Year 1 Number Check (20 items) – paper-based

The paper-based version of the Number Check presents the same student questions and teacher instructions as the online check, but in a printable form that can be used offline.

The paper-based check is divided into two sections:

- the student questions
- the teacher statements.

Print this document and work through it with the student to complete the check. There are 20 questions. Some of the pages are deliberately blank as they require the use of counters or for the student to count without external help (they can of course use their fingers or speak aloud). If you think you may use the Number Check offline for multiple students, it may help to print the student questions onto card or laminate each page.

The teacher statements give you a simple script to read aloud for each of the 20 questions.
You will also need the Answer Sheet to record the student responses offline, ready to transfer into the online check later.

Additional materials needed to complete the check:
- at least 28 counters
- at least 16 interlocking cubes
- number cards (provided, see Appendix 1)
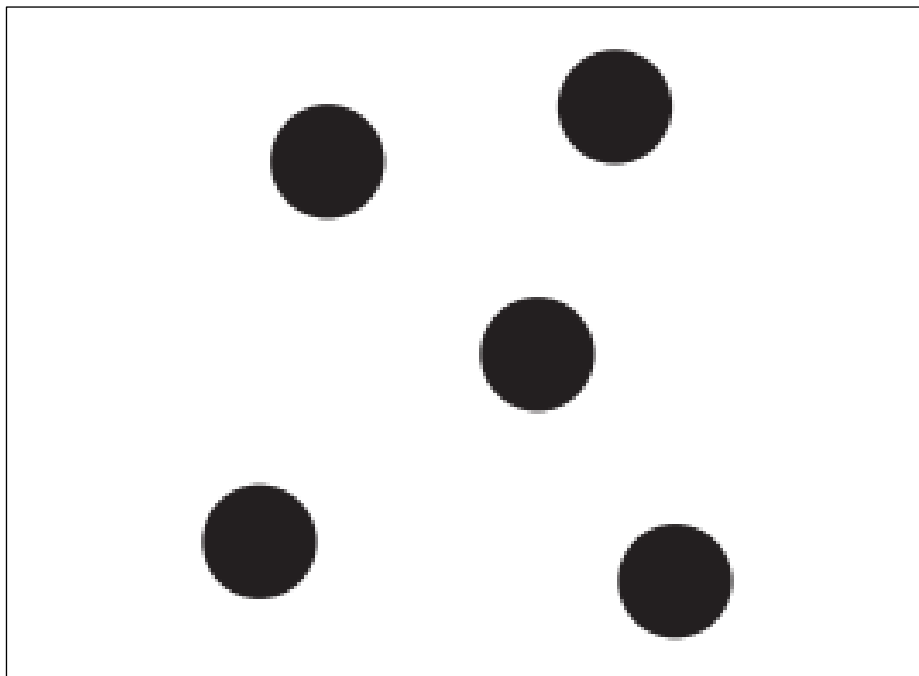- dot card (provided, see Appendix 2)

What is this number?

6

What is this number?

12

How many dots are there?

What is the next number after 13?

What number comes just before 20?

20

What number comes just before 47?

Order these numbers from smallest to largest.

Start counting from 62. I'll tell you when to stop.

Count backwards from 23. I'll tell you when to stop.

Start counting forwards by tens from 10. I'll tell you when to stop.

Count backwards by tens from 120. I'll tell you when to stop.

Get me 8 counters.

How many counters are there altogether?

How many counters are there altogether?

How many are left?

What numbers add up to make 10?

What numbers add up to make 16?

How many did I take away?

Can you arrange the counters so they are easier to count?

Which card has more dots? Or do they have the same?

Teacher instructions

Question 1

What is this number? (6)

Show student the image of 6 and then ask the question.

What is this number?

Question 2

What is this number? (12)

Show student the image of 12 and then ask the question.

What is this number?

Question 3

How many dots are there? (5)

Show student the card with the dots on it for approximately one second and then ask the question.

How many dots are there?

Question 4

What is the next number after 13?

Ask the question.

What is the next number after 13?

Question 5

What number comes just before 20?

Ask the question.

What number comes just before 20?

Question 6

What number comes just before 47?

Ask the question.

What number comes just before 47?

Question 7

Order these numbers from smallest to largest.

Have the three cards (30, 13, 31) available for this question.

- Provide student with numeral cards in random order.
- Show the student the numeral cards.
- Say: *Order these numbers from smallest to largest.*

Question 8

Start counting from 62. I'll tell you when to stop (73).

Give the instruction.

Start counting from 62. I'll tell you when to stop. (73)

Question 9

Count backwards from 23. I'll tell you when to stop (16).

Give the instruction.

Count backwards from 23. I'll tell you when to stop. (16)

Question 10

Start counting forwards by tens from 10. I'll tell you when to stop. (120)

Give the instruction.

Start counting forwards by tens from 10. I'll tell you when to stop. (120)

Question 11

Count backwards by tens from 120. I'll tell you when to stop. (60)

Give the instruction.

Count backwards by tens from 120. I'll tell you when to stop. (60)

Question 12

Get me 8 counters.

Place a collection of more than eight counters in front of the student.

Give the instruction.

Get me 8 counters.

Question 13

How many counters are there altogether? (7)

Have a collection of 7 counters available for this question.

- Place 4 counters in front of the student.
- Say: *Here are 4 counters. Now I am going to cover them up.*
- Briefly show student the 4 counters, then cover them.
- Say, emphasising the word **more**: *Here are 3 **more** counters.*
- Briefly show student the 3 additional counters added to the original 4 counters, then cover them.
- Ask: *How many counters are there altogether?*
- Ask: *How did you work that out?*

Question 14

How many counters are there altogether? (13)

Have a collection of 13 counters available for this question.

- Place 9 counters in front of the student.
- Say: *Here are 9 counters. Now I am going to cover them up.*
- Briefly show student the 9 counters, then cover them.
- Say: *Here are 4 counters.*
- Briefly show student the 4 counters, then cover them.
- Ask: *How many counters are there altogether?*
- Ask: *How did you work that out?*

Question 15

How many are left? (9)

Have a collection of 12 counters available for this question.

- Place 12 counters in front of the student.
- Say: *I have 12 counters.*
- Briefly show student the 12 counters and then cover them.
- Say: *I'm taking away 3 counters.*
- Keep the counters covered and remove 3 counters.
- Ask: *How many are left?*
- Ask: *How did you work that out?*

What numbers add up to make 10?

Have a collection of 10 interlocking cubes available.

- Ask: *Can you tell me two numbers that add up to 10?*
- Ask: *Can you tell me three numbers that add up to 10?*
- Ask: *Can you tell me any more ways to make 10?*
- If the student is having difficulty, provide them with interlocking cubes to represent their thinking.
- Ask: *Can you use the blocks to show me ways to make 10?*

Question 17

What numbers add up to make 16?

Have a collection of 16 interlocking cubes available.

- Ask: *Can you tell me two numbers that add up to 16?*
- Ask: *Can you tell me three numbers that add up to 16?*
- Ask: *Can you tell me any more ways to make 16?*
- If the student is having difficulty, provide them with interlocking cubes to represent their thinking.
- Ask: *Can you use the blocks to show me ways to make 16?*

Question 18

How many did I take away?

Have a collection of 12 counters available for this question.

- Place the 12 counters in front of the student.
- Say: *Here are 12 counters. Now I am going to cover them up*.
- Briefly show student the 12 counters, then cover them.
- Say: *I'm taking away some counters*.
- Remove 3 counters, keeping all counters covered.
- Say: *There are 9 left*.
- Ask: *How many did I take away?*
- Ask: *How did you work that out?*
- Ask: *Why did you work it out that way?*

Question 19

Can you arrange the counters so they are easier to count?

Have a collection of 28 counters available for this question.

- Place the 28 counters in front of the student.

- Say: *Here are 28 counters.*

- Ask: *Can you arrange the counters to make counting easier and more efficient?*

- After the student has arranged the counters, ask: *How many counters are there?*

Question 20

Which card has more dots? Or do they have the same?

Show students the image of the two cards.

- Say: *Without counting, can you tell me if there are the same number of dots on each card, or does one card have more than the other?*

- Ask: *How do you know?*

Appendix 1

Question 7. Order these numbers from smallest to largest.
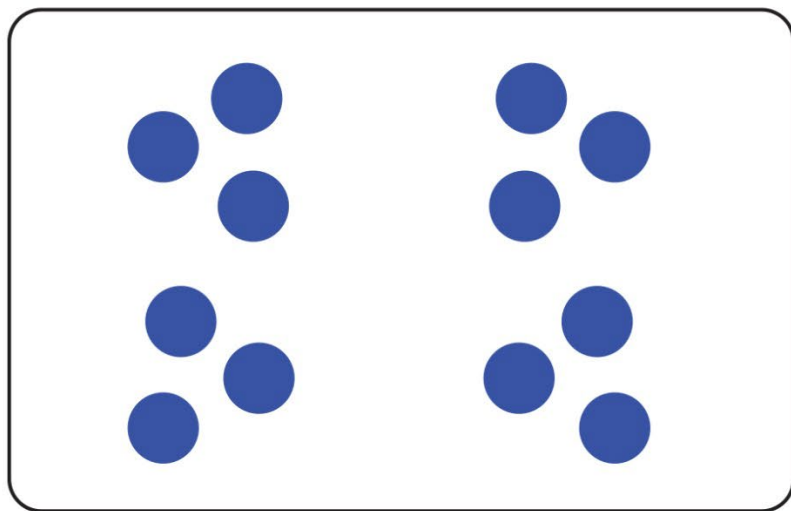
[Note: cards below need to be cut individually.]

31 **13** **30**

Question 20. Which card has more dots? Or do they have the same?

Card A

Card B