EMDI Questions/Recording Sheet: Grade 1

Name _____ **Teacher** _____ **Date** _____

Green = grade level prompts Yellow = prior grade level prompts

1_G1. Forward Number Sequence — **Materials:** None

A. "Start at 86 and count on. I will tell you when to stop." (Stop the student at 120 or earlier if struggling.)
B. "When you count, what number comes right after 17?"
C. "When you count, what number comes right after 79?"
D. "Start at 7 and count up by 10s. I'll tell you when to stop." (Stop the student at 77.)

Abilities	Challenges/Strategies	Notes
☐ Counts from 86 to 120 fluently	☐ Correctly counts from 86 to _____	
	☐ Drops back to count - Uses fingers to count - Other	
☐ After 17 is 18	☐ After 17 is _____	
☐ After 79 is 80	☐ After 79 is _____	
☐ Counts from 7 to 77 by 10s fluently	☐ Correctly counts by 10s from 7 to _____	
	☐ Drops back to count - Uses fingers to count - Other	

Forward Number Sequence (2_K) — **Materials:** None

A. "Start counting from 1. I will tell you when to stop." (Stop the student at 45 or earlier if struggling.)
B. "When you count, what number comes right after 12?"
C. "When you count, what number comes right after 39?"
D. "Start counting at 36 and count on. I will tell you when to stop." (Stop the student at 52.)
E. "Count by tens to 100."

Abilities	Challenges/Strategies	Notes
☐ Counts from 1 to 45 fluently	☐ Correctly counts from 1 to ___	
	☐ Drops back to count - Uses fingers to count - other	
☐ After 12 is 13	☐ After 12 is _____	
☐ After 39 is 40	☐ After 39 is _____	
☐ Counts from 36 to 52	☐ Correctly counts from 36 to __	
☐ Counts by tens to 100 fluently	☐ Drops back to count - Uses fingers to count - other	
	☐ Correctly counts by 10s to ___	
	☐ Drops back to count - Uses fingers to count - other	

2_G1. Backward Number Sequence

Materials: None

A. "Start at 50 and count down by tens."

B. "Start at 68 and count down by tens. I'll tell you when to stop." (Stop the student at 18.)

Abilities	Challenges/Strategies	Notes
☐ Correctly counts back from 50 by 10s ☐ Counts fluently ☐ Correctly counts back from 68 by 10s ☐ Counts fluently	☐ Counts back from _____ ☐ Unable to count back ☐ Counts back from_____ ☐ Unable to count back	

Backward Number Sequence (3_K)

Materials: None

A. "Start at 12 and count down."

Abilities	Challenges/Strategies	Notes
☐ Correctly counts back from 12 fluently	☐ Counts back from _____ ☐ Unable to count back	

3_G1. Number Identification

Materials: paper and pencil

A. "Write the number twenty-nine."

B. "Write the number sixty."

C. "Write the number one hundred four."

D. "Write the number one hundred fifteen."

Abilities	Challenges/Strategies	Notes
Writes: ☐ 29 ☐ 60 ☐ 104 ☐ 115	☐ Unable to write number(s) *Record what the child wrote*	

Number Identification (5_K)

Materials: numeral cards in this order: 14, 17, 20, 12, 16, 18, 11, 15, 19, 13

Present one card at a time in the order shown and ask, "What number is this?"

Abilities	Challenges/Strategies	Notes
Identifies numbers: ☐ 14 ☐ 18 ☐ 17 ☐ 11 ☐ 20 ☐ 15 ☐ 12 ☐ 19 ☐ 16 ☐ 13	☐ Counts up to say number List incorrect IDs below: (correct #/ number said)	

4_G1. Place Value: Part 1

Materials: screening cards; Create 5 "bundles" of ten and 30 ones using connecting cubes or other materials.

Point to a bundle and say, "Each of these has ten."

A. Show 2 bundles of ten and 4 ones. Say, "What number does this represent?"
B. Show 1 bundle of ten and 6 ones. Say, "What number does this represent?"

Say, "Now, I am going to show you a number to build."

C. Show card for 15 and say, "Build this number."
D. Show card for 36 and say, "Build this number."

Abilities	Challenges/Strategies	Notes
Identifies Number: ☐ 24 ☐ 16 Builds Number: ☐ 15 ☐ 36	☐ Identifies as _____ Tagging/organization issues - Unitizing issues - Other ☐ Builds Number as_____ Tagging/organization issues- Unitizing issues - Other	

5_G1. Place Value: Part 2

Materials: screening cards
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?"

Abilities	Challenges/Strategies	Notes
Fluently adds on ten more ☐ 40 ☐ 55 Fluently subtracts ten less ☐ 30 ☐ 64	☐ Not able to find ten more ☐ Counts on by ones to make ten more ☐ Models with base ten materials ☐ Not able to make ten less ☐ Counts back by ones to make ten less ☐ Models with base ten materials	

6_G1. Compare **Materials:** 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

Abilities	Challenges/Strategies	Notes
☐ Compares 57 and 23 ☐ Compares 24 and 36 ☐ Compares 15 and 51 ☐ Compares 67 and 67	☐ Not able to compare: 57 and 23; 24 and 36; 15 and 51; 67 and 67 ☐ Confuses tens and ones ☐ Confuses meaning of greater than/less than ☐ Compares	

Compare (6_K) **Materials:** Dot Cards: 5 green & 9 yellow and 4 green & 4 yellow; Number Cards: 3 & 7 and 8 & 6

After each student 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.”

Abilities	Challenges/Strategies	Notes
☐ 5 is less than 9 ☐ 4 and 4 is equal or the same ☐ 7 is greater than 3 ☐ 6 is less than 8	☐ Confuses meaning of greater than/less than ☐ Not able to compare: ☐ 5 and 9; 4 and 4; 7 and 3; 6 and 8 ☐ Not able to compare numbers ☐ Not able to say why ☐ Use correct symbol but reads inequality incorrectly	

7_G1. Addition & Subtraction Fluency/ Strategies **Materials:** screening cards

Place number sentence cards in front of student one at a time. Ask, "What would your answer be?" After they have answered, ask, "How did you figure out your answer?"

A. 3 + 5
B. 7 + 9
C. 7 – 4
D. 19 – 15

Abilities	Challenges/Strategies	Notes
☐ **3 + 5 = (8)** Count Back – Count Up – Known Fact ☐ **7 + 9 = (16)** Count All – Count On – Known Fact ☐ **7 - 4 = (3)** Known Fact- Related Fact-Decompose/Recompose- Count All, On or Back ☐ **19 – 15 = (4)** Known Fact- Related Fact- Decompose/Recompose- Count All, On or Back to or Back From	☐ **3 + 5 = ____** Attempts: Count All – Count On – Known Fact ☐ **7 + 9 = ____** Attempts: Count Back – Count Up – Known Fact ☐ **7 - 4 = __** Attempts: Known Fact- Related Fact- Decompose/Recompose- Count All, On or Back ☐ **19 – 15 = __** Attempts: Known Fact- Related Fact- Decompose/Recompose- Count All, On or Back to or Back From	

Addition & Subtraction Fluency (7_K) **Materials:** addition & subtraction cards; counters

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.")

Abilities	Challenges/Strategies	Notes
☐ **4 + 1 = (5)** Count All – Count On – Known Fact ☐ **2 + 3 = (5)** Count Back – Count Up – Known Fact ☐ **5 - 3 = (2)** Known Fact- Related FACT- Decompose/Recompose- Count All, On or Back ☐ **3 – 2 = (1)** Known Fact- Related FACT- Decompose/Recompose- Count All, On or Back	☐ **4 + 1 = ____** Attempts: Count All – Count On – Known Fact ☐ **2 + 3 = ____** Attempts: Count All – Count On – Known Fact ☐ **5 - 3 = ___** Attempts: Count Back – Count Up – Known Fact ☐ **3 – 2 = ___** Attempts: Count Back – Count Up – Known Fact	

8_G1. Add/Subtract Relationships

Materials: 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 + ___
B. ___ - 4 = 6
C. 12 - ___= 9

Abilities	Challenges/Strategies	Notes
☐ **11 = 7 + _(4)_** Count Back – Count Up – Known Fact ☐ **_(10)_ - 4 = 6** Count Back – Count Up – Known Fact ☐ **12 - _(3)_ = 9** Count Back – Count Up – Known Fact	☐ **11 = 7 + __** Attempts: Count All – Count On – Known Fact ☐ **__ - 4 = 6** Attempts: Count Back – Count Up – Known Fact ☐ **12 - __ = 9** Attempts: Count Back – Count Up – Known Fact	

9_G1. Add/Subtract Word Problems

Materials: screening cards
available: counters, snap cubes, 10 frames, paper,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?"

Abilities	Challenges/Strategies	Notes
☐ **6 +_(9)_ = 15** Model- Count All – Count On – Known Fact ☐ **37 − _*(32)*_= 5** Creates Model -Count All – Count On – Known Fact ☐ **14 + 12 = _(26)_** Creates Model -Count All – Count On – Known Fact	☐ **6 +__ = 15** Creates Model- Count All – Count On – Known Fact ☐ **37 − __ = 5** Creates Model -Count All – Count On – Known Fact ☐ **14 + 12 = ___** Creates Model -Count All – Count On – Known Fact	

Add/Subtract Word Problems (9_K)	**Materials:** screening cards available: paper and pencil, counters, snapping cubes, ten frames

Read the problem to the student and observe strategy used to solve.
If needed, follow up: "How did you figure out your answer?"

A. "I picked 6 apples. Then I picked 3 more apples. How many apples are there now?"

B. "There were 8 birds in the tree. 5 flew away. How many birds are still in the tree?"

Abilities	Challenges/Strategies	Notes
☐ **6 +3 = _(9)_** Model- Count All – Count On – Known Fact	☐ **6 +3 = __** Creates Model- Count All – Count On – Known Fact	
☐ **8 − 5 = _(3)_** Creates Model -Count All – Count On – Known Fact	☐ **8 − 5 = __** Creates Model -Count All – Count On – Known Fact	