

First Grade Module 5

Understanding Place Value and

Numbers to 120

Check-Up

Introduction

- 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.

Part 1

Part 1 Materials

- Counting to 120 Chart available in braille within the curriculum (Although the double-spaced chart is recommended for most first graders, a single-spaced alternative chart is also available in the curriculum.)
- Student Braille Document: G1-M5-Check-Up-Student.brf
- G1-M5-Check-Up-Data-Table.docx

Part 1 Teacher Script

Question 1.1

Count aloud to 120, beginning with 1.

Question 1.2

Using a Counting to 120 Chart, skip count by 10s to 120, beginning with 10.

Question 1.3

Find the following numbers on this same braille chart.

38 110 49 102 55 3

80 107 96 114 65 42

112 100 64 108 79

117 86 101 118 75

103 97 113 28 120

Question 1.4

Use your braille chart and count to 120 beginning with the following numbers:

106 31 77 58 108 81 95 119

Question 1.5

Use your braille chart and skip count by 10 through the last row in the chart, beginning with the following numbers:

6 29 45 72 88 12

Question 1.6

Read the numbers from 1-50 on page 1. There will be 4 numbers on each line.

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Part 2

Part 2 Materials

- Braillewriter
- Braille paper
- Place Value Chart 1 available in braille within the curriculum
(Alternative: two-compartment sorting tray with the right compartment labeled "ones" and the left compartment labeled "tens" in braille.)
- Base ten units and rods in different containers, baskets, or bowls
(Alternative: Digi-Blocks which is a different type of base ten blocks that nest)
- G1-M5-Check-Up-Data-Table.docx

Part 2 Teacher Script

Question 2.1

Write the number and then build it by using base ten blocks (or Digi-Blocks) and your Place Value Chart. Don't forget to number your problems.

1. 17
2. 8
3. 12
4. 20
5. 10
6. 31
7. 48
8. 50
9. 28
10. 36

Question 2.2

Let's try a few more!

11. 55

12. 74

13. 66

14. 51

15. 70

16. 99

17. 82

18. 76

19. 97

20. 83

Part 3

Part 3 Materials

- Braillewriter
- Braille paper
- Base ten units, rods, and flats in different containers, baskets, or bowls (Alternative: Digi-Blocks which is a different type of base ten blocks that nest)
- Place Value Chart 2 available in contracted and uncontracted braille within the curriculum (Alternative: three-compartment sorting tray with the right compartment labeled "ones", middle compartment labeled "tens", and left compartment labeled "hundreds" in braille.)
- G1-M5-Check-Up-Data-Table.docx

Part 3 Teacher Script

Question 3.1

Take out your braillewriter and write problem number 1.

[Use the place value chart, flats, tens blocks (rods), and unit blocks to build the following numbers one at a time: 103, 117, 108, 100, and 120.]

Now, I will build several numbers with flats, rods, and unit blocks. Count the blocks and then write each number. Space one time between the numbers.

Question 3.2

Continue numbering your problems. Write the number and then build it by using base ten blocks (or Digi-Blocks) and Place Value Chart 2.

2. 101

3. 112

4. 105

5. 110

6. 118

7. 119

Question 3.3

Listen and then braille what you hear for the rest of the problems. Don't forget to keep numbering your problems. Let me know if you need for me to repeat what you should braille. I will repeat it as many times as you need.

8. 107 113 104 115

Question 3.4

9. 106 111 109

Question 3.5

10. 114 102 116