

Activity 1: Oral counting		📖 x	🕒 60 sec limit				
<p>💡 I want you to count. I will use this timer. I will tell you when to start and when to stop. Start counting from one (1) in the language that you prefer to count in. Are you ready? OK, begin. 🕒</p> <p>...💡 Watch me count. One, two, three, four, five, six, seven, eight, nine, ten. OK, like me, I want you to count in the language you prefer. OK, begin.</p>	<p>✋</p> <ul style="list-style-type: none"> •If child makes an error •If time reaches 60 sec. 						
✂ Last number counted correctly:	[]	Page 1-1					
✂ Time remaining on the timer:	🕒 _____ seconds	Page 1-2					
✂ What language did the <u>Enumerator</u> use to give instructions for this task?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">← Tetun []</td> <td style="width: 25%; text-align: center;">Portuguese []</td> <td style="width: 25%; text-align: center;">Indonesia []</td> <td style="width: 25%; text-align: center;">Other → []</td> </tr> </table>	← Tetun []	Portuguese []	Indonesia []	Other → []	Page 1-3	
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⇒ ✂ If the <u>Enumerator</u> used 'Other language', what language?		Page 1-4					
✂ What language(s) did the <u>child</u> use for this activity?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">← Tetun []</td> <td style="width: 25%; text-align: center;">Portuguese []</td> <td style="width: 25%; text-align: center;">Indonesia []</td> <td style="width: 25%; text-align: center;">Other → []</td> </tr> </table>	← Tetun []	Portuguese []	Indonesia []	Other → []	Page 1-5	
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⇒ ✂ If the <u>child</u> used 'Other' language, what language?		Page 1-6					

Activity 2-1: Counting 1:1 Correspondence -Practice Example	SHEET 2-P
<p>Place SHEET 2-1 with the four circles in front of the child. Slide your hand from left to right on the circles.</p> <p> Here are some circles. I want you to point to the circles with your finger and count the circles. Point to the first circle with your finger. Start here and count the circles. When the child finishes counting, ask immediately: How many circles did you count?</p> <p>✓ That's correct. There are four.</p> <p>✗ Point and say: One, two, three, four. There are four. Let's do another activity.</p>	

Activity 2-2: Counting 1:1 Correspondence	SHEET 2-1	60 sec limit				
<p>Place SHEET 2-1 in front of the child. Slide your hand from left to right on the circles.</p> <p> Here are some circles. I want you to point to the circles with your finger and count the circles.</p> <p>Point to the first circle with your finger. Start here and count the circles, as many as you can. OK, start now. ⌚</p> <p>When the child finishes counting, ask immediately: How many circles did you count?</p>		<p></p> <ul style="list-style-type: none"> •If child makes an error •If the child counts a circle twice or counts two circles as one. •If time reaches 60 sec. 				
Last number counted correctly:						
Number of circles that the child says he counted:						
Time remaining on the timer:						
What language did the <u>Enumerator</u> use to give instructions for this task?		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-right: 1px solid black;">Tetun []</td> <td style="text-align: center; border-right: 1px solid black;">Portuguese []</td> <td style="text-align: center; border-right: 1px solid black;">Indonesia []</td> <td style="text-align: center;">Other⇨ []</td> </tr> </table>	Tetun []	Portuguese []	Indonesia []	Other⇨ []
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Activity 3: Number Identification	SHEET 3-1 SHEET 3-2	60 sec limit
<p><i>Place SHEET 3-1 in front of the child. Slide your hand from top numbers to the bottom.</i></p> <p>Here are some numbers. I want you to point with your finger to each number and tell me what number it is. I will use the timer and I will tell you when to start and when to stop.</p> <p><i>Start the stopwatch as soon as the child begins. Point with your finger to the first number.</i></p> <p>Start here. </p> <p><i>If the child stops at a number for 5 seconds, point with your finger to the next number and say:</i></p> <p>... This number, what is this number?</p> <p style="text-align: right;"><i>Continue with SHEET 3-2</i></p>		<p></p> <ul style="list-style-type: none"> • If child makes 3 consecutive errors • If time reaches 60 sec. <p></p> <ul style="list-style-type: none"> • If child does not attempt a number after 5 seconds

	NUMBER	CORRECT	INCORRECT, DON'T KNOW, NO RESPONSE
1	2		
2	5		
3	9		
4	13		
5	10		
6	18		
7	65		
8	50		
9	97		
10	104		
11	468		
12	6,430		
TOTAL NUMBER CORRECT:			

Page 3-1-1 to Page 3-1-12
Page 3-1

Time remaining on the timer:	Page 3-2 seconds								
What language did the <u>Enumerator</u> use to give instructions for this task?	<table style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">Tetun</td> <td style="width: 25%;">Portuguese</td> <td style="width: 25%;">Indonesia</td> <td style="width: 25%;">Other ⇨</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> Page 3-3	Tetun	Portuguese	Indonesia	Other ⇨	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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If the <u>child</u> used 'Other' language, what language?	Page 3-6								

Activity 4: Quantity discrimination
Practice examples P1, P2

○○○
○○ ○○
COUNTERS

⌚ x

Practice Example 1.

Use some counters to make two groups. The group on the left has 5 counters and group on the right has 2 counters. When you have finished making the groups, point to the groups with your finger. ○○○○○ ○○

👤 Look at these two groups. Which is bigger? Point with your finger to the bigger group.

Point to the group of 5.

✖ 👤 This is the bigger group. Five is more than two.

Practice Example 2.

Use some counters to make two groups. The group on the left has 1 counter and group on the right has 3 counters. When you have finished making the groups, point to the groups with your finger. ○ ○○○

👤 Look at these two groups. Which is bigger? Point with your finger to the bigger group.

Point to the group of 3.

✖ 👤 This is the bigger group. Three is more than one.

Activity 4: Quantity discrimination

📖 SHEET 4-1
📖 SHEET 4-2

⌚ x

Place SHEET 4-1 in front of the child.
Point to the first two numbers.

👤 Now let's use numbers. Look at these two numbers.
Show me which one is bigger.

Repeat for each item on SHEETS 4-1 and 4-2

- 👋 If child makes 3 consecutive errors
- 🕒 If child does not attempt a number after 5 seconds

			CORRECT RESPONSE	CORRECT	INCORRECT, DON'T KNOW, NO RESPONSE
1.	4	2	(4)		
2.	7	8	(8)		
3.	14	17	(17)		
4.	19	18	(19)		
5.	40	96	(96)		
6.	79	70	(79)		
7.	32	36	(36)		
8.	65	56	(65)		
9.	145	163	(163)		
10.	1,400	1,235	(1,400)		
TOTAL NUMBER CORRECT:				4-1	

Handwritten note: Page 4-1-1 to Page 4-1-2

Activity 5: Missing numbers SHEET 5-P ⌚ x
Practice Example

Put SHEET 5-P in front of the child.

Slide your hand from left to right, pointing to the line with your finger.

👤 Here are some numbers. One, two, three ... What number goes here?

✓ 👤 That's right, 4. Let's continue.

x 👤 The number is 4. Count with me.

Point to each number.

One, two, three, FOUR. Number FOUR goes here. Let's continue.

Activity 5: Missing numbers SHEET 5-1 SHEET 5-2 ⌚ x

Put SHEET 5-1 in front of the child. Slide your hand from left to right on the tasks.

👤 Tell me what number goes here. You can tell me the number in any language you want to.

Continue with each question, writing the responses of the child below. For each question point under and along the line.

👤 Tell me what number goes here.

Continue with SHEET 5-2

- ✋ •If child makes 3 consecutive errors
- 🕒 •If child does not attempt an item in 10 seconds

		CORRECT RESPONSE	CORRECT	INCORRECT	DON'T KNOW	NO RESPONSE
1.	4 5 6 <u>7</u>	7				
2.	8 9 10 <u>11</u>	11				
3.	17 <u>18</u> 19	18				
4.	<u>89</u> 90 91	89				
5.	20 30 <u>40</u>	40				
6.	4 3 2 <u>1</u>	1				
7.	100 200 300 <u>400</u>	400				
8.	2 4 6 <u>8</u>	8				
9.	10 15 <u>20</u> 25	20				
10.	500 400 <u>300</u> 200	300				
TOTAL NUMBER CORRECT:						

pay 5-1-1 to pay 5-1-10

pay 5-1

Page 5-2

👤 What language(s) did the child use for this activity?

Tetun	Portuguese	Indonesia	Other ⇐
[]	[]	[]	[]

⇐ 👤 If the child used 'Other' language, what language?

pay 5-3

Activity 6: Word Problems



Pencil, paper and counters

Move away the SHEETS booklet.



I have some problems that I want you to resolve. Here are some things to help you.

Indicate the pencil, paper and counters.

You can use them if you want, but you aren't obliged. Listen very attentively. If you wish me to, I will repeat the question. Let's begin.



If child makes 32 consecutive errors



If child does not attempt an item in 10 seconds, repeat the question, wait 20 seconds, then move to the next question.

		CORRECT RESPONSE	CORRECT	INCORRECT, DON'T KNOW, NO RESPONSE	The child:				
					Counts on fingers	Uses objects for counting	Uses pencil and paper		
1.	Maria has 4 bananas. Her mother has 5 more. How many bananas do they have in total now?	9 Page 6-1-1-1				Page 6-1-1-2			
2.	José has 6 bananas. He eats 3 bananas. How many bananas are left?	3 6-1-2-0 Page 6-1-1-2				6-1-2-2			
3.	Diva has 8 pencils. Pedro has 3 pencils. How many pencils does Diva have more than Pedro?	5 6-1-3-1				6-1-3-2			
4.	I have 3 sweets. How many more bananas do I need if I want to give one sweet each to my 9 friends?	6 6-1-4-1				6-1-4-2			
		TOTAL NUMBER CORRECT:				Page 6-1			

<input checked="" type="checkbox"/>	What language did the <u>Enumerator</u> use to give instructions for this task?	Tetun	Portuguese	Indonesia	Other	Page 6-2
<input checked="" type="checkbox"/>	If the <u>Enumerator</u> used 'Other language', what language?	Page 6-3				
<input checked="" type="checkbox"/>	What language(s) did the <u>child</u> use for this activity?	Tetun	Portuguese	Indonesia	Other	Page 6-4
<input checked="" type="checkbox"/>	If the <u>child</u> used 'Other' language, what language?	Page 6-5				

Activity 7: Addition and Subtraction Practice Examples P1 & P2	SHEET 7 PRACTICE SHEET
Pencil, paper and counters	
<p><i>Put the counters beside the child. Put EXAMPLE SHEET 7 in front of the child.</i></p>	
<p><u>PRACTICE EXAMPLE 1</u></p> <p> Now, we are going to solve some problems of addition and subtraction. <i>Point to PRACTICE SHEET, EXAMPLE P1 (1+2=).</i> page 7-1 One plus two equals how many?</p>	
CORRECT []	INCORRECT [] DOESN'T KNOW, NO RESPONSE
<p> That's right, one plus two make three.</p> <p> The answer is three. <i>Use the counters and read the exercise, push one counter towards the child. Here, this is one.</i></p> <p><i>Then, push two counters toward the child. Here, here are two. Count the three counters in a clear voice. One plus two makes three. Let's do another problem.</i></p>	
<p> <u>PRACTICE EXAMPLE 2</u></p> <p><i>Point to EXAMPLE P2 (3-2=).</i> page 7-2 Three minus two equals how many?</p>	
CORRECT []	INCORRECT [] DOESN'T KNOW, NO RESPONSE
<p> That's right, three minus two equals one.</p> <p> The answer is one. <i>Use the counters and read the exercise, push three counter towards the child. Here, here are three.</i></p> <p><i>Then, remove two of the three counters. Take away two.</i></p> <p><i>Point to the remaining counter and in a clear voice. One. Three minus two leaves one. Let's continue.</i></p>	

Activity 7-1: Addition

SHEET 7-1

2 minutes



Pencil, paper and counters

Put SHEET 7-1 in front of the child.

Point to each problem as you read it to the child.



Now we are going to solve some problems about addition ...plus.

You can use these things if you want to, but you're not obliged.

You can give the answer in any language that you know.



•If child makes 3 consecutive errors

•If 2 minutes expires



•If child does not attempt an item in 10 seconds, repeat the question, wait 20 seconds, then move to the next question.

		CORRECT RESPONSE	CORRECT	INCORRECT, DON'T KNOW, NO RESPONSE	The child:		
					Counts on fingers	Uses objects for counting	Uses pencil and paper
1.	4+5 = 4 plus 5 equals how many?	9 					
2.	8+2 = 8 plus 2 equals how many?	10 					
3.	20+4 = 20 plus 4 equals how many?	24 					
4.	13+12 = 13 plus 12 equals how many?	25 					
5.	11+9 = 11 plus 9 equals how many?	20 					
	TOTAL NUMBER CORRECT:						
	Time remaining on the timer:						

Activity 7-2: Subtraction	📖 SHEET 7-2	🕒 2 minutes
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✎ ✦ ○○ Pencil, paper and counters

Put SHEET 7-2 in front of the child.

Point to each subtraction problem as you read it.

Now we are going to solve some problems about subtraction.
You can give the answer in any language that you know. 🕒

👋

- If child makes 3 consecutive errors
- If 2 minutes expires

🕒

- If child does not attempt an item in 10 seconds, repeat the question, wait 20 seconds, then move to the next question.

		CORRECT RESPONSE	CORRECT	INCORRECT, DON'T KNOW, NO RESPONSE	The child:		
					Counts on fingers	Uses objects for counting	Uses pencil and paper
1.	9-5 = 👤 9 minus 5 leaves how many?	9 <u>9-1-1-1</u>			<u>9-1-1-2</u>		
2.	10-8 = 👤 10 minus 8 leaves how many?	10 <u>9-1-2-1</u>			<u>9-1-2-2</u>		
3.	24-4 = 👤 24 minus 4 leaves how many?	24 <u>9-1-3-1</u>			<u>9-1-3-2</u>		
4.	25-13 = 👤 25 minus 13 leaves how many?	12 <u>9-1-4-1</u>			<u>9-1-4-2</u>		
5.	20-9 = 👤 20 minus 9 leaves how many?	20 <u>9-1-5-1</u>			<u>9-1-5-2</u>		
TOTAL NUMBER CORRECT:			<u>Page 9-1</u>				
Time remaining on the timer:				🕒	<u>Page 9-2</u>		