Name _____

Teaching Tool
1

Problem Solving Recording Sheet

Problem:

MAKE SENSE OF THE PROBLEM

Need to Find

Given

PERSEVERE IN SOLVING THE PROBLEM

Some Ways to Represent Problems

- ☐ Draw a Picture
- ☐ Draw a Number Line
- ☐ Write an Equation

Some Math Tools

- ☐ Objects
- ☐ Rulers
- ☐ Technology
- ☐ Paper and Pencil

Solution and Answer

CHECK THE ANSWER

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Name _____

Teaching Tool
2

Student Progress Report

Date _____

Dear Family,

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

Teacher Comments:

_____

_____

_____

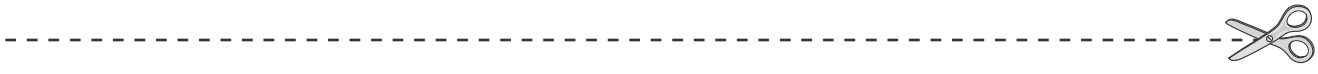
_____

_____

_____

_____

_____



Name of student: _____

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

_____

Parent/Guardian Signature

Parent/Guardian Comments:

_____

_____

_____

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Teaching Tool
3

0	1	2
3	4	5
6	7	8
9	10	11

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Teaching Tool
4

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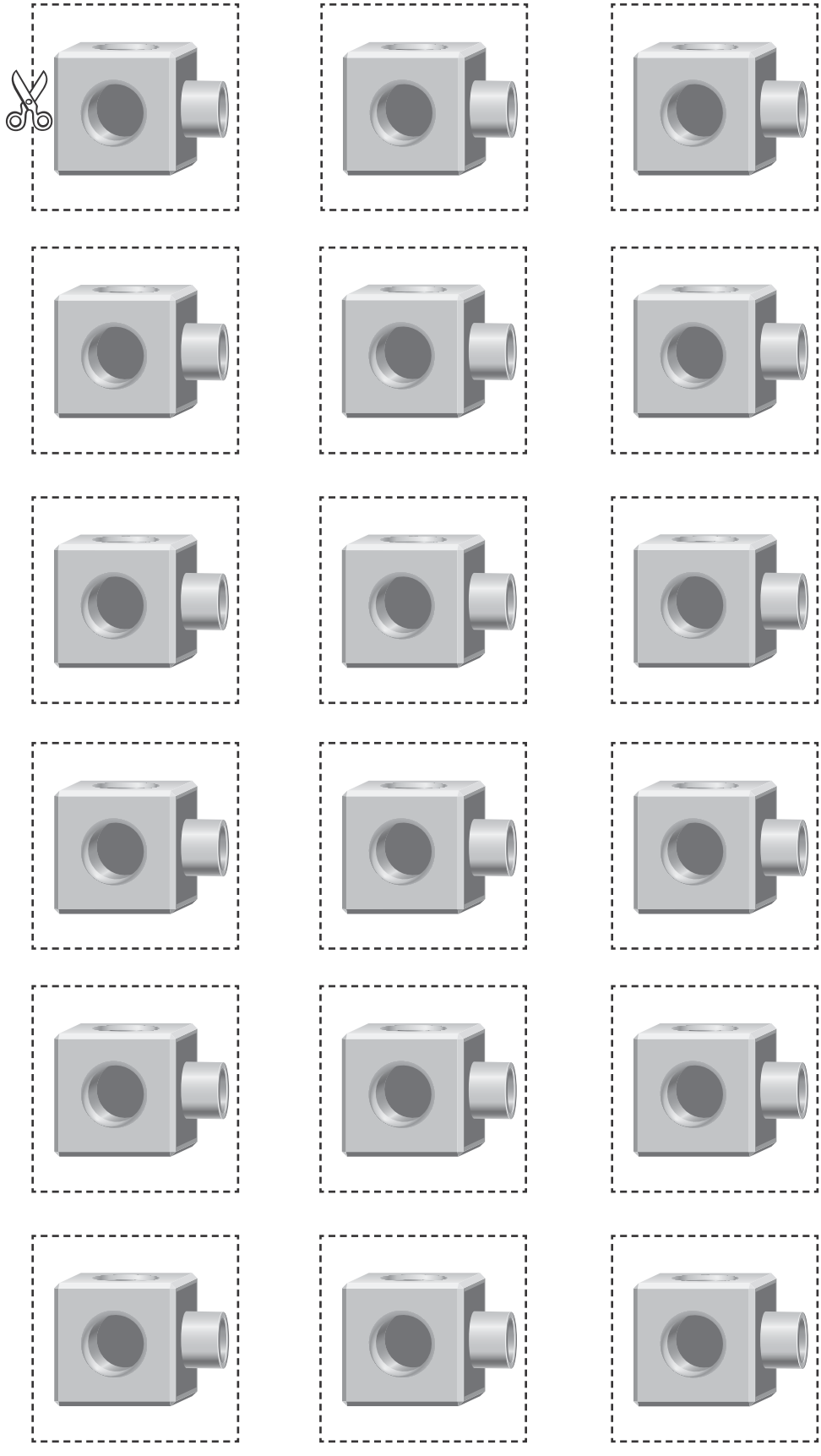
5



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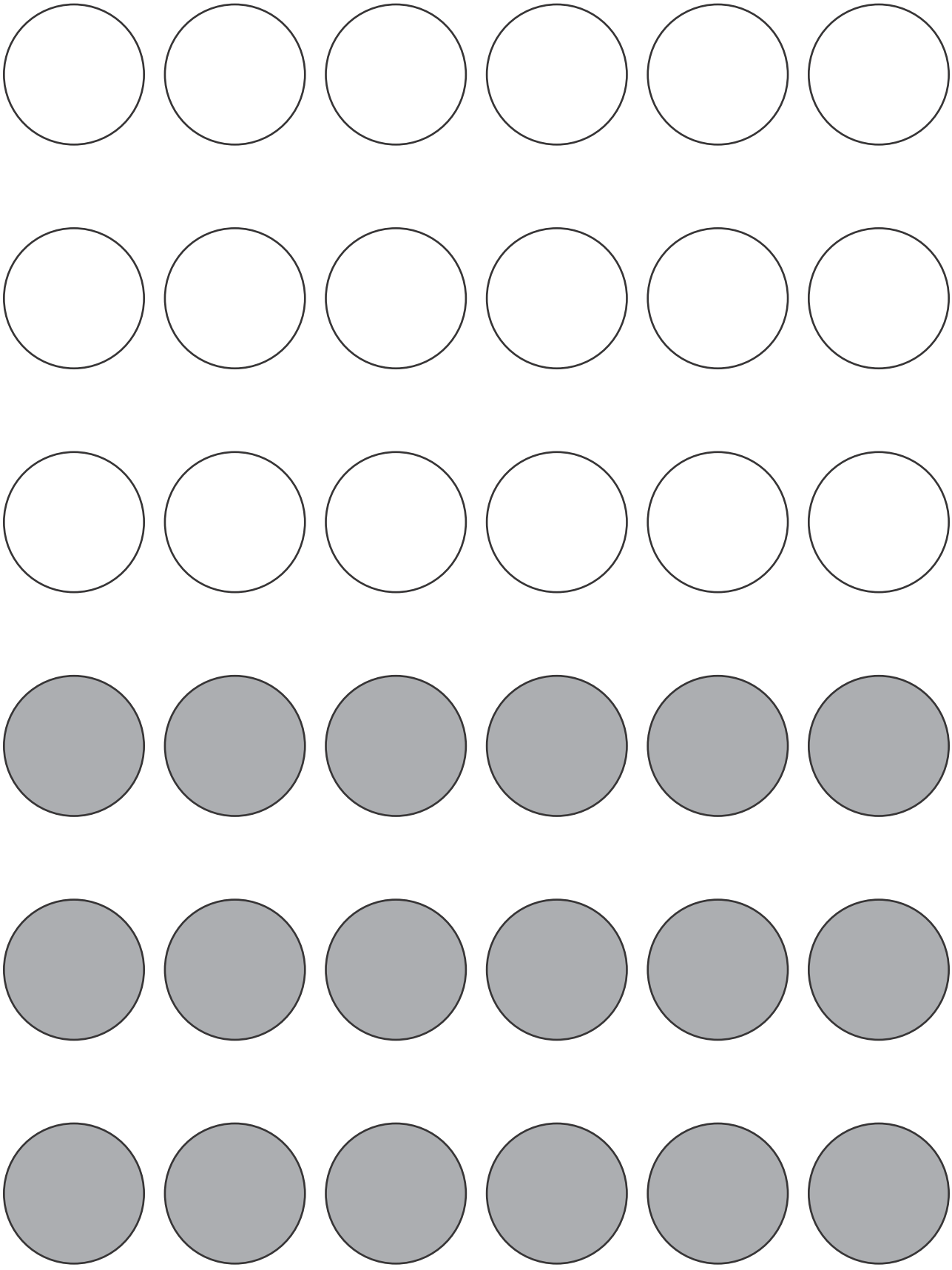

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Teaching Tool
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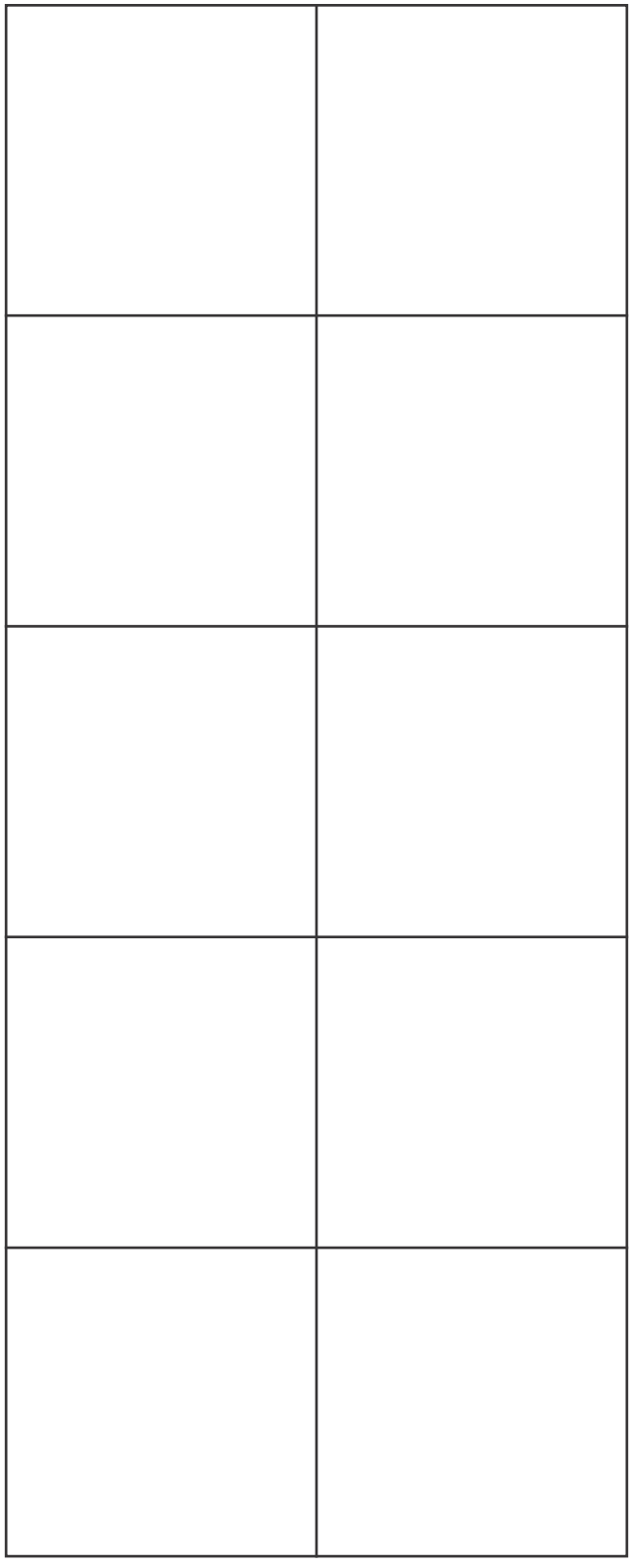

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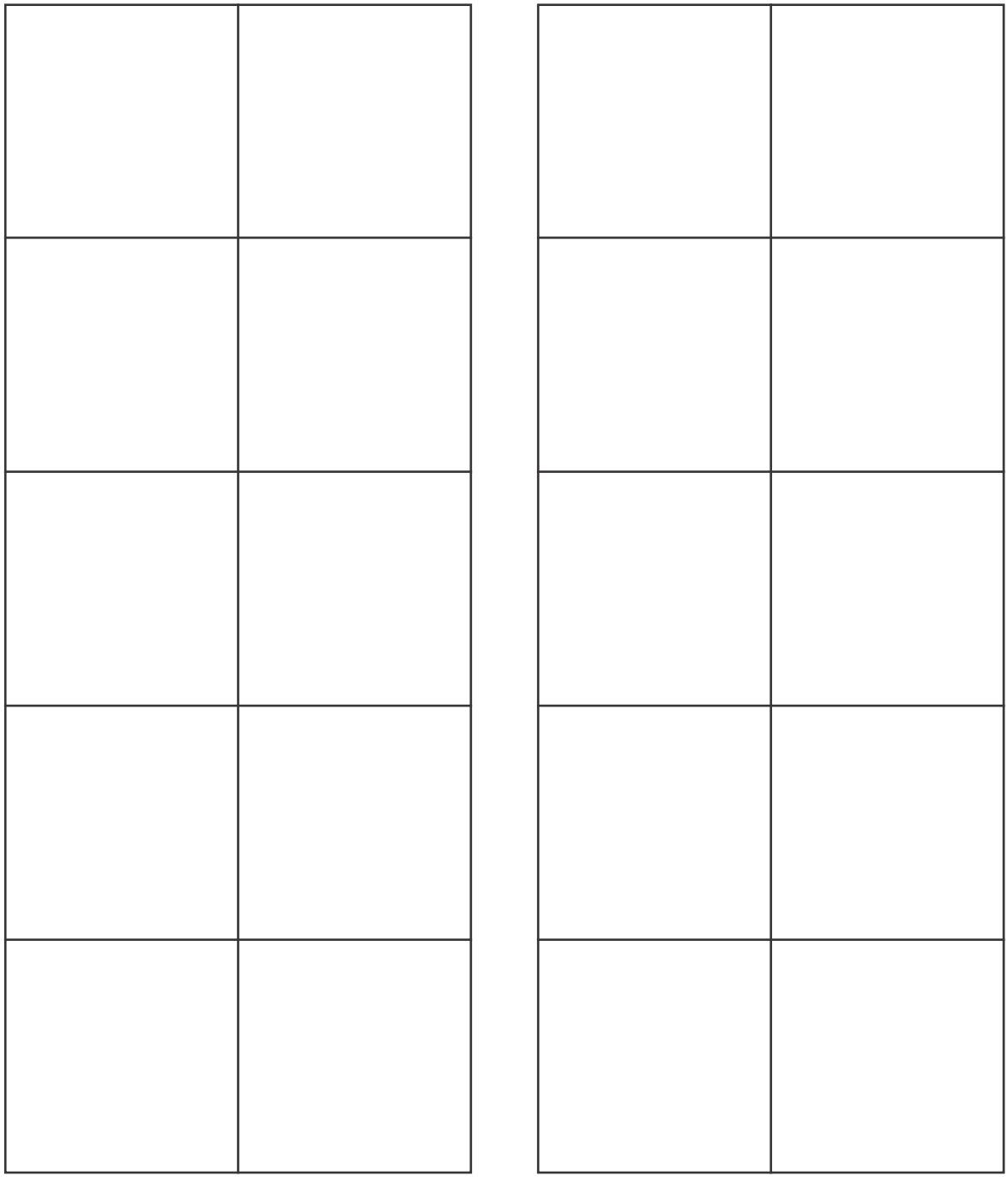

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9

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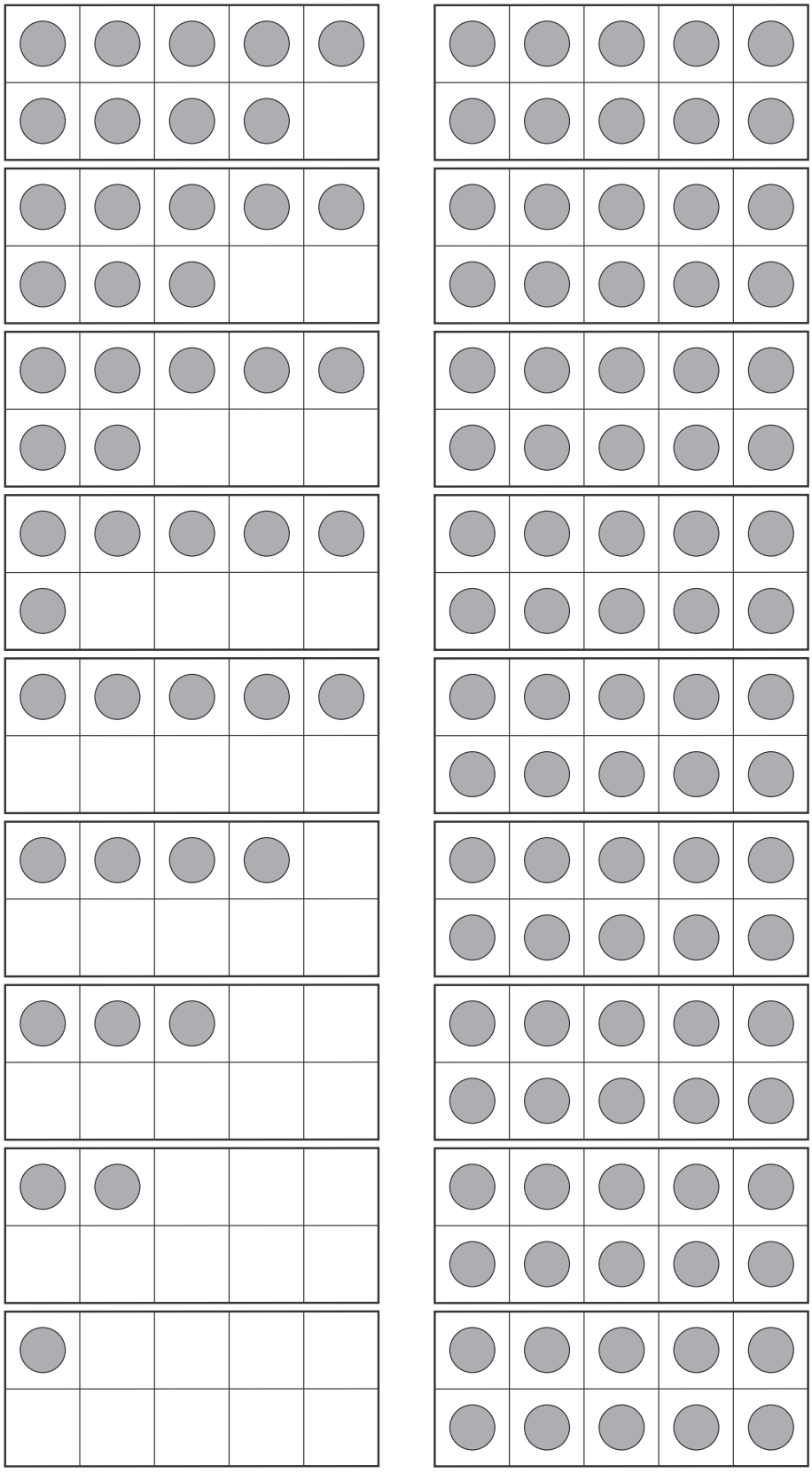
Teaching Tool
10



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Teaching Tool
11

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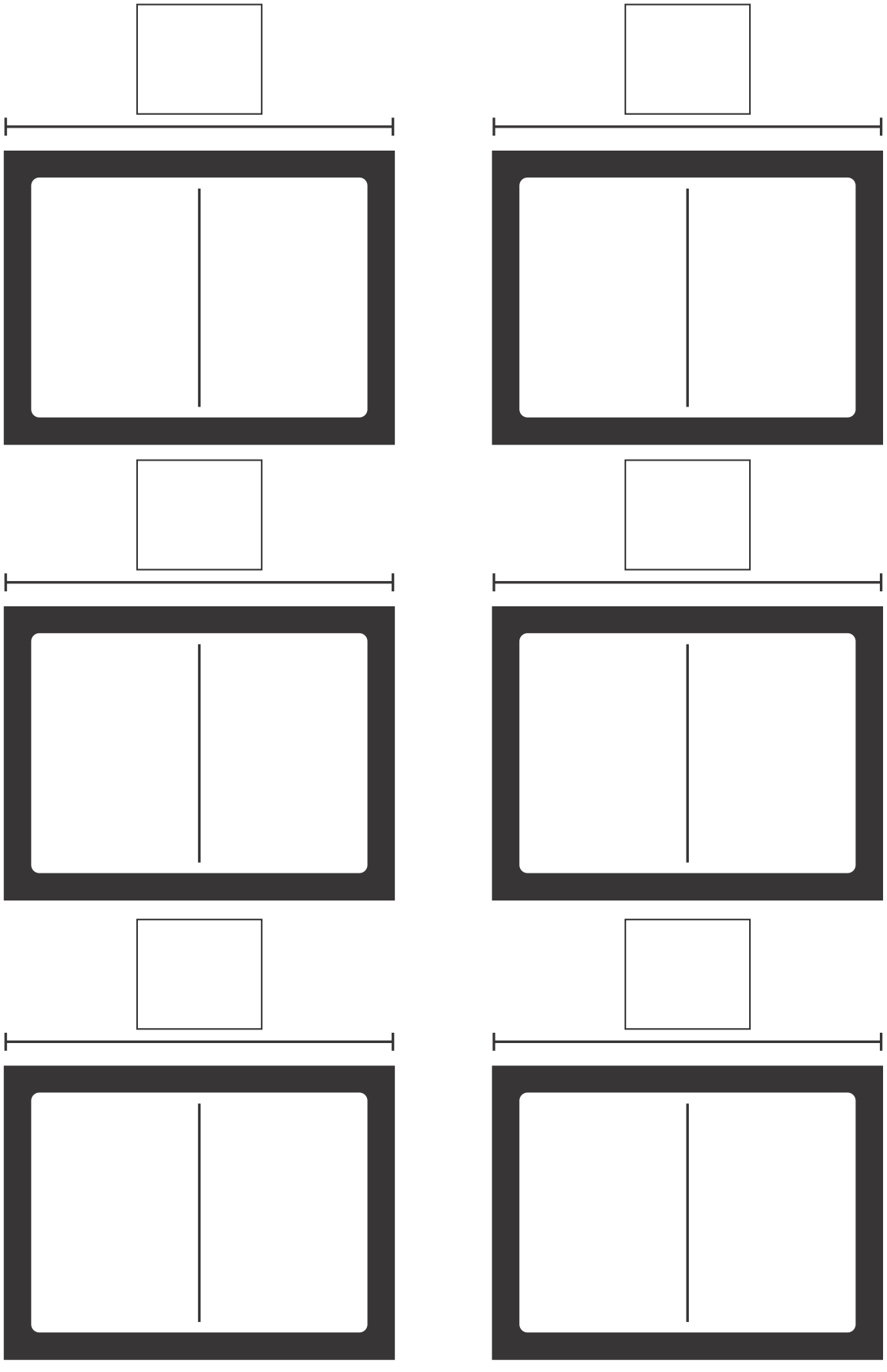

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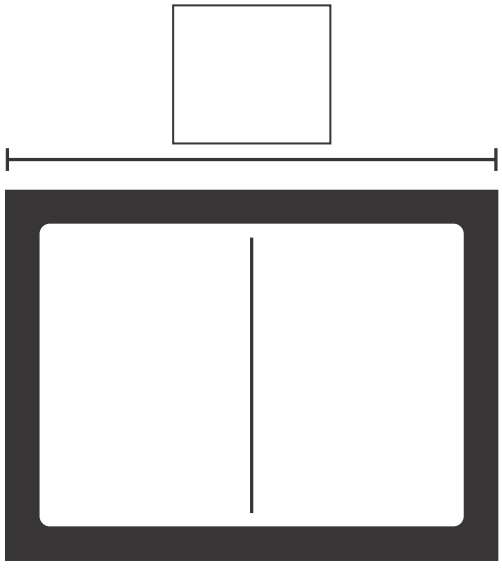

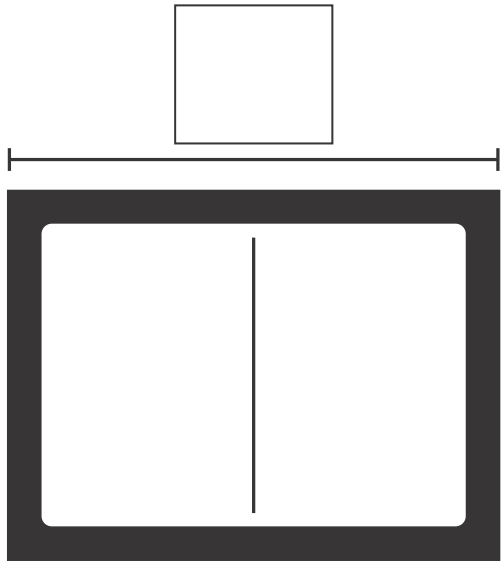

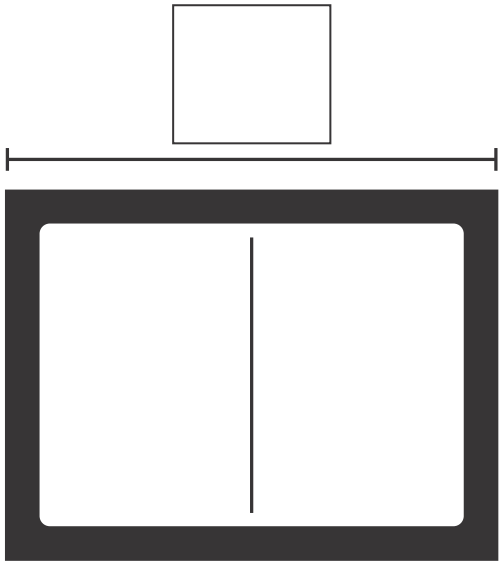

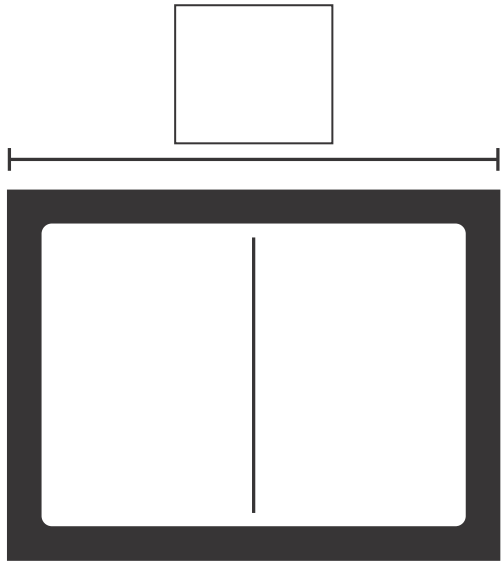

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91	92	93	94	95	96	97	98	99	100

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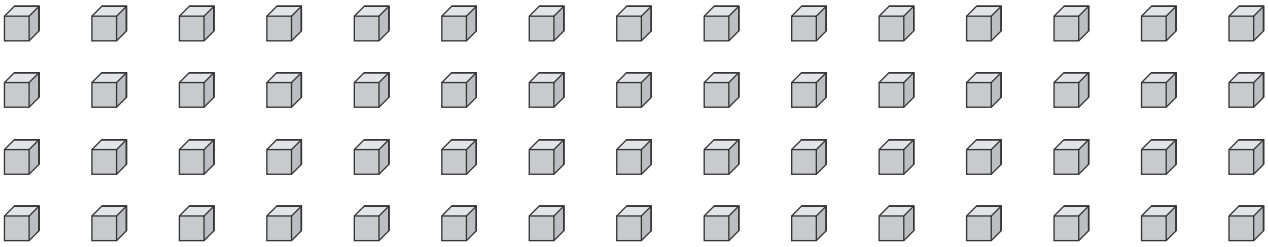

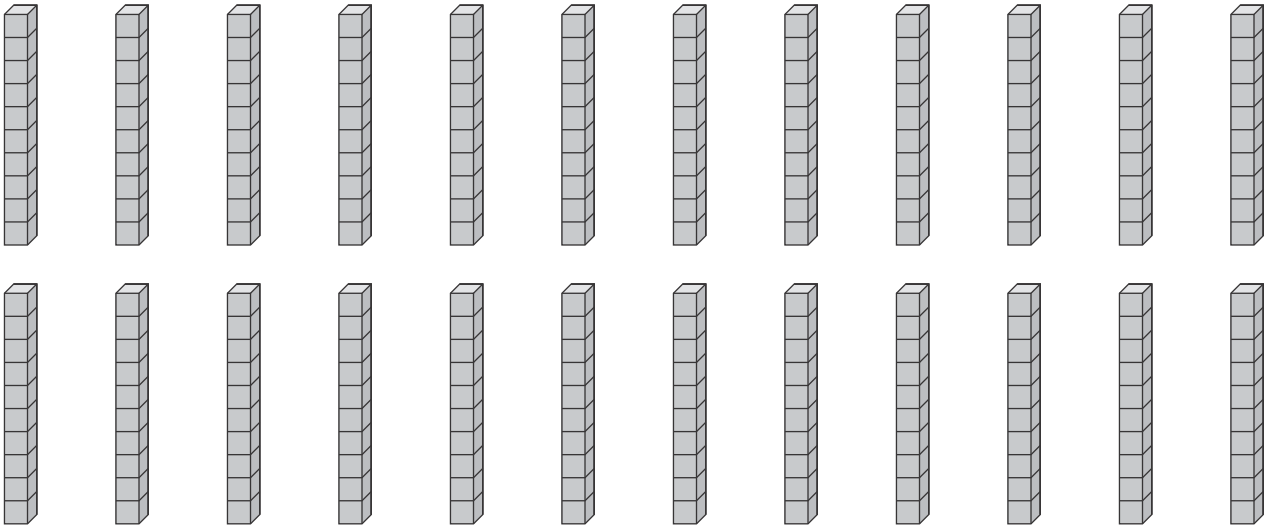

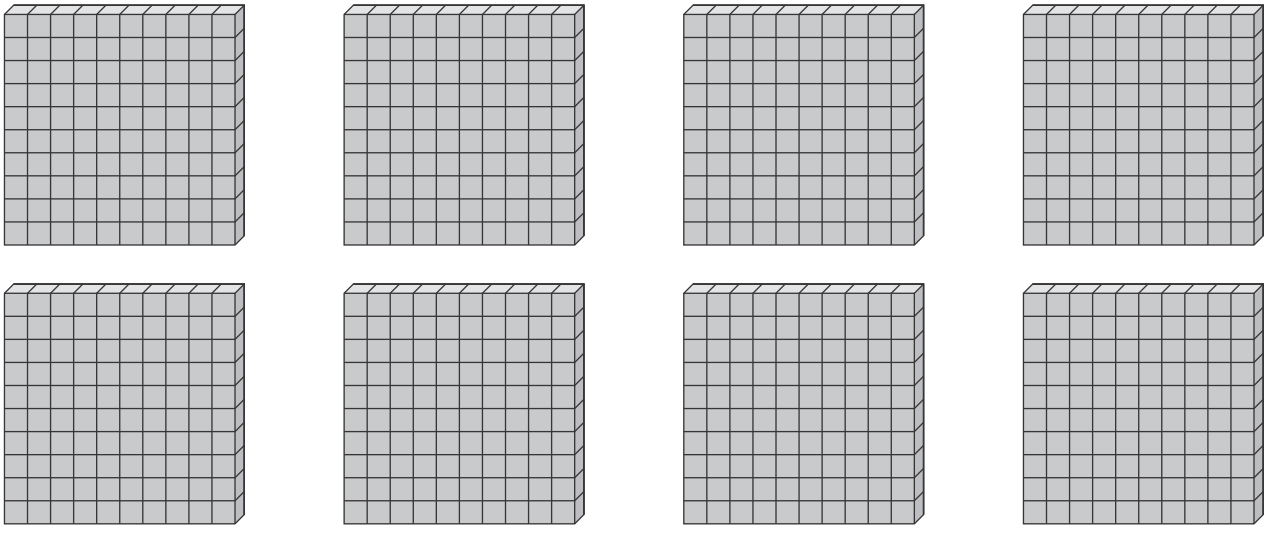

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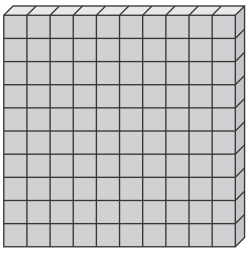
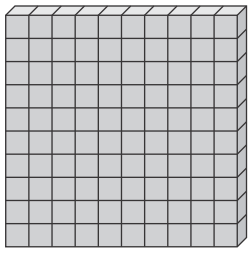
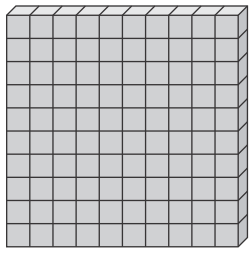
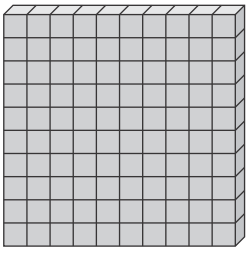
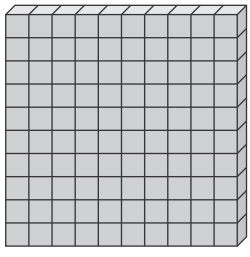
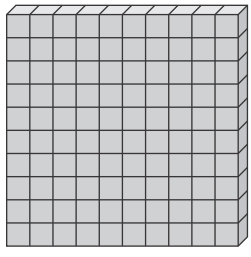
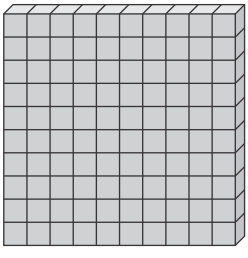
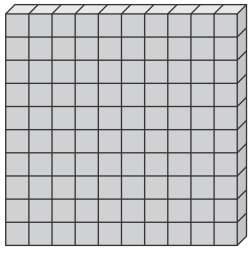
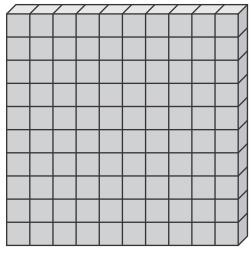
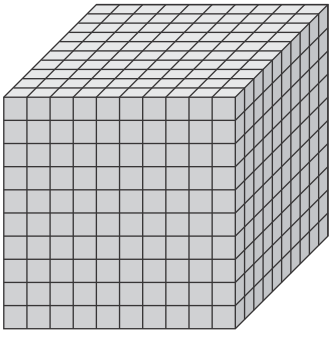
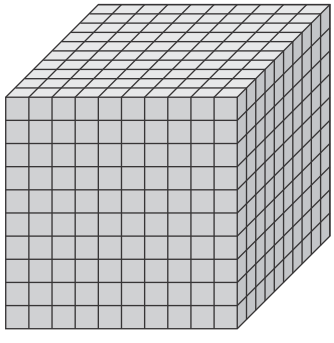
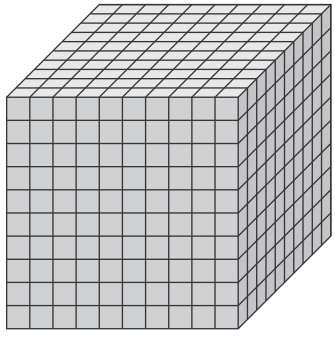

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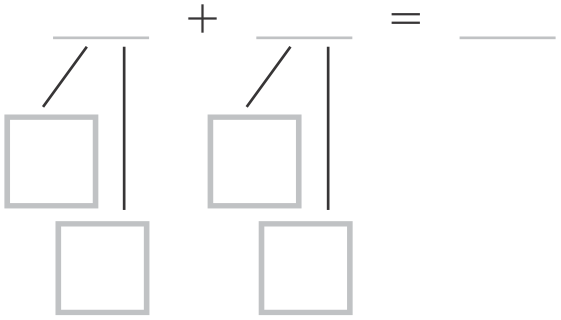

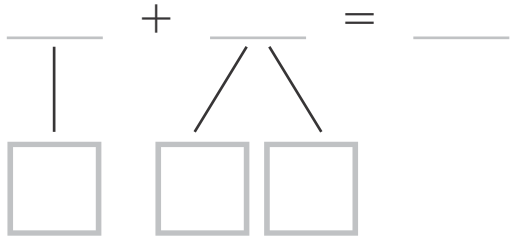

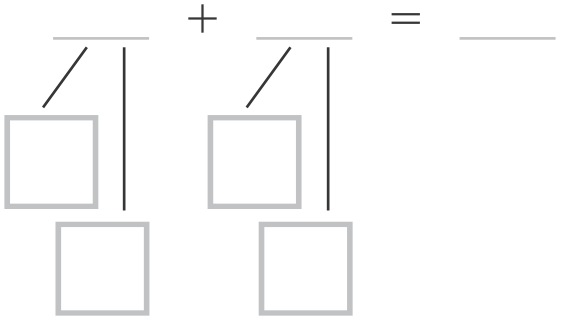

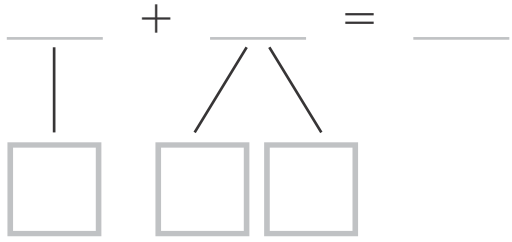

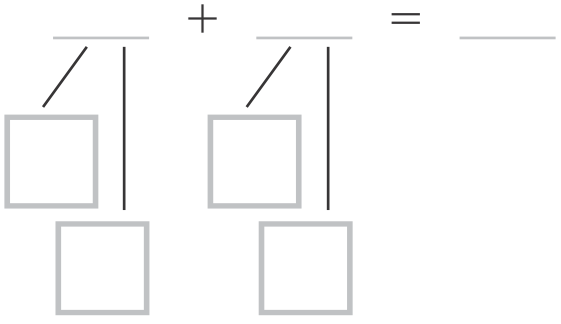

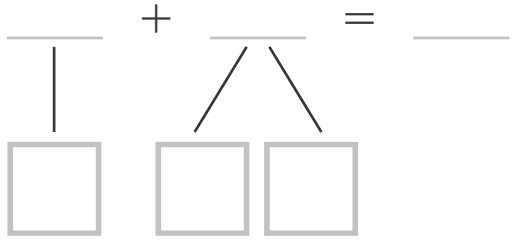

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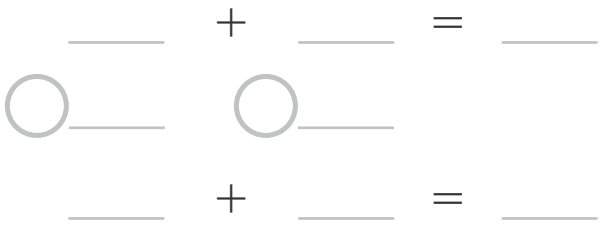

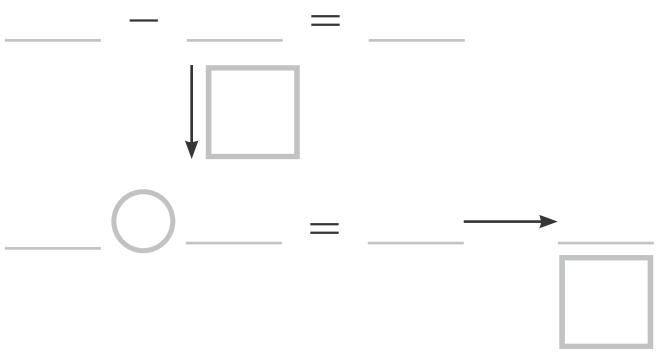

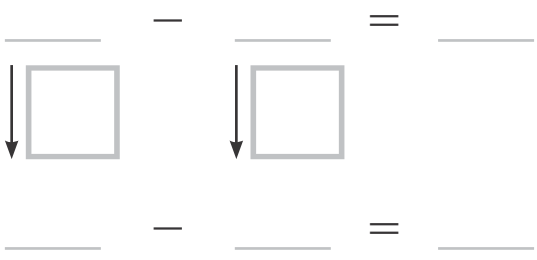

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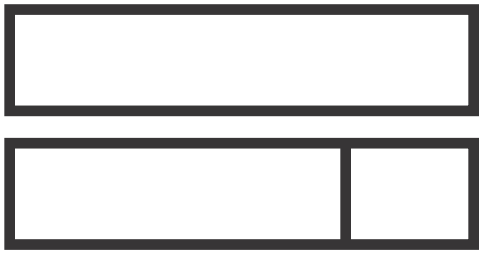

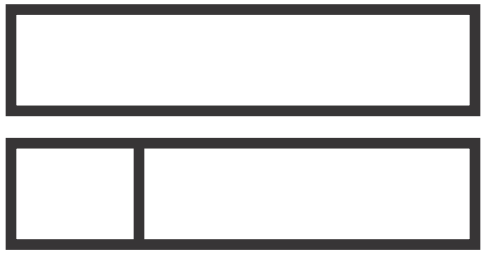

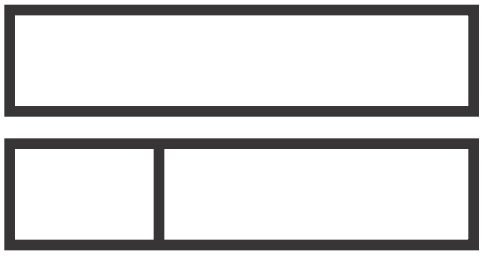

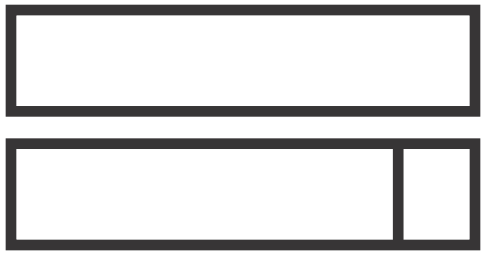

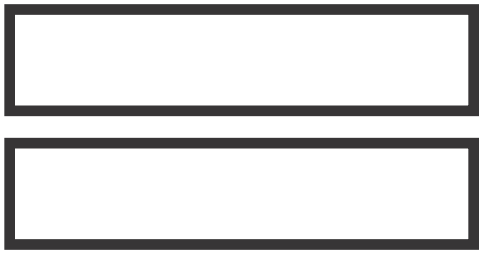

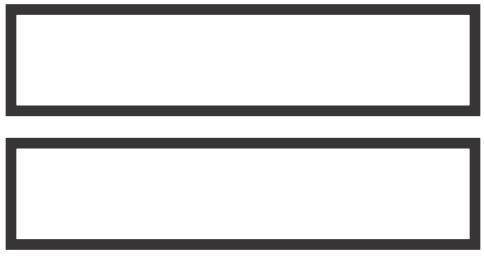

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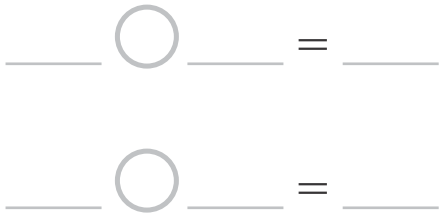

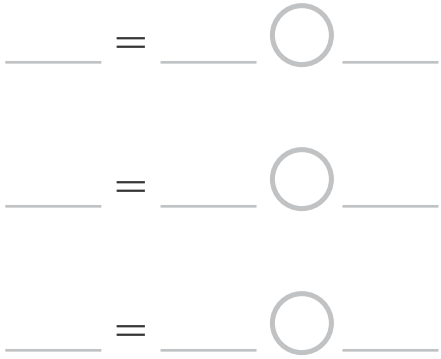

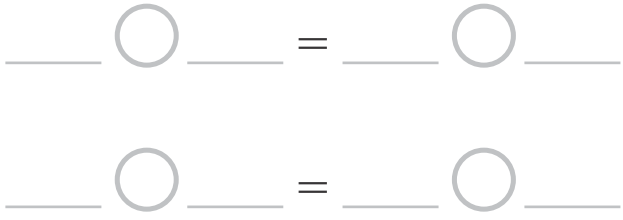

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	Tens	Ones	+	Tens:	Ones:	Sum:

	Tens	Ones	+	Tens:	Ones:	Sum:

	Tens	Ones	+	+	+	=

	Tens	Ones	+	+	+	=

	Tens	Ones	+	+	+	=

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Name _____

Teaching Tool
26

Tens	Ones

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Teaching Tool
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Tens	Ones

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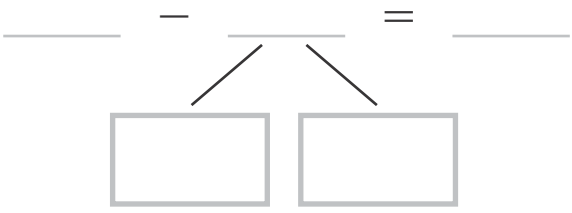

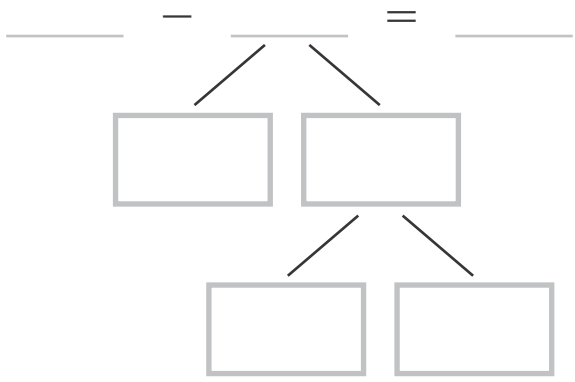

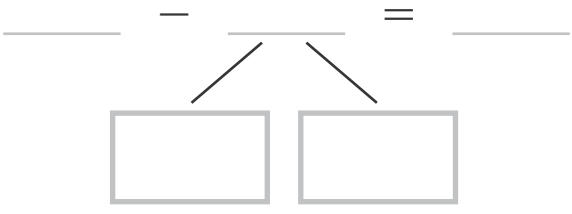

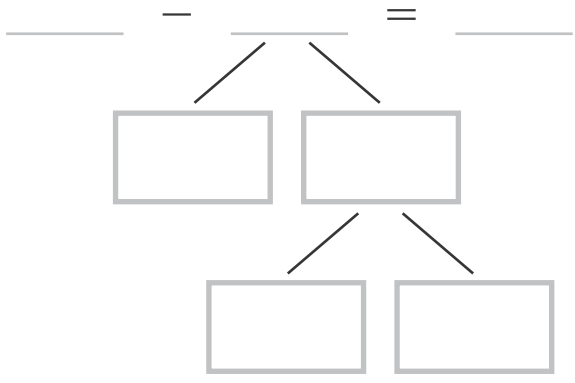

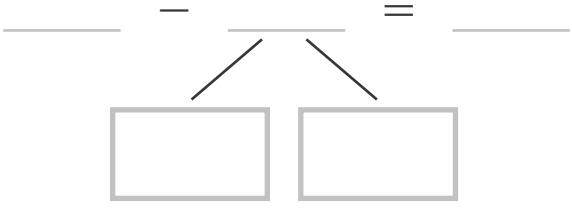

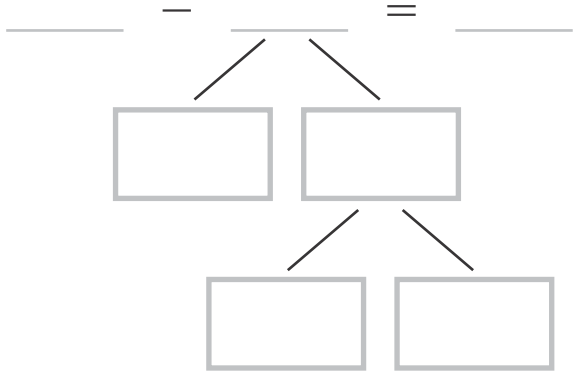

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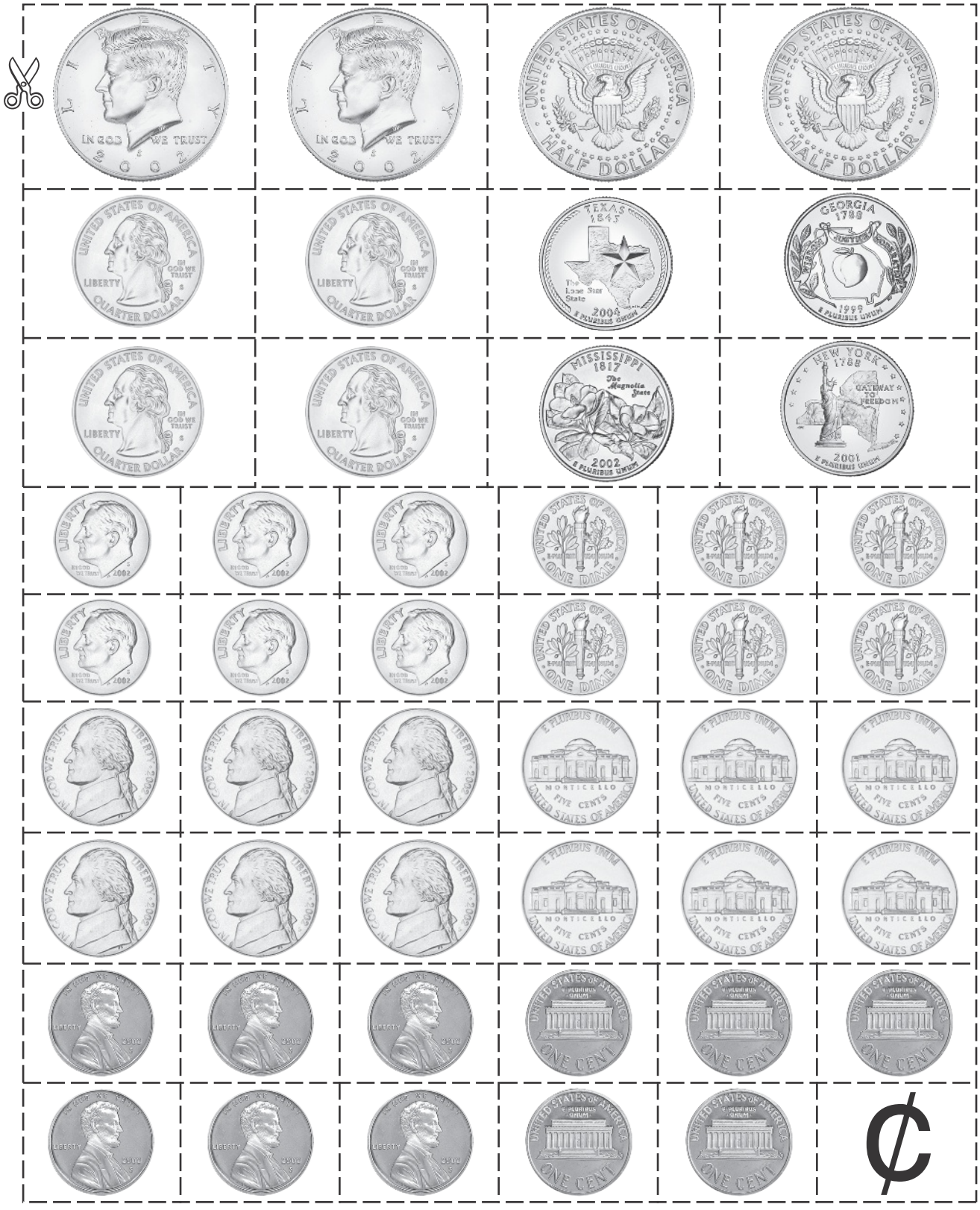

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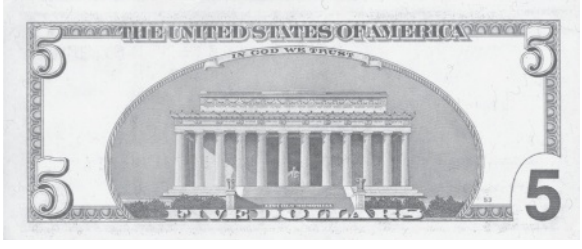

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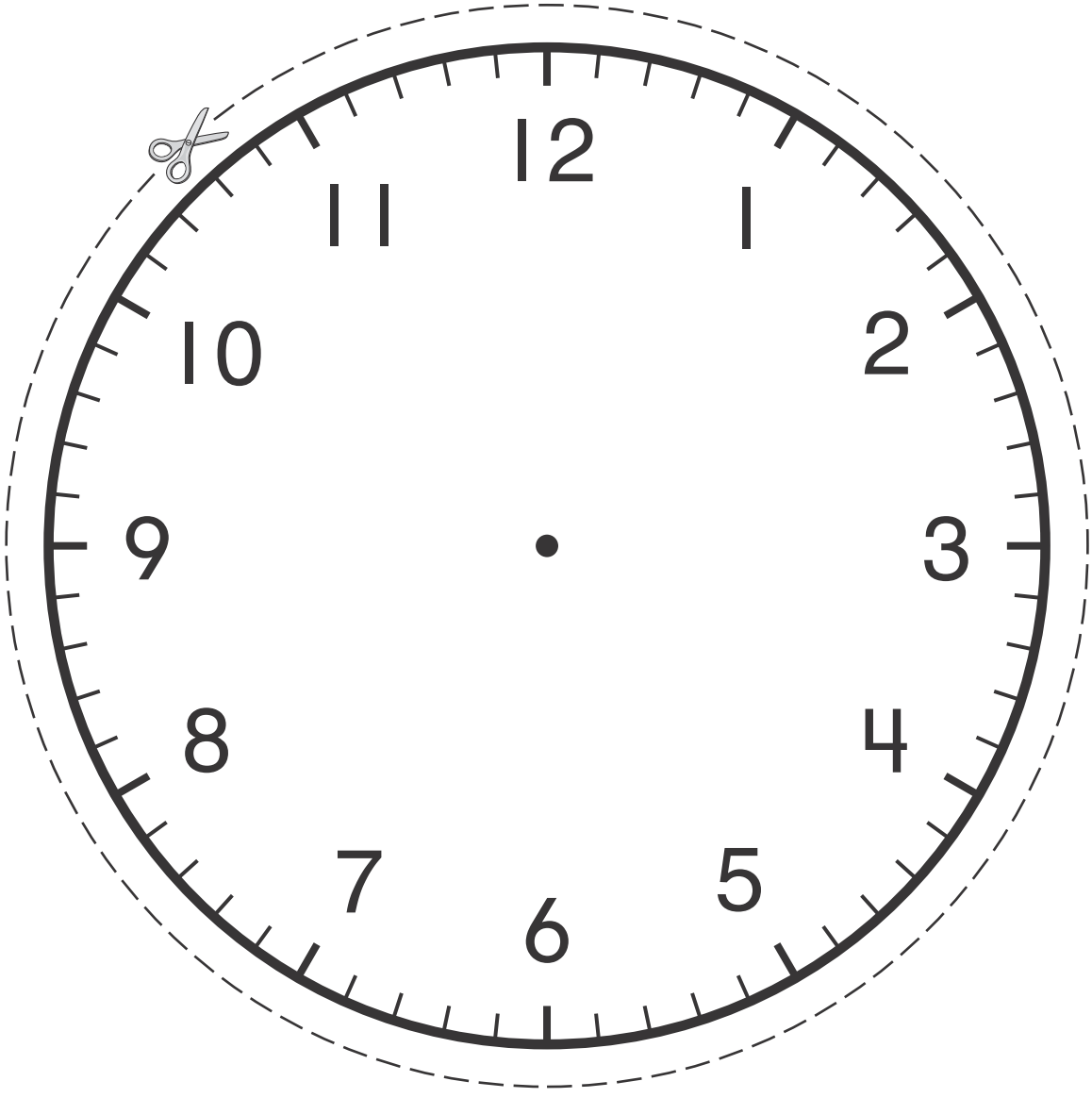

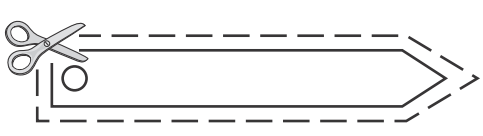

Minute Hand

Hour Hand

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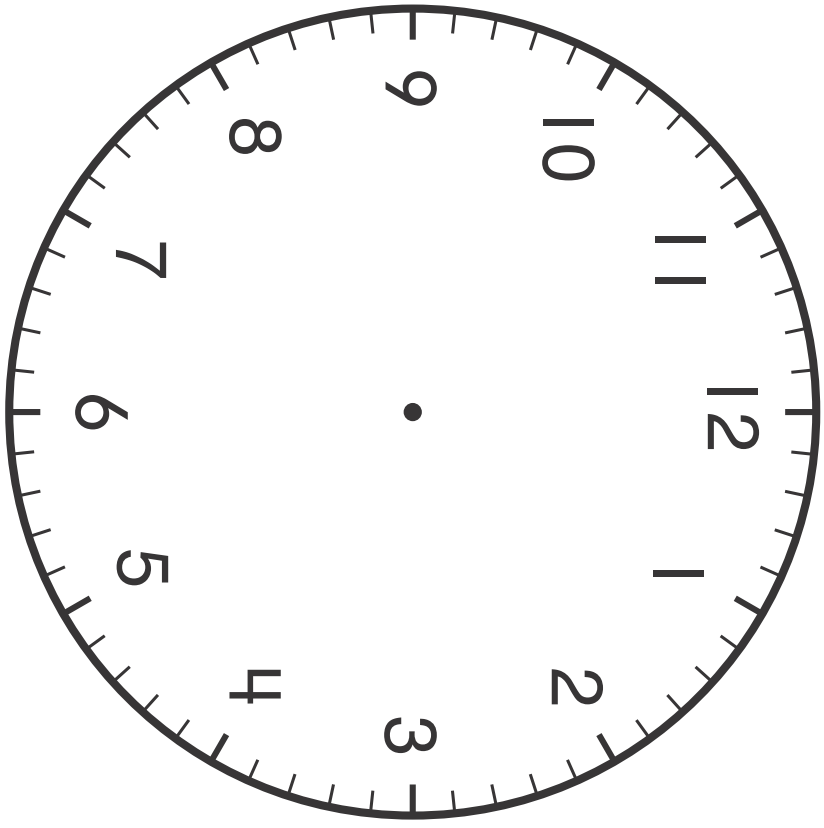

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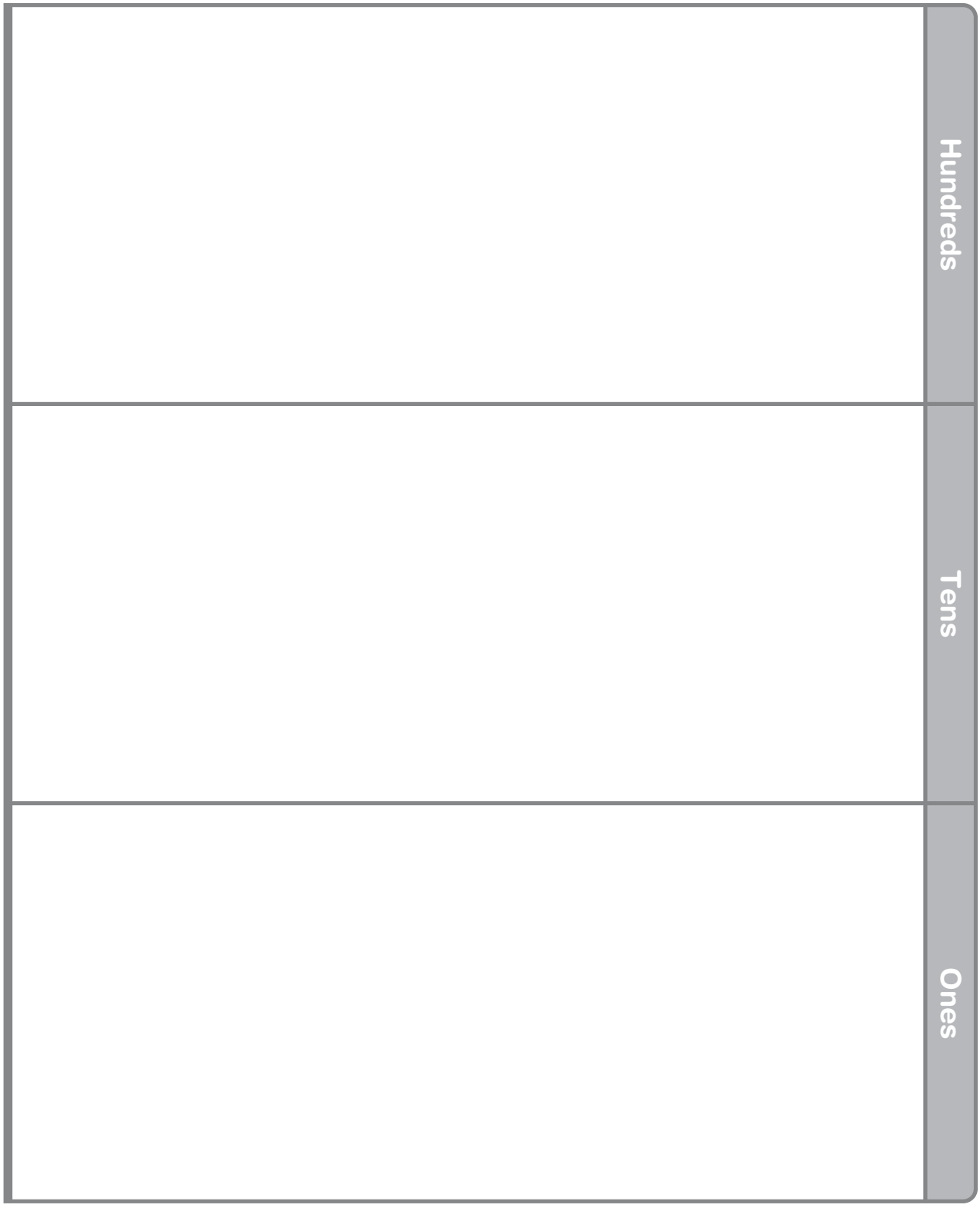

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Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

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+	Hundreds	Tens	Ones

Hundreds:
Tens:
Ones:
Sum:

+	Hundreds	Tens	Ones

Hundreds:
Tens:
Ones:
Sum:

+	Hundreds	Tens	Ones

Hundreds:
Tens:
Ones:
Sum:

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Sum:

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Sum:

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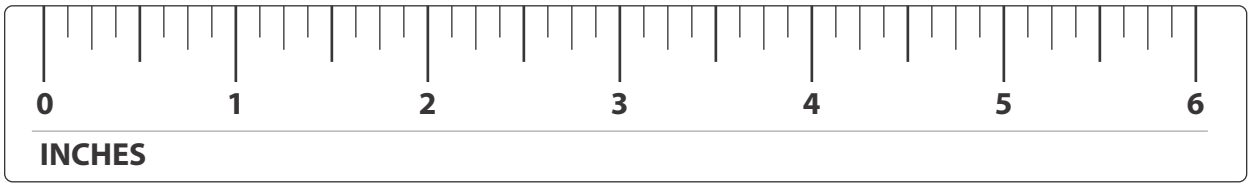

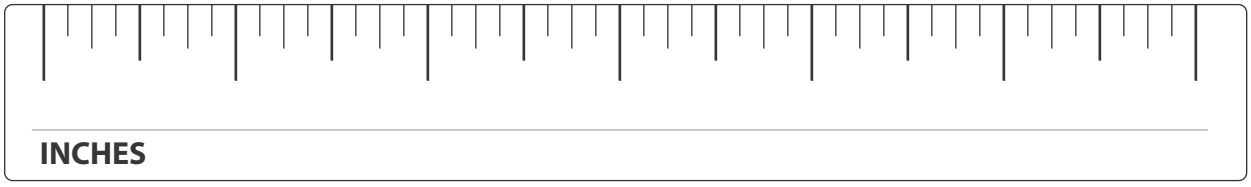

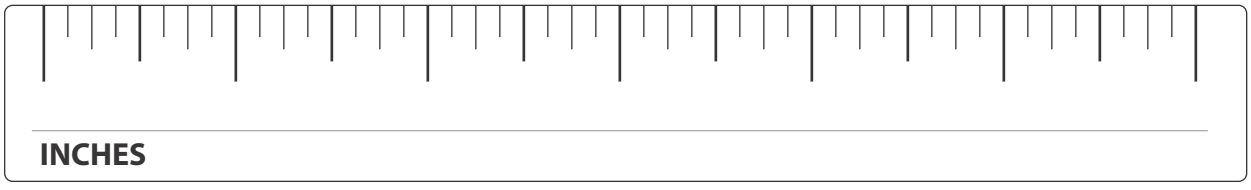

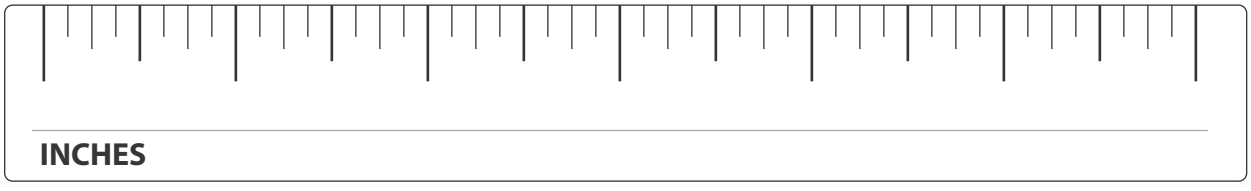

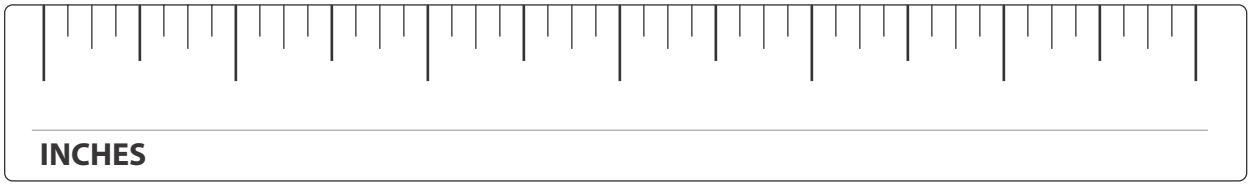

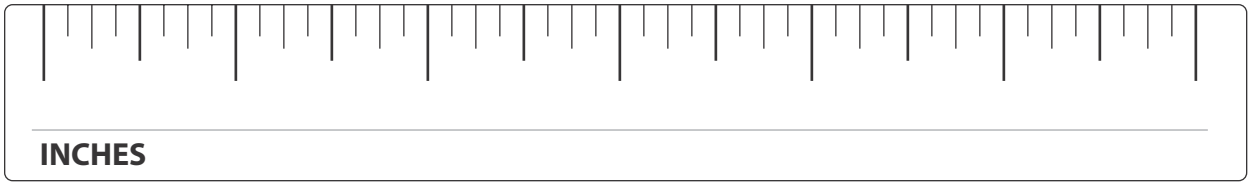

(To form a yardstick, cut out and tape six rulers together and complete labeling.)

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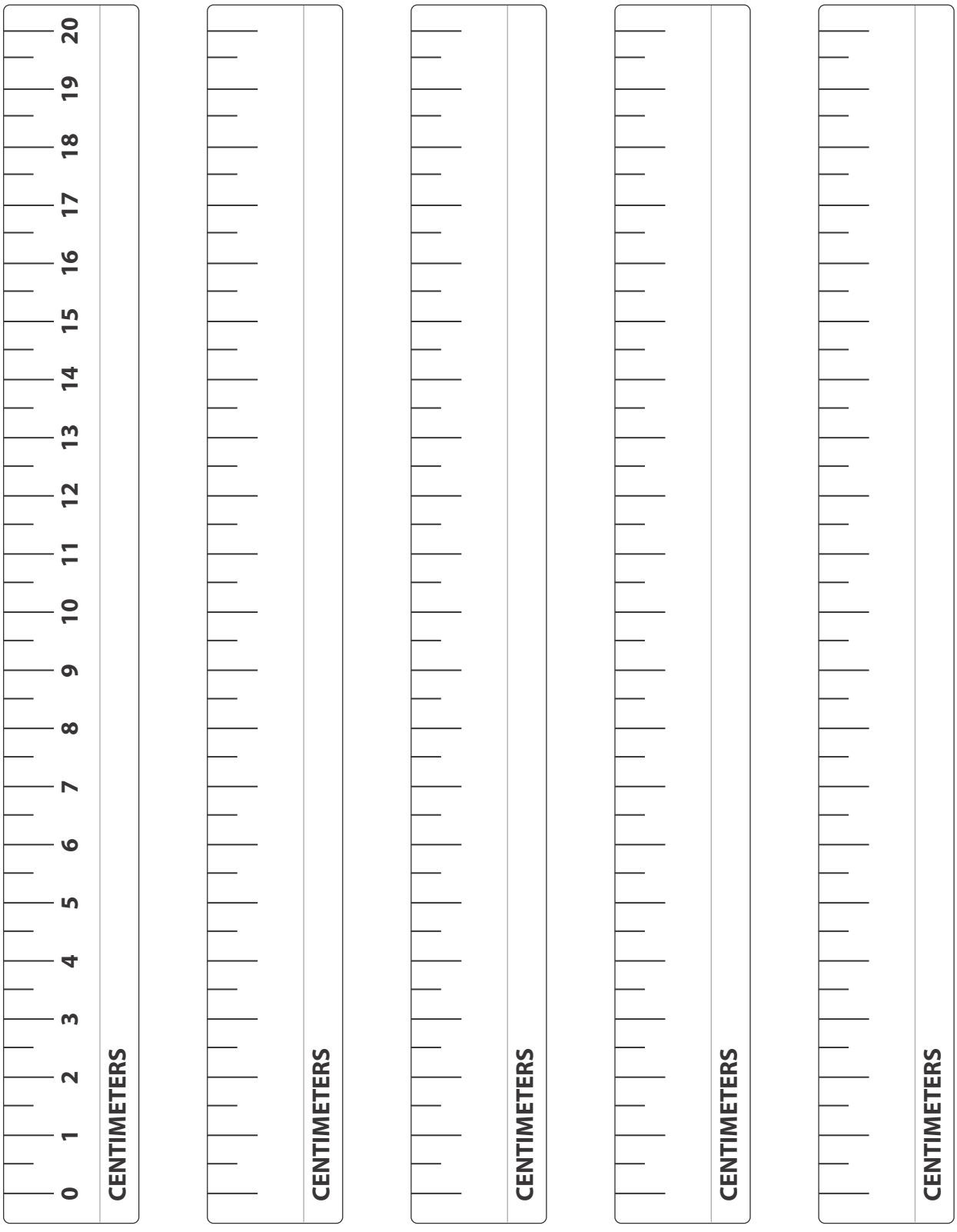

(To form a meter stick, cut out and tape five rulers together and complete labeling.)

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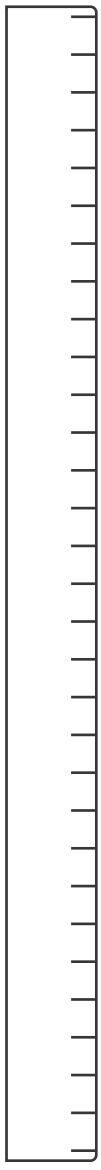

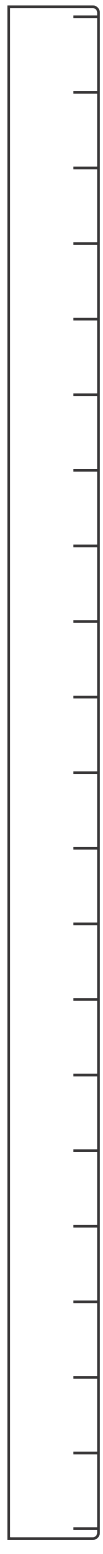

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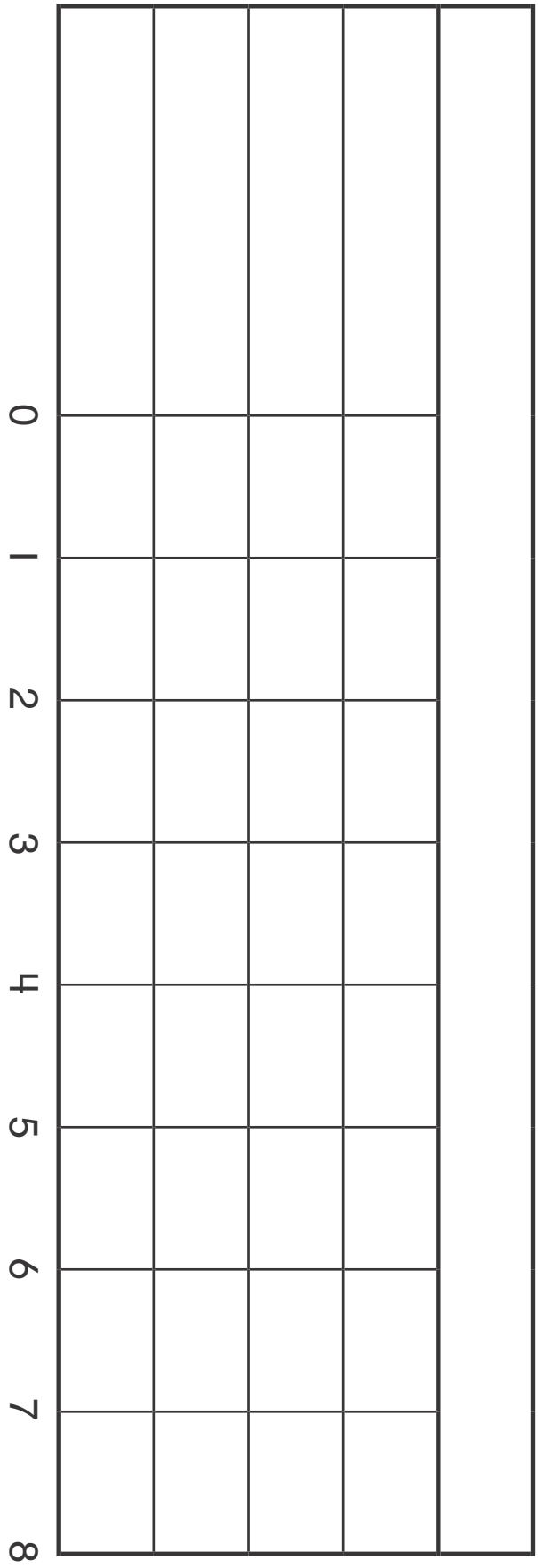

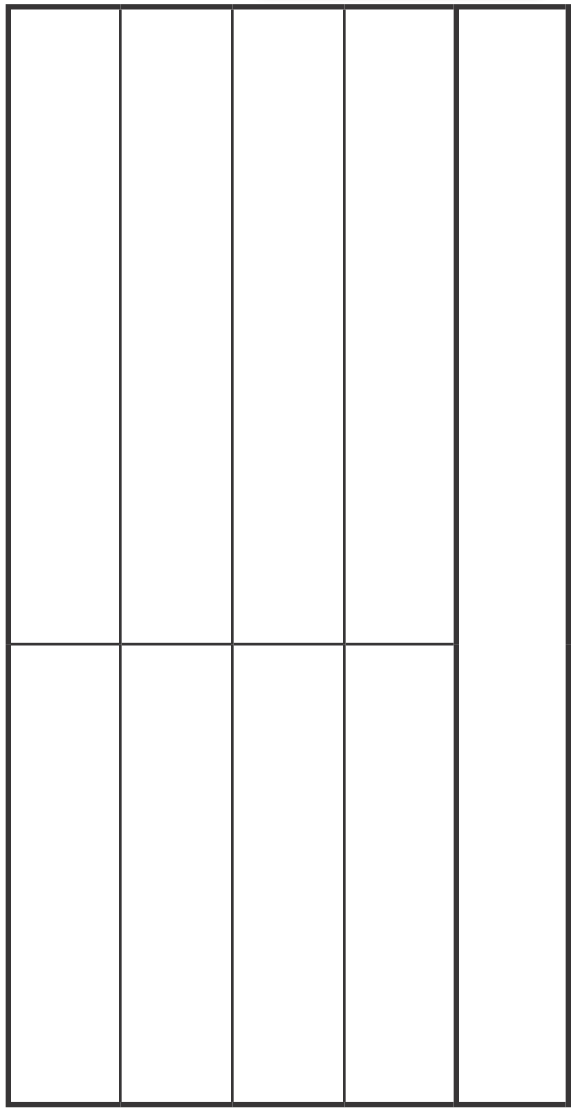

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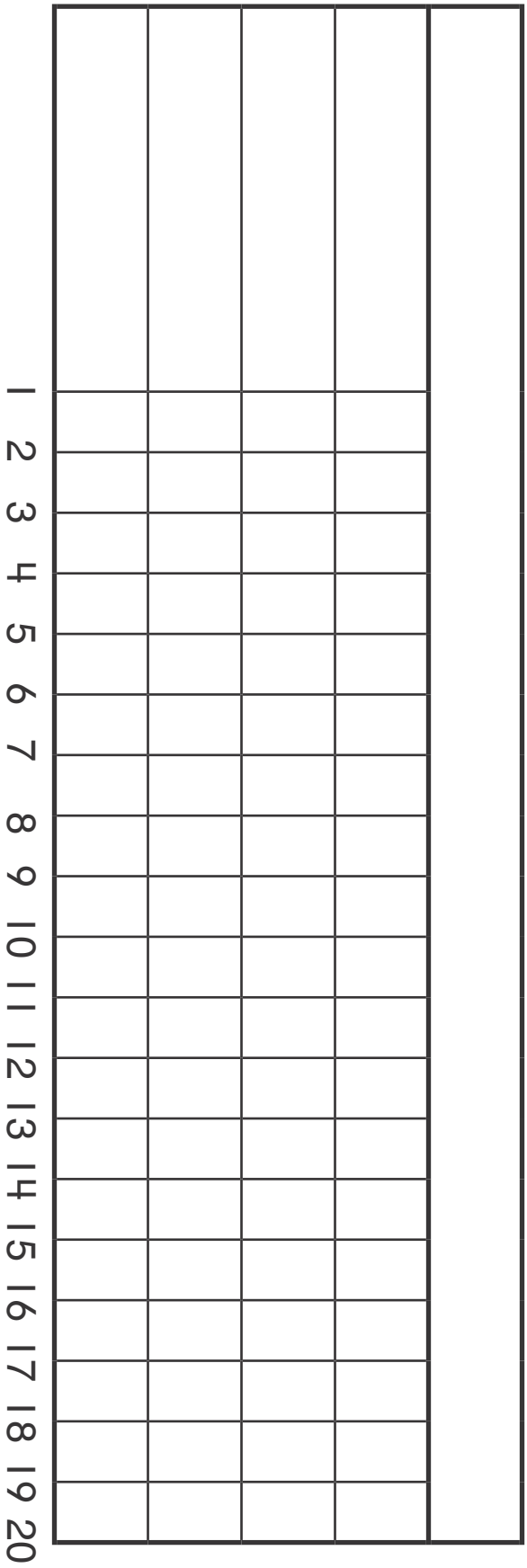

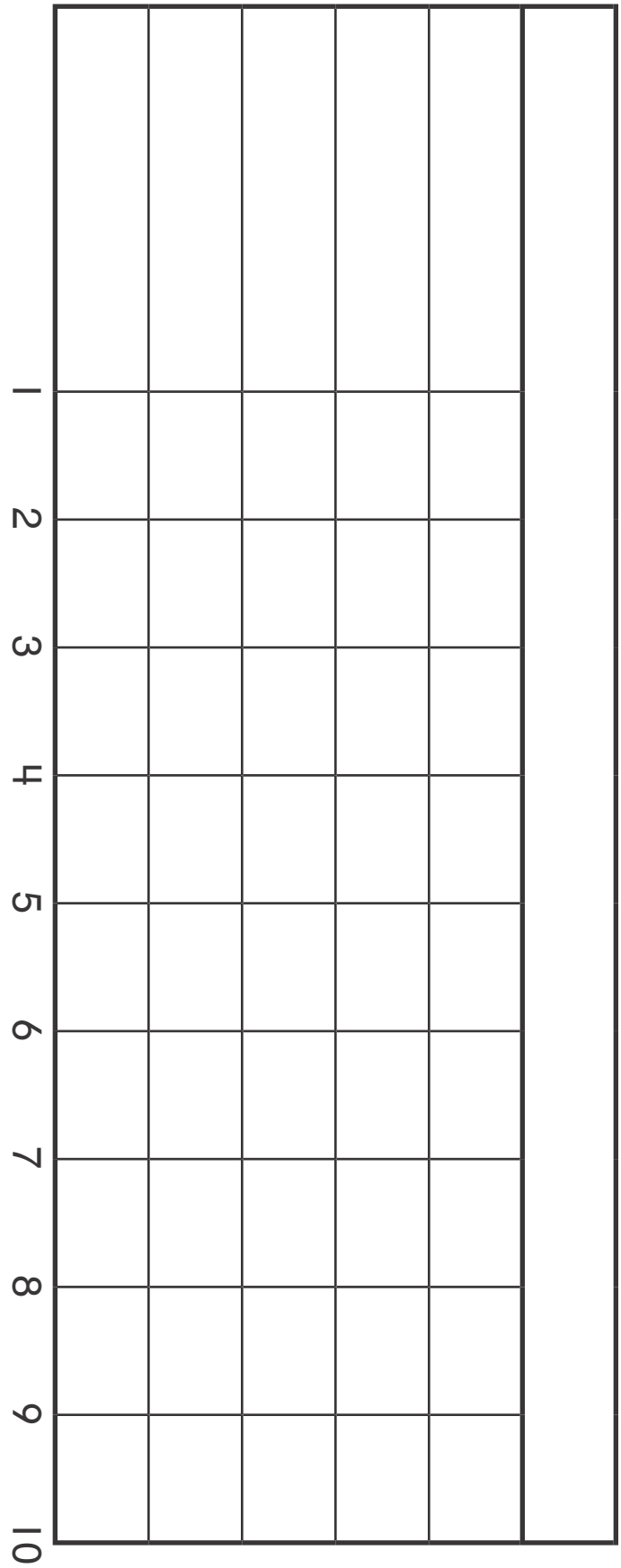

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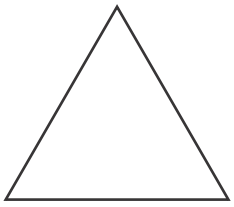

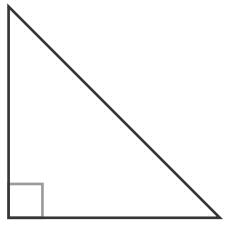

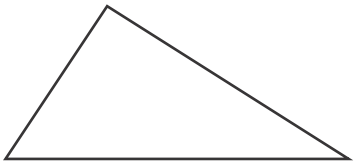

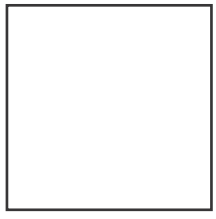

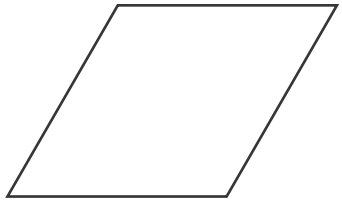

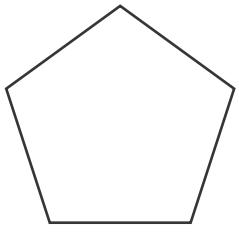

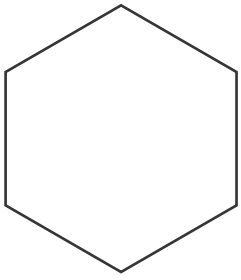

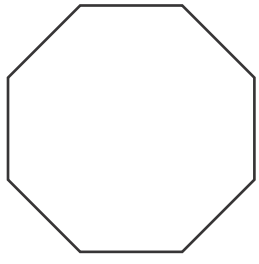

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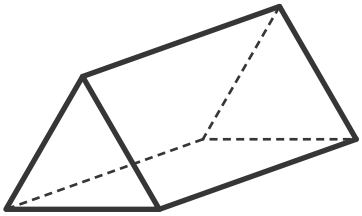

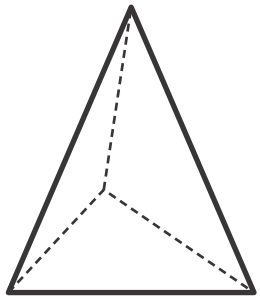

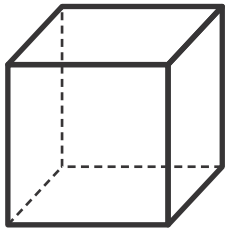

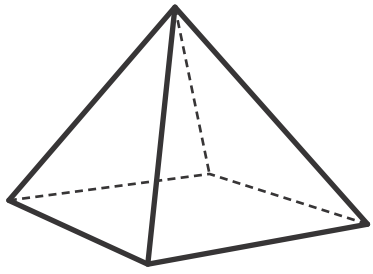

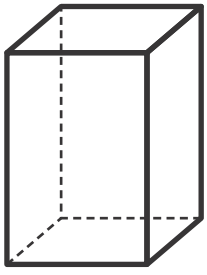

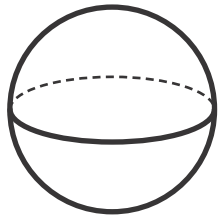

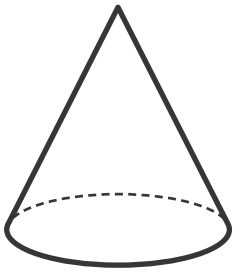

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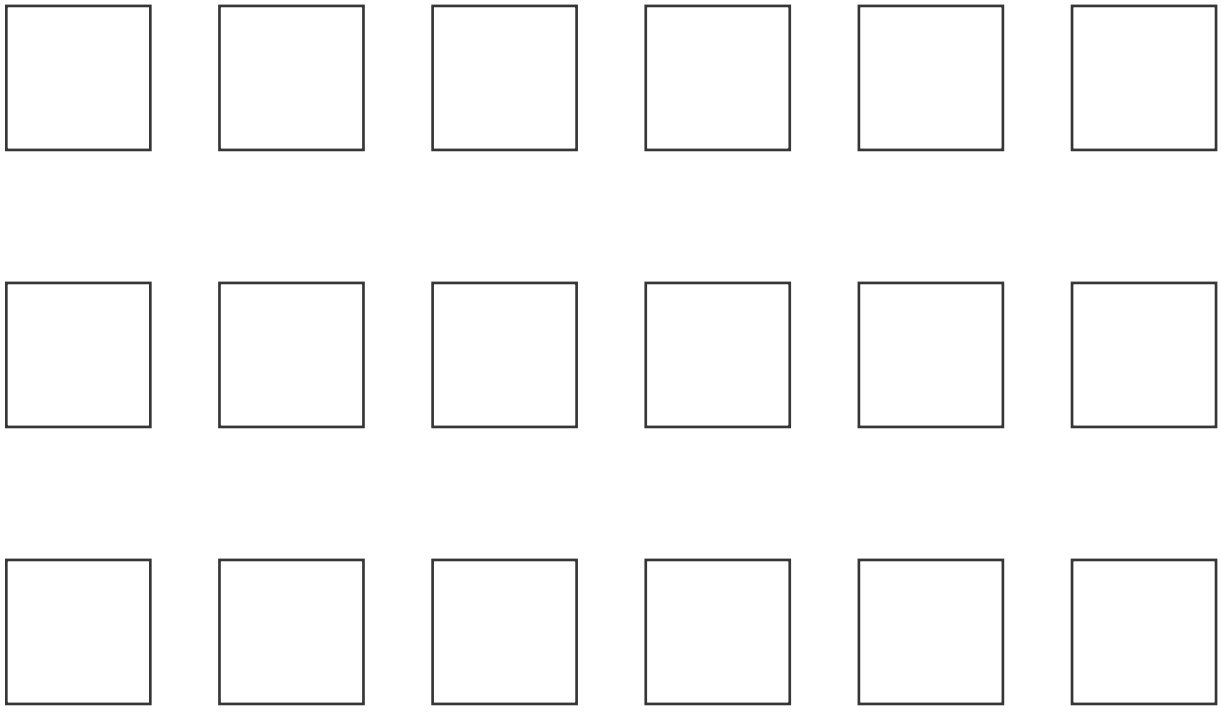

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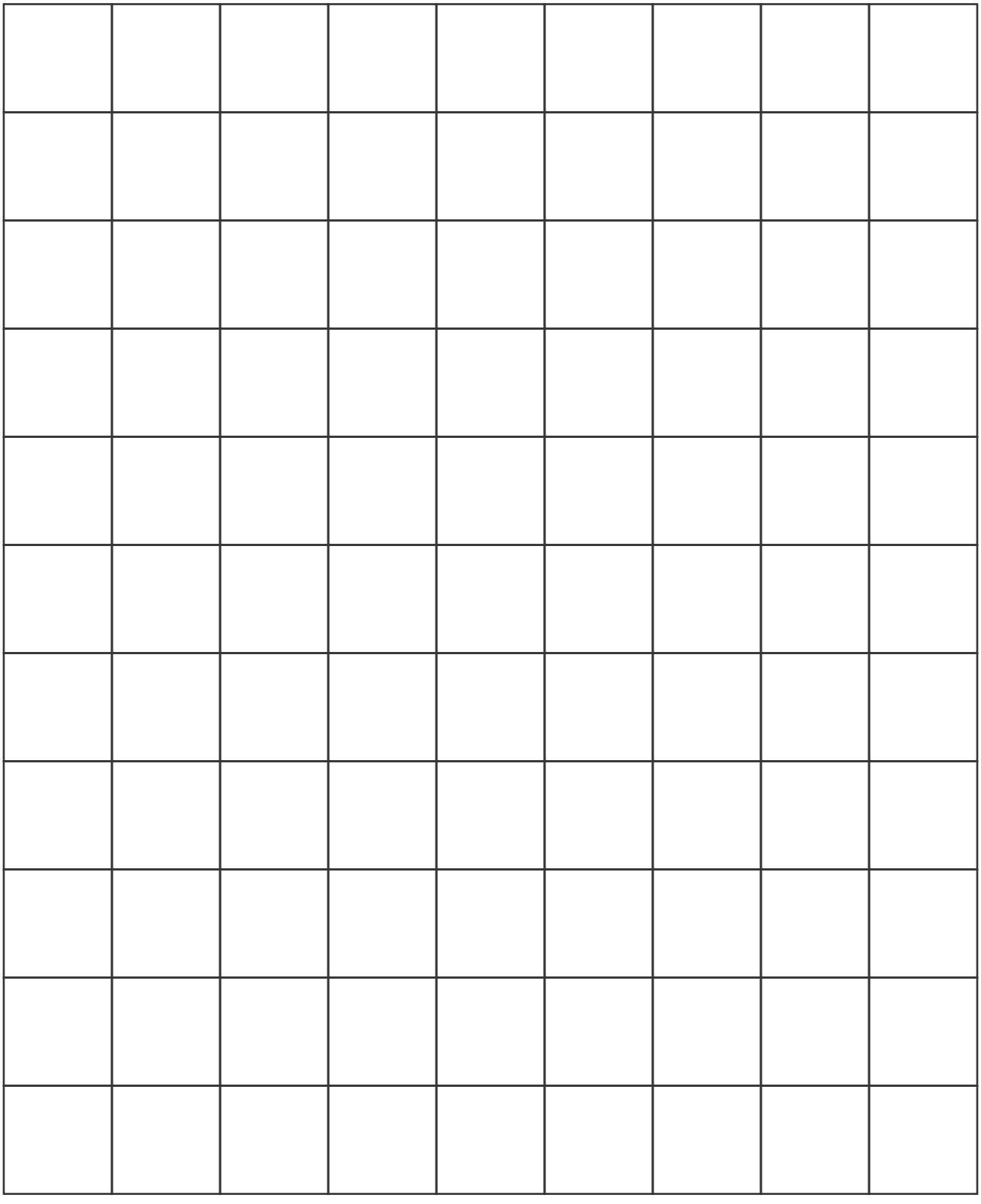

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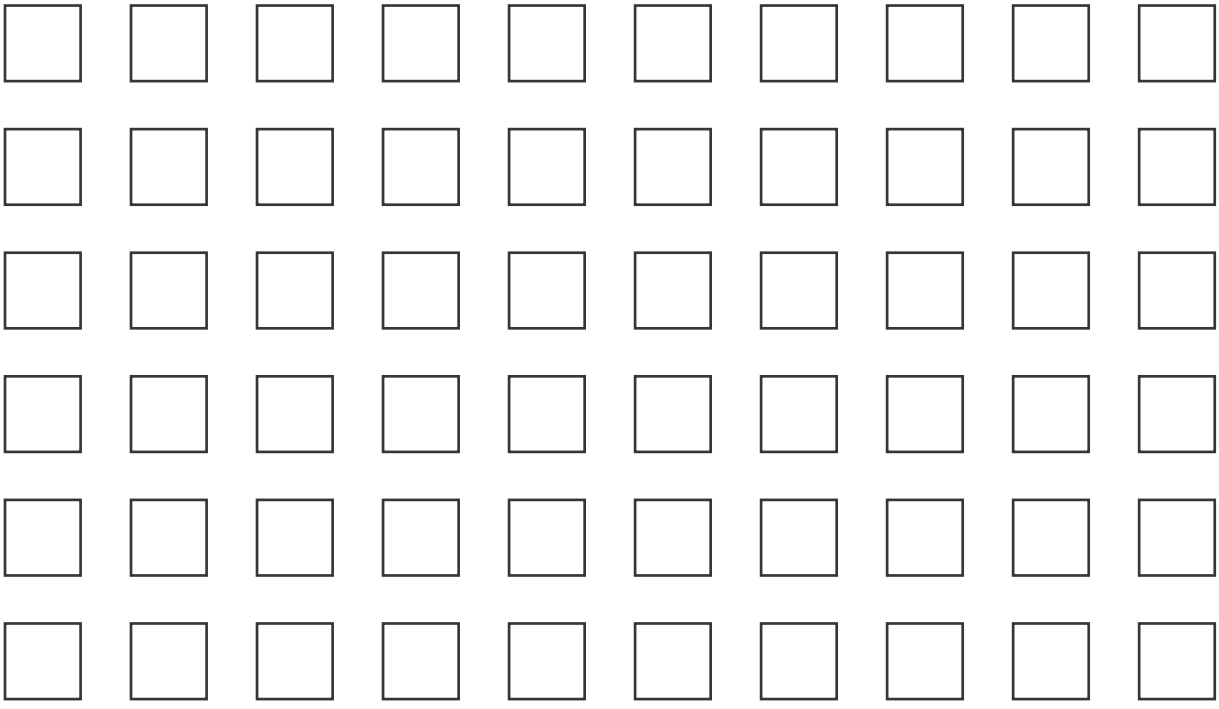

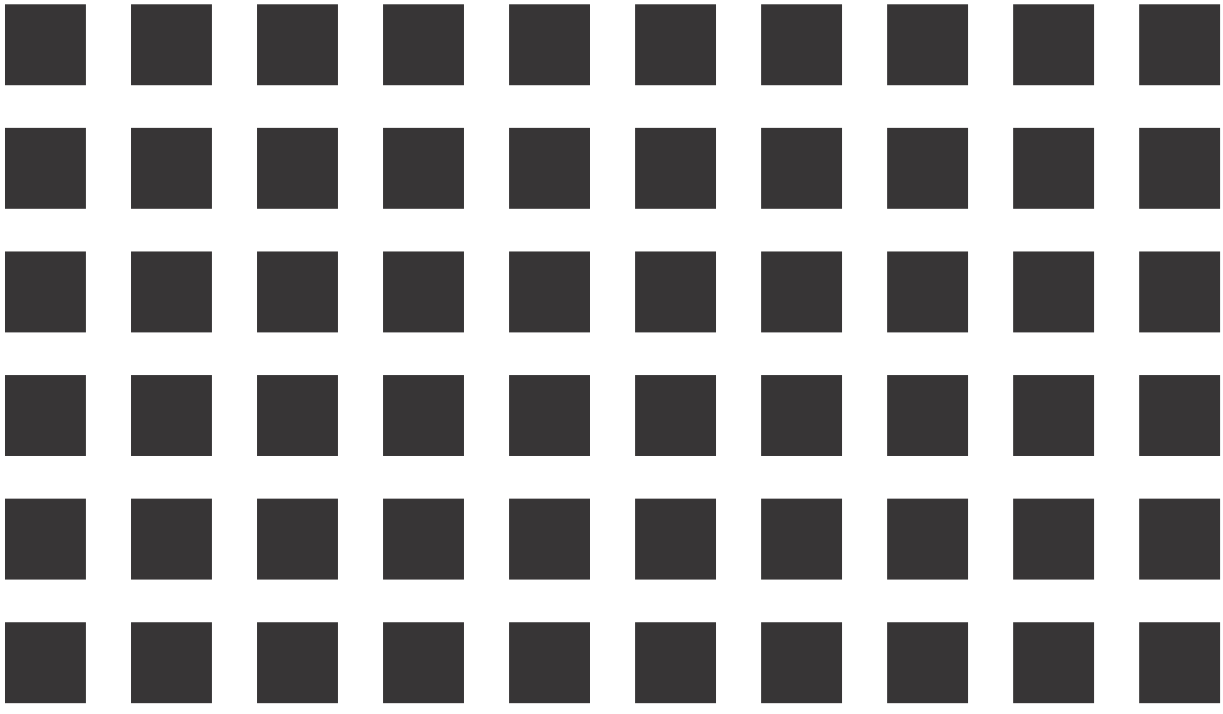

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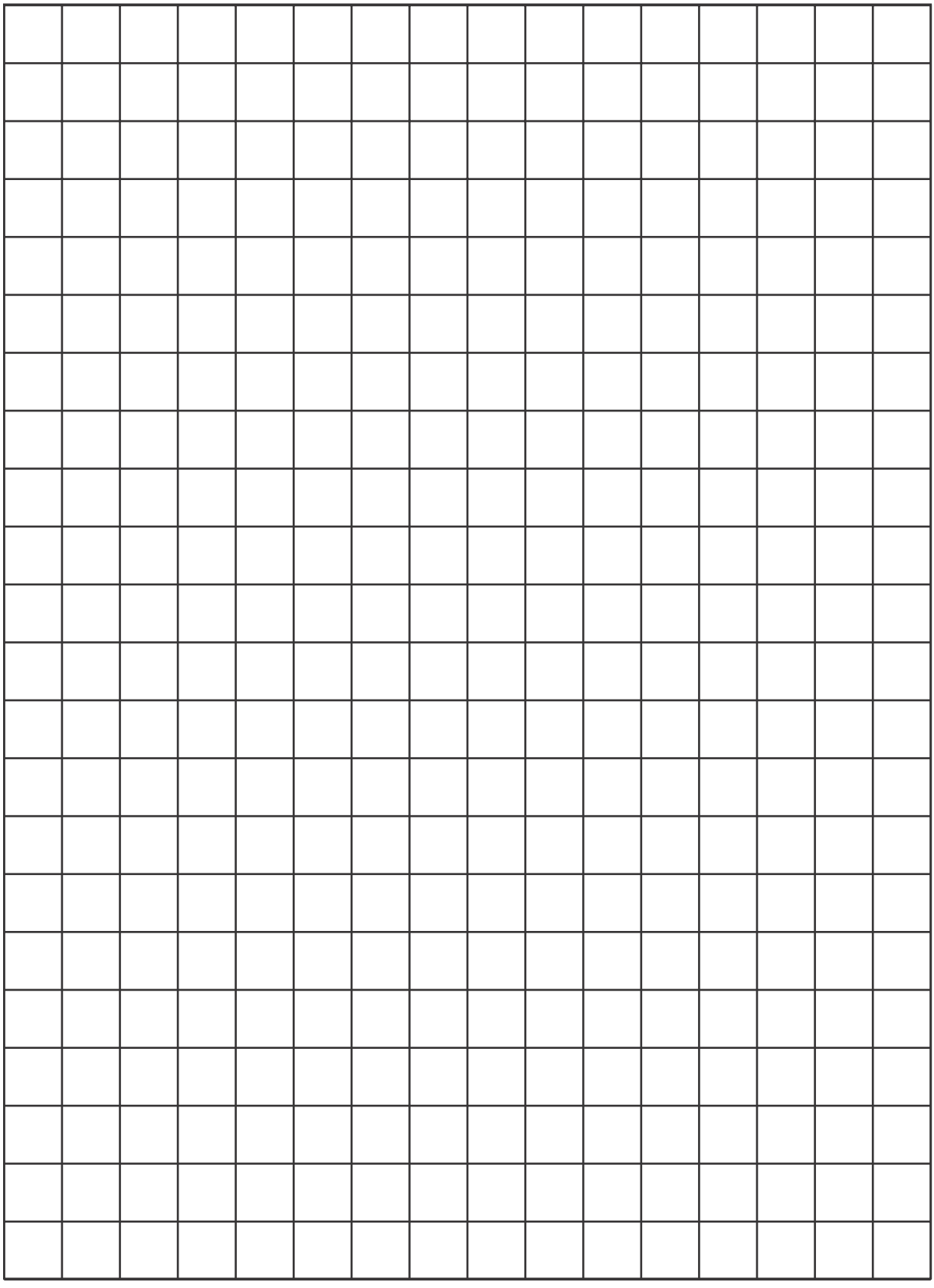

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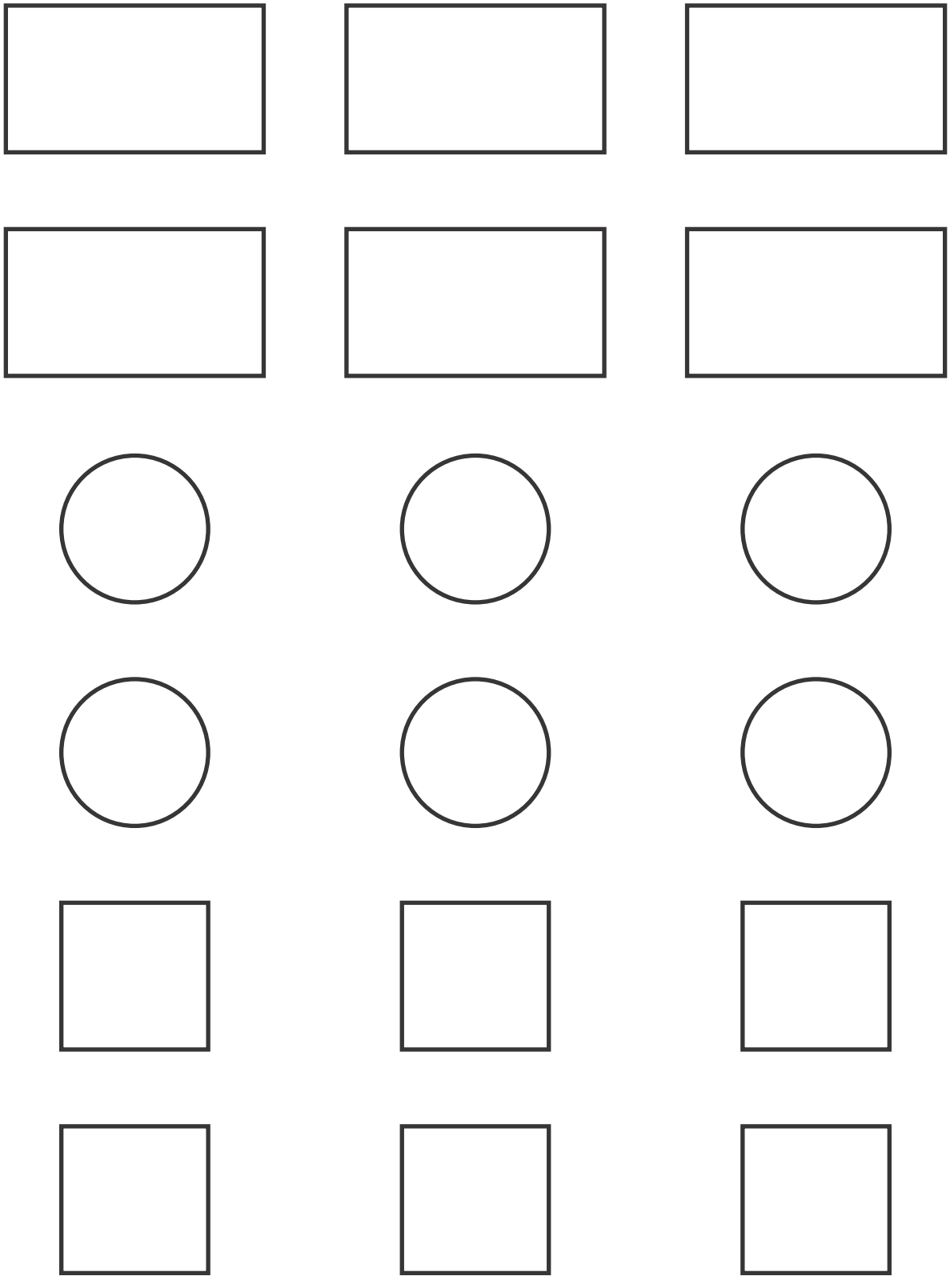

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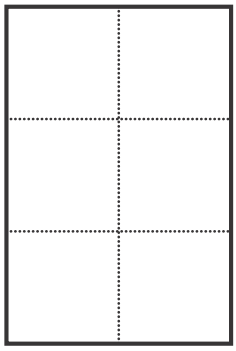

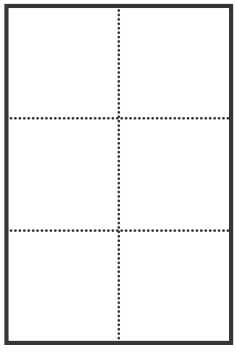

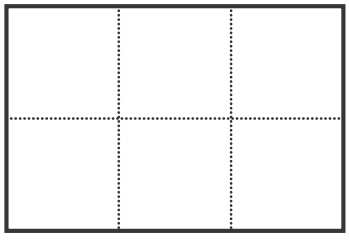

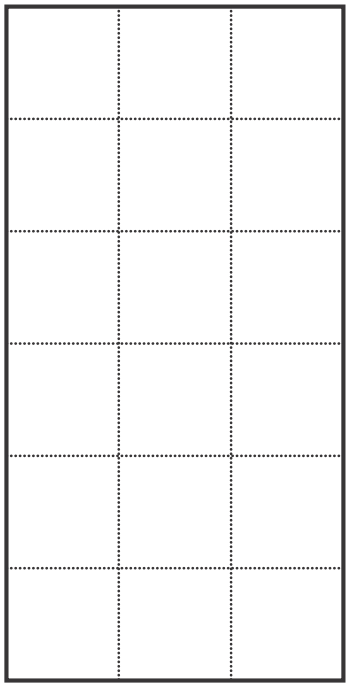

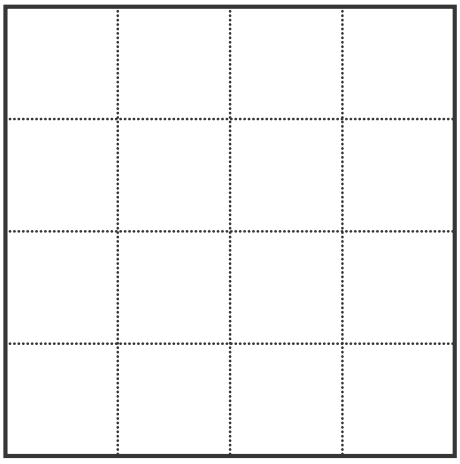

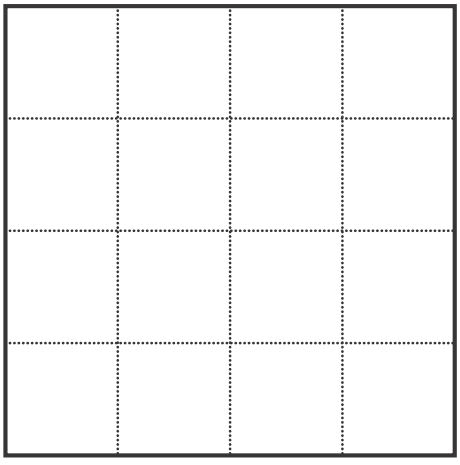

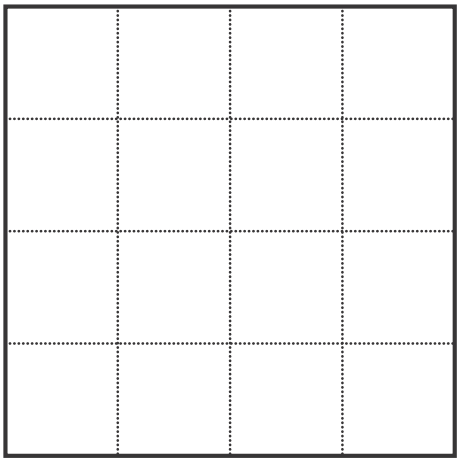

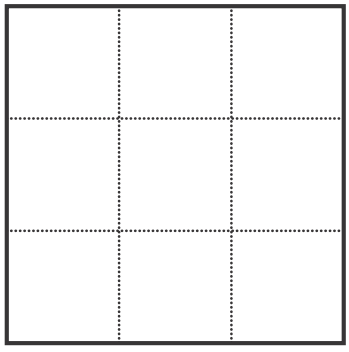

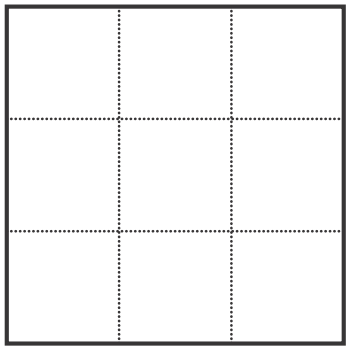

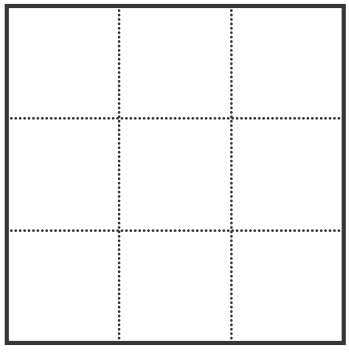

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Word:

Picture:

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Name _____

New Word	What It Means

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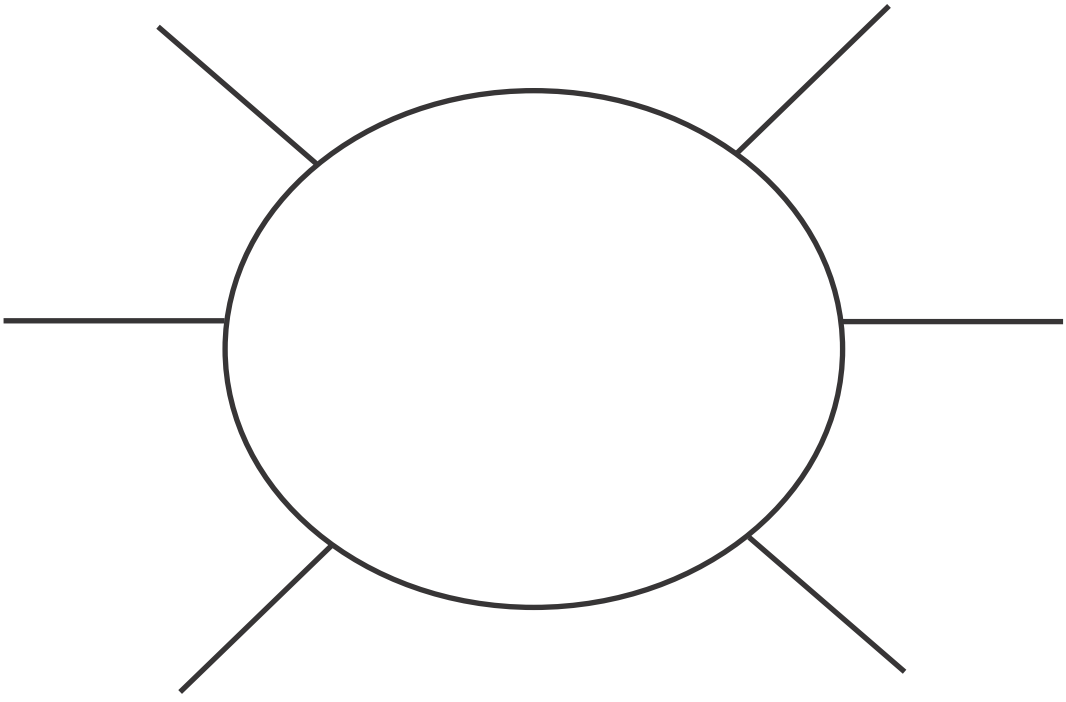
Name _____



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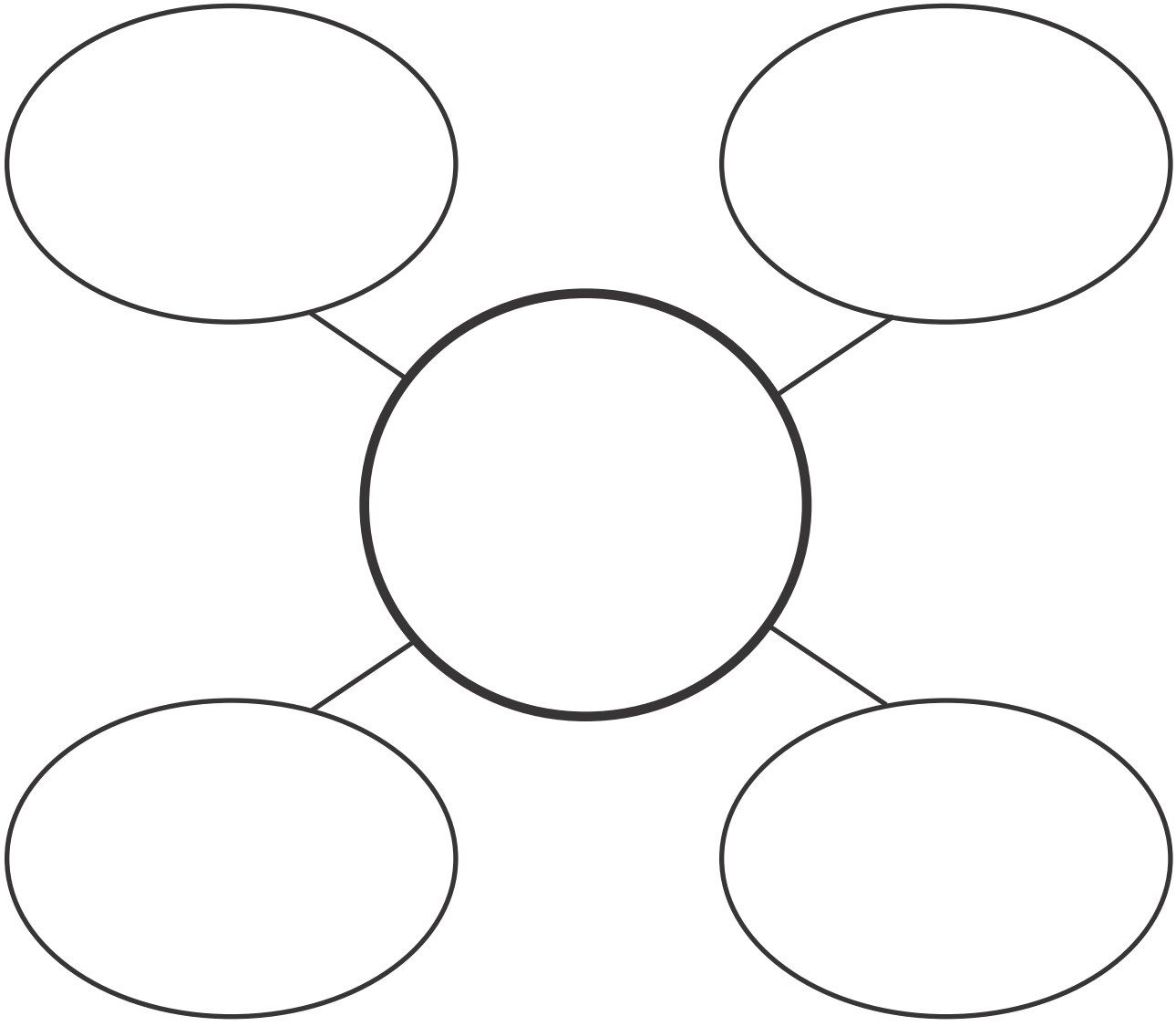

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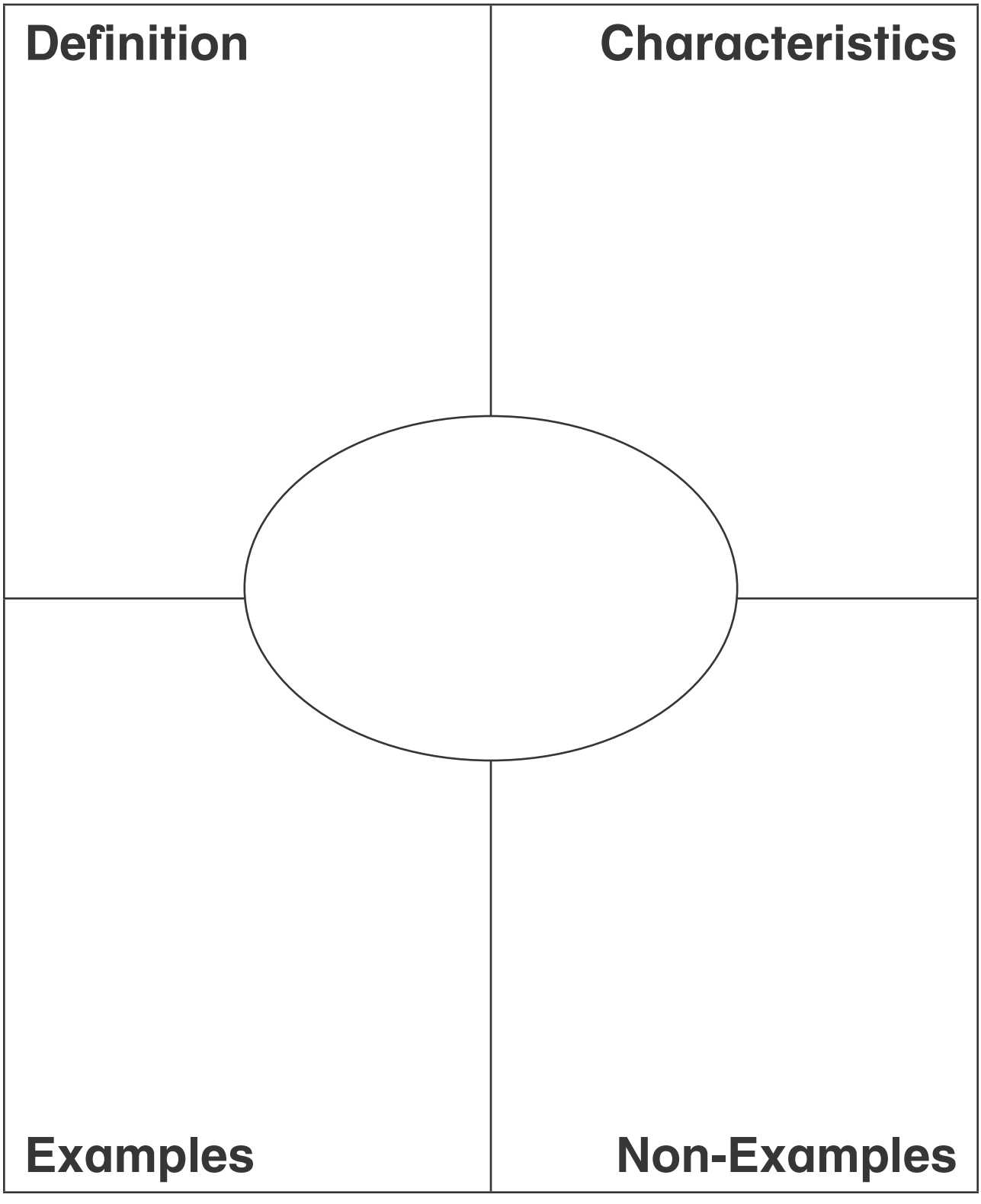

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Put a ✓ in the circle if the answer is correct.
Put an ✗ in the circle if the answer is not correct.
Shade boxes where circles are marked with a ✓.

Add and Subtract Within 20						
Fluency Subskills	**Fluency Practice/Assessment**					
	1	**2**	**3**	**4**	**5**	**6**
A Add doubles and near doubles.	1 ○ 2 ○ 3 ○	1 ○ 2 ○ 3 ○	1 ○ 2 ○ 3 ○	1 ○ 2 ○ 3 ○	1 ○ 2 ○ 3 ○	1 ○ 2 ○ 3 ○
B Count to add or subtract.	4 ○ 5 ○ 6 ○	4 ○ 5 ○ 6 ○	4 ○ 5 ○ 6 ○	4 ○ 5 ○ 6 ○	4 ○ 5 ○ 6 ○	4 ○ 5 ○ 6 ○
C Add in any order.	7 ○ 8 ○ 9 ○	7 ○ 8 ○ 9 ○	7 ○ 8 ○ 9 ○	7 ○ 8 ○ 9 ○	7 ○ 8 ○ 9 ○	7 ○ 8 ○ 9 ○
D Make 10 to add.	10 ○ 11 ○ 12 ○	10 ○ 11 ○ 12 ○	10 ○ 11 ○ 12 ○	10 ○ 11 ○ 12 ○	10 ○ 11 ○ 12 ○	10 ○ 11 ○ 12 ○
E Make 10 to subtract.	13 ○ 14 ○ 15 ○	13 ○ 14 ○ 15 ○	13 ○ 14 ○ 15 ○	13 ○ 14 ○ 15 ○	13 ○ 14 ○ 15 ○	13 ○ 14 ○ 15 ○
F Think addition to subtract.	16 ○ 17 ○ 18 ○	16 ○ 17 ○ 18 ○	16 ○ 17 ○ 18 ○	16 ○ 17 ○ 18 ○	16 ○ 17 ○ 18 ○	16 ○ 17 ○ 18 ○

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Put a ✓ in the circle if the answer is correct.
Put an ✗ in the circle if the answer is not correct.
Shade boxes where circles are marked with a ✓.

Add and Subtract Within 100						
Fluency Subskills	**Fluency Practice/Assessment**					
	1	**2**	**3**	**4**	**5**	**6**
A Add	1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○	1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○	1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○	1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○	1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○	1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○
B Subtract	9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○	9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○	9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○	9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○	9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○	9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○

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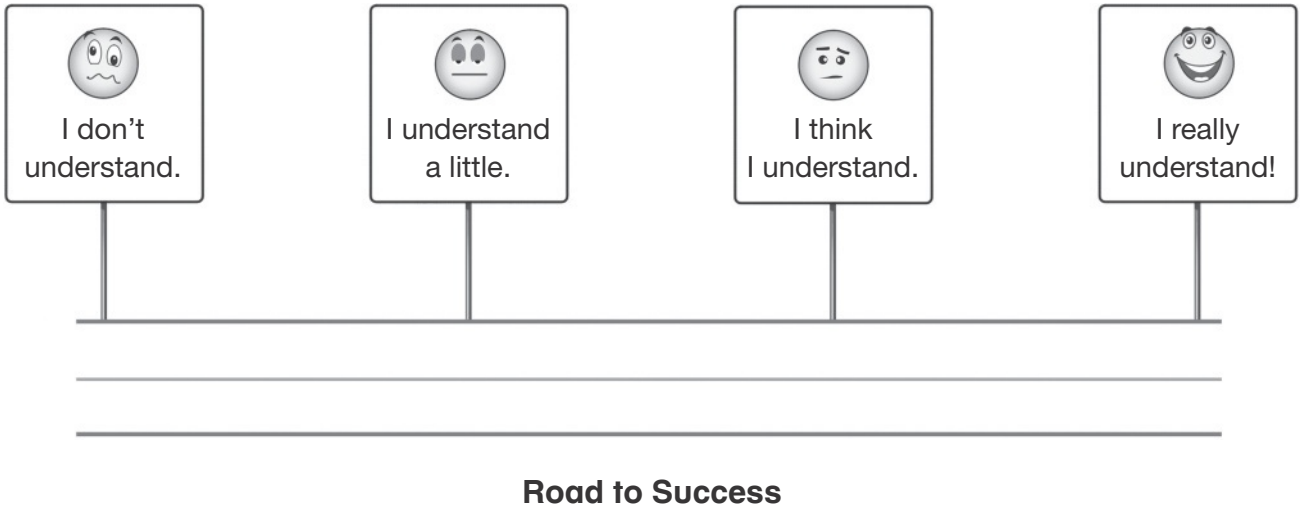
Self-Assessment Tool

I am on the road to understanding...

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



Road to Success

Explain the choice you made above.

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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

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ACT 2

3. What information do you need?

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

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ACT 3

5. What is the answer shown in the video?

Answer

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

Reflect

SEQUEL

7. Show how you would answer the Sequel.

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Lesson _____ Date _____

Teaching Tool 63

Solve & Share Observation Tool

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

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

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