

Name _____

Student Progress Report

Date _____

Dear Family,

Your child has just completed Topic _____ in our math program.

Teacher Comments:



Name of student: _____

I have received and reviewed this progress report for my child.

Parent/Guardian Signature

Parent/Guardian Comments:

Name _____



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Teaching Tool

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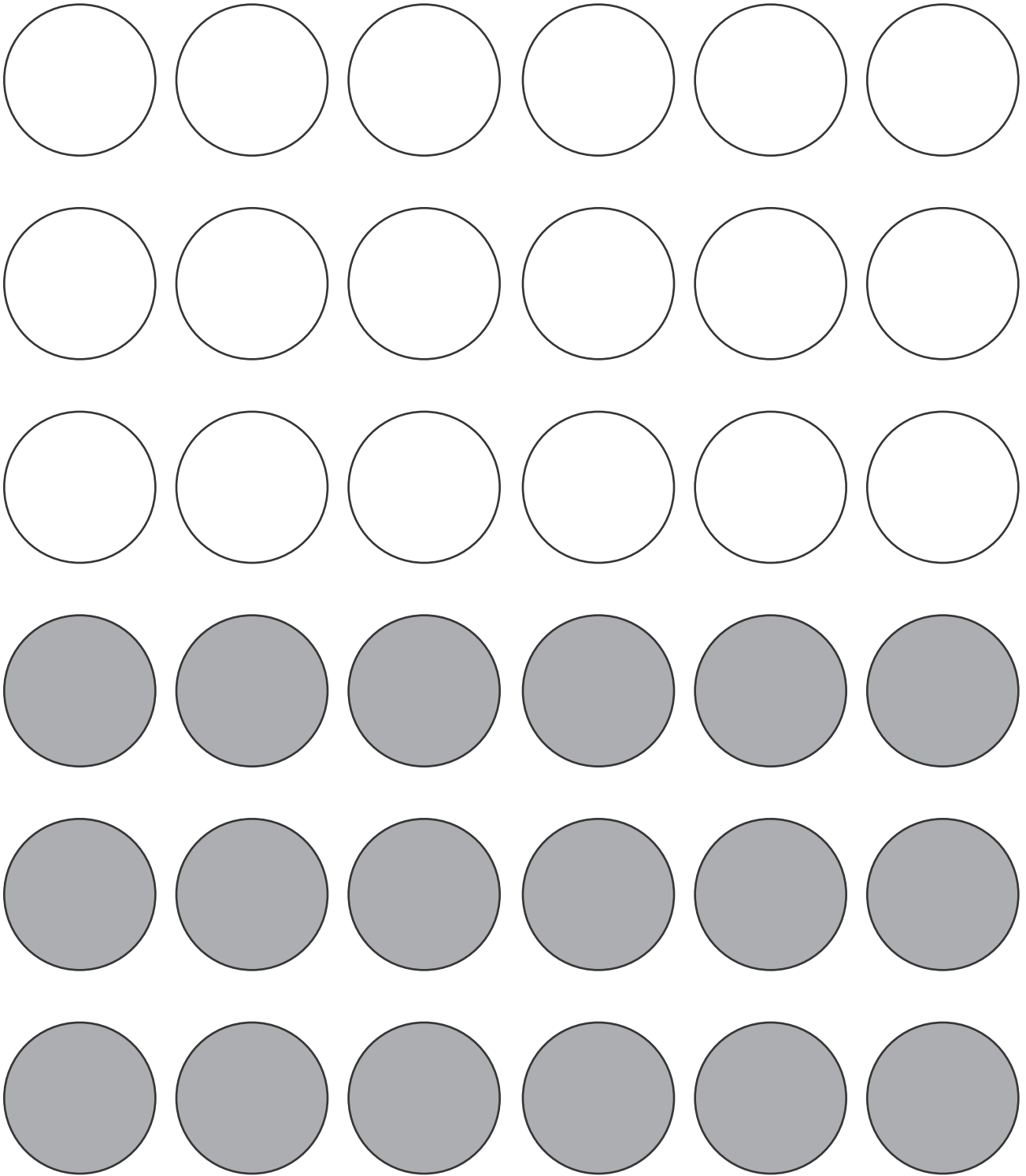
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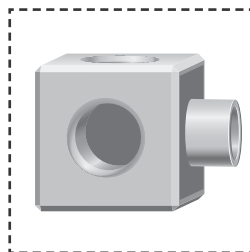
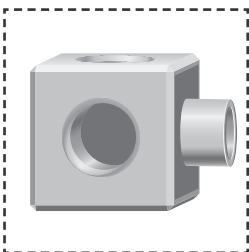
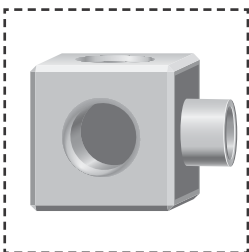
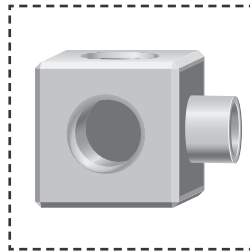
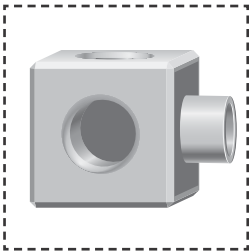
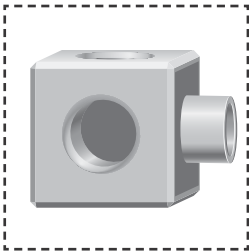
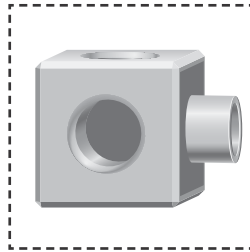
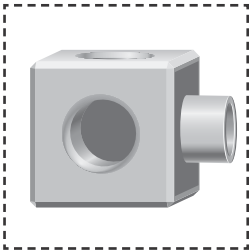
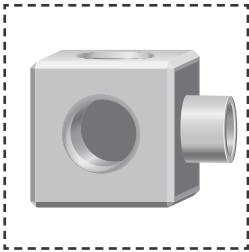
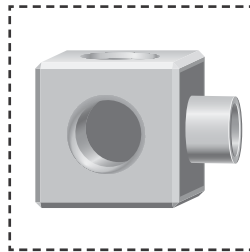
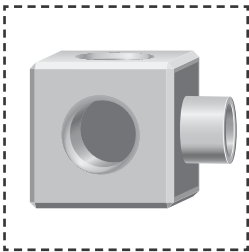
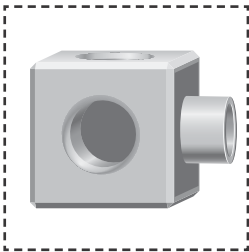
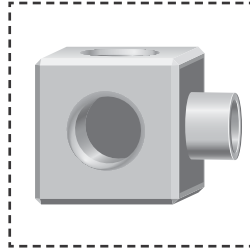
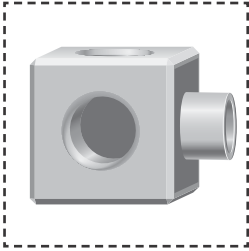
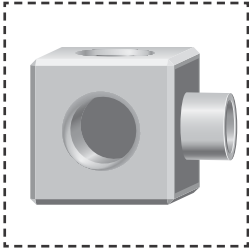
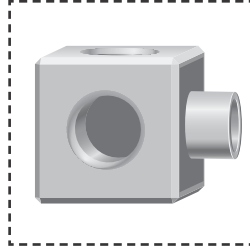
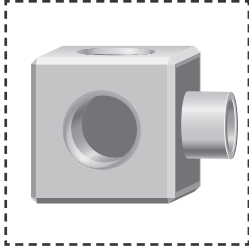
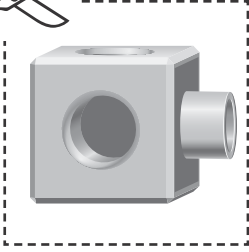
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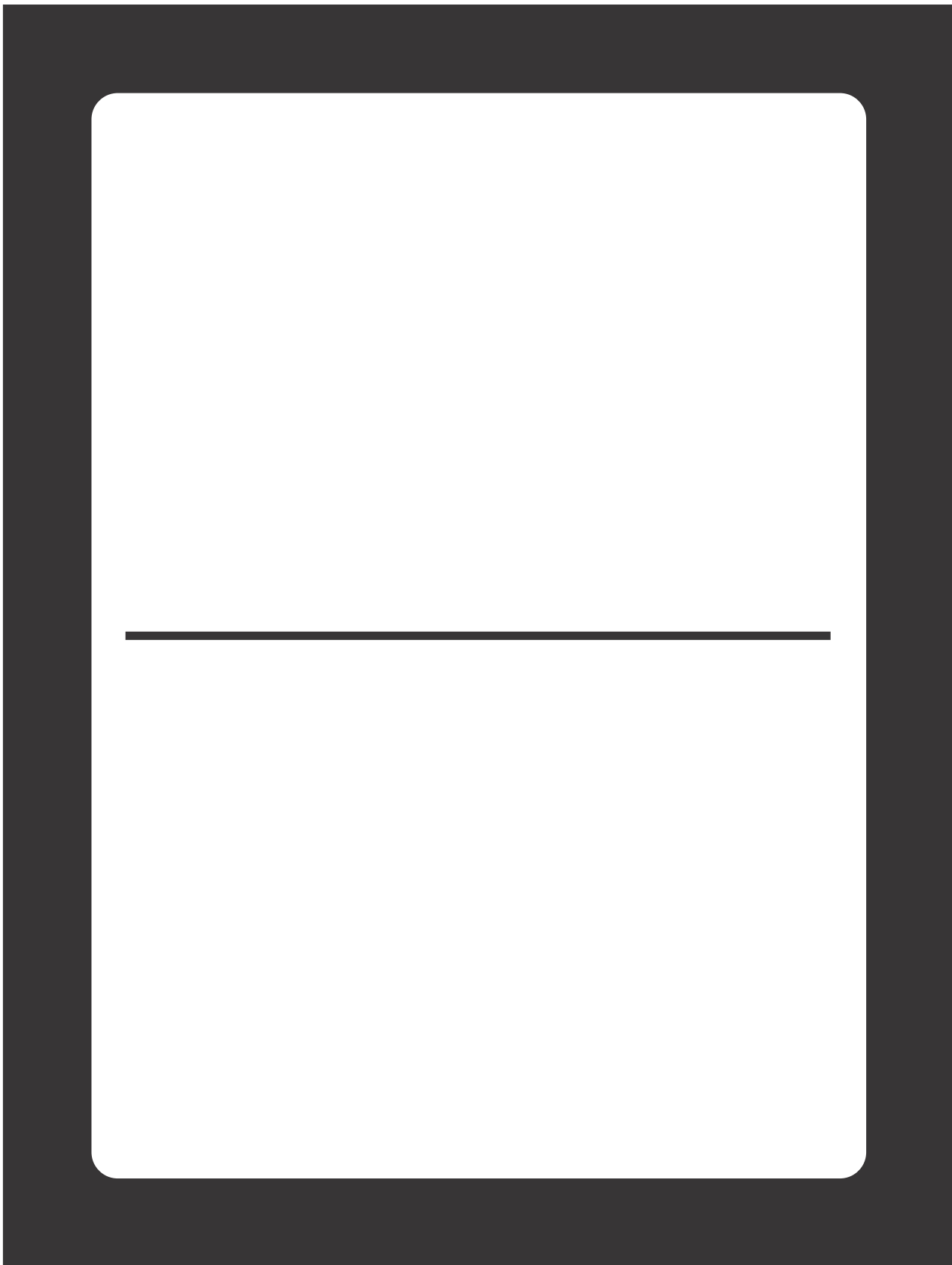


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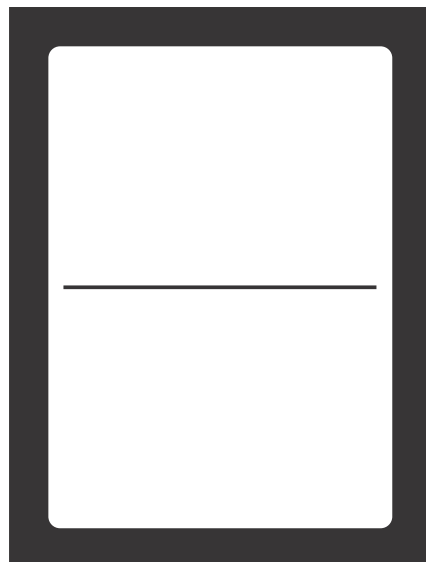
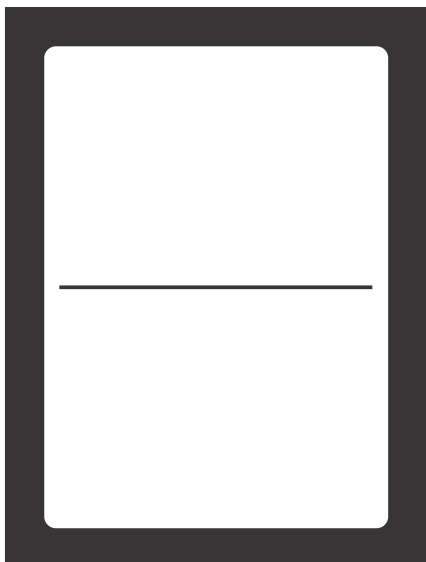
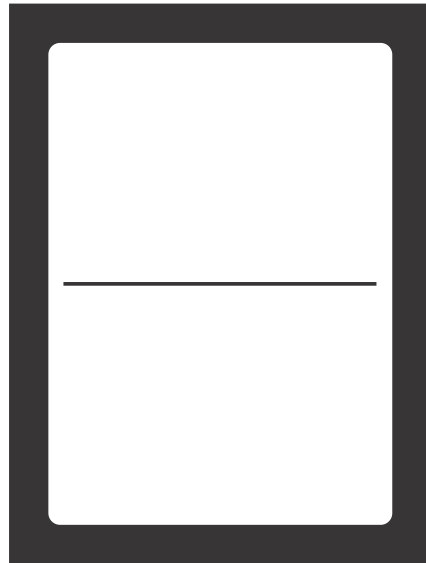
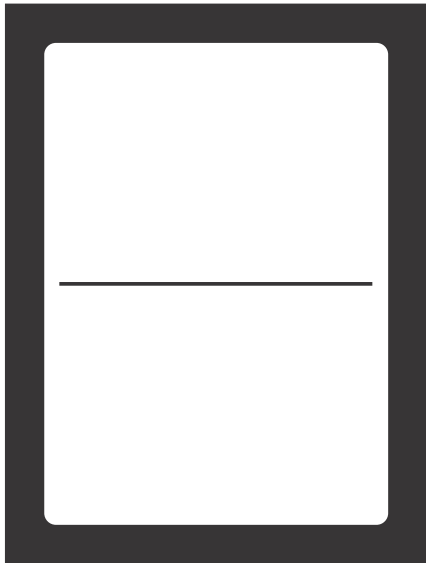
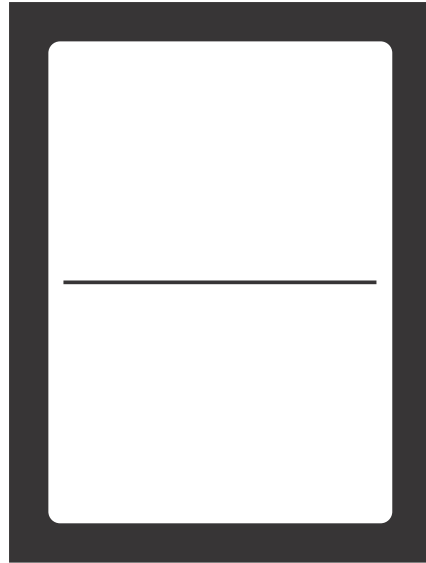
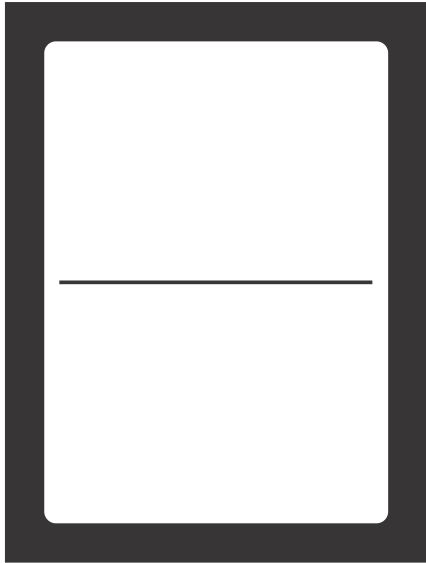


A large dashed-line box containing six vertical columns of cube trains. Each column consists of ten rectangular blocks stacked on top of each other. Each block has a circular hole in the center and a small rectangular tab on its top edge. The columns are separated by vertical dashed lines, and the entire set is enclosed in a larger dashed-line border.

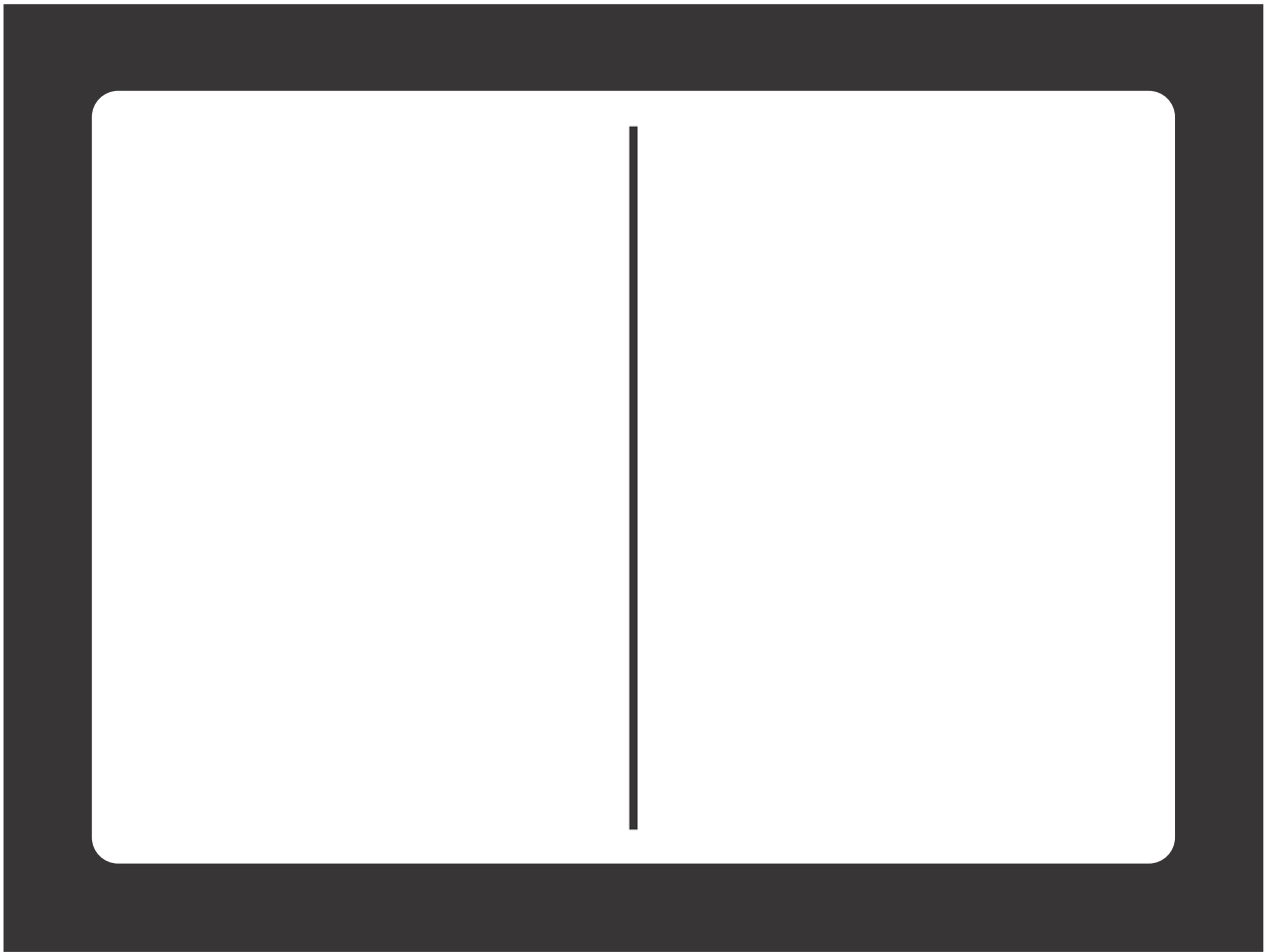
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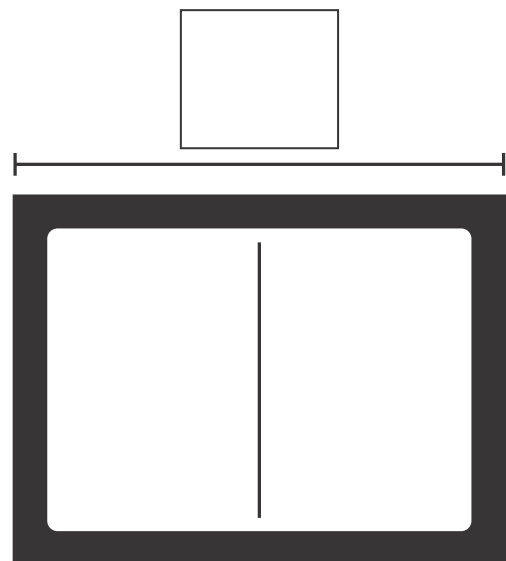
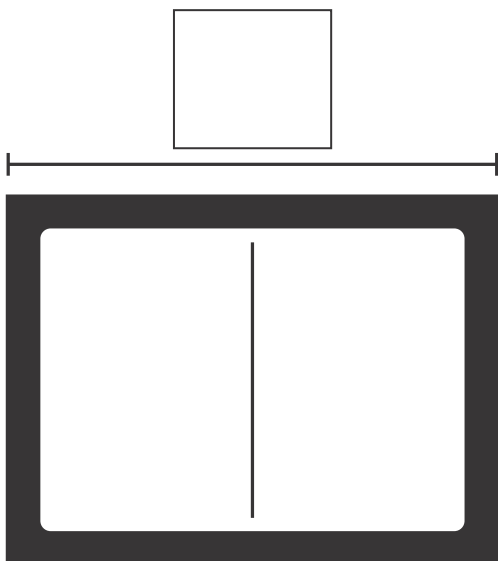
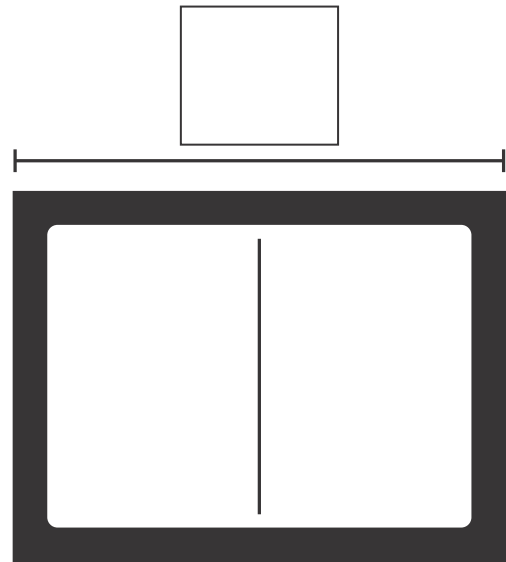
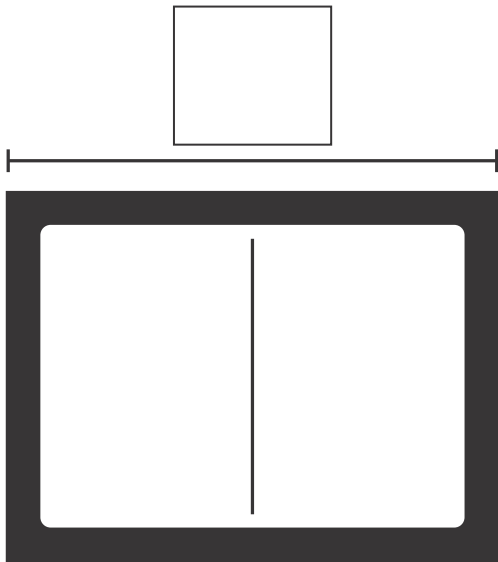
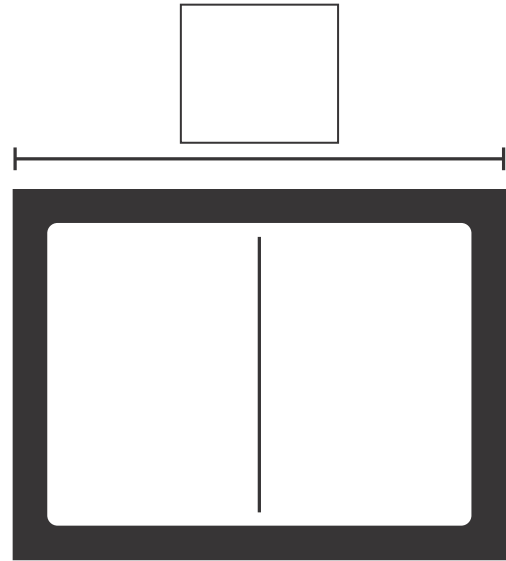
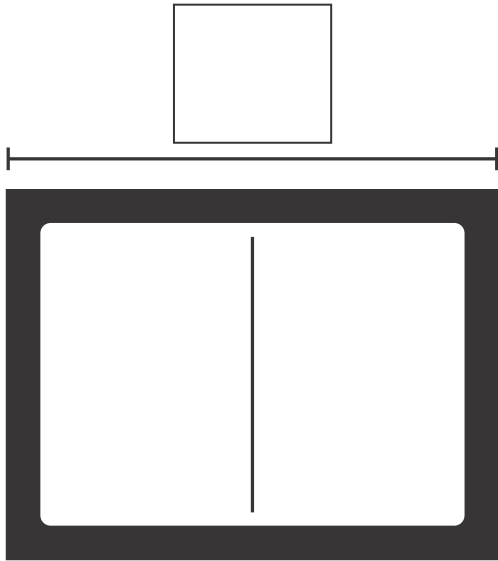
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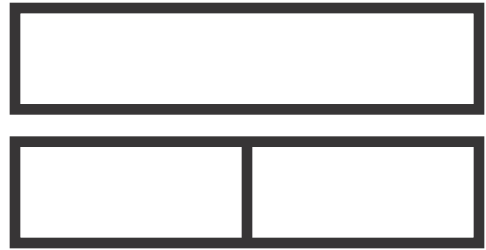
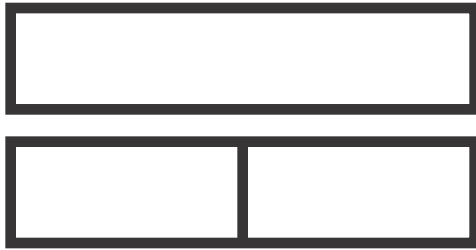
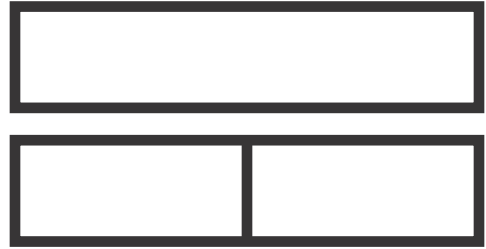
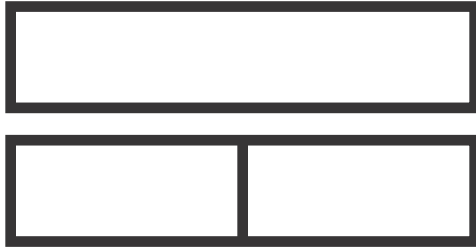
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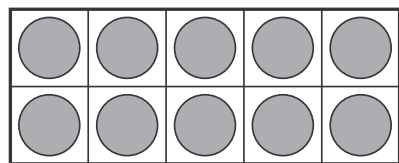
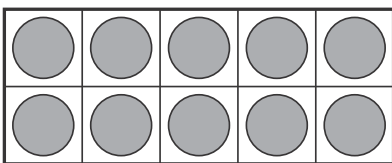
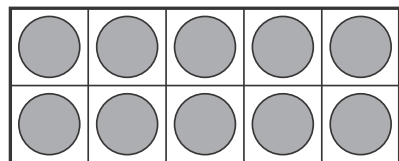
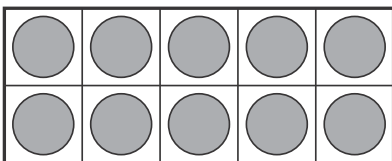
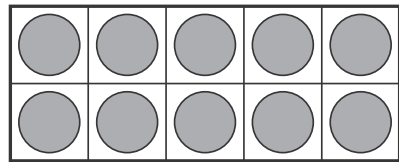
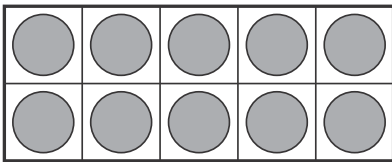
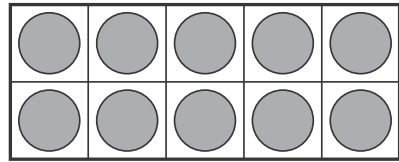
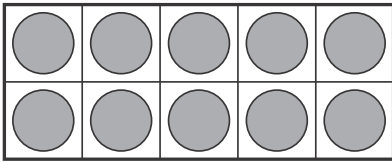
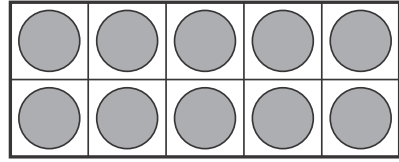
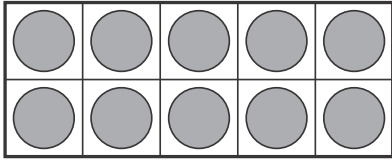


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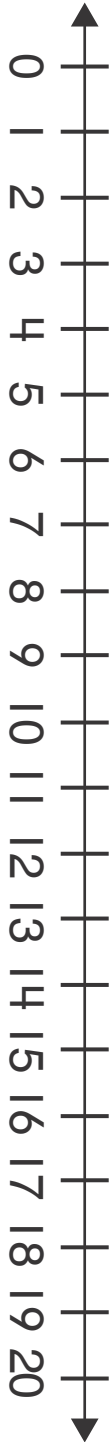
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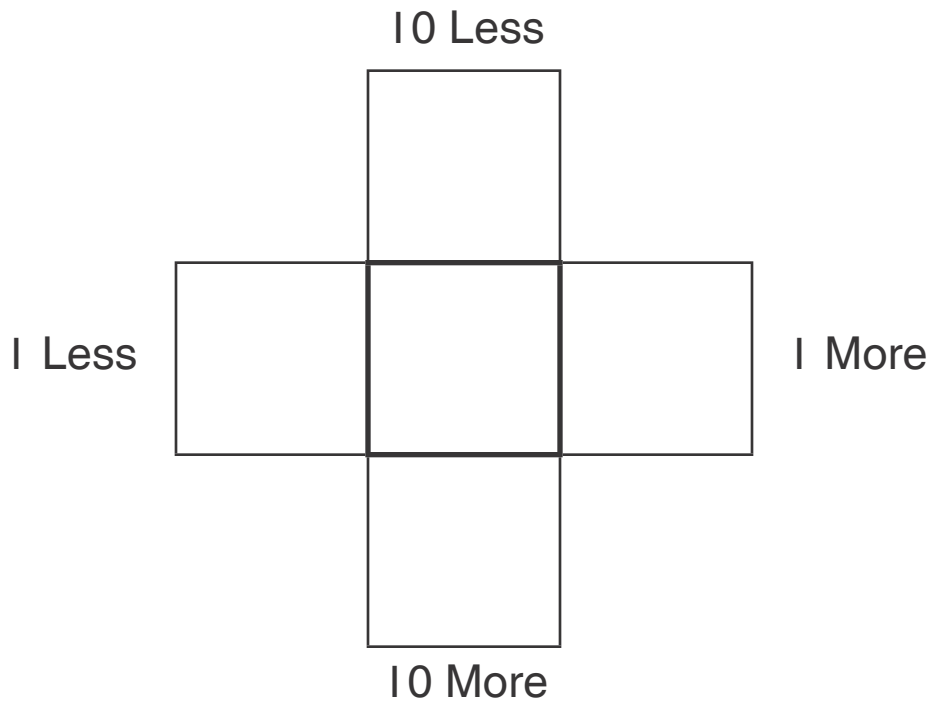
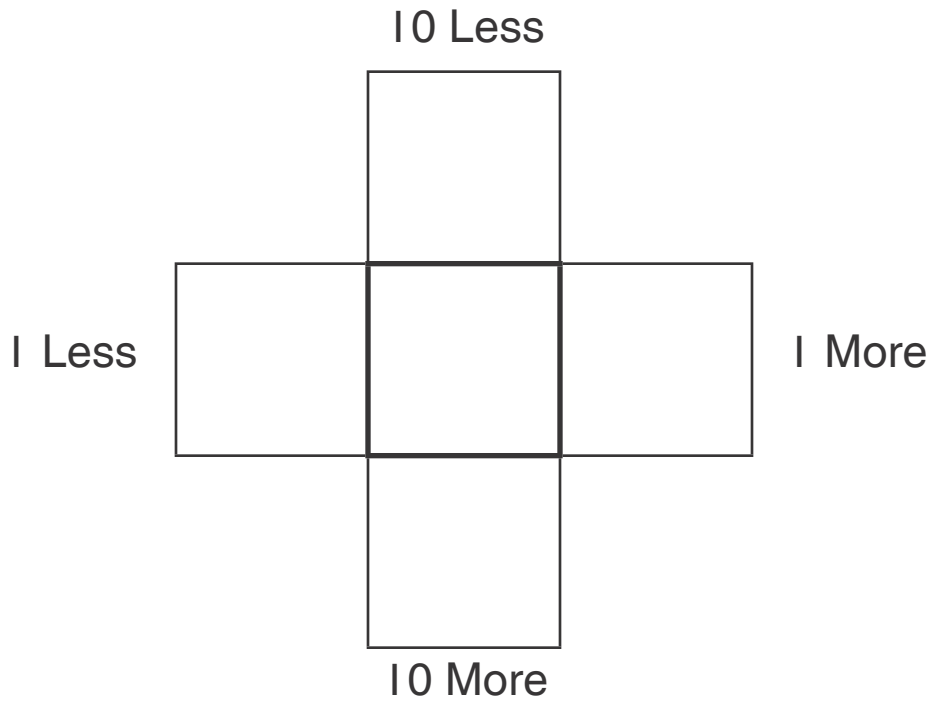
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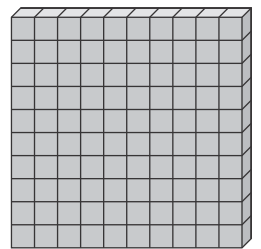
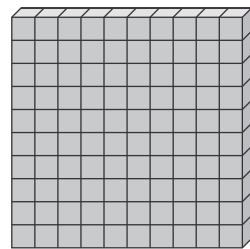
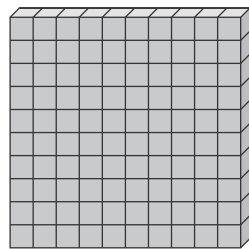
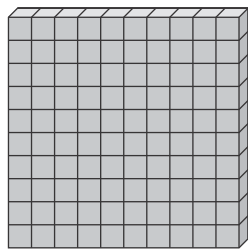
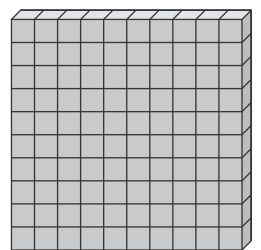
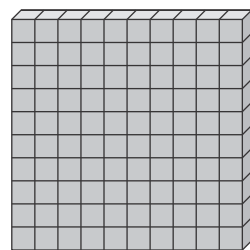
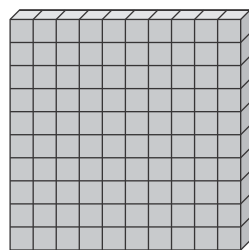
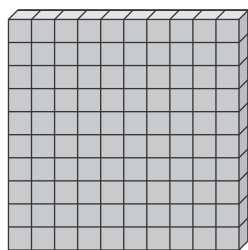
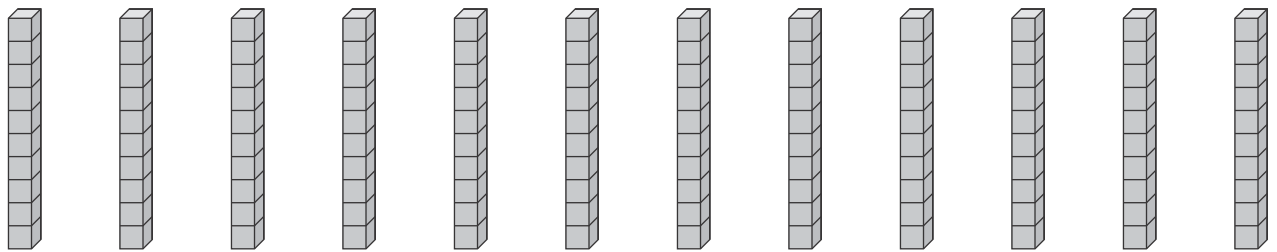
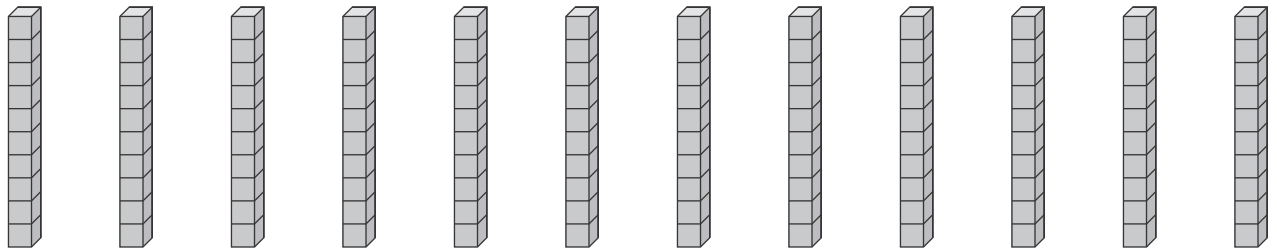
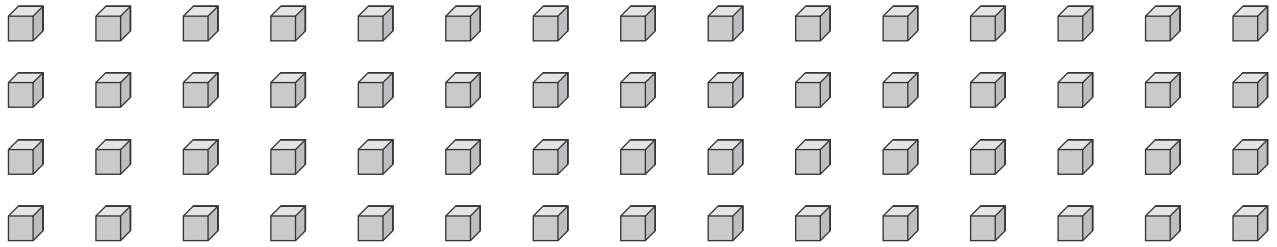
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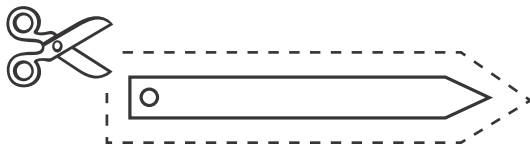
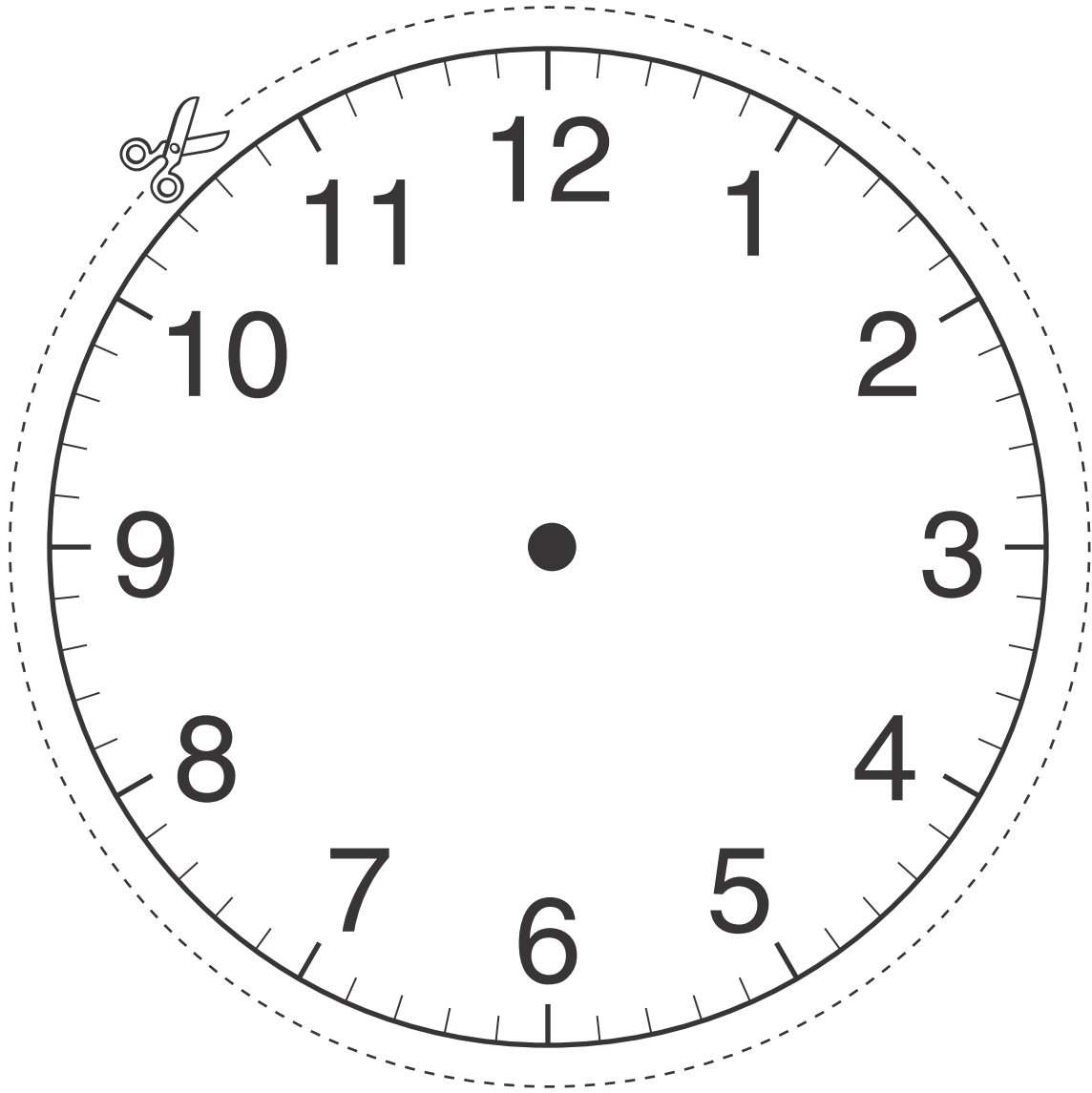
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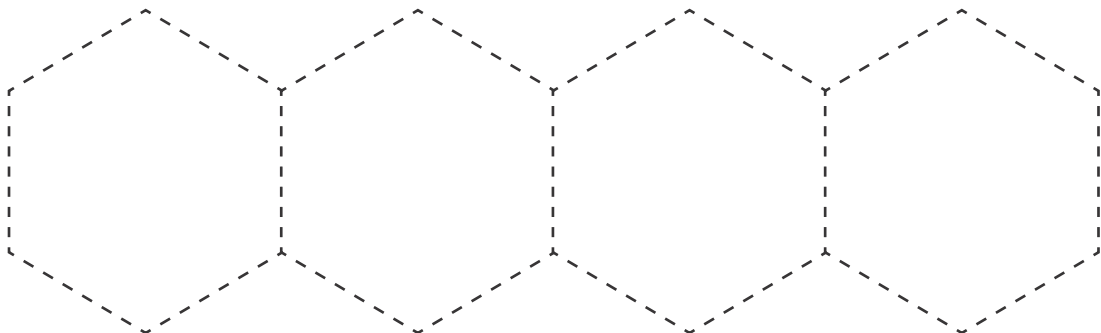
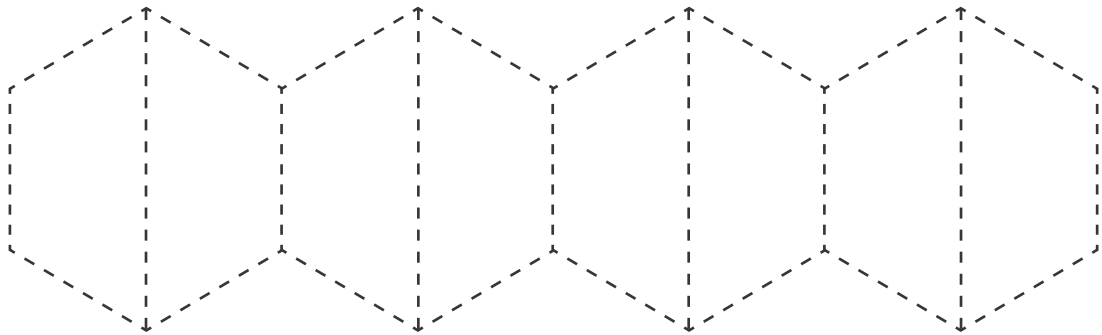
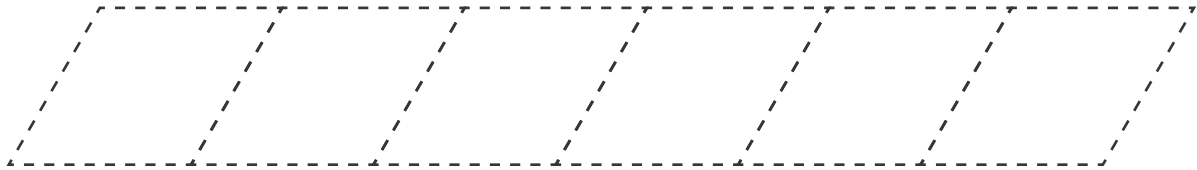
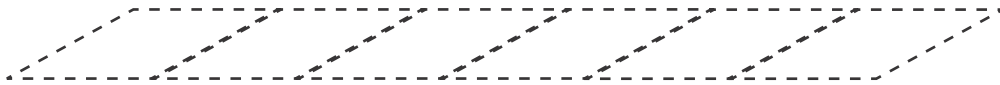
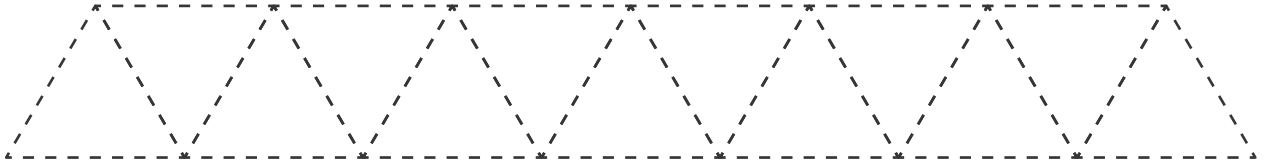


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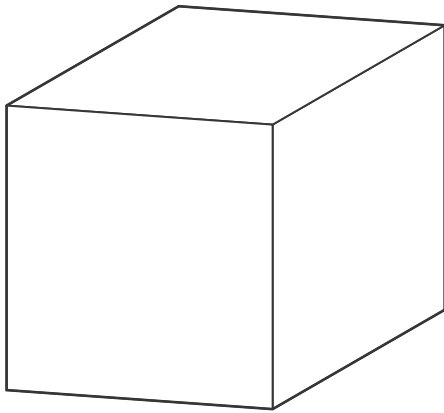
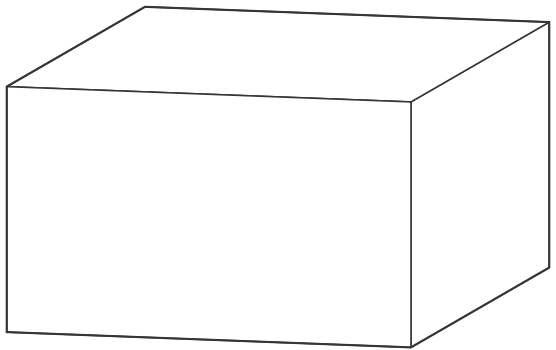
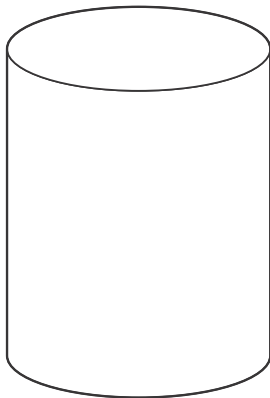
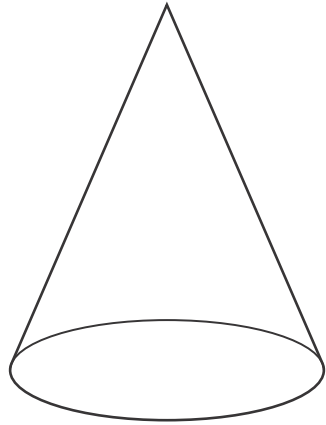
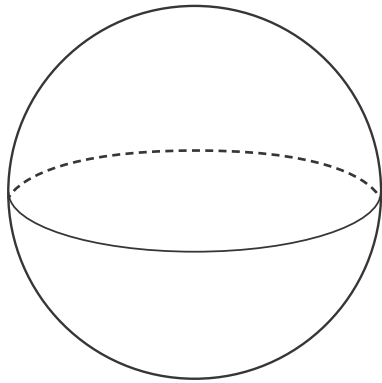
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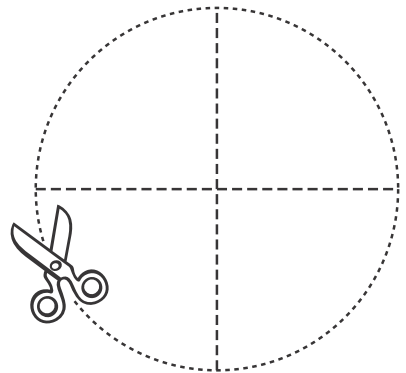
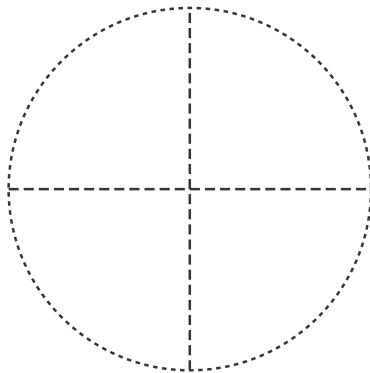
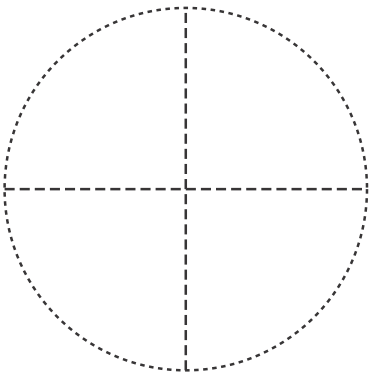
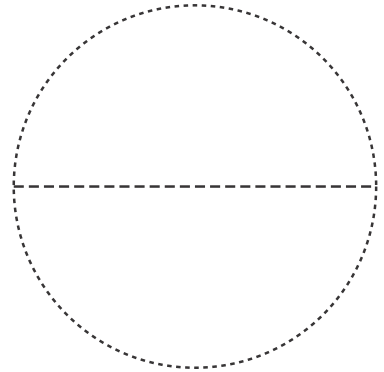
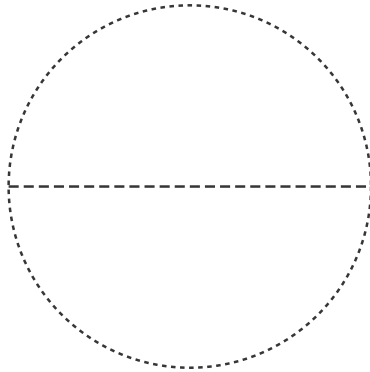
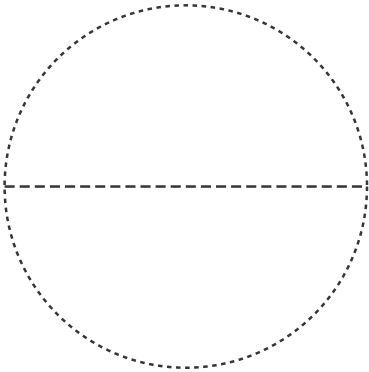
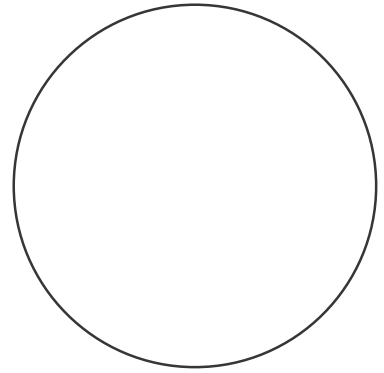
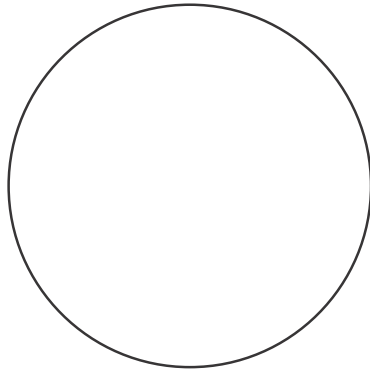
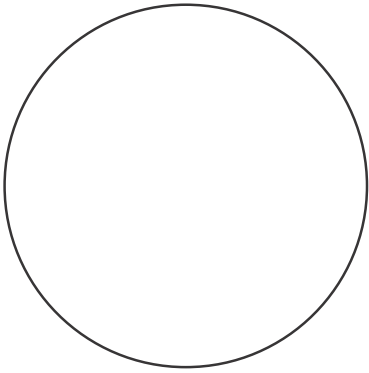
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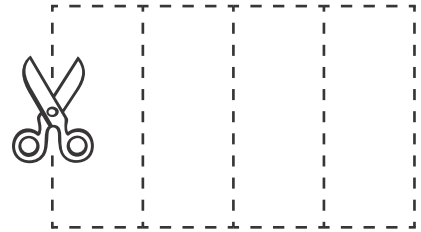
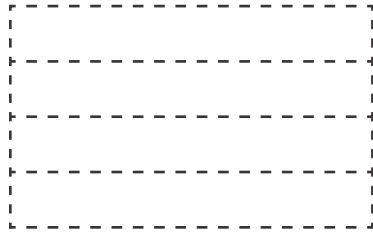
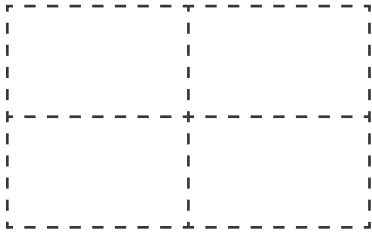
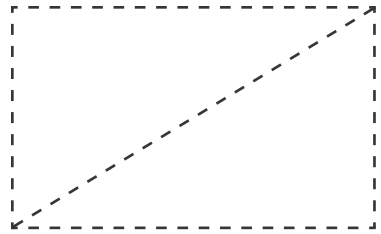
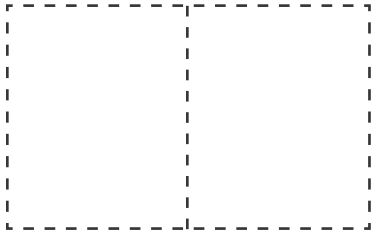
Name _____



Name _____



Name _____



Name _____

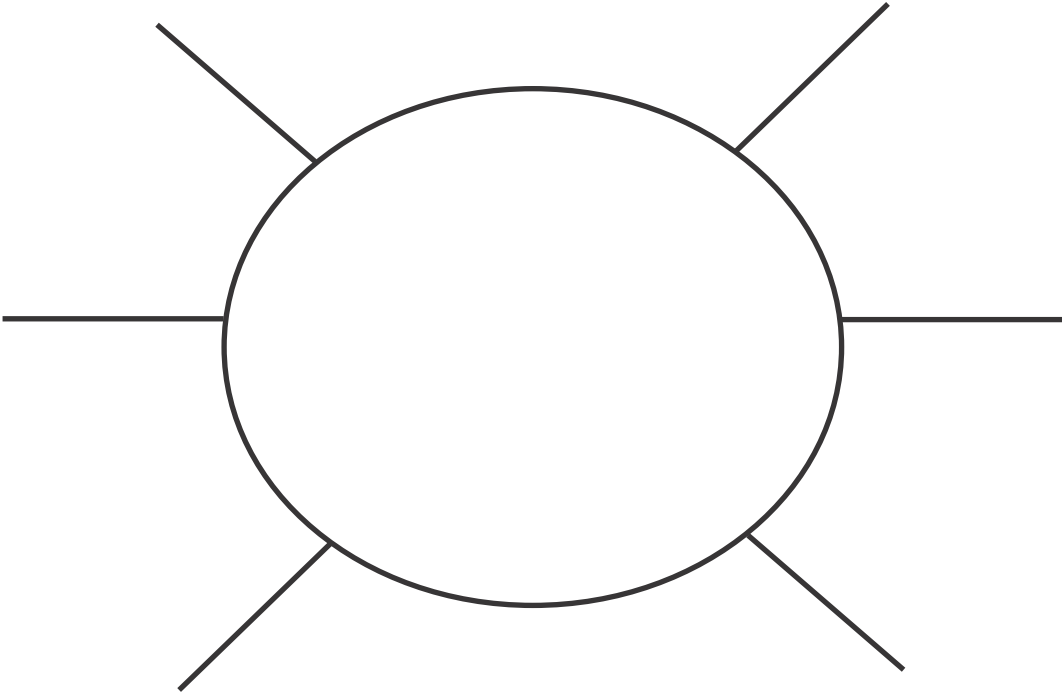
Word:

Picture:

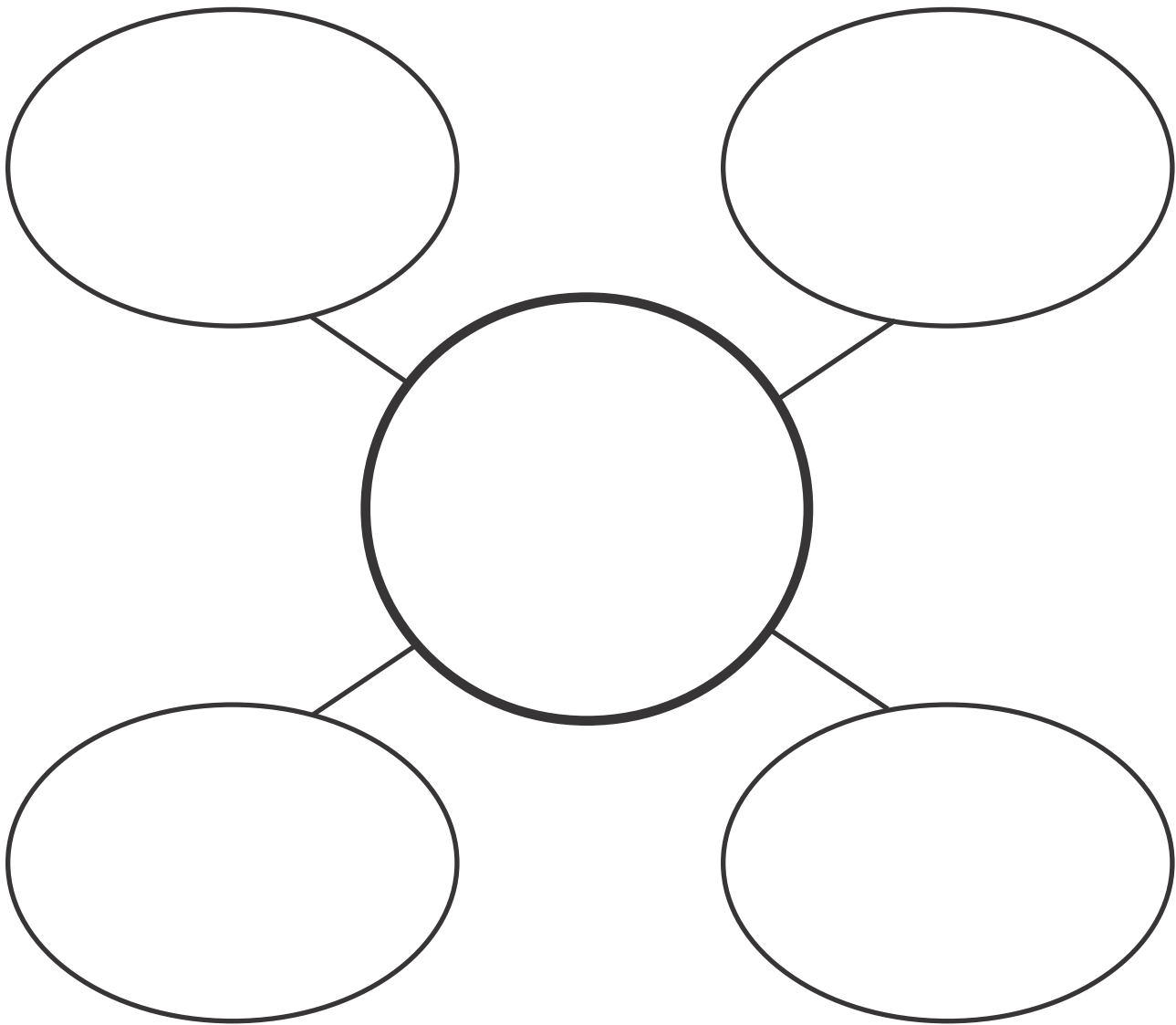
Name _____

New Word	What It Means

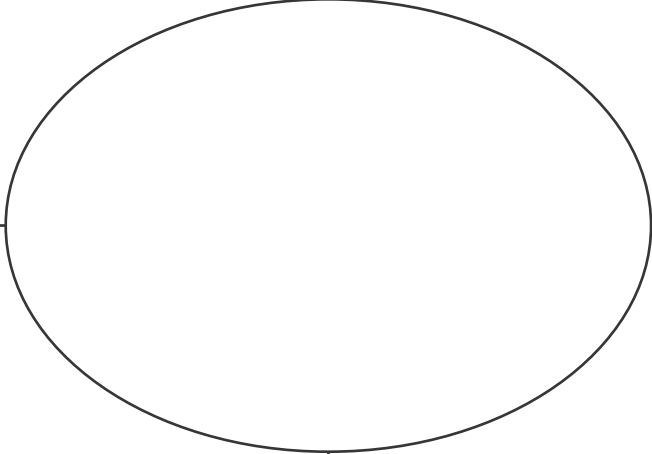
Name _____



Name _____



Name _____

Definition	Characteristics
	
Examples	Non-Examples

Name _____

Put a ✓ in the circle if the answer is correct.

Put an X in the circle if the answer is not correct.

Shade boxes where circles are marked with a ✓.

Add and Subtract Within 10						
Fluency Subskills	Fluency Practice/Assessment					
	1	2	3	4	5	6
A Count to add.	1 ○	1 ○	1 ○	1 ○	1 ○	1 ○
	2 ○	2 ○	2 ○	2 ○	2 ○	2 ○
	3 ○	3 ○	3 ○	3 ○	3 ○	3 ○
B Count to subtract.	4 ○	4 ○	4 ○	4 ○	4 ○	4 ○
	5 ○	5 ○	5 ○	5 ○	5 ○	5 ○
	6 ○	6 ○	6 ○	6 ○	6 ○	6 ○
C Add doubles.	7 ○	7 ○	7 ○	7 ○	7 ○	7 ○
	8 ○	8 ○	8 ○	8 ○	8 ○	8 ○
	9 ○	9 ○	9 ○	9 ○	9 ○	9 ○
D Add in any order.	10 ○	10 ○	10 ○	10 ○	10 ○	10 ○
	11 ○	11 ○	11 ○	11 ○	11 ○	11 ○
	12 ○	12 ○	12 ○	12 ○	12 ○	12 ○
E Add near doubles.	13 ○	13 ○	13 ○	13 ○	13 ○	13 ○
	14 ○	14 ○	14 ○	14 ○	14 ○	14 ○
	15 ○	15 ○	15 ○	15 ○	15 ○	15 ○
F Think addition to subtract.	16 ○	16 ○	16 ○	16 ○	16 ○	16 ○
	17 ○	17 ○	17 ○	17 ○	17 ○	17 ○
	18 ○	18 ○	18 ○	18 ○	18 ○	18 ○

Name _____





+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	
2	2	3	4	5	6	7	8	9	10		
3	3	4	5	6	7	8	9	10			
4	4	5	6	7	8	9	10				
5	5	6	7	8	9	10					
6	6	7	8	9	10						
7	7	8	9	10							
8	8	9	10								
9	9	10									
10	10										

Name _____

Self-Assessment Tool

I am on the road to understanding...

Mark an X on the road to show where you are.

 I don't understand.	 I understand a little.	 I think I understand.	 I really understand!
<hr/> <hr/> <hr/>			

Road to Success

Explain the choice you made above.

To the teacher: Read the directions to the students. Let students respond orally, as needed.

Name _____



Name _____



Solve & Share Observation Tool

SOLUTION STRATEGIES	QUESTIONS TO ASSESS AND MOVE THINKING FORWARD	WHO AND WHAT	SELECT AND ORDER
<p>Anticipate List likely solution strategies.</p> <p>Monitor Add any other strategies as you observe students.</p>	<p>Ask assessing questions Assess what students know and can do.</p> <p>Ask advancing questions Move students' thinking forward.</p>	<p>Record List students that used each strategy.</p>	<p>Select Circle presenters.</p> <p>Order Number presentations.</p>
<p>Save student work Keep a sample of each strategy for next year.</p> <p>Save this sheet Cover columns 3 and 4 with a sticky note to write on next year.</p>	<p>Problem Ask questions to see if students understand the problem.</p> <p>Strategy Ask what students did.</p> <p>Convincing Ask for justifications.</p> <p>Extending Ask for other strategies.</p>	<p>Plan ahead Which 2 or 3 strategies will you ask students to present?</p>	<p>Select Varied strategies</p> <p>Order Concrete to abstract; from old ideas to new</p>

DISCUSS SOLUTION STRATEGIES AND KEY IDEAS

Restate and comment Ask students to critique the reasoning of others.

Connect strategies Ask students to compare strategies.

Connect to prior knowledge and to new ideas Use students' work to make these connections explicit.

Adapted from *5 Practices for Orchestrating Productive Mathematics Discussions* by M. Smith & M. Stein, 2018

Name _____



3-ACT MATH Recording Sheet

ACT I

1. What questions do you have?



Brainstorm

2. Predict a reasonable answer to the Main Question. Why do you think that?



Prediction

ACT 2

3. What information do you need?



4. Show how you can find the answer to the Main Question.



ACT 3

5. What is the answer shown in the video?



6. Does your answer match the Act 3 video?
If not, explain why?



SEQUEL

7. Show how you would answer the Sequel.