

## Number Sequences

<p><b>Forward sequence</b> Ask: Begin counting at 7 and stop at 25.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fluent to ____</li> <li><input type="checkbox"/> Fluent with one omission ( ____)</li> <li><input type="checkbox"/> Counted only to ____ fluently</li> </ul>
<p><b>If unsuccessful with first tas.</b> Ask: Begin counting at 1 and stop at 25.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fluent to ____</li> <li><input type="checkbox"/> Fluent with one omission ( ____)</li> <li><input type="checkbox"/> Counted only to ____ fluently</li> </ul>
<p><b>Backward sequence</b> Ask: Count backwards from 9.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Counts backwards accurately</li> <li><input type="checkbox"/> Counts accurately to ____</li> <li><input type="checkbox"/> Counts back from 10</li> <li><input type="checkbox"/> Unable to count</li> </ul>
<p><b>Number Word Before</b>  Show:            Numeral track with all flaps down.                       Open the 9.  Ask:                What number comes before?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows 8 comes before.</li> <li><input type="checkbox"/> Counts down from 9 or 10</li> <li><input type="checkbox"/> Counts up to 9, then states '8'.</li> <li><input type="checkbox"/> Unable to come up with 8</li> </ul>
<p><b>Number Word After</b>  Show:            Numeral track with all flaps down.                       Open the 7.  Ask:                What number comes after?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows 8 comes after.</li> <li><input type="checkbox"/> Counts up from 1 to 8 9, then states '8'.</li> <li><input type="checkbox"/> Unable to come up with 8</li> </ul>
<p><b>Sequencing</b> Show:            Number cards 7,8 and 9 randomly in a pile in front of student.  Ask:                Place the number cards in order.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Correct order</li> <li><input type="checkbox"/> Reverse order</li> <li><input type="checkbox"/> Random order</li> </ul>
<p><b>Ordering</b> Show:            Number cards 4, 7 and 9 randomly in a pile in front of student.  Ask:                Place the number cards in order of smallest to largest.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Correctly orders cards smallest to largest</li> <li><input type="checkbox"/> Orders cards smallest to largest with 2 placement errors</li> <li><input type="checkbox"/> Random order</li> </ul>

Children need to know the names of and the order of numbers. Learning this sequence is not accomplished through rote recitations. Research supports the exploration of these concepts in meaningful ways. Mastering the 'counting back' sequence is more challenging than the 'counting forward' sequence. Starting the count at numbers other than one can also present challenges for children, and all sequence and order concepts should be supported through short and engaging activities (Van de Walle). Teachers should find opportunities to count forwards and backwards *from different starting points*.