

Diagnostic TASK

FOCUS

Understand Numbers

- Key Understanding 5

Dinosaurs

Years/Grades 3–7

Purpose

To examine children's understanding of the meaning of the individual digits in a two digit number

Equipment

The Dinosaur Task sheet and two different coloured pencils or pens, e.g. green and red.

Producing work samples

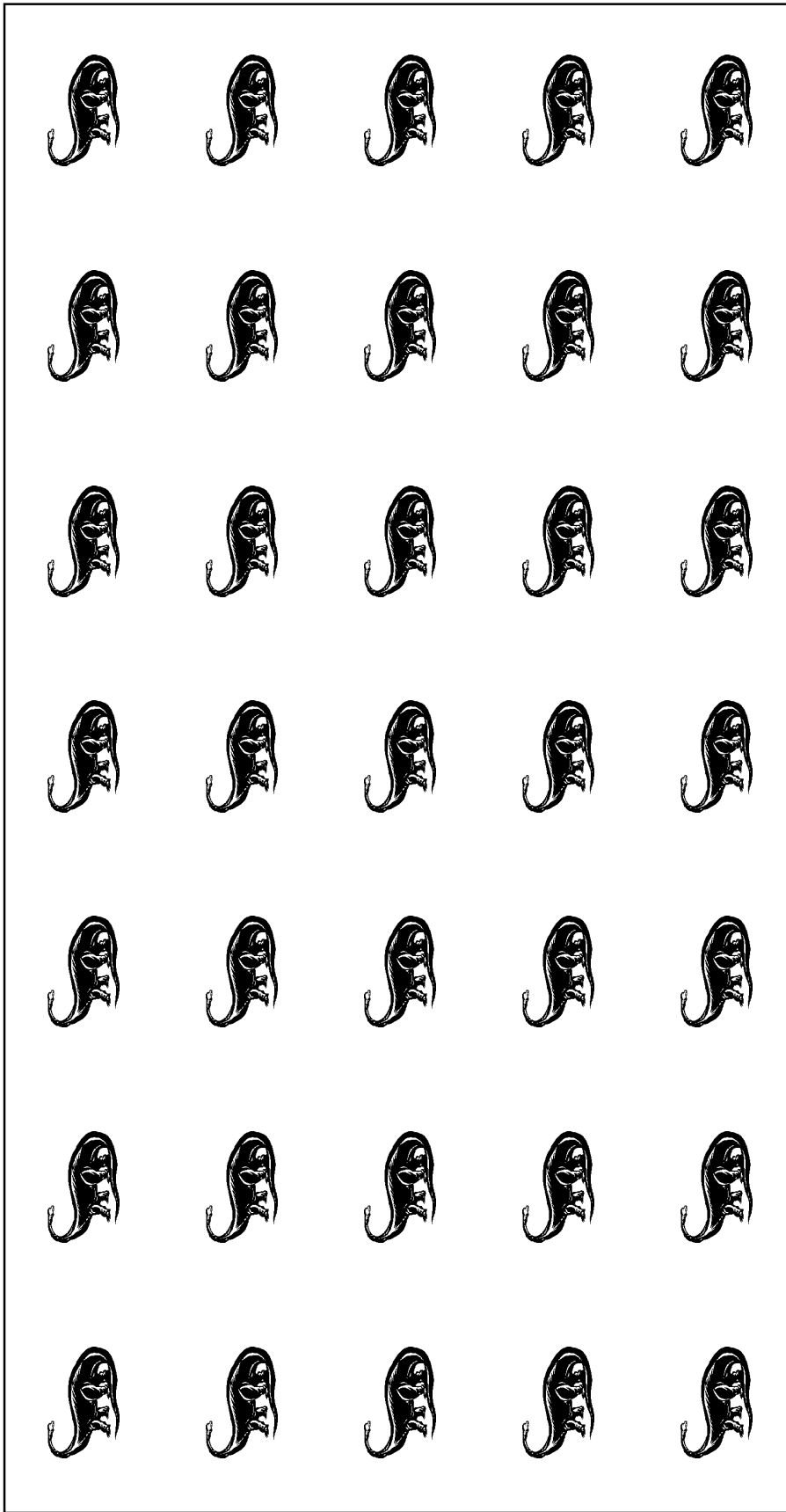
Ask children to work out how many dinosaurs on the page. Children write how many in the space provided.

Talk about the number of dinosaurs until everyone agrees there are 35. Write the number '35' on the board.

When giving the following instructions it is important that you **do not** say the words '**three**' or '**five**'.

- Point to the '5' and say *Use a green pencil and put a circle around what this part of the number means in the set of dinosaurs.*
- Point to the '3' and say *Use a red pencil and put a circle around what this part of the number means in the set of dinosaurs.*

Name _____ Year/Grade _____ Date _____



How many dinosaurs are here? _____

Diagnostic TASK

FOCUS**Understand Numbers**

- Key Understanding 1

Calculate

- Key Understanding 5

Number Tiles

Years/Grades 1–7

Purpose

To see whether students can use combinations to ten to add one and two digit numbers.

Equipment

A collection of number tiles, with numbers 1–10 and numbers 12, 14, 26 and 38.

See attached sheet

Producing work samples (Individual Interview)

Put out the tiles, 1, 3 and 9 and ask the child to add the numbers on the tiles.

Put out the tiles 6, 4 and 7 and ask the child to add the numbers on the tiles.

Put out the tiles 2, 10, 5 and 8 and ask the child to add the numbers.

If the child is able to use combinations to ten then continue with the next examples.

Put out all the tiles from 1–10 and ask the child to add all of the numbers.

Put out the tiles, 12, 14, 26 and 38 and ask the child to add all of the numbers.

Recording responses

After the child has found an answer ask them to explain how they did it. Record what they say on the attached sheet, noticing whether they use the combinations to ten.

Number Tiles Recording Sheet

Name _____ Year/Grade _____ Date _____

Put out the tiles **1, 3 and 9** and ask the child to add the numbers on the tiles.

Put out the tiles **6, 4 and 7** and ask the child to add the numbers on the tiles.

Put out the tiles **2, 10, 5 and 8** and ask the child to add them.

If the child is able to use the combinations to ten then continue with the next examples.

Put out all the tiles from **1–10** and ask the child to add all of the numbers.

Put out the tiles with **12, 14, 26 and 38** and ask the child to add all of the numbers.

Number Tiles

