# Assess and Respond

**Support, strengthen, and stretch** learning by assigning these digital resources that adjust to each student's current level of skill and understanding: • **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

## Quiz: Sub-Unit 3

Independent | 20 min

**Facilitation:** Assign this Sub-Unit Quiz at the end of Sub-Unit 3 to evaluate students' proficiency with the key concepts and skills addressed in this sub-unit. Read aloud the problems to students as needed.

**Classroom materials:** Provide access to connecting cubes, double 10-frames, and two-color counters.

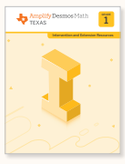
### Item Analysis

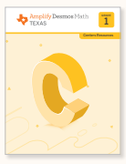
| Problem(s) | Concept or skill | DOK | TEKS |
|---|---|---|---|
| 1, 2 | Determining if addition equations are true or false | 2 | 1.5.E |
| 3 | Solving a story problem using addition within 20 | 2 | 1.3.B, 1.5.D<br>1.1.D |
| 4 | Finding the sum of 3 numbers using addition within 20 | 2 | 1.3.B, 1.5.D<br>1.1.D |
| 5 | Generating *10 + n* expressions that have the same values as addition expressions within 20 | 2 | 1.2.A, 1.3.D |

### Assessment Resources

- Student Print Assessments
- Answer Keys and Rubrics

### Differentiation Resources





**Intervention and Extension Resources include:**

- Mini-Lessons
- Extensions

**Centers Resources includes:**

- Centers

### Practice

During Sub-Unit 4, if students need further review or practice with concepts or skills, consider the following resources:

- Lesson Practice (Print and Digital)
- Item Bank (Digital)

*Assessment Resource PDF*

Name _____ Date _____

## Quiz: Sub-Unit 3

Unit 1.3

**For Problems 1 and 2, circle to show if the equation is TRUE or FALSE.**

**1** 10 + 5 = 9 + 3

TRUE (FALSE)

**2** 9 + 7 = 10 + 6

(TRUE) FALSE

**3** Solve the story problem by drawing a picture.
Then write an equation to show how you solved it.
Use an underline to show the answer in the equation.

There were 6 flowers in a vase.
7 more flowers were put into the vase.
How many flowers are in the vase now?

Show your thinking.

Sample work and equation shown.

answer: 13 flowers equation: 6 + 7 = 13





Name _____ Date _____

## Quiz: Sub-Unit 3 (continued)

Unit 1.3

**4** Find the sum. Circle the **TWO** numbers that you added first.

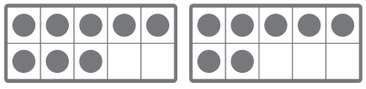
Show your thinking.

Sample work shown.

3 + (6) + (4) = 13

6 + 4 = 10
10 + 3 = 13

**5** Circle the expression that represents the total number of counters in the two 10-frames.
Explain your thinking. Sample explanation shown.



(10 + 5) 10 + 6 10 + 7

7 is 5 and 2. I can take 2 from 7 and add it to 8 to get 10. 10 + 5 is 15.



# D Differentiation (Quiz: Sub-Unit 3)

To **Strengthen** and **Stretch** students' learning, refer to the differentiation resources suggested throughout this Sub-Unit.

| Sub-Unit Goals | Problem(s) | Respond to Student Thinking |
|---|---|---|
| **Sub-Unit 3:**<br>• Find sums within 20.<br>• Represent and solve story problems involving addition within 20. | 1, 2 | **Support**<br>• **Mini-Lesson:** *Making Equivalent Addition Expressions* (ML 3.13)<br>• **Center:** *Equation Challenge, Equal Expressions*<br>• **Teacher Move:** Have students review the problems by using connecting cubes or 10-frames. Then provide another opportunity for students to show if an equation is true or false. |
| | 3 | **Support**<br>• **Mini-Lesson:** *Making Ten to Solve Addition Problems Within 20* (ML 3.12)<br>• **Center:** *Math Stories, Add and Subtract* |
| | 4 | **Support**<br>• **Mini-Lesson:** *Adding Three Numbers Within 20 in Different Ways* (ML 3.15)<br>• **Center:** *How Close?, Add to 20* |
| | 5 | **Support**<br>• **Mini-Lesson:** *Rewriting Expressions as a Ten and Some Ones* (ML 3.11)<br>• **Teacher Move:** Invite students to review the problem and help them see that 7 + 8 can be transformed into 10 + 5 by using a 10-frame and counters. Ask them to physically move the counters to create a group of 10 first, then add the remaining counters to find the total. |

## Notes: