

Analytics is a Teacher Tool to support assessment of student learning. Use of the tool is through Class or Student View. To use Class Analytics, click on **Analytics** then **Class Analytics** from the dropdown menu.

Home Favourites Plan **Analytics** Help ON Teacher

Pearson **mathology**

Search

Show All Lessons

OR

Search by Curriculum Search by Progression

Grade 1 Sample Long-Range Pathway: Option 3

Number: Readiness Task: Number Relationships and Place Value

36 Financial Literacy: Value of Coins

Robo

Mapping and Coding: Describing Movement on a Map

Mathology.ca includes two primary methods for assessment:

- **Activity Card** (lesson) supports (all material in mathology.ca)
- **Mathology Little Books** supports (Math Little Books, line masters in mathology.ca)

## A. Activities (Lessons)

1. Use observational assessment suggestions (What to Look Fors) included on the front of each teacher card as you observe students completing an activity. Click the **Assessment** tab to record your observations.


The screenshot shows the Mathology website interface with the 'ASSESSMENT' tab selected. The page is titled 'Number' and includes a 'Materials' section with links to various resources like Student Card 1, Linking cubes (40), Multi-Use Card 5: Hundred Chart (PDF) (WORD), and Master 2: Hundred Chart 101-200 (PDF) (WORD). The 'INSTRUCTIONS' section includes a 'Before' note and a 'What to Do (15-20 min): Use Student Card 1' section. The 'CONSOLIDATION' section has a 'Highlight for Students' section. The 'WHAT TO LOOK FOR' section lists several observational suggestions. At the bottom, there are 'Probing Questions' related to counting on and back.















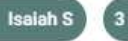

### WHAT TO LOOK FOR

- Are students able to count on and back from a given number?
- When counting on and back, do students use a hundred chart or the class number line, or do they know the number sequence?
- Do students recognize patterns in the counting numbers?
- Do students struggle bridging tens (e.g., 9, 10, 11, or 41, 40, 39)?

2. Drag and drop each student's name in the corresponding box. Each box summarizes behaviours and strategies along the Learning Progression.

ABOUT LESSON **ASSESSMENT** DIFFERENTIATED SUPPORT

Demo Grade 2 Class 2020-2021 













  






Click a student to select, then click the corresponding box below or drag and drop student to

Counting On and Counting Back Behaviours/Strategies ! This assessment is for Grade 2, and it aligns only with Grade 2 curriculum

Student begins with start number, but omits numbers when saying number name sequences forward and backward.




"11, 12, 14, 16, 17, 18"



Next Steps

Student begins with start number, but mixes up the order when saying number name sequences forward and backward.

"11, 12, 14, 13, 15, 16"







  


Next Steps

Student says the number name sequences forward and backward from a given number and relies on the hundred chart or class number line.

21	22	23	24	25	26	27	28	29	30
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"24, 25, 26, 27, 28, 29"

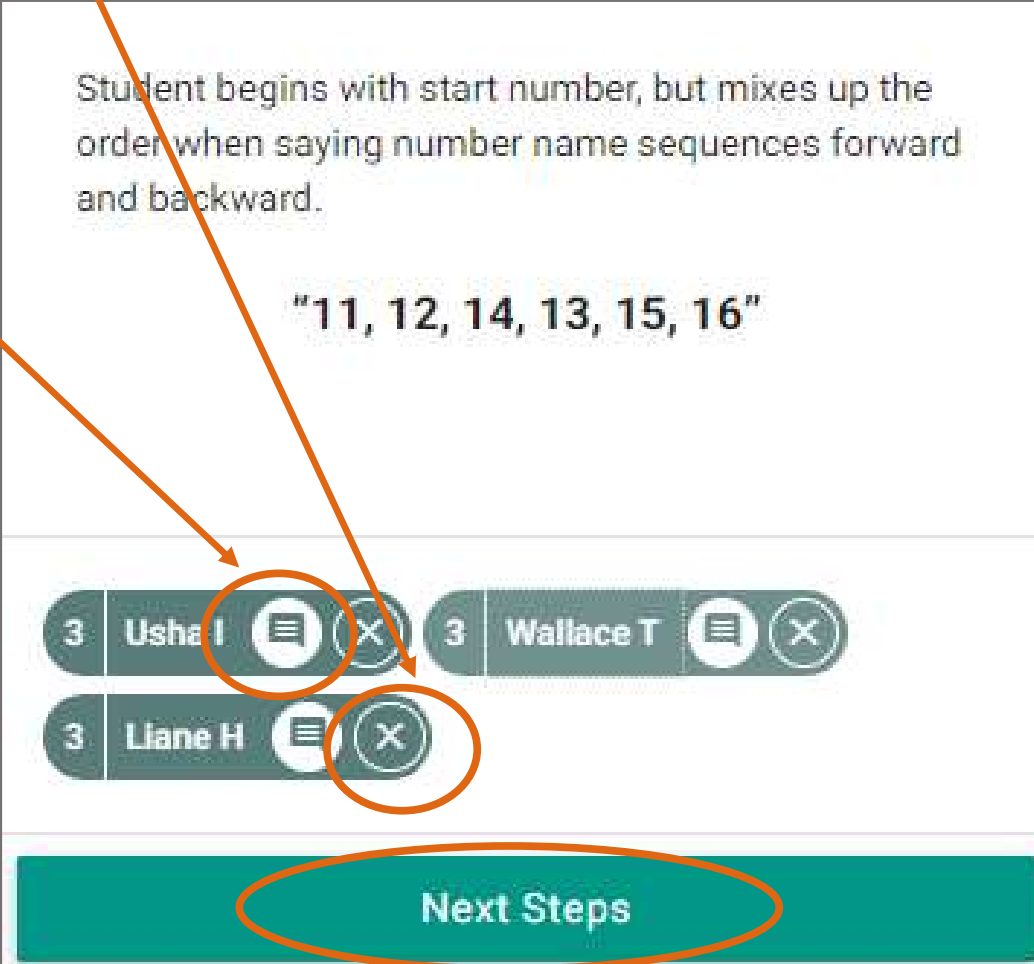


  



Next Steps

3. To record additional notes, click the **Comments** icon. To change a student's placement, click X. The student's name moves back to the top in your **Class**. Click Next Steps.

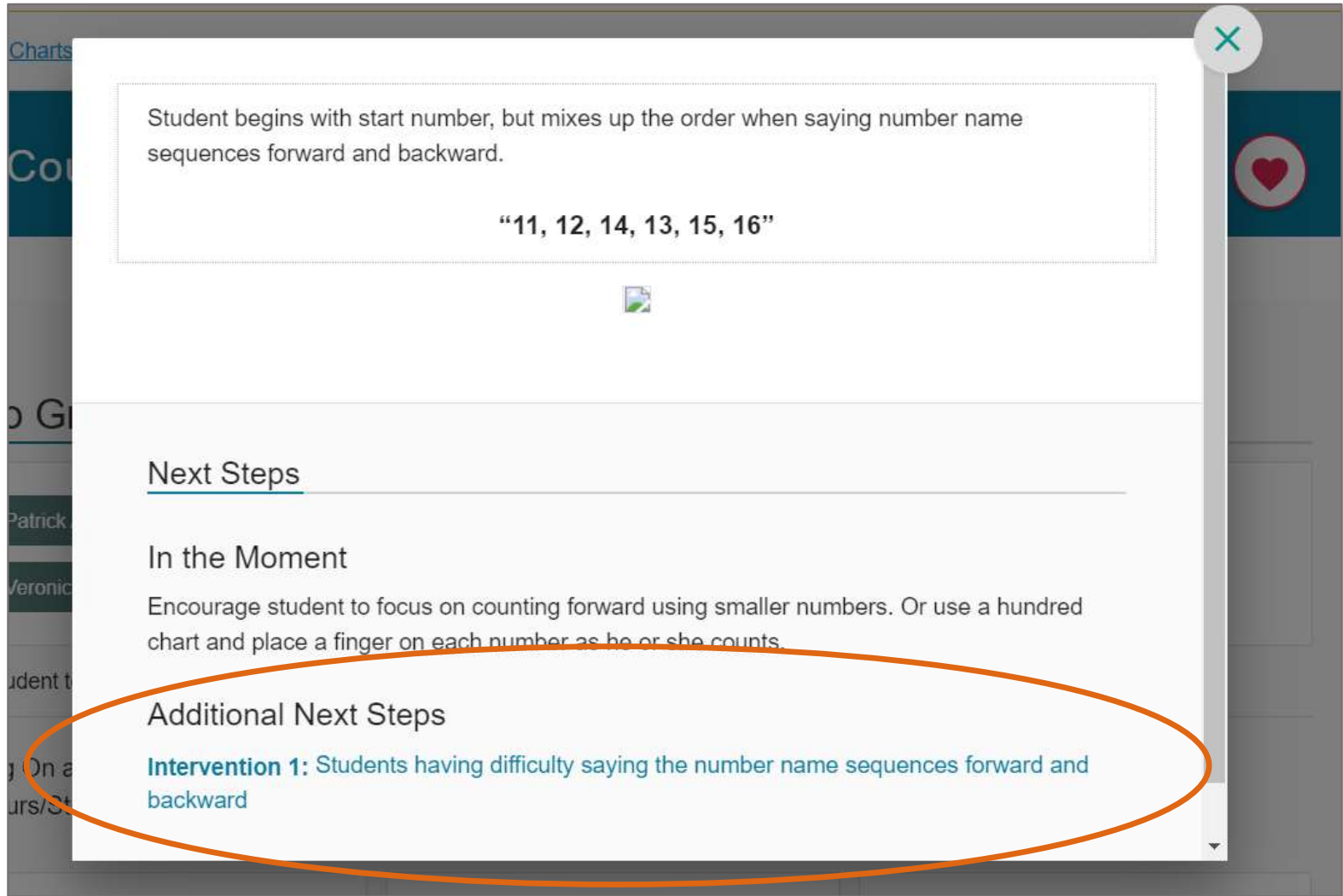
Student begins with start number, but mixes up the order when saying number name sequences forward and backward.

"11, 12, 14, 13, 15, 16"



The screenshot displays a student assessment interface. At the top, there is a text box containing the student's response: "Student begins with start number, but mixes up the order when saying number name sequences forward and backward." Below this, the student's response is quoted as "11, 12, 14, 13, 15, 16". The interface shows a list of three students: Usha I, Wallace T, and Liane H. Each student's name is preceded by a score of '3'. To the right of each name are two circular icons: a list icon (three horizontal lines) and an 'X' icon. Orange circles highlight the list icon for Usha I and the 'X' icon for Liane H. At the bottom of the interface is a large green button labeled "Next Steps".

4. Short-term strategies are provided. For more in-depth next steps, click the link **Additional Next Steps**.



Student begins with start number, but mixes up the order when saying number name sequences forward and backward.

“11, 12, 14, 13, 15, 16”

[Next Steps](#)

**In the Moment**


Encourage student to focus on counting forward using smaller numbers. Or use a hundred chart and place a finger on each number as he or she counts.

**Additional Next Steps**

**Intervention 1:** Students having difficulty saying the number name sequences forward and backward

## 5. Intervention lessons display.

**Intervention 1:** Students having difficulty saying the number name sequences forward and backward ▼

<p>(small group)  <b>Materials:</b> Multi-Use Master 5: Hundre d Chart <a href="#">(PDF)</a> <a href="#">(WORD)</a></p> <p>Display the first two rows of a hundred chart. Together, start at 1 and count to 20, pointing to each number as it is said. Discuss any patterns students see in the counting sequence. Repeat the activity, starting with different numbers.</p> <p>When students seem comfortable counting to 20, encourage them to use the patterns to count to greater numbers (e.g., 30, 40, 50, ..., 100).</p> <p>It is important that students are very comfortable counting forward before you introduce counting backward. If students seem ready, have them use the hundred chart to count back from smaller numbers, such as 10 or 20.</p> <p>Provide students with many opportunities to count forward and backward throughout the year.</p>	<p><b>Practice</b></p> <p>(pairs)  <b>Materials:</b> Mini-Lessons Master 1: Number Chart to 30 <a href="#">(PDF)</a> <a href="#">(WORD)</a>                      Scissors</p> <p>Give each pair a pair of scissors and the first 2, 4, or 6 rows of the number chart (numbers to 10, 20, or 30), depending on their comfort level.</p> <ul style="list-style-type: none"> <li>• Together, cut out the numbers.</li> <li>• Player A: Mix up the order of the numbers.</li> <li>• Player B: Arrange the numbers in order, starting with 1. Talk about how you ordered the numbers.</li> <li>• Together, say the number sequence forward from 1, then backward from the greatest number.</li> <li>• Switch roles and repeat.</li> </ul> <div style="text-align: right;"></div>
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**Intervention 2:** Students having difficulty bridging tens >

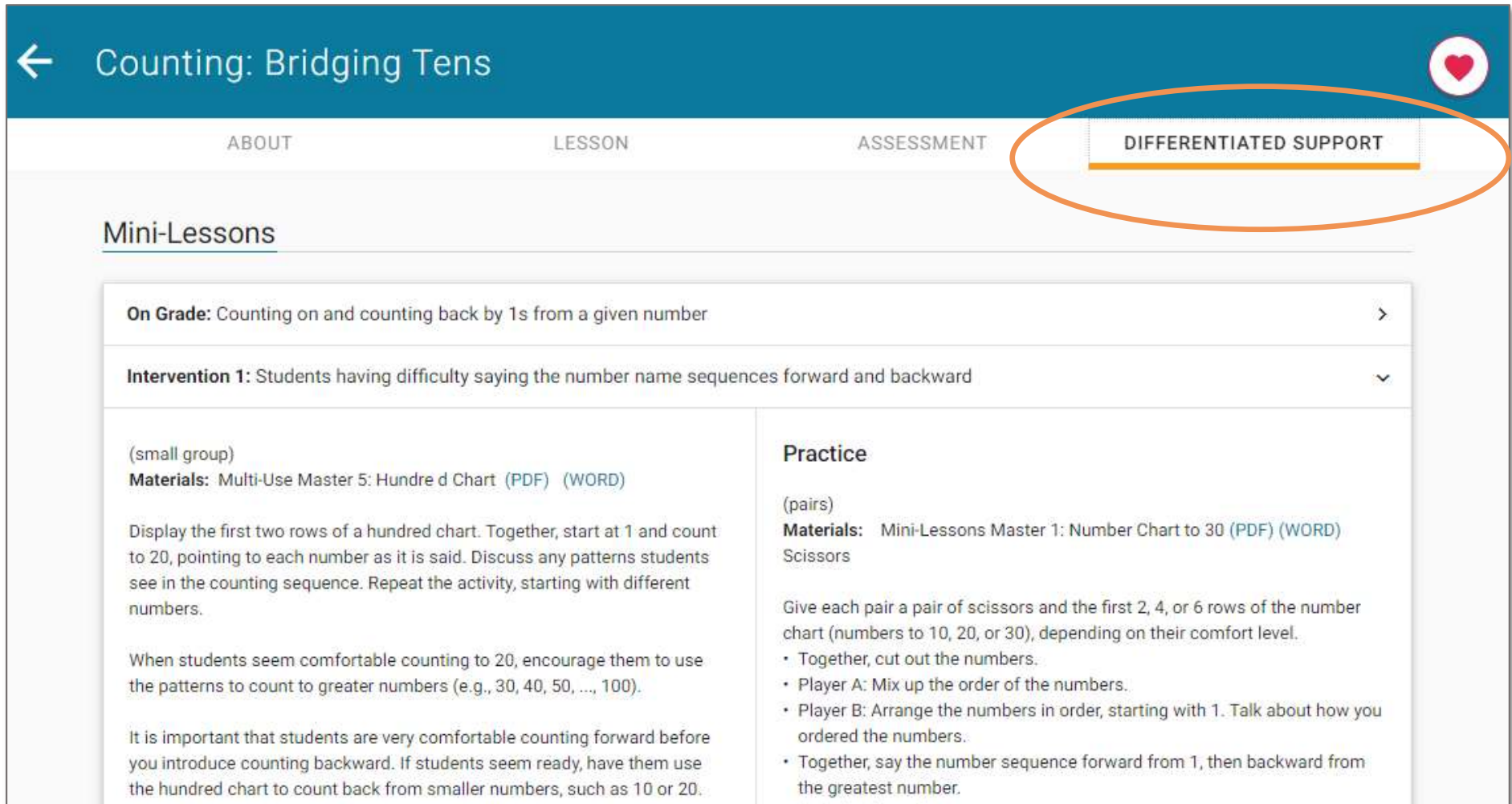
**Extension:** Students ready to count on and back to/from larger numbers >

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Possible Misconceptions

Student can write number sequence, but says 13 as threeteen, and 15 as fiveteen because 14 is fourteen and 16 is sixteen. >

6. Click the **Differentiated Support** tab for related mini-lessons.



The screenshot shows a web interface for 'Counting: Bridging Tens'. At the top, there is a blue header with a back arrow, the title 'Counting: Bridging Tens', and a heart icon. Below the header is a navigation bar with four tabs: 'ABOUT', 'LESSON', 'ASSESSMENT', and 'DIFFERENTIATED SUPPORT'. The 'DIFFERENTIATED SUPPORT' tab is highlighted with a yellow underline and an orange oval. Below the navigation bar, the page is titled 'Mini-Lessons'. There are two main sections: 'On Grade' and 'Intervention 1'. The 'On Grade' section is titled 'Counting on and counting back by 1s from a given number' and has a right-pointing arrow. The 'Intervention 1' section is titled 'Students having difficulty saying the number name sequences forward and backward' and has a downward-pointing arrow. The 'Intervention 1' section is expanded to show two columns of content. The left column is for a 'small group' and includes 'Materials: Multi-Use Master 5: Hundre d Chart (PDF) (WORD)'. The right column is for 'Practice' and includes 'Materials: Mini-Lessons Master 1: Number Chart to 30 (PDF) (WORD) Scissors'.

← Counting: Bridging Tens

ABOUT LESSON ASSESSMENT **DIFFERENTIATED SUPPORT**

### Mini-Lessons

**On Grade:** Counting on and counting back by 1s from a given number >

**Intervention 1:** Students having difficulty saying the number name sequences forward and backward v

(small group)  
**Materials:** Multi-Use Master 5: Hundre d Chart (PDF) (WORD)

Display the first two rows of a hundred chart. Together, start at 1 and count to 20, pointing to each number as it is said. Discuss any patterns students see in the counting sequence. Repeat the activity, starting with different numbers.

When students seem comfortable counting to 20, encourage them to use the patterns to count to greater numbers (e.g., 30, 40, 50, ..., 100).

It is important that students are very comfortable counting forward before you introduce counting backward. If students seem ready, have them use the hundred chart to count back from smaller numbers, such as 10 or 20.

**Practice**

(pairs)  
**Materials:** Mini-Lessons Master 1: Number Chart to 30 (PDF) (WORD)  
Scissors

Give each pair a pair of scissors and the first 2, 4, or 6 rows of the number chart (numbers to 10, 20, or 30), depending on their comfort level.

- Together, cut out the numbers.
- Player A: Mix up the order of the numbers.
- Player B: Arrange the numbers in order, starting with 1. Talk about how you ordered the numbers.
- Together, say the number sequence forward from 1, then backward from the greatest number.

## B. Mathology Little Books

1. Read or display the Math Little Book. Download the corresponding assessment line master in Word or PDF.

← The Street Party
♥

ABOUT
LESSON
DIFFERENTIATED SUPPORT

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### After Reading

*After reading, children can*

- record scores on sticky notes and place them in sections on the Math Mat (see the inside back cover), identify the greatest/least score, and order the scores
- revisit the story to look for references to the neighbour, the dogs, and Claire
- choose their favourite game and survey the group to determine which game the group prefers

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★ **Additional Activity Options**

Access the **Teacher's Guide for more Activity Options** (additional subscription required), [Link to Teacher's Guide](#)

All *The Street Party* Line Masters (PDF) (Word)

Line Master 1: The Street Party (Assessment Master) (PDF) (Word)

Line Master 2: Connecting Home and School (PDF) (Word)

Line Master 3: *The Street Party* Math Mat (PDF) (Word)

Line Master 4: Target Game (PDF) (Word)

Line Master 5: Target Game Scoresheet (PDF) (Word)

Line Master 6: Roll to 1000 (PDF) (Word)

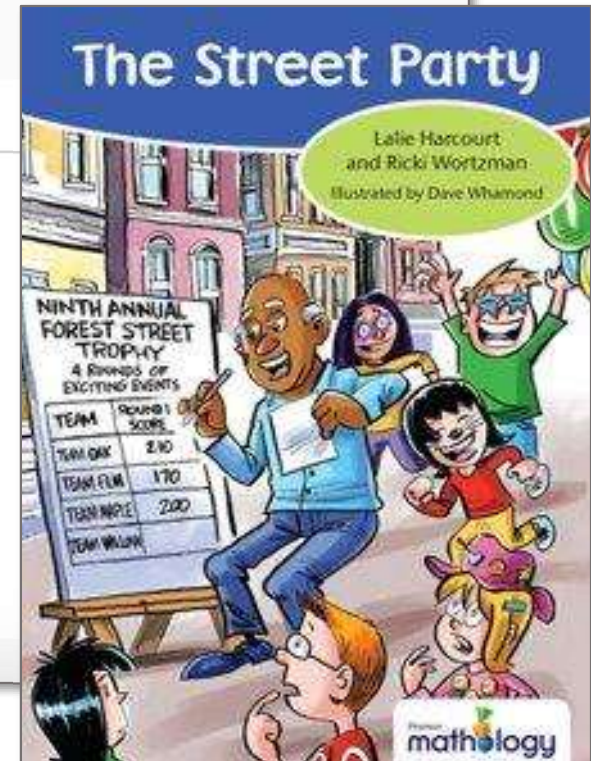
Line Master 7: Numeral Cards (PDF) (Word)

Line Master 8: Trophy Winners (PDF) (Word)

Line Master 9: Roll and Add (PDF) (Word)

Line Master 10: Flying Disk Gameboard (PDF) (Word)

Line Master 11: Solving Problems (PDF) (Word)





2. Use the Assessment line master included for each MLB. Alter in word as needed.

<b>The Street Party</b>		<b>Line Master 1</b> (Assessment Master)	
Name: _____			
<b>Add and Subtract to 1000</b>	<b>Not observed</b>	<b>Sometimes</b>	<b>Consistently</b>
Estimates sums and differences			
Models and symbolizes addition and subtraction			
Develops mental and personal addition and subtraction strategies			
<b>Compare and Order Numbers to 1000</b>			
Compares quantities and numbers to 1000			
Orders three or more numbers			