

Name _____

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
- Make a Bar Diagram
- Make a Table or Graph
- Write an Equation

Some Math Tools

- Objects
- Grid Paper
- Rulers
- Technology
- Paper and Pencil

Solution and Answer

CHECK THE ANSWER

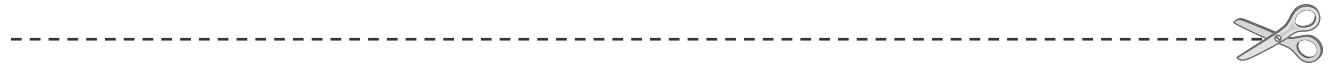
Name _____

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:

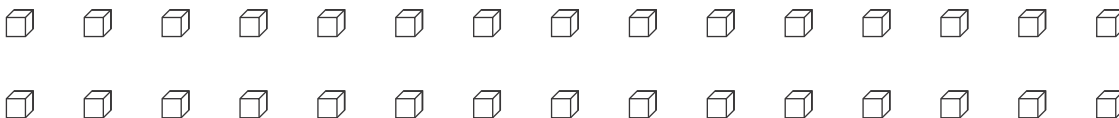
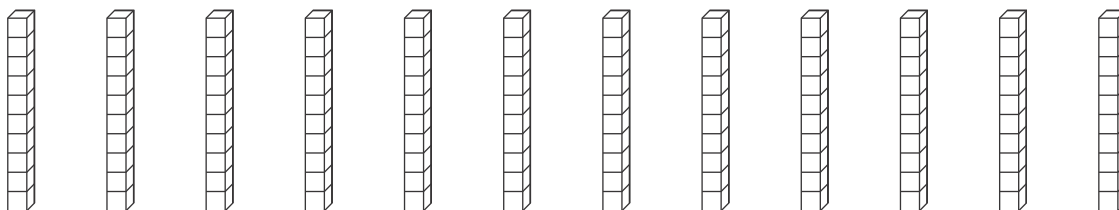
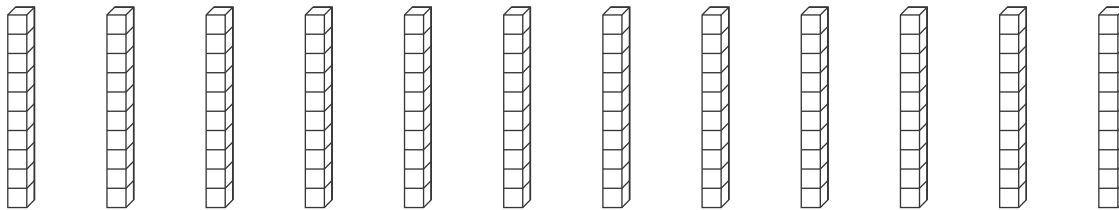
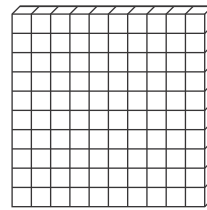
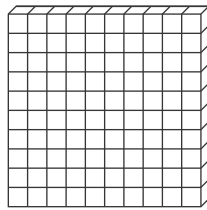
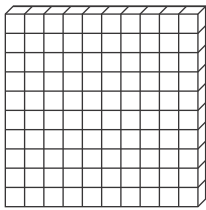
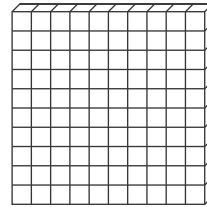
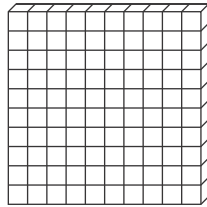
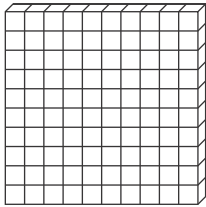
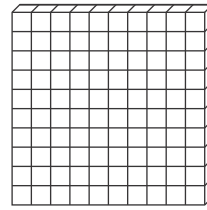
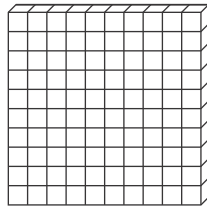
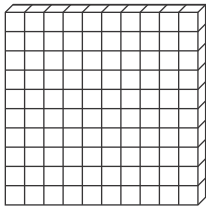
Name _____

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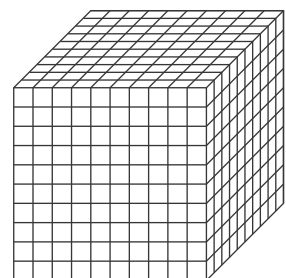
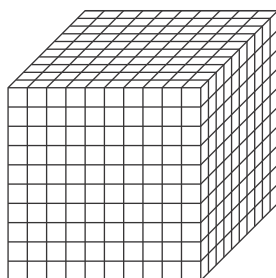
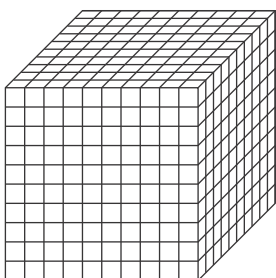
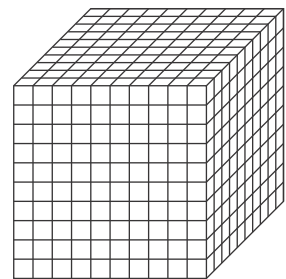
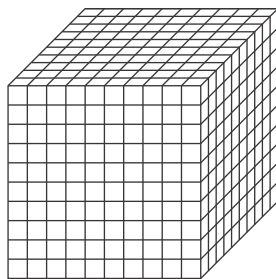
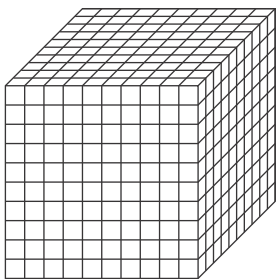
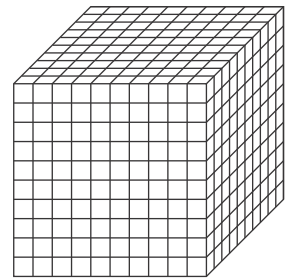
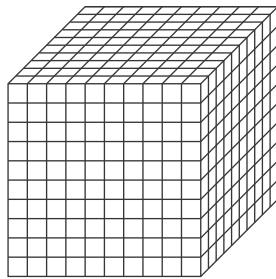
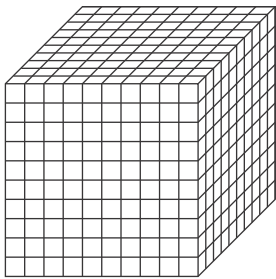
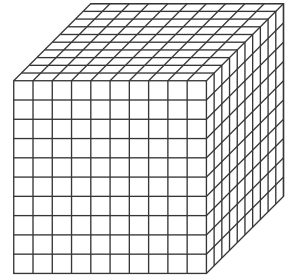
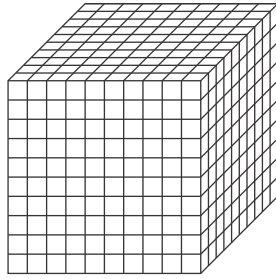
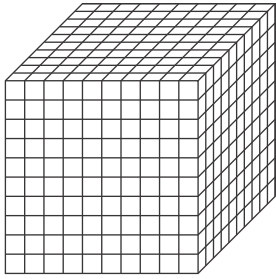
THOUSANDS						ONES					
hundred thousands		ten thousands		one thousands		hundreds		tens		ones	

BILLIONS			MILLIONS			THOUSANDS			ONES														
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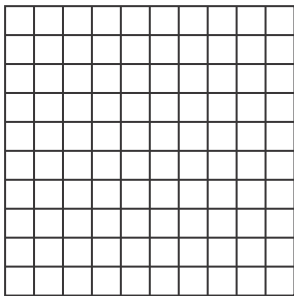
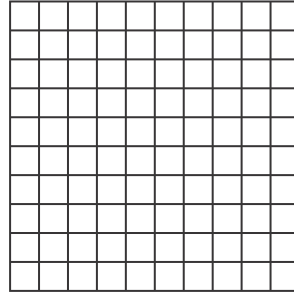
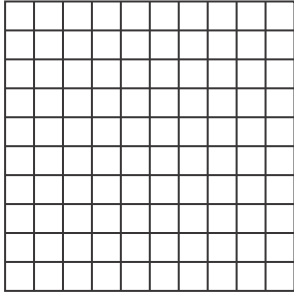
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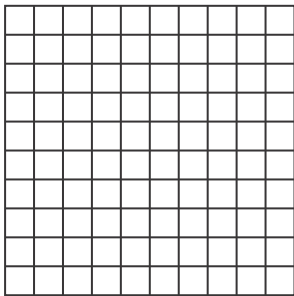
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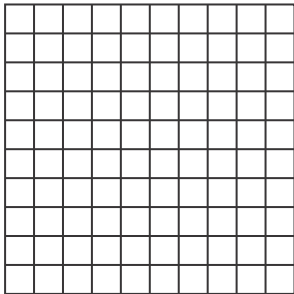
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Hundreds	Tens	Ones	.	Tenths	Hundredths

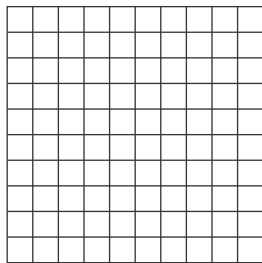
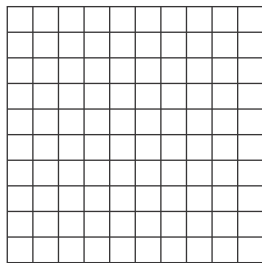
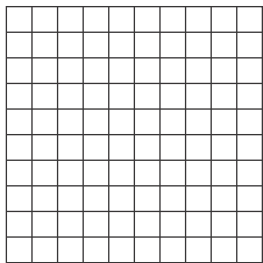
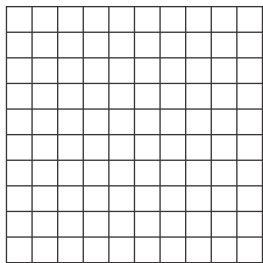
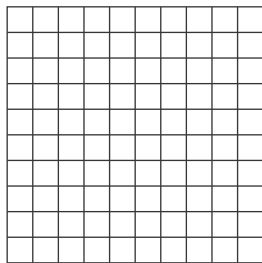
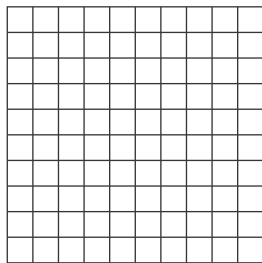
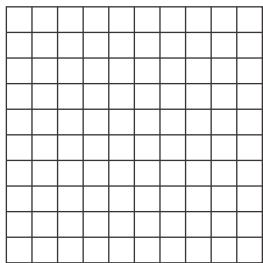
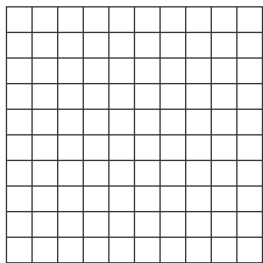
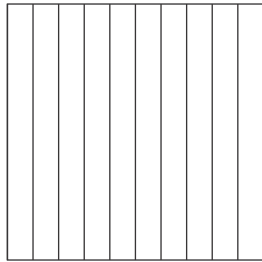
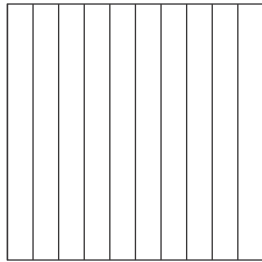
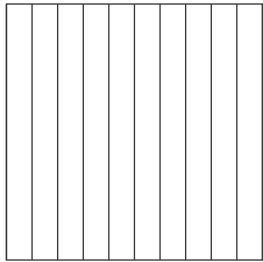
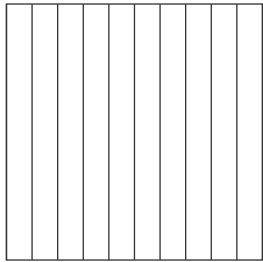
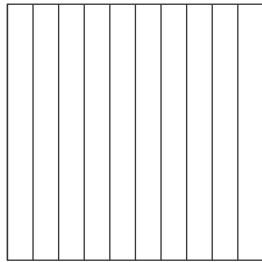
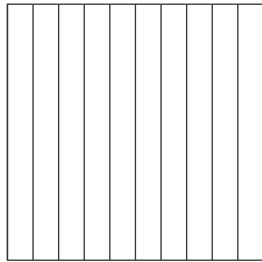
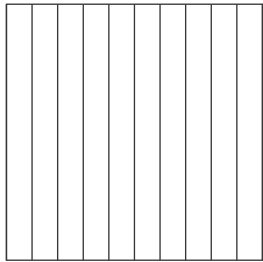
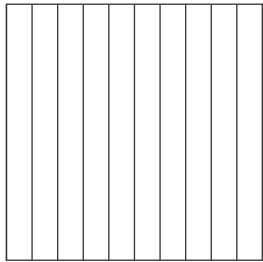
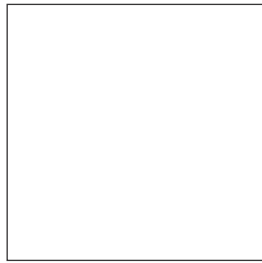
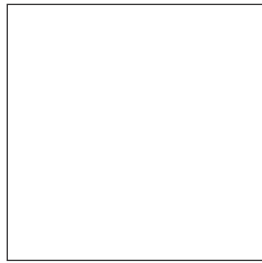
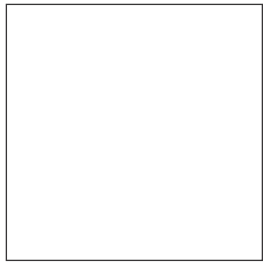
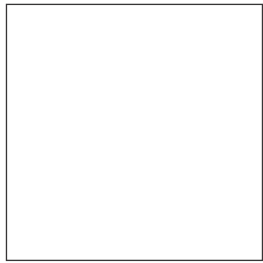


Hundreds	Tens	Ones	.	Tenths	Hundredths

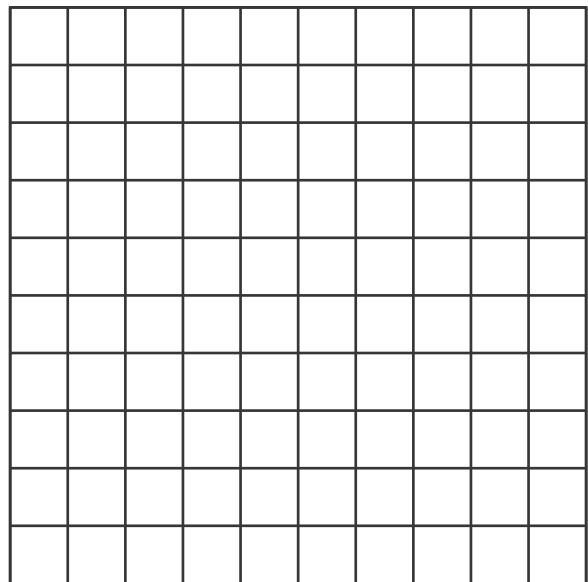
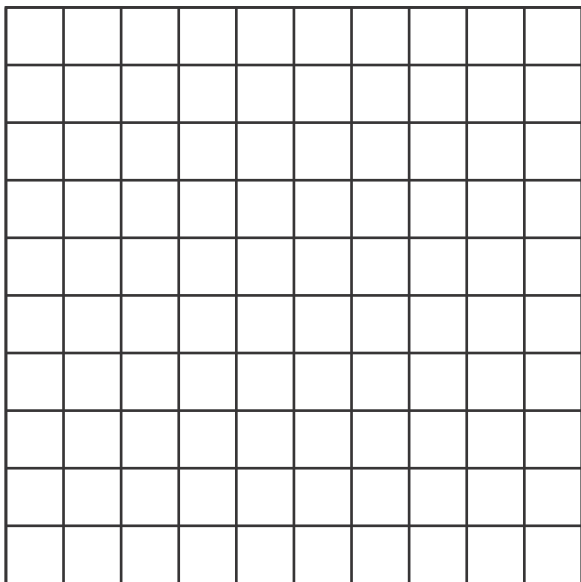
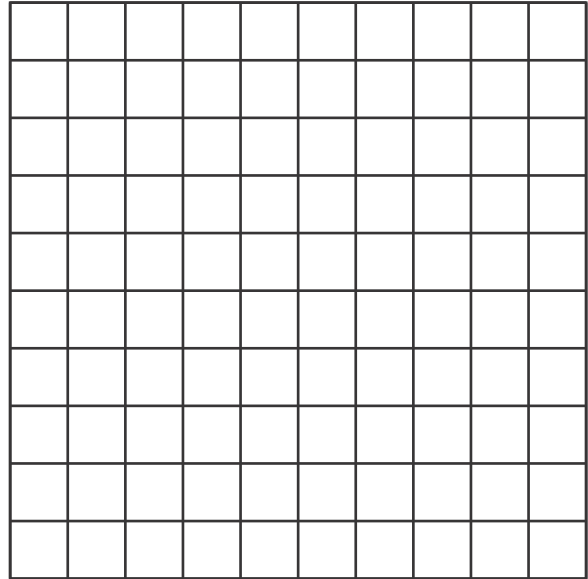
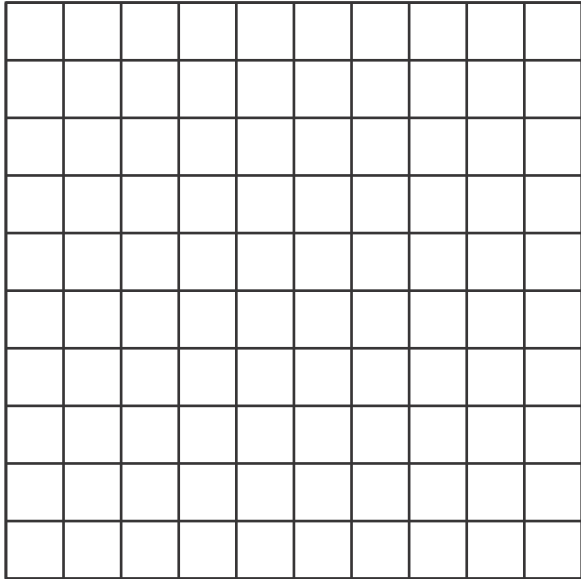


Hundreds	Tens	Ones	.	Tenths	Hundredths

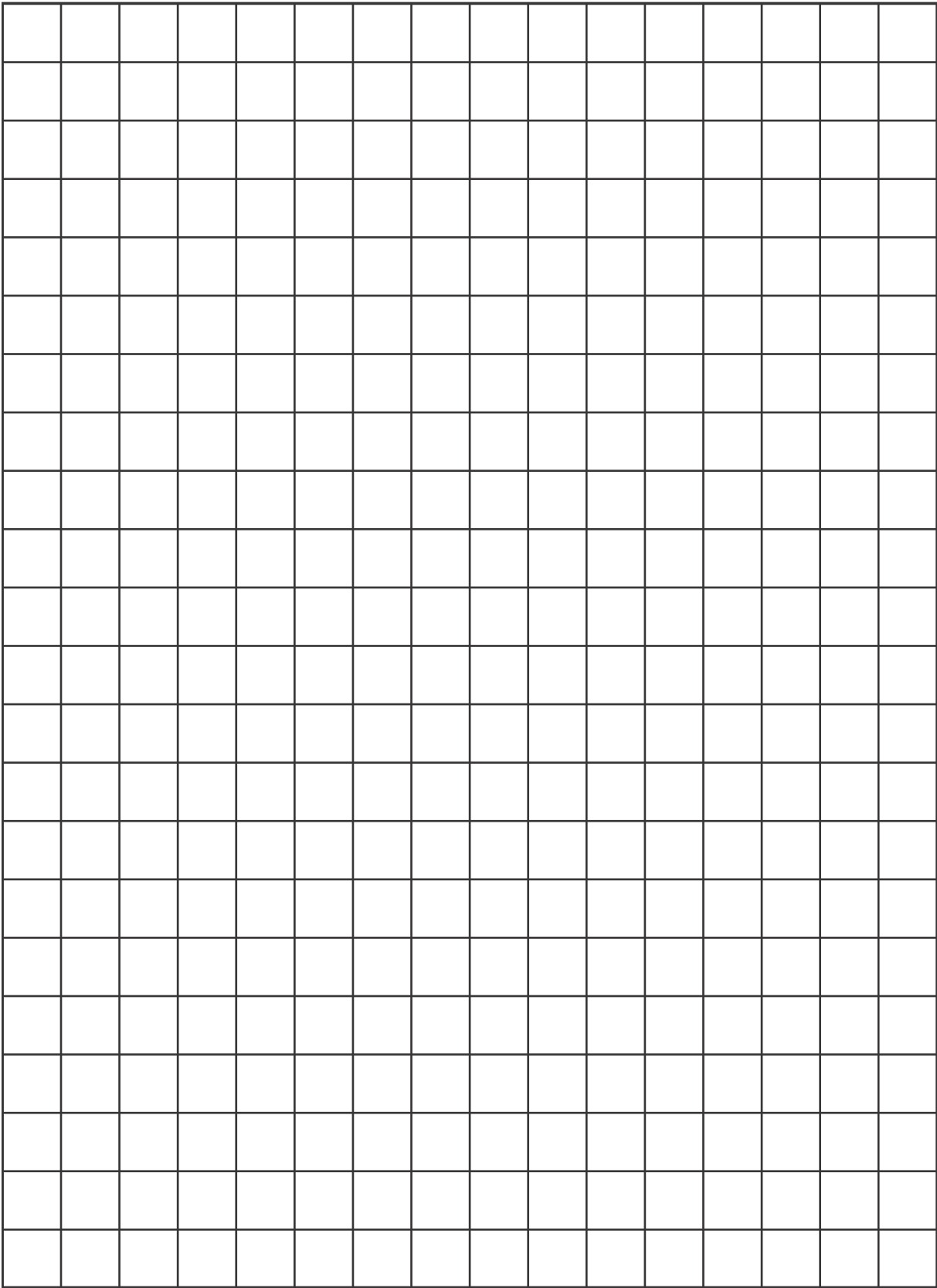
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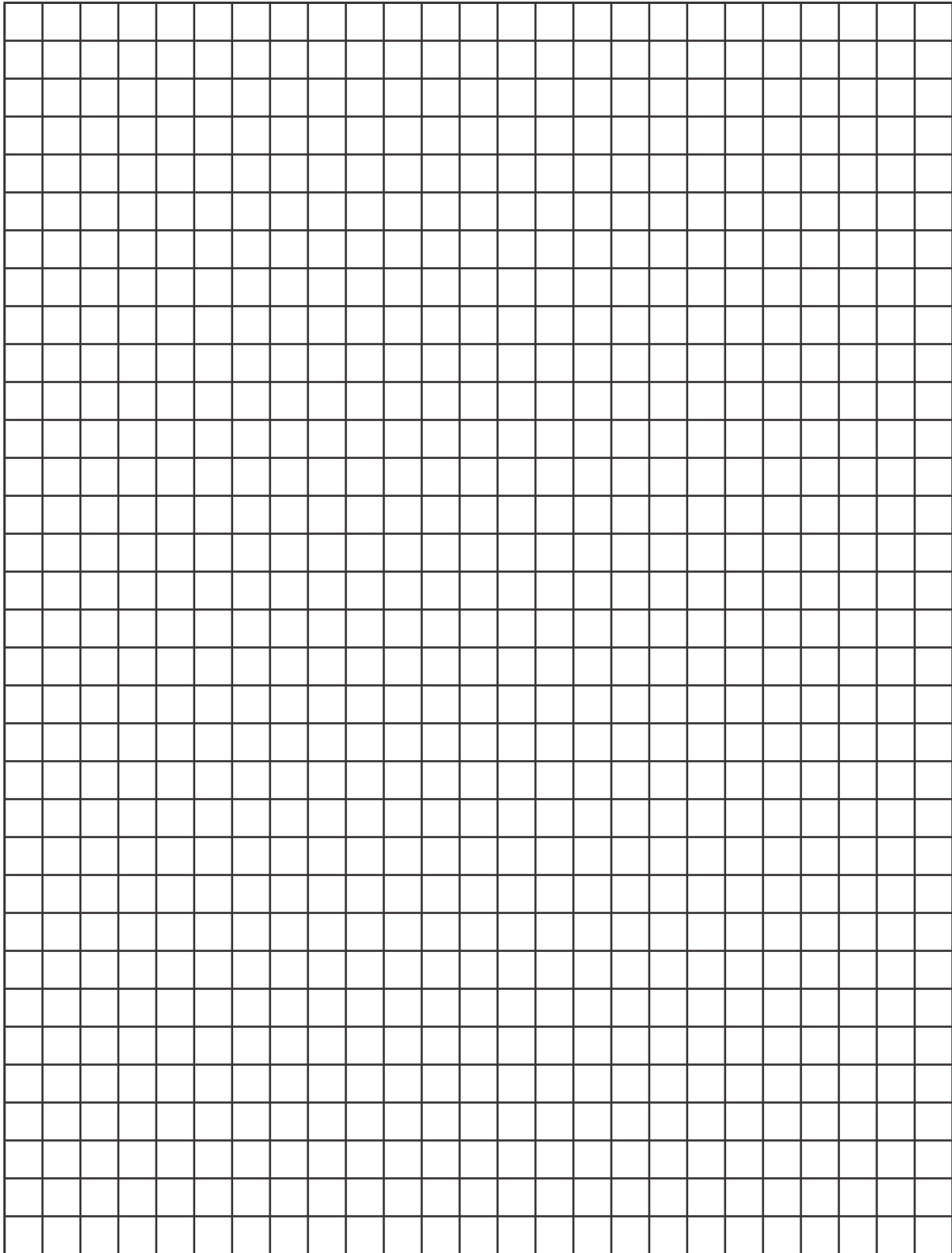
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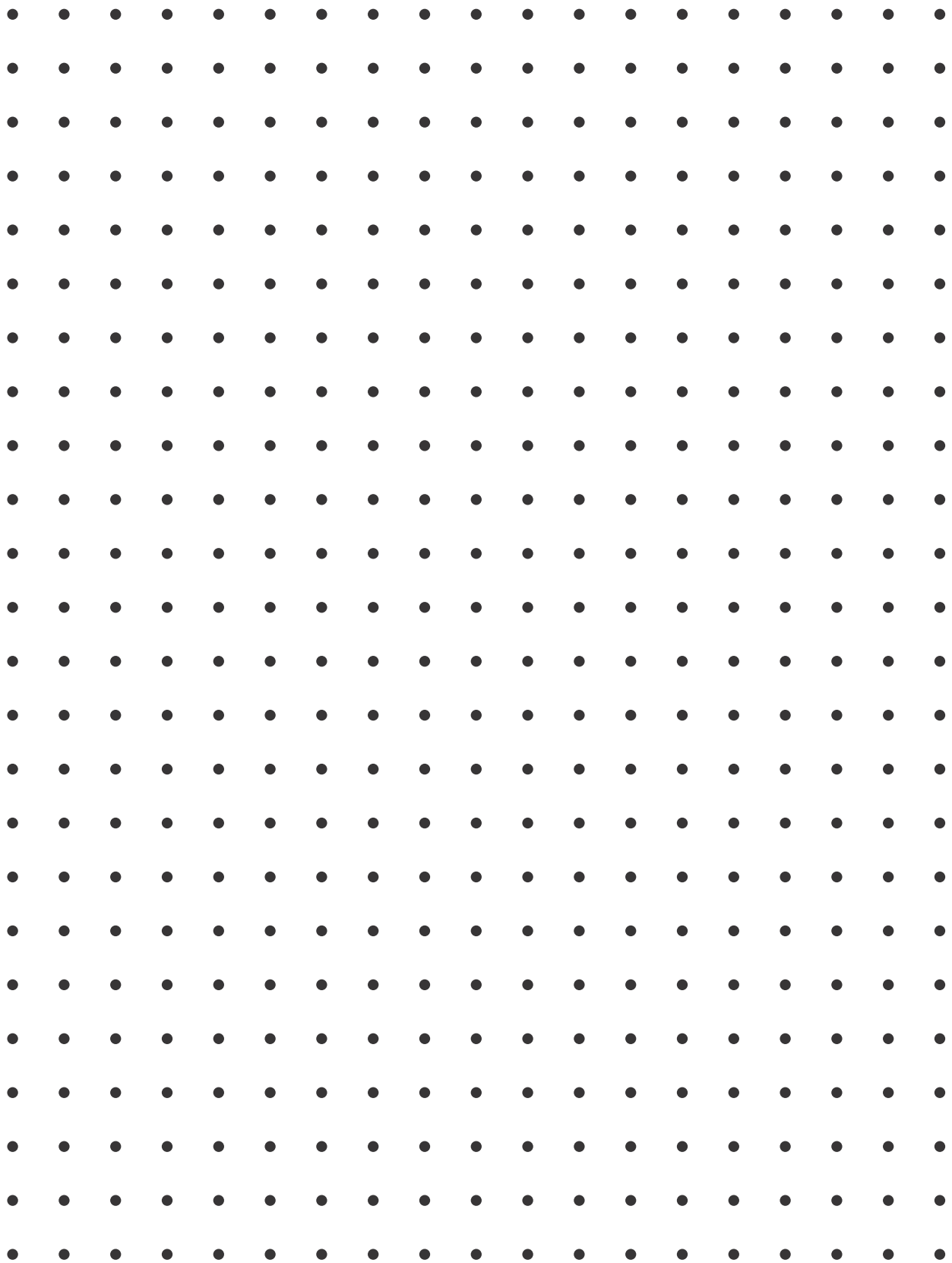
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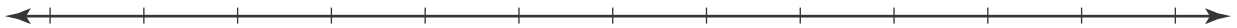
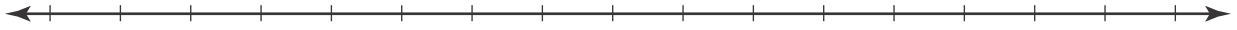
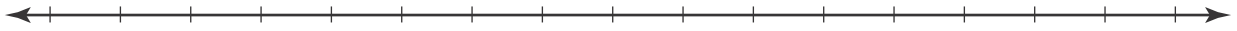
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Name _____

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$\frac{1}{5}$				
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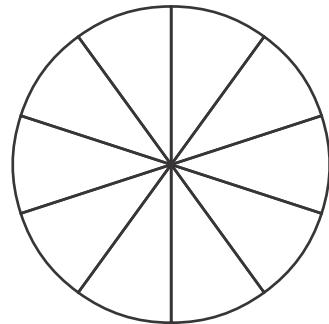
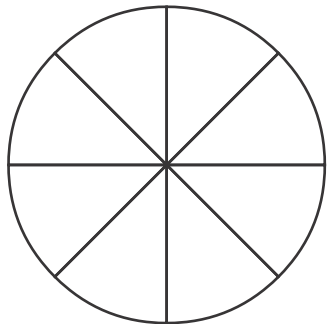
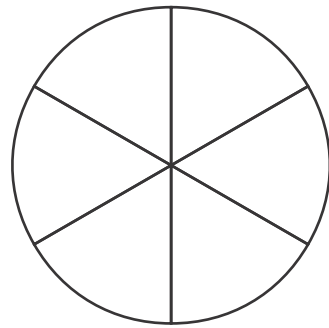
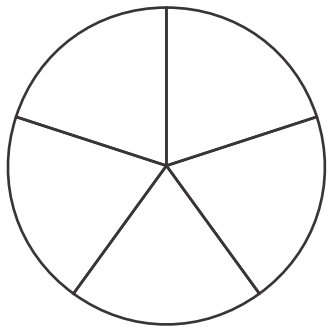
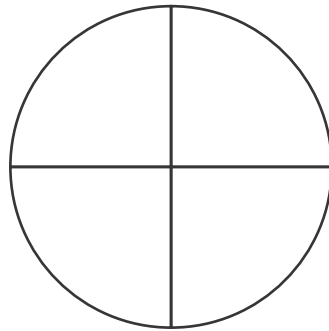
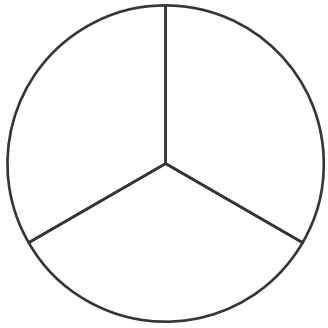
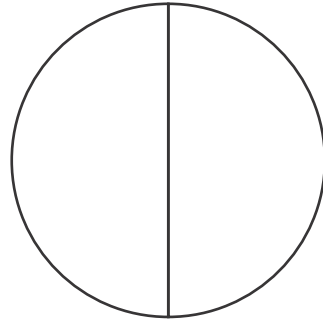
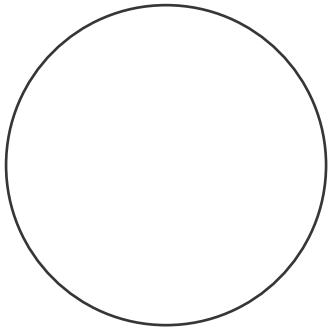
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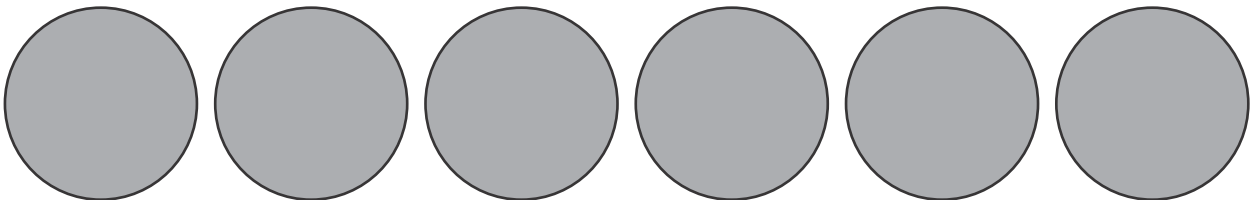
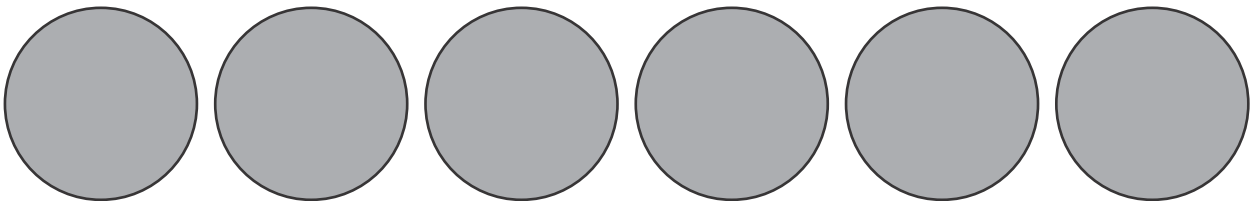
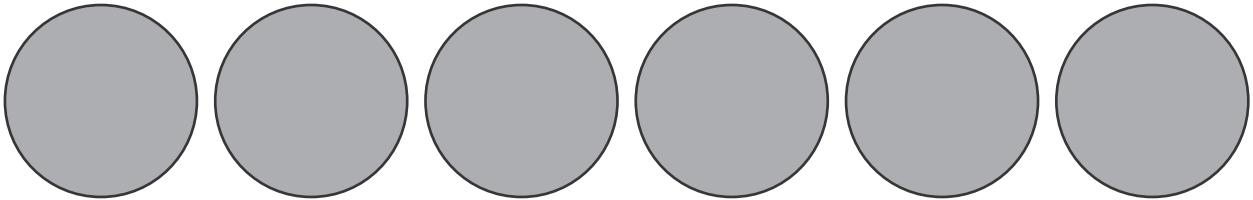
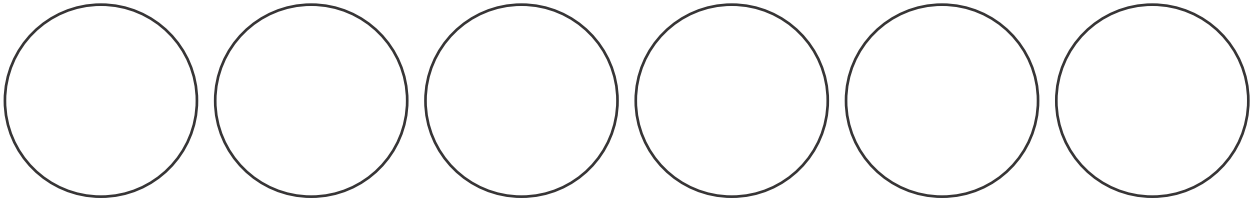
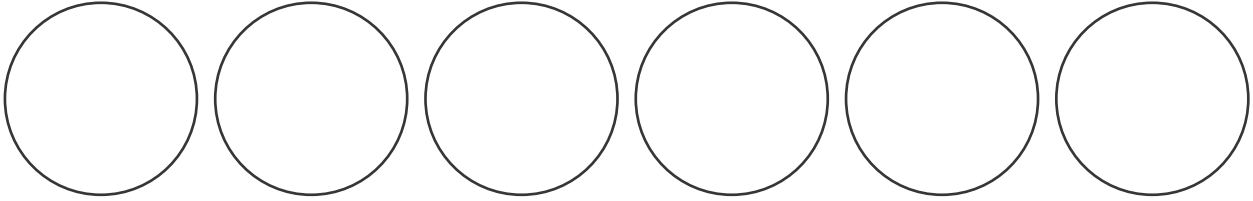
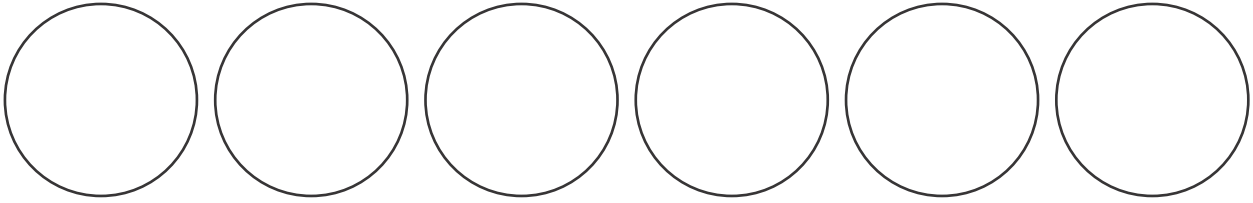
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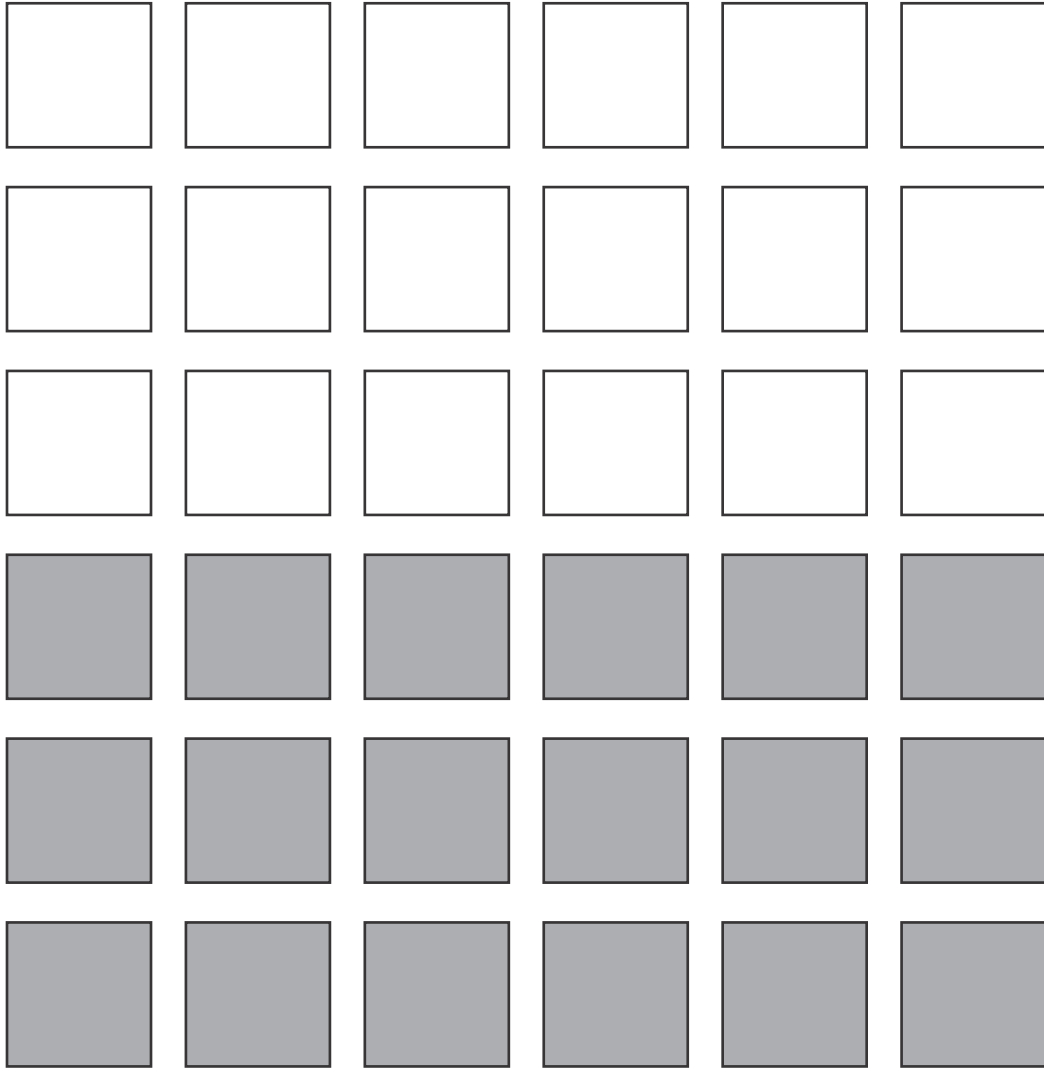
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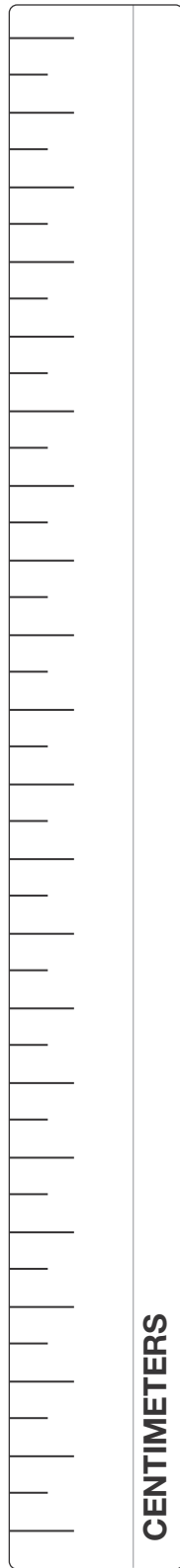
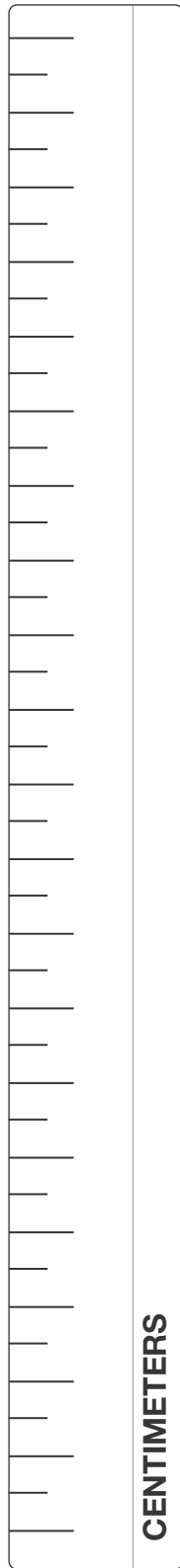
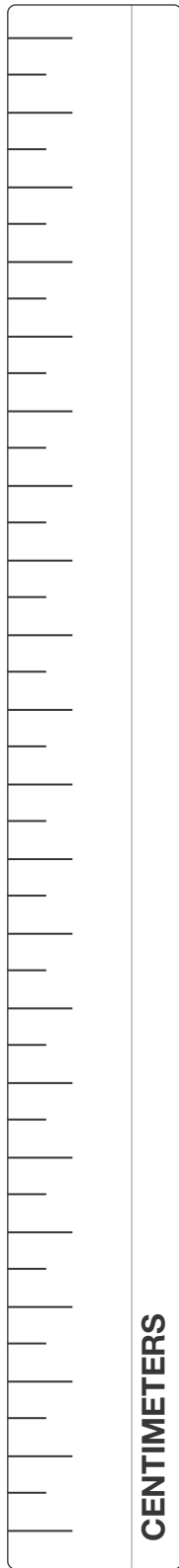
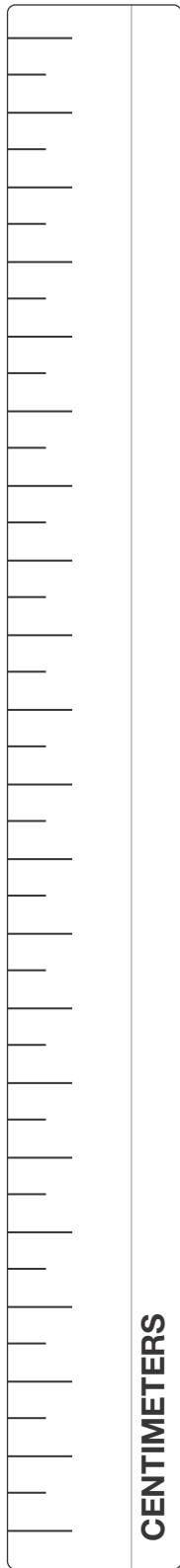
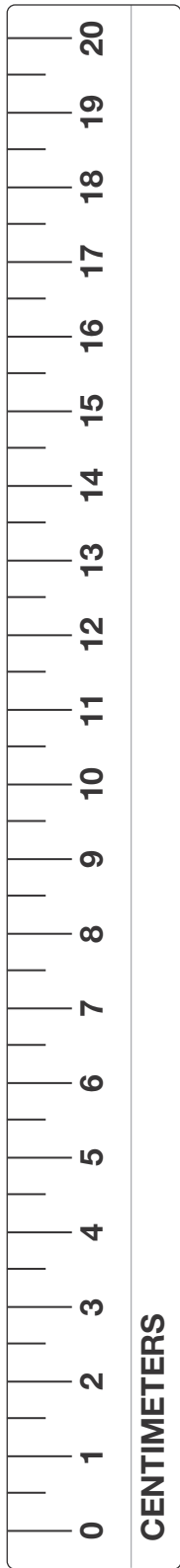
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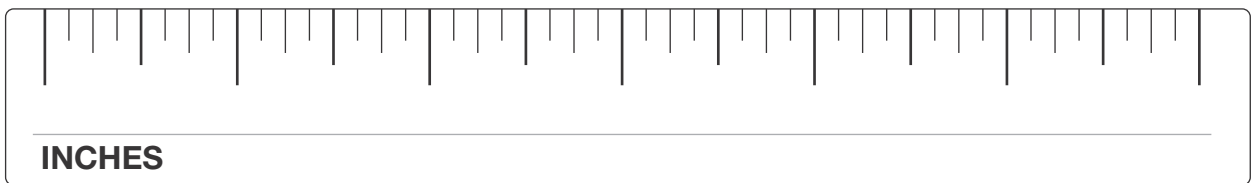
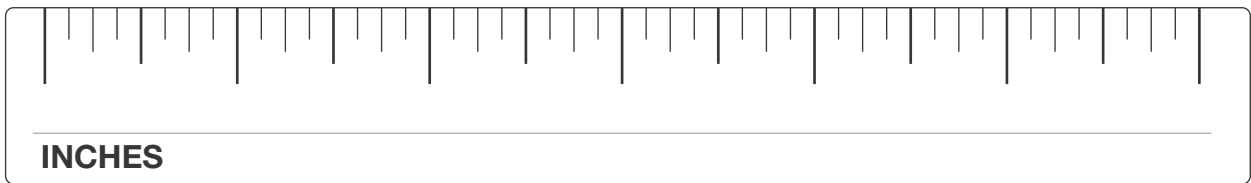
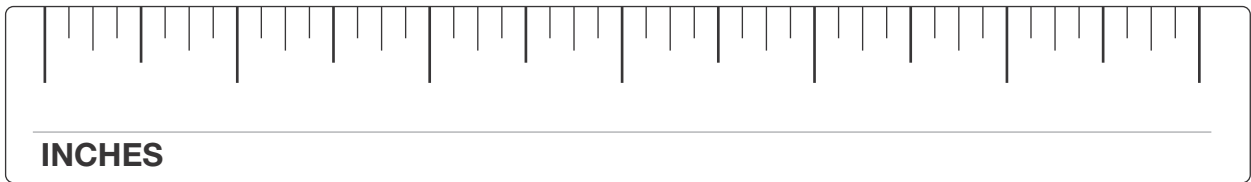
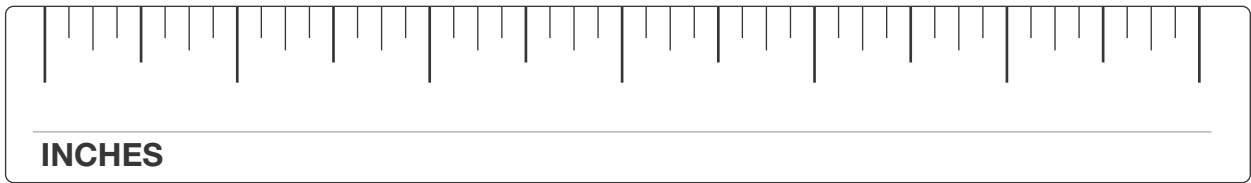
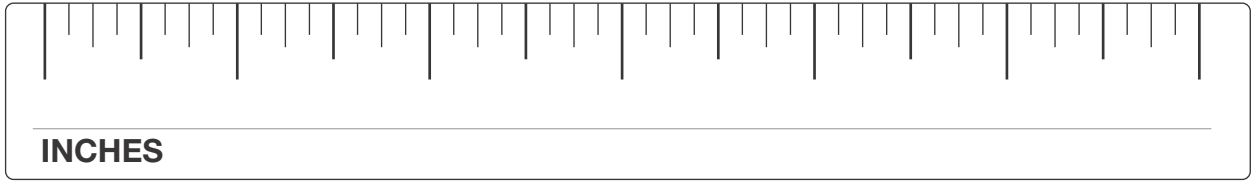
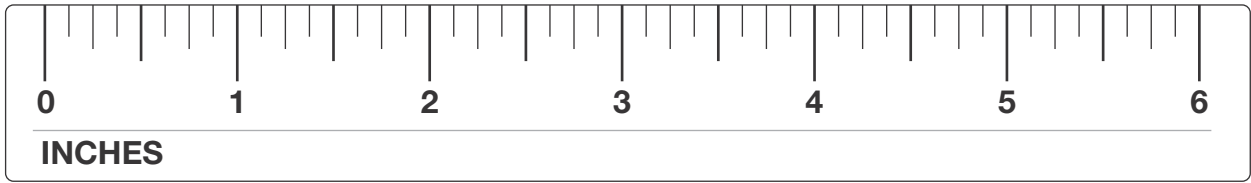


Name _____



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

Name _____

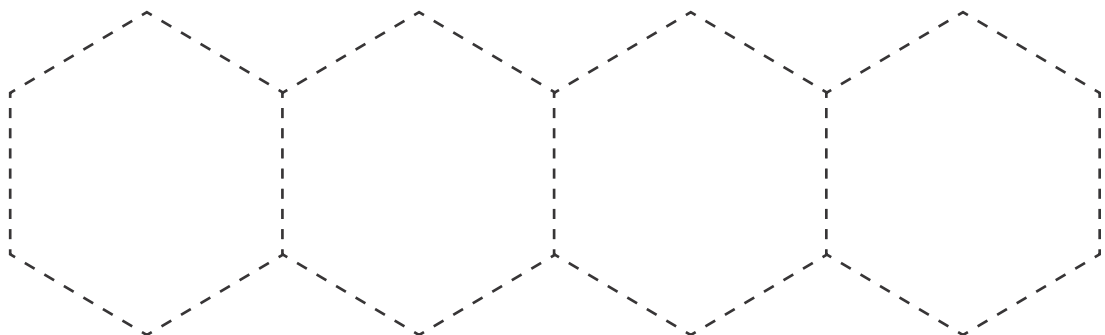
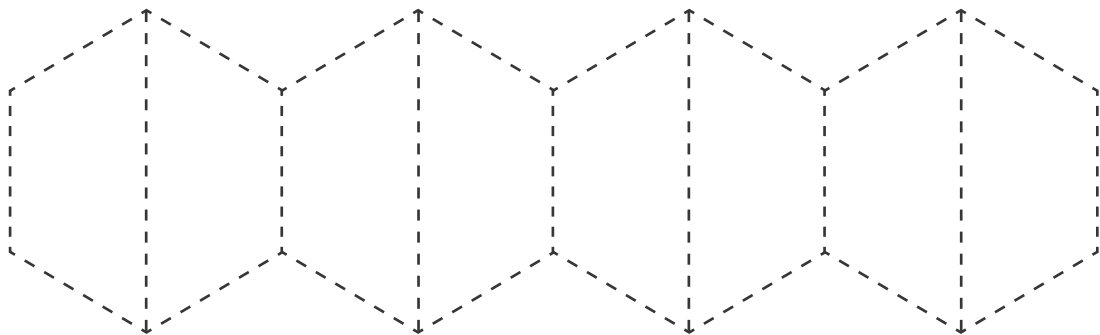
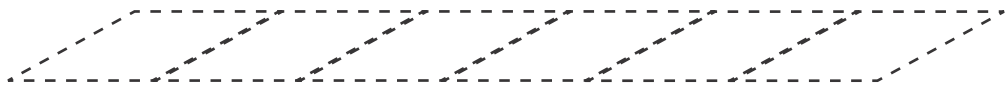
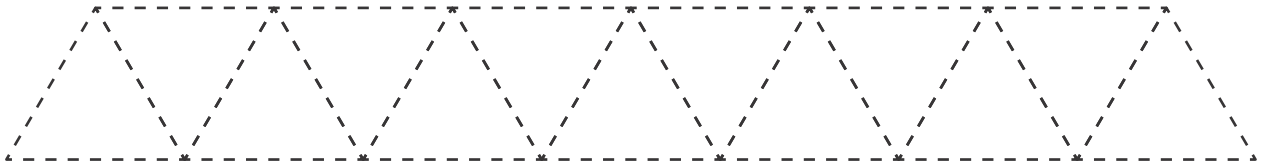


(To form a yardstick, cut out and tape six rulers together and complete labeling.)

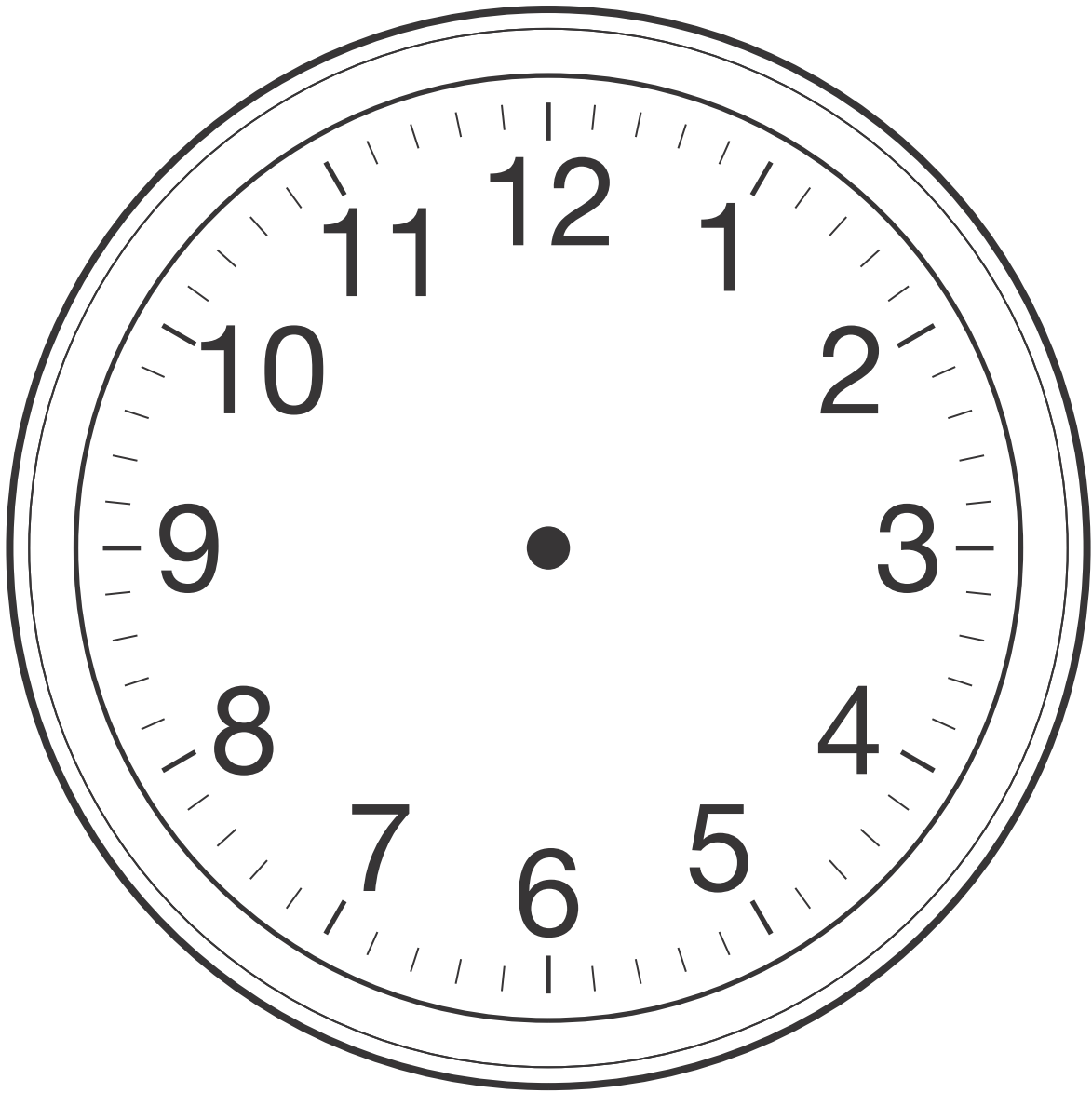
Name _____



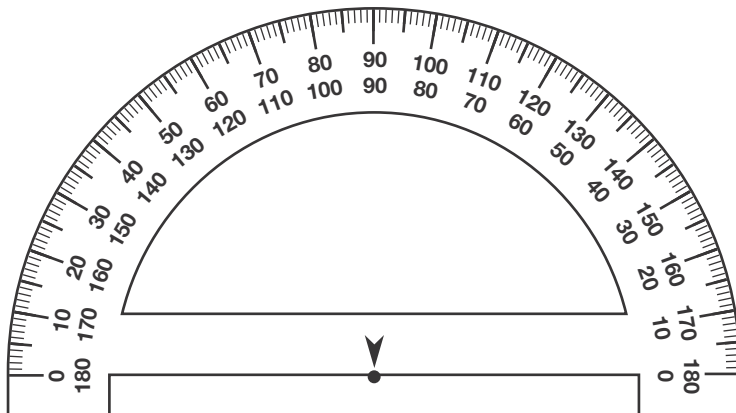
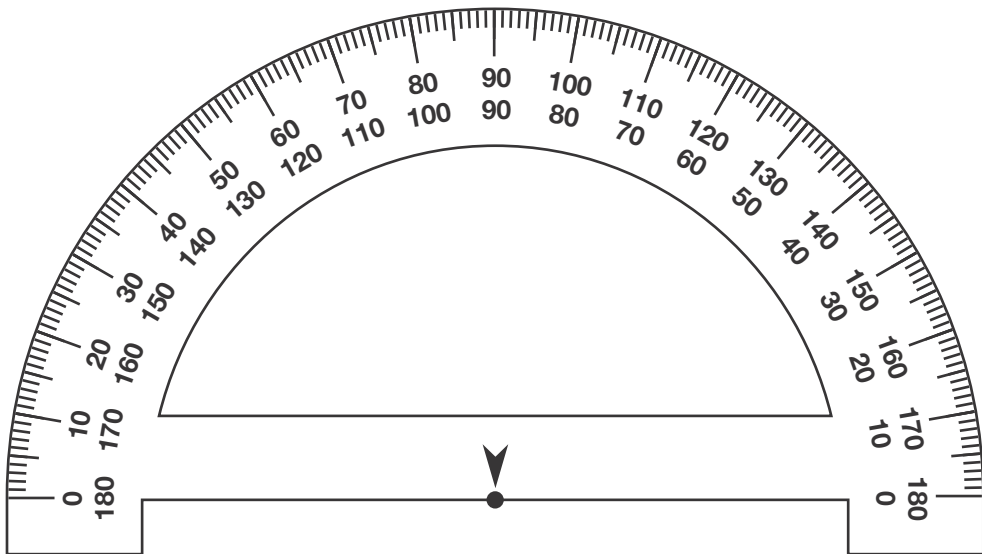
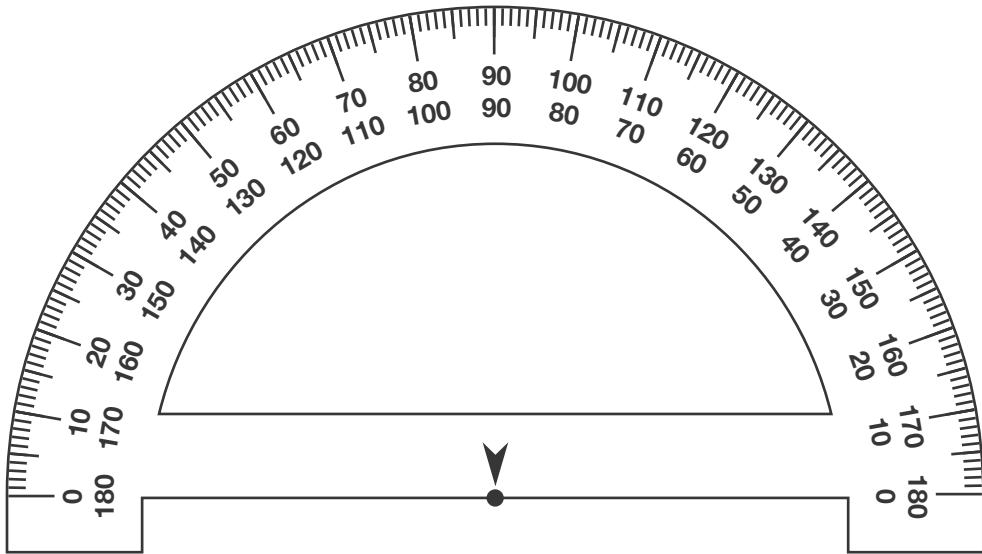
Name _____



Name _____



Name _____



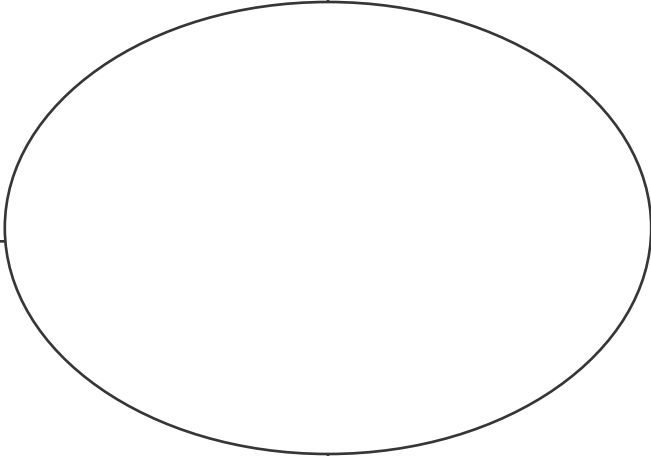
Name _____

×	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
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

Name _____

- | | | |
|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 13. (A) (B) (C) (D) | 25. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 14. (A) (B) (C) (D) | 26. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 15. (A) (B) (C) (D) | 27. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 16. (A) (B) (C) (D) | 28. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 17. (A) (B) (C) (D) | 29. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 30. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 31. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 20. (A) (B) (C) (D) | 32. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 33. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 22. (A) (B) (C) (D) | 34. (A) (B) (C) (D) |
| 11. (A) (B) (C) (D) | 23. (A) (B) (C) (D) | 35. (A) (B) (C) (D) |
| 12. (A) (B) (C) (D) | 24. (A) (B) (C) (D) | 36. (A) (B) (C) (D) |

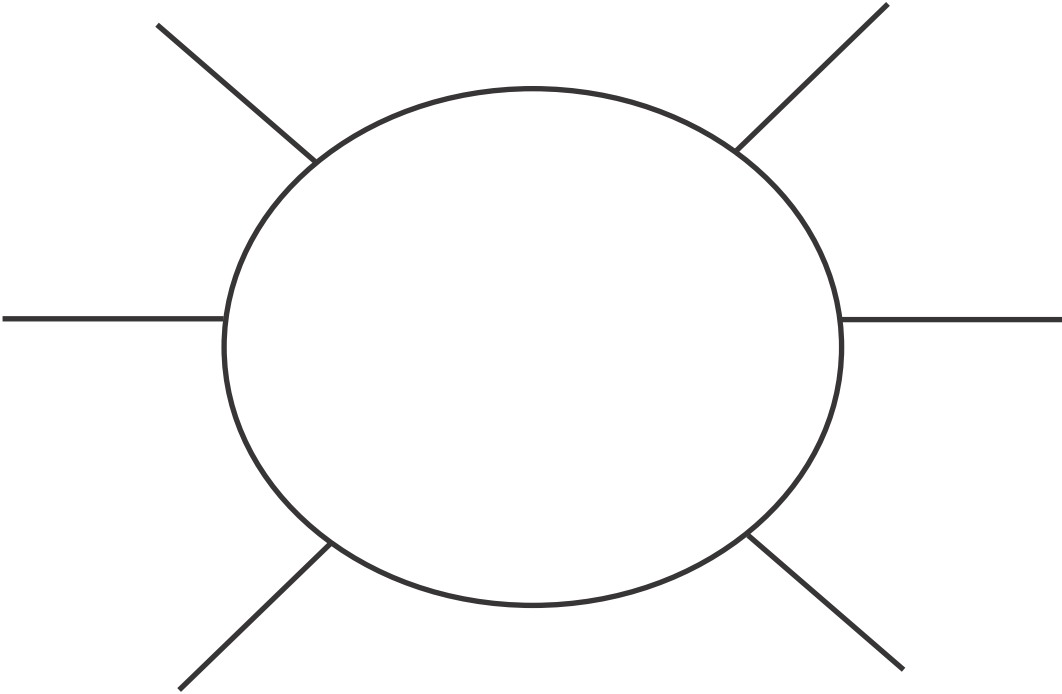
Name _____

Definition	Characteristics
	
Examples	Non-Examples

Name _____

New Word	What It Means

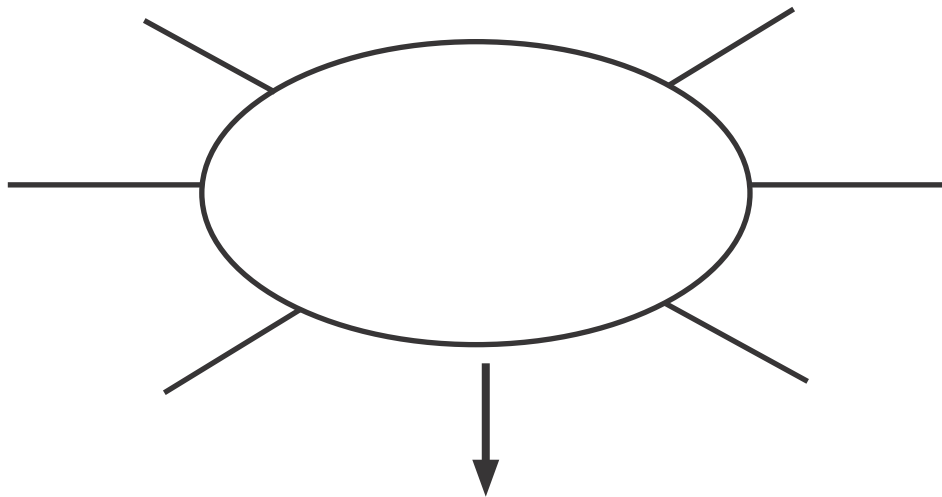
Name _____



Name _____

Examples:

Related Words:



Tell About It:

Name _____

New Symbol



What It Means:

New Shape



Name and Attributes:

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 ✓.





Add and Subtract Multi-Digit Whole Numbers						
Fluency Subskills	Fluency Practice/Assessment					
	1	2	3	4	5	6
A 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 ○
B Subtract with no regrouping or with 1 regrouping.	4 ○	4 ○	4 ○	4 ○	4 ○	4 ○
	5 ○	5 ○	5 ○	5 ○	5 ○	5 ○
	6 ○	6 ○	6 ○	6 ○	6 ○	6 ○
C Add with more than 1 regrouping.	7 ○	7 ○	7 ○	7 ○	7 ○	7 ○
	8 ○	8 ○	8 ○	8 ○	8 ○	8 ○
	9 ○	9 ○	9 ○	9 ○	9 ○	9 ○
	10 ○	10 ○	10 ○	10 ○	10 ○	10 ○
D Subtract with more than 1 regrouping.	11 ○	11 ○	11 ○	11 ○	11 ○	11 ○
	12 ○	12 ○	12 ○	12 ○	12 ○	12 ○
	13 ○	13 ○	13 ○	13 ○	13 ○	13 ○
E Subtract across 1 zero.	14 ○	14 ○	14 ○	14 ○	14 ○	14 ○
	15 ○	15 ○	15 ○	15 ○	15 ○	15 ○
	16 ○	16 ○	16 ○	16 ○	16 ○	16 ○
	17 ○	17 ○	17 ○	17 ○	17 ○	17 ○
F Subtract across more than 1 zero.	18 ○	18 ○	18 ○	18 ○	18 ○	18 ○
	19 ○	19 ○	19 ○	19 ○	19 ○	19 ○
	20 ○	20 ○	20 ○	20 ○	20 ○	20 ○

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.

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>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