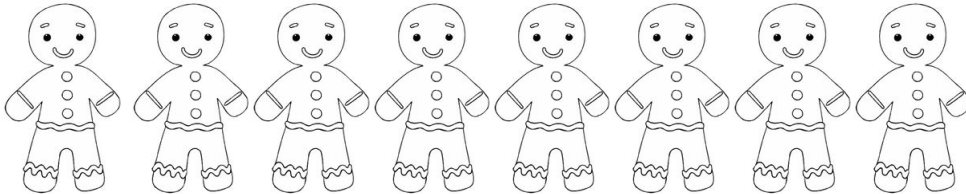


Name \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_/17

Circle: Pre-Test or Post-Test Progress: Improved by \_\_\_\_\_Read the test to the class, directing them to each question by the colour of its box. "Let's do the pink box question. How many are there?"

FA

Teacher reads: How many are there?



8

FB

Teacher draws 3 red teddies and 2 blue. How many teddies altogether?

5

FC

Teacher reads: I have 3 dogs and 4 cats. Enabling prompt for students who cannot answer: Draw the cats and dogs to figure it out.

How many pets altogether?

7

FD

4	+ 1	5
---	-----	---

FD

3	+ 2	5
---	-----	---

2	One more	3
---	----------	---

5	Two more	7
---	----------	---

7	One more	8
---	----------	---

6	Two more	8
---	----------	---

1A

If you wanted to add quickly, would you count on from? (Circle)

$3 + 8$	3 or <b>8</b>
$9 + 2$	<b>9</b> or 2
$4 + 7$	4 or <b>7</b>

FE

**Teacher reads:** Using numbers, write down all the ways to make 5.

**Enabling prompt:** Draw all the ways you can make 5 using dots.

$$4 + 1$$

$$1 + 4$$

$$3 + 2$$

$$2 + 3$$

$$0 + 5$$

$$5 + 0$$

Note: Turnarounds are not necessary for full marks, but are desirable.

1B

**Teacher reads:** Using numbers, write down all the ways to make 9:

**Enabling prompt:** Draw all the ways you can make 9 using dots.

$$8 + 1$$

$$1 + 8$$

$$7 + 2$$

$$2 + 7$$

$$6 + 3$$

$$3 + 6$$

$$5 + 4$$

$$4 + 5$$

Note: Turnarounds are not necessary for full marks, but are desirable.

1C

$2 + 2 = 4$

$4 + 3 = 7$

$3 + 2 = 5$

$6 + 3 = 9$

$5 + 3 = 8$

$2 + 4 = 6$

$5 + 4 = 9$

$4 + 1 = 5$

$6 + 2 = 8$

1D

Teacher reads: Write a worded problem for  $5 + 2 = 7$ . Teacher writes this equation on the whiteboard and asks for a matching worded problem.

I had 5 marbles, then I got 2 more. That made 7 marbles altogether.

1E

Teacher reads: Use number sentences to show all the ways you can make 10. Teacher writes this example on the whiteboard:  $9 + 1 = 10$

$9 + 1 = 10$

$7 + 3 = 10$

$8 + 2 = 10$

$6 + 4 = 10$

$5 + 5 = 10$

Note:  $9 + 1$  (without the equal sign) is acceptable.

2A

Teacher reads: Write down all the doubles with answers. Teacher writes this example on the whiteboard:  $7 + 7 = 14$

$3 + 3 = 6$

$6 + 6 = 12$

$4 + 4 = 8$

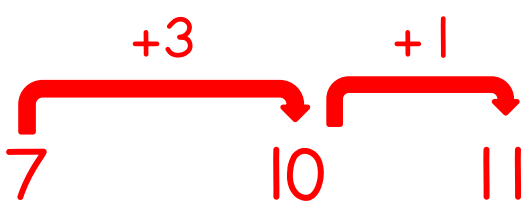

$8 + 8 = 16$

$5 + 5 = 10$

$9 + 9 = 18$

Note: At least 4 doubles should be provided, and  $8+8$ ,  $9+9$  must be shown.

Use your best strategy to solve:

Problem	Answer	Teacher reads: How did you do it? Which strategy did you use?
$5 + 6$	11	Evidence of using near doubles or near ten fact: Double $5 + 1$ , or $5 + 5 + 1$ , or 10 and 1 more, or 12 and 1 less
$7 + 8$	15	Evidence of using near doubles: Double $7 + 1$ , or $7 + 7 + 1$ , or 14 and 1 more, or 16 and 1 less
$9 + 7$	16	Evidence of build to 10 or near doubles: $9 + 1 + 6$ (used 1 from 7 to make 10, then 6 more), or $8 + 8$ (near doubles)
$7 + 4$	11	Evidence of build to 10: $7 + 3 + 1$ , or 
$8 + 4$	12	Evidence of build to 10: $8 + 2 + 2$ , or 10 and 2 more, or 

2B

Use near doubles to solve:

I know  $6 + 7 = 13$  because I know:

double 6 makes 12, so 1 more makes 13

I would solve  $5 + 4$  by thinking:

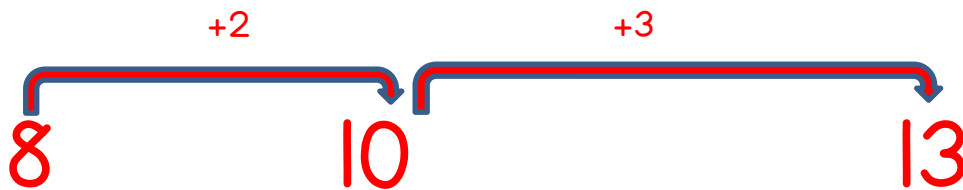
5 and 5 makes 10, so 1 less is 9

I would solve  $8 + 7$  by thinking:

double 7 is 14, so 1 more is 15, or

double 8 is 16, so 1 less is 15

2C

Show how you could use build to 10 to solve  $8 + 5$ :

2D

Work out this problem. Explain or show how you did:

$$\textcircled{3} + \textcircled{6} + \textcircled{5} + \textcircled{7} + \textcircled{1} + \textcircled{5} =$$

How did you do it?

$$5 + 5 = 10$$

$$6 + 1 = 7$$

$$3 + 7 = 10$$

$$\text{so } 10 + 10 + 7 = 27$$

2E

$$28 + 10 = 38$$

2F

Fill in the blanks:

$$2 + \underline{5} = 7$$

$$10 + \underline{3} = 13$$

$$\underline{10} + 9 = 19$$

$$14 + \underline{6} = 20$$