

# FOR THE STUDENT

Your teacher may need to help you read and understand this section.

*Comprehensive Assessment of Mathematics Strategies (CAMS Series)* is a maths program that gives you practice with 8 maths strategies. In *Comprehensive Assessment of Mathematics Strategies, Book 1*, you will complete 10 maths lessons. Each lesson has a maths theme and questions about the theme. Each question helps you practise a particular maths strategy. After you have finished lessons 1–5, you will complete a self-assessment. The self-assessment will help you determine how well you are going. It will also help you set goals you need to improve your maths skills. After you finish lessons 6–10, you will complete another self-assessment. This assessment will help you see how well you met your goals. *Comprehensive Assessment of Mathematics Strategies, Book 1* can help you become a better problem-solver. You will come to understand the important information you must look for to solve all problems.

Designed by Chris Gilbert

Chapter opening illustrations by Joan Dakai

# LESSON 1

## The black cat

Tom is a black cat.

Tom lives with Lee and Chin.

Tom likes to play in the grass.



1. Tom lives at 9 Elm Street.  
What number comes right after 9?
- (A) 8
  - (B) 10
  - (C) 7
  - (D) 11

3. Lee drew 7 pictures of Tom.  
Chin drew 5 pictures of Tom.  
Lee drew how many more pictures of Tom than Chin drew?
- (A) 2 pictures
  - (B) 1 picture
  - (C) 4 pictures
  - (D) 3 pictures

2. Lee bought 2 balls for Tom.  
Chin bought 1 ball for Tom.  
How many balls did they buy in total?
- (A) 5 balls
  - (B) 4 balls
  - (C) 2 balls
  - (D) 3 balls

4. Lee has 3 friends.  
Each friend has 2 cats.  
How many cats do Lee's friends have in total?
- (A) 4 cats
  - (B) 6 cats
  - (C) 5 cats
  - (D) 8 cats

# TEACHER ASSESSMENT 2

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

## PART TWO

### Analysis of mathematics strategies

Use the information displayed on the bar graph to complete the following.

Strategies where the student shows strength: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Strategies where the student needs improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action plan: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Progress notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

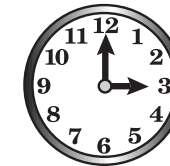
\_\_\_\_\_

5. Clock A shows when Tom went to sleep.

Clock B shows when Tom woke up.



Clock A



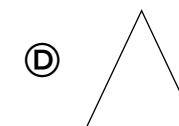
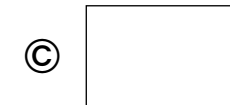
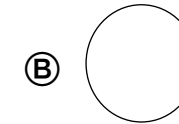
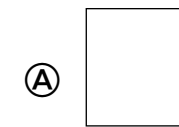
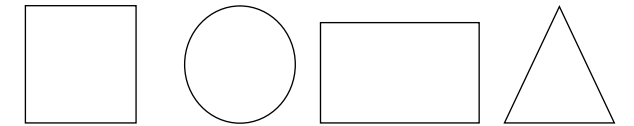
Clock B

How many hours did Tom sleep?

- Ⓐ 4 hours
- Ⓑ 3 hours
- Ⓒ 2 hours
- Ⓓ 1 hour

7. Tom's bed is round.

What shape shows Tom's bed?



6. Tom's bed is 1 metre across.

How many centimetres are in 1 metre?

- Ⓐ 10 centimetres
- Ⓑ 50 centimetres
- Ⓒ 150 centimetres
- Ⓓ 100 centimetres

8. Tom was born on 19 June.

On what day of the week was Tom born?

June						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

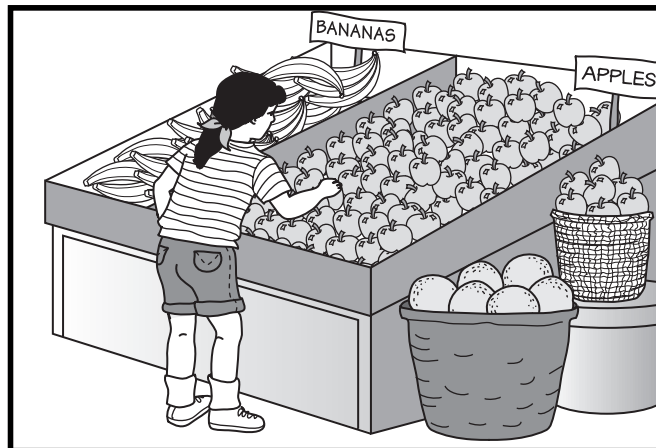
- Ⓐ Thursday
- Ⓑ Sunday
- Ⓒ Monday
- Ⓓ Friday

# LESSON 2

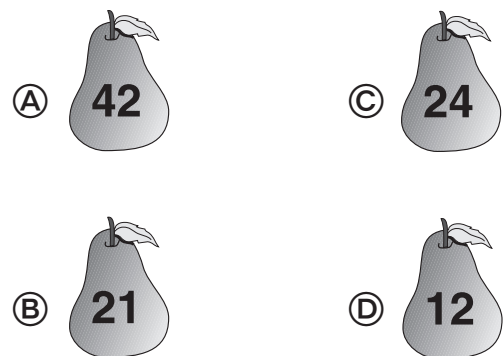
## The fruit shop

Anna helps her mother in the fruit shop.

Anna puts the fruit in boxes on the shelves.



1. Anna ate the pear that has the number 24.  
Mark the pear that Anna ate.



3. Anna put 9 oranges into a box. Later, she sold 6 of the oranges. How many oranges were left in the box?

- (A) 6 oranges
- (B) 5 oranges
- (C) 3 oranges
- (D) 4 oranges

2. Anna has 2 red apples and 3 green apples. How many apples does she have?

- (A) 5 apples
- (B) 6 apples
- (C) 4 apples
- (D) 3 apples

4. Anna had 4 bags. She put 2 lemons into each bag. How many lemons did she put into bags?

- (A) 10 lemons
- (B) 8 lemons
- (C) 6 lemons
- (D) 4 lemons

# TEACHER ASSESSMENT 2

Complete this page after finishing Teacher assessment 1.

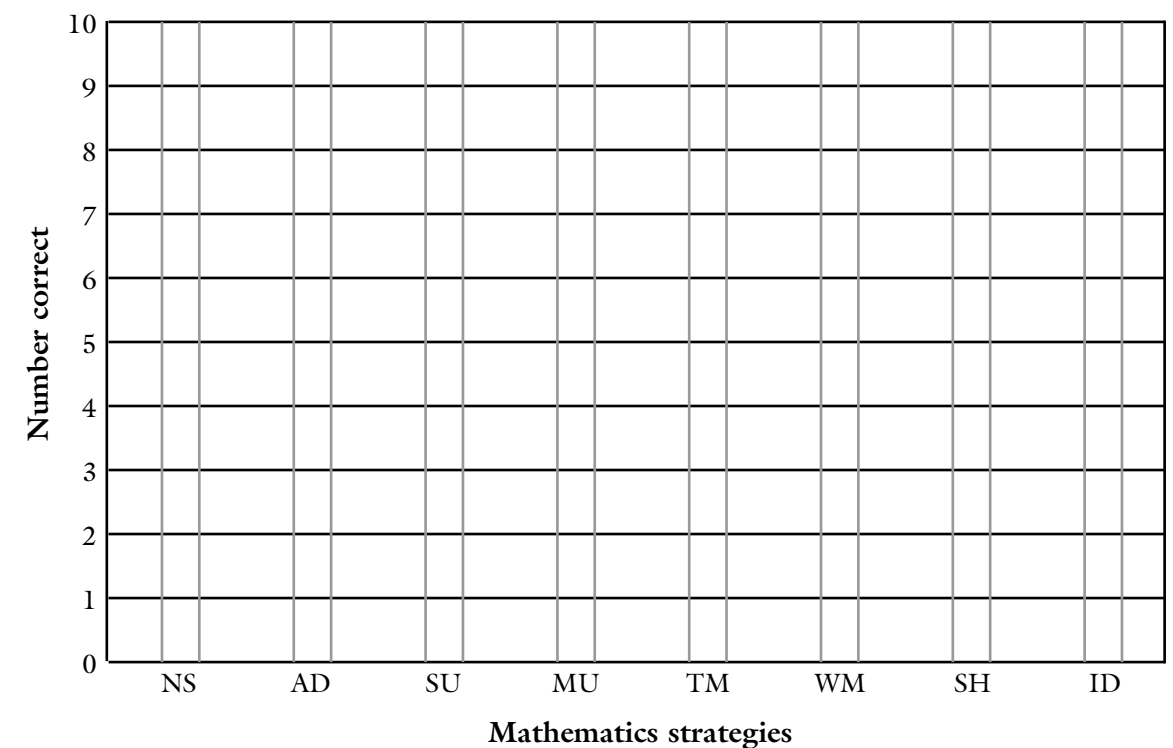
Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

## PART ONE

### Comparing levels of mastery

Use the chart on Teacher assessment 1 to complete the graph below. For each maths strategy, shade the number correct to form a bar. A completed bar graph compares a student's level of mastery for each maths strategy.



#### Key

NS = Number sense  
AD = Addition  
SU = Subtraction  
MU = Multiplication

TM = Time and money  
WM = Working with measurement  
SH = Shape  
ID = Interpreting data