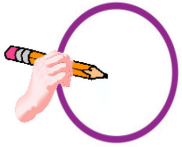


Name: \_\_\_\_\_

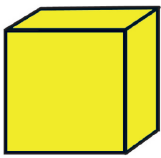
1. Complete in math area.
2. Place matching manipulatives/tools on page, if possible.
3. Write observations and list additional supports provided:

Scoring: \_\_\_\_/13



Circle or stamp the math tools.

1.



cube



calculator



scissors

2. Observe student for one minute. At each five second interval, write 1 in square if student is attending to math manipulatives or instruction during a lesson. Count any attending observed as correct.

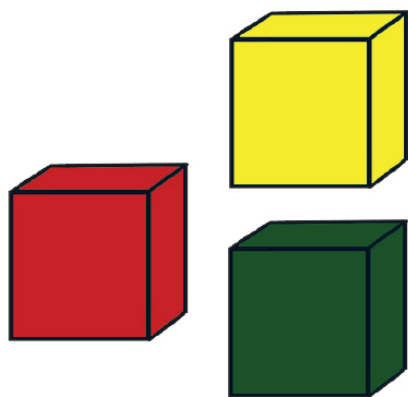
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Name: \_\_\_\_\_

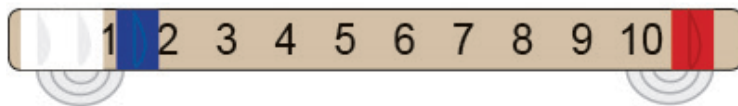
1. Complete in math area. Show Solve Poster.
2. Show Action cards: show, look, touch. Student chooses.
3. Read problem aloud to student: *Mel has cubes and a MathLine at school. Look at the MathLine.*
4. Place three cubes and a MathLine on table side by side so student can see both.
5. Note AT/adaptations used:  
Scoring: \_\_/ 1



Look at the MathLine.



cubes



MathLine

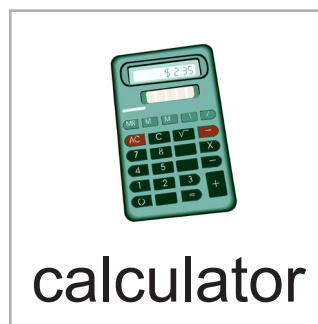
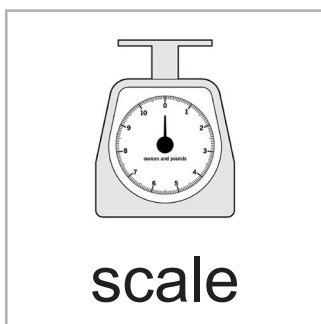
Name: \_\_\_\_\_

1. Complete in math area.
2. Place matching manipulatives/tools on page, if possible. For item 2 say, "touch the math tools" one time.
3. Write observations and list additional supports provided:  
Scoring: \_\_\_\_/ 13



Touch the math tools.

1.

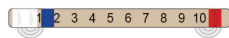


2. Observe student for one minute. At each five second interval, write 1 in square when student touches a math tool from pile of 2-3 on the table. Count touching of any math tool observed as correct.

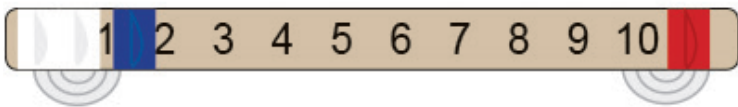
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: \_\_\_\_\_

1. Complete in math area. Show Solve Poster.
2. Show Action cards: show, look, touch. Student chooses.
3. Read problem aloud to student: *Rachelle needs help finding her MathLine and a stamp. Touch the MathLine. Touch the stamp.*
4. Place stamp and a MathLine on table for student problem solving use. Place matching manipulatives on or near test page.
5. Note AT/adaptations used:  
Scoring: \_\_\_/ 2



Touch the MathLine. Touch the stamp.



MathLine



stamp

Name: \_\_\_\_\_

1. Complete in math area.
2. Place one turtle on each dot. Fasten Ang-leg on pictured Ang-leg. Record 1 point for correct exploring if student touches and/or moves at least one turtle. Record 1 point for each turtle the student moves up to the line as “lining up”.  
Write observations and list additional supports provided:  
Scoring: \_\_\_\_/ 3.

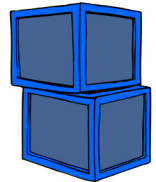
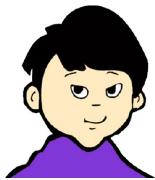


Explore turtles. Line up the turtles.



Name: \_\_\_\_\_

1. Complete in math area. Show Solve Poster.
2. Show Action cards: move, place, explore. Student chooses.
3. Read problem aloud to student: *Joey wants to line up his blocks. Show Joey how to line up the blocks. Use the ruler.*
4. Fasten a ruler and place three building blocks on the dots on the page.
5. Note AT/adaptations used:  
Scoring: \_\_\_\_ / 3

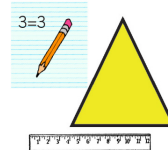


Show Joey how to line up the blocks.



Name: \_\_\_\_\_

1. Complete in math area.
2. Place books in a row.
3. Write observations and list additional supports provided:  
Scoring: \_\_\_\_ / 1



Choose the book about math that you

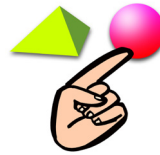


like.

Note: Place actual books about math (fiction or non-fiction). For example books about counting, shapes, colors, patterns etc.

Name: \_\_\_\_\_

1. Complete in math area. Show Solve Poster.
2. Show Action cards: look, listen, choose. Student chooses.
3. Read problem aloud to student. *Mrs. Carson's class needs to choose a math book from the library. They were given three choices. Show how they can choose the book. Act out each of the choices.*
4. Note AT/adaptations used:  
Scoring: \_\_\_\_ / 1



Show how they can choose the book.



sleep



look



eat

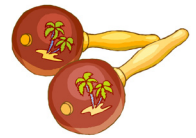
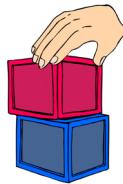
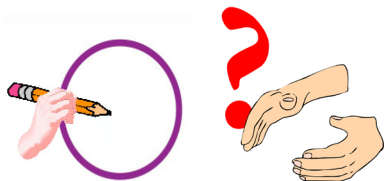


Name: \_\_\_\_\_

1. Complete in math area.
2. Option: place maracas (or similar) and spinner on table.
3. Write observations and list additional supports provided:

Student can use maracas and spinner to show the actions.

Scoring: \_\_\_\_ / 2



Circle how to make noise with maracas.



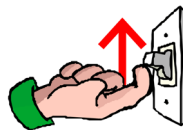
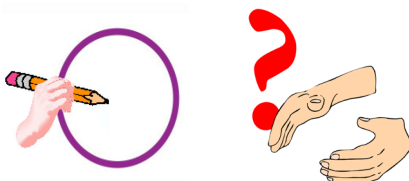
shake



press



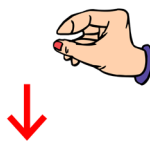
look



Circle how you turn on the spinner.



shake



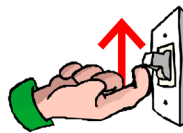
place



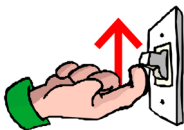
press

Name: \_\_\_\_\_

1. Complete in math area. Show Solve Poster.
2. Show Action cards: tap, shake, turn on.. Student chooses.
3. Read problem aloud to student: *Frenske wants to turn on the lights. How does Frenske turn on the lights?*
4. Note AT/adaptations used:  
Student can indicate light switch in classroom by pointing, eye gaze, or touch.  
Scoring: \_\_\_\_ / 1



How does Frenske turn on the lights?



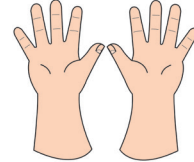
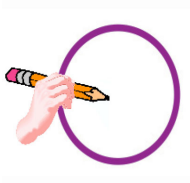
turn on switch



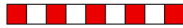
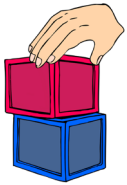
turn on water

Name: \_\_\_\_\_

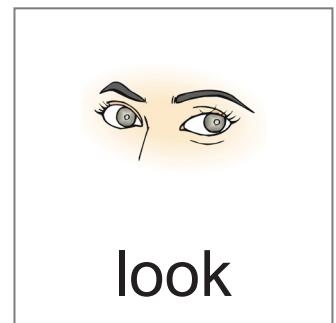
1. Complete in math area.
2. Point to and demonstrate each action.
3. Write observations and list additional supports provided:  
Scoring: \_\_\_\_ / 1



Circle or stamp how to use hands to

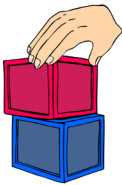


make a sound pattern.



Name: \_\_\_\_\_

1. Complete in math area. Show Solve Poster.
2. Show Action cards: listen, play, choose. Student chooses.
3. Read problem aloud to student: *Naomi is learning how to play the drums. Her music teacher told her to make a pattern with the drum. How does she make a sound pattern with the drum?*
4. Place manipulatives from lesson on table for student problem solving use. Point to and demonstrate each action. Option: Place drum and drum stick on table.
5. Note AT/adaptations used:  
Student can use the drum to show how to make a sound pattern. Scoring: \_\_\_\_ / 1



How does she make a sound pattern with



the drum?



tap



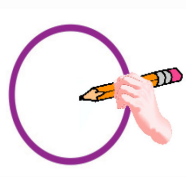
shake



sing

Name: \_\_\_\_\_

1. Complete in math area.
2. Use student's own schedule if preferred.
3. Write observations and list additional supports provided:  
Scoring: \_\_\_\_ / 1



Circle

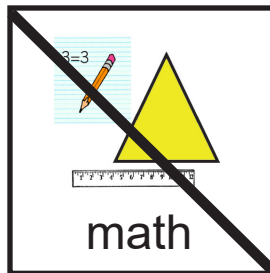
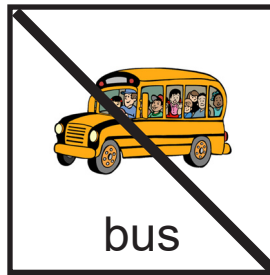


what

is

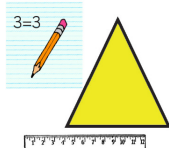
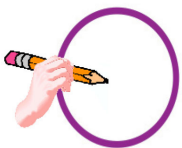
1 2 3

next.



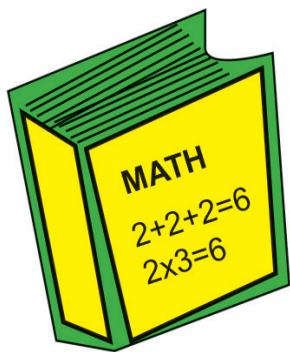
Name: \_\_\_\_\_

1. Complete in math area. Show Solve Poster.
2. Show Action cards: place, find, say. Student chooses.
3. Read problem aloud to student: *Hanan has math on her schedule every day. Circle math on Hanan's schedule.*
4. Use student's own schedule if preferred. Option: Place matching manipulatives on test page, if possible.
5. Note AT/adaptations used:  
Do not count as correct if student chooses the math book on the left.  
Scoring: \_\_\_\_ / 1

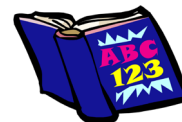


	MATH	WRITING	LUNCH
9:00			
10:00			
11:00			

Circle math on Hanan's schedule.



1:00



reading

2:00



music

3:00



math

Name: \_\_\_\_\_

1. Complete in math area.
  2. Place matching manipulatives/tools on page, if possible.
  3. Write observations and list additional supports provided:
- Scoring: \_\_\_\_ / 1



Mark your favorite class.



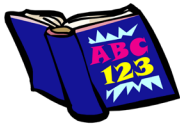
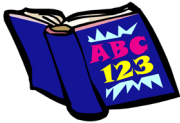
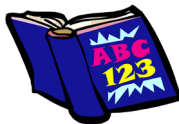



Add images from the student's schedule.  
Make sure one is a favorite class.

Name: \_\_\_\_\_

1. Complete in math area. Show Solve Poster.
2. Show Action cards: find, mark, say. Student chooses.
3. Read problem aloud to student: *Marielle's favorite class is art. Find and mark art on her schedule.*
4. For second question, use the student's own schedule, if preferred. Option: Place matching manipulatives on test page, if possible.
5. Note AT/adaptations used:  
Scoring: \_\_\_\_ / 2

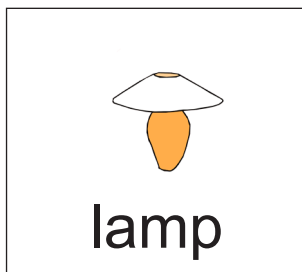
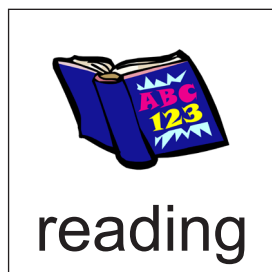


Find and mark art class.

	Monday	Tuesday	Wednesday
1:00	 reading	 reading	 reading
2:00	 computer	 art	 gym



Mark the class you like best.

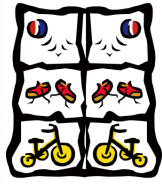




Name: \_\_\_\_\_

1. Complete in math area.
2. Place matching manipulatives/tools on page, if possible.
3. Write observations and list additional supports provided:

Scoring: \_\_\_\_ / 2



Find the pictures for Halloween.



heart



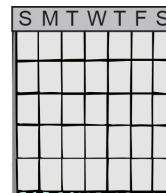
pumpkin



ghost

Name: \_\_\_\_\_

1. Complete in math area. Show Solve Poster.
2. Show Action cards: look, find, turn page. Student chooses.
3. Read problem aloud to student: *Vince is baking a pie for the holiday. Show Thanksgiving on the calendar.*
4. Place manipulatives from lesson on table for student problem solving use. Option: Place matching manipulatives on test page, if possible.
5. Note AT/adaptations used:  
Scoring: \_\_\_\_ / 1



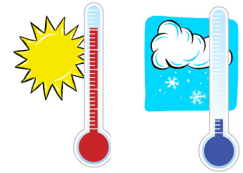
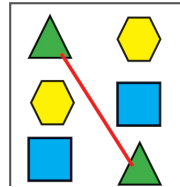
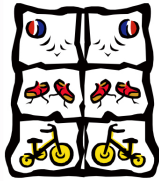
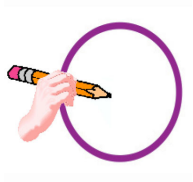
Show Thanksgiving on the calendar.

20		22	23		25	26
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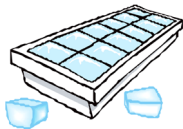
Name: \_\_\_\_\_

1. Complete in math area.
2. Place matching manipulatives/tools on page, if possible.
3. Write observations and list additional supports provided:

Scoring: \_\_\_\_ / 2



Circle cold pictures to match the temperature.



ice cubes



hot  
chocolate



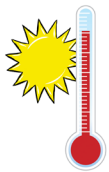
ice cream  
bar

Name: \_\_\_\_\_

1. Complete in math area. Show Solve Poster.
2. Show Action cards: touch, measure, look. Student chooses.
3. Read problem aloud to student: *Stefani asked for a bowl of ice cream for her birthday. She touched the ice cream with her finger. Did the ice cream feel hot or cold?*
4. Place warm/cold objects nearby.
5. Note AT/adaptations used:  
Scoring: \_\_\_\_ / 1



Did the ice cream feel hot or cold?



hot



cold

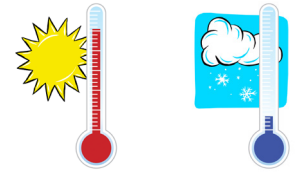
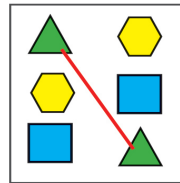
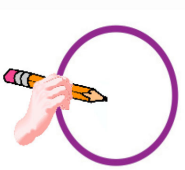


butterfly

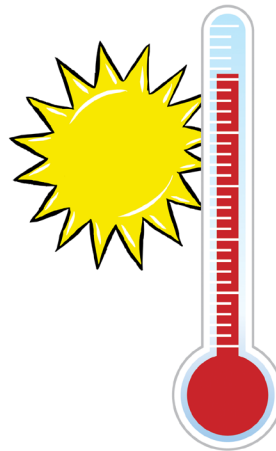
Name: \_\_\_\_\_

1. Complete in math area.
2. Place matching manipulatives/tools on page, if possible.
3. Write observations and list additional supports provided:

Scoring: \_\_\_\_ / 1



Circle the clothing to match the temperature.



shorts



boots

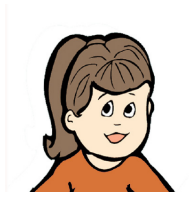


mittens

Name: \_\_\_\_\_

1. Complete in math area. Show Solve Poster.
2. Show Action cards: touch, choose, put on. Student chooses.
3. Read problem aloud to student: *Jasmine is going for a walk in the snow with her family. It is cold outside. What should she wear for the walk?*
4. Note AT/adaptations used:

Scoring: \_\_\_\_ / 2



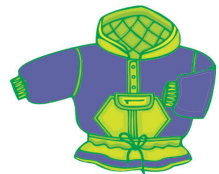
What should Jasmine wear for the walk?



boots



flip-flops



coat