

Mathematics Towards Foundation B

Contents

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Distribution note

Distribution note: this document may be distributed, and whole pages may be removed from it, provided only WHOLE pages are removed (never part of a page). This allows teachers to remove tests, exams and subtopics they do not want to issue.

Contents

This series is the **Mathematics Towards Foundation B** student workbook. It is written for **Foundation Level B** of the Victorian Curriculum 2.0 (VC2), Mathematics — one level of the Towards Foundation continuum for students with disability working towards Foundation Level. Level B is **not a year level** and implies no age.

The series is seven booklets:

- **Chapter 0 — Contents** — MathsADB_Chapter00_Contents — this booklet: how to use the series, what it covers, teacher notes (00 pp)
- **Chapter 1 — Number: number names, ‘one’ and ‘more’, comparing and partitioning** — MathsADB_Chapter01 — sections 1A, 1B, 1C and 1D, and Checkpoint CP1 (46 pp)
- **Chapter 2 — Number: practical situations — adding, taking away and sharing** — MathsADB_Chapter02 — sections 2A and 2B, and Checkpoint CP2 (28 pp)
- **Chapter 3 — Algebra: initiating and repeating actions that have an effect** — MathsADB_Chapter03 — section 3A, and Checkpoint CP3 (19 pp)
- **Chapter 4 — Measurement: ‘big’ and ‘little’, and the shape of the day** — MathsADB_Chapter04 — sections 4A and 4B, and Checkpoint CP4 (30 pp)
- **Chapter 5 — Space: sorting by ‘big’ and ‘little’, and where known objects are** — MathsADB_Chapter05 — sections 5A and 5B, and Checkpoint CP5 (32 pp)
- **Level B review** — MathsADB_Chapter06_Assessment — cumulative review of all 11 content descriptions, with its marking notes (0 pp)

Series total: seven booklets ≈ 178 pages.

How to use this book

Level B is a developmental step, not a year level. A student working at Level B may be 5 or 18. The book serves students with disability whose learning is below Foundation Level. No title, blurb, illustration, teacher note or context may state or imply an age.

Communication access is content. Every task, worked example and assessed item ships with a response set that works in at least three modalities: object or photograph choice; gesture, eye-gaze, switch or AAC selection; and speech or sign. An item that only works if the student talks is a failed item.

Assessment is observed, across multiple occasions, in the student’s own communication modality. There is no exam, no timed task, no multiple-choice section, no calculator and no required reading or writing. Every assessed CD is observed on at least three separate occasions, and the recorded judgement is the student’s best sustained response. Assisted and partial responses are scored, not zeroed.

Every section has the same shape. One teaching sequence with a full teacher script; two worked examples modelled with real objects; four scaffolded practice opportunities stated in three response modalities; further opportunities varying the setting and materials; one recording sheet for observations across at least three occasions.

The chapters follow the strands. Number is split across two chapters (quantity, then practical situations). Algebra is cause and effect. Measurement is direct comparison with ‘big’ and ‘little’. Space is sorting by size and positional language. There is no Statistics and no Probability at Level B.

Teacher notes

Assessment administration. Each chapter checkpoint (CP1–CP5) is an observed assessment run one-to-one with real objects. The teacher reads, signs or symbol-supports everything; the student reads nothing, writes nothing and is never required to speak. The Level B review (LR) is cumulative over all 11 content descriptions — no new content. Score using the 0–4 scale defined in each rubric.

Vocabulary boundary. Level B uses ‘one’, ‘more’ and ‘different’ for comparison. ‘Less’ does not exist at Level B (it enters at Level C). Zero is not a number at Level B. The measurement vocabulary is ‘big’ and ‘little’ only.

Equipment. Real objects before photographs, photographs before line drawings. Counters, inset puzzles, \$1 coins (whole dollars only, no cents), ten-frames, dot cards, shapes for sorting, familiar classroom objects for positional language.

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