

ASSESSMENT

Negative Numbers

Addition and Subtraction 32 Patterns and Algebra 31

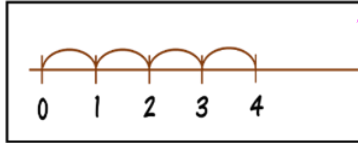
We have included the Levels with a logical basis to the grade Level, in this assessment, allowing children to demonstrate their highest Level of understanding. If children are familiar with models other than these, they may demonstrate their understanding using those.

This Level is related to Addition and Subtraction, Position and Patterns and Algebra. The pre-assessment involves understanding of horizontal number lines.

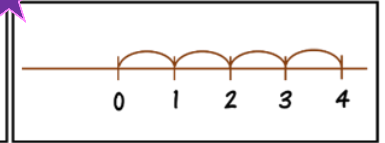
ECG 7 Counting Forwards / Backwards is Adding / Taking Away 1 Each Time



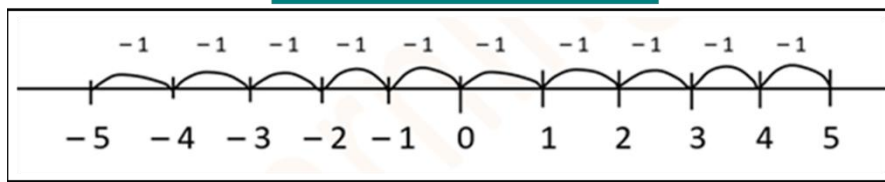
AS 1 Count Forwards on a Number Line



AS 2 Count Backwards on a Number Line

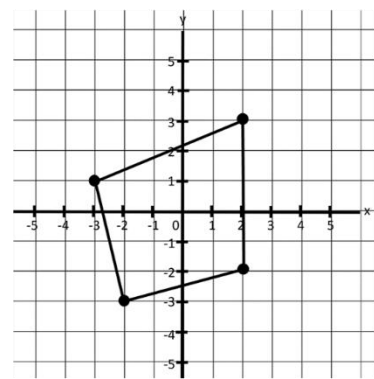
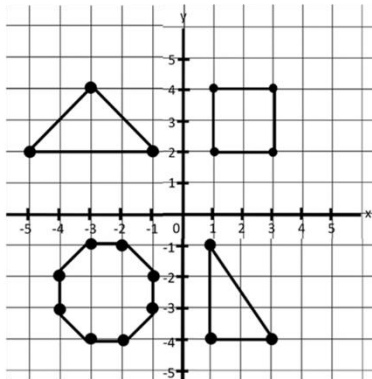


AS 32 PA 31 Negative Numbers



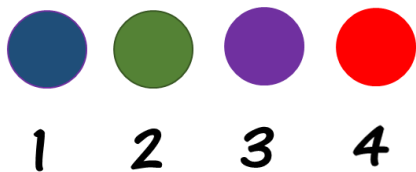
MG 63 Cartesian Plane Coordinate System

- Quadrant 1:
(1, 2), (1, 4), (3, 4) (3, 2)
- Quadrant 2:
(-1, 2), (-5, 2), (-3, 4)
- Quadrant 3:
(-1, -2), (-2, -1) (-3, -1)
(-4, -2) (-4, -3) (-3, -4),
(-2, -4) (-1, -3)
- Quadrant 4:
(1, -1), (1, -4) and (3, -4)



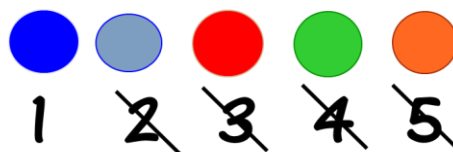
Count forwards - counters

1. Select a number to start counting forwards from.
2. Add that number of counters.
3. Record a number under each counter.
4. Add 1 counter.
5. Record the number of counters now.
6. Add 1 counter.
7. Record the number of counters now.
8. Add 1 counter.
9. Record the number of counters now.
10. Are we counting forwards by 1s?
11. When we count forwards by ones, how many are we adding each time?



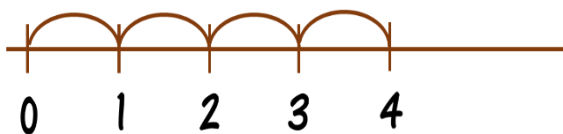
Count backwards - counters

1. Select a number to start counting backwards from.
2. Add that number of counters.
3. Record a number under each counter.
4. Subtract 1 counter.
5. Record the number of counters now.
6. Subtract 1 counter.
7. Record the number of counters now.
8. Subtract 1 counter.
9. Record the number of counters now.
10. Are we counting backwards by 1s?
11. When we count backwards by ones, how many are we subtracting each time?



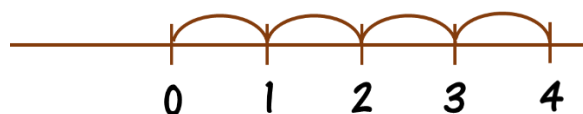
Count forwards – number line

1. Select a number to start counting forwards from.
2. Add 1 by recording a jump forwards on the number line.
3. Record the number that you now have.
4. Add 1 by recording a jump forwards on the number line.
5. Record the number that you now have.
6. Add 1 by recording a jump forwards on the number line.
7. Record the number that you now have.
8. Are you counting forwards?.
9. When we count forwards, how many are we adding each time?



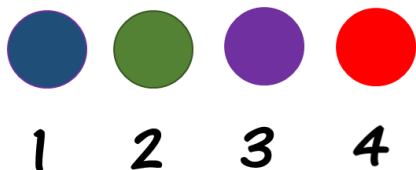
Count backwards – number line

1. Select a number to start counting backwards from.
2. Subtract 1 by recording a jump backwards on the number line.
3. Record the number that you now have.
4. Subtract 1 by recording a jump backwards on the number line.
5. Record the number that you now have.
6. Subtract 1 by recording a jump backwards on the number line.
7. Record the number that you now have.
8. Are you counting backwards?.
9. When we count backwards, how many are we subtracting each time?



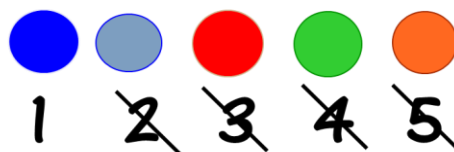
Count forwards - counters

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2. Add that number of counters.
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10. Are we counting forwards by 1s?
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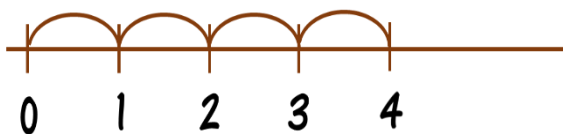
Count backwards - counters

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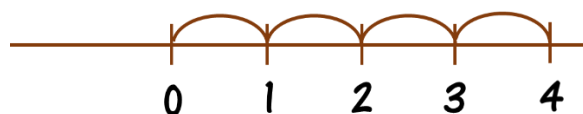
Count forwards – number line

1. Select a number to start counting forwards from.
2. Add 1 by recording a jump forwards on the number line.
3. Record the number that you now have.
4. Add 1 by recording a jump forwards on the number line.
5. Record the number that you now have.
6. Add 1 by recording a jump forwards on the number line.
7. Record the number that you now have.
8. Are you counting forwards?.
9. When we count forwards, how many are we adding each time?



Count backwards – number line

1. Select a number to start counting backwards from.
2. Subtract 1 by recording a jump backwards on the number line.
3. Record the number that you now have.
4. Subtract 1 by recording a jump backwards on the number line.
5. Record the number that you now have.
6. Subtract 1 by recording a jump backwards on the number line.
7. Record the number that you now have.
8. Are you counting backwards?.
9. When we count backwards, how many are we subtracting each time?



Negative Numbers

1. record positive numbers on a number line.
2. record negative numbers on the number line.
3. Is this number line in 1 dimension?

