



Texas Early Mathematics Inventories

Outcome

First Grade Teacher's Manual Addendum

Mathematics Problem Solving
for
FORM C

Specific Administration Instructions for Grade 1 TEMI-O, Form C

Practice Items

Page: 3 Cow



P-1 (first practice item)



- *Show the Mathematics Problem Solving overhead transparency.*
- Today we are going to work with math. I want you to listen to me carefully and do your best. I do not expect you to be able to know all of the answers; just do the best you can.
- As you work, you may want to use the sheet of paper to help find the answer.
- Turn to the page where you see a cow at the top.
- Look at the boxes on the page.
- Put your finger on the lollipop.
- The boxes you see are in a row. Place your marker under the row with the lollipop.
- In the first box you see an ear, which means that you need to listen very carefully. Find the box with the two dots in it.
- Draw a line that connects the dots. Draw a line from one dot to the other dot.
- *Mark the answer on the overhead transparency.*
- *Pause and check students' work.*
- Good. This is how you mark your answers.

P-2 (second practice item)



- Move your marker under the row where you see a lion.
- Look at the last box in the row. It shows "NS," which means the answer is not shown.
- You connect the dots over the NS if you don't see the answer to a problem. Look at the shape in the first box.
- Now look at the other boxes. Is there a shape that looks just like the one in the first box?
- *Pause.*
- No, so you mark the box with the NS because you didn't see the answer. Connect the dots in the box with the NS.
- *Mark the answer on the overhead transparency.*

P-3 (third practice item)



- Now move your marker below the row where you see a star.
- In the first box you see an ear. This means that you have to listen very carefully.
- Now look at the other boxes. **Mark the box that shows a number.** (*Reminder: Bolded text means the sentence is to be repeated.*)
- Mark the box with the NS if you don't see the answer.
- *Check to see that the students marked an answer. Then mark the answer on the overhead transparency.*
- *Turn off the overhead projector.*
- As we continue, remember to mark only one answer for each item. And you mark your answer by connecting two dots inside a box.

Test Items

Page 4: Fish



- Turn to the page where you see a fish at the top.
- Move your marker under the row with the lollipop.
- Look at the ear in the first box. This means that you need to listen carefully.
- Now look at the other boxes. **Mark the box that shows the ball that is larger than the others.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the lion.
- Look at the pencils in the first box.
- Now look at the other boxes. **Mark the box that shows how many pencils there are in the first box.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the star.
- Look at the triangle and the square in the first box.
- Now look at the other boxes. **Mark the box that shows a picture with the square on top of the triangle.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the tree.
- Look at the ear in the first box. This means that you need to listen carefully.
- Look at the pictures in the other boxes. **Mark the box that shows the ball is below the table.**
- Mark the box with the NS if you don't see the answer.



- Look at the page where you see a pony at the top.
- Move your marker under the row with the shoe.
- Look at the temperature on the thermometer in the first box.
- Now look at the other boxes. **Mark the box that shows a temperature that is colder than what is shown on the thermometer.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the hat.
- Look at the banana in the first box and listen carefully to this story. Sandra had a banana. She wanted to give half of the banana to her brother, so she cut her banana into halves.
- Now look at the other boxes. **Mark the box that shows the banana that is cut into halves.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the cake.
- Look at the ear in the first box. This means that you need to listen carefully.
- Now look at the other boxes. **Mark the box with a shape that has three sides and three corners.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the monkey.
- See the ear in the first box. This means that you need to listen carefully.
- Jacques wants to grow a tree in his yard.
- Now look at the pictures in the other boxes that show how a tree grows. **Mark the box that shows what would happen last.**
- Mark the box with the NS if you don't see the answer.



*



- Turn to the page where you see a bird at the top.
- Move your marker under the row with the lollipop.
- Look at the number in the first box.
- Now look at the marbles in the other boxes. **Mark the box that shows the number of marbles that is less than the number in the first box.**
- Mark the box with the NS if you don't see the answer.



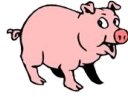
- Move your marker under the row with the lion.
- Look at the stickers in the first box and listen to this story.
- Diana was given three stickers for her good behavior during mathematics. She got one more sticker during reading class. She wants to know how many stickers she got in all. She was given three stickers, then one more.
- Now look at the number sentences in the other boxes. **Mark the box that has the number sentence to answer how many stickers Diana had in all.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the star.
- Look at the ear in the first box. This means that you need to listen carefully.
- Look at the other boxes. **Mark the box that shows the first circle filled in.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the tree.
- Look at the pattern in the first box.
- Now look at the other boxes. **Mark the box that shows what should go next in the sequence.**
- Mark the box with the NS if you don't see the answer.



- Look at to the page where you see a pig at the top.
- Move your marker under the row with the shoe.
- Look at the book in the first box. Michelle wants to measure the height of the book.
- Now look at the other boxes. **Mark the box that shows the best tool to measure the height of the book.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the hat.
- Look at the candles in the first box and listen carefully to this joining story. Carlos had one candle. His sister gave him three more candles.
- Now look at the other boxes. **Mark the box with the addition sentence that goes with the joining story.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the cake.
- Look at the number line in the first box.
- Now look at the numbers in the other boxes. **Mark the box that shows a number that comes between 22 and 24.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the monkey.
- Look at the ear in the first box. This means that you need to listen carefully.
- Now look at the other boxes. Marcus was counting by fives. **He said, "10, 15, 20, 25,..." Mark the box that shows what Marcus would say next.**
- Mark the box with the NS if you don't see the answer.



- Turn to the page where you see a train engine at the top.
- Move your marker under the row with the lollipop.
- See the pattern in the first box.
- Now look at the other boxes. **Mark the box that shows what comes next.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the lion.
- Look at the first box. It shows that Charles has four cats. He gave one of them away to his friend.
- Now look at the other boxes. **Mark the box with the number sentence that shows how many cats Charles has left.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the star.
- In the first box, look at what Belinda has in her desk at school: two rulers, two books, and two pencils.
- Now look at the items in other boxes. **Mark the box that shows the item that is impossible to be found in her desk at school.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the tree.
- Look at the child in the first box.
- Now look at the other boxes. **Mark the box with the tool you would use to show how warm it is where the child is playing.**
- Mark the box with the NS if you don't see the answer.

Note: At this point in testing, you may give the children a short break. Direct them to put their pencils down, stand up quietly from their chairs, and stretch. For example, you might say: Reach for the planets in the sky. There is Mercury. It seems out of order. Quietly grab it and move it next to Venus. Make sure you don't touch the sun, because it is very hot. Now let's reach for Saturn and grab its ring. Make sure you are gentle, though. We don't want to damage the ring around Saturn. Okay, let go of the ring now -- that's good. Now quietly sit back in your chair and pick up your pencil. Continue testing.



- Look at to the page where you see a bug at the top.
- Move your marker under the row with the shoe.
- Look at the drawing in the first box.
- Now look at the other boxes. **Mark the box that shows the drawing that is the same size and shape as the one in the first box.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the hat.
- Look at the feather in the first box.
- Now look at the other boxes that say, lighter than one pound, about one pound, and heavier than one pound.
- **Mark the box that shows how much a feather weighs: lighter than one pound, about one pound, heavier than one pound.**
- Mark the box with the NS if you don't see the answer.

*



- Move your marker under the row with the cake.
- Look at the ear in the first box. This means that you need to listen carefully.
- Sonia has five beads.
- Now look at the beads in the other boxes. **Mark the box that shows two out of five beads are black.**
- Mark the box with the NS if you don't see the answer.

*



- Move your marker under the row with the monkey.
- Look at the coins in the first box.
- Now look at the other boxes. **Mark the box that shows the amount of money in the first box.**
- Mark the box with the NS if you don't see the answer.



- Turn to the page where you see a house at the top.
- Move your marker under the row with the lollipop.
- Look at the addition problem in the first box.
- Now look at the numbers in the other boxes. **Mark the box that shows the answer to the addition problem in the first box.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the lion.
- Look at the addition problem in the first box.
- Now look at the other boxes. **Mark the box with the snap cubes that solve the problem.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the star.
- Look at the ear in the first box. This means that you need to listen carefully.
- Students in Mrs. Taylor's class had to work in groups and choose what they were going to do during the weekend. They were supposed to graph their choices. In Mark's group, two students chose to ride a bike, two students chose to read, and one student chose to play with his pet cat. **Mark the box with the graph that shows that two students chose to ride a bike, two students chose to read, and one student chose to play with his pet cat.**
- Mark the box with the NS if you don't see the answer.

*



- Move your marker under the row with the tree.
- Look at the tens and ones in the first box.
- Now look at the other boxes. **Mark the box that shows how many groups of tens and ones there are in the first box.**
- Mark the box with the NS if you don't see the answer.



- Look at to the page where you see a policeman at the top.
- Move your marker under the row with the shoe.
- Look at the ear in the first box. That means that you need to listen carefully.
- It usually takes 1 hour for Tyler to watch his favorite TV show, 20 minutes to have breakfast, and 5 minutes to brush his teeth.
- Now look at the other boxes. **Mark the picture that shows what Tyler takes the longest time to complete.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the hat.
- Look at the ear in the first box. This means that you need to listen carefully.
- James wants to shade in one of three equal parts of a shape.
- Now look at the shapes in the other boxes. **Mark the picture that shows, one of three equal parts are shaded.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the cake.
- Look at the ear in the first box. This means that you need to listen carefully.
- Now look at the other boxes. **Mark the box that shows the even number of cookies.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the monkey.
- Look at the diagram in the first box and listen carefully.
- Ms. McGhee asked her after school students whether they wanted to play ball or watch a movie.
- Look at the numbers in the other boxes. **Mark the box that shows how many students wanted to do both.**
- Mark the box with the NS if you don't see the answer.



- Turn to the page where you see a car at the top.
- Move your marker under the row with the lollipop.
- Look at the ear in the first box. This means that you need to listen carefully to this story.
- Barbara had 10 dollars in her purse. She took 7 dollars away to leave 3 dollars in her purse.
- Now look at the number sentences in other boxes. **Mark the box that has the number sentence showing what happened to Barbara's money.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the lion.
- Look at the chart with tally marks in the first box. The chart shows how many students in Mr. Smith's class like different kinds of fruit. At the top, you see an apple; in the middle, you see an orange; and at the bottom, you see a banana.
- Now look at the other boxes. **Mark the box that shows how many students like bananas.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the star.
- Look at the ear in the first box. This means that you need to listen carefully to this story.
- Sasha had two stickers. Eloy had four stickers. Sasha got three stickers from Eloy. **Mark the box that shows the number sentence that answers how many stickers Sasha had in all.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the tree.
- Look at the line and the snap cube in the first box. Otis wants to measure his line using snap cubes.
- Now look at the other boxes. **Mark the box that shows how many snap cubes Otis needs to measure the length of the line.**
- Mark the box with the NS if you don't see the answer.



- Look at the page where you see a frog at the top.
- Move your marker under the row with the shoe.
- Look at the ear in the first box. This means that you need to listen carefully.
- Ben is watching the clock so he can leave at 9:30.
- Now look at the other boxes. **Mark the box with the clock that shows 9:30.**
- Mark the box with the NS if you don't see the answer.



- Move your marker under the row with the hat.
- Look at the number sentence in the first box.
- Now look at the number sentences in the other boxes. **Mark the box that shows the number sentence that is in the same fact family as the one in the first box.**
- Mark the box with the NS if you don't see the answer.

After item 38 has been completed, have students place their scratch paper on the next page (the page with the bear on the left page and the bike on the right page) and close their booklets. Collect the booklets and markers.