Steady Steps Maths

FREE UNIT TEST · TOPIC 2

FREE SAMPLE · UNIT TEST A

Properties & Counting Strategies

Unit Test A · 40 marks · about 40 minutes

GRADE 1



Common Core 1.OA.B.3, 1.OA.B.4, 1.OA.C.5

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UNIT TEST A Properties & Counting Strategies

40 marks · about 40 minutes · Common Core 1.OA.B.3–4 · 1.OA.C.5

Name _____ **Date** _____

Instructions

- Answer **every** question in the space given.
- Show your working: in Sections B and C you get marks for your method, even if the final answer is wrong.
- The number in brackets, like [2], shows how many marks a question is worth.
- You have about 40 minutes. A calculator is **not** needed.
- Check your answers if you finish early.
- A grown-up may read each question aloud, but should not help with the maths.

Your score

Section	Questions	Marks	Your score
A · Quick questions	1–10	10	
B · Show your working	11–16	17	
C · Problem solving	17–18	13	
Total		**40**	

Percentage: _____ % 85%+ excellent · 65–84% good · 45–64% keep practising · below 45% revise the packs first

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SECTION A Quick questions

1 mark each · write your answer in the box

1. 5 + 9 = 14, so 9 + 5 = ☐ [1]
Answer

2. ☐ + 7 = 7 + 2 [1]
Answer

3. 0 + 15 = ☐ [1]
Answer

4. 4 + 5 + 6 = 4 + ☐ [1]
Answer

5. 10 + ☐ = 16 [1]
Answer

6. 8 + 7 = 15, so 15 − 8 = ☐ [1]
Answer

7. Count up to find 15 − 13 = ☐ [1]
Answer

8. Count on 2 from 12. What number do you land on? [1]
Answer

9. Count back 2 from 11. What number do you land on? [1]
Answer

10. 2 + 10 = ☐ (start at the bigger number) [1]
Answer

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SECTION B Show your working

Marks are given for your method

11 Write the turn-around fact for 7 + 9 = 16. [2]

Answer

12 Find 13 − 6 = ☐. [3]
Write the addition fact that helps you.

Answer

13 Use the number line. Count back to find 15 − 4. Show your jumps. [3]



Answer

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14 Add 4 + 8 + 6 in two different orders. Do you get the same answer? [3]

Answer

15 Adam says 13 − 0 = 0. Is Adam right? Explain. What should it be? [2]

Answer

16 Kai has 7 stickers. Kai needs 12 to fill a page. [4]
(a) Write an adding equation with ☐ for the stickers still needed.
(b) Solve it.

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SECTION C Problem solving

Longer questions with several steps

17 Zara has 5 red beads and 8 blue beads. [7]

(a) Find how many beads Zara has. Which number is it easier to count on from? Why?

(b) Write the turn-around fact for your addition.

(c) Zara uses 4 beads on a bracelet. How many beads are left? Use an addition fact to help.

18 (a) Find the missing number: 9 + ☐ = 15 [6]

(b) Now find: 15 − 9 = ☐

(c) How does (a) help you with (b)?

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Mark scheme

For parents · give the marks shown; method marks can be given even if the final answer is wrong

Tip: Give method marks generously when the working shows the right idea. If a mistake early on is carried through correctly, give the later marks.

Q	Answer	Marks	How to award the marks
1	14	1	
2	2	1	
3	15	1	
4	11	1	
5	6	1	
6	7	1	
7	2	1	
8	14	1	
9	9	1	
10	12	1	
11	9 + 7 = 16	2	1 mark for swapping the two numbers; 1 mark for the same total.
12	6 + 7 = 13 (or 7 + 6 = 13), so 13 − 6 = 7	3	2 marks for a correct addition fact using these numbers; 1 mark for the answer.
13	15 → 14 → 13 → 12 → 11; 15 − 4 = 11	3	1 mark for starting at 15; 1 mark for 4 jumps back; 1 mark for the answer.
14	e.g. 4 + 8 = 12, 12 + 6 = 18 and 8 + 6 = 14, 4 + 14 = 18; yes, both 18	3	1 mark for each correct way (2 ways); 1 mark for saying both give the same total.
15	No: taking away 0 takes nothing away, so 13 − 0 = 13.	2	1 mark for “no” with a reason; 1 mark for the correct answer.
16	(a) 7 + ☐ = 12 (b) ☐ = 5	4	(a) 2 marks: 1 for the numbers in the right places, 1 for using ☐ for the unknown. (b) 2 marks: 1 for a method (counting up or subtracting), 1 for the answer.
17	(a) 5 + 8 = 13; start at 8, the bigger number (fewer to count on) (b) 8 + 5 = 13 (or 5 + 8 = 13) (c) 4 + ☐ = 13, so 13 − 4 = 9	7	(a) 3 marks: 1 for the total, 1 for choosing the bigger number, 1 for the reason. (b) 2 marks. (c) 2 marks: 1 for a method, 1 for the answer. Follow through.
18	(a) 6 (b) 6 (c) They use the same three numbers: if 9 + 6 = 15, then 15 − 9 = 6.	6	(a) 2 marks: 1 for a method (e.g. counting up), 1 for the answer. (b) 2 marks. (c) 2 marks for saying the same fact (or same numbers) is used.

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What to revise

Circle the questions your child lost marks on, then go back to the matching part of the pack

Questions	Skill	Revise in	✓ / ×
1, 11	Turn-around facts	Pack 1 · Adding in Any Order, Part 1	
2	Missing numbers in turn-around facts	Pack 1 · Adding in Any Order, Part 2	
3, 15	Adding and taking away zero	Pack 1 · Adding in Any Order, Part 3	
4, 14	Grouping three numbers	Pack 1 · Adding in Any Order, Part 4	
5	Finding the missing part	Pack 2 · Think Addition to Subtract, Part 1	
6, 12	Using an addition fact	Pack 2 · Think Addition to Subtract, Part 2	
7	Counting up to subtract	Pack 2 · Think Addition to Subtract, Part 3	
8	Counting on to add	Pack 3 · Counting On & Counting Back, Part 1	
9	Counting back to take away	Pack 3 · Counting On & Counting Back, Part 2	
10	Start at the bigger number	Pack 3 · Counting On & Counting Back, Part 3	
13	Counting back on a number line	Pack 3 · Counting On & Counting Back, Parts 2 and 4	
16	Think-addition stories	Pack 2 · Think Addition to Subtract, Part 4	
17	Counting on, turn-around facts, think addition	Pack 3 · Counting On & Counting Back, Part 3, Pack 1 · Adding in Any Order, Part 1 and Pack 2 · Think Addition to Subtract, Part 2	
18	Addition and subtraction are linked	Pack 2 · Think Addition to Subtract, Parts 1 and 2	

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