Where's the Bear? – Handout

Ms. C planned an activity to assess children's knowledge of number sequence. After marking ten cups with the numbers 1 through 10, she lined them up in order. Ms. C created this form before beginning the activity so that she could record children's responses to assess their skills. She planned to give each child three opportunities to respond to a question that drew on their number sequence knowledge, prompting them only if they named an incorrect number.

In the first column of the form she put the names of the children with whom she was going to do this activity. Each child's name was listed three times (once for each opportunity). She planned to either ask each child to look for the bear under a cup that came *after* one number but *before* another number or to ask the child to hide the bear and indicate which numbered cups came before and after that cup in a clue for another child. In the table, Ms. C used the second ("After") and third ("Before") columns to indicate the numbers she gave the children in her questions or the numbers the children used to create a clue. In the fourth column she recorded whether the child was creating the question or responding and the number the child guessed (or where the child put the bear). She put a circle around the number if it was incorrect and put a note in the prompting column (last column) if she followed up with a prompt. In the fifth column, she indicated whether the child named (N) or pointed (P) to the number. She called something a point prompt if she gestured the way that Ms. C did in the video.

The first row describes Alma's first try. Ms. C asked her to name a number that comes after 3 and before 7. Alma correctly named "4." The last column indicates that she did not need a prompt.

For Mike's second try, we see that he created a clue for another child but he incorrectly described the number 5 as coming after 6 and before 4. Ms. C prompted him to try again by whispering the correct numbers to use in the clue.

Child	After	Before	Question - **A**nswered or **C**reated	**N**amed number or **P**ointed to number	Needed prompt
Alma	3	7	A-4	N	
Alma	6	9	A-7	N	
Alma	2	4	C-3	N	
Carla	2	4	A-5	N	Prompted with pointing – she named 3
Carla	5	9	A-10	N	point prompt – then pointed to 7
Carla	1	10	A-6	P	Asked name
Mike	1	5	A-2	N	
Mike	6	4	C -5	N	Try again – I whispered the numbers he could say
Mike	5	9	A-6	N	
Zavin	3	7	A-6	N	
Zavin	2	4	A-3	N	
Zavin	4	8	A-6	N	