Name			
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Teaching Tool

Problem Solving Recording Sheet

Problem:					
MAKE SENSE OF THE PROBLEM					
Need to Find	Given				
<u>:</u>					
PERSEVERE IN SOLVING THE PRO	BLEW				

Some Ways to Represent Problems

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

Some Math Tools

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

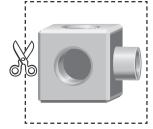
Solution and Answer

CHECK THE ANSWER

Teaching Tool

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:



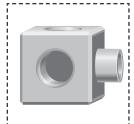




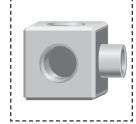




















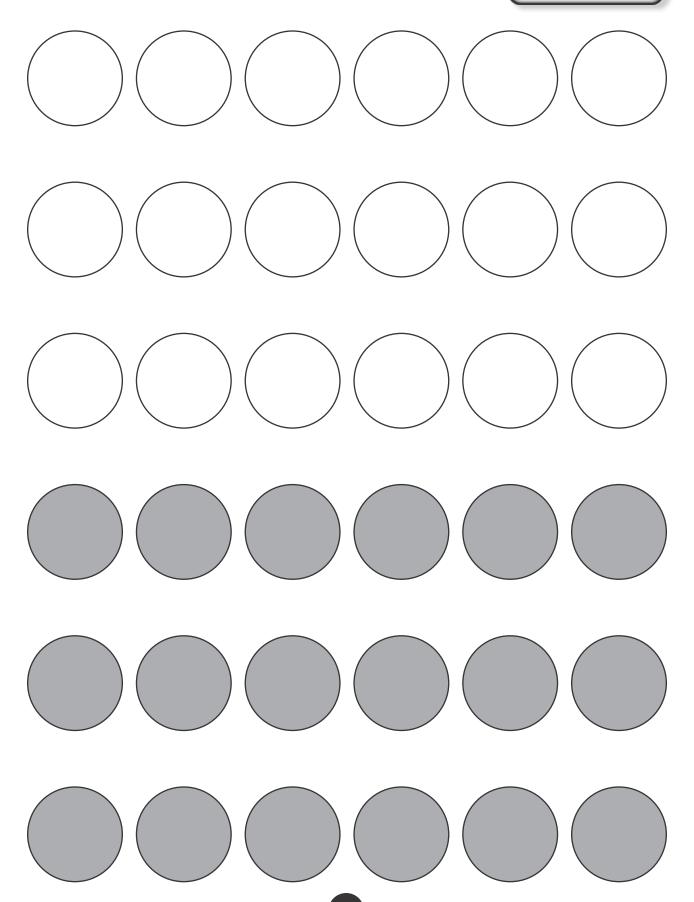




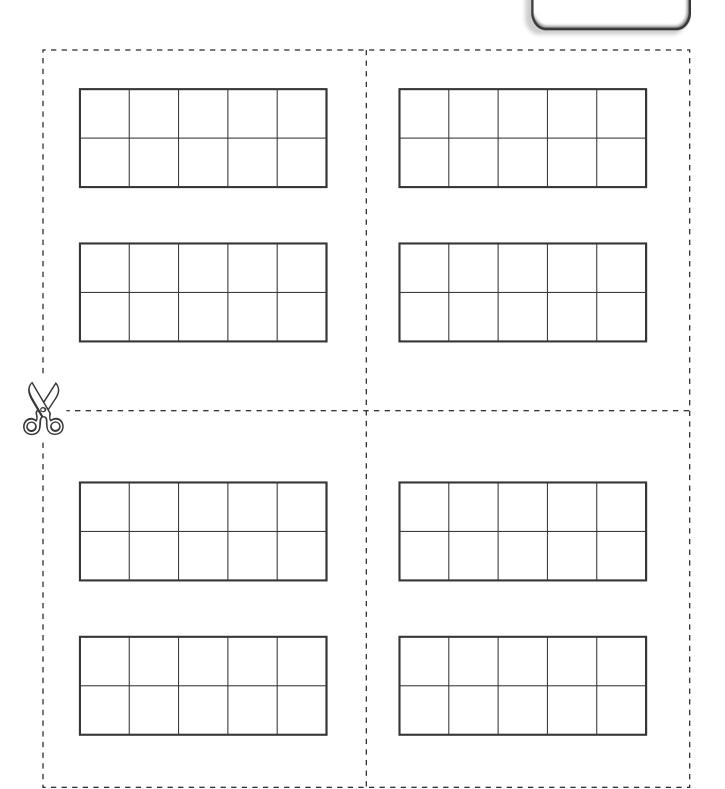


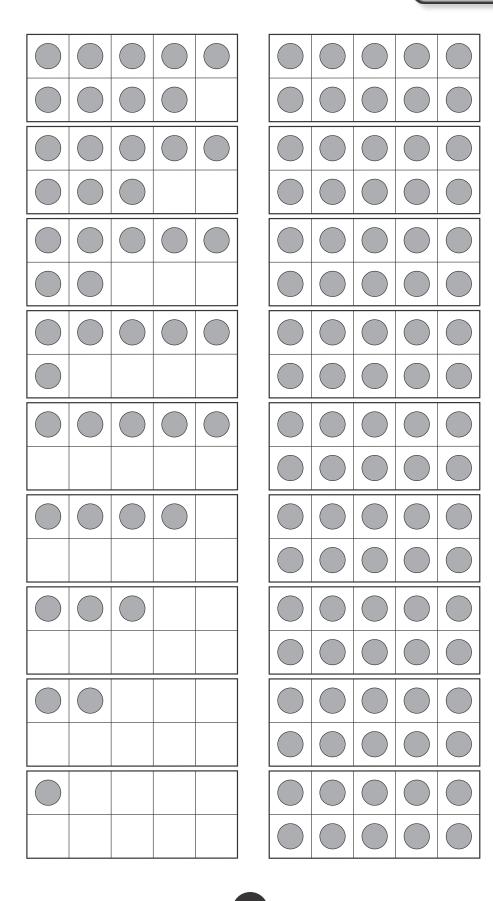




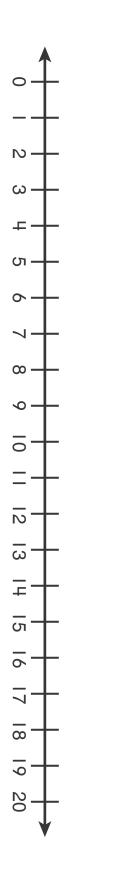


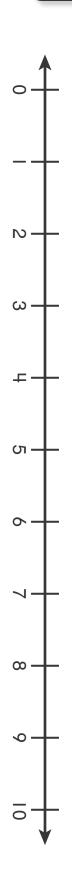
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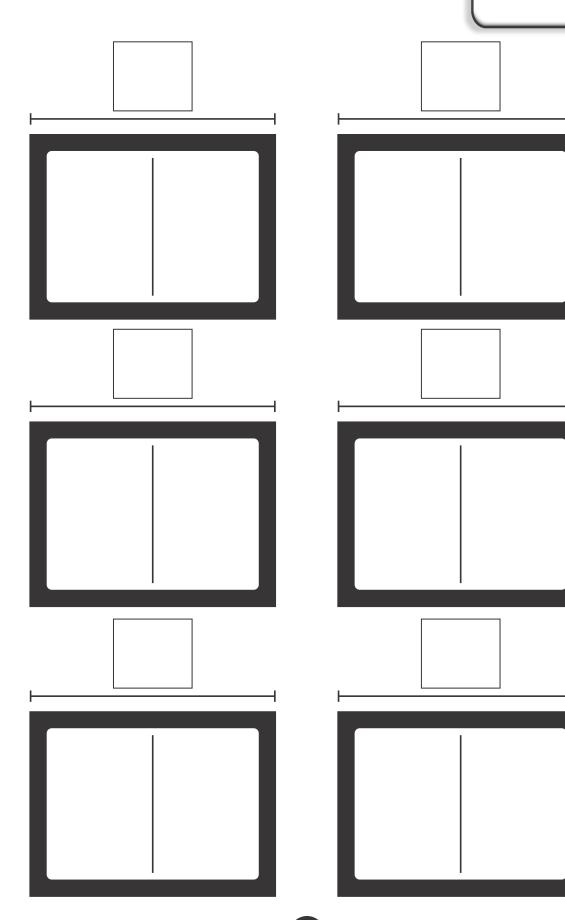


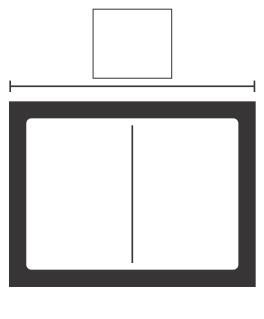




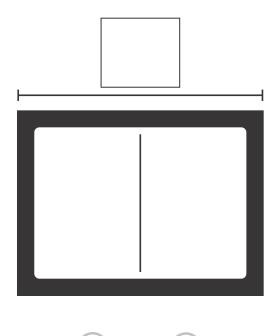


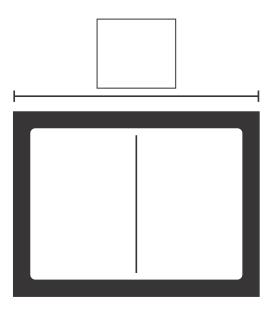


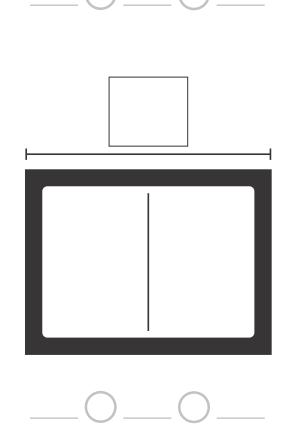




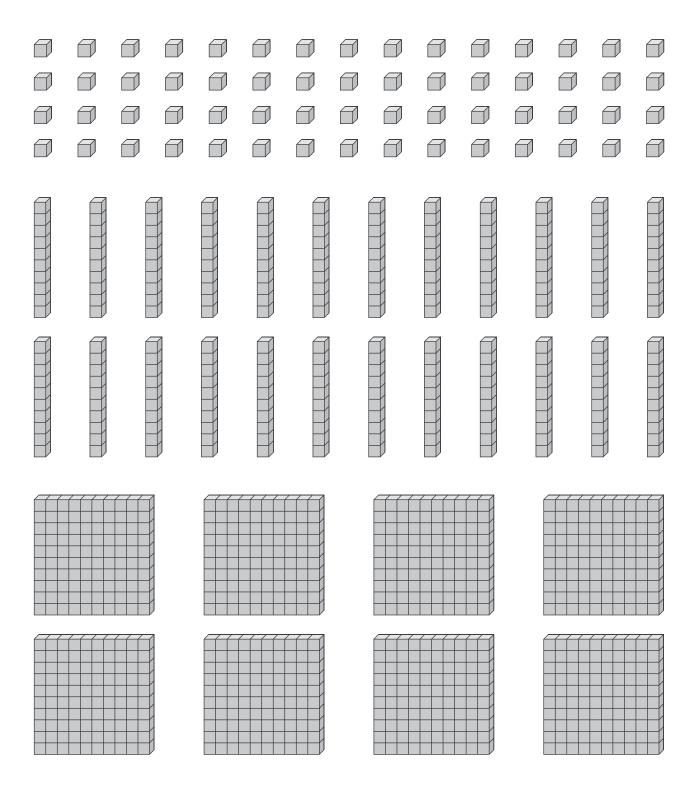


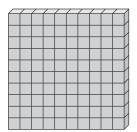


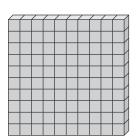


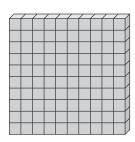


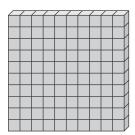
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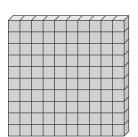


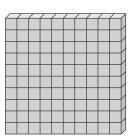


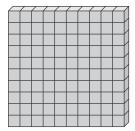


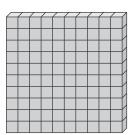


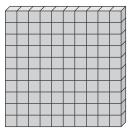


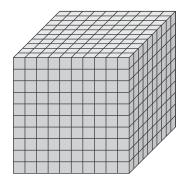


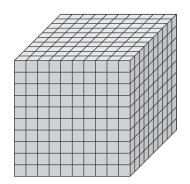


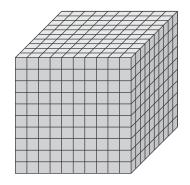


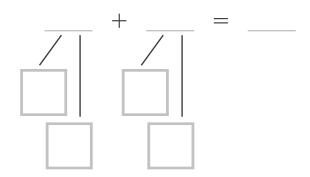


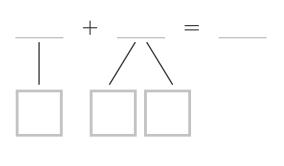


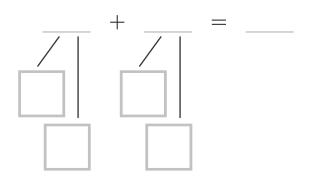


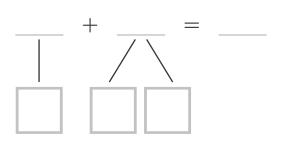




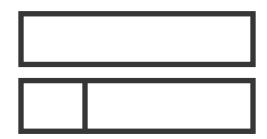




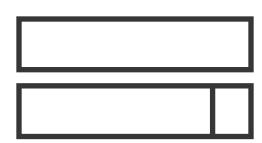


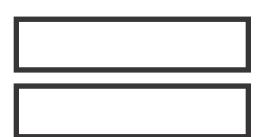


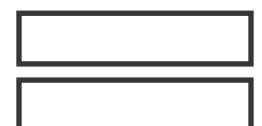






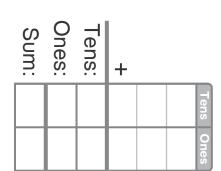


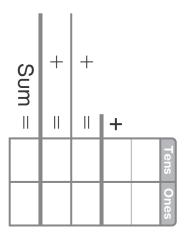


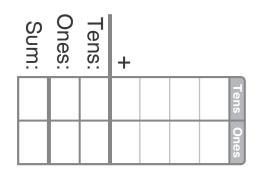


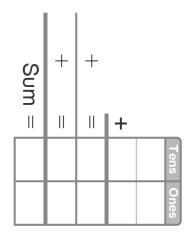
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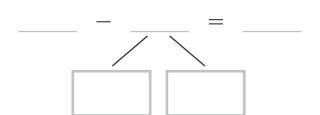
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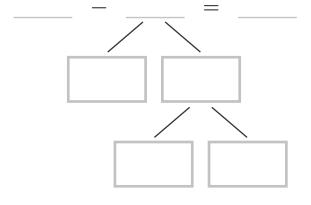
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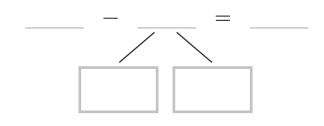
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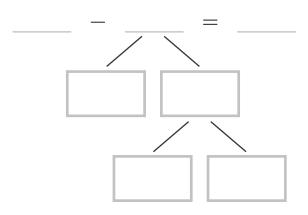
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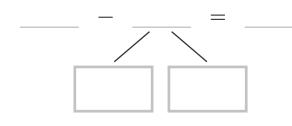
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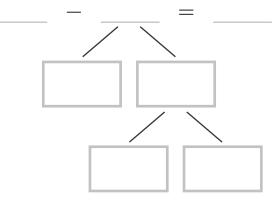












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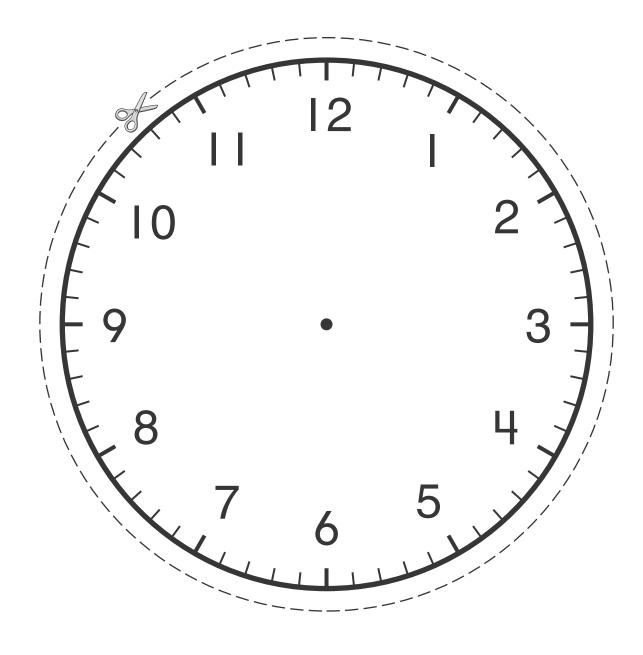




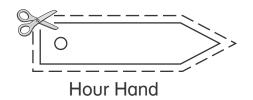


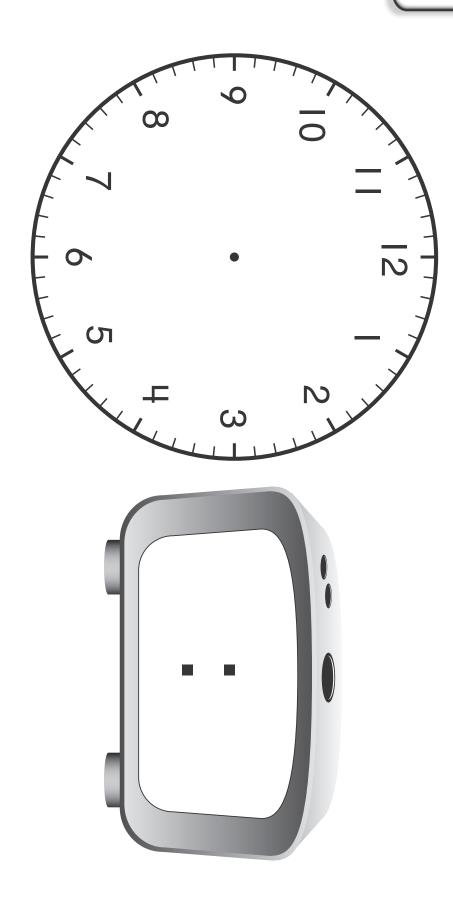












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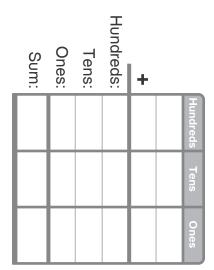
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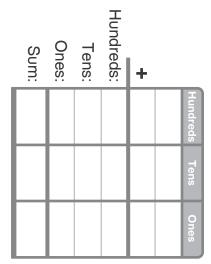
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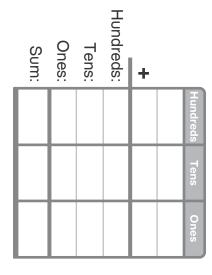
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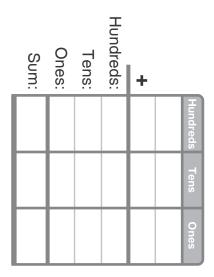


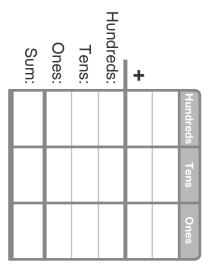












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Teaching Tool **38**

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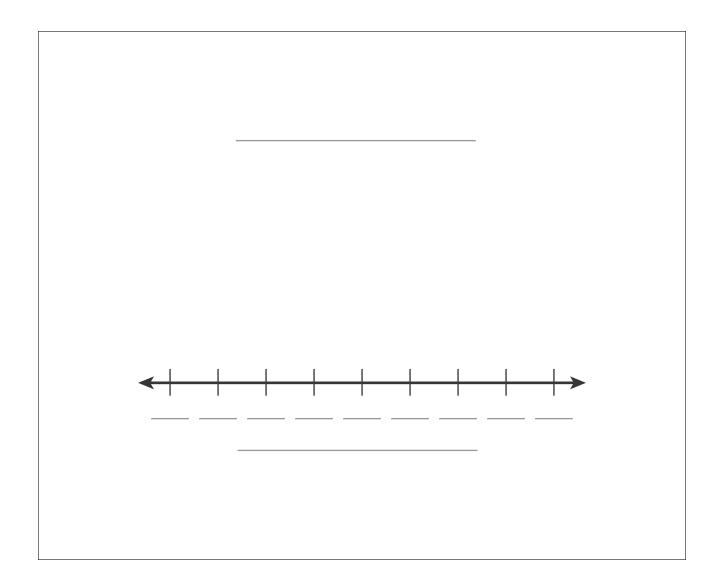
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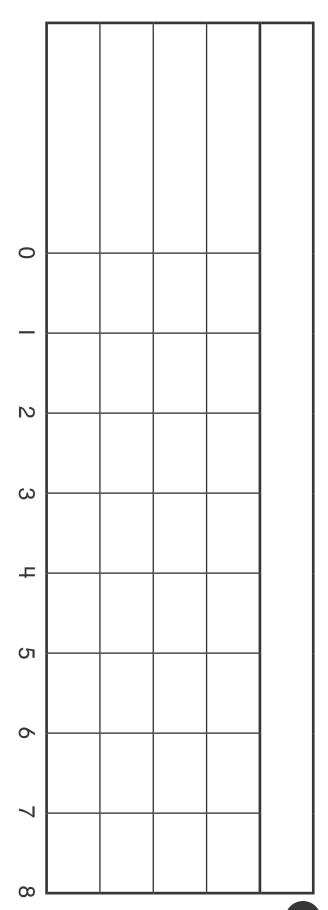
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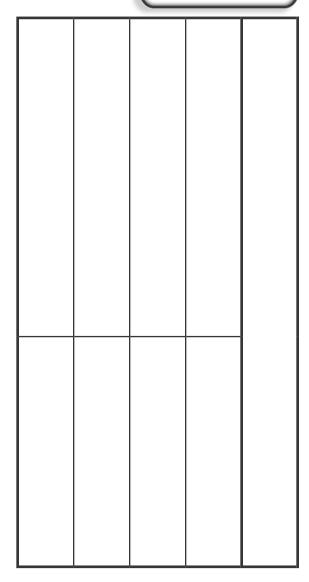
Teaching Tool
40

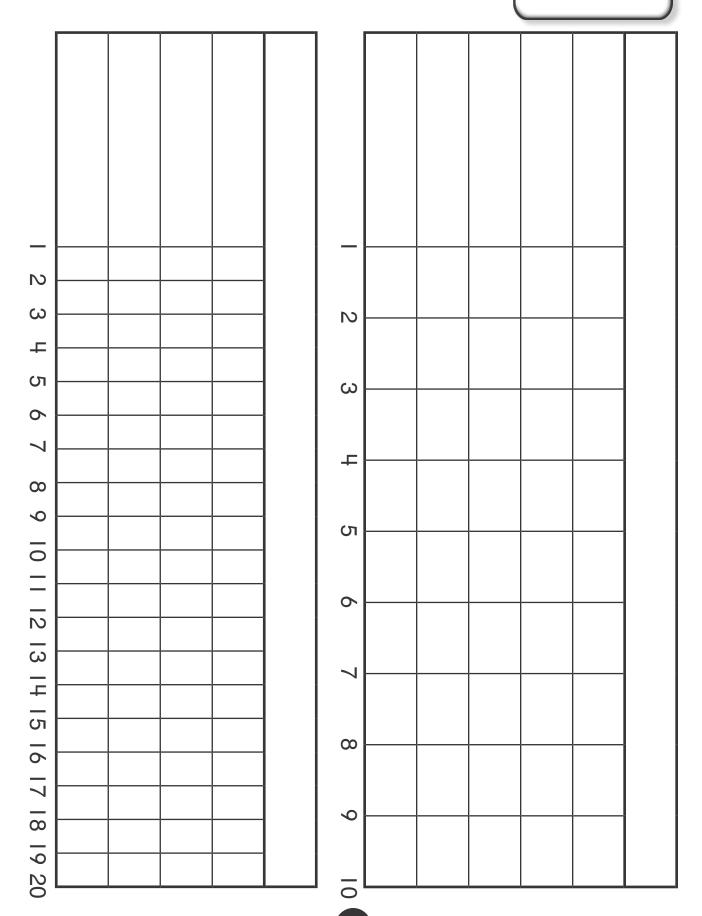
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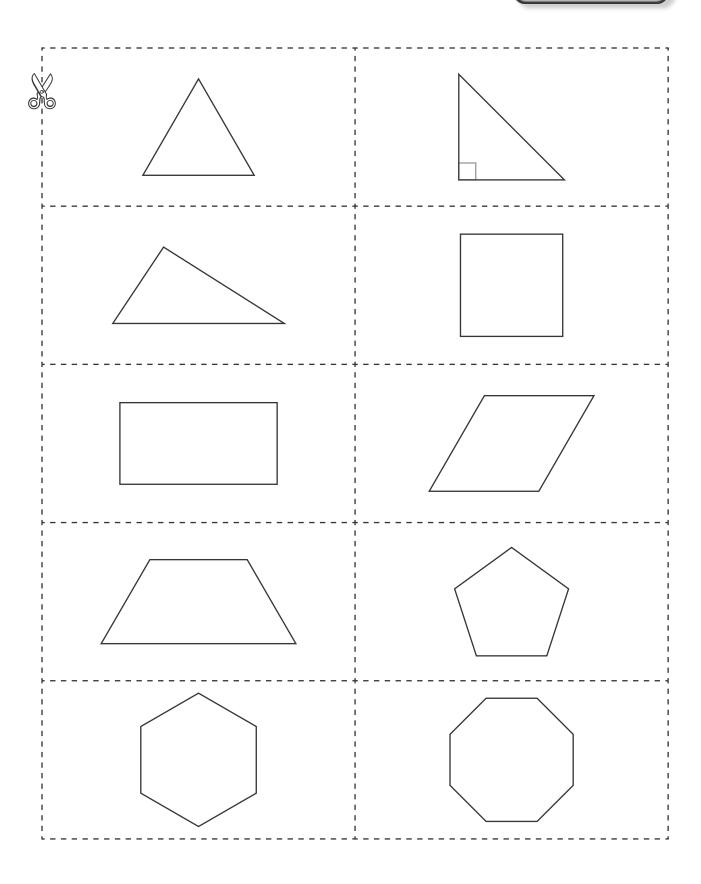
(To form a meter stick, cut out and tape five rulers together and complete labeling.)

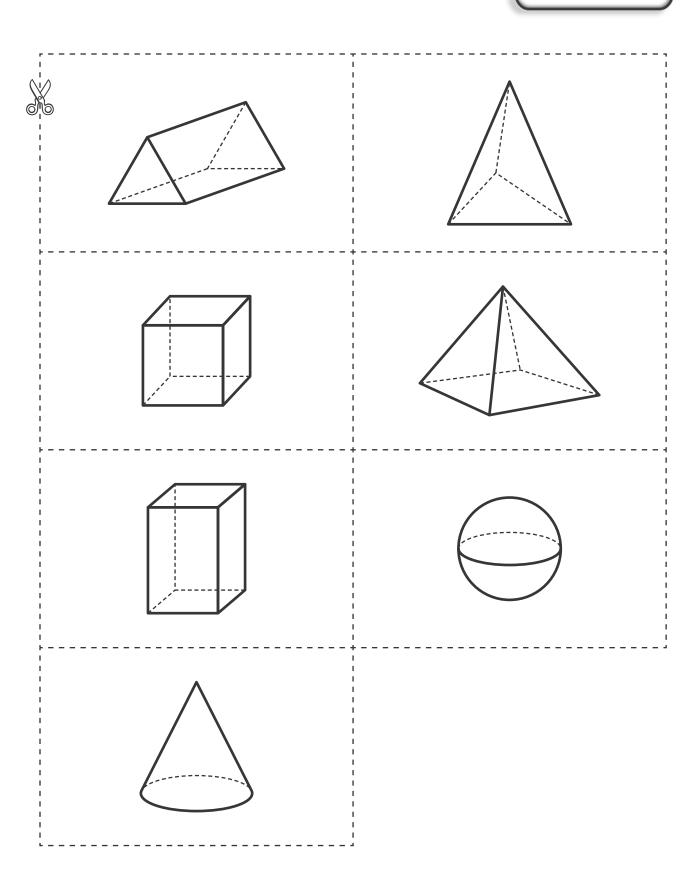


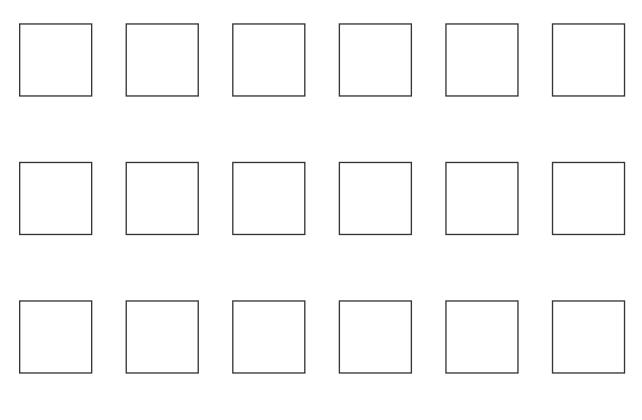


















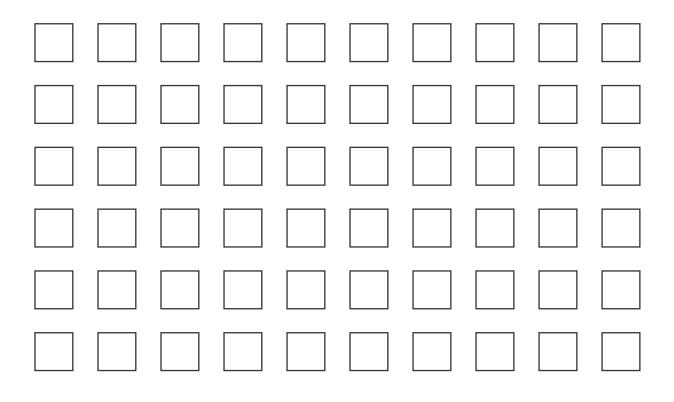


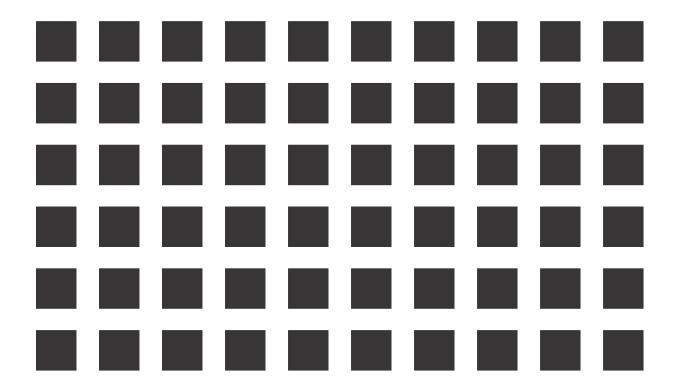






Teaching Tool **50**







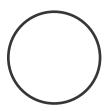


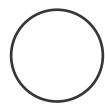


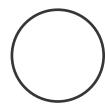


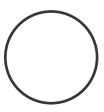


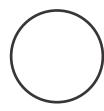


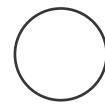


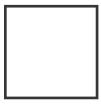


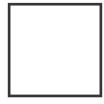






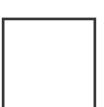














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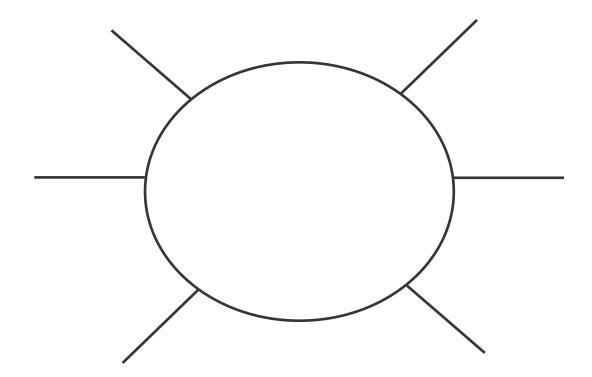
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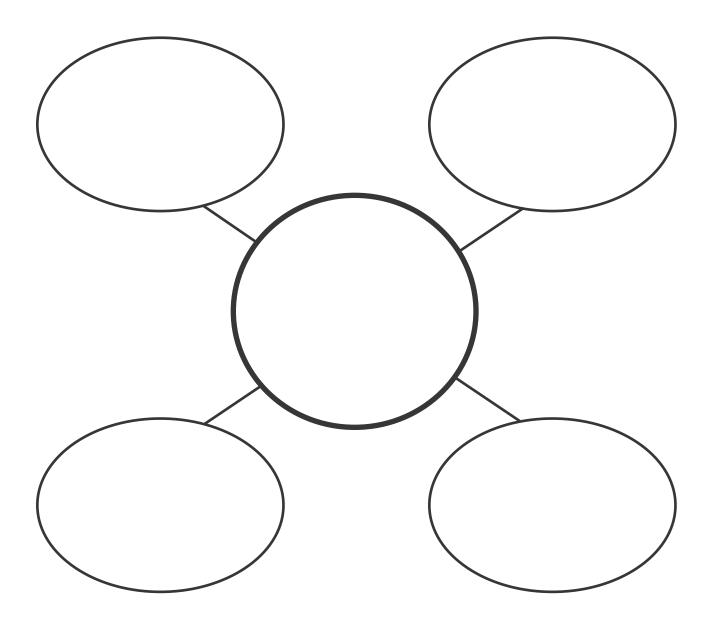
Teaching Tool **54**

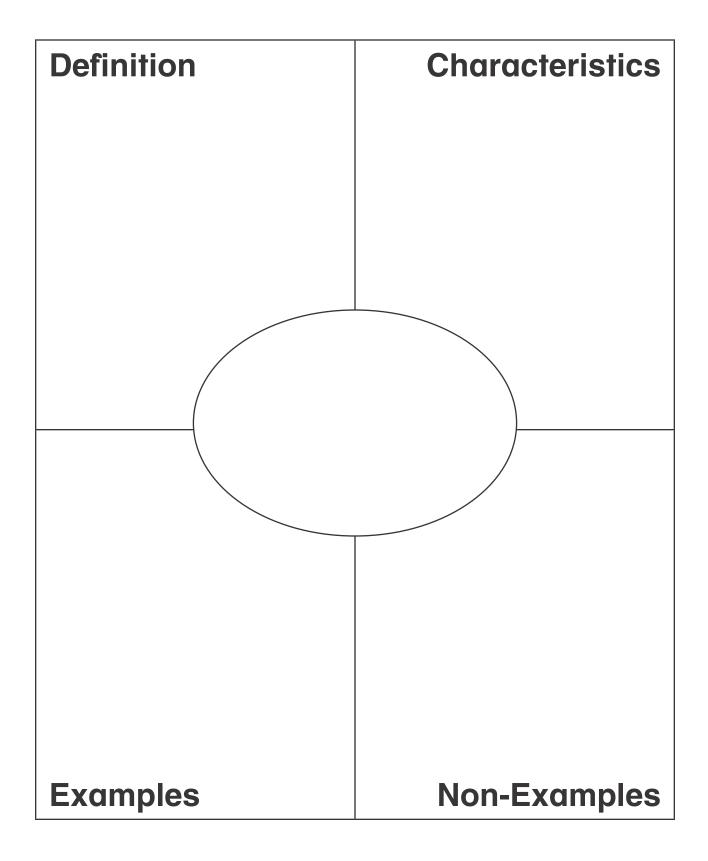
Word:			

Picture:

New Word	What It Means







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

Add and Subtract Within 20								
Fluency Subskills	Fluency Practice/Assessment							
1 locitoy oobskiiis	I	2	3	4	5	6		
A	10	10	10	10	10	10		
Add doubles and	2 🔾	2 🔾	2 🔾	2 🔾	2 🔾	2 0		
near doubles.	3 🔾	3 🔾	3 🔾	3 🔾	3 🔾	3 🔾		
В	4 0	4 0	4 0	4 0	4 0	4 0		
Count to add or	5 🔾	5 🔾	5 🔾	5 🔾	5 🔾	5 🔾		
subtract.	6 0	6 0	6 0	6 0	6 0	6 0		
С	7 0	7 0	7 0	7 0	7 0	7 0		
Add in any order.	8 🔾	8 🔾	8 🔾	8 🔾	8 🔾	8 🔾		
	9 🔾	9 🔾	9 🔾	9 0	9 🔾	90		
D	10 🔾	10 🔾	10 🔾	10 🔾	10 🔾	10 🔾		
Make 10 to add.	11 0	110	110	110	110	110		
	12 🔾	12 🔾	12 🔾	12 🔾	12 0	12 🔾		
E	13 🔾	13 🔾	13 🔾	13 🔾	13 🔾	13 🔾		
Make 10 to subtract.	14 🔾	14 🔾	14 🔾	14 🔾	14 🔾	140		
	15 🔾	15 🔾	15 🔾	15 🔾	15 🔾	15 🔾		
F	16 🔾	16 🔾	16 🔾	16 🔾	16 🔾	16 🔾		
Think addition	17 🔾	17 🔾	17 🔾	17 🔾	17 🔾	17 🔾		
to subtract.	18 🔾	18 🔾	18 🔾	18 🔾	18 🔾	18 🔾		

Teaching Tool **60**

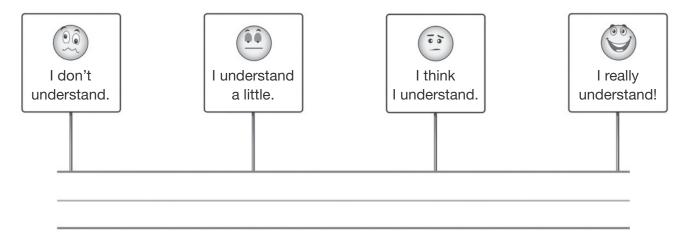
Put a \checkmark in the circle if the answer is correct. Put an \checkmark in the circle if the answer is not correct. Shade boxes where circles are marked with a \checkmark .

Add and Subtract Within 100							
Fluency Subskills Fluency Practice/Assessmen						nt	
Fluency Subskills	I 2		3	4	5	6	
Α	10	10	10	10	10	10	
Add	2 0	2 0	2 0	2 0	2 0	2 0	
	3 🔾	3 🔾	3 🔾	3 🔾	3 🔾	3 🔾	
	40	40	40	40	40	40	
	5 🔾	5 🔾	5 🔾	5 🔾	5 🔾	5 🔾	
	6 0	6 0	6 0	6 0	6 0	6 0	
	7 0	7 0	7 0	7 0	7 0	7 0	
	8 0	8 0	8 0	8 0	8 0	8 🔾	
В	9 0	9 0	9 0	9 0	9 0	9 0	
Subtract	10 🔾	10 🔾	10 0	10 0	10 🔾	10 🔾	
	110	110	110	110	110	110	
	12 🔾	12 0	12 🔾	12 🔾	12 🔾	12 🔾	
	13 🔾	13 🔾	13 🔾	13 🔾	13 🔾	13 🔾	
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	16 🔾	16 🔾	16 🔾	16 🔾	16 🔾	16 🔾	

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.

\bigcirc

3-ACT MATH Recording Sheet



I. What questions do you have?



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





3. What information do you need?



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





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.

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Teaching Tool
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Solve & Share Observation Tool

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.	DISCUSS SOLUTION STRATEGIES AN	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.			Anticipate List likely solution strategies. Monitor Add any other strategies as you observe students.	SOLUTION STRATEGIES
	ND KEY IDEAS	Problem Ask questions to see if students understand the problem. Strategy Ask what students did. Convincing Ask for justifications. Extending Ask for other strategies.			Ask assessing questions Assess what students know and can do. Ask advancing questions Move students' thinking forward.	QUESTIONS TO ASSESS AND MOVE THINKING FORWARD
		Plan ahead Which 2 or 3 strategies will you ask students to present?			Record List students that used each strategy.	WHO AND WHAT
		Select Varied strategies Order Concrete to abstract; from old ideas to new			Select Circle presenters. Order Number presentations	SELECT AND ORDER

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