato de papel para mostrarme cuántas fresas comió Juan. Muestren la película de matemáticas del cuento:</i> (Read the story again so that students can act it out with the manipulatives. Record their visual answers in the “Notes” section. “Now show me the <i>number card</i> that tells how many strawberries Juan ate.” <i>Ahora muéstrenme la tarjeta con el número que indica cuántas fresas comió Juan.</i> Record their numeral answers in the “Notes” section.</p>
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<p>NY-K.MD.4</p> <p>Need: 1 set for teacher of 1 each of penny, dime. (Use real coins.)</p> <p>*If the student is answering in Spanish, accept all answers that demonstrate recognition/identification (for example, “penny”).</p> <p><input type="checkbox"/> 7</p> <p>Award 1 point if Student correctly identifies both coins.</p>	<p>7</p> <p>(Place the 2 coins on the table.) Look at the coins. <i>Mira las monedas.</i></p> <p>I will show you one coin at a time. Tell me the name of the coin. <i>Te voy a mostrar una moneda a la vez. Dime el nombre de la moneda.*</i></p> <p>(Show the penny)</p> <p>(Show the dime)</p>
<p>NY-K.CC.6 NY-K.MD.2</p> <p>Need:</p> <ul style="list-style-type: none"> • 5 blue Unifix cubes for teacher • 3 yellow Unifix cubes for teacher <p><input type="checkbox"/> 8</p> <p>Award 1 point if the student holds up the blue set or train.</p>	<p>8</p> <p>Look at the two sets of cubes. <i>Observen los dos juegos de cubos.</i></p> <p>Put the blue cubes in a long train. Put the yellow cubes in a long train. <i>Pon los cubos azules en un tren largo.</i> <i>Pon los cubos amarillos en un tren largo.</i></p> <p>Think about which set has more. When I count to three, hold up the set that has more cubes. <i>Piensen a ver cuál juego tiene más cubos. Cuando cuente hasta tres, muéstrenme el juego que tiene más cubos.</i></p> <p>ONE – TWO – THREE, SHOW which set has more cubes? UNO – DOS – TRES, MUESTREN ¿cuál juego tiene más cubos?</p>
<p>Total points: 9</p> <p>Score: ____ / 9</p>	



Post-Test Educator Script and Answer Key

<p># 9 is a 1st Grade Skill. It is left here as an optional, informal assessment only. No points awarded.</p> <p>Need:</p> <ul style="list-style-type: none">• 1 whole sandwich. (peanut butter, cheese, your choice)• plastic knife• 2 paper dessert plates <p>A paper, graphic sandwich is attached as an alternative to real sandwich.</p>	<p>9</p> <p>I would like for you to share this sandwich with me in fair shares. <i>Quiero que compartes este sándwich conmigo en partes iguales (fair shares).</i></p> <p>(Wait until finished.)</p> <p>What do you call these fair shares? <i>¿Qué otro nombre tienen estas partes iguales?</i></p> <p>(Pause)</p> <p>How do you know you have divided the sandwich into halves? <i>¿Cómo saben que el sándwich está en dos mitades?</i></p> <p>(Pause and watch for comparison)</p>
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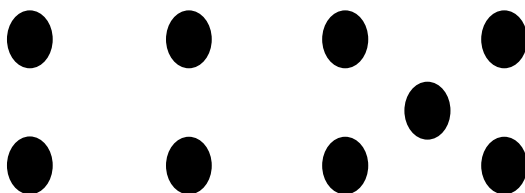
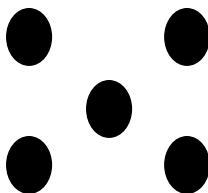
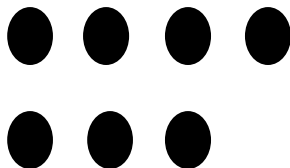
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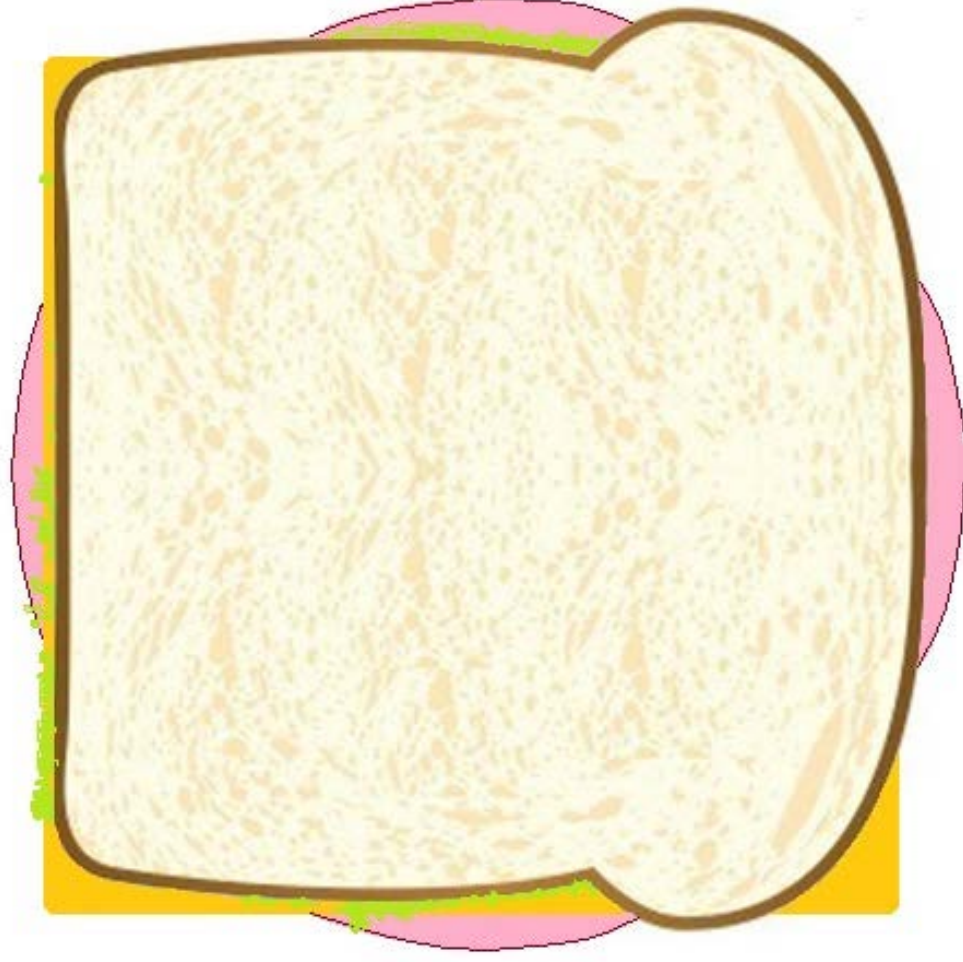
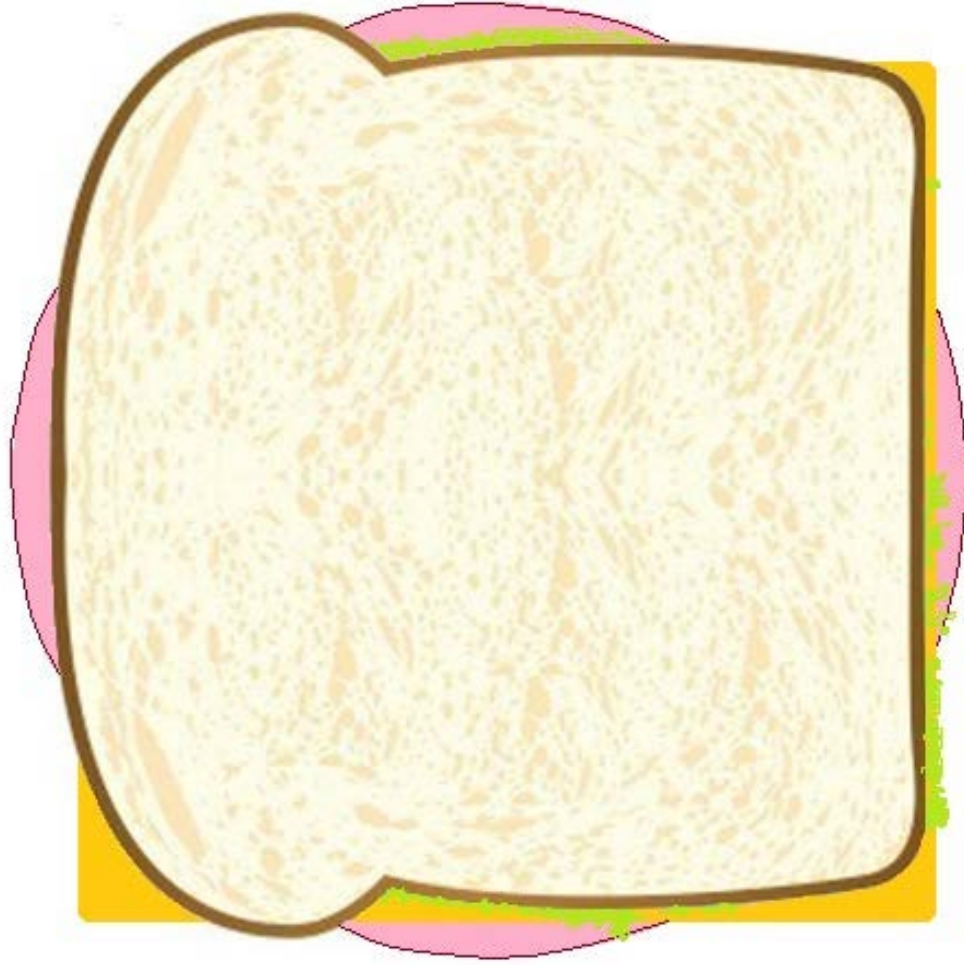
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BLM Question #2
🐕 Pre/Post Assessment



Kindergarten Assessment #9 Paper Sandwich option.



Paper Sandwich option.

Kindergarten Assessment #9