

Mathematics Towards Foundation C

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

The series is eight booklets:

- **Chapter 0 — Contents** — MathsADC_Chapter00_Contents — this booklet: how to use the series, what it covers, teacher notes (3 pp)
- **Chapter 1 — Number: number names, subitising, comparing and partitioning** — MathsADC_Chapter01 — subtopics 1A, 1B, 1C and 1D, and Checkpoint CP1 (49 pp)
- **Chapter 2 — Number: practical situations — adding, taking away and sharing** — MathsADC_Chapter02 — subtopics 2A and 2B, and Checkpoint CP2 (36 pp)
- **Chapter 3 — Algebra: copying repeating patterns** — MathsADC_Chapter03 — subtopic 3A, and Checkpoint CP3 (20 pp)
- **Chapter 4 — Measurement: comparing attributes, and the shape of the day** — MathsADC_Chapter04 — subtopics 4A and 4B, and Checkpoint CP4 (34 pp)
- **Chapter 5 — Space: shapes and objects, and where things are** — MathsADC_Chapter05 — subtopics 5A and 5B, and Checkpoint CP5 (36 pp)
- **Chapter 6 — Statistics: questions with two outcomes** — MathsADC_Chapter06 — subtopic 6A, and Checkpoint CP6 (23 pp)
- **End-of-level review** — MathsADC_Chapter07_Assessment — cumulative review of all 12 content descriptions, with its marking notes (0 pp)

Series total: eight booklets ≈ 233 pages.

How to use this book

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

Communication access is content. Every page, every instruction and every assessed item is designed for a student whose primary communication modality may be spoken language, sign, AAC device, picture exchange, eye-gaze or a combination. No task depends on the student reading anything.

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.

The verbs at Level C are “identify” and “compare”. The student identifies number names, subitises, compares collections with ‘more’/‘less’/‘the same’, copies patterns, identifies attributes, names shapes and sorts data. This is one step beyond Level B's “identify” and one step short of Level D's “represent” and “explain reasoning”.

Teacher notes

Assessment administration. Each chapter checkpoint (CP1–CP6) 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 end-of-level review (REV) is cumulative over all 12 content descriptions — no new content. Score using the 0–4 scale defined in each rubric.

Vocabulary boundary. Level C introduces ‘less’ alongside ‘more’ and ‘the same’ for comparison. Level C names attributes: ‘long’/‘short’, ‘tall’/‘short’, ‘heavy’/‘light’, ‘empty’/‘full’. Level C names shapes: squares, triangles, circles, rectangles, stars. Level C connects events to morning, afternoon and night-time.

Equipment. Real objects before photographs, photographs before line drawings. Counters, five-frames and ten-frames, \$1 coins (whole dollars only, no cents), numeral cards, number lines, shapes for sorting and naming, pattern materials, visual schedules, objects for sorting data into two categories.

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