

First Grade Module 3

Addition to 20 and Drawing Shapes

Check-Up

Introduction

- This check-up should be completed with hard copy braille and a braillewriter instead of a refreshable braille display.
- All bracketed text should not be read aloud and is for reference only.
- The questions have been numbered in this document to aid teachers and parents. However, the questions are not numbered the same way, if numbered at all, in the student documents.
- It is highly recommended that this check-up be completed across two or more sessions.
- If desired, the student can use the ten frame included in the curriculum, pennies, and a work tray when completing the addition portions of the check-up. It may help to place the ten frame on a nonslip surface such as a rubber shelf liner.

Part 1

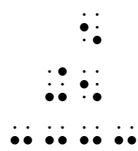
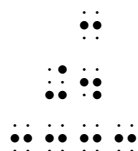
Part 1 Materials

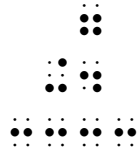
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- G1-M3-Check-Up-Data-Table.docx

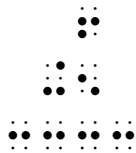
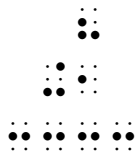
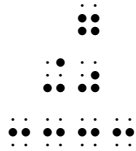
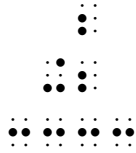
Part 1 Teacher Script

Question 1.1

Read the vertically aligned problems involving addition within 20 on page 1.



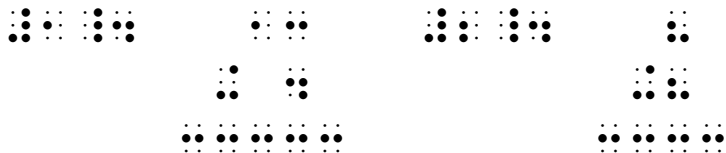




Read the numbered problems involving addition within 20 on page 4 of your braille document.

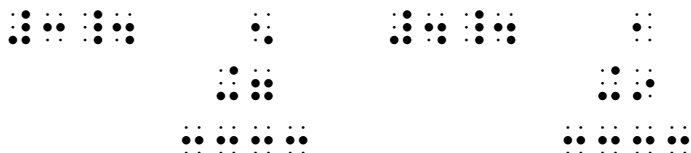
Question 1.4

[Make sure the student is viewing the first row of problems on page 4.]



Question 1.5

[Make sure the student is viewing the second row of problems on page 4.]



Question 1.6

[Make sure the student is viewing the third row of problems on page 4.]

$2 + 3 = 5$ $4 + 1 = 5$ $6 + 2 = 8$ $7 + 3 = 10$
 $1 + 2 = 3$ $3 + 2 = 5$ $5 + 3 = 8$ $8 + 2 = 10$
 $3 + 3 = 6$ $4 + 3 = 7$ $5 + 4 = 9$ $6 + 4 = 10$

Question 1.7

[Make sure the student is viewing the fourth row of problems on page 4.]

$2 + 3 = 5$ $4 + 1 = 5$ $6 + 2 = 8$ $7 + 3 = 10$
 $1 + 2 = 3$ $3 + 2 = 5$ $5 + 3 = 8$ $8 + 2 = 10$
 $3 + 3 = 6$ $4 + 3 = 7$ $5 + 4 = 9$ $6 + 4 = 10$

Question 1.8

[Make sure the student is viewing the last row of problems on page 4.]

$2 + 3 = 5$ $4 + 1 = 5$ $6 + 2 = 8$ $7 + 3 = 10$
 $1 + 2 = 3$ $3 + 2 = 5$ $5 + 3 = 8$ $8 + 2 = 10$
 $3 + 3 = 6$ $4 + 3 = 7$ $5 + 4 = 9$ $6 + 4 = 10$

Part 2

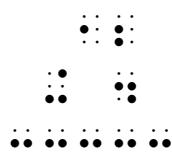
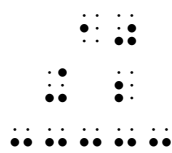
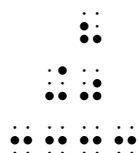
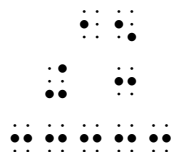
Part 2 Materials

- Student Braille Document: G1-M3-Check-Up-Student.brf
- G1-M3-Check-Up-Data-Table.docx

Part 2 Teacher Script

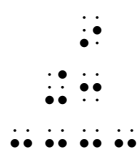
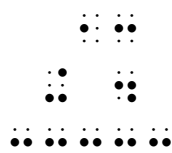
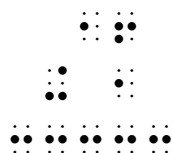
Question 2.1

Now read each problem involving addition on page 5, use the count on strategy, and then tell me the answer.



Question 2.2

Turn to page 6 and continue to read the problems. Then use the count on strategy and tell me the answer.



$$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$$

Question 2.3

Now read each doubles addition problem on page 7 and then tell me the answer.

$$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$$

$$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$$

$$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$$

$$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$$

$$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$$

Question 2.4

Turn to page 8 and continue to read each problem. Then tell me the answer.

$$\begin{array}{r} \cdot\cdot \\ \cdot\cdot \\ \cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \end{array}$$

$$\begin{array}{r} \cdot\cdot \\ \cdot\cdot \\ \cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \end{array}$$

$$\begin{array}{r} \cdot\cdot \\ \cdot\cdot \\ \cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \end{array}$$

$$\begin{array}{r} \cdot\cdot \\ \cdot\cdot \\ \cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \end{array}$$

$$\begin{array}{r} \cdot\cdot \\ \cdot\cdot \\ \cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \end{array}$$

Now read each problem involving addition on page 9 of your braille document, use the doubles plus one strategy, and then tell me the answer.

Question 2.5

[Make sure the student is viewing the first row of problems on page 9.]

$$\begin{array}{r} \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \end{array}$$

Question 2.6

[Make sure the student is viewing the second row of problems on page 9.]

$$\begin{array}{r} 1234 \\ + 5678 \\ \hline 6912 \end{array}$$

Question 2.7

[Make sure the student is viewing the third row of problems on page 9.]

$$\begin{array}{r} 1234 \\ + 5678 \\ \hline 6912 \end{array}$$

Question 2.8

[Make sure the student is viewing the last row of problems on page 9.]

$$\begin{array}{r} 1234 \\ + 5678 \\ \hline 6912 \end{array}$$

Now read each problem involving addition on page 10 of your braille document, use the doubles plus two strategy, and then tell me the answer.

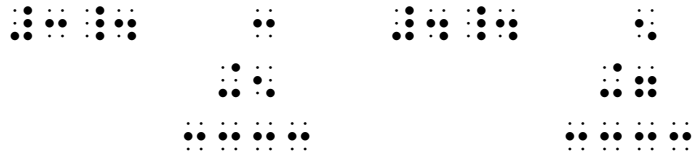
Question 2.9

[Make sure the student is viewing the first row of problems on page 10.]

$$\begin{array}{r} 1234 \\ + 5678 \\ \hline 6912 \end{array}$$

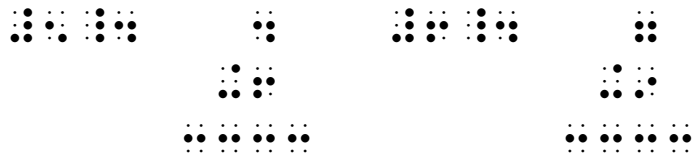
Question 2.10

[Make sure the student is viewing the second row of problems on page 10.]



Question 2.11

[Make sure the student is viewing the third row of problems on page 10.]



Part 3

Part 3 Materials

- Work tray
- 18 different sized, 2-dimensional shapes. There should be 3 circles, 3 triangles, 3 rectangles, 3 half-circles, 3 trapezoids, and 3 squares. These manipulative can be found in the following kits available from the American Printing House for the Blind (APH):
 - MathBuilders, Unit 1: Matching, Sorting, and Patterning Kit
 - Fractional Parts of Wholes: Circles
 - Focus in Math Kit
 - Feel 'n Peel Sheets: Carousel of Textures has a variety of non-adhesive backed textured paper that can be used to create shapes
- inTACT Sketchpad or a DRAFTSMAN: Tactile Drawing Board
- Tactile drawing film
- G1-M3-Check-Up-Data-Table.docx
- Optional: Wikki Stix® or graphic art tape, braille paper

Part 3 Teacher Notes

- For the first question, the orientation of the shapes should vary.
- If the student calls a square a rectangle, tell them that they are correct, but it is a special kind of rectangle. What is its special name?

- If students seem to struggle in providing a description, you can offer a helping hint or a 2-dimensional shape.
- For question 8, the following shapes should be drawn in random order from left to right: 1) circle; 2) half-circle; 3) rectangle; 4) square; 5) trapezoid; and 6) triangle on the inTACT Sketchpad or a DRAFTSMAN: Tactile Drawing Board. You may also use Wikki Stix® or graphic art tape on braille paper to create the shapes.

Part 3 Teacher Script

Question 3.1

I have placed 18 shapes into a work tray. Pick up one shape at a time and tell me if it is a square, rectangle, triangle, half-circle, circle, or trapezoid.

Now place the shapes back in the work tray and tell me about each shape, as I give you the name.

Question 3.2

circle

Question 3.3

triangle

Question 3.4

rectangle

Question 3.5

half-circle

Question 3.6

square

Question 3.7

trapezoid

Question 3.8

I have used the inTACT Sketchpad (or the DRAFTSMAN: Tactile Drawing Board) to draw several shapes. Use both hands and scan the drawing film from left to right. Then tell me the name of each shape, moving from left to right!

Question 3.9

How is a triangle different from a square?

Question 3.10

How is a trapezoid different from a rectangle?

Question 3.11

How is a half-circle like a circle?

Question 3.12

How is a trapezoid like a rectangle?

Now place a new sheet of tactile drawing film in the Sketchpad (or the DRAFTSMAN) and draw each shape as I give you the name.

Question 3.13

circle

Question 3.14

triangle

Question 3.15

rectangle

Question 3.16

half-circle

Question 3.17

square

Question 3.18

trapezoid

Part 4

Part 4 Materials

- Student Braille Document: G1-M3-Check-Up-Student.brf
- Braillewriter
- Braille paper
- G1-M3-Check-Up-Data-Table.docx

Part 4 Teacher Script

Question 4.1

Use your braillewriter to answer the problems on pages 5-10 in the student document. Begin by placing each page in your braillewriter. Finish by taking each page out of the braillewriter.

Listen and then braille what you hear on another piece of braille paper. You may need 2 pieces of paper. Remember that all of the problems will be vertically aligned. Let me know if you need for me to repeat what you should braille.

Question 4.2

Write the following spatial problems: 4 plus 4 equals, 15 plus 3 equals, 8 plus 8 equals, 16 plus 1 equals, and 10 plus 2 equals.

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +2 \\ \hline \end{array}$$

Let's try some more.

Question 4.3

Write the following spatial problems: number 1: 7 plus 7 equals, number 2: 17 plus 3 equals, number 3: 11 plus 5 equals, number 4: 6 plus 8 equals, and number 5: 4 plus 5 equals.

$$\begin{array}{r} 1. \quad 7 \\ \quad +7 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 17 \\ \quad +3 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 11 \\ \quad +5 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 6 \\ \quad +8 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 4 \\ \quad +5 \\ \hline \end{array}$$

Part 5

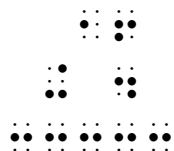
Part 5 Materials

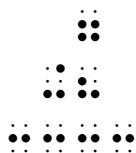
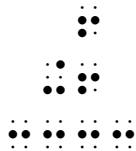
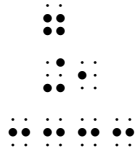
- Student Braille Document: G1-M3-Check-Up-Student.brf
- G1-M3-Check-Up-Data-Table.docx

Part 5 Teacher Script

Question 5.1

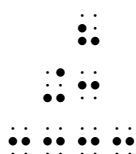
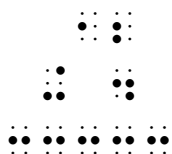
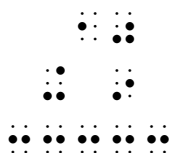
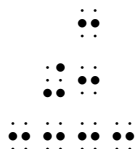
Now read each problem involving addition on page 11 in the student document. After each problem, use an addition strategy if needed, and tell me the answer.

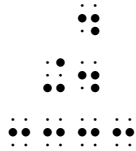




Question 5.2

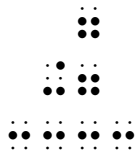
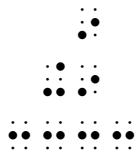
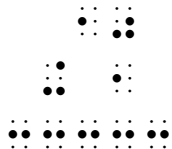
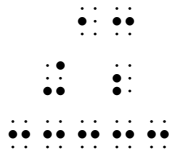
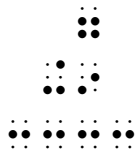
Turn to page 12 and continue to read each problem. Then tell me the answer.





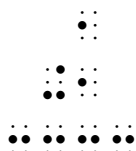
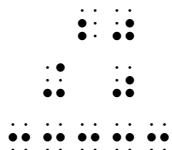
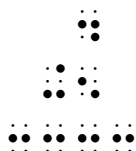
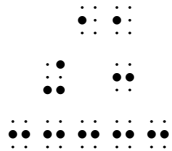
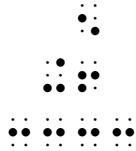
Question 5.3

Turn to page 13 and continue to read each problem. Then tell me the answer.



Question 5.4

Turn to page 14 and continue to read each problem. Then tell me the answer.



Question 5.5

Turn to page 15 and read the last problem.

