Precision Academics©

by Val Gray M.A.P.S.
Educational & Developmental Psychologist
Registered: PSY0001188426

Student: _____

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Numeracy Assessment: 35-49
Spiral Mathematics Partners: A1-A3

Fill in any missing numbers.

Read the numbers forwards and then backwards.

0		2		4	5		7		9	10	
	11		13	14		16		18			

12 + 2 = _____

14 + 2 = _____

10 + 0 = _____

8 + 1 = _____

17 - 1 = _____

15 - 2 = _____

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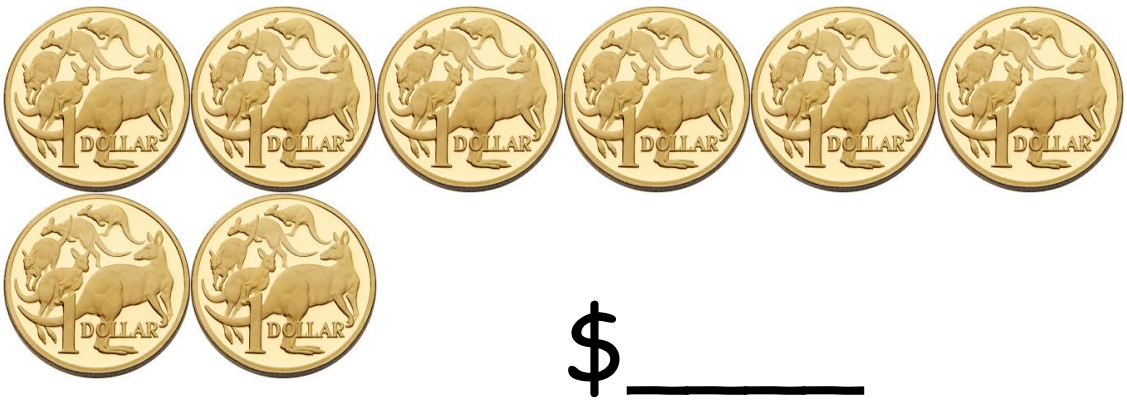
How many dollars do you have?

Circle all the items you can afford to buy.

Cross out all the items which would be too expensive.



$_____

$40

$7

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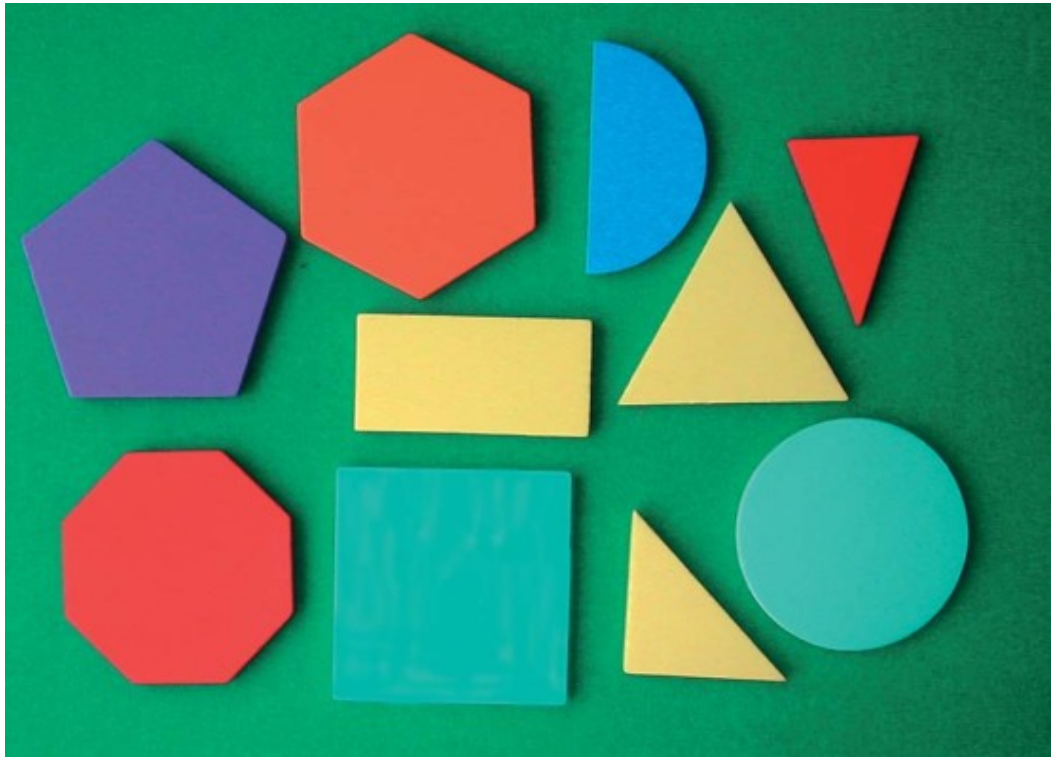
Some of these 2D shapes have names written here.
Join them to their names.
Cross everything else out.

Circle Square Rectangle Triangle Oval Octagon Pentagon



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Fill in the missing part of each pattern.

↘	↘	+	↘	↘	+	
=	§	=	§	=	§	
⊙	◆	◆	⊙	◆	◆	
/	V	V	/	V	V	
≠	©	÷	≠	©	÷	
±	×	>	±	×	>	

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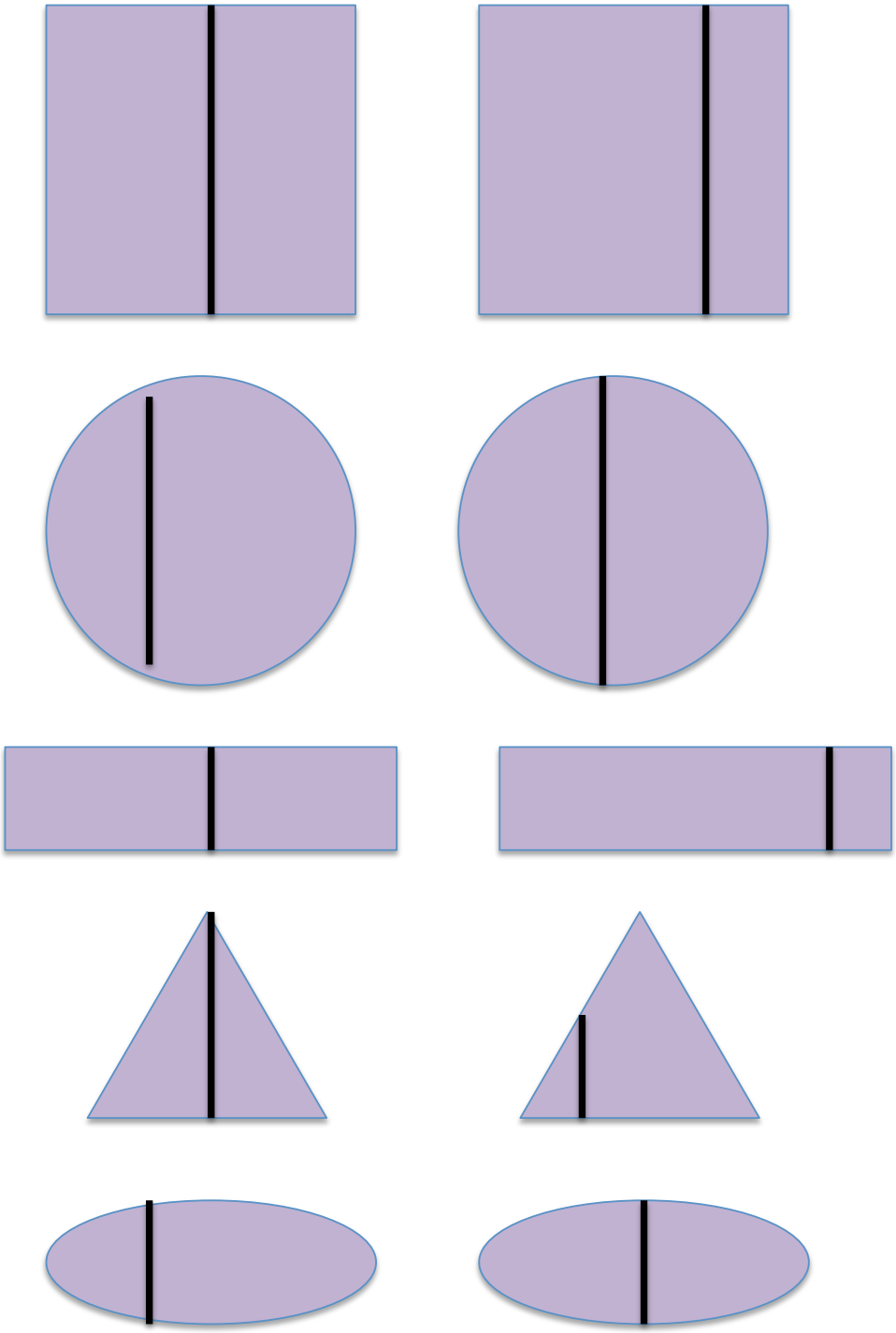
Numeracy Drills 4.3

Circle the shapes that have been divided into equal halves. $\frac{1}{2}$



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What can you see?
Trace the number and the name.

1 gorilla

2 guitars

3 girls

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Numeracy Drills 4.3

Listen carefully while your helper reads these questions.

Circle the best answer.

Do you wear shoes when you play outside?

Always Usually Sometimes Never

Do you like going to bed?

Always Usually Sometimes Never

Do you get desert after dinner?

Always Usually Sometimes Never

Do dogs like to swim?

Always Usually Sometimes Never

Are you allowed to play computer games at home?

Always Usually Sometimes Never

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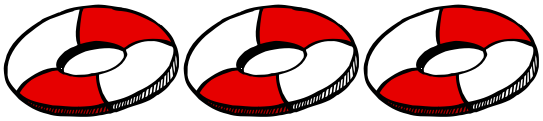
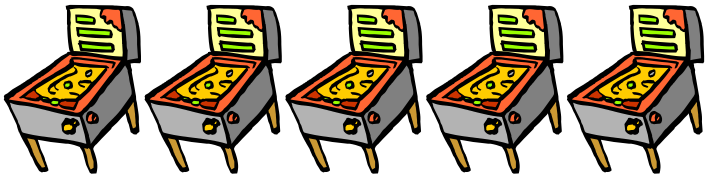
Circle the correct number

How many?



1 2 3 4 5

1 2 3 4 5



1 2 3 4 5

1 2 3 4 5

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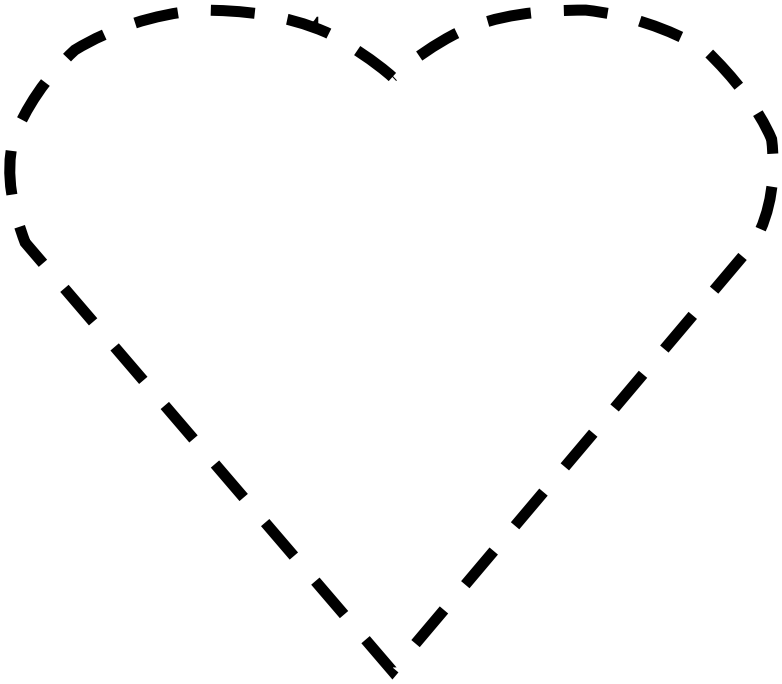
Numeracy Drills 4.3

Trace over the lines of this heart



Draw another heart

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Fill in any missing numbers.

Read the numbers forwards and then backwards.

0		2	3	4		6	7		9	10	✓
	11		13	14	15		17	18	19	20	✓

11 + 2 = _____

11 + 1 = _____

11 + 0 = _____

11 - 1 = _____

11 - 0 = _____

11 - 2 = _____

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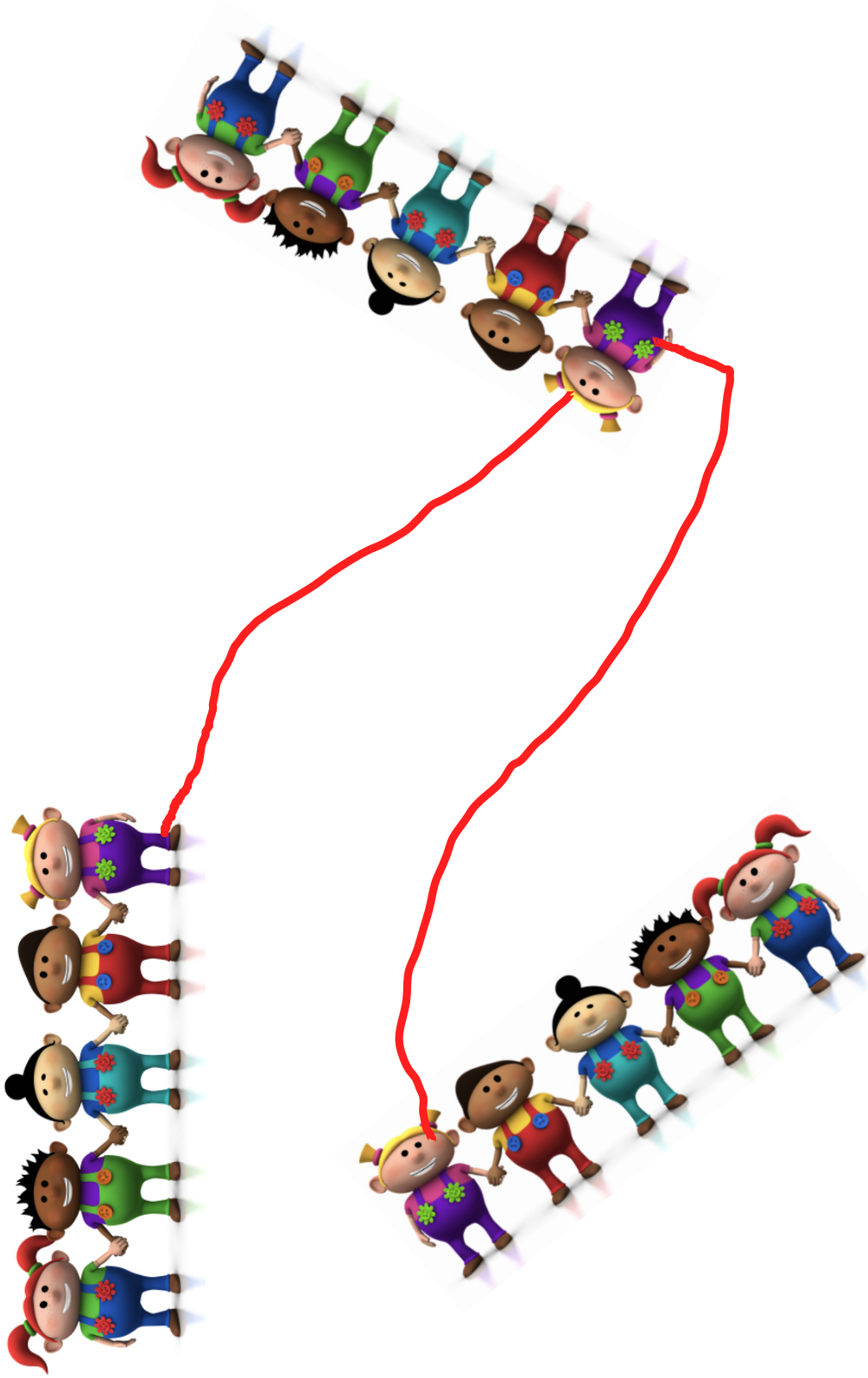
Numeracy Drills 4.3

Join each set with a different colour:



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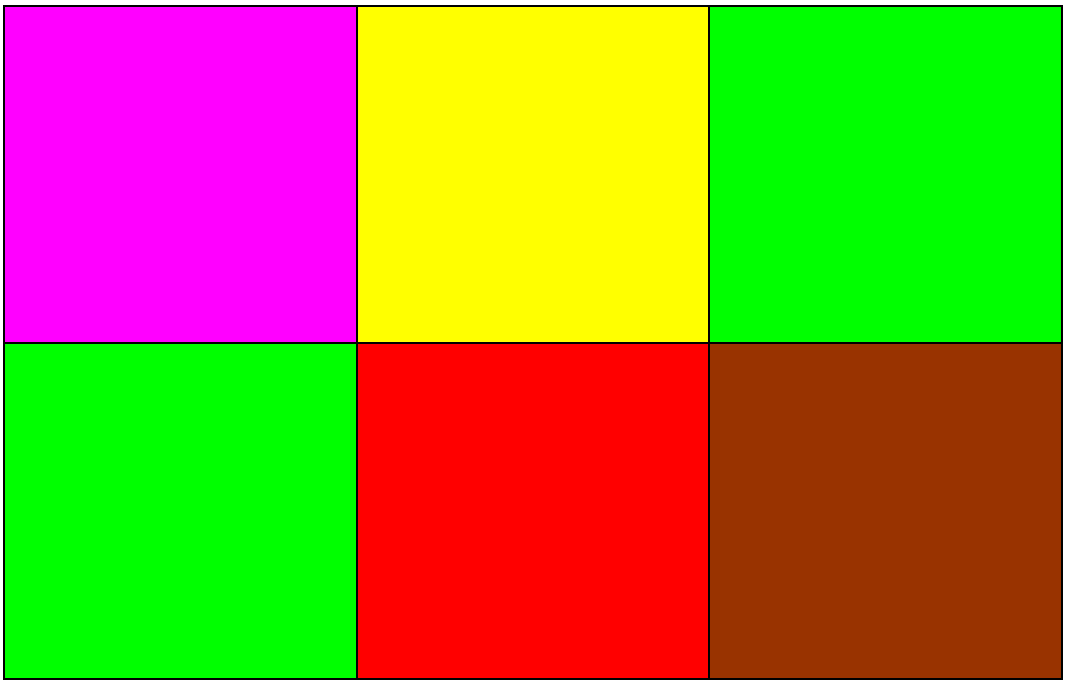
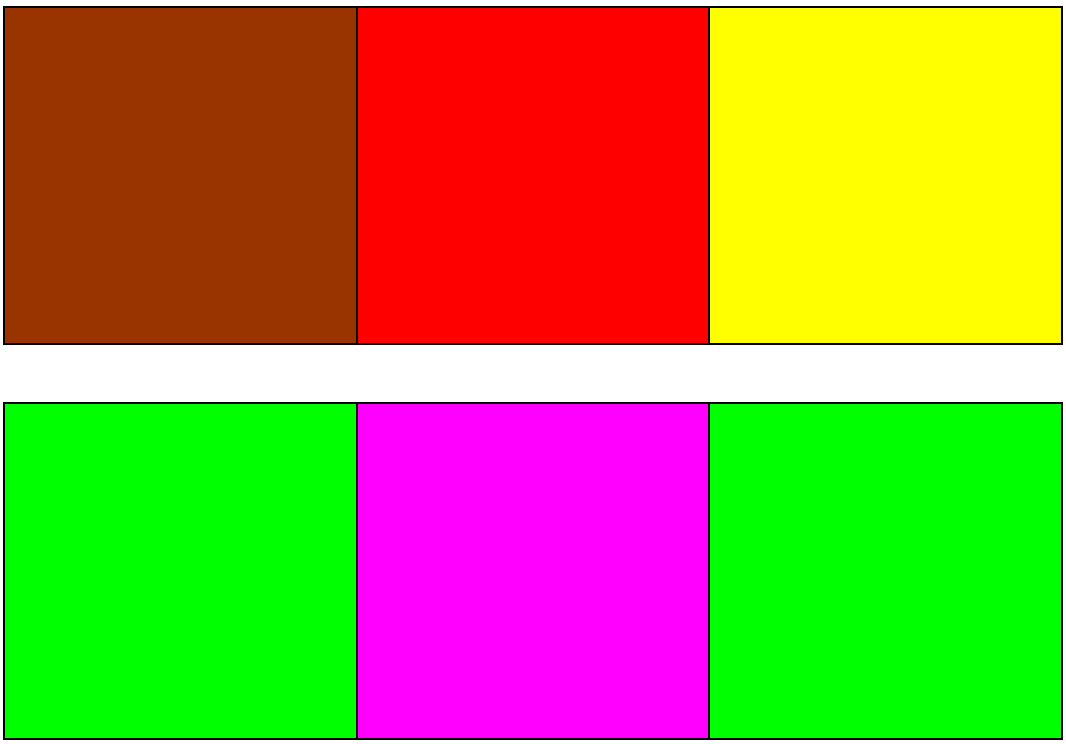
Student Paste



Adult Cut



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Numeracy Drills 4.3

On this graph,

The red bar represents the number of students who ride a bus to school.

The orange bar represents the number of students who walk to school.

The blue bar represents the number of students who come to school by car.

The purple bar represents the number of students who ride a bike to school.

Which is the most common way students come to school?

Most students get to school by

_____.

Which is the least common way students come to school?

The least number of students get to school by_____.

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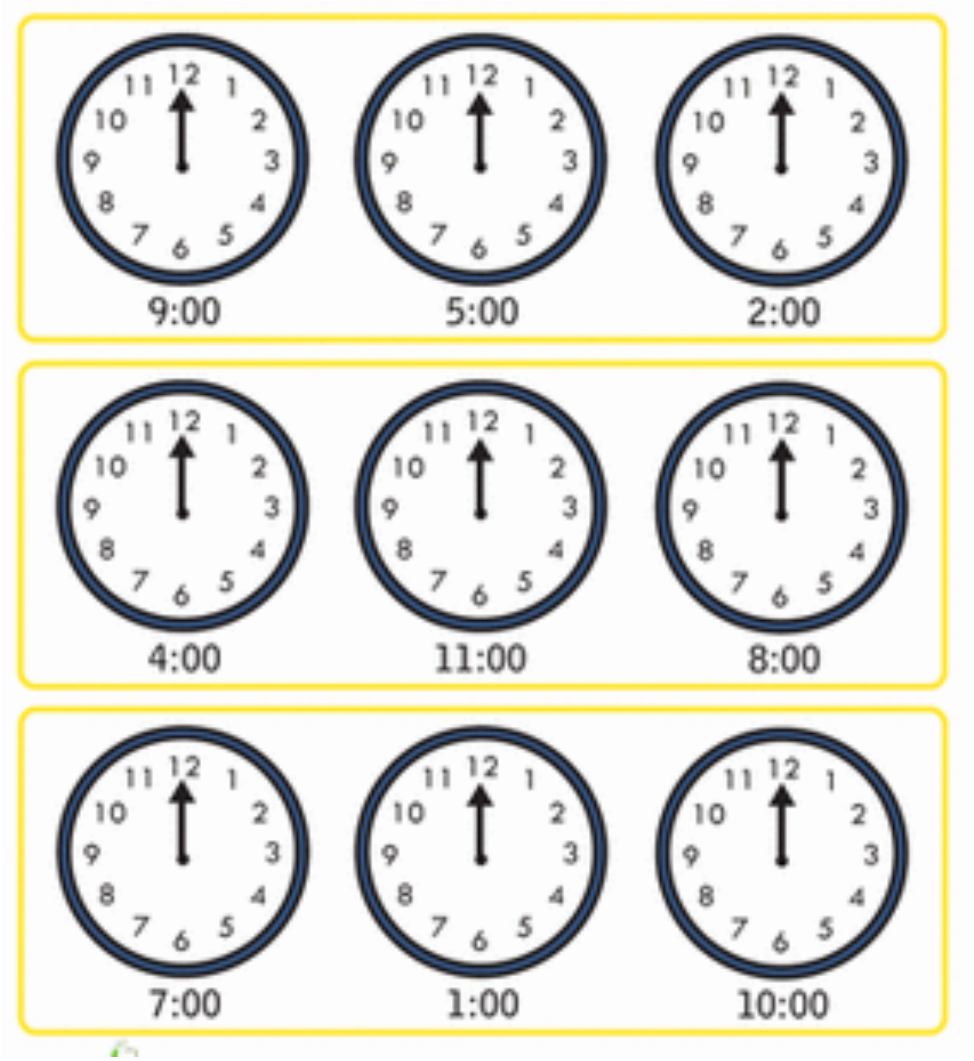
Numeracy Drills 4.3

Draw the SMALLER hour hands for each clock.



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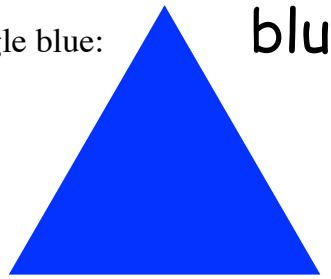
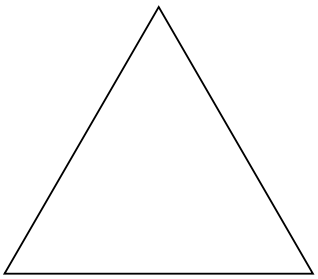
Numeracy Drills 4.3

Colour the triangle blue:



blue



Circle the rabbits that are upside down

upside down

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Numeracy Drills 4.3

Choose any 5 stickers to create a picture and tell your helper a story about this picture. Your helper will write your story on the next page.
Add extra drawings to fill in your picture.

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My Sticker Story

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0 to 10 - Read These Numbers Aloud

FORWARDS then BACKWARDS

Fill in any missing numbers.

	1		3		5		7	8		10

4 + 0 = _____

3 + 1 = _____

8 - 1 = _____

9 - 1 = _____

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How many dollars do you have?

Circle all the items you can afford to buy.

Cross out all the items which would be too expensive.

$_____

$1 $2 $8

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Numeracy Drills 4.3

Count the objects and circle the correct number.

⊘ ⊘ ⊘ ⊘ ⊘ ⊘ ⊘ ⊘ ⊘	0 1 2 3 4 5 6 7 8 9 10
⊘ ⊘ ⊘ ⊘ ⊘ ⊘ ⊘ ⊘ ⊘ ⊘	0 1 2 3 4 5 6 7 8 9 10
⊘ ⊘ ⊘ ⊘ ⊘ ⊘ ⊘ ⊘	0 1 2 3 4 5 6 7 8 9 10
⊘ ⊘ ⊘ ⊘ ⊘ ⊘	0 1 2 3 4 5 6 7 8 9 10

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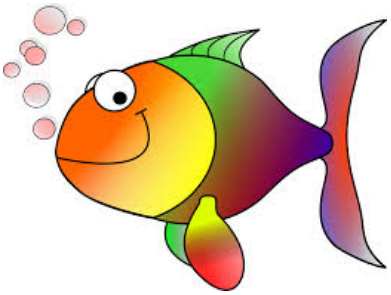
What can you see?
Trace the number and the name.



1 fish

2 forks

3 foxes

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Numeracy Drills 4.3

Trace these numbers:

10 9

Join the pictures that are the same

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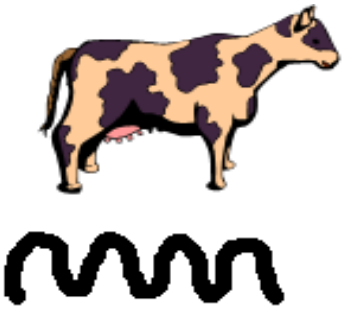
Numeracy Drills 4.3

Circle 3 pictures that look like this

Draw big black boots on 3 cows that look like this

Draw a curvy line under 3 pictures that look like this



Speed: _____seconds **Accuracy: _____/9**

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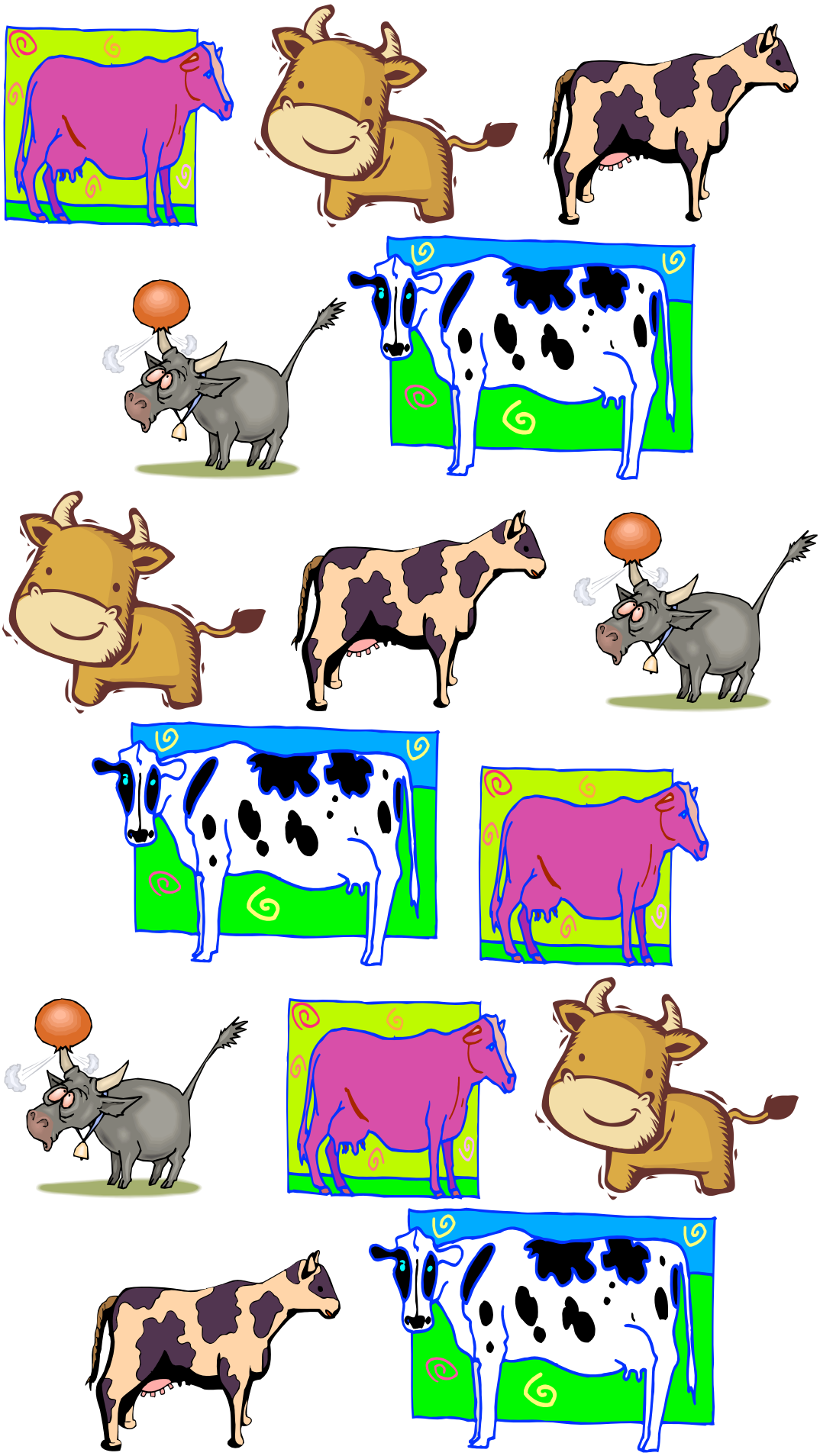
Numeracy Drills 4.3



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Fill in any missing numbers.

Read the numbers forwards and then backwards.

	1		3		5		7			10	
		12		14		16		18	19	20	

10 + 2 = _____

10 + 1 = _____

10 + 0 = _____

10 - 1 = _____

10 - 0 = _____

10 - 2 = _____

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Numeracy Drills 4.3

Cross out 9 of these 10 balls. How many are left?

10 – 9 = _____

Cross out 2 of these 10 balls. How many are left?

10 – 2 = _____

Cross out 5 of these 10 balls. How many are left?

10 – 5 = _____

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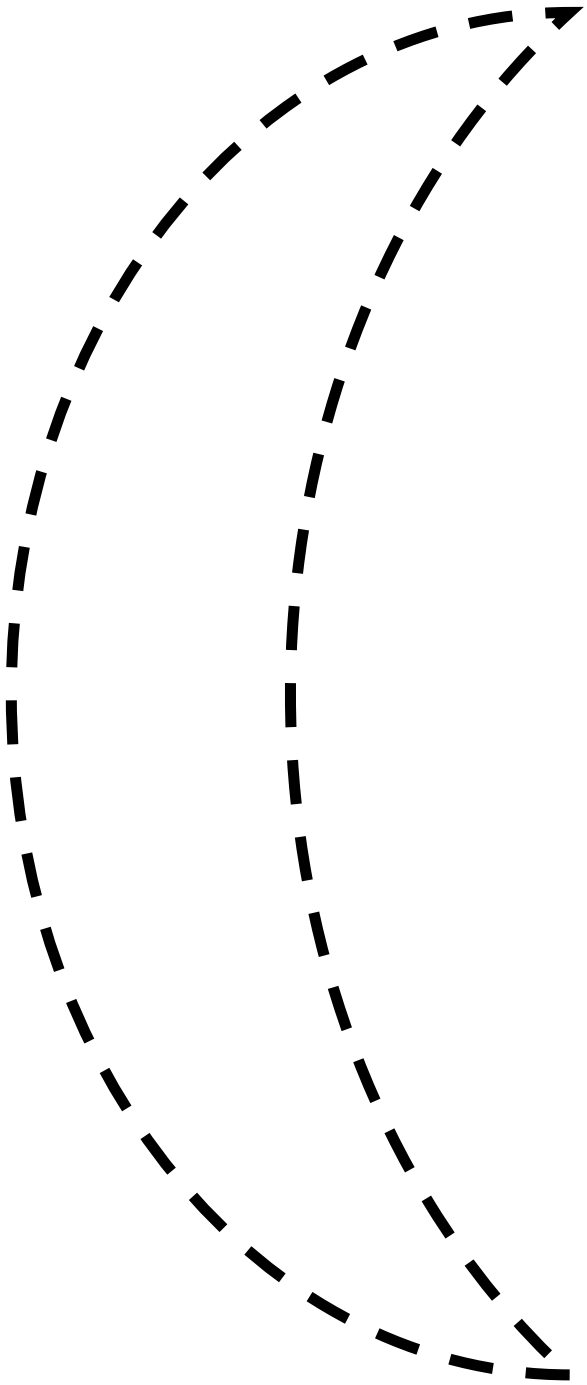
Numeracy Drills 4.3

Trace over the lines of this moon. Draw another moon underneath this one.



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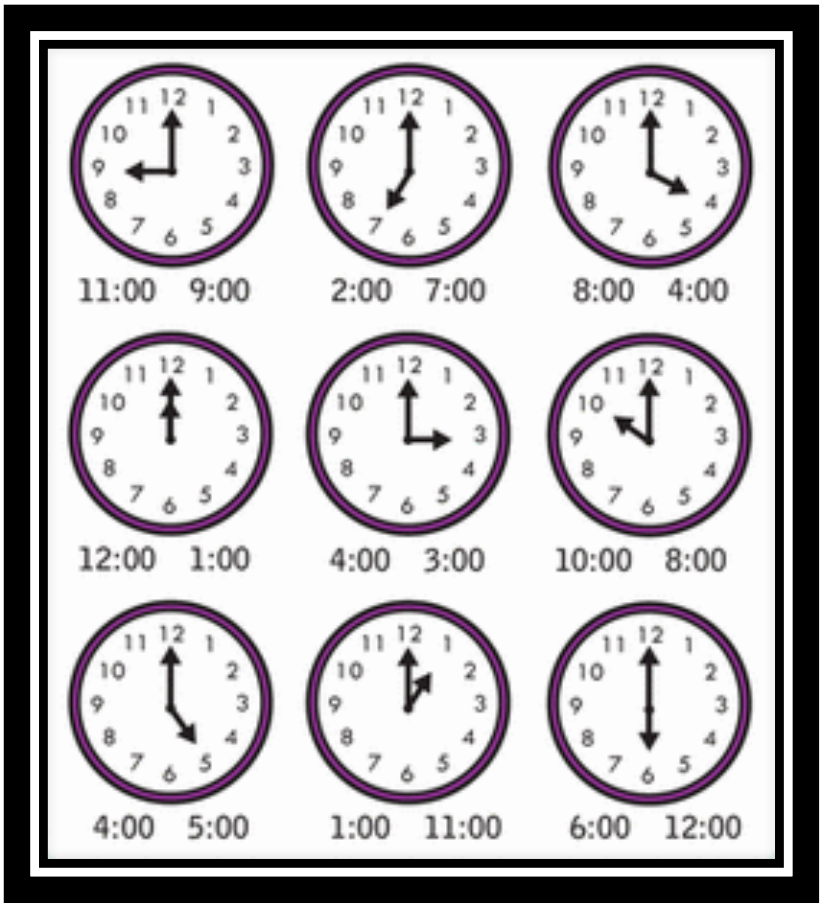
Numeracy Drills 4.3

Circle the correct time for each clock.



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Numeracy Drills 4.3

Trace these numbers:

6 7 8

Draw 5 more bubbles for this bird more

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0 to 10 - Read These Numbers Aloud BACKWARDS

Fill in any missing numbers.

0	1	2	3	4	5	6	7	8	9	10

9 - 1 = _____

1 - 1 = _____

7 - 1 = _____

8 - 1 = _____

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PRECISION ACADEMICS NUMERACY DRILLS: LEVEL 4.3

STUDENT NAME:_____DATE:_____

OUTCOMES AND PERFORMANCE INDICATORS

WORK SAMPLES: Select 3 to 5 pages of work from this Workbook to keep as a permanent record of the student's current level of academic achievement, mastery and independence.

***All Precision Academics Workbooks use LEVEL OF MASTERY© to assess student performance:**

LEVEL OF MASTERY© Scoring Key:

1 The student has had exposure to this task, but has not yet mastered any aspect of this skill.
2 The student is in the earliest stages of accomplishing this task and needs complete guidance.
3 The student can accomplish this task but requires physical prompting and verbal assistance.
4 The student can accomplish this task, but requires minimal guidance (eg. hint, reminder).
5 The student can accomplish this task independently.

OBJECTIVE - Working Mathematically: Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

Life Skills outcomes *A student:*	Early Stage One outcomes *A student:*	Examples of Specific Indicators included in this Workbook Series: **Numeracy Drills 4.1 to 4.5**	Level of Mastery© demonstrated by the student
responds to and uses mathematical language to demonstrate understanding MALS-1WM	describes mathematical situations using everyday language, actions, materials and informal recordings MAe-1WM	The student is able to work with a partner to create a story made up of 5 stickers chosen by the student.	1 2 3 4 5

Objective - Number and Algebra: Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.

Life Skills outcomes *A student:*	Early Stage One outcomes *A student:*	Examples of Specific Indicators included in this Workbook Series: **Numeracy Drills 4.1 to 4.5**	Level of Mastery© demonstrated **by the student**
recognises language used to represent number MALS-4NA	counts to 30, and orders, reads and represents numbers in the range 0 to 20 MAe-4NA	The student counts forwards and backwards from 0 to 10.	1 2 3 4 5
compares and orders numbers MALS-7NA	groups, shares and counts collections of objects, describes using everyday language, and records using informal methods MAe-6NA	The student can compare the size of groups, indicating which is smaller and which is bigger.	1 2 3 4 5
selects and uses strategies for addition and subtraction MALS-10NA	groups, shares and counts collections of objects, describes using everyday language, and records using informal methods MAe-6NA	The student can add and subtract up to 10 items, when pictures of the items are present to assist them.	1 2 3 4 5
compares and orders coins and notes MALS-13NA	groups, shares and counts collections of objects, describes using everyday language, and records using informal methods MAe-6NA	Can count in $1 coins up to $10.	1 2 3 4 5

PRECISION ACADEMICS NUMERACY DRILLS: LEVEL 4.3

STUDENT NAME:_____DATE:_____

makes informed decisions about purchasing goods and services MALS-16NA	groups, shares and counts collections of objects, describes using everyday language, and records using informal methods MAe-6NA	The student can count $1 coins up to $10, then determine which items can be bought with this amount of money.	1 2 3 4 5

OBJECTIVE Measurement and Geometry: Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problem.

Life Skills outcomes A student:	Early Stage One outcomes *A student:*	Examples of Specific Indicators included in this Workbook Series: **Numeracy Drills 4.1 to 4.5**	Level of Mastery© demonstrated by the student
recognises time in familiar contexts MALS-20MG	sequences events, uses everyday language to describe the durations of events, and reads hour time on clocks MAe-13MG	The student can identify the time on standard clocks showing "X o'clock".	1 2 3 4 5
estimates and measures in everyday contextsMALS-25MG	identifies the features of three-dimensional objects and/or two-dimensional shapes and applies these in a range of contexts MALS-31MG	The student can identify common 2D shapes. Eg. star, circle, heart, diamond, square etc.	1 2 3 4 5
identifies the features of three-dimensional objects and/or two-dimensional shapes and applies these in a range of contexts MALS-31MG	manipulates, sorts and represents three-dimensional objects and describes them using everyday language MAe-14MG	The student can add details to pictures which represent 3D objects. Eg. Here are some wings. Add a bird or an angel to these wings.	1 2 3 4 5
uses maps and plans in a range of contexts MALS-34MG	describes position and gives and follows simple directions using everyday language MAe-16MG	The student can complete simple 5 junction mazes.	1 2 3 4 5

OBJECTIVE **Statistics and Probabilities: Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements**

Life Skills outcomes *A student:*	Early Stage One outcomes *A student:*	Examples of Specific Indicators included in this Workbook Series: **Numeracy Drills 4.1 to 4.5**	Level of Mastery© demonstrated by the student
represents data and interprets data displays made from objects MAe-17SP	represents data and interprets data displays made from objects MAe-17SP	The student can identify very simple information on a circle (or pie) graph.	1 2 3 4 5
recognises and uses the language of chance in a range of contexts MALS-38SP	represents data and interprets data displays made from objects MAe-17SP	The student can appropriately choose from the terms "always, usually, sometimes, never".	1 2 3 4 5