



Time: 80 minutes

Instructions:

Total: 50

Read and answer each of the questions carefully.

Question 1: Count, order, compare whole numbers

[18]

1.1 Write the next three terms in each of these number patterns:

(3)

- a) 1; 5; 25; 125; _____; _____; _____
b) 10,2; 10,4; 10,6; _____; _____; _____
c) 24; 20; 16; 12; _____; _____; _____

1.2 Find the missing term in each of these number patterns:

(3)

- a) 15; 16; 18; 21; _____; 30
b) 102; 94; 86; _____; 70; 62
c) 3; 7; 11; 15; _____

1.3 Complete the tables:

(4)

a)

Position in sequence	1	2	3	4	5	6
Term	4	6	8	10		

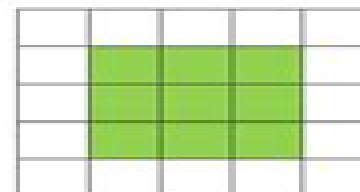
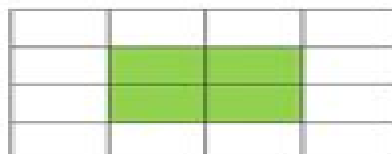
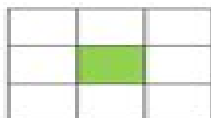
b)

Position in sequence	1	2	3		7		
Term	1	4	9				144

1.4 Study these tile designs. Complete the table:

(6)

a)



Maths Test Memo Term 3 Grade 1for 2013

Suzanne Jacobsen



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How People Learn II National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on How People Learn II: The Science and Practice of Learning, 2018-09-27 There are many reasons to be curious about the way people learn and the past several decades have seen an explosion of research that has important implications for individual learning schooling workforce training and policy In 2000 *How People Learn Brain Mind Experience and School Expanded Edition* was published and its influence has been wide and deep The report summarized insights on the nature of learning in school aged children described principles for the design of effective learning environments and provided examples of how that could be implemented in the classroom Since then researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning individual and cultural variability related to learning and educational technologies In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan there have been important discoveries about influences on learning particularly sociocultural factors and the structure of learning environments *How People Learn II Learners Contexts and Cultures* provides a much needed update incorporating insights gained from this research over the past decade The book expands on the foundation laid out in the 2000 report and takes an in depth look at the constellation of influences that affect individual learning *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults

From Thomas to Train Conductor Suzanne Jacobsen, 2013-07 In 2010 Kirin Jacobsen walks across the auditorium stage to receive his Bachelor s Degree For his parents Suzanne and John Jacobsen this moment is more than a milestone it is a celebration of Kirin s courage to overcome enormous obstacles Follow the Jacobsen family as Kirin grows from a boy who passionately loves Thomas the Tank Engine into a wise and wonderful young man who becomes a train conductor The Jacobsen family faces many challenges with medical professionals and educators demonstrating the extent of the advocacy required to support Kirin into adulthood Individuals with developmental differences and their families are constantly faced with ignorance complacency disrespect and misunderstanding The Jacobsens story is shared to encourage parents to advocate for their loved ones and inspire changes that will make a difference in the lives of these individuals

Contemporary Intellectual Assessment Dawn P. Flanagan, Erin M. McDonough, 2022-12-05 In one volume this authoritative reference presents a current comprehensive overview of intellectual and cognitive assessment with a focus on practical applications Leaders in the field describe major theories of intelligence and provide the knowledge needed to use the latest measures of cognitive abilities with individuals of all ages from toddlers to adults Evidence based approaches to test interpretation and their relevance for intervention are described The book addresses critical issues in assessing particular populations including culturally and linguistically diverse students gifted students and those with

learning difficulties and disabilities in today s educational settings **Daily Graphic** I.K. Nkrumah,1976-02-17

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Dillard,James McBride,Andy Isaacs,Max Bell,2006-04-27 This consumable book provides daily support for classroom instruction It provides a long term record of each student s mathematical development

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