

Student: _____ Teacher: _____

Date: _____ Grade: _____

Cover, Copy, and Compare-- Counting Objects to 5



This intervention is designed to **build accuracy with one-to-one correspondence in counting objects**. Requires approximately 10 minutes each day.

Materials Needed: digital count-down timer, this intervention protocol, materials for practicing responding, a pencil, progress monitoring chart, and a weekly progress monitoring probe.

Teacher Coach Card: (complete these steps every day)

_____ Sit with child in a quiet corner of the classroom.

_____ Guide child to count the first three circles in the sample item. Say, **“We are going to practice counting. Count these circles out loud.”** If the child does not begin counting, say, **“Let’s do this one together. 1, 2, 3.”** Point to each circle as you count out loud and encourage the child to count along with you. Say, **“How many circles? Write that number in the box here.”** Allow the child to write the number, then move the cover off the second box where the number appears. Ask the child, **“Is the number the same? Yes, you got it right!”** Show the child how to make a check mark in the box for a correct match.

_____ Set the timer for 10 minutes. Tell the child to begin working problems.

_____ Ensure that the child counts the circles out loud.

_____ Ensure that the child writes the number in the box without peeking at the answer box.

_____ Ensure that the child lifts the cover to check his or her answer.

_____ Ensure that the child makes a check mark in the “Match” box for correct answers.

_____ If there is not a match (the child’s response was incorrect), guide the student to count again and assist as needed to ensure correct counting.

_____ When the timer rings, tell the student to stop working.

_____ Count the number of correctly completed problems. Write this number on the Progress Monitoring Chart.

_____ Allow the child to select a small reward from the treasure chest for beating his or her last best score.

Monitoring Student Progress

CHART FOR _____
Student's Name

MONDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

TUESDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

WEDNESDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

THURSDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

FRIDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

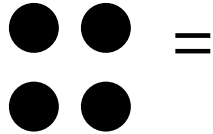
MONDAY/DAY 1

ESTABLISH COUNT OBJECTS TO 5



1

Match?



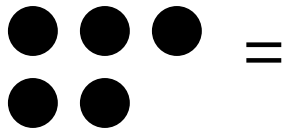
4

Match?



3

Match?



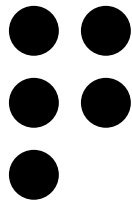
5

Match?



2

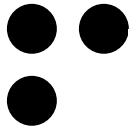
Match?



=

5

Match?



=

3

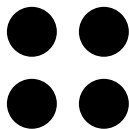
Match?



=

2

Match?



=

4

Match?



=

1

Match?

● ● =

● =

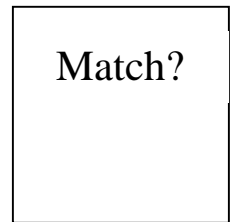
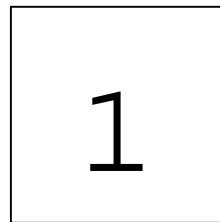
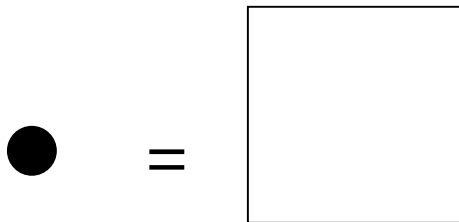
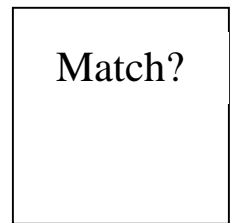
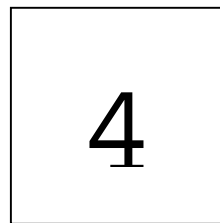
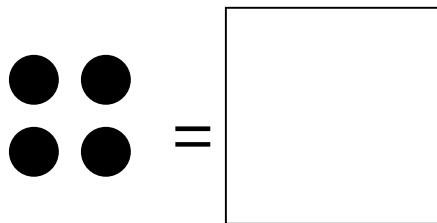
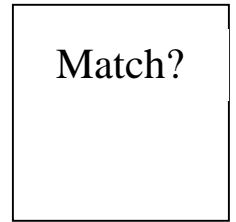
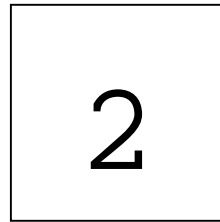
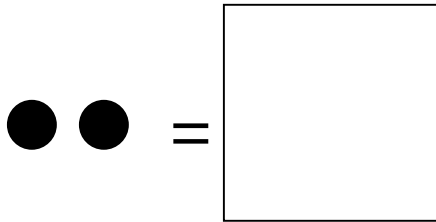
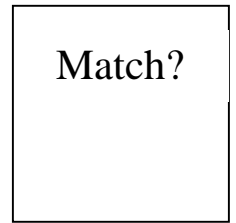
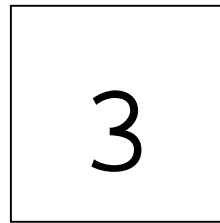
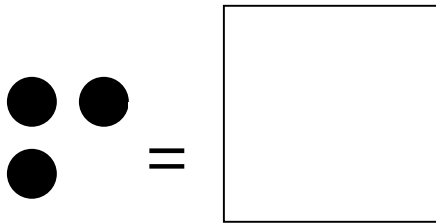
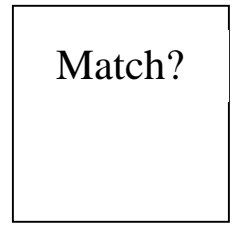
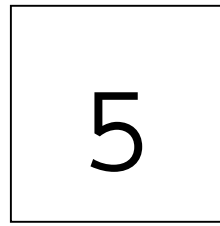
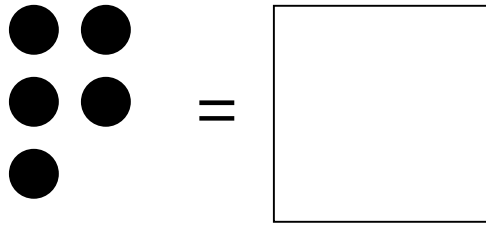
● ●
● ● =
●

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● ●
● =

TUESDAY/DAY 2

ESTABLISH COUNT OBJECTS TO 5



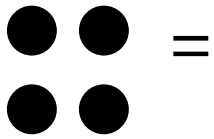
TUESDAY/DAY 2

ESTABLISH COUNT OBJECTS TO 5



1

Match?



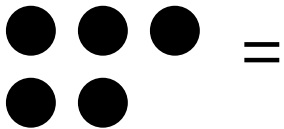
4

Match?



3

Match?



5

Match?



2

Match?

● ● = 2 Match?

● = 1 Match?

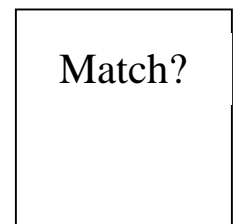
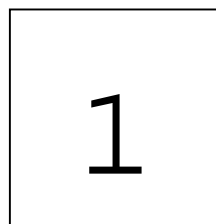
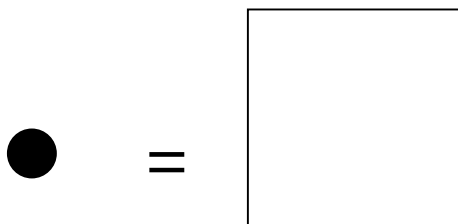
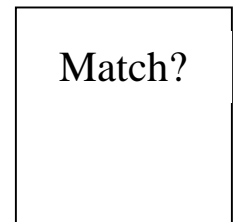
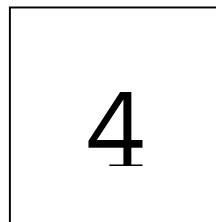
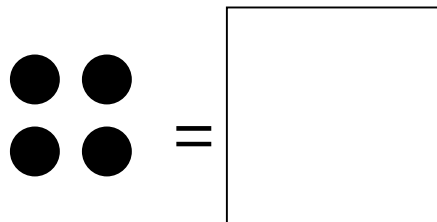
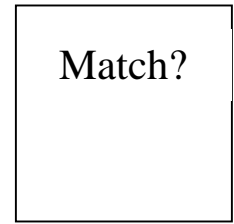
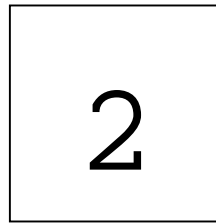
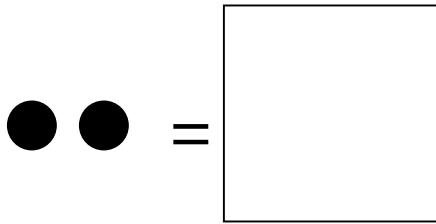
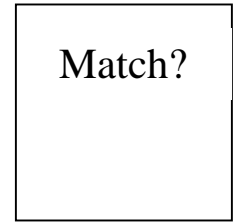
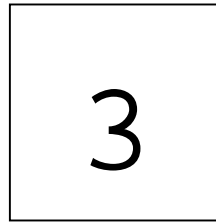
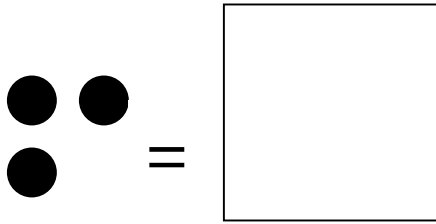
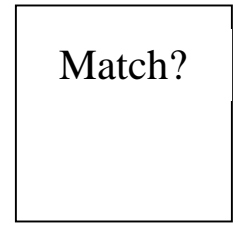
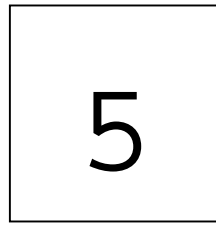
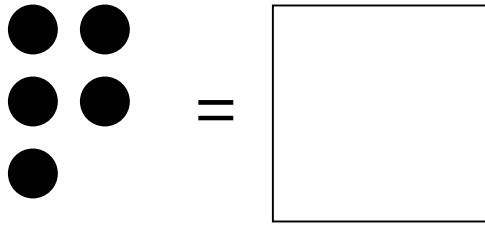
● ●
● ● = 5 Match?

● ●
● ● = 4 Match?

● ●
● = 3 Match?

WEDNESDAY/DAY 3

ESTABLISH COUNT OBJECTS TO 5



● ● = 2 Match?

● = 1 Match?

● ●
● ● = 5 Match?

● ●
● ● = 4 Match?

● ●
● = 3 Match?

● =

1

Match?

● ● =
● ●

4

Match?

● ● ● =

3

Match?

● ● ● =
● ●

5

Match?

● ● =

2

Match?



=

2

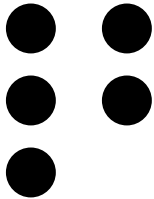
Match?



=

1

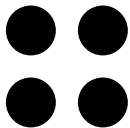
Match?



=

5

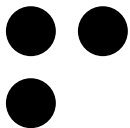
Match?



=

4

Match?



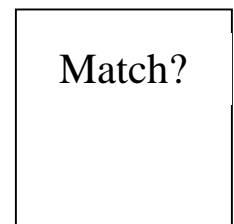
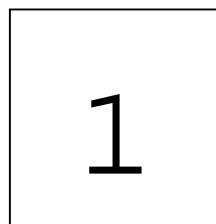
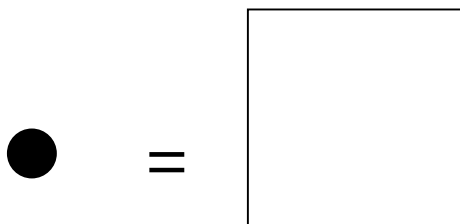
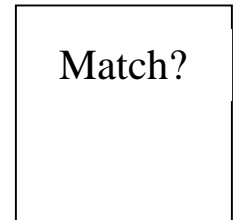
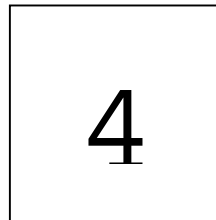
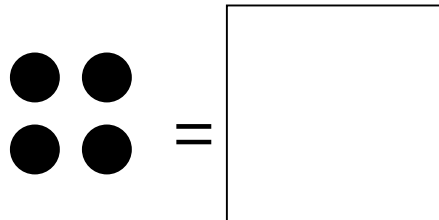
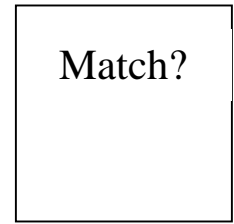
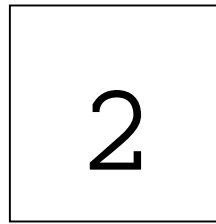
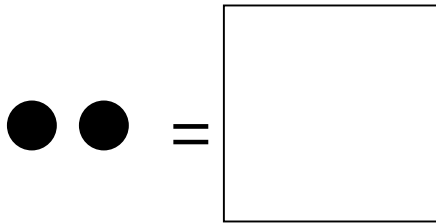
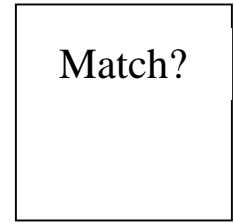
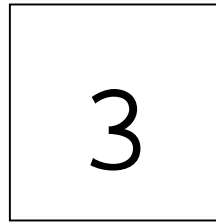
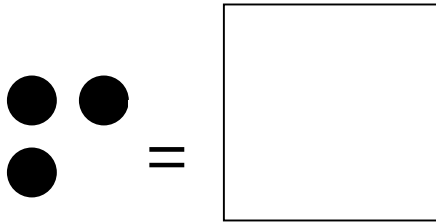
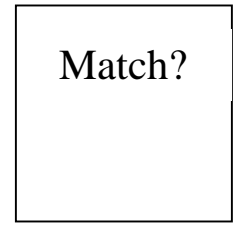
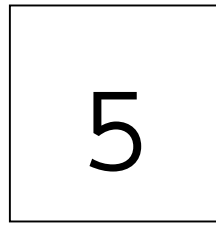
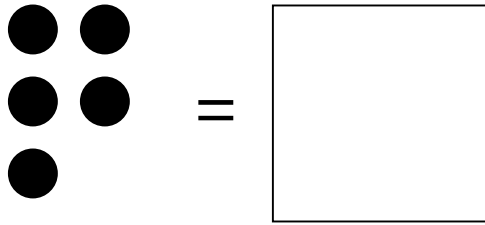
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3

Match?

THURSDAY/DAY 4

ESTABLISH COUNT OBJECTS TO 5



● =

1

Match?

● ● =
● ●

4

Match?

● ● ● =

3

Match?

● ● ● =
● ●

5

Match?

● ● =

2

Match?

● =

1

Match?

● ● =
● ●

4

Match?

● ● ● =

3

Match?

● ● ● =
● ●

5

Match?

● ● =

2

Match?

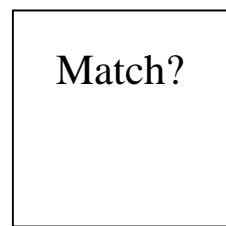
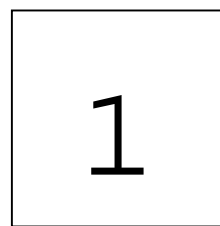
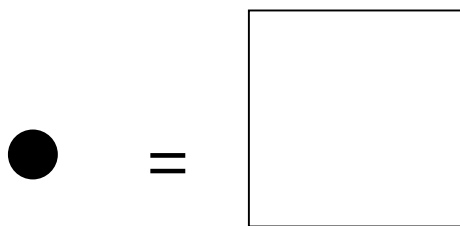
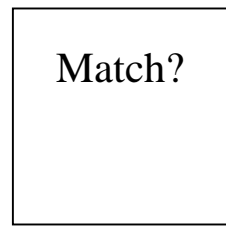
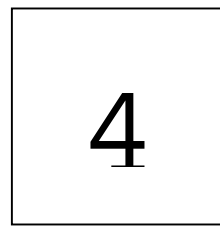
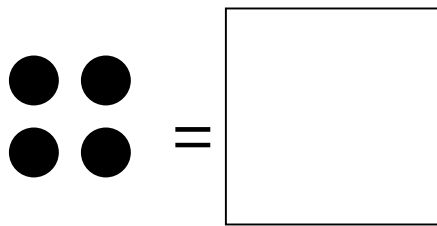
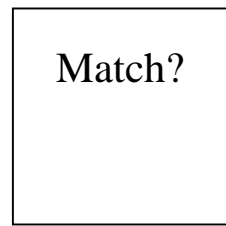
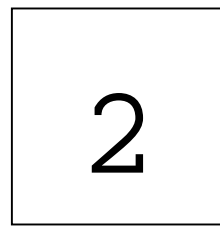
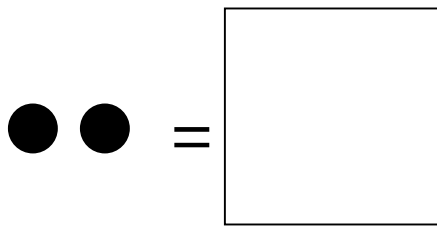
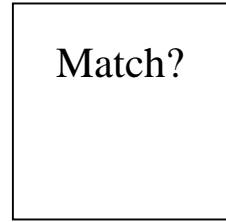
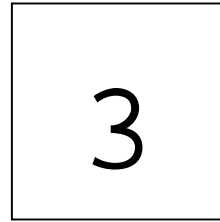
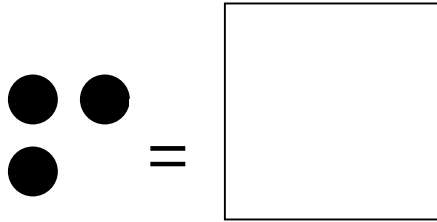
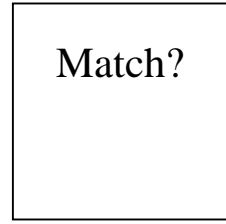
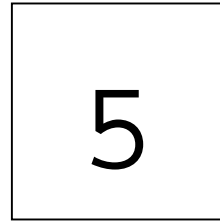
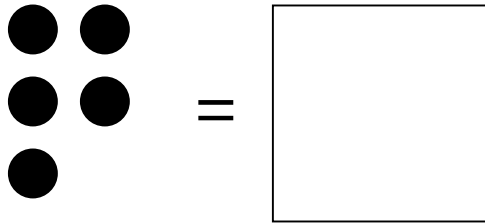
● ● = 2 Match?

● = 1 Match?

● ●
● ● = 5 Match?

● ●
● ● = 4 Match?

● ●
● = 3 Match?



Set timer for 1 minute. Say, “**Show me how much you have learned this week. I want to see how many circles you can count in 1 minute. When I tell you to begin, I want you to begin answering. Count the circles here (point to circles) and circle the number here (point to the answer choices). Do you have any questions? Begin.**”



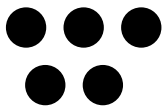
1	3	8	2
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3	4	5	6
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1	4	3	2
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5	6	3	4
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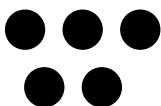
1	4	3	2
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1	5	3	2
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2	3	4	5
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4	5	3	2
---	---	---	---



1	5	3	2
---	---	---	---



1	2	3	5
---	---	---	---



3	4	5	2
---	---	---	---