

L

esson 70

assessment

lesson preparation

materials

Written Assessment #13

Oral Assessment #7

cups of 10 pennies (one cup per child)

9 dimes and 9 pennies

in the morning

- Write the following number pattern on a paper strip and post it on the bulletin board:

53, 52, 51, __, __, __

Answer: 53, 52, 51, 50, 49, 48

- Put **7 dimes** and **2 pennies** in the coin cup.
- Collect homework from the previous day. Correct and review errors with the children individually.

THE MEETING

“Today _____ is the Student of the Day.”

calendar

- Ask the children to identify the following:
 - year
 - month
 - shapes on the calendar
 - shape pattern for the month
- Ask the Student of the Day to do the following:
 - write the date on the date tag
- Ask the children to do the following:
 - identify today's day of the week
 - read the days of the week together

“What day of the week was it yesterday?”

“What day of the week will it be tomorrow?”

identify the number of days in a week

identify the weekdays

- Ask the Student of the Day to do the following:

write the full date on the date strip as the children spell the name of the month

counting

- Count from 52 to 83 using the hundred number chart.
- Count backward from 30 to 1.
- Count by 10's to 100.
- Count backward from 100 by 10's.
- Count by 2's to 20.
- Say the odd numbers to 19.
- Add another number to the number line for the days we have come to school.

“We will count the days we have come to school by 10's as far as we can and then count by 1's.”

“How many 10's did we count?”

- Point to the digit in the tens' place.

“And how many more did we count?”

- Point to the digit in the ones' place.

“What number is _____ tens and _____ more?”

number pattern

- Ask the children to identify the missing numbers.

“The Student of the Day will fill in the missing numbers in our pattern.”

“Let's read our number pattern together.”

weather graph

- The Student of the Day reports and graphs the weather.
- Discuss the placement of the tag.
- Ask all children questions about the graph.

lunch/attendance graph

- The Student of the Day reports the information from the lunch and attendance graph.

clock

- The Student of the Day sets the morning/afternoon/evening/night clock.

- Throughout the day the Student of the Day announces the time on the hour and the children change their individual clocks to show that time. The Student of the Day writes each digital time on the chalkboard.

coin cup

- The Student of the Day holds up each coin as the children in the class count the money in the coin cup.
- The Student of the Day records the amount of money in the coin cup on a tag and posts it on the bulletin board.

right/left

- Continue to practice left and right once a week. Practice more often, if necessary.

ASSESSMENT

- All of the questions on the assessment are based on concepts and skills presented at least five lessons ago. It is expected that all children will master at least 80% of the concepts on the assessment.
- If a child is not performing at an 80% mastery level, plan intervention and extra help for the child immediately.
- If all of the children are having difficulty with a concept, reteach the concept the following day.
- The oral assessment may be completed over a period of ten days.

Written Assessment

“Today I would like to see what you remember from what we have been practicing.”

- Pass out Written Assessment #13.

“Write your name at the top of the paper.”

“I will read the directions for each problem.”

- Read the directions for each example. Allow time for all the children to complete that example before continuing.
- When the children are finished, collect the papers.
- Correct the papers, noting the children’s mistakes. It is suggested that you show these papers to the children and review their errors with them individually.

Oral Assessment

- Interview children individually. This can occur during independent work time or at another time of day.
- Record individual responses to the oral interview on the interview sheet.

Name _____ **ASSESSMENT 13**
 Date _____ **LESSON 70**
Math 1

1. Tim has 3 pairs of socks. Draw the socks. Circle the pairs.

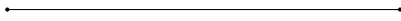


How many socks did you draw? 6 socks

2. Write the numbers that are one less and one more.

7, 8, 9 15, 16, 17 28, 29, 30

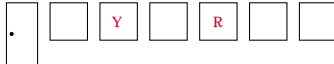
3. Measure this line segment using pennies. 7 pennies



4. Continue the pattern.



5. Color the fourth poster from the door red.



How many posters are to the right of the red poster? 2

How many posters are to the left of the red poster? 3

Color the second poster from the door yellow.

6. Find the answers.

$5 + 2 = \underline{7}$ $6 - 0 = \underline{6}$ $1 + 6 = \underline{7}$

$4 - 1 = \underline{3}$ $9 + 2 = \underline{11}$ $8 + 8 = \underline{16}$

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