# First Grade Module 3

# Addition to 20 and Drawing Shapes

# Recording Sheet

## Student Information

Name of Student

Age

**Coding System for Achievement Level**

* I – Independent
* LA – With little assistance or prompting
* MA – With much assistance or prompting
* M – Missed

## Addition

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Fluently adds within 10 with problems in a vertical format |  |  |  |
| Adds within 20 with problems in a vertical format |  |  |  |
| Uses the count on strategy to add within 20 |  |  |  |
| Uses the doubles plus one strategy to add within 20 |  |  |  |
| Uses the doubles plus two strategy to add within 20 |  |  |  |

## Reading

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Reads a plus sign in a problem in a vertical format |  |  |  |
| Reads numbers 0-20 in a problem in a vertical format |  |  |  |
| Reads a separation line as equals or separation line in a problem in a vertical format |  |  |  |
| Reads an unnumbered problem involving addition within 20 in a vertical format |  |  |  |
| Reads a numbered problem involving addition within 20 in a vertical format |  |  |  |

## Writing

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Writes numbers 0-20 without a numeric indicator in vertically aligned problems |  |  |  |
| Writes the plus sign in vertically aligned problems |  |  |  |
| Writes the separation line in vertically aligned problems |  |  |  |
| Double spaces by pushing the line spacing key twice between problems |  |  |  |
| Writes the answer, regardless if the answer is correct or not, to an addition problem in a vertical format |  |  |  |
| Numbers math problems correctly |  |  |  |
| Writes a problem (that does not contain a general omission symbol) involving addition within 20 in a vertical format |  |  |  |

## 2-Dimensional Shapes

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Tactually identifies circle |  |  |  |
| Tactually identifies triangle |  |  |  |
| Tactually identifies square |  |  |  |
| Tactually identifies rectangle |  |  |  |
| Tactually identifies half-circle |  |  |  |
| Tactually identifies trapezoid |  |  |  |
| Verbally describes attributes of a circle |  |  |  |
| Verbally describes attributes of a triangle |  |  |  |
| Verbally describes attributes of a square |  |  |  |
| Verbally describes attributes of a rectangle |  |  |  |
| Verbally describes attributes of a half-circle |  |  |  |
| Verbally describes attributes of a trapezoid |  |  |  |
| Explains how two shapes are alike |  |  |  |
| Explains how two shapes are different |  |  |  |
| Uses tactile drawing tools to create a circle |  |  |  |
| Uses tactile drawing tools to create a triangle |  |  |  |
| Uses tactile drawing tools to create a square |  |  |  |
| Uses tactile drawing tools to create a rectangle |  |  |  |
| Uses tactile drawing tools to create a half-circle |  |  |  |
| Uses tactile drawing tools to create a trapezoid |  |  |  |