
Module: Add 0-5 to 0-5

K, 1st

$2 + 3 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

Test orally with similar questions to make sure they are not counting on fingers. If struggling with above, please stop and ask questions to determine which packet to start at.

You may optionally use: [Diagnostics: Add 1d](#) [Add 0-5 to 0-5](#)

Goal: Determine packet where student needs to start: add 1, add 2, add 3, add 4, add 5

Module: Add 6-9 to 0-5

K, 1st

$8 + 4 = \underline{\quad}$

$9 + 3 = \underline{\quad}$

$7 + 5 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

Test orally with similar questions to make sure they are not counting on fingers. If struggling with above, please stop and ask questions to determine which packet to start at (You can also start with first packet and progress quickly)

You may optionally use: [Diagnostics: Add 1d](#) [Add 6-9 to 0-5](#)

Goal: Determine packet where student needs to start: add 1, add 2, add 3, add 4, add 5

Module: Add 6-9 to 6-9

K, 1st

$9 + 7 = \underline{\quad}$

$8 + 9 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$6 + 8 = \underline{\quad}$

Test orally with similar questions to make sure they are not counting on fingers. If struggling with above, please stop and start with first packet (add 6).

You may optionally use: [Diagnostics: Add 1d](#) [Add 6-9 to 6-9](#)

Goal: Start from first packet and progress quickly as required: add 6, add 7, add 8, add 9

Module: Sub 0-5 to 0-5

K, 1st

$3 - 1 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

Test orally with similar questions to make sure they are not counting on fingers. If struggling with above, please stop and ask questions to determine which packet to start at.

You may optionally use: [Diagnostics: Sub 1d](#) [Sub 0-5 to 0-5](#)

Goal: Determine packet where student needs to start: sub 1, sub 2, sub 3, sub 4, sub 5

Module: Sub 6-9 to 0-5

K, 1st

$9 - 4 = \underline{\quad}$

$8 - 5 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

$6 - 3 = \underline{\quad}$

Test orally with similar questions to make sure they are not counting on fingers. If struggling with above, please stop and ask questions to determine which packet to start at (or start from first packet and progress quickly).

You may optionally use: [Diagnostics: Sub 1d](#) [Sub 6-9 to 0-5](#)

Goal: Determine packet where student needs to start: sub 1, sub 2, sub 3, sub 4, sub 5

Module: Sub 6-9 to 6-9

K, 1st

$6 - 5 = \underline{\quad}$

$7 - 6 = \underline{\quad}$

$8 - 6 = \underline{\quad}$

$9 - 7 = \underline{\quad}$

Test orally with similar questions to make sure they are not counting on fingers. If struggling with above, please stop and start with first packet (sub 6).

You may optionally use: [Diagnostics: Sub 1d](#) [Sub 6-9 to 6-9](#)