

Second Grade Posttest Answer Key

Introduction

- All bracketed text should not be read aloud and is for reference only.
- The questions and answers have been numbered in this document to aid teachers and parents. However, the questions are not numbered the same way, if numbered at all, in the student documents.
- It is highly recommended that this check-up be completed across two or more sessions.

Part 1

Part 1 Materials

- Student Braille Document: G2-Posttest-Student.brf
- Base ten blocks: units, rods, and flats in different baskets, containers, or bowls (Alternative: Digi-Blocks which is a different type of base ten blocks that nest)
- Place Value Chart 3 available in contracted and uncontracted braille within the curriculum (Alternative: four-compartment sorting tray with the compartments labeled from left to right thousands, hundreds, tens, and ones in braille)
- G2-Posttest-Data-Table.docx

Part 1 Teacher Script

Question 1.1

Skip count by 10s to 200, beginning with 10.

Answer 1.1

10 20 30 40 50 60 70 80 90 100

110 120 130 140 150 160 170 180 190 200

Question 1.2

Skip count by 100s to 1000, beginning with 100.

Question 1.5

Read the numbers from 301-600 in the middle of page 1. There will be 4 numbers on each line.

Answer 1.5

596	563	368	429
402	318	556	397
357	495	598	528
463	530	561	384
516	479	506	600

Question 1.6

Read the numbers from 601-1000 at the bottom of page 1. Once again, there will be 4 numbers on each line.

Answer 1.6

822 916 652 938

727 837 949 992

893 976 647 798

1000 608 850 605

625 681 749 861

The next activity will help us find out how well you have learned to read braille numbers 0 to 999 with a single underlined digit.

Question 1.7

Read each number beginning at the top of page 2. There will be only one number on each line.

Small	Large	Small	Small	Large	Large	Small	Small
Small	Large	Large	Large	Small	Small	Small	Large
Large	Large	Small	Small	Large	Small	Large	Large

•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•

Answer 1.7

327 three hundred twenty-seven with a bar under the 2

16 sixteen with a bar under the 6

748 seven hundred forty-eight with a bar under the 7

396 three hundred ninety-six with a bar under the 3

254 two hundred fifty-four with a bar under the 4

819 eight hundred nineteen with a bar under the 1

Question 1.8

Now, read the rest of the numbers on page 2 that have a single underlined digit.

Answer 1.8

582 five hundred eighty-two with a bar under the 5

230 two hundred thirty with a bar under the 0

840 eight hundred forty with a bar under the 4

397 three hundred ninety-seven with a bar under the 3

705 seven hundred five with a bar under the 5

146 one hundred forty-six with a bar under the 1

Question 1.9

What is the name of the symbol that follows the last number?

Answer 1.9

Nemeth Code terminator

This activity will help us find out how well you have learned to build numbers 1-1000 by using base ten blocks (or Digi-Blocks) and a Place Value Chart.

Question 1.10

Build the following numbers by using base ten blocks (or Digi-Blocks) and your Place Value Chart. Don't forget to put your blocks back into the work tray each time before beginning to build a different number.

396

Answer 1.10

To build 396 you need 3 flats, 9 rods, and 6 unit blocks or 3 hundreds, 9 tens, and 6 ones.

Question 1.11

805

Answer 1.11

To build 805 you need 8 flats, 0 rods, and 5 unit blocks or 8 hundreds, 0 tens, and 5 ones.

Question 1.12

147

Answer 1.12

To build 147 you need 1 flat, 4 rods, and 7 unit blocks or 1 hundred, 4 tens, and 7 ones.

Question 1.13

63

Answer 1.13

To build 63 you need 6 rods and 3 unit blocks or 6 tens and 3 ones.

Question 1.14

485

Answer 1.14

To build 485 you need 4 flats, 8 rods, and 5 unit blocks or 4 hundreds, 8 tens, and 5 ones.

Question 1.15

978

Answer 1.15

To build 978 you need 9 flats, 7 rods, and 8 unit blocks or 9 hundreds, 7 tens, and 8 ones.

Question 1.16

Let's build a few more numbers!

1000

Answer 1.16

To build 1000 you need 1 cube, 0 flats, 0 rods, and 0 unit blocks or 1 thousand, 0 hundreds, 0 tens, and 0 ones.

Question 1.17

401

Answer 1.17

To build 401 you need 4 flats, 0 rods, and 1 unit block or 4 hundreds, 0 tens, and 1 one.

Question 1.18

79

Answer 1.18

To build 79 you need 7 rods and 9 unit blocks or 7 tens and 9 ones.

Question 1.19

865

Answer 1.19

To build 865 you need 8 flats, 6 rods, and 5 unit blocks or 8 hundreds, 6 tens, and 5 ones.

Question 1.20

230

Answer 1.20

To build 230 you need 2 flats, 3 rods, and 0 unit blocks or 2 hundreds, 3 tens, and 0 ones.

Question 1.21

572

Answer 1.21

To build 572 you need 5 flats, 7 rods, and 2 unit blocks or 5 hundreds, 7 tens, and 2 ones.

Part 2

Part 2 Materials

- Student Braille Document: G2-Posttest-Student.brf
- Sorting tray with 4-section divider (Alternative: four containers labeled quarters, dimes, nickels, and pennies)
- Real money (8 pennies, 8 nickels, 8 dimes, and 8 quarters)
- G2-Posttest-Data-Table.docx

Part 2 Teacher Notes

Use real money throughout Part 2, instead of play money.

Part 2 Teacher Script

The next five activities will tell us how much you have learned about money.

Question 2.1

Begin by sorting all the coins, using four containers that are labeled quarters, dimes, nickels, and pennies from left to right. For example, if the coin is a penny, then place it in the penny container.

Answer 2.1

Check that the student has placed 8 pennies, 8 nickels, 8 dimes, and 8 quarters in the appropriate containers.

Question 2.2

[Give the student a quarter, a dime, a nickel, and a penny.]

Tactually identify each coin and then tell me its value.

Answer 2.2

Check that the student has appropriately identified each of the four coins as a quarter, a dime, a nickel, and a penny and can tell you the value of each.

Question 2.3

I will give you a different set of coins each time. Talk aloud as you determine how much money you have. You may use your Counting to 120 chart.

[2 dimes and 3 nickels]

Answer 2.3

35¢

Question 2.4

[1 quarter and 4 pennies]

Answer 2.4

29¢

Question 2.5

[3 dimes, 1 nickel, and 2 pennies]

Answer 2.5

37¢

Question 2.6

[2 quarters, 1 dime, 2 nickels, and 3 pennies]

Answer 2.6

73¢

Question 2.7

[3 quarters, 1 dime, and 1 nickel]

Answer 2.7

90¢

Question 2.8

[1 quarter, 4 dimes, 3 nickels, and 1 penny]

Answer 2.8

81¢

Question 2.9

Now I will give you a different set of dollars and coins each time. Once again, talk aloud as you determine how much money you have.

[3 dollars and 1 quarter]

Answer 2.9

\$3.25

Question 2.10

[2 dollars, 4 dimes, 3 nickels, and 4 pennies]

Answer 2.10

\$2.59

Question 2.11

[1 dollar, 3 quarters, 1 nickel, and 2 pennies]

Answer 2.11

\$1.82

Question 2.12

[4 dollars, 2 quarters, 1 dime, and 3 pennies]

Answer 2.12

\$4.63

Question 2.13

[3 dollars, 1 quarter, 2 dimes, and 4 pennies]

Answer 2.13

\$3.49

Question 2.14

[1 dollar, 2 quarters, 1 dime, 1 nickel, and 1 penny]

Answer 2.14

\$1.66

Question 2.15

Find page 3 in your student braille document and read each of the monetary expressions that include a cent sign at the top of the page. There will be 4 expressions on each line.

Figure 1 shows four 5x5 dot patterns labeled a, b, c, and d. Pattern a has 10 dots, pattern b has 12 dots, pattern c has 14 dots, and pattern d has 16 dots. The dots are arranged in a grid where some positions are filled and others are empty.

Answer 2.15

67¢ 14¢ 38¢ 91¢

22¢ 30¢ 6¢ 45¢

96¢ 27¢ 84¢ 60¢

52¢ 89¢ 92¢ 47¢

80¢ 36¢ 25¢ 12¢

Question 2.16

Read the monetary expressions that include a dollar sign in the middle of page 3. There will be 4 expressions on each line.

Answer 2.16

\$9 \$2 \$6 \$11

\$3 \$12 \$8 \$5

\$7 \$4 \$1 \$10

Question 2.17

Read the monetary expressions that include a dollar sign and a decimal point toward the bottom of page 3. There will be 4 expressions on each line.

Answer 2.17

\$5.00 \$1.99 \$3.61 \$4.35

\$2.38 \$5.16 \$2.12 \$2.05

\$4.93 \$3.00 \$1.48 \$2.92

\$4.56 \$2.87 \$3.49 \$1.79

\$1.06 \$4.80 \$3.10 \$1.98

Part 3

Part 3 Materials

- Braillewriter
- Braille paper
- G2-Posttest-Data-Table.docx

Part 3 Teacher Note

As the student completes this section, carefully observe if the student leaves a space between the items and moves to the next line in braille by pushing the line spacing key and record this information in the data table.

Part 3 Teacher Script

Question 3.1

Listen and then braille what you hear. Don't forget to number your problems and leave one space between the numbers and/or symbols. Let me know if you need for me to repeat what you should braille. I will repeat it as many times as you need.

1. cent sign horizontal bar symbol dollar sign directly under indicator
decimal point

Answer 3.1

The student should write:

Number 1: cent sign (dot 4, dots 1-4) horizontal bar symbol (dots 1-5-6)
dollar sign (dot 4, dots 2-3-4) directly under indicator (dots 1-4-6)
decimal point (dots 4-6)

Question 3.2

2. 52 81 134

3. 186 200 249

4. 258 273 300

Answer 3.2

The student should write:

Number 2: 52 81 134

Number 3: 186 200 249

Number 4: 258 273 300

Question 3.3

5. 307 326 425

6. 431 509 513

7. 556 581 600

Answer 3.3

The student should write:

Number 5: 307 326 425

Number 6: 431 509 513

Number 7: 556 581 600

Question 3.4

8. 601 629 689

9. 758 796 801

10. 839 953 1000

Answer 3.4

Number 8: 601 629 689

Number 9: 758 796 801

Number 10: 839 953 1000

Question 3.5

Continue to listen and then braille what you hear. Don't forget to number your problems and leave one space between the monetary expressions this time. On problems 11-13, use a cent sign. On problems 14-16 use a dollar sign and a decimal point.

Let me know if you need for me to repeat what you should braille. I will repeat it as many times as you need.

11. 75¢ 50¢ 84¢

12. 30¢ 68¢ 90¢

13. 29¢ 4¢ 15¢

Answer 3.5

The student should write:

Number 11: 75¢ 50¢ 84¢

Number 12: 30¢ 68¢ 90¢

Number 13: 29¢ 4¢ 15¢

Figure 1 shows four 5x5 dot patterns labeled (a), (b), (c), and (d). Each pattern consists of black dots on a grid of 25 positions. Pattern (a) has dots at (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5). Pattern (b) has dots at (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5). Pattern (c) has dots at (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5). Pattern (d) has dots at (1,1), (1,2), (1,3), (1,4), (1,5), (2,1), (2,2), (2,3), (2,4), (2,5).

Question 3.6

14. \$4.25 \$1.75 \$2.00

15. \$2.30 \$3.99 \$4.15

16. \$3.25 \$1.49 \$2.29

Answer 3.6

The student should write:

Number 14: \$4.25 \$1.75 \$2.00

Number 15: \$2.30 \$3.99 \$4.15

Number 16: \$3.25 \$1.49 \$2.29

Question 3.7

The remaining problems in this section will not be numbered. Write the following numbers with a single underlined digit. Place each number on a separate line.

897

564

310

26

253

Answer 3.7

The student should write:

eight hundred ninety-seven with a bar under the 8

five hundred sixty-four with a bar under the 5

three hundred ten with a bar under the 0

twenty-six with a bar under the 6

two hundred fifty-three with a bar under the 2

Question 3.8

Let's write some more numbers with a single underlined digit.

499

71

625

772

900

Answer 3.8

The student should write:

four hundred ninety-nine with a bar under the first 9

The figure shows a 3x8 grid of dot patterns. Each pattern consists of dots arranged in a 3x3 square. The patterns represent different combinations of three variables:

- Pattern 1 (top-left):** Top row has 2 dots; middle and bottom rows have 3 dots each.
- Pattern 2 (top-middle):** Top row has 2 dots; middle row has 2 dots; bottom row has 3 dots.
- Pattern 3 (top-right):** Top row has 2 dots; middle and bottom rows have 2 dots each.
- Pattern 4 (middle-left):** Top row has 3 dots; middle and bottom rows have 2 dots each.
- Pattern 5 (center):** All three rows have 3 dots.
- Pattern 6 (middle-right):** Top row has 3 dots; middle row has 2 dots; bottom row has 2 dots.
- Pattern 7 (bottom-left):** Top row has 3 dots; middle row has 2 dots; bottom row has 1 dot.
- Pattern 8 (bottom-right):** Top row has 3 dots; middle and bottom rows have 1 dot each.

seventy-one with a bar under the 7

six hundred twenty-five with a bar under the 2

seven hundred seventy-two with a bar under the second 7

nine hundred with a bar under the second 0

Part 4

Part 4 Materials

- Student Braille Document: G2-Posttest-Student.brf
- G2-Posttest-Data-Table.docx

Part 4 Teacher Note

Starting at question 7, the rest of this section should be completed with hard copy braille.

Part 4 Teacher Script

The next activity will tell us how much you have learned about reading and solving word problems.

Question 4.1

Find the top of page 4. There is a subheading entitled Part 4. Afterwards, read each word problem, and then tell me the answer before moving to the next problem.

[Make sure the student is viewing the first word problem on page 4.]

40 + 8 + 4 = 52
 40 + 10 + 4 = 54
 50 + 8 + 4 = 62
 48 + 4 = 52
 40 + 10 + 4 = 54
 50 + 8 + 4 = 62
 48 + 4 = 52
 40 + 10 + 4 = 54
 50 + 8 + 4 = 62
 48 + 4 = 52

Answer 4.1 Reading

1. Which is the same amount as $40+8+4$? Choose all that apply.
 - a. $48+4$
 - b. $40+10+4$
 - c. $50+8+4$
 - d. 52

Answer 4.1 Solution

1. a and d

Question 4.2

[Make sure the student is viewing the second word problem on page 4.]

Johnny paid \$2.75 for his purchase. Show three different ways to make \$2.75.
 2.00 + 0.50 + 0.25 = 2.75
 1.00 + 1.00 + 0.75 = 2.75
 0.50 + 0.50 + 0.50 + 0.25 = 2.75

Answer 4.2 Reading

2. Johnny paid \$2.75 for his purchase. Show three different ways to make \$2.75.

Answer 4.2 Solution

2. There are multiple ways to make \$2.75. For example, 2 dollar bills and 3 quarters make \$2.75.

Question 4.3

[Make sure the student is viewing the last word problem on page 4.]

1. Pedro has 6 coins. The total value is 91¢. He has 3 quarters, 1 nickel, and 1 penny. What is his sixth coin?

Answer 4.3 Reading

3. Pedro has 6 coins. The total value is 91¢. He has 3 quarters, 1 nickel, and 1 penny. What is his sixth coin?

- a. penny
- b. nickel
- c. dime
- d. quarter

Answer 4.3 Solution

3. c

Question 4.4

Now turn to page 5 and continue reading each word problem and then telling me the answer.

[Make sure the student is viewing the first word problem on page 5.]

The image displays 20 small diagrams, each consisting of a 3x3 grid of dots. Some dots are filled in black, while others are empty. The patterns are as follows:

- Diagram 1: Top row (all dots), middle row (left two dots), bottom row (all dots).
- Diagram 2: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 3: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 4: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 5: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 6: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 7: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 8: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 9: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 10: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 11: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 12: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 13: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 14: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 15: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 16: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 17: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 18: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 19: Top row (all dots), middle row (all dots), bottom row (all dots).
- Diagram 20: Top row (all dots), middle row (all dots), bottom row (all dots).

Answer 4.4 Reading

4. Tom made 16 cookies, and his grandmother made 18 cookies. How many cookies did they make altogether?

- $16+18 = 34$
- $16+10 = 26$
- $18-16 = 2$

Answer 4.4 Solution

4. a

Question 4.5

[Make sure the student is viewing the second word problem on page 5.]

Answer 4.5 Reading

5. Ryan has \$26.00 in his piggy bank. If he would like to buy a new game that costs \$30.00, how much does he need to save?

Answer 4.5 Solution

5. \$4.00

Question 4.6

Just one more problem to go!

[Make sure the student is viewing the last word problem on page 5.]

$$\begin{array}{r} 1234 \\ + 5678 \\ \hline 6912 \end{array}$$

Answer 4.6 Reading

6. Find 93-15. Use any strategy to solve.

Answer 4.6 Solution

6. 78

Now let's see how much you have learned about reading problems involving addition.

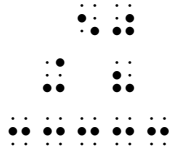
Question 4.7

Read the vertically aligned unnumbered problems involving addition within 100 on page 6, beginning at the top of the page.

$$\begin{array}{r} 12 \\ + 34 \\ \hline 46 \end{array}$$

$$\begin{array}{r} 23 \\ + 45 \\ \hline 68 \end{array}$$

$$\begin{array}{r} 34 \\ + 56 \\ \hline 90 \end{array}$$



Answer 4.7

63 plus 4 equals

$$\begin{array}{r} 63 \\ + 4 \\ \hline \end{array}$$

57 plus 9 equals

$$\begin{array}{r} 57 \\ + 9 \\ \hline \end{array}$$

41 plus 28 equals

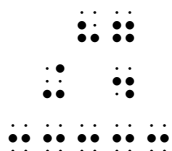
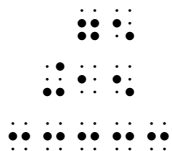
$$\begin{array}{r} 41 \\ + 28 \\ \hline \end{array}$$

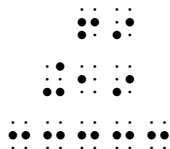
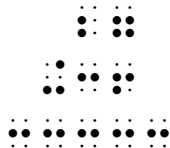
50 plus 8 equals

$$\begin{array}{r} 50 \\ + 8 \\ \hline \end{array}$$

Question 4.8

Turn to page 7 and continue to read the problems.





Answer 4.8

75 plus 15 equals

$$\begin{array}{r} 75 \\ +15 \\ \hline \end{array}$$

87 plus 4 equals

$$\begin{array}{r} 87 \\ +4 \\ \hline \end{array}$$

27 plus 36 equals

$$\begin{array}{r} 27 \\ +36 \\ \hline \end{array}$$

69 plus 19 equals

$$\begin{array}{r} 69 \\ +19 \\ \hline \end{array}$$

Question 4.9

Locate page 8 in your braille document and read the numbered problems about addition.

[Make sure the student is viewing the first row of problems on page 8.]

$$\begin{array}{r}
 73 \\
 + 1 \\
 \hline
 \end{array}
 \qquad
 \begin{array}{r}
 86 \\
 + 9 \\
 \hline
 \end{array}$$

Answer 4.9

The student should read number 1: 73 plus 1 equals and number 2: 86 plus 9 equals.

$$\begin{array}{r}
 1. \quad 73 \\
 + 1 \\
 \hline
 \end{array}
 \qquad
 \begin{array}{r}
 2. \quad 86 \\
 + 9 \\
 \hline
 \end{array}$$

Question 4.10

[Make sure the student is viewing the second row of problems on page 8.]

$$\begin{array}{r}
 28 \\
 + 18 \\
 \hline
 \end{array}
 \qquad
 \begin{array}{r}
 43 \\
 + 39 \\
 \hline
 \end{array}$$

Answer 4.10

The student should read number 3: 28 plus 18 equals and number 4: 43 plus 39 equals.

$$\begin{array}{r}
 3. \quad 28 \\
 + 18 \\
 \hline
 \end{array}
 \qquad
 \begin{array}{r}
 4. \quad 43 \\
 + 39 \\
 \hline
 \end{array}$$

Question 4.11

[Make sure the student is viewing the last row of problems on page 8.]

$$\begin{array}{r}
 55 \\
 + 12 \\
 + 20 \\
 \hline
 \end{array}
 \qquad
 \begin{array}{r}
 15 \\
 + 23 \\
 + 41 \\
 \hline
 \end{array}$$

Answer 4.11

The student should read number 5: 55 plus 12 plus 20 equals and number 6: 15 plus 23 plus 41 equals.

$$\begin{array}{r} 5. \quad 55 \\ 12 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 15 \\ \quad 23 \\ + 41 \\ \hline \end{array}$$

Question 4.12

Read the addition problems with a carried number indicator on page 9 of your braille document. Read just the problem out loud and not the carried number indicator and carried number.

[Make sure the student is viewing the first problem on page 9.]

Answer 4.12

The student should read 62 plus 18 equals 80.

$$\begin{array}{r} 1 \\ 62 \\ + 18 \\ \hline 80 \end{array}$$

Question 4.13

[Make sure the student is viewing the second problem on page 9.]

Answer 4.13

The student should read 38 plus 55 equals 93.

$$\begin{array}{r} 1 \\ 38 \\ + 55 \\ \hline 93 \end{array}$$

Question 4.14

[Make sure the student is viewing the last problem on page 9.]

$$\begin{array}{r} 1 \\ 67 \\ + 5 \\ \hline 72 \end{array}$$

Answer 4.14

The student should read 67 plus 5 equals 72.

$$\begin{array}{r} 1 \\ 67 \\ + 5 \\ \hline 72 \end{array}$$

Part 5

Part 5 Materials

- Student Braille Document: G2-Posttest-Student.brf
- Braillewriter
- G2-Posttest-Data-Table.docx

Part 5 Teacher Note

Part 5 should be completed with hard copy braille and a braillewriter instead of a refreshable braille display.

Part 5 Teacher Script

The next three activities will show us how much you have learned about writing and solving addition problems.

Question 5.1

Use your braillewriter to answer the problems on pages 6-8 of the student document. Begin by placing each page in your braillewriter. Finish by taking each page out of the braillewriter.

Answer 5.1

After inserting each page in the braillewriter, the student should braille the answer for each problem directly below the separation line.

Page 6: The student should write 67 below 63 plus 4 equals, 66 below 57 plus 9 equals, 69 below 41 plus 28 equals, and 58 below 50 plus 8 equals.

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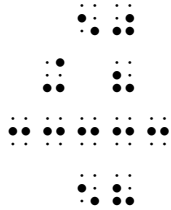
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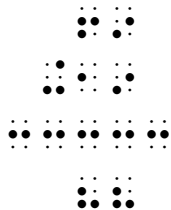
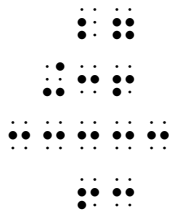
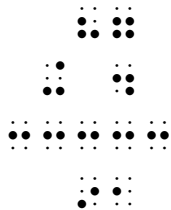
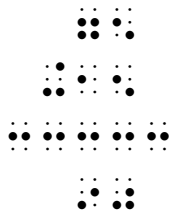
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Page 7: The student should write 90 below 75 plus 15 equals, 91 below 87 plus 4 equals, 63 below 27 plus 36 equals, and 88 below 69 plus 19 equals.



Page 8: The student should write 74 below number 1: 73 plus 1 equals, 95 below number 2: 86 plus 9 equals, 46 below number 3: 28 plus 18 equals, 82 below number 4: 43 plus 39 equals, 87 below number 5: 55 plus 12 plus 20 equals, and 79 below number 6: 15 plus 23 plus 41 equals.

$$\begin{array}{r} 73 \\ + 1 \\ \hline 74 \end{array}$$

$$\begin{array}{r} 86 \\ + 9 \\ \hline 95 \end{array}$$

$$\begin{array}{r} 28 \\ + 18 \\ \hline 46 \end{array}$$

Question 5.2

Listen and then braille what you hear. Remember that all of the problems will be vertically aligned. Let me know if you need for me to repeat what you should braille.

Write the following problems spatially: 81 plus 4 equals, 27 plus 7 equals, 53 plus 42 equals, and 15 plus 65 equals.

$$\begin{array}{r} 81 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 65 \\ \hline \end{array}$$

Answer 5.2

The student should write the following problems spatially: 81 plus 4 equals, 27 plus 7 equals, 53 plus 42 equals, and 15 plus 65 equals.

Question 5.3

Let's braille some more vertically aligned problems.

Now write 14 plus 20 plus 8 equals and 33 plus 19 plus 27 equals.

$$\begin{array}{r} 14 \\ 20 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ 19 \\ +27 \\ \hline \end{array}$$

Answer 5.3

The student should write the following problems spatially: 14 plus 20 plus 8 equals and 33 plus 19 plus 27 equals.

$$\begin{array}{r} \text{⠠⠠⠠⠠⠠⠠} \\ \text{⠠⠠⠠⠠⠠⠠} \\ \text{⠠⠠⠠⠠⠠⠠} \\ \text{⠠⠠⠠⠠⠠⠠} \end{array}$$

$$\begin{array}{r} \text{⠠⠠⠠⠠⠠⠠} \\ \text{⠠⠠⠠⠠⠠⠠} \\ \text{⠠⠠⠠⠠⠠⠠} \\ \text{⠠⠠⠠⠠⠠⠠} \end{array}$$

Part 6

Part 6 Materials

- Student Braille Document: G2-Posttest-Student.brf
- Braillewriter
- G2-Posttest-Data-Table.docx

Part 6 Teacher Note

Part 6 should be completed with hard copy braille and a braillewriter instead of a refreshable braille display.

Part 6 Teacher Script

This section will help us find out how well you have learned to read, write, and solve problems involving subtraction.

Question 6.1

Read the vertically aligned unnumbered problems involving subtraction within 100 on page 10, beginning at the top of the page.

$$\begin{array}{r} 75 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ - 3 \\ \hline \end{array}$$

Answer 6.1

75 minus 3 equals

$$\begin{array}{r} 75 \\ - 3 \\ \hline \end{array}$$

86 minus 4 equals

$$\begin{array}{r} 86 \\ - 4 \\ \hline \end{array}$$

69 minus 30 equals

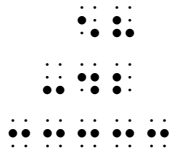
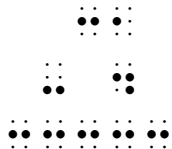
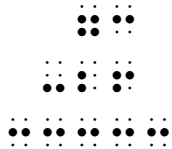
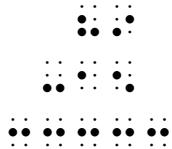
$$\begin{array}{r} 69 \\ - 30 \\ \hline \end{array}$$

50 minus 2 equals

$$\begin{array}{r} 50 \\ - 2 \\ \hline \end{array}$$

Question 6.2

Turn to page 11 and continue to read the problems.



Answer 6.2

89 minus 15 equals

$$\begin{array}{r} 89 \\ - 15 \\ \hline \end{array}$$

73 minus 26 equals

$$\begin{array}{r} 73 \\ - 26 \\ \hline \end{array}$$

31 minus 4 equals

$$\begin{array}{r} 31 \\ - 4 \\ \hline \end{array}$$

58 minus 42 equals

$$\begin{array}{r} 58 \\ - 42 \\ \hline \end{array}$$

Question 6.3

Use your brailewriter to answer problems on page 10-11 of the student document. Begin by placing the page in your brailewriter. Finish by taking the page out of the brailewriter.

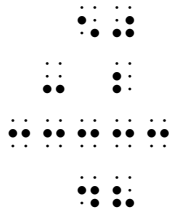
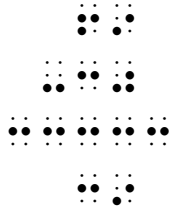
Answer 6.3

After inserting each page in the brailewriter, the student should braille the answer for each problem directly below the separation line.

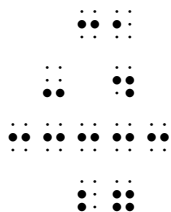
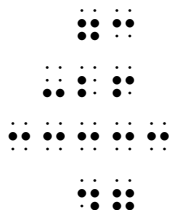
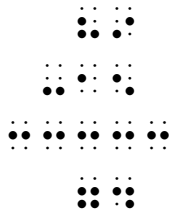
Page 10: The student should write 72 below 75 minus 3 equals, 82 below 86 minus 4 equals, 39 below 69 minus 30 equals, and 48 below 50 minus 2 equals.

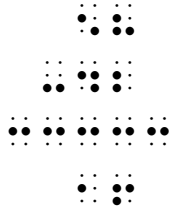
$$\begin{array}{r} 75 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ - 4 \\ \hline \end{array}$$



Page 11: The student should write 74 below 89 minus 15 equals, 47 below 73 minus 26 equals, 27 below 31 minus 4 equals, and 16 below 58 minus 42 equals.

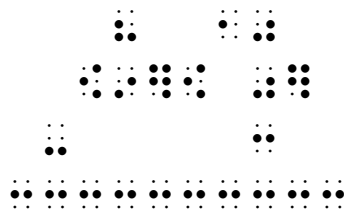




Question 6.4

Locate page 12 in your braille document and read the subtraction problems with a cancellation indicator. Read just the problem out loud and not the cancellation indicators and renamed numbers.

[Make sure the student is viewing the first problem on page 12.]



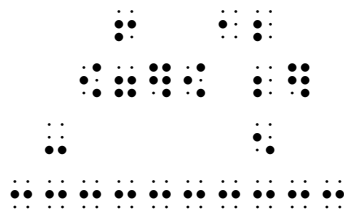
Answer 6.4

90 minus 3 equals

$$\begin{array}{r} 8 \ 10 \\ \cancel{9} \ \cancel{0} \\ - \quad 3 \\ \hline \end{array}$$

Question 6.5

[Make sure the student is viewing the second problem on page 12.]



Answer 6.5

72 minus 5 equals

$$\begin{array}{r} 6\ 12 \\ \cancel{7}\ \cancel{2} \\ -\quad 5 \\ \hline \end{array}$$

Question 6.6

[Make sure the student is viewing the last problem on page 12.]

Answer 6.6

31 minus 8 equals

$$\begin{array}{r} 211 \\ \cancel{3} \cancel{1} \\ - \quad 8 \\ \hline \end{array}$$

Question 6.7

Now answer each of the subtraction problems that include a cancellation indicator on page 12. Write each answer on another piece of paper, using your braillewriter, before moving to the next problem. Leave one space between your answers.

Answer 6.7

87 67 23

Question 6.8

Listen and then braille what you hear on another piece of braille paper. Remember that all of the problems will be vertically aligned. Let me know if you need for me to repeat what you should braille.

Write the following problems spatially: 64 minus 9 equals, 37 minus 10 equals, 26 minus 4 equals, 98 minus 23 equals, 72 minus 1 equals, and 60 minus 29 equals.

$$\begin{array}{r} 64 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ - 29 \\ \hline \end{array}$$

Answer 6.8

The student should write the following problems spatially: 64 minus 9 equals, 37 minus 10 equals, 26 minus 4 equals, 98 minus 23 equals, 72 minus 1 equals, and 60 minus 29 equals.

$$\begin{array}{r} \text{⠠⠠⠠⠠⠠⠠} \\ \text{⠠⠠⠠⠠⠠⠠} \\ \text{⠠⠠⠠⠠⠠⠠} \end{array}$$

$$\begin{array}{r} \text{⠠⠠⠠⠠⠠⠠} \\ \text{⠠⠠⠠⠠⠠⠠} \\ \text{⠠⠠⠠⠠⠠⠠} \end{array}$$

