**TLC Assessment**

1. **Estimate and then give the sum of the dot cards.**
2. **Parts of 10** with manipulatives

I have 3. How many more to make 10? \_\_\_\_\_\_

I have 6. How many more to make 10? \_\_\_\_\_\_\_\_

I have 10 and I take away 7. How many are left? \_\_\_\_\_\_

I have 2. How many more to make 10? \_\_\_\_\_\_\_\_

I have 3. How many more to make 10? \_\_\_\_\_\_\_\_

I have 10 and I take away 6. How many are left? \_\_\_\_\_\_\_\_

1. **Equations** (1st without manips, then with manips. Ask for thinking)

10 + \_\_\_ = 18 20 - 5 = \_\_\_\_\_

11 + 6 = \_\_\_\_\_\_ 9 - 4 = \_\_\_\_\_\_\_

23 + 45 = \_\_\_\_\_ 27 + 26 = \_\_\_\_\_\_\_

76 - 21 = \_\_\_\_\_\_ 52 - 25 + \_\_\_\_\_\_\_\_

1. Give option of a hundreds chart and number line. Let them solve problem with preferred strategy.

Can you use the number line to show 34 + 17?

Can you use the number line to solve 16 - \_\_\_\_ = 7?

1. You added 2 numbers in your head. The sum is little greater than 25. What might the numbers have been? (can show on hundreds chart on number line)
2. **Benchmarking**

How can using 10 help you solve 8 + 9?

How can using 5 help you solve 7 + 7? (show 5+2 + 5+2)

1. **Estimation** **/magnitude**

a)Show 2 amounts. Which is more?

b) Which equation is more?

27 + 19 or 10 + 20

c) This is what 10 cubes looks like. Can you scoop up 20?

1. **Unitizing**:

a) Here is \_\_\_\_. Can you put them into equal groups? (i.e. 4, 6, 14 etc depending on readiness)

b) How many groups of 10 are in 123?

1. **Place value:**

Choose 3 numbers under 10. What is the biggest number you can make? (could have cards 0-9 they can choose from)

Extension: what are all the numbers you can make? Order them.