

Name \_\_\_\_\_

# Problem Solving Recording Sheet

**Problem:**

## MAKE SENSE OF THE PROBLEM

<b>Need to Find</b>	<b>Given</b>

## PERSEVERE IN SOLVING THE PROBLEM

<b>Some Ways to Represent Problems</b>	<b>Solution and Answer</b>
<input type="checkbox"/> Draw a Picture <input type="checkbox"/> Make a Bar Diagram <input type="checkbox"/> Make a Table or Graph <input type="checkbox"/> Write an Equation	
<b>Some Math Tools</b>	
<input type="checkbox"/> Objects <input type="checkbox"/> Grid Paper <input type="checkbox"/> Rulers <input type="checkbox"/> Technology <input type="checkbox"/> Paper and Pencil	

## CHECK THE ANSWER

Name \_\_\_\_\_

Date \_\_\_\_\_

Dear Family,

Your child has just completed Topic \_\_\_\_\_ in our math program.

Teacher Comments:

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Name of student: \_\_\_\_\_

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

\_\_\_\_\_  
Parent/Guardian Signature

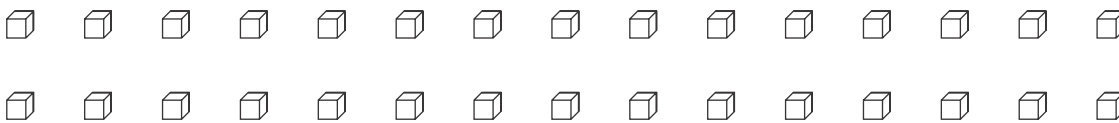
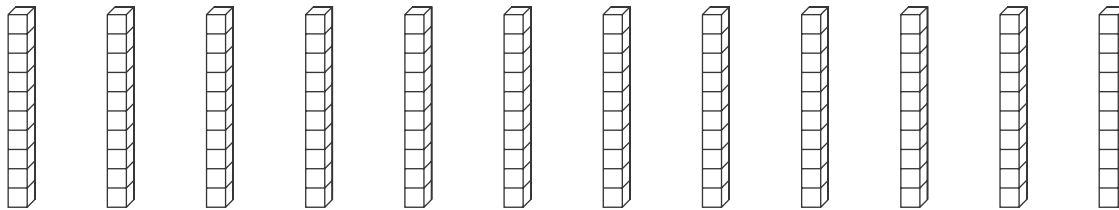
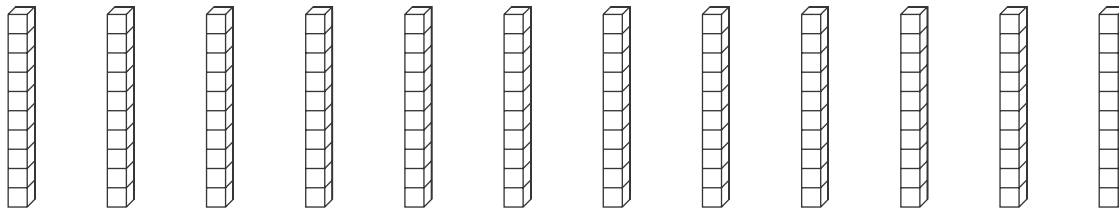
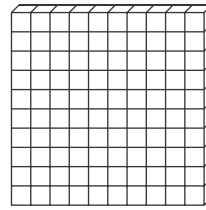
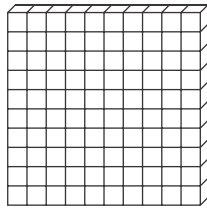
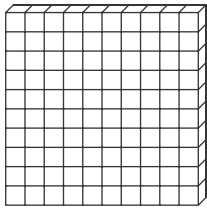
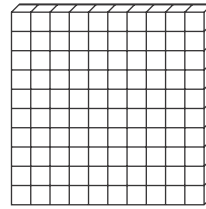
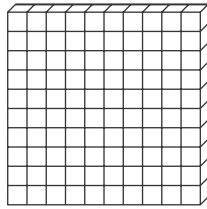
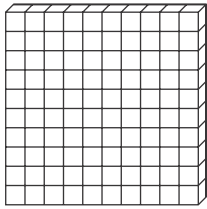
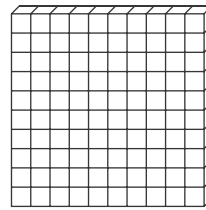
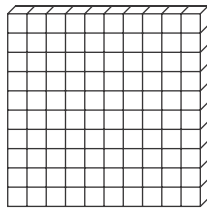
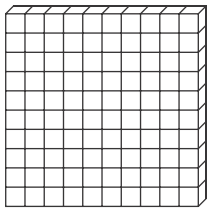
Parent/Guardian Comments:

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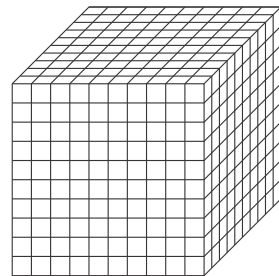
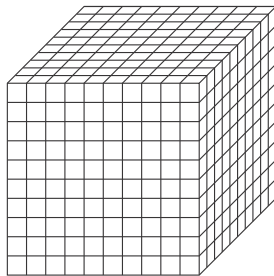
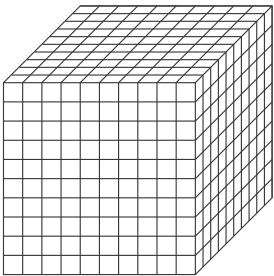
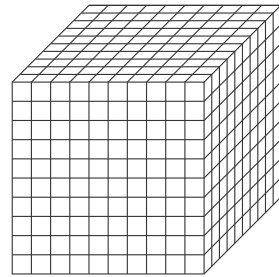
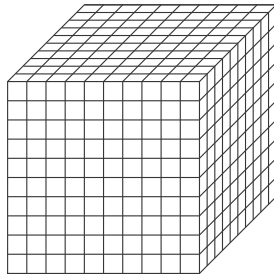
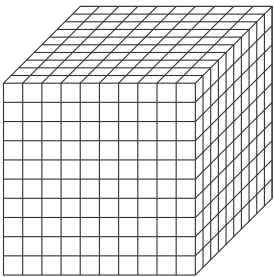
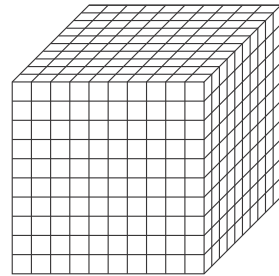
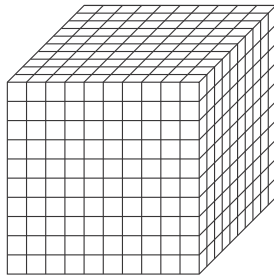
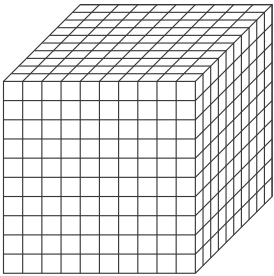
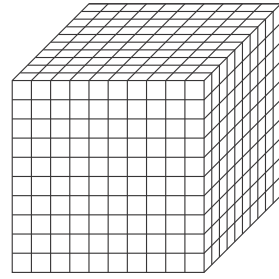
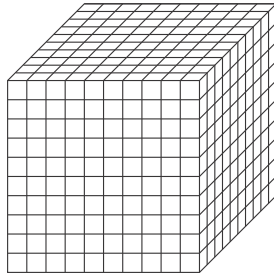
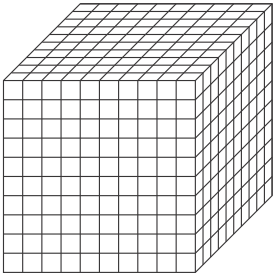
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A place-value chart with a grid of 6 rows and 6 columns. The top row is shaded. Labels are placed above the columns: 'thousands' above the 5th column, 'ones' above the 6th column, 'hundred thousands' above the 1st column, 'ten thousands' above the 2nd column, 'one thousands' above the 3rd column, 'hundreds' above the 4th column, 'tens' above the 5th column, and 'ones' above the 6th column.

A place-value chart with a grid of 6 rows and 6 columns. The top row is shaded. Labels are placed above the columns: 'thousands' above the 5th column, 'ones' above the 6th column, 'hundred thousands' above the 1st column, 'ten thousands' above the 2nd column, 'one thousands' above the 3rd column, 'hundreds' above the 4th column, 'tens' above the 5th column, and 'ones' above the 6th column.

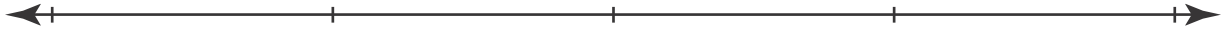
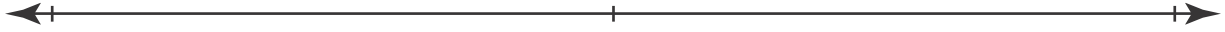
A place-value chart with a grid of 6 rows and 6 columns. The top row is shaded. Labels are placed above the columns: 'thousands' above the 5th column, 'ones' above the 6th column, 'hundred thousands' above the 1st column, 'ten thousands' above the 2nd column, 'one thousands' above the 3rd column, 'hundreds' above the 4th column, 'tens' above the 5th column, and 'ones' above the 6th column.

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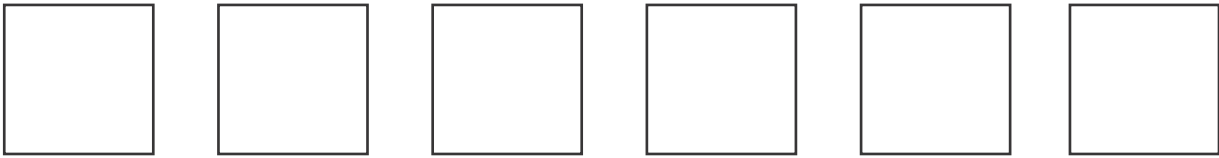
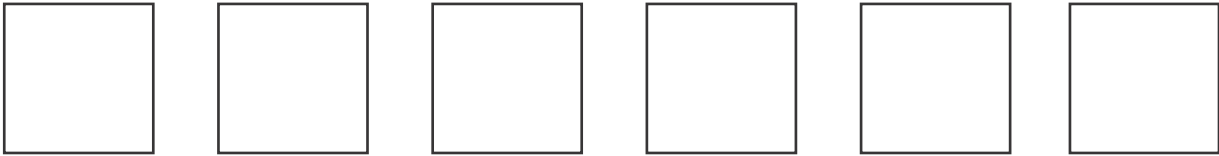
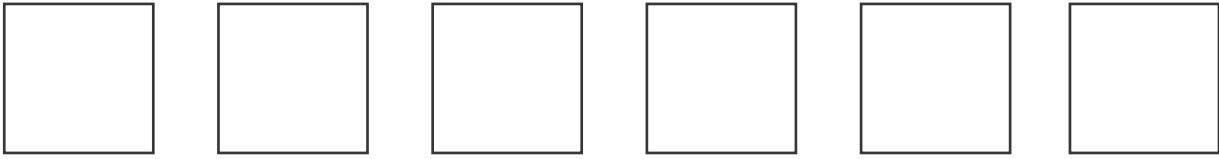
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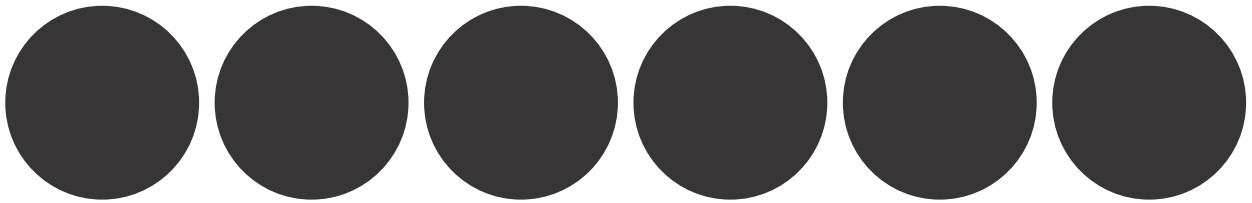
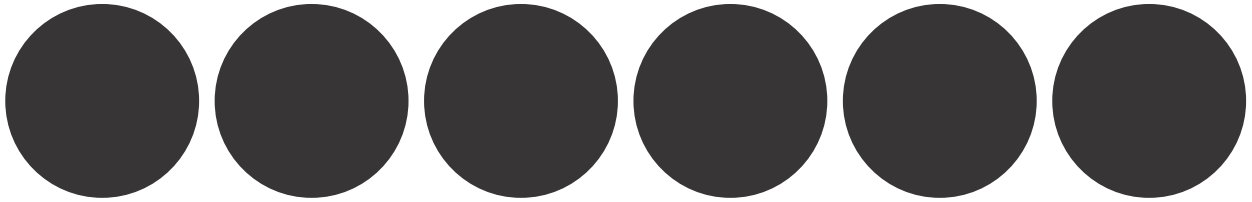
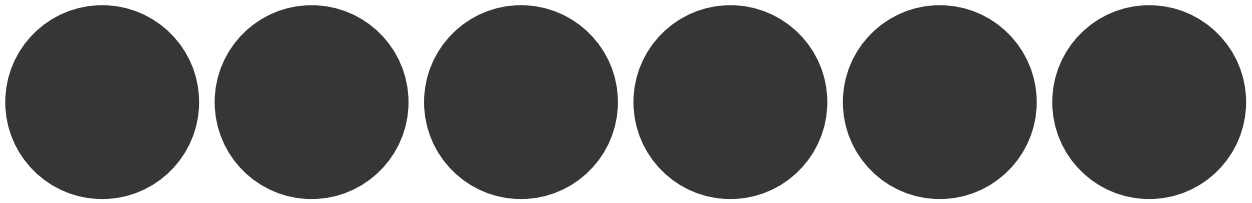
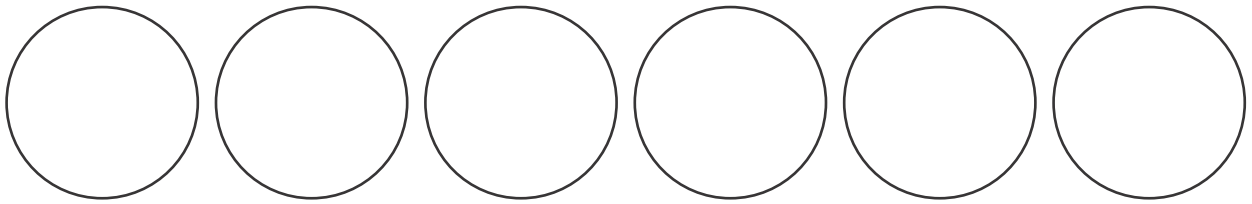
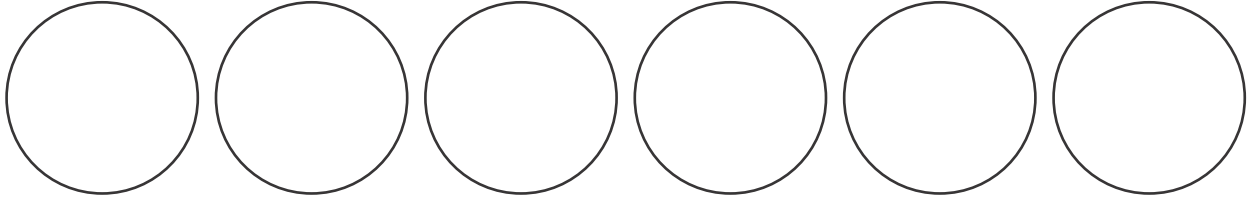
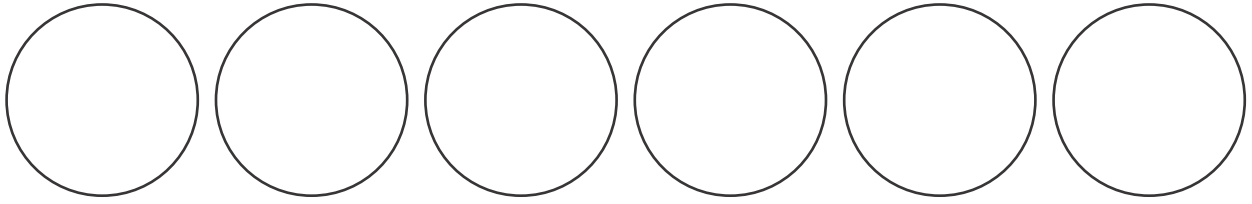


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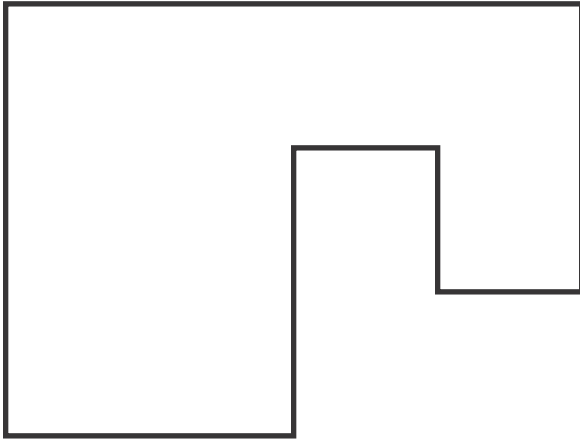
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41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
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91	92	93	94	95	96	97	98	99	100

Name \_\_\_\_\_

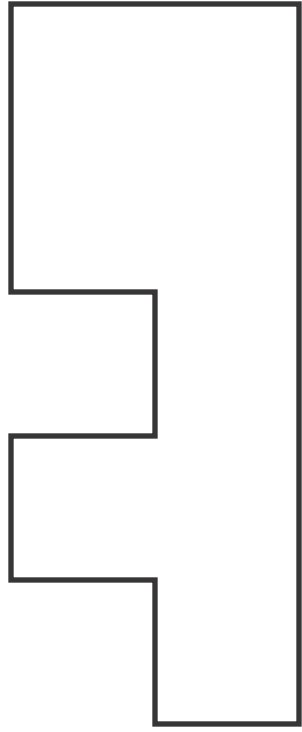
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3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

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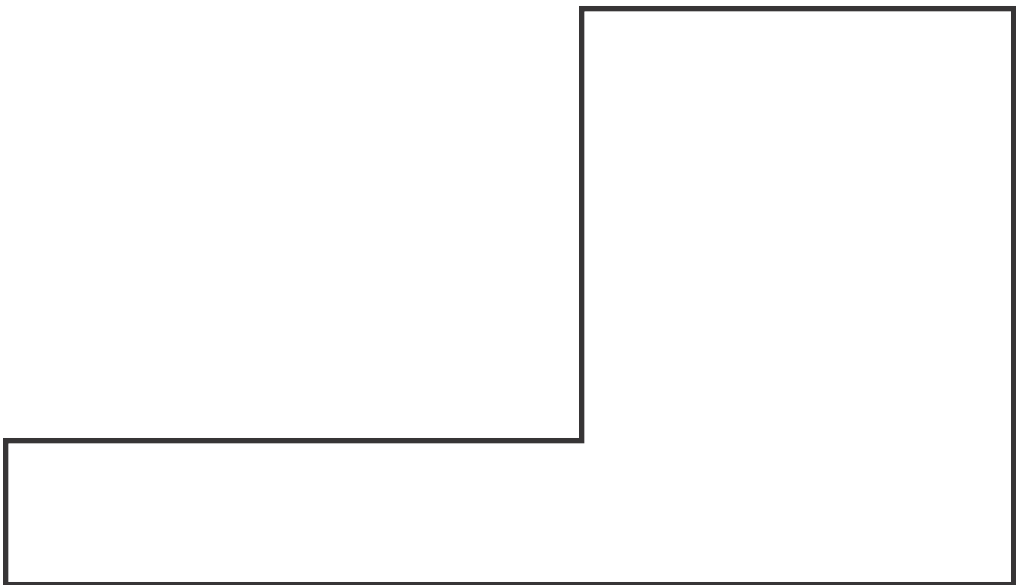
Shape A



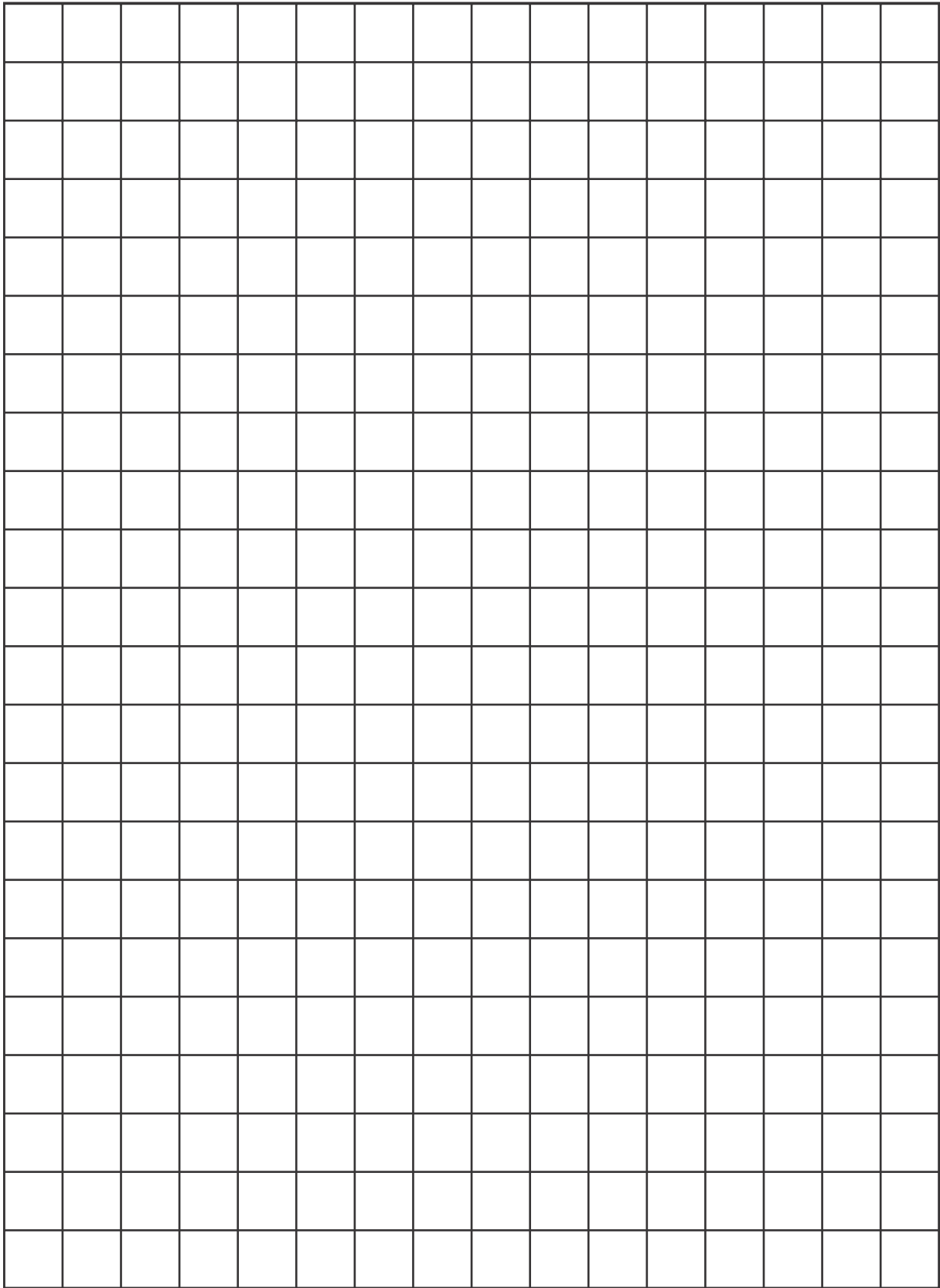
Shape B



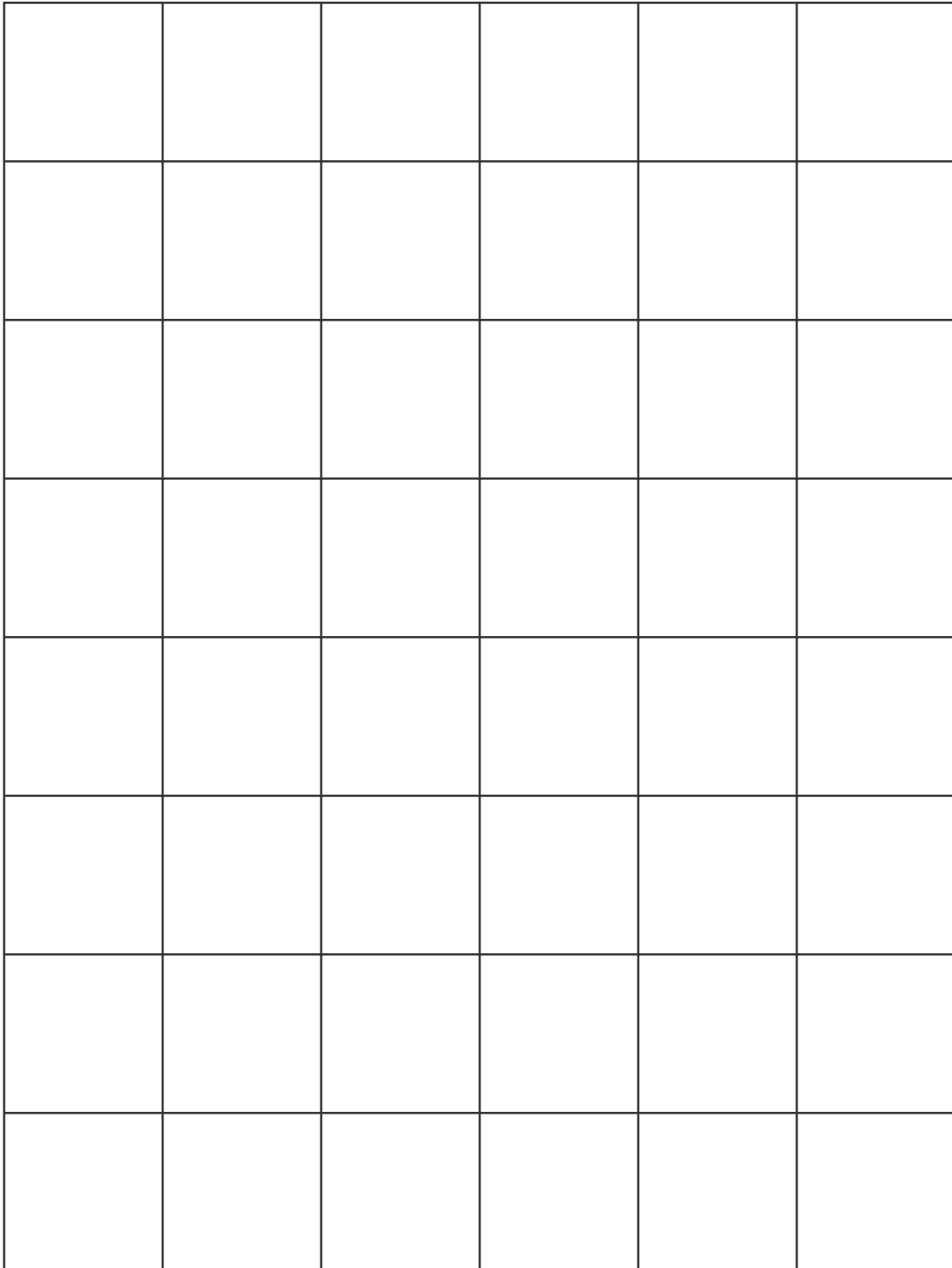
Shape C



Name \_\_\_\_\_



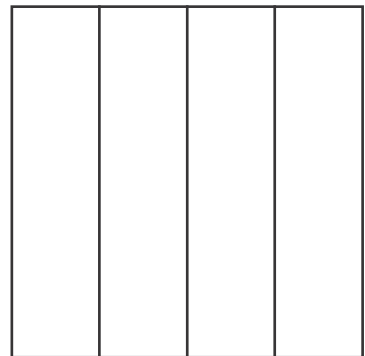
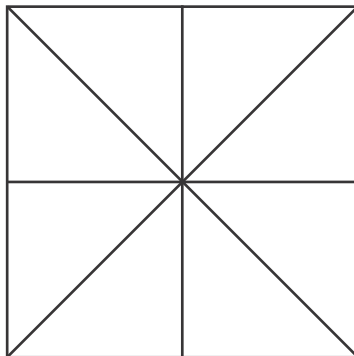
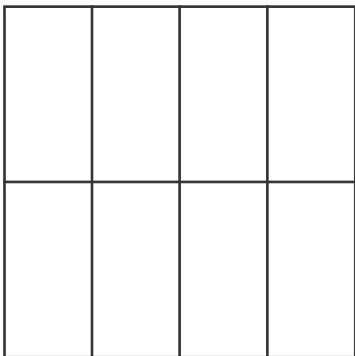
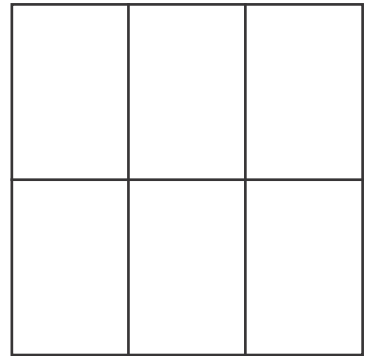
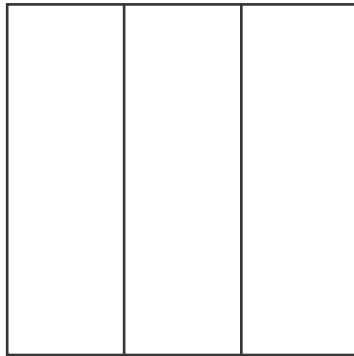
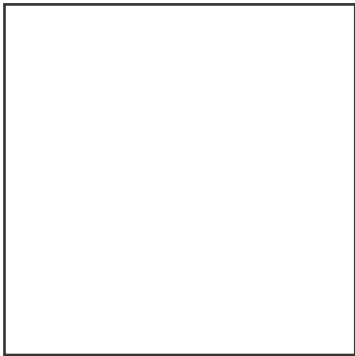
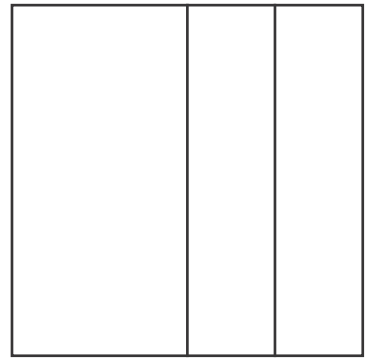
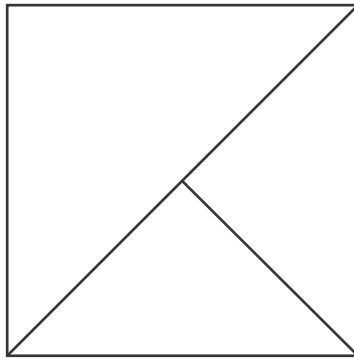
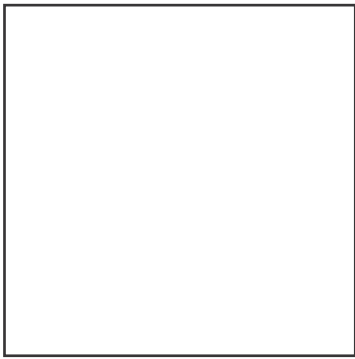
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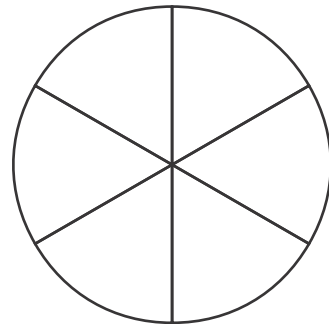
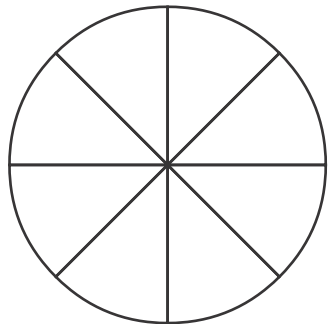
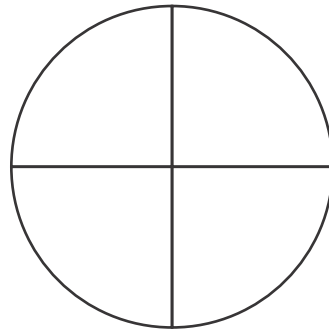
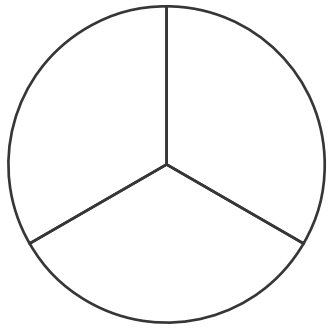
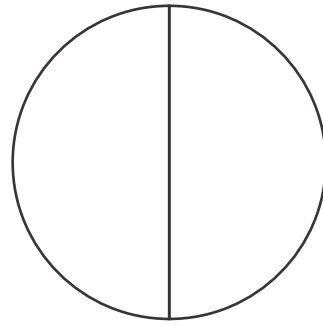
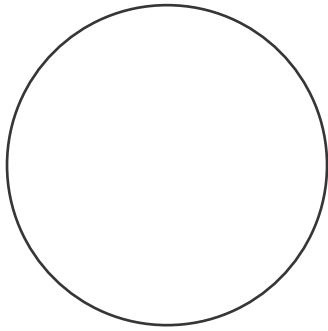


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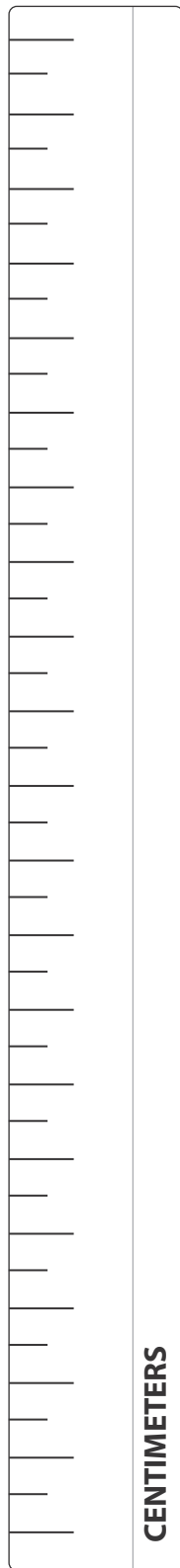
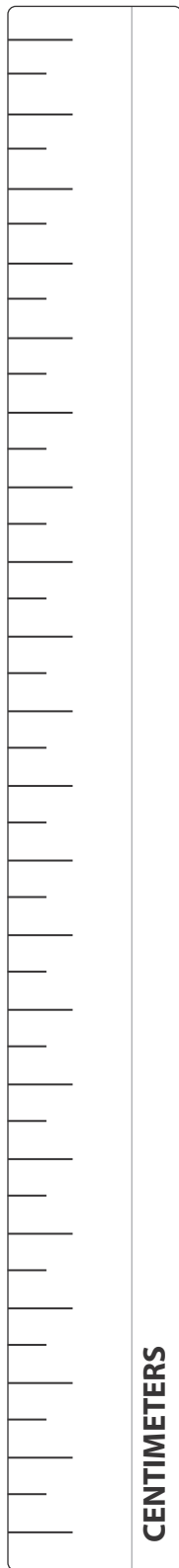
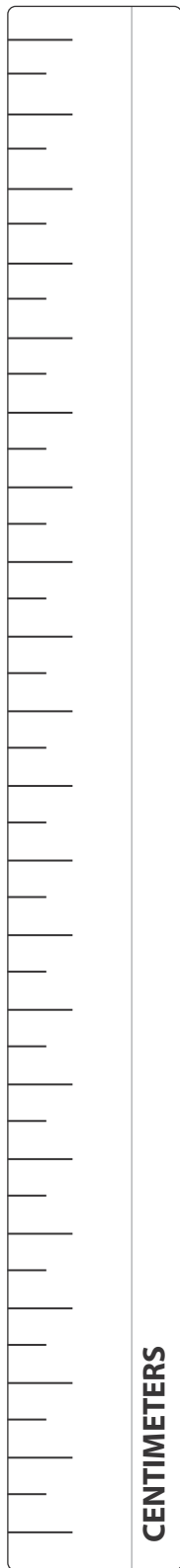
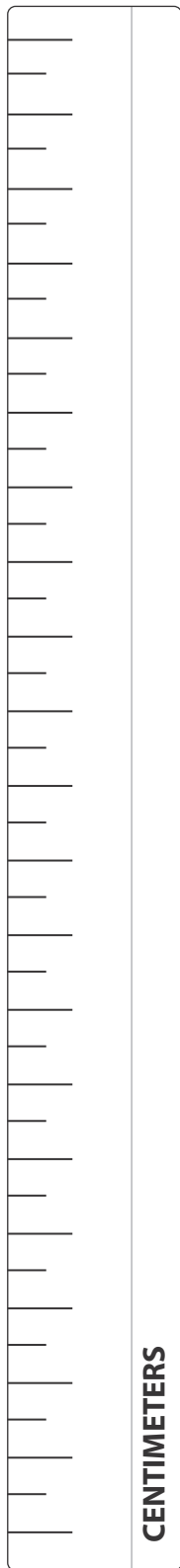
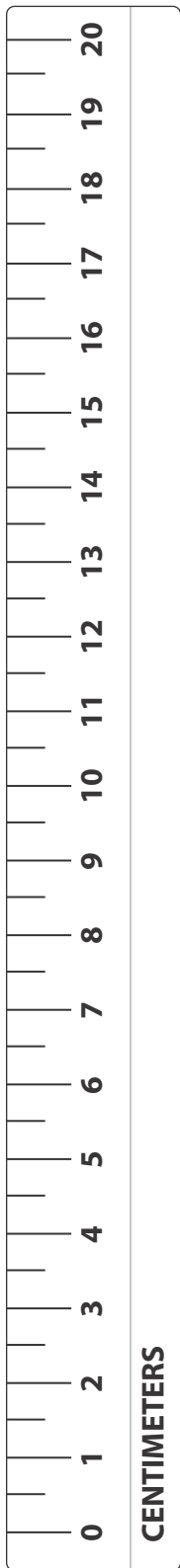




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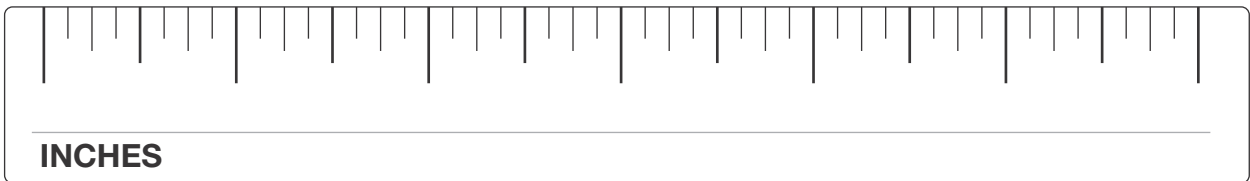
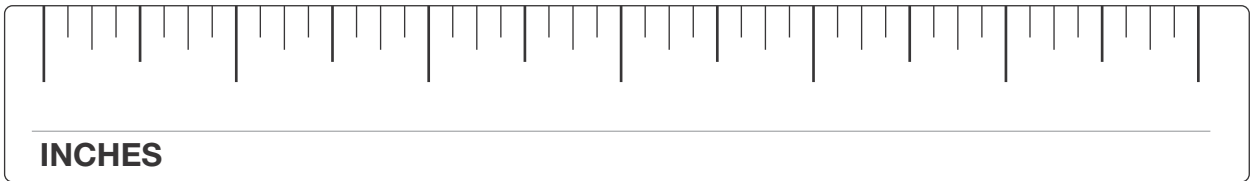
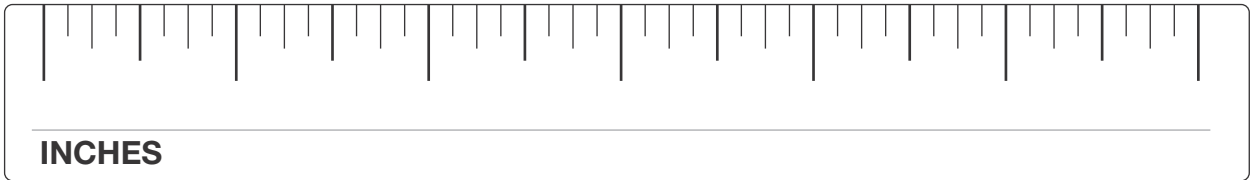
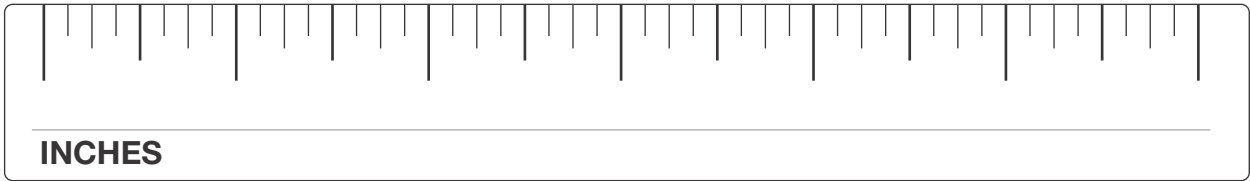
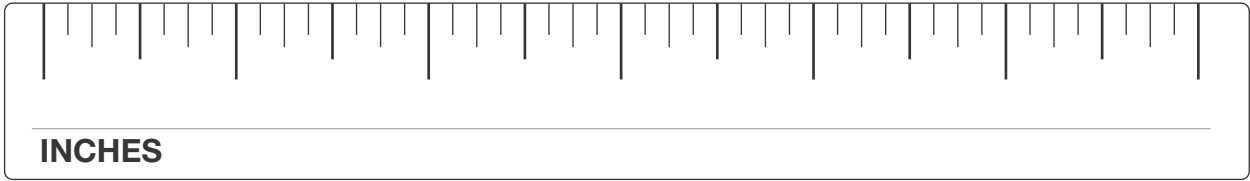
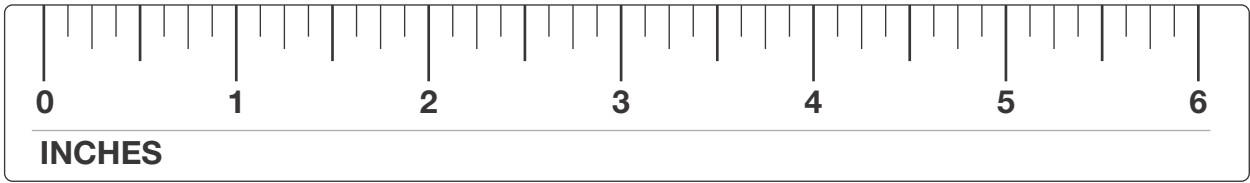


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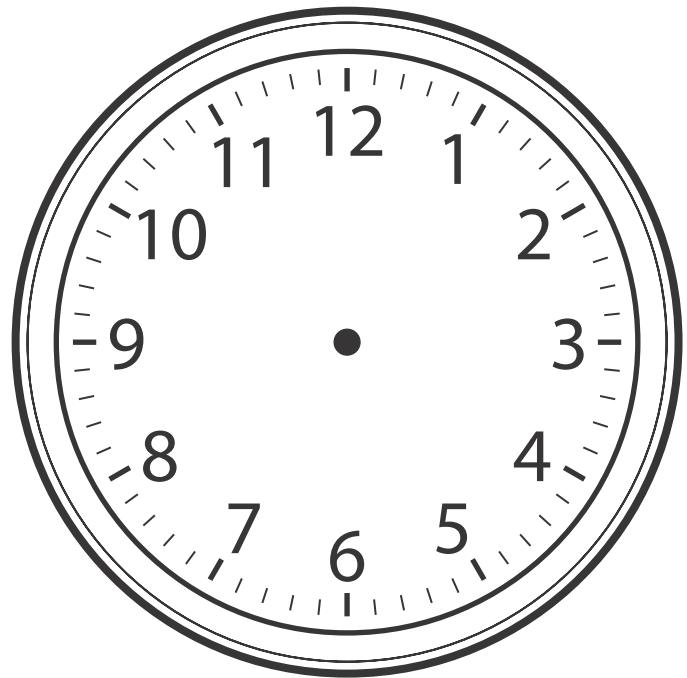
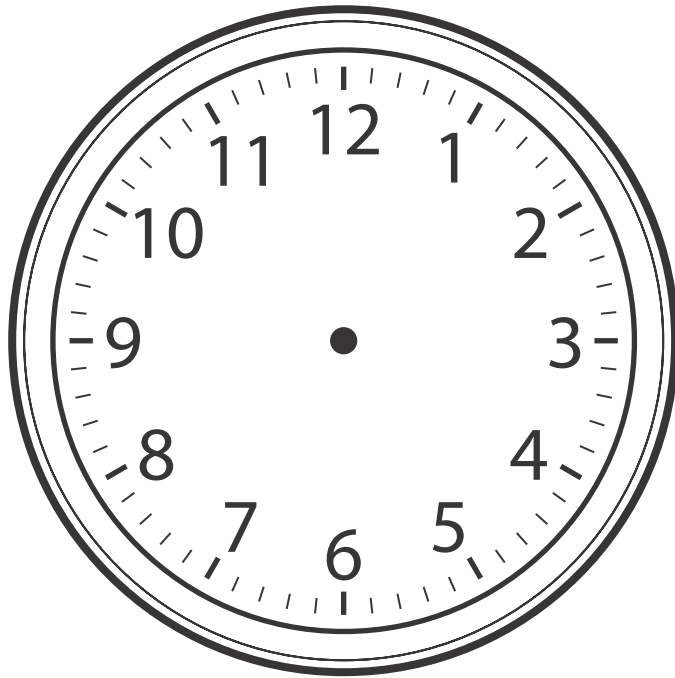
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Name \_\_\_\_\_

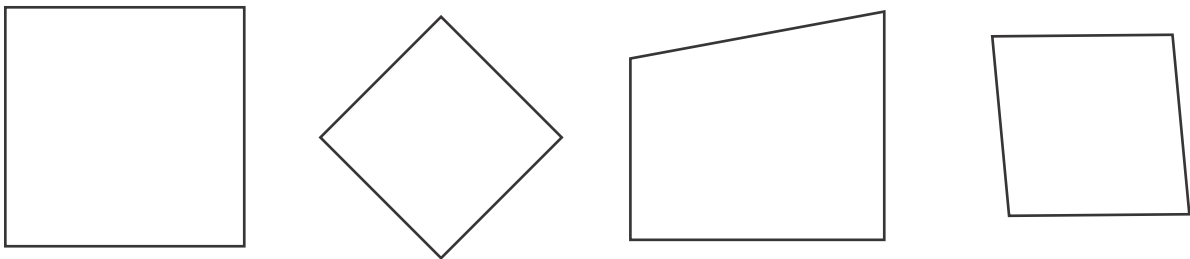
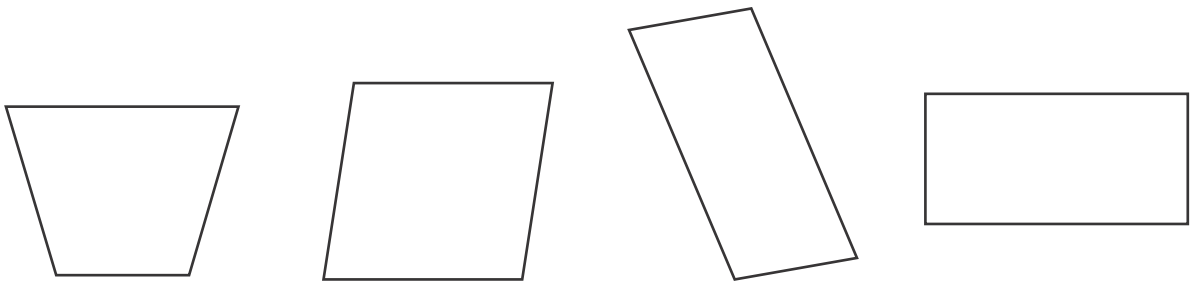
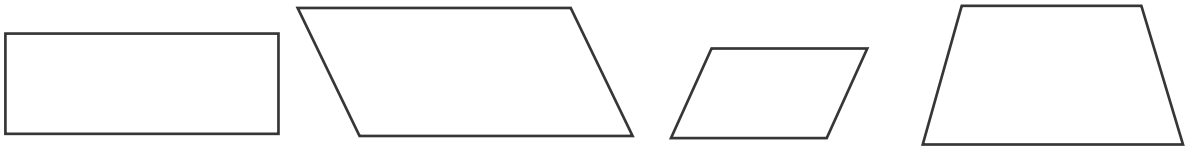
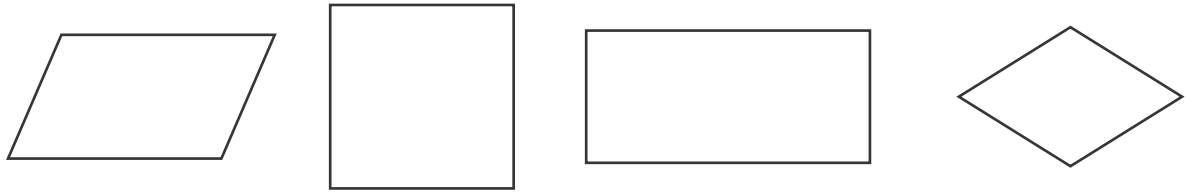


(To form a yardstick, cut out and tape six rulers together and complete labeling.)

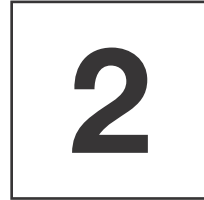
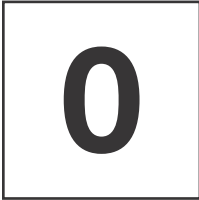
Name \_\_\_\_\_



Name \_\_\_\_\_



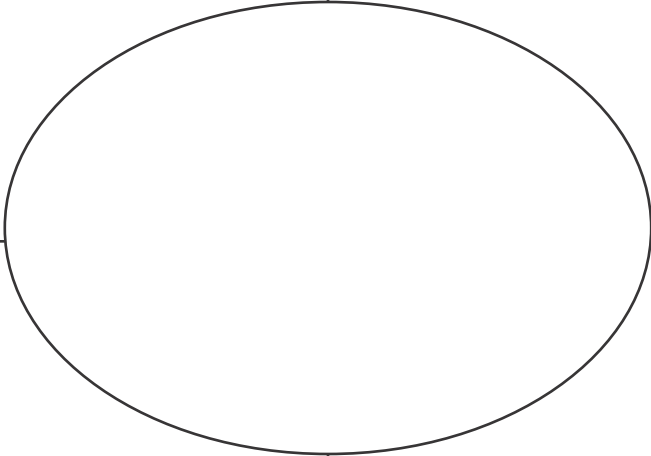
Name \_\_\_\_\_



Name \_\_\_\_\_

- |     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1.  | (A) | (B) | (C) | (D) | 13. | (A) | (B) | (C) | (D) |
| 2.  | (A) | (B) | (C) | (D) | 14. | (A) | (B) | (C) | (D) |
| 3.  | (A) | (B) | (C) | (D) | 15. | (A) | (B) | (C) | (D) |
| 4.  | (A) | (B) | (C) | (D) | 16. | (A) | (B) | (C) | (D) |
| 5.  | (A) | (B) | (C) | (D) | 17. | (A) | (B) | (C) | (D) |
| 6.  | (A) | (B) | (C) | (D) | 18. | (A) | (B) | (C) | (D) |
| 7.  | (A) | (B) | (C) | (D) | 19. | (A) | (B) | (C) | (D) |
| 8.  | (A) | (B) | (C) | (D) | 20. | (A) | (B) | (C) | (D) |
| 9.  | (A) | (B) | (C) | (D) | 21. | (A) | (B) | (C) | (D) |
| 10. | (A) | (B) | (C) | (D) | 22. | (A) | (B) | (C) | (D) |
| 11. | (A) | (B) | (C) | (D) | 23. | (A) | (B) | (C) | (D) |
| 12. | (A) | (B) | (C) | (D) | 24. | (A) | (B) | (C) | (D) |

Name \_\_\_\_\_

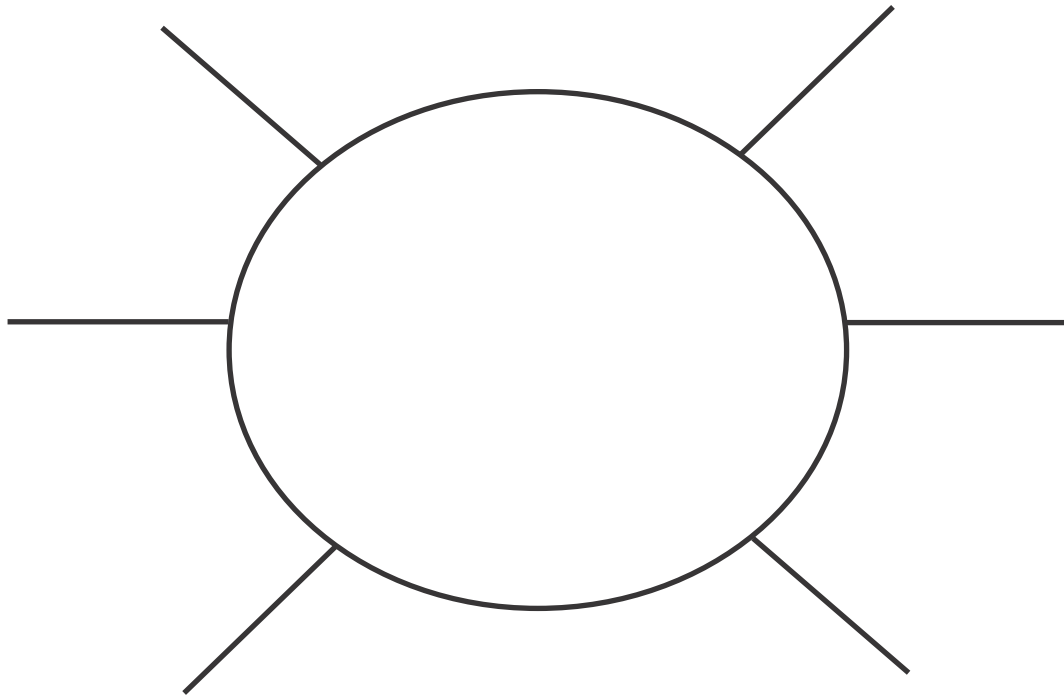
<b>Definition</b>	<b>Characteristics</b>
	
<b>Examples</b>	<b>Non-Examples</b>



Name \_\_\_\_\_

<b>New Word</b>	<b>What It Means</b>

Name \_\_\_\_\_





Name \_\_\_\_\_

## New Symbol

## What It Means:

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## New Shape

## Name and Attributes:

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Name \_\_\_\_\_

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

Fluently Multiply and Divide Within 100						
Fluency Subskills	Fluency Practice/Assessment					
	1	2	3	4	5	6
<b>A</b> Multiply by 0, 1, 5, and 10.	1 ○	1 ○	1 ○	1 ○	1 ○	1 ○
	2 ○	2 ○	2 ○	2 ○	2 ○	2 ○
	3 ○	3 ○	3 ○	3 ○	3 ○	3 ○
	4 ○	4 ○	4 ○	4 ○	4 ○	4 ○
<b>B</b> Multiply by 2, 4, and 8.	5 ○	5 ○	5 ○	5 ○	5 ○	5 ○
	6 ○	6 ○	6 ○	6 ○	6 ○	6 ○
	7 ○	7 ○	7 ○	7 ○	7 ○	7 ○
	8 ○	8 ○	8 ○	8 ○	8 ○	8 ○
<b>C</b> Multiply by 3, 6, 7, and 9.	9 ○	9 ○	9 ○	9 ○	9 ○	9 ○
	10 ○	10 ○	10 ○	10 ○	10 ○	10 ○
	11 ○	11 ○	11 ○	11 ○	11 ○	11 ○
	12 ○	12 ○	12 ○	12 ○	12 ○	12 ○
<b>D</b> Divide with 0 and 1.	13 ○	13 ○	13 ○	13 ○	13 ○	13 ○
	14 ○	14 ○	14 ○	14 ○	14 ○	14 ○
	15 ○	15 ○	15 ○	15 ○	15 ○	15 ○
	16 ○	16 ○	16 ○	16 ○	16 ○	16 ○
<b>E</b> Divide with 2, 3, 4, and 5.	17 ○	17 ○	17 ○	17 ○	17 ○	17 ○
	18 ○	18 ○	18 ○	18 ○	18 ○	18 ○
	19 ○	19 ○	19 ○	19 ○	19 ○	19 ○
	20 ○	20 ○	20 ○	20 ○	20 ○	20 ○
<b>F</b> Divide with 6, 7, 8, and 9.	21 ○	21 ○	21 ○	21 ○	21 ○	21 ○
	22 ○	22 ○	22 ○	22 ○	22 ○	22 ○
	23 ○	23 ○	23 ○	23 ○	23 ○	23 ○
	24 ○	24 ○	24 ○	24 ○	24 ○	24 ○

Name \_\_\_\_\_

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

Fluently Add and Subtract Within 1000						
Fluency Subskills	Fluency Practice/Assessment					
	1	2	3	4	5	6
<b>A</b> Add with no regroupings or with 1 regrouping.	1 ○	1 ○	1 ○	1 ○	1 ○	1 ○
	2 ○	2 ○	2 ○	2 ○	2 ○	2 ○
	3 ○	3 ○	3 ○	3 ○	3 ○	3 ○
	4 ○	4 ○	4 ○	4 ○	4 ○	4 ○
<b>B</b> Subtract with no regrouping or with 1 regrouping.	5 ○	5 ○	5 ○	5 ○	5 ○	5 ○
	6 ○	6 ○	6 ○	6 ○	6 ○	6 ○
	7 ○	7 ○	7 ○	7 ○	7 ○	7 ○
	8 ○	8 ○	8 ○	8 ○	8 ○	8 ○
<b>C</b> Add with more than 1 regrouping.	9 ○	9 ○	9 ○	9 ○	9 ○	9 ○
	10 ○	10 ○	10 ○	10 ○	10 ○	10 ○
	11 ○	11 ○	11 ○	11 ○	11 ○	11 ○
	12 ○	12 ○	12 ○	12 ○	12 ○	12 ○
<b>D</b> Subtract with more than 1 regrouping.	13 ○	13 ○	13 ○	13 ○	13 ○	13 ○
	14 ○	14 ○	14 ○	14 ○	14 ○	14 ○
	15 ○	15 ○	15 ○	15 ○	15 ○	15 ○
	16 ○	16 ○	16 ○	16 ○	16 ○	16 ○
<b>E</b> Subtract across 1 zero.	17 ○	17 ○	17 ○	17 ○	17 ○	17 ○
	18 ○	18 ○	18 ○	18 ○	18 ○	18 ○
	19 ○	19 ○	19 ○	19 ○	19 ○	19 ○
	20 ○	20 ○	20 ○	20 ○	20 ○	20 ○
<b>F</b> Subtract across more than 1 zero.	21 ○	21 ○	21 ○	21 ○	21 ○	21 ○
	22 ○	22 ○	22 ○	22 ○	22 ○	22 ○
	23 ○	23 ○	23 ○	23 ○	23 ○	23 ○
	24 ○	24 ○	24 ○	24 ○	24 ○	24 ○





Name \_\_\_\_\_

# Self-Assessment Tool

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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**

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Explain the choice you made above.

Name \_\_\_\_\_



# 3-ACT MATH Recording Sheet

## ACT 1

1. What questions do you have?



Brainstorm

2. Predict a reasonable answer to the Main Question. Explain your prediction.



Prediction



ACT 2

3. What information do you need to answer the Main Question?



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, what is one reason that could explain the difference?



SEQUEL

7. Show how you would answer the Sequel.

# Solve & Share Observation Tool

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