


# Counting to Ten & Twenty

## Bond Blocks Monitoring

### Contents

Using the Counting to 10 & 20 Monitoring Skills Checklists.....	2
Counting Forwards 1 to 5 Individual Checklist.....	4
Counting Forwards 1 to 10 Class Checklist.....	5
Counting Forwards 1 to 10 Individual Checklist.....	6
Counting Backwards 10 to 1 Class Checklist.....	8
Counting Backwards 10 to 1 Individual Checklist.....	9
Counting Forwards 10 to 20 Class Checklist.....	11
Counting Forwards 10 to 20 Individual Checklist.....	12
Counting Backwards 20 to 10 Class Checklist.....	15
Counting Backwards 20 to 10 Individual Checklist.....	16
Counting Skills Number Cards.....	18

 **Counting Forwards 1 to 10 Individual Checklist** Page 1 of 2

Student Name: \_\_\_\_\_ Observation Date: \_\_\_\_\_  
Tip: Record observations on different dates, in different colours, to show progress.

<p><b>Related Activity 1) Starting at One: Using Cubes</b></p> <input type="checkbox"/> Count from 1 to 10 using a set of steps made of cubes.	
<p><b>Related Activity 2) Starting at One</b></p> <input type="checkbox"/> Count from 1 to 10 using a set of steps made of Bond Blocks.	
<p><b>Related Activity 3) With a Missing Number</b></p> <input type="checkbox"/> Count from 1 to 10, with one missing number, using a set of steps made of Bond Blocks.	
<p><b>Related Activity 4) Number Track</b></p> <input type="checkbox"/> Identify quantities of one, two and three without counting.	
<p><b>Assessment Opportunity: Receptive Language</b></p> <p>Identify the Numbers 6, 7, 8, &amp; 10</p> <p>Place Bond Blocks 6 to 10 in front of the student in a random order.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> "Point to the eight Bond Block."</li><li><input type="checkbox"/> "Point to the number ten Bond Block."</li><li><input type="checkbox"/> "Point to the number seven Bond Block."</li><li><input type="checkbox"/> "Point to the number nine Bond Block."</li><li><input type="checkbox"/> "Point to the number six Bond Block."</li></ul>	
<p><b>Assessment Opportunity: Expressive Language</b></p> <p>Say the Numbers 6, 7, 8, 9, 10</p> <p>"Say the number that I point to."</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Place Bond Block 8. Point to the number.</li><li><input type="checkbox"/> Place Bond Block 10. Point to the number.</li><li><input type="checkbox"/> Place Bond Block 7. Point to the number.</li><li><input type="checkbox"/> Place Bond Block 9. Point to the number.</li><li><input type="checkbox"/> Place Bond Block 6. Point to the number.</li></ul>	
<p><b>Related Activity 5) From Any Number</b></p> <input type="checkbox"/> Count to 10, starting at any number, using a set of steps made of Bond Blocks.	
<p><b>Related Activity 6) Number After: Steps</b></p> <input type="checkbox"/> Identify the number after for numbers up to 10 using a set of steps made of Bond Blocks.	

BOND BLOCKS COUNTING TO 10 & 20 - MONITORING 6 © N. RICE & P. SWAN

# Using the Counting to 10 & 20 Monitoring Skills Checklists

## The Counting Skills Checklists

The Counting Skills Checklists have been designed to be used with the related Teacher Led Activities. Use the checklists to record observations of whether or not the student can do the skill and where appropriate, how they do it.

The image shows three pages of checklists. The first page is a 'Class Checklist' for 'Counting Forwards 1 to 10' (Tier 1), featuring a grid for recording student performance across various skills. The second page is an 'Individual Checklist' for 'Counting Forwards 1 to 10' (Tier 2 & 3), providing detailed observation notes and specific activities like 'Starting at One' and 'With a Missing Number'. The third page is a 'Starting at One' activity (2 Player) showing a staircase diagram and instructions for using bond blocks.

Each checklist item is matched to an activity with the same title in the Teacher Led Activities.

There are two types of checklists:

### Whole Class (Tier 1) Checklists

These have been designed to be used with Tier One, Whole Class Teaching. Observations can be recorded efficiently using symbols such as:



Correct, fluent response.  
Less than 3 seconds.



Correct response but not fluent.  
Strategies greater than 3 seconds.  
Includes counting from one.



Incorrect or no response.

### Individual (Tier 2 & 3) Checklists

These have been designed to be used with students who need Tier Two or Three Intervention.

The Individual Checklists are more detailed than the Whole Class Checklists. They contain space for observations.

These checklists also contain "Assessment Opportunities". These are checkpoints to ensure that skills have been learnt incidentally whilst completing the Teacher Led Activities. If they haven't, the teacher will need to focus on these skills by returning to previous Teacher Led Activities.

## Individual (Tier 2 & 3) Checklists

Instructions for the teacher to say are written in *italics*.

### Related Activity 2) Starting at One 'a little easier'

- Count from 1 to 5 using a set of steps made of Bond Blocks.

### Related Activity

This indicates this is a Teacher Led Counting Activity. Complete as instructed.

### Assessment Opportunity: Receptive Language

Identify the Numbers 1, 2, 3, 4, 5

Place Bond Blocks 1 to 5 in front of the student in a **random order**.

"Point to the number three Bond Block."

"Point to the number five Bond Block."

"Point to the number two Bond Block."

"Point to the number four Bond Block."

"Point to the number one Bond Block."

### Assessment Opportunity

This indicates this is a checkpoint to ensure that skills have been learnt incidentally whilst completing the Teacher Led Counting Activities.

### Counting Skills Number Cards

0	1	2
3	4	5
<u>6</u>	7	8
<u>9</u>	10	

Page 58

MONITORING SKILLS CHECKLISTS  
COUNTING SKILLS NUMBER CARDS

10	11	12
13	14	15
16	17	18
19	20	

Page 59

Some assessment opportunities make use of number cards.

The Counting Skills Number Cards are located at the end of the Monitoring: Skills Checklists section.



# Counting Forwards 1 to 5 Individual Checklist

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

Observation Date:

Tip: Record observations on different dates, in different colours, to show progress.

**Related Activity** 1) Starting at One: Using Cubes 'a little easier'

Count from 1 to 5 using a set of steps made of cubes.

**Related Activity** 2) Starting at One 'a little easier'

Count from 1 to 5 using a set of steps made of Bond Blocks.

**Related Activity** 3) With a Missing Number 'a little easier'

Count from 1 to 5, with one **missing number**, using a set of steps made of Bond Blocks.

**Related Activity** 4) Number Track 'a little easier'

Identify quantities of one, two and three without counting.

**Assessment Opportunity: Receptive Language**

Identify the Numbers 1, 2, 3, 4, 5

Place Bond Blocks 1 to 5 in front of the student in a **random order**.

"Point to the number three Bond Block."

"Point to the number five Bond Block."

"Point to the number two Bond Block."

"Point to the number four Bond Block."

"Point to the number one Bond Block."

**Assessment Opportunity: Expressive Language**

Say the Numbers 1, 2, 3, 4, 5

*"Say the number that I point to."*

Place Bond Block 3. Point to the number.

Place Bond Block 5. Point to the number.

Place Bond Block 2. Point to the number.

Place Bond Block 4. Point to the number.

Place Bond Block 1. Point to the number.

**Related Activity** 8) Locate Numbers: Number Line 'a little easier'

Locate numbers 1 to 5 on a number line.

**Related Activity** 10) Fluency Ordering 'a little easier'

Develop fluency ordering randomly selected numbers from 1 to 5 using a set of steps made of Bond Blocks.



# Counting Forwards 1 to 10 Individual Checklist

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

Observation Date:

Tip: Record observations on different dates, in different colours, to show progress.

**Related Activity 1) Starting at One: Using Cubes**

Count from 1 to 10 using a set of steps made of cubes.

**Related Activity 2) Starting at One**

Count from 1 to 10 using a set of steps made of Bond Blocks.

**Related Activity 3) With a Missing Number**

Count from 1 to 10, with one **missing number**, using a set of steps made of Bond Blocks.

**Related Activity 4) Number Track**

Identify quantities of one, two and three without counting.

**Assessment Opportunity: Receptive Language**

Identify the Numbers 6, 7, 8, 9, 10

Place Bond Blocks 6 to 10 in front of the student in a **random order**.

"Point to the eight Bond Block."

"Point to the number ten Bond Block."

"Point to the number seven Bond Block."

"Point to the number nine Bond Block."

"Point to the number six Bond Block."

**Assessment Opportunity: Expressive Language**

Say the Numbers 6, 7, 8, 9, 10

"Say the number that I point to."

Place Bond Block 8. Point to the number.

Place Bond Block 10. Point to the number.

Place Bond Block 7. Point to the number.

Place Bond Block 9. Point to the number.

Place Bond Block 6. Point to the number.

**Related Activity 5) From Any Number**

Count to 10, starting at **any number**, using a set of steps made of Bond Blocks.

**Related Activity 6) Number After: Steps**

Identify the number **after** for numbers up to 10 using a set of steps made of Bond Blocks.

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

Observation Date:

Tip: Record observations on different dates, in different colours, to show progress.

**Related Activity** 7) Number After: Number Track

- Identify the number after for numbers up to 10 using a number track.

**Related Activity** 8) Locate Numbers: Number Line

- Locate numbers 1 to 10 on a number line, without counting from 1.

**Related Activity** 9) Number After: Number Line

- Identify the number after for numbers up to 10 using a number line.

**Assessment Opportunity**

**Number After\* 1 to 4**

Say the number after, for numbers from 1 to 4.

Place each block in front of the student one at a time.

*"Say the number that is one after the number that I point to."*

Point to 3.

Point to 1.

Point to 4.

Point to 2.

\*The mathematical concept of **"one more"** is essential. Using **"one more"** is an appropriate adjustment for students with language difficulties who confuse **"before"** and **"after"**.

**Assessment Opportunity**

**Number After\* 5 to 9**

Say the number after, for numbers from 5 to 9.

Place each block in front of the student one at a time.

*"Say the number that is one after the number that I point to."*

Point to 9.

Point to 7.

Point to 5.

Point to 8.

Point to 6.

\*The mathematical concept of **"one more"** is essential. Using **"one more"** is an appropriate adjustment for students with language difficulties who confuse **"before"** and **"after"**.

**Related Activity** 10) Fluency Ordering

- Develop fluency ordering randomly selected numbers from 1 to 10 using a set of steps made of Bond Blocks.



# Counting Backwards 10 to 1 Individual Checklist

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

Observation Date:

Tip: Record observations on different dates, in different colours, to show progress.

**Related Activity 11) Starting at Ten**

Count from 10 to 1 using a set of steps made of Bond Blocks.

**Related Activity 12) With a Missing Number**

Count from 10 to 1, with one missing number, using a set of steps made of Bond Blocks.

**Related Activity 13) Number Track**

Count from 1 to 10, with one **missing number**, using a set of steps made of Bond Blocks.

**Related Activity 14) From Any Number**

Identify quantities of one, two and three without counting.

**Related Activity 15) Number Before: Steps**

Identify the number **before** for numbers up to 10 using a set of steps made of Bond Blocks.

**Related Activity 16) Number Before: Number Track**

Identify the number **before** 1 to 10 on a number track.

**Related Activity 17) Locate Numbers: Number Line**

Locate numbers 1 to 10 on a number line, without counting from 1.

**Related Activity 18) Number Before: Number Line**

Identify the number **before** for numbers up to 10 using a number line.

**Assessment Opportunity**

**Number Before\* 1 to 5**

Say the number **before**, for numbers from 1 to 5.

Place each block in front of the student one at a time.

*"Say the number that is one before the number that I point to."*

Point to 4.

Point to 1.

Point to 3.

Point to 5.

Point to 2.

\*The mathematical concept of **"one less"** is essential. Using **"one less"** is an appropriate adjustment for students with language difficulties who confuse **"before"** and **"after"**.

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

Observation Date:

Tip: Record observations on different dates,  
in different colours, to show progress.

### Assessment Opportunity

#### Number Before\* 6 to 10

Say the number **before**, for numbers from 6 to 10.

Place each block in front of the student one at a time.

*"Say the number that is one before the number that I point to."*

Point to 9.

Point to 6.

Point to 8.

Point to 10.

Point to 7.

\*The mathematical concept of **"one less"** is essential. Using **"one less"** is an appropriate adjustment for students with language difficulties who confuse **"before"** and **"after"**.

### Related Activity 19) Fluency Ordering

Develop fluency ordering randomly selected numbers from 1 to 10 using a set of steps made of Bond Blocks.



# Counting Forwards 10 to 20 Individual Checklist

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

Observation Date:

Tip: Record observations on different dates, in different colours, to show progress.

**Related Activity 20) Starting at Ten: Using Cubes**

Count from 10 to 20 using a set of steps made of cubes.

**Related Activity 21) Starting at Ten: Using Words**

Count from 10 to 20 using a set of steps made of Bond Blocks.

**Related Activity 22) Starting at Ten: Using Numbers**

Count from 10 to 20 using a set of steps made of Bond Blocks, using Place Value Arrow Cards.

Count from 10 to 20 using a set of steps made of Bond Blocks, using Number Cards.

**Related Activity 23) With a Missing Number**

Count from 10 to 20, with one **missing number**, using a set of steps made of Bond Blocks.

**Related Activity 24) Number Track**

Identify quantities of one, two, three, four and five, in a standard arrangement, without counting.

**Assessment Opportunity: Receptive Language**

**Identify the Numbers 11, 12, 13, 14, 15**

Place Number Cards 11 to 15 in front of the student in a **random order** organised in one row.

"Point to eleven."

"Point to fifteen."

"Point to twelve."

"Point to fourteen."

"Point to thirteen."

**Assessment Opportunity: Receptive Language**

**Identify the Numbers 16, 17, 18, 19, 20**

Place Number Cards 16 to 20 in front of the student in a **random order** organised in one row.

"Point to sixteen."

"Point to twenty."

"Point to seventeen."

"Point to nineteen."

"Point to eighteen."

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

Observation Date:

Tip: Record observations on different dates, in different colours, to show progress.

**Assessment Opportunity: Expressive Language**

Say the Numbers 11, 12, 13, 14, 15

Place Number Cards 11 to 15 in front of the student in a **random order** organised in one row.

*"Say the number that I point to."*

Point to 11.

Point to 15.

Point to 12.

Point to 14.

Point to 13.

**Assessment Opportunity: Expressive Language**

Say the Numbers 16, 17, 18, 19, 20

Place Number Cards 16 to 20 in front of the student in a **random order** organised in one row.

*"Say the number that I point to."*

Point to 16.

Point to 20.

Point to 17.

Point to 19.

Point to 18.

**Related Activity 25) From Any Number**

Count to 20, starting at **any number**, using a set of steps made of Bond Blocks.

**Related Activity 26) Number After: Steps**

Identify the number **after** for numbers up to 20 using a set of steps made of Bond Blocks.

**Related Activity 27) Number After: Number Track**

Identify the number after for numbers up to 20 using a number track.

**Related Activity 28) Locate Numbers: Number Line**

Locate numbers 11 to 20 on a number line, without counting from 10.

**Related Activity 29) Number After: Number Line**

Identify the number after for numbers up to 20 using a number line.

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

Observation Date:

Tip: Record observations on different dates, in different colours, to show progress.

### Assessment Opportunity

#### Number After\* 10 to 14

Say the number **after**, for numbers from 10 to 14.

Place Number Cards 10 to 14 in front of the student in a **random order** organised in one row.

*"Say the number that I point to."*

Point to 10.

Point to 13.

Point to 12.

Point to 14.

Point to 11.

\*The mathematical concept of "**one more**" is essential. Using "**one more**" is an appropriate adjustment for students with language difficulties who confuse "**before**" and "**after**".

### Assessment Opportunity

#### Number After\* 15 to 19

Say the number **after**, for numbers from 15 to 19.

Place Number Cards 15 to 19 in front of the student in a **random order** organised in one row.

*"Say the number that I point to."*

Point to 19.

Point to 17.

Point to 16.

Point to 18.

Point to 15.

\*The mathematical concept of "**one more**" is essential. Using "**one more**" is an appropriate adjustment for students with language difficulties who confuse "**before**" and "**after**".

### Related Activity 30) Fluency Ordering

Develop fluency ordering **randomly** selected numbers from 10 to 20 using a set of steps made of Bond Blocks.



# Counting Backwards 20 to 10 Individual Checklist

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

Observation Date:

Tip: Record observations on different dates, in different colours, to show progress.

**Related Activity 31) Starting at Twenty: Using Words**

Count from 20 to 10 using a set of steps made of Bond Blocks.

**Related Activity 32) Starting at Twenty: Using Numbers**

Count from 20 to 10 using a set of steps made of Bond Blocks, using Place Value Arrow Cards.

Count from 20 to 10 using a set of steps made of Bond Blocks, using Number Cards.

**Related Activity 33) With a Missing Number**

Count from 20 to 10, with one **missing number**, using a set of steps made of Bond Blocks.

**Related Activity 34) Number Track**

Identify quantities of one, two, three, four and five, in a standard arrangement, without counting.

**Related Activity 35) From Any Number**

Count from 20, starting at **any number**, using a set of steps made of Bond Blocks.

**Related Activity 36) Number Before: Steps**

Identify the number **before** for numbers up to 20 using a set of steps made of Bond Blocks.

**Related Activity 37) Number Before: Number Track**

Identify the number **before** for numbers up to 20 using a number track.

**Related Activity 38) Locate Numbers: Number Line**

Locate numbers 11 to 20 on a number line, without counting from 10.

**Related Activity 39) Number Before: Number Line**

Identify the number **before** for numbers up to 20 using a number line.

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

Observation Date:

Tip: Record observations on different dates,  
in different colours, to show progress.**Assessment Opportunity****Number Before\* 11 to 15**Say the number **before**, for numbers from 11 to 15.Place Number Cards 11 to 15 in front of the student in a **random order** organised in one row.*"Say the number that is one before the number that I point to."* Point to 11. Point to 14. Point to 13. Point to 15. Point to 12.

\*The mathematical concept of **"one less"** is essential. Using **"one less"** is an appropriate adjustment for students with language difficulties who confuse **"before"** and **"after"**.

**Assessment Opportunity****Number Before\* 16 to 20**Say the number **before** for numbers from 16 to 20.Place Number Cards 16 to 20 in front of the student in a **random order** organised in one row.*"Say the number that is one before the number that I point to."* Point to 20. Point to 18. Point to 17. Point to 19. Point to 16.

\*The mathematical concept of **"one less"** is essential. Using **"one less"** is an appropriate adjustment for students with language difficulties who confuse **"before"** and **"after"**.

**Related Activity** 40) Fluency Ordering Develop fluency ordering **randomly** selected numbers from 10 to 20, using a set of steps made of Bond Blocks.

# Counting Skills Number Cards

0

1

2

3

4

5

6

7

8

9

10

10

11

12

13

14

15

16

17

18

19

20

Bond Blocks Monitoring



# Counting to Ten & Twenty

[www.bondblocks.com](http://www.bondblocks.com)

