

Answer Guide — Start-of-Unit Check-in (A0): Responses & What They Tell You

Teacher reference for the formative diagnostic "Start-of-Unit Check-in with Biscuit" (A0). Gives expected answers, what each response reveals about a learner's readiness, and which component to strengthen if they struggle. Illustrated with animated SVGs. Not graded — used to pitch teaching. For teacher use.

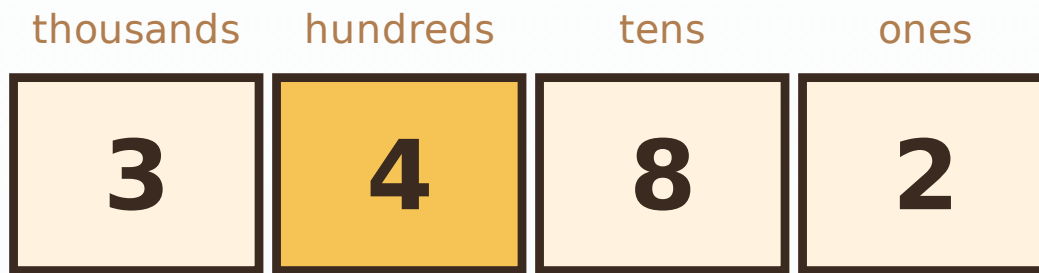


Reference for the start-of-unit diagnostic. This check-in is **not graded** — its job is to show where each learner is starting from. For each question: the expected answer, what a correct or incorrect response tells you, and where to focus if needed.

For the teacher. Use this to group students and pitch early lessons. The questions map to the unit's foundations: place value (C1), basic operations (C2–C3), odd/even (C1) and simple fractions (C4). On-screen the diagrams animate; in print they show the finished state.

1 & 2. Write 3 482 in words; value of the 4.

Answers: three thousand, four hundred and eighty-two; the 4 means **4 hundreds = 400**.



What it tells you: if a child says "four" rather than "four hundred", they need place-value grounding before C1's tens-of-thousands work. A solid answer means they're ready to extend upward.

3. $26 + 47$, 7×6 , $80 - 35$.

Answers: 73, 42, 45.

What it tells you: the addition needs carrying and the subtraction needs regrouping — errors here flag C2 as a priority. A blank or guessed 7×6 flags fact fluency for C3. These aren't marked; they're signposts.

4. Circle the even numbers: 7, 12, 25, 40, 33.

Answer: 12 and 40 (they end in 2 and 0).

7 12 25 40 33

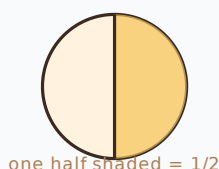


even numbers end in 0,2,4,6,8 → 12 and 40

What it tells you: whether they already use the "last digit" rule. If they circle by guessing, the odd/even strand of C1 will need the pairing model.

5. Colour one half of the biscuit.

Answer: exactly half shaded — two equal parts, one coloured.



What it tells you: whether "half" means *two equal parts* to them, or just "some of it". Unequal shading is the cue to start C4 with the fair-shares idea before equivalence.

"No marks here — just signposts. Wherever a child is starting from, that's exactly where we begin together. Wonderful trying!" — Biscuit