

## EMDI Screening Questions: Grade 1

Green = grade level prompts; Yellow = prior grade level prompts

<b>1_G1. Forward Number Sequence</b>	<b>Materials:</b> none
<p>A. "Start at counting at 86 and count on. I will tell you when to stop." (Stop the student at 120 or earlier if struggling.)</p> <p>B. "When you count, what number comes right after 17?"</p> <p>C. "When you count, what number comes right after 79?"</p> <p>D. "Start at 7 and count up by 10s. I'll tell you when to stop." (Stop the student at 77.)</p>	
<b>Forward Number Sequence (2_K)</b>	<b>Materials:</b> none
<p>A. "Start counting from 1. I will tell you when to stop." (Stop the student at 45 or earlier if struggling.)</p> <p>B. "When you count, what number comes right after 12?"</p> <p>C. "When you count, what number comes right after 39?"</p> <p>D. "Start at 36 and count on. I will tell you when to stop." (Stop the student at 52.)</p> <p>E. "Count by tens to 100."</p>	
<b>2_G1. Backward Number Sequence</b>	<b>Materials:</b> none
<p>A. "Start at 50 and count down by tens."</p> <p>B. "Start at 68 and count down by tens. I'll tell you when to stop." (Stop the student at 18.)</p>	
<b>Backward Number Sequence (3_K)</b>	<b>Materials:</b> none
<p>A. "Start at 12 and count down."</p>	
<b>3_G1. Number Identification</b>	<b>Materials:</b> paper and pencil
<p>A. "Write the number twenty-nine."</p> <p>B. "Write the number sixty."</p> <p>C. "Write the number one hundred four."</p> <p>D. "Write the number one hundred fifteen."</p>	
<b>Number Identification (5_K)</b>	<b>Materials:</b> number cards in this order: 14, 17, 20, 12, 16, 18, 11, 15, 19, 13
<p>Present one card at a time in the order shown and ask, "What number is this?"</p>	
<b>4_G1. Place Value: Part 1</b>	<b>Materials:</b> screening cards; Create 5 "bundles" of ten and 30 ones using connecting cubes or other materials.
<p>Point to a bundle and say, "Each of these has ten."</p> <p>A. Show 2 bundles of ten and 4 ones. Say, "What number does this represent?"</p> <p>B. Show 1 bundle of ten and 6 ones. Say, "What number does this represent?"</p> <p>Say, "Now, I am going to show you a number to build."</p> <p>C. Show card for 15 and say, "Build this number."</p> <p>D. Show card for 36 and say, "Build this number."</p>	

<b>5_G1. Place Value: Part 2</b>	<b>Materials:</b> screening cards Have available: 7 bundles of 10 and ones; hundred chart
A. Show card for 30 and ask “What number is 10 more than this number?” B. Show card for 45 and ask “What number is 10 more than this number?” C. Show card for 40 and ask “What number is 10 less than this number?” D. Show card for 74 and ask “What number is 10 less than this number?”	
<b>6_G1. Compare</b>	<b>Materials:</b> screening cards, symbol cards
Show card and say, “Using these signs, compare these two numbers.” Once the student has placed the symbol, ask, “Can you read this for me?” Follow up with, “How do you know?” A. 57___23 B. 24___36 C. 15___51 D. 67___67	
<b>Compare (6_K)</b>	<b>Materials:</b> dot cards: 5 green & 9 yellow and 4 green & 4 yellow; cards: 3 & 7 and 8 & 6
After each response, ask, “How do you know?” A. Show the card with the 5-green-dots and the 9-yellow-dots, and say, “Here are two groups of dots. Point to the group that is less.” B. Show the card with 4-green-dots and 4-yellow-dots, and say, “Here are two groups of dots. What can you tell me about these groups?” C. Show the cards with 3 and 7, and say, “Look at these two numbers. Point to the number that is greater.” D. Show the cards with 8 and 6, and say, “Look at these two numbers. Point to the number that is less.”	
<b>7_G1. Addition &amp; Subtraction Fluency/ Strategies</b>	<b>Materials:</b> screening number sentence cards: 3 + 5; 7 + 9; 7 - 4; 19 - 15
Place card in front of student. Ask, “What would your answer be?” If needed, follow up: “How did you figure out your answer?” A. 3 + 5 B. 7 + 9 C. 7 - 4 D. 19 - 15	

<b>Addition &amp; Subtraction Fluency (7_K)</b>	<b>Materials:</b> screening cards, counter addition & subtraction number
A. Show card and say, “4 add 1.” (If confusing to student, restate as “4 plus 1.”) B. Show card and say, “2 add 3.” (If confusing to student, restate as “2 plus 3.”) C. Show card and say, “5 subtract 3.” (If confusing to student, restate as “5 take away 3.”) D. Show card and say, “3 subtract 2.” (If confusing to student, restate as “3 take away 2.”)	
<b>8_G1. Add/Subtract Relationships</b>	<b>Materials:</b> screening cards available: paper and pencil, counters, snapping cubes.
Show card and say, “What is the missing number?” If needed, follow up: “How did you figure out your answer?” A. $11 = 7 + \underline{\quad}$ B. $\underline{\quad} - 4 = 6$ C. $12 - \underline{\quad} = 9$	
<b>9_G1. Add/Subtract Word Problems</b>	<b>Materials:</b> screening cards available: counters, snapping cubes, ten frames, paper and pencil
Read the problem to the student and observe strategy used to solve. If needed, follow up: “How did you figure out your answer?”  A. “Some children are playing on the playground. 6 children are on the swings and the rest are playing basketball. There are 15 children in all. How many children are playing basketball?”  B. “Mason has 37 grapes in a bowl. He eats some of the grapes for lunch. Now there are 5 grapes in the bowl. How many grapes did he eat?”  C. “Stewart has 14 apples. Mia has 12 more apples than Stewart. How many apples does Mia have?”	
<b>Add/Subtract Word Problems (9_K)</b>	<b>Materials:</b> screening cards available: counters, snapping cubes, ten frames, paper and pencil
Read the problem to the student and observe strategy used to solve. If needed, follow up: “How did you figure out your answer?”  A. Say, “I picked 6 apples. And then I picked 3 more apples. How many apples are there now?”  B. Say, “There were 8 birds in the tree. 5 flew away. How many birds are still in the tree?”	