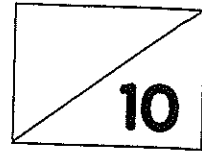


Assessment A

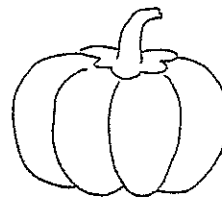
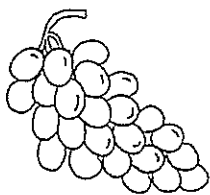
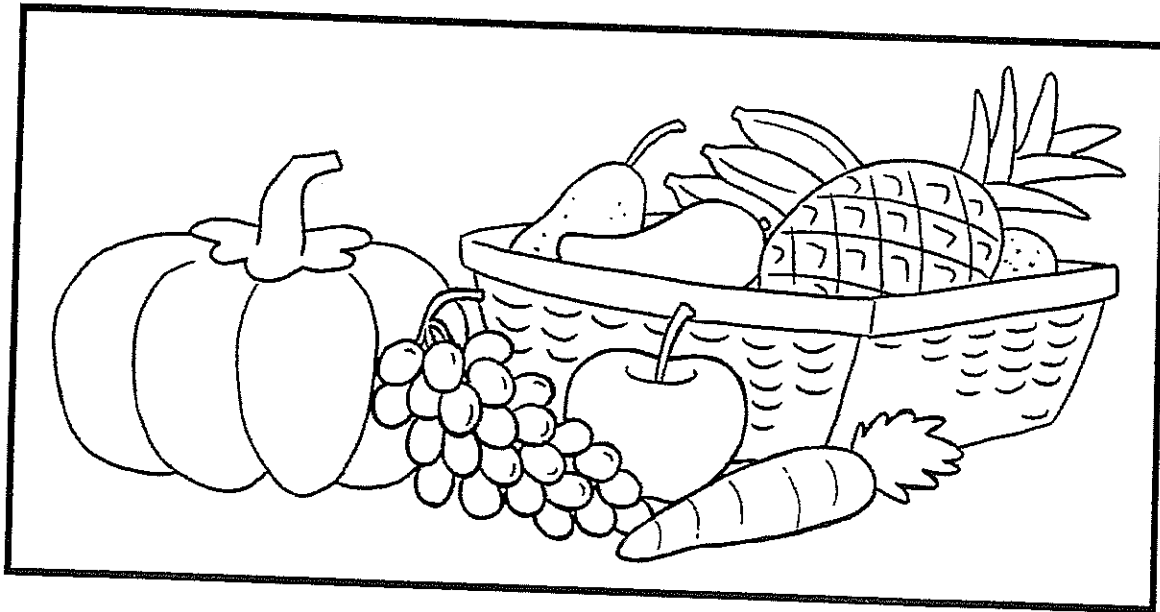
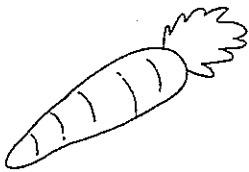
for Chapters 1 – 2

**Let's Do!**

(10 x 1 points = 10 points)

1

Look for the same things. Color.



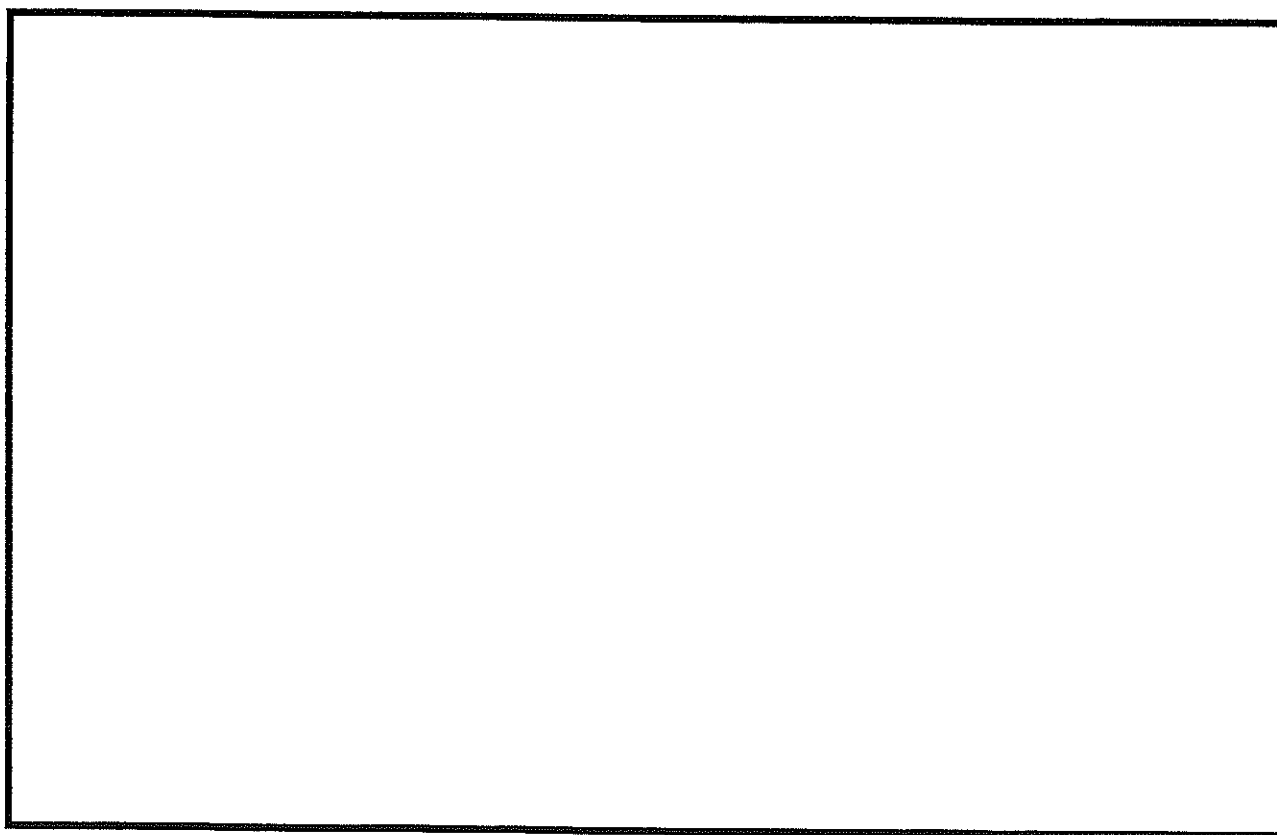
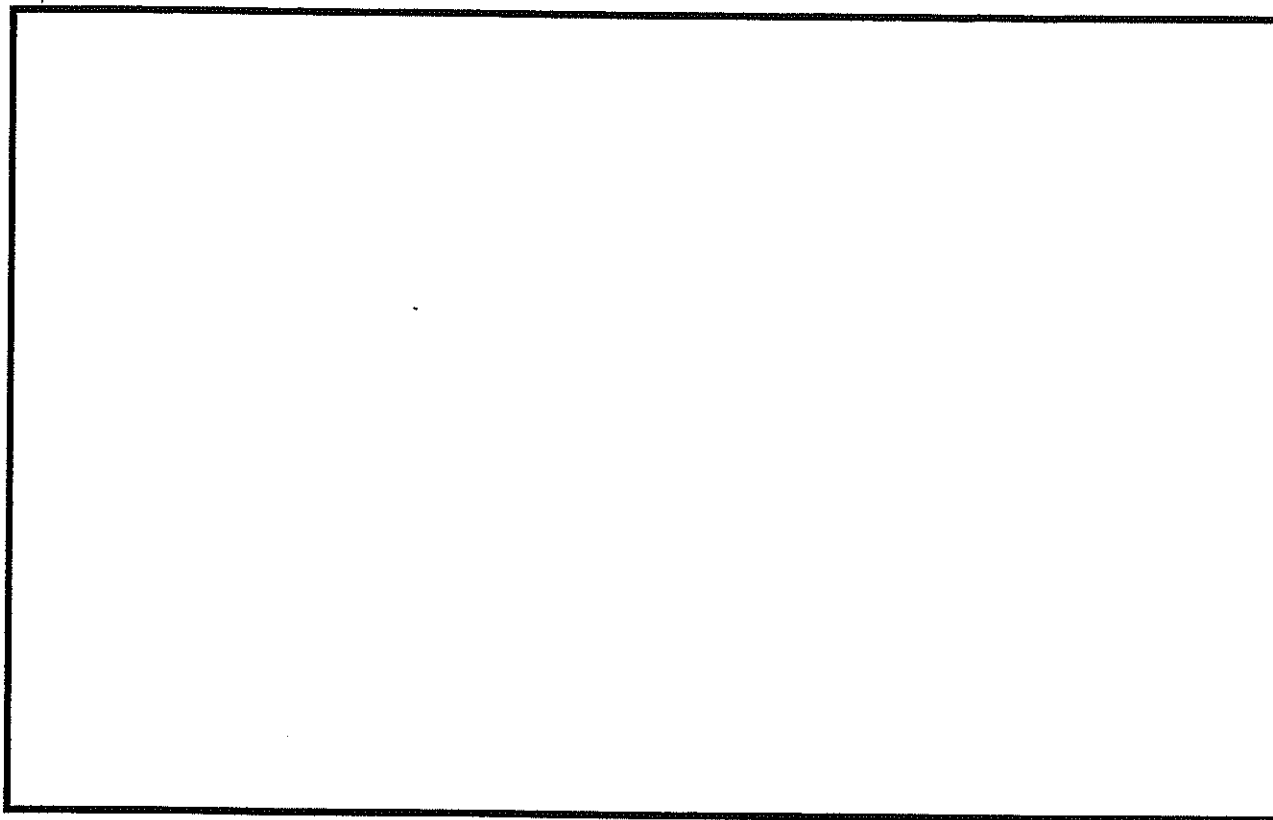
STUDENTS ENTERING FIRST GRADE



Draw two fruits that are the same.

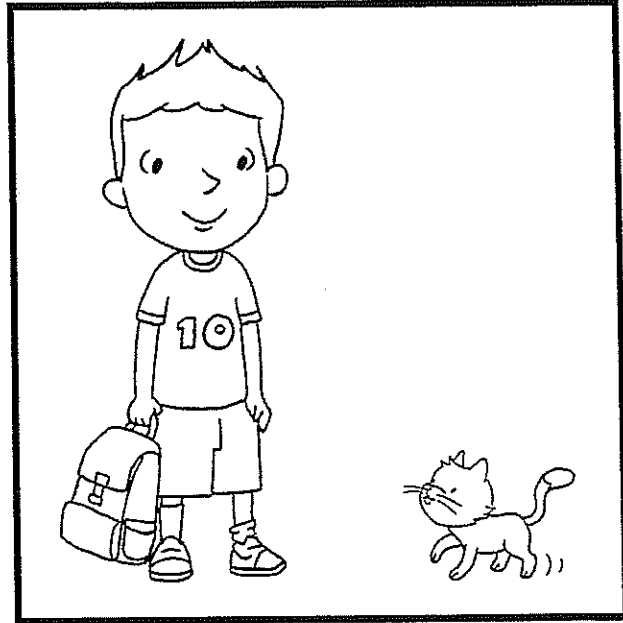
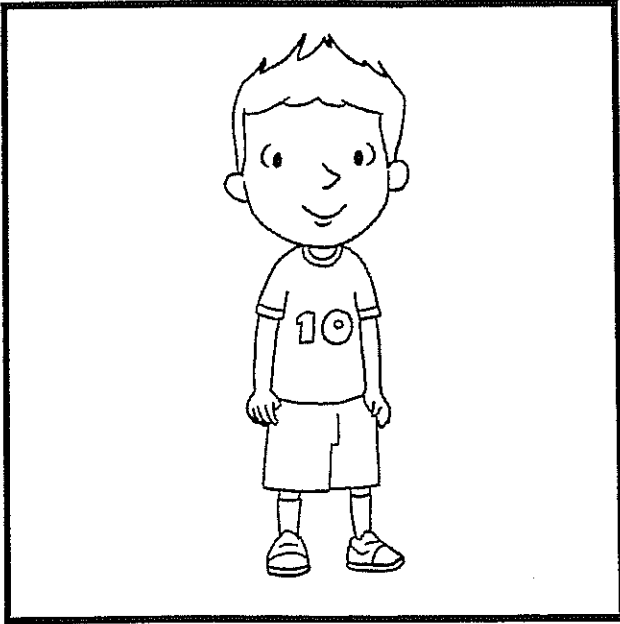
3

Draw two animals that are different.



4

What is different? Circle.

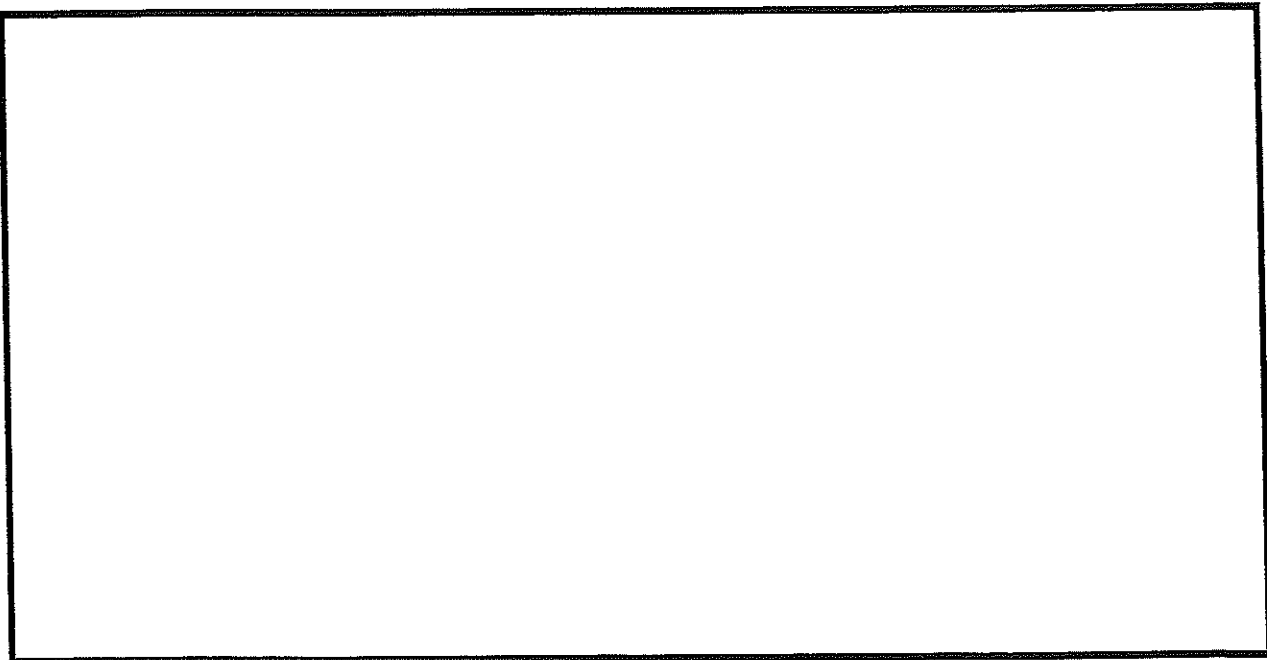


5

_____ things are different.

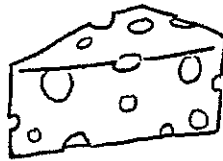
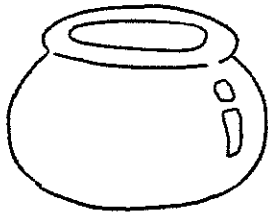
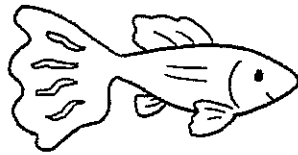
6

Draw 5 balls.



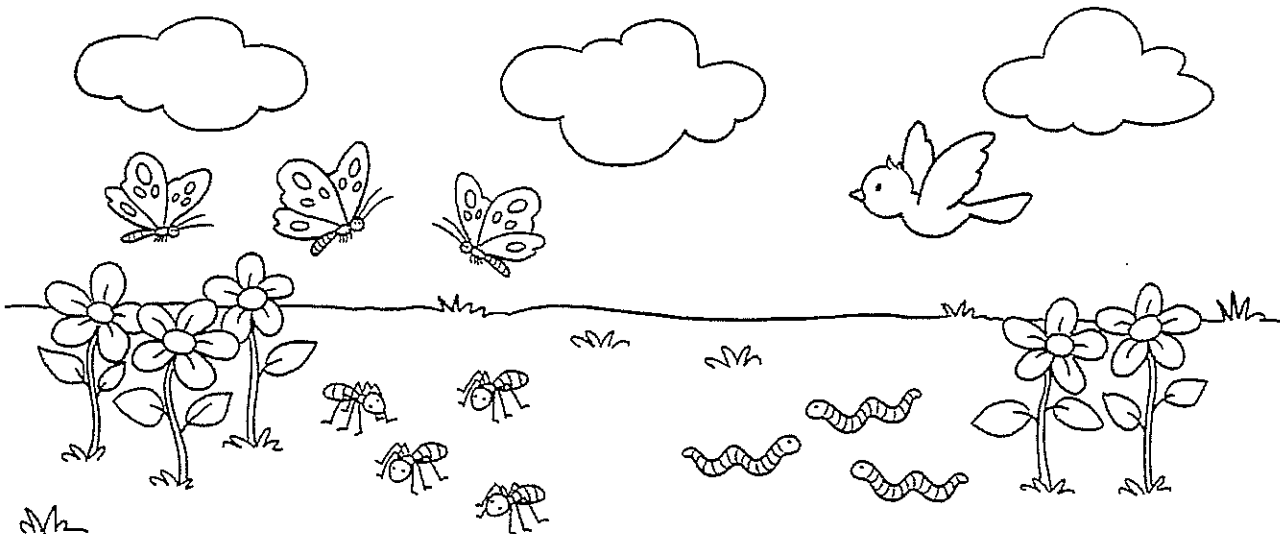
7

Pair.



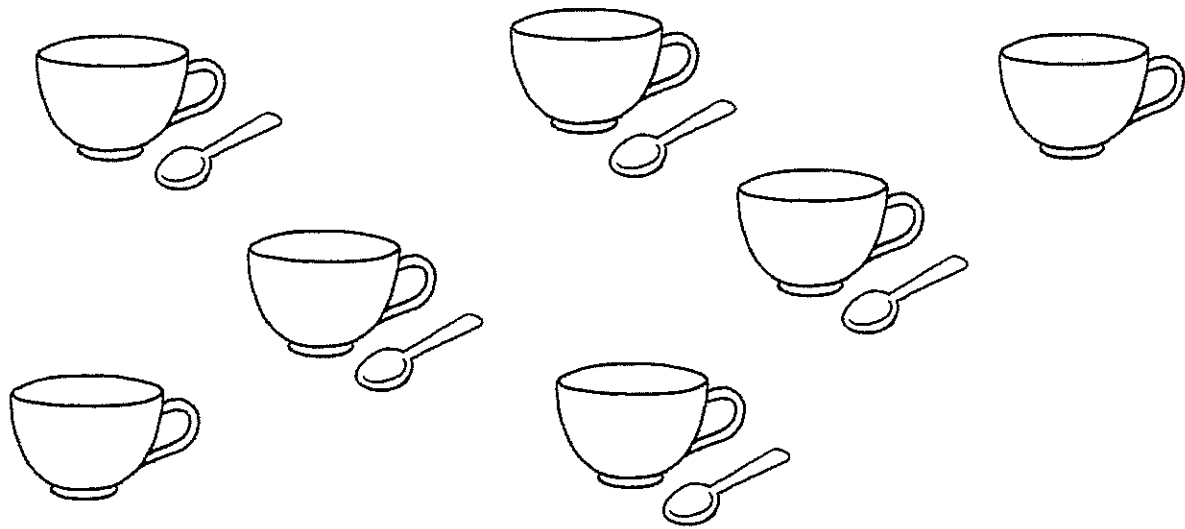
8

Circle the groups of 3.

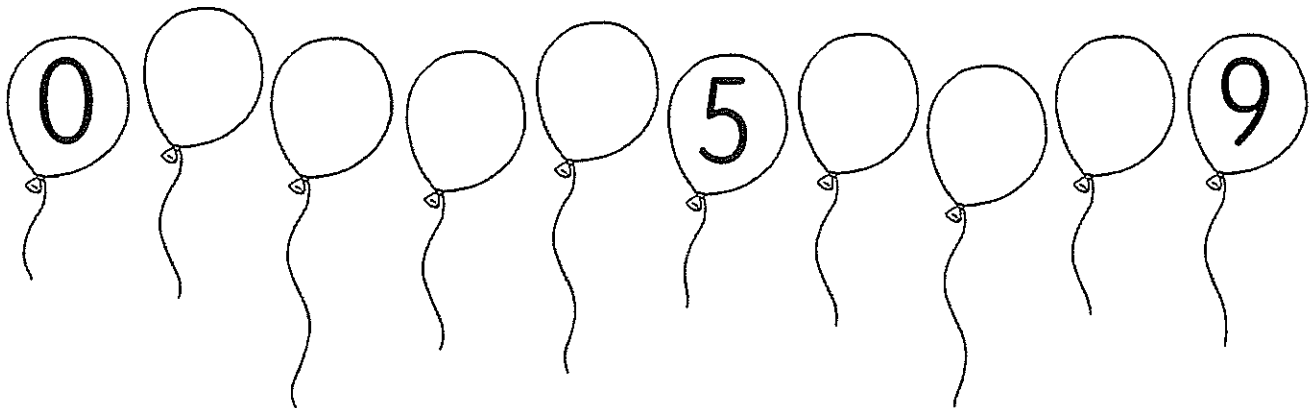




What is missing? Complete the set.



Write the missing numbers.



Let's Talk!

1

Show children 2 identical classroom objects, such as pencils, staplers, and so on. Ask children to say why they are the same.

2

- Show children an attribute block and ask them to find another block that is the same. (same color, same size, and same shape)
 - Ask: Why are they the same?
 - Repeat steps a and b with different attribute blocks.
-

3

Show children 2 objects that have slight differences between them, such as leaves, fruits, and so on. Ask children to say why they are different.

4

- Show children a train of 5 (yellow) connecting cubes and a train of 3 (yellow) connecting cubes.
 - Ask: Are the trains the same? (no)
 - Ask: Why are they not the same? (One has 3 cubes and the other has 5 cubes.)
 - Ask: What is another word for not the same? (different)
 - Repeat steps a–c with a different number of cubes.
-

5

- Show children 6 pencils and 4 sharpeners. Tell them that each pencil needs a sharpener to sharpen it.
- Ask: How many pencils will not get sharpened? (2)
- Repeat steps a and b with a different number of objects.

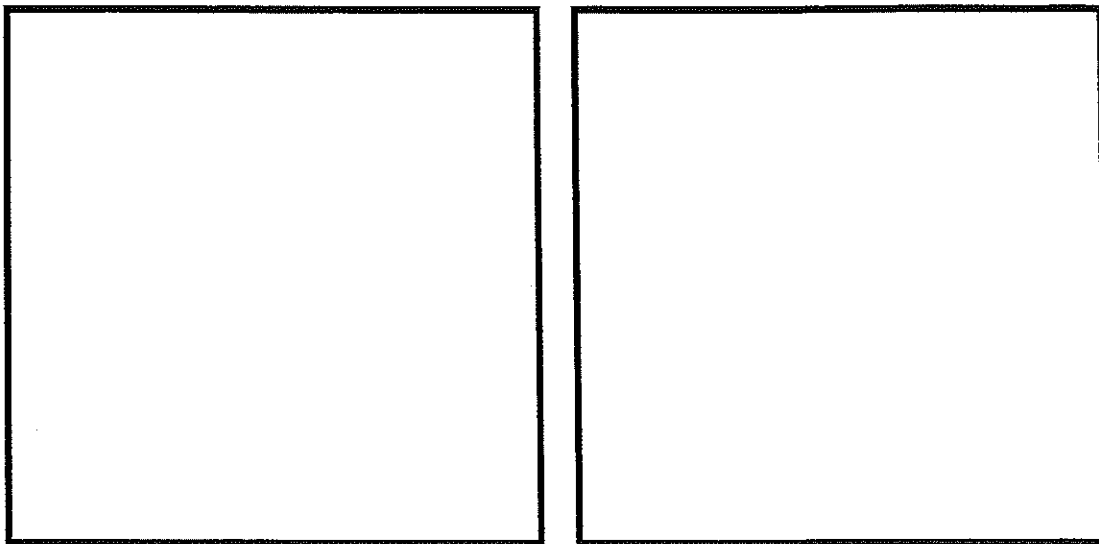
CHAPTER
3

Order by Size, Length, or Weight

Let's Do!

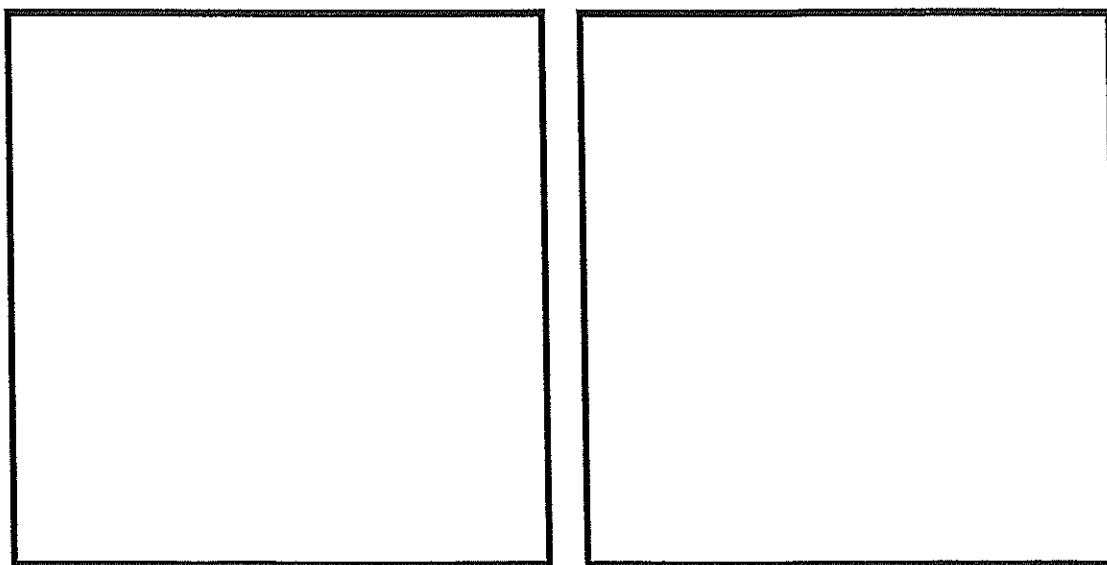
1

Draw two objects that are the same size.



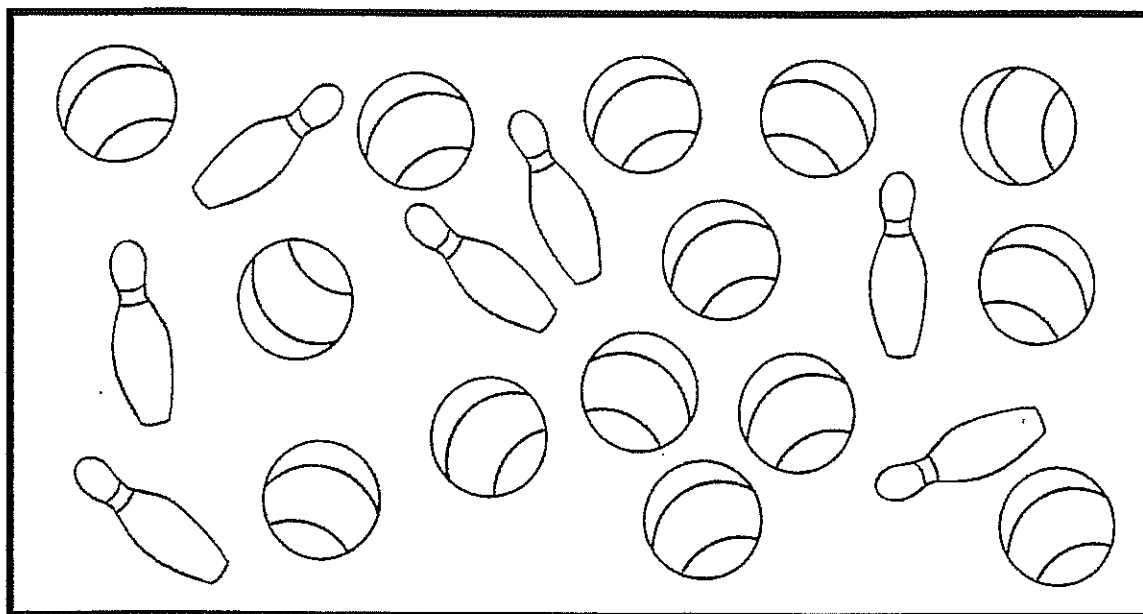
2

Draw two objects that are of different sizes.



3

Count and write. Color the group with fewer.



Let's Talk!

1

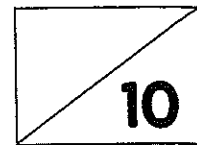
Give children 20 counters each. Ask them to show their partners 8, 14 and 17 counters. Have children count aloud the counters as they display them.

2

- Show children 5 red connecting cubes, 12 blue cubes, 15 yellow cubes, and 19 green cubes. Compare the quantities between two colors by asking: How many (red) cubes are there? How many (blue) cubes are there? Which is more? Which is fewer?
- Have children order the cubes in ascending order of quantity.
- Repeat steps a and b with children working in pairs. Vary the number of cubes.

Assessment B

for Chapters 3 – 6



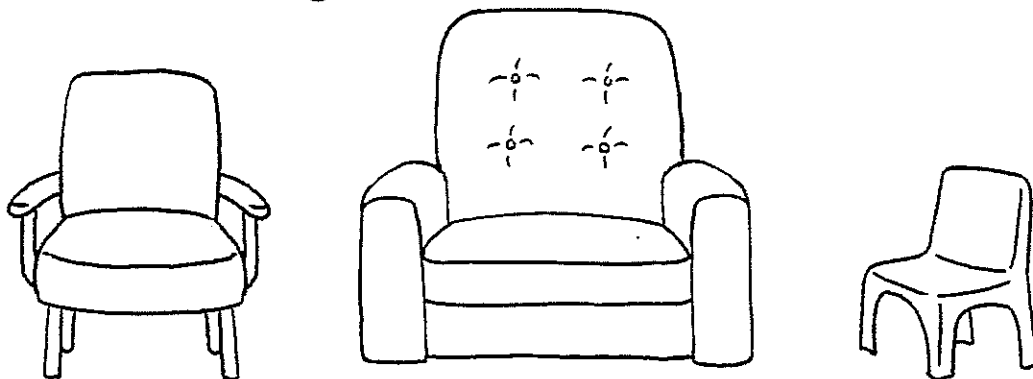
Let's Do!

(10 x 1 points = 10 points)

1

Circle the small chair.

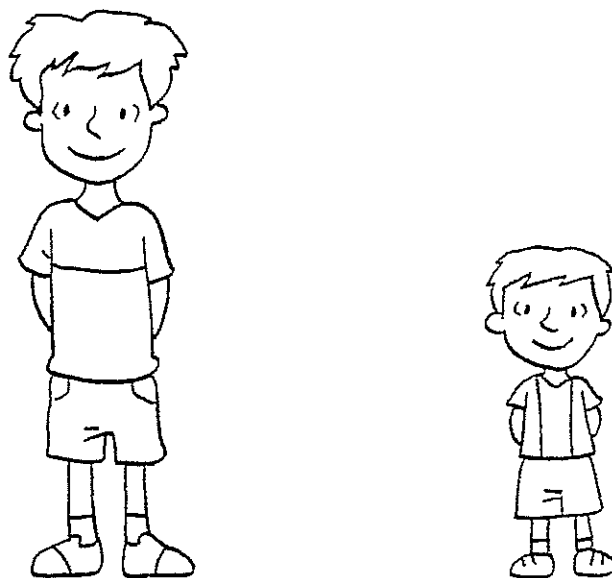
Color the big chair.



2

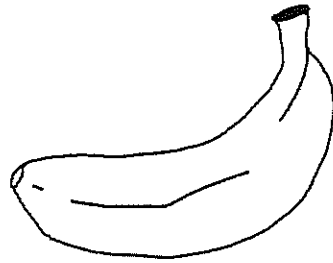
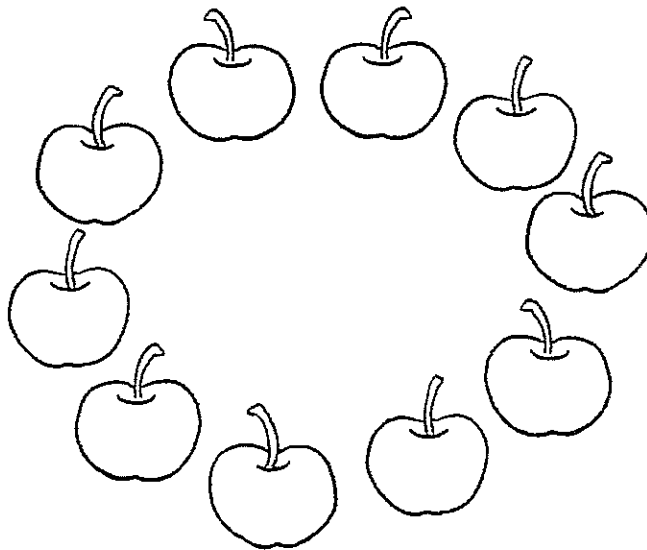
Circle the taller boy.

Color the shorter boy.

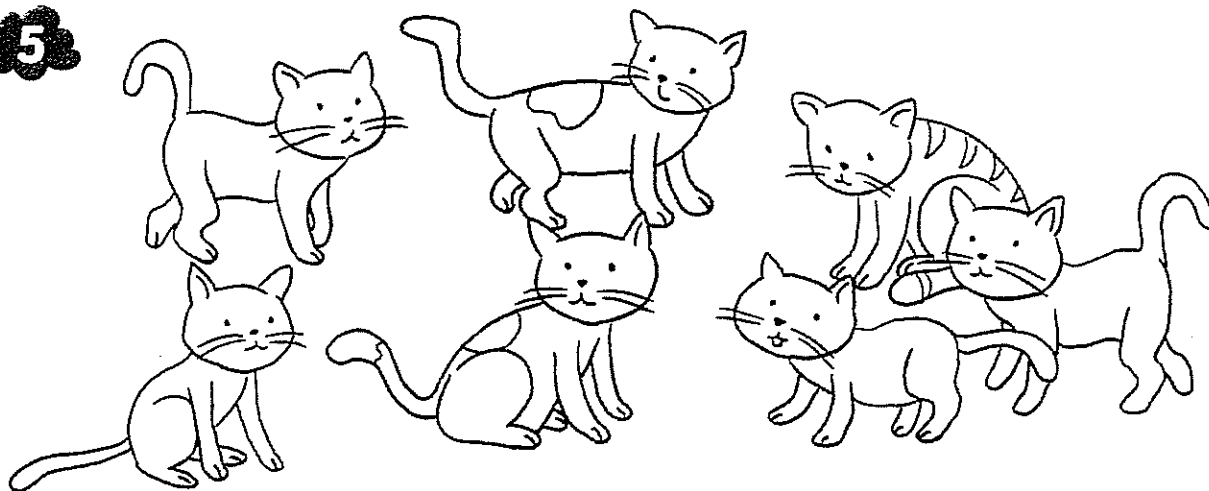


3

Circle the heaviest fruit.

**4**

There are _____ apples.

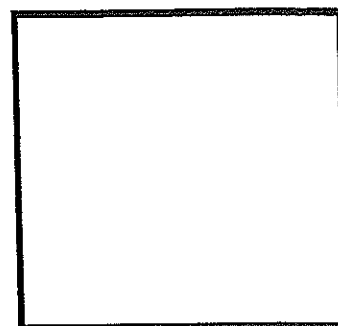
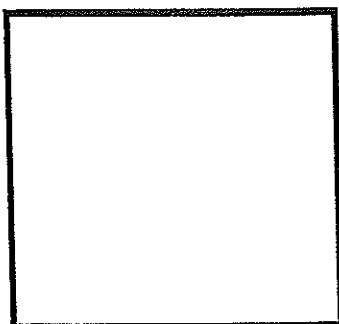
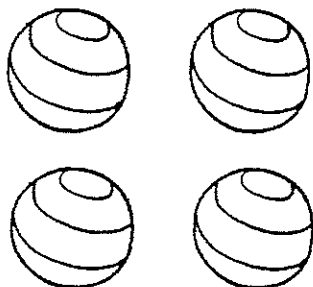
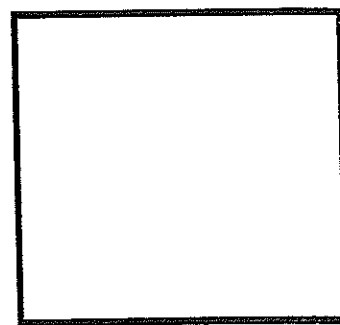
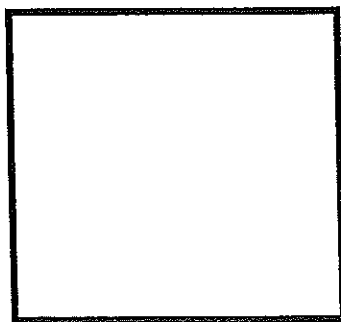
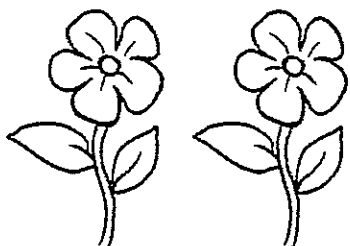
5

There are _____ cats.

6

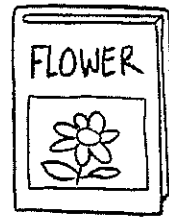
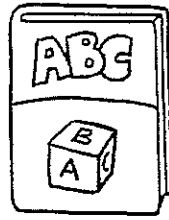
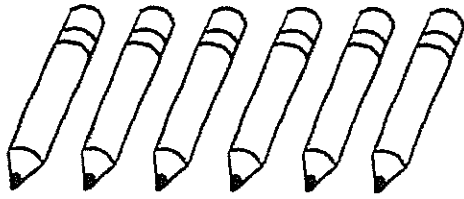
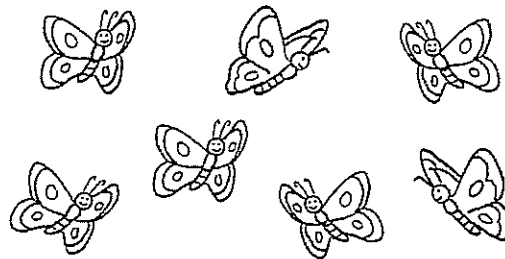
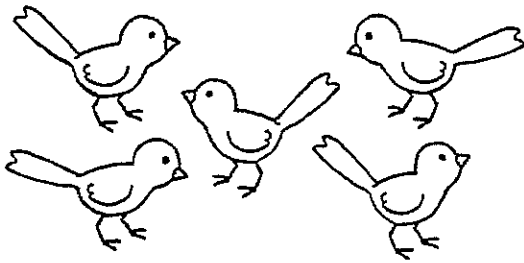
Draw one more.

How many in all?



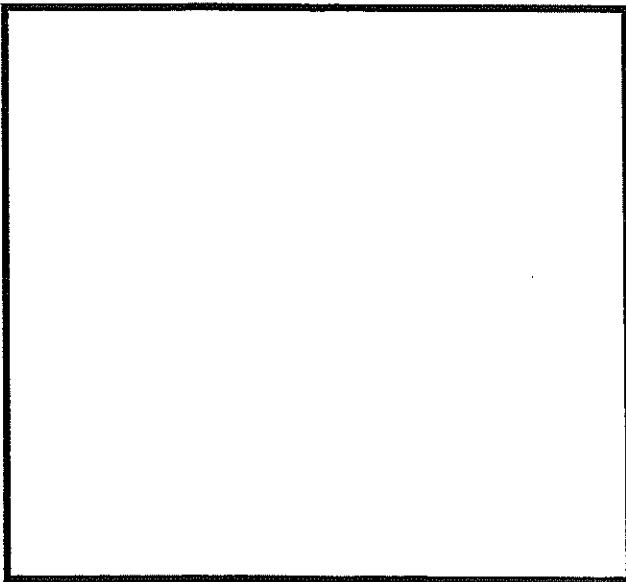
7

Which group has fewer than 4? Circle.

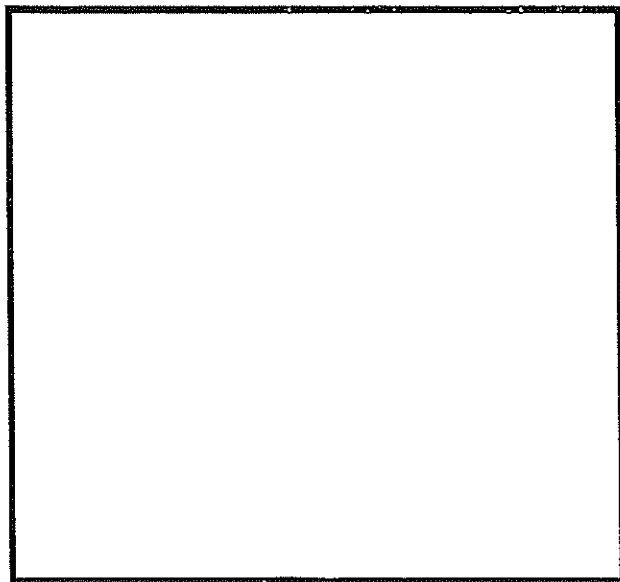
a.**b.** Which group has fewer than 6? Circle.**8**

Draw a big ball.

Draw a small ball.

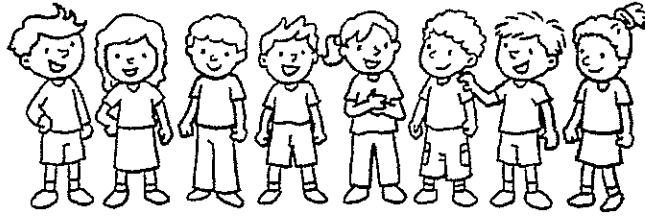


Big ball



Small ball

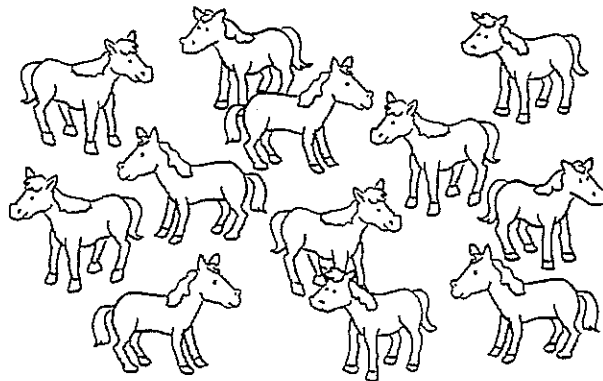
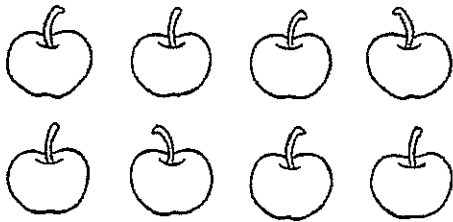
9



Each  needs a .

How many more  do we need? _____

10



Each  wants an .

How many more  do we need? _____

Let's Talk!**1**

Provide a thick book, a stapler, and a pencil. Ask children to place them in order according to weight.

2

Ask children to show with their fingers at least two different ways to make 5.

3

Show children selected numeral cards to 10. Hold them up at random and ask: Which number is one less than this number?

Vary the values.

4

Ask: What did you do before (lunch)? What did you do after (your karate class)?

5

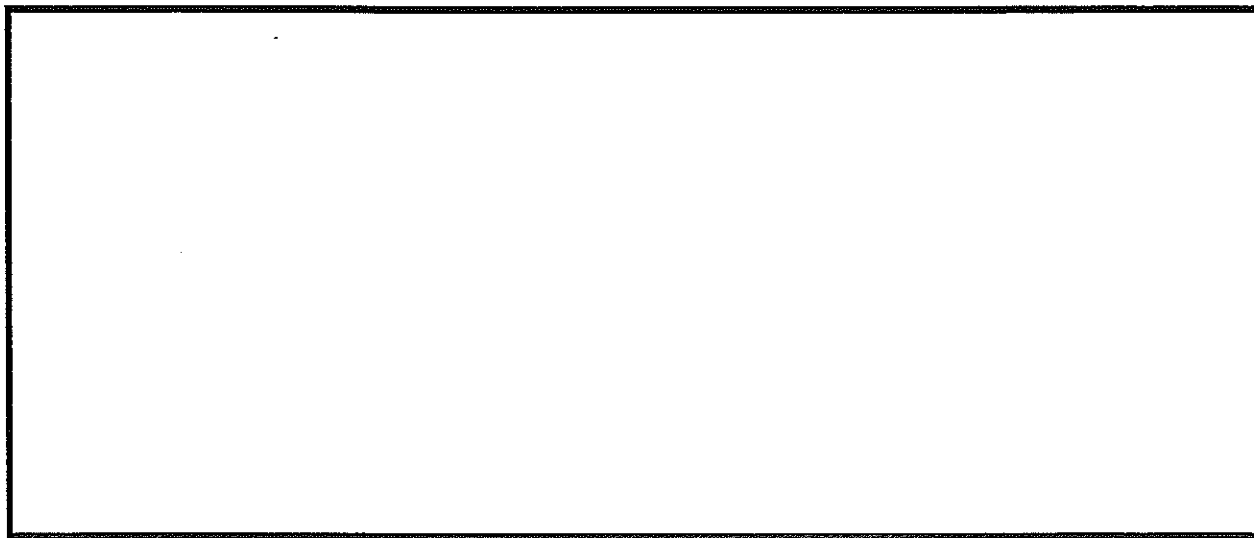
- a. Give each pair of children two ten-frames and 20 counters. Call out numbers 11 to 20 randomly and have children display the counters on the ten-frames.
- b. Display 11 to 20 counters on ten-frames and have children tell you the number.

CHAPTER
7

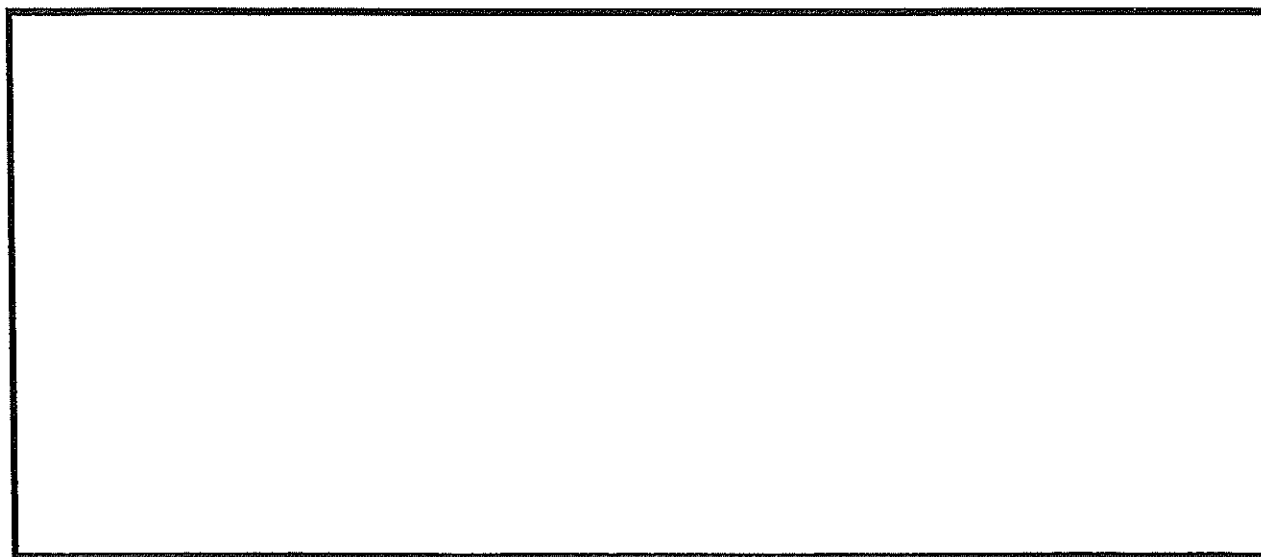
Solid and Flat Shapes

Let's Do!**1**

Draw a shape with 3 sides.

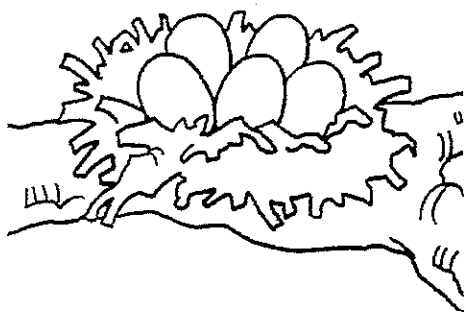
**2**

Draw a shape with no sides.

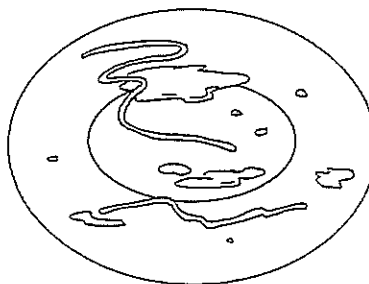
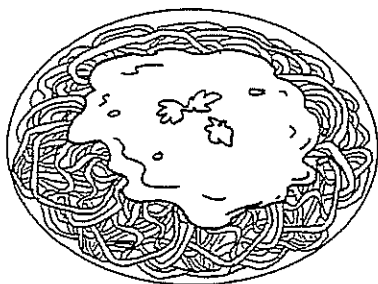


2

Which comes first? Circle.

**3**

Which comes last? Color.



Let's Talk!

1

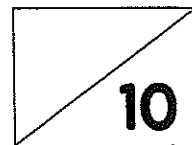
Ask children to describe what they do in the morning when they wake up. Ask: What is the first thing you do? What is the next thing you do?

2

Show the children, using actions, the steps in brushing teeth. Ask: What do we do first? What should we do next? What is the last step?

Assessment C

for Chapters 7 – 10

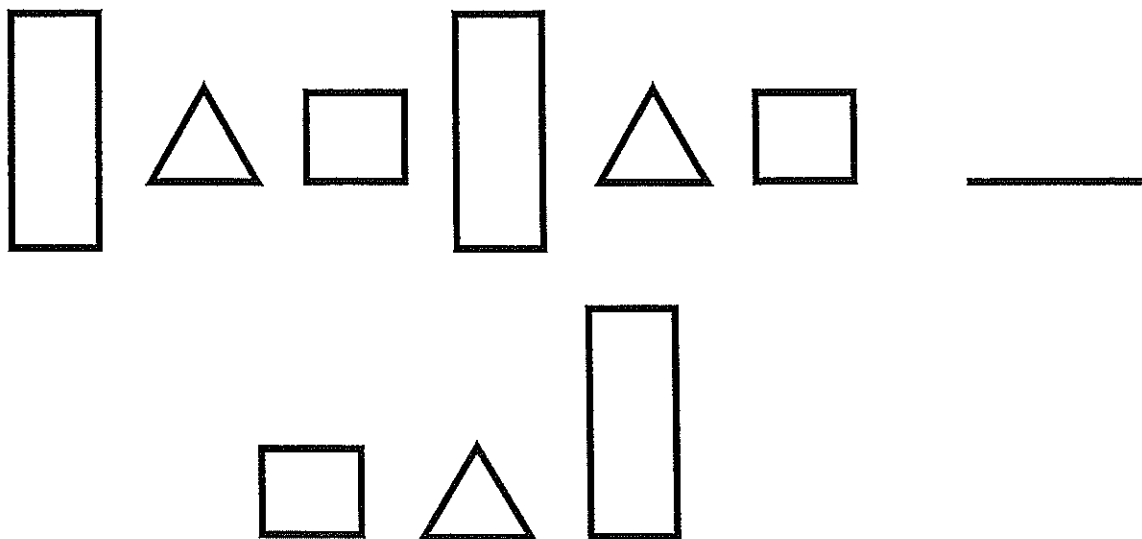


Let's Do!

(10 x 1 points = 10 points)

1

What comes next? Color the shape.



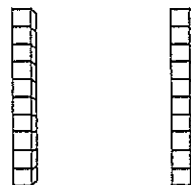
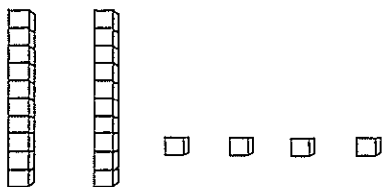
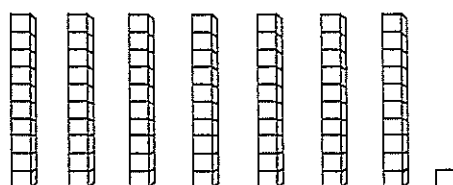
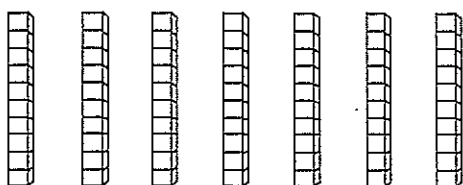
2

What comes next? Draw the shape.

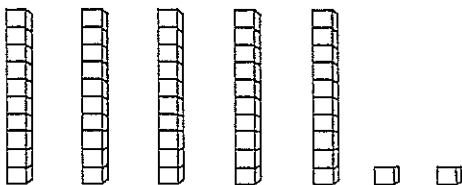
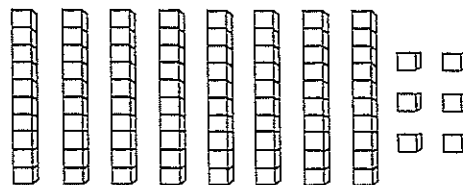


3

Which shows a greater number? Circle.

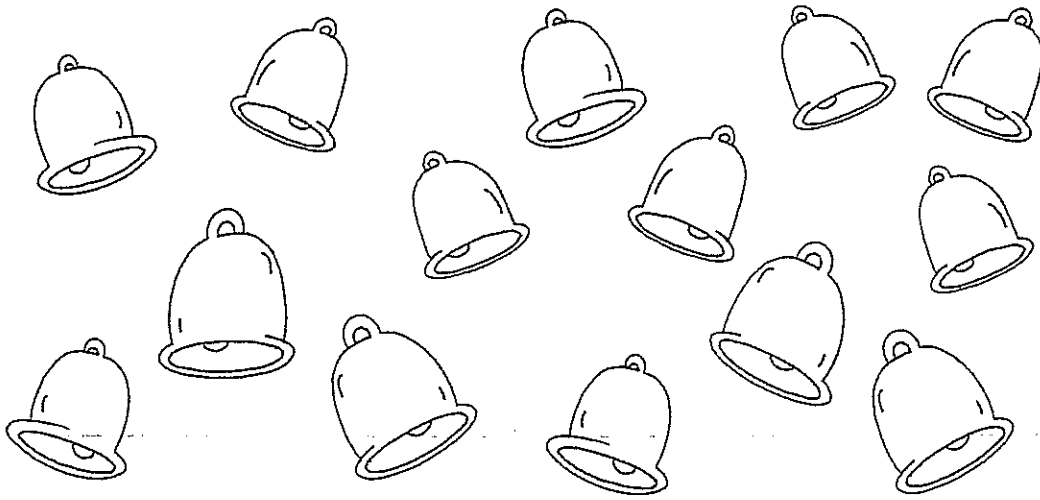
a.**b.****4**

How many? Circle.

a.**b.****25****52****62****68****76****86**

5

Count by 2s.



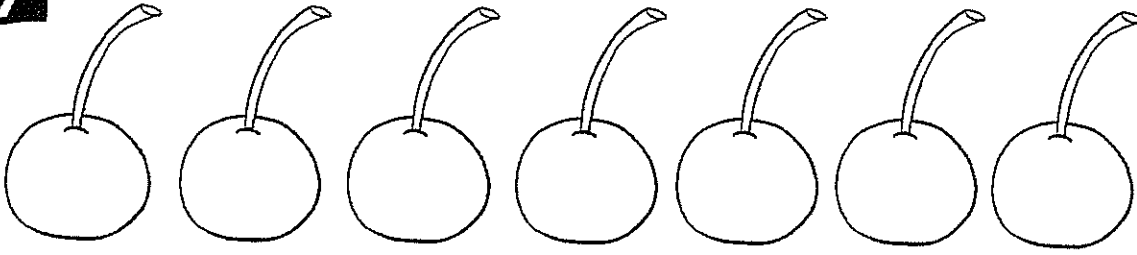
How many in all? _____

6

Count by 5s.



How many in all? _____

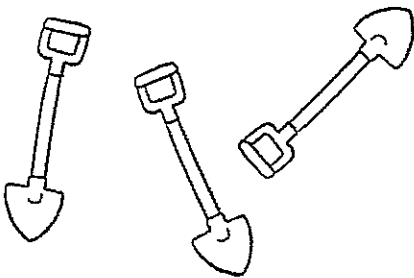
7

Use the number train. Add on 2 more cherries.

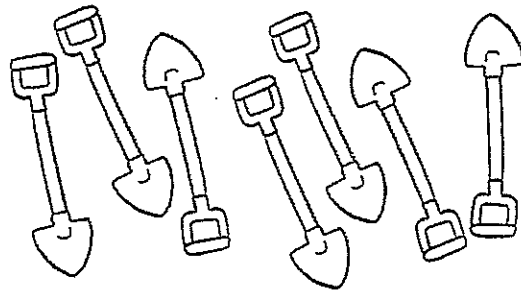
Then, there are _____ cherries in all.

8

How many in all? Count and circle.



and





Count and write.

2 and



is _____.

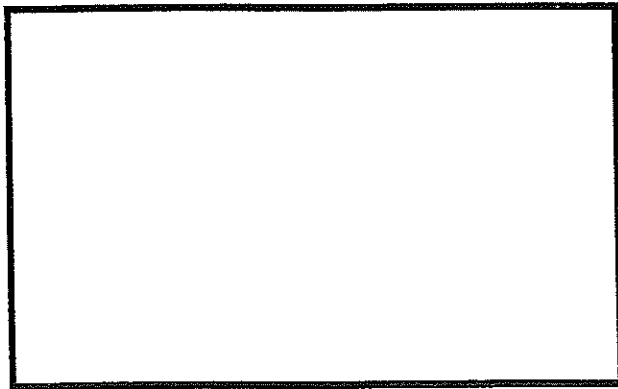
7 and



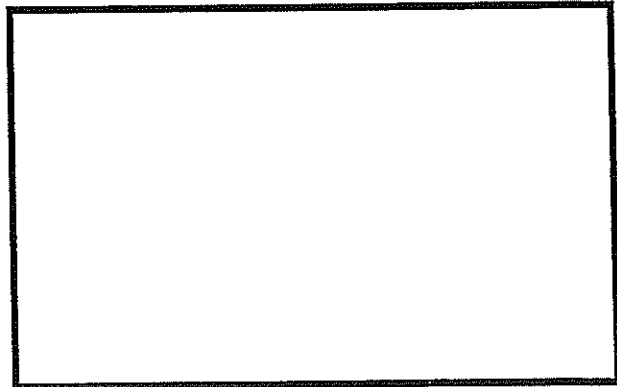
is _____.



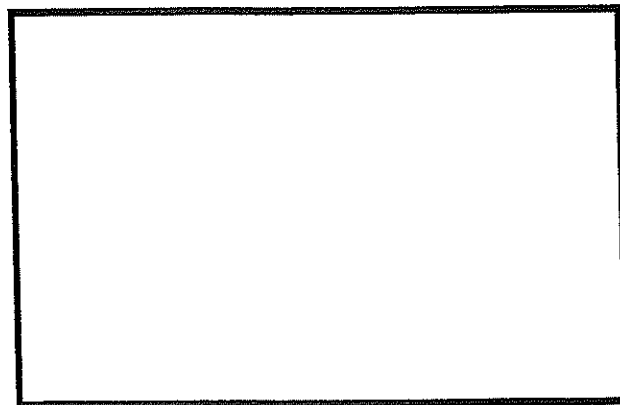
What are your favorite fruits? Draw. Compare with a friend.



1st choice



2nd choice



3rd choice

Let's Talk!**1**

Using attribute blocks, select the four basic shapes in turn and ask children to look for the same shape around the room.

2

Ask children to describe each shape by talking about corners, the number of corners, the number of sides, and the length of the sides.

3

- Show children 10 connecting cubes and ask them to suggest a quick way to count them. (Count by 2s or 5s.)
 - Ask children to count the cubes by 2s.
 - Ask children if they will get the same answer if they count the cubes by 5s. (Yes)
 - Ask children to count by 5s and say how many sets of 5. (2 sets)
-

4

- Make two parallel rows of 8 connecting cubes. Ask children if there are the same number of cubes in each row. Ask how they know.
 - Next, make one row into a circle and ask if there are still the same number in each set. Ask how they know.
 - Next, make the circle of cubes into a tower and ask if there are still the same number in each set. Ask how they know.
-



Lay out the following attribute blocks: blue triangle, yellow circle, red square, yellow triangle, red circle.

Tell children that the blue triangle is the first shape.

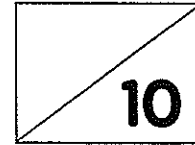
Ask: Which block is before the red square? (The yellow circle)

Ask: Which block is after the yellow triangle? (The red circle)

Vary the attribute blocks and their order. Repeat the activity.

Assessment D

for Chapters 11 – 14

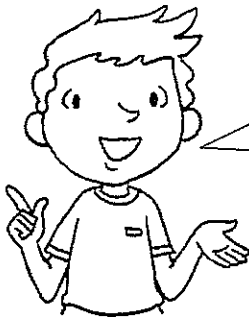


Let's Do!

(10 x 1 points = 10 points)

1

Circle.



What day comes after Tuesday?

Monday

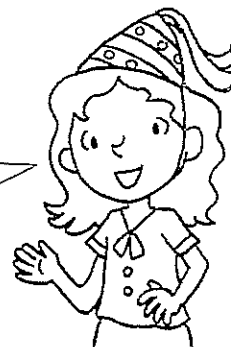
Wednesday

Thursday

2

Circle.

My birthday is in the month
between August and
October. Which month is
my birthday in?



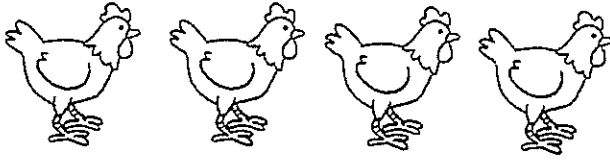
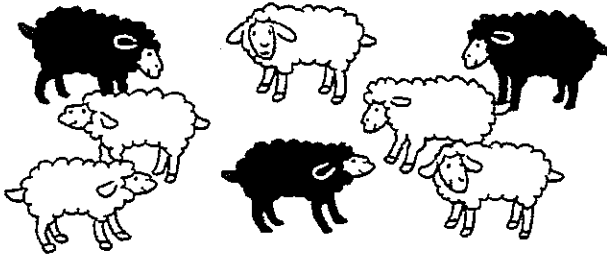
July

November

September

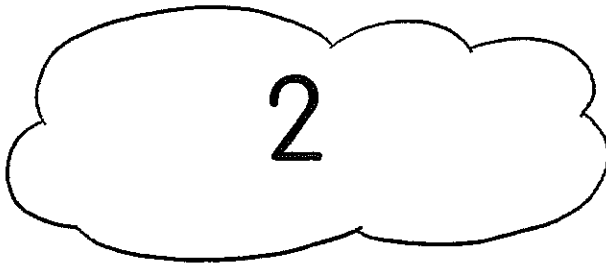
3

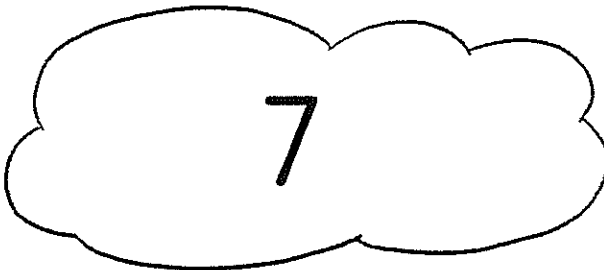
How many more to make 10?
Count and write.

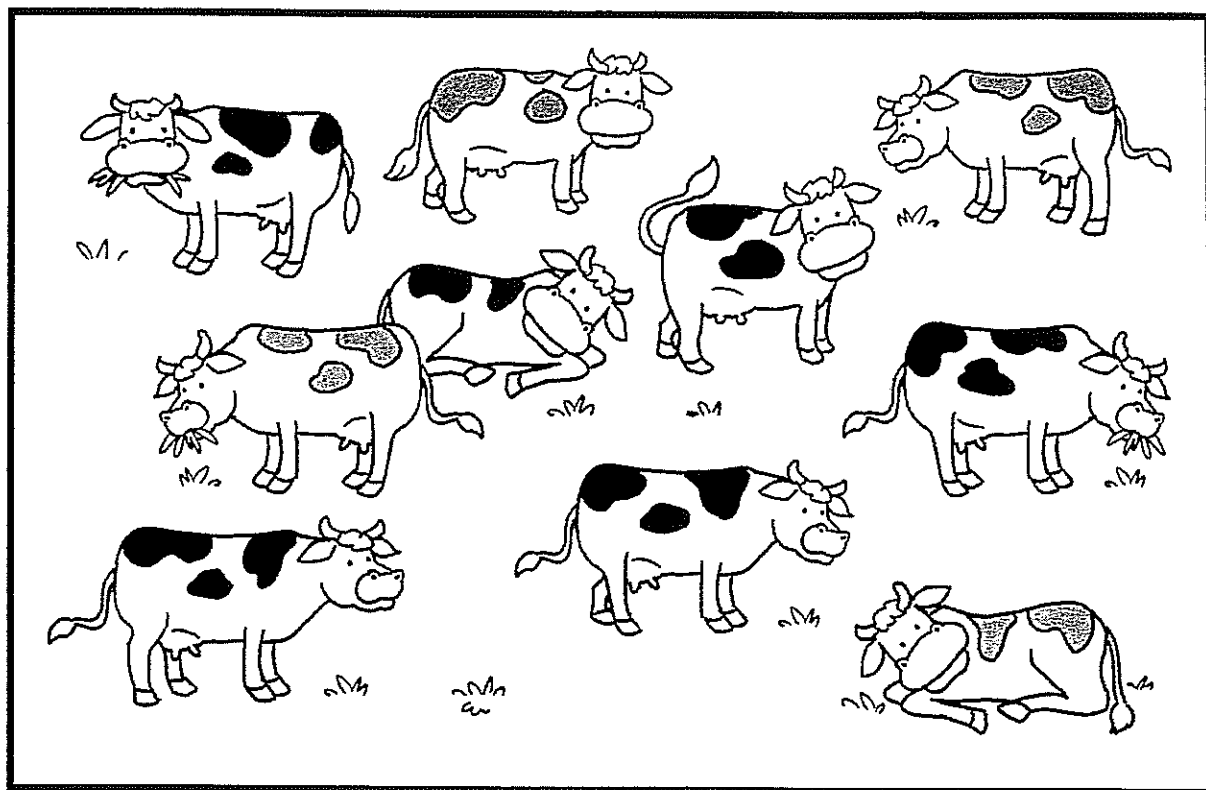
a.**b.**

4

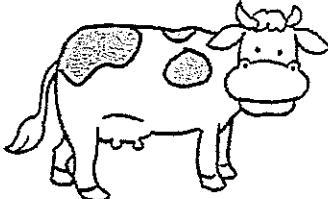
How many more to make 10? Write.

a.

b.

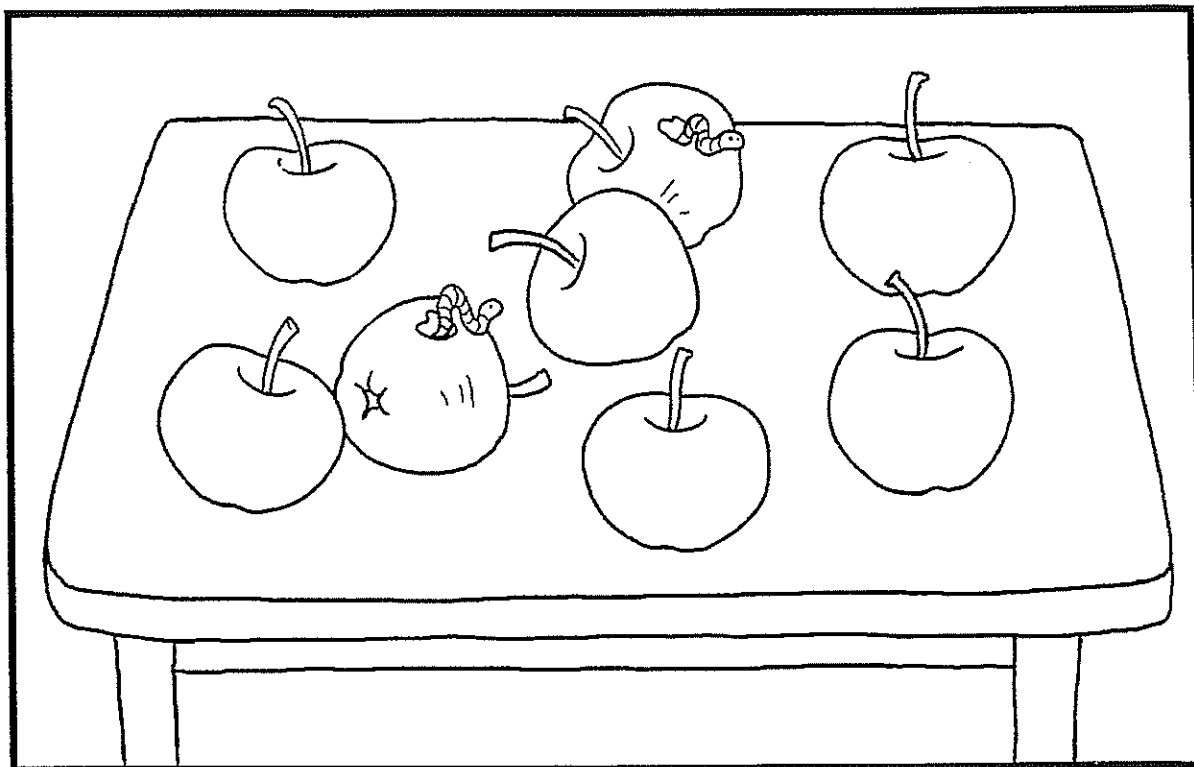
5

a. How many  ? _____

b. How many  ? _____

c. How many cows in all? _____

6

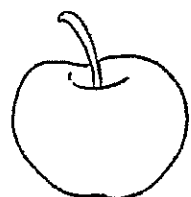


a. How many



? _____

b. How many



? _____

c.

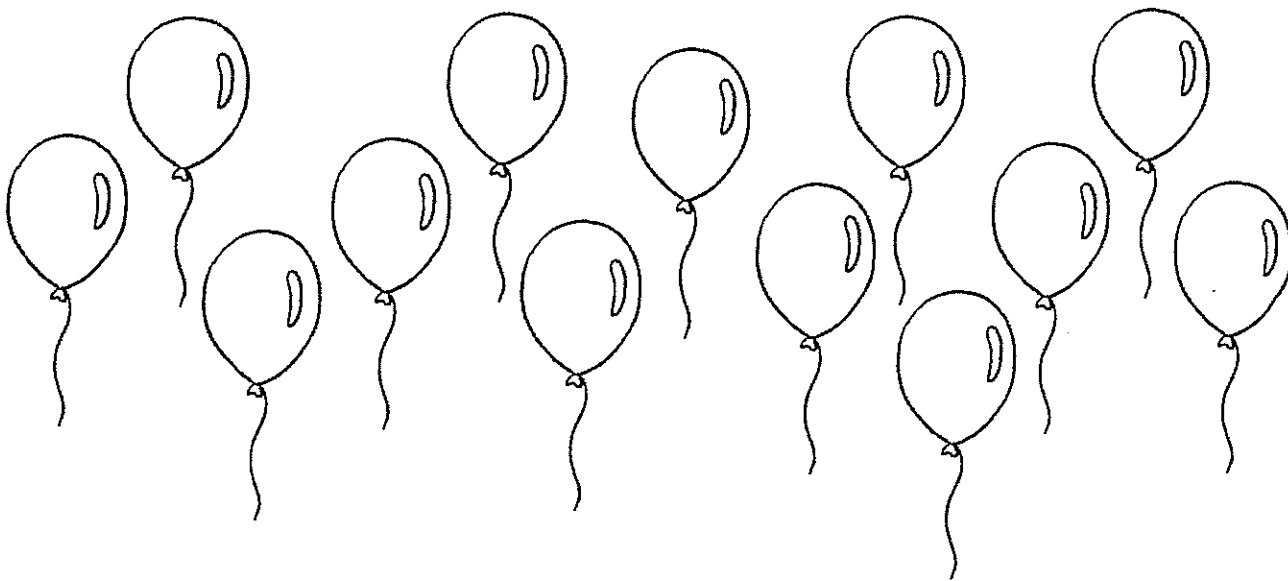
How many apples in all? _____

d.

How many more to make 10? _____

7

How many? Count and circle.



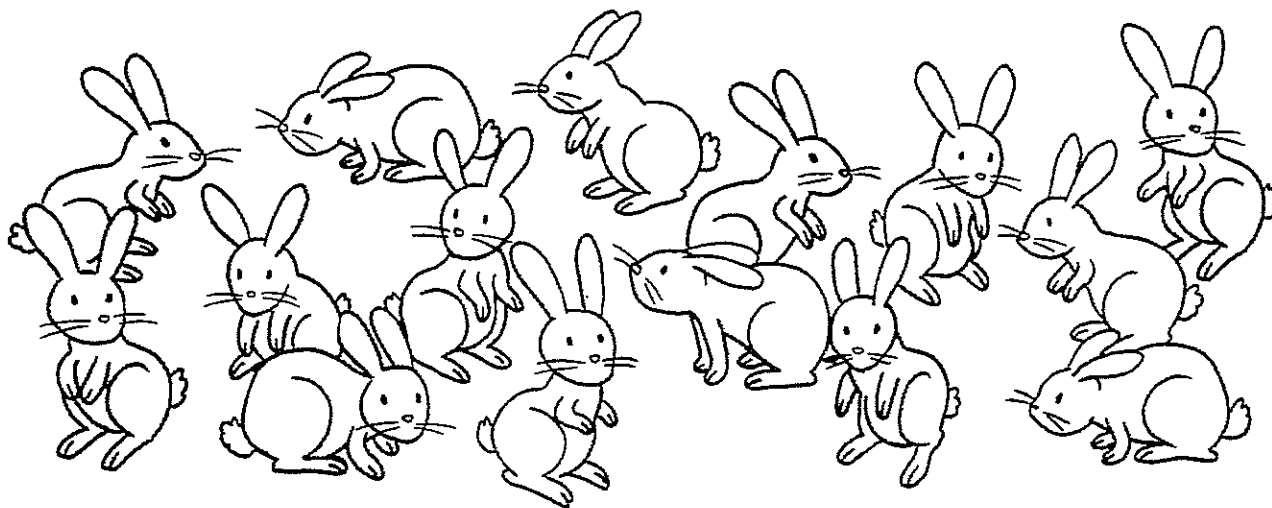
12

13

14

8

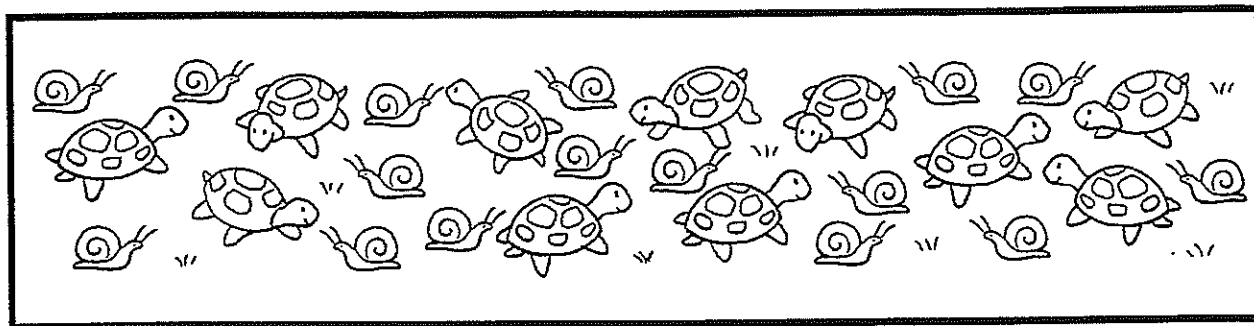
How many? Count and write.



There are _____ rabbits in all.



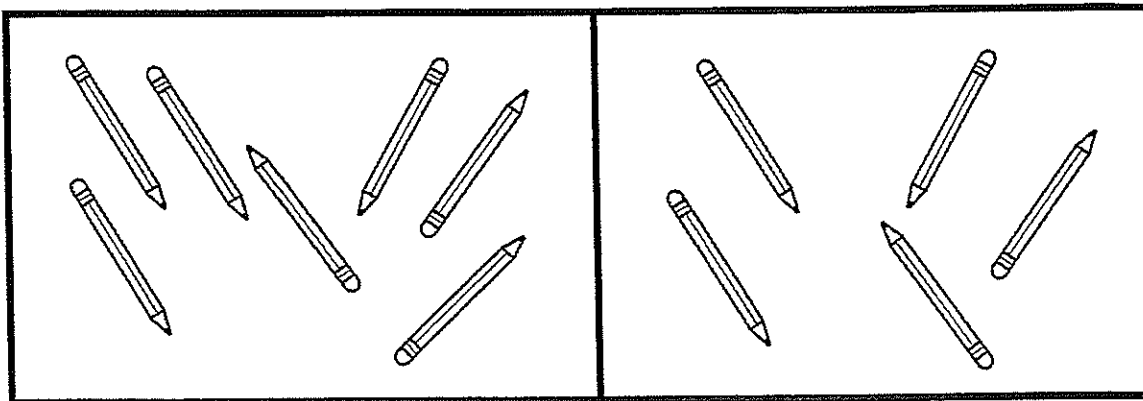
How many? Count and write.



a. There are _____  .

b. There are _____  .

10



a. Count how many. _____

b. How many more to make 15? _____



Fill in the missing numbers.

a. $2\text{¢} + 6\text{¢} = \underline{\hspace{2cm}}$.

b. $3\text{¢} + 4\text{¢} = \underline{\hspace{2cm}}$.

c. $1\text{¢} + 5\text{¢} = \underline{\hspace{2cm}}$.

d. $7\text{¢} + 1\text{¢} = \underline{\hspace{2cm}}$.

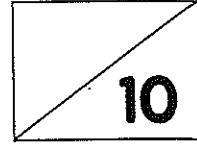
e. $5\text{¢} + 5\text{¢} = \underline{\hspace{2cm}}$.

Let's Talk!

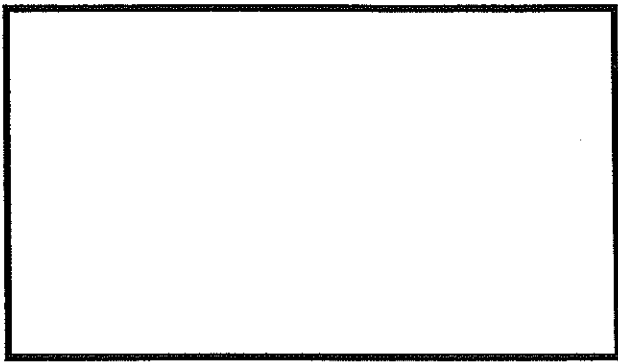
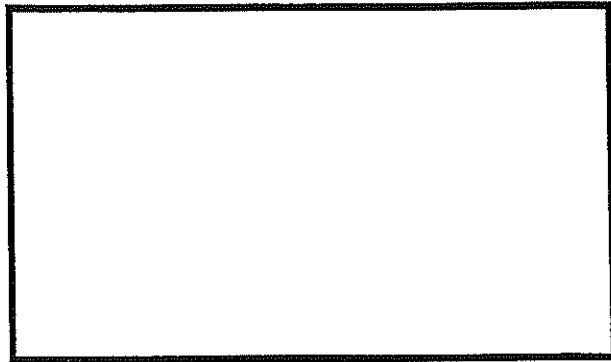
- a. Say: I have 10¢. I went to a fruit shop and bought an apple and a pear. The apple cost 2¢ and the pear cost 5¢. Ask: How much change did I get?
- b. Ask: Can I buy anything else with my change? How much would I have left then?

Assessment E

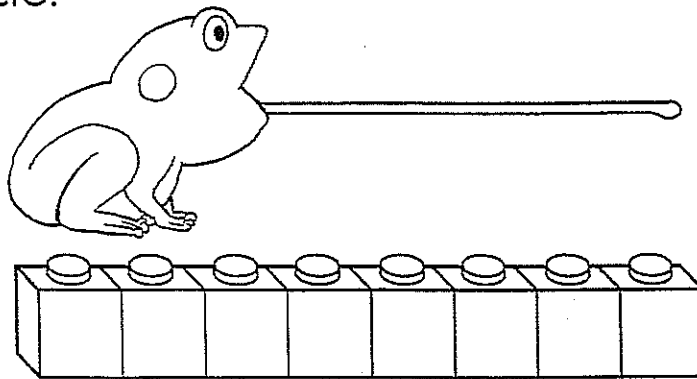

for Chapters 15 – 20

**Let's Do!**

(10 x 1 points = 10 points)

1Draw a long .Draw a short .Long Short **2**

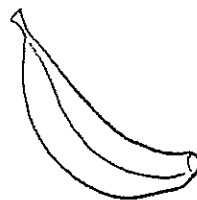
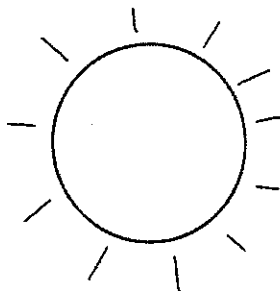
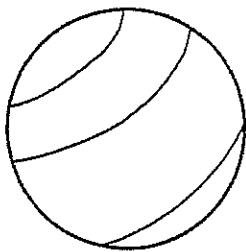
Circle.

The frog's tongue is about _____  long.

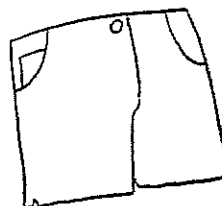
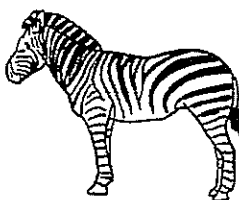
3

Color the item that does not belong.

a.



b.



4

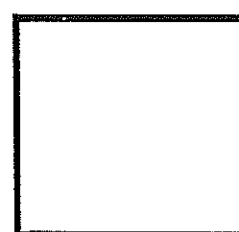
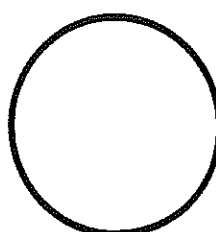
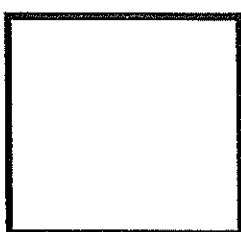
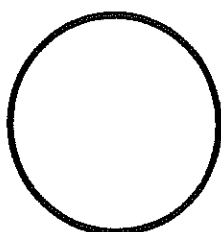
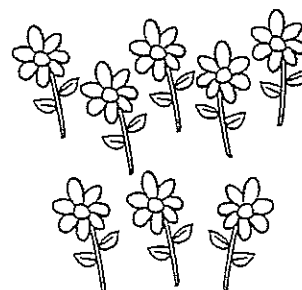
Count and write.

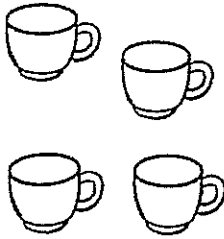


and

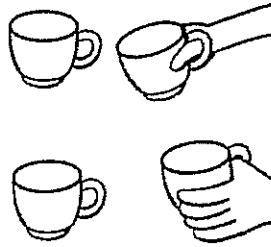
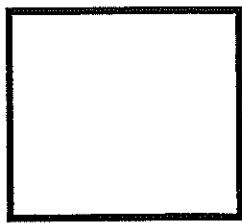


make

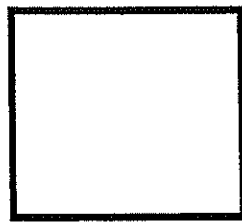


5**a.**

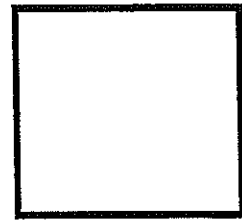
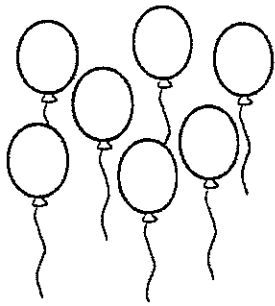
There are
4 cups.



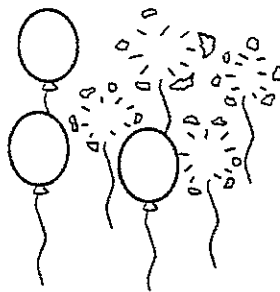
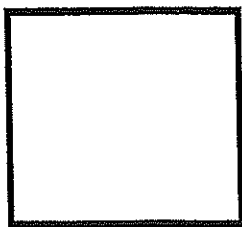
Take away
2 cups.



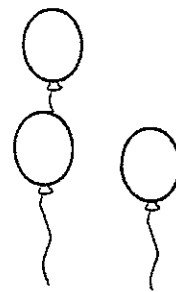
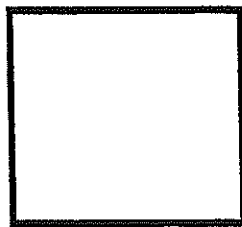
How many
are left?

**b.**

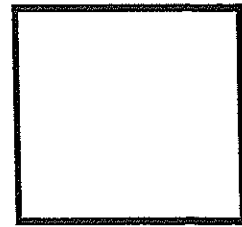
There are
7 balloons.



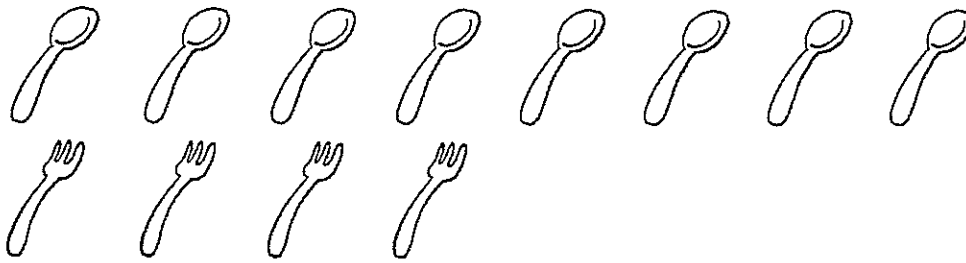
4 balloons
burst.




How many
are left?



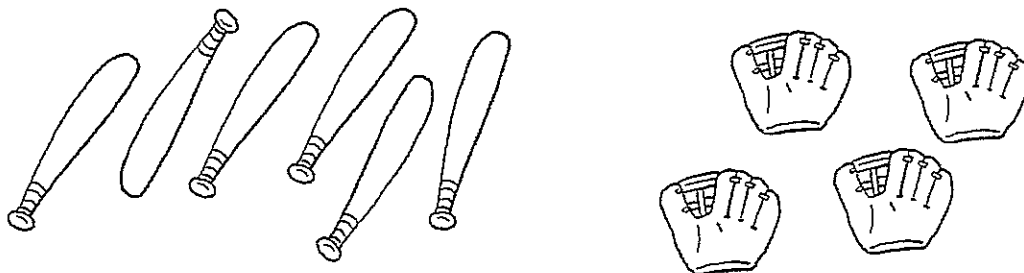
6
a.



How many more  ? _____

	—		=	
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b.

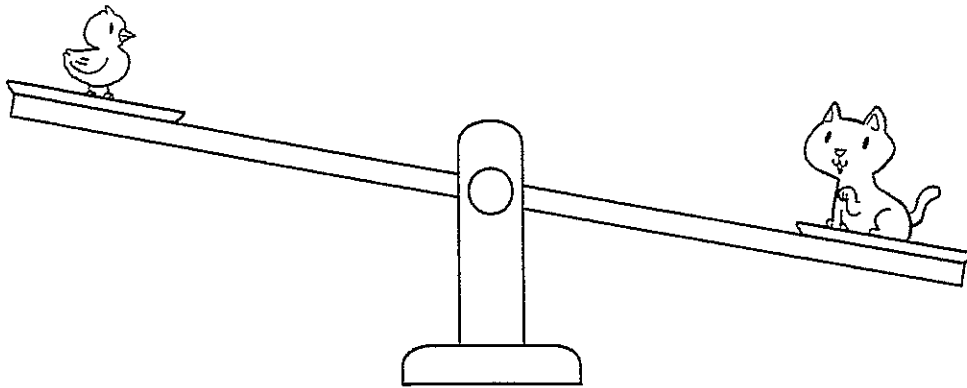


	—		=	
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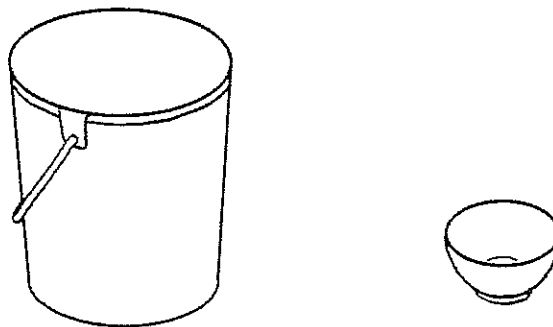
There are _____ more .

7

Circle the heavier animal.
Color the lighter animal.

**8**

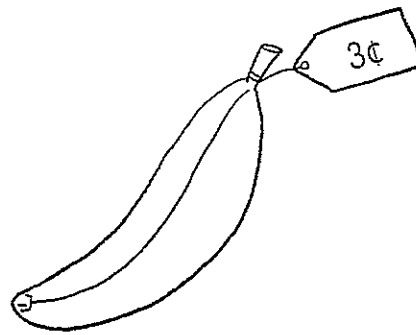
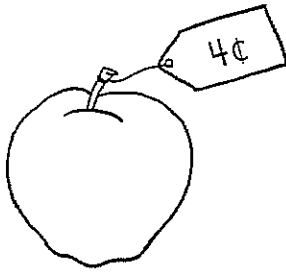
Circle the container that holds more.
Color the container that holds less.



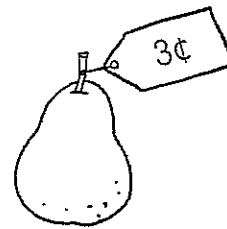
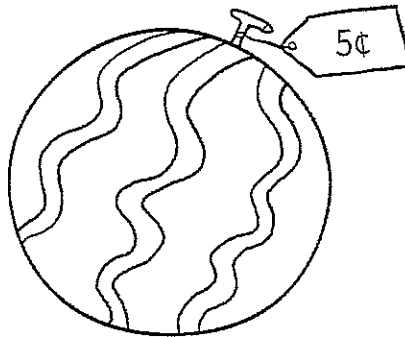
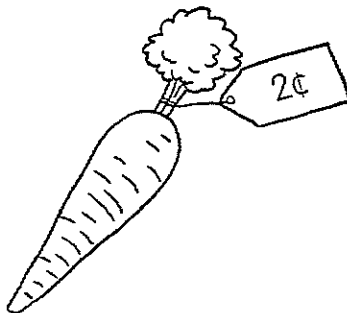


How many pennies do you need to buy the things? Color.

a.

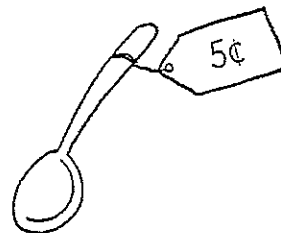
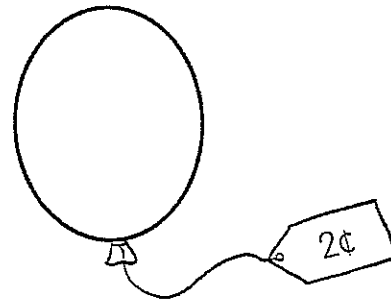
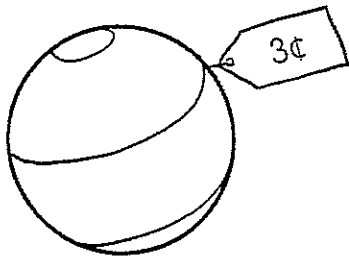
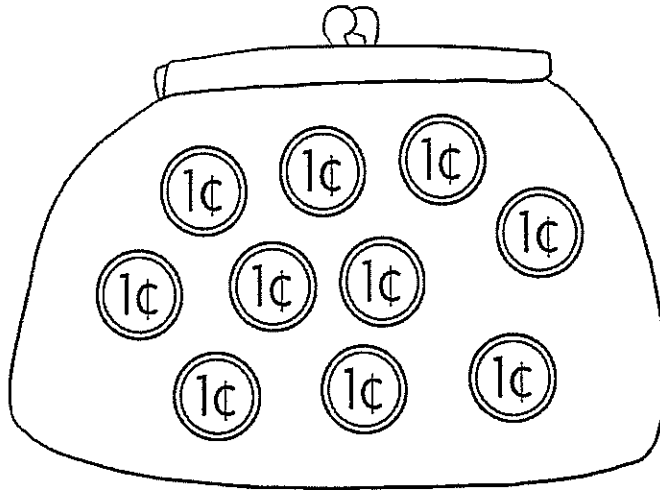


b.



10

Buy 3 items with the coins in the purse.
Color these items.



Let's Talk!

1

Ask questions about the days of the week, such as:

- a. Which day comes after Wednesday? (Thursday)
 - b. Which day comes before Tuesday? (Monday)
 - c. Which day is between Thursday and Saturday? (Friday)
-

2

Ask questions about the months of the year, such as:

- a. Which month comes after May? (June)
 - b. Which month comes before December? (November)
 - c. Which two months are between February and May? (March and April)
-

3

Make a repeating pattern with attribute blocks. Ask children to continue the pattern.

4

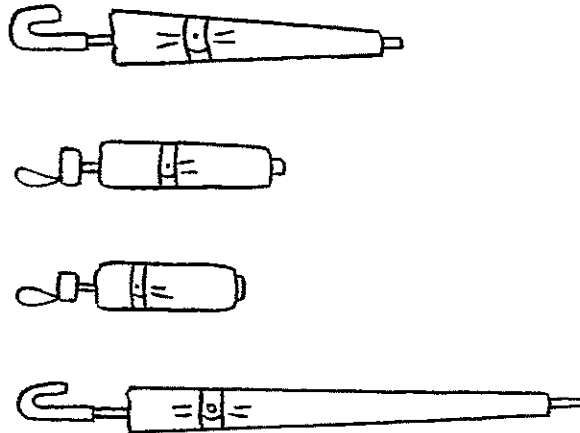
Make a repeating pattern with attribute blocks with one or two missing blocks. Ask children to complete the pattern.

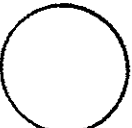
5

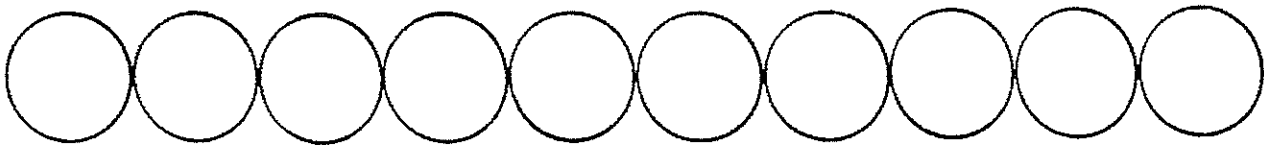
Using connecting cubes, show children sets of 3, 5, 8, and 10. For each, ask how many more are needed to make 10. (7, 5, 2, and 0 respectively.)

CHAPTER
15**Length and Height****Let's Do!****1**

Circle the longest umbrella.
Color the shortest umbrella.

**2**

Color the  to show how long the pencil is.



The pencil is about _____  long.