

Texas Early Mathematics Inventories

Outcome

First Grade Teacher's Manual Addendum

Mathematics Problem Solving
for

FORM B

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

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 clock 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 crayons in the first box.
- Now look at the other boxes. **Mark the box that shows how many crayons 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 circle and the square in the first box.
- Now look at the other boxes. **Mark the box that shows a picture with the circle on top of the square.**
- 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 chair.**
- 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 orange in the first box and listen carefully to this story. Emilio had an orange. He wanted to give half of the orange to his friend, so he cut the orange into halves.
- Now look at the other boxes. **Mark the box that shows the orange 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 four sides and four corners.**
- 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.
- Look in each of the other boxes. Each box shows a dog house being built. **Mark the box that shows what happened first.**
- Mark the box with the NS if you don't see the answer.



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- 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 jacks in the other boxes. **Mark the box that shows the number of jacks that is less than the number in the first box.**
- Mark the box with the NS if you don't see the answer.



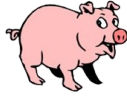
- Move your marker under the row with the lion.
- Look at the stickers in the first box and listen to this story.
- Anna's father gave her one sticker for each time she got on base while playing softball for the Laredo Lobos. She got two stickers after her first game and four stickers after her second game. She wants to know how many stickers she got in all. She had two, then four more.
- Now look at the number sentences in other boxes. **Mark the box that has the number sentence to answer how many stickers Anna 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 third 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 the page where you see a pig at the top.
- Move your marker under the row with the shoe.
- Look at the turtle in the first box. Adam wants to find out how much the turtle weighs.
- Now look at the other boxes. **Mark the box that shows the best tool to measure the weight of the turtle.**
- 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 erasers in the first box and listen carefully to this joining story. Asha had two erasers. Her teacher gave her three more erasers.
- 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 30 and 32.**
- 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. Zuri was counting by fives. **He said, "20, 25, 30, 35..." Mark the box that shows what Zuri 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.
- Look at the pattern in the first box.
- Now look at the other boxes. **Mark the box that shows what should go 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 Ryan had six cats. He gave one of them away to his cousin.
- Now look at the other boxes. **Mark the box with the number sentence that shows how many cats Ryan 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 Chetan (pronounced Chay-tahn) has in her bag to show her classmates during show and tell. She has a book, an eagle's feather, and a doll.
- Now look at the items in other boxes. **Mark the box that shows the item that is impossible for Chetan to take out of her bag to show her classmates.**
- 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 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 crayon and pencil in the first box. Maxine placed the crayon on one plate of the scale and the pencil on the other plate of the scale.
- Now look at the other boxes. **Mark the box that shows that the crayon and pencil weigh about the same.**
- Mark the box with the NS if you don't see the answer.

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- 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.
- Greta has nine beads.
- Now look at the beads in the other boxes. **Mark the box that shows five out of nine 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 solves the problem.**
- Mark the box with the NS if you don't see the answer.

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- Move your marker under the row with the star.
- Look at the ear in the first box. That means you need to listen carefully.
- Jasmine's teacher told his students to draw a graph that shows something happening in real life. On her way home from school, Jasmine saw six children playing in the park. Jasmine decided to draw a graph to show what the children in the park were doing.
- Now look at the graphs in the other boxes. **Mark the box with Jasmine's graph that shows that three children were on a swing, two were riding a bike, and one was playing in the sandbox.**
- Mark the box with NS if you don't see the answer.

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- Move your marker under the row with the tree.
- Look at the stacks of 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 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. This means that you need to listen carefully.
- It usually takes 15 minutes for Jenna to have lunch, 30 minutes for her to watch her favorite video, and 5 minutes for her to brush her hair.
- Now look at the other boxes. **Mark the box with the picture that shows what takes Jenna the shortest amount of 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 three of four equal parts of a shape.
- Now look at the shapes in the other boxes. **Mark the picture that shows three of four equal parts 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. Owen was counting: 2, 4, 6, 8, 10... **Mark the box that shows what Owen would say next.**
- 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. Rodriguez was planning a field trip. She asked her students whether they wanted to go to the zoo or go to the museum.
- Now 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.
- Anna had 9 dollars in her purse. She took 5 dollars away to leave 4 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 Anna'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 a pear; and at the bottom, you see a strawberry.
- Now look at the other boxes. **Mark the box that shows how many students like pears.**
- 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.
- Sam had four stickers. Consuelo had three stickers. Sam got two stickers from Consuelo. **Mark the box that shows the number sentence that answers how many stickers Sam 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. Yumi (pronounced you-me) wants to measure the line using snap cubes.
- Now look at the other boxes. **Mark the box that shows how many snap cubes Yumi 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 4:30.
- Now look at the other boxes. **Mark the box with the clock that shows 4:30.**
- 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.