### Observation Notes

**Detour for students starting the first year of school**

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| **I. Simpler Counting Tasks / More or Less / Conservation** | Counting Task  
Place a pile of 20 teddies in front of the child in a scattered pattern, made up of exactly 4 yellow teddies, 5 red teddies, 3 green teddies, and 8 blue ones.  
a) Please put the yellow teddies together.  
b) How many yellow teddies are there?  
Put a group of 3 green teddies together near the 4 yellow teddies (two different small groups).  
c) Are there more green teddies or more yellow teddies?  
*Push the yellow and green teddies aside.*  
d) Please get five blue teddies.  
e) Now put them in a line.  
*(If the child has already put them in a line, ask the child to 'move them together now'.) ... Tell me how many blue teddies there are.*  |
| **More or Less Task** |  
- Are they able to gather together the yellow teddies?  
- Do they count them one by one or are they able to recognise a collection of four without counting.  |
| **Conservation Task** |  
- Note: It is more challenging for students to make a collection of a given amount rather than just counting a collection.  
- Can they conserve number? i.e. can they automatically state how many teddies there are without recounting them after they have been rearranged?  |
| **II. Location / Pattern / Ordinal Number** | Location  
a) Please put out a yellow teddy ... Now put a blue one **beside** it ... Now put a green one **behind** the blue teddy ... Now put the green teddy **in front** of the blue teddy ...  
Now watch what I do with the teddies. Make a **pattern with the teddies (G, Y, B, B, G, Y, B, B) in front of the child.**  
b) I’ve made a pattern with the teddies. Please say the colours for me as I point.  |
| **Pattern** |  
- Note if they can copy and extend patterns.  |

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### Hand the container of teddies to the child.

- c) Please make the same pattern.
- d) *(If the child’s pattern is a correct copy, point to it. If not, point to your pattern.)*

Please make the pattern go on a bit more.

e) How did you decide what came next in the pattern each time?

f) **Point to the green teddy in 1st position.** The green one is the 1st teddy in my pattern.

You point to the 3rd one. What colour is the 3rd teddy? You point to the 5th teddy. What colour is the 5th teddy?

### III Subitising / Matching Numerals to Quantities / Ordering / One-to-one Correspondence / Part-part-whole

#### Subitising
- Order of cards is important

#### Matching Numeral to Quantities

Note how the student attempts the task:
- which card do they do first?
- do they count the dots?
- which ones can they successful match?
- which quantities did they experience difficulty with? (record their incorrect response)

Remove the dot cards and the zero card. Shuffle the numeral cards and place them face up randomly on the table.

c) Please put the number cards in order from smallest to largest.

If the child is successful, hand across the zero card.

d) Where would this one go?

e) Please show me 6 fingers ... (If correct - Can you show me 6 fingers another way?)

#### Ordering Numbers

- Some students may not comprehend the task and not understand how to order numbers from smallest to largest; student may sort the cards into two groups – small numbers and large numbers.
- If they experience difficult with the task note their response.
f) When you are counting by ones, what is the number after 4? (If successful ... 10? If successful ... 15?)
g) What is the number before 3? (If successful ... 12? If successful ... 20?)

Place 5 cups out in a line. Hand the child 9 straws.
h) Please put one straw in each cup.

Spread out three candles (20 cm, 5 cm, and 10 cm in that order from left to right).

i) Please put these candles in order from smallest to largest... Please point to the largest... Please point to the smallest.
(If successful, add in the 15 cm candle. This time, place the candles like this: 10 cm, 20 cm, 5 cm, and 15 cm, in that order from left to right.)

j) Now put these candles in order from smallest to largest... Please point to the largest... Please point to the smallest.

- Record the different combination students make e.g. 5 and 1, 3 and 3, 2 and 4

Before and after
- If student is unsuccessful record the answer they give. e.g. may say number after rather than the number before a given number.

One to one correspondence
- Some children will use up all the straws

Ordering objects
- Some students may not comprehend the task and not understand how to order objects from smallest to largest, student may sort the candles into two groups – small and large.
- If they experience difficult with the task note their response.

- If successful ordering three candles continue the task with four candles.
- Ordering four objects is a far more complex task than ordering three objects.

Go to Question 2, page 22 (for all children)