

Name _____

Student Progress Report

Date _____

Dear Family,

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

Teacher Comments:



Name of student: _____

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

Parent/Guardian Signature

Parent/Guardian Comments:

Name _____



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Name _____

Teaching Tool

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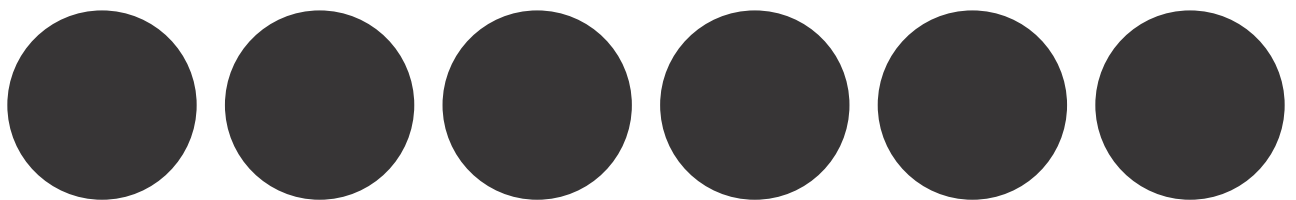
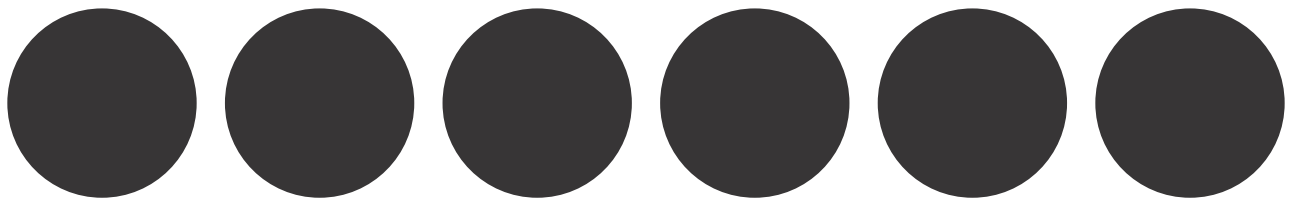
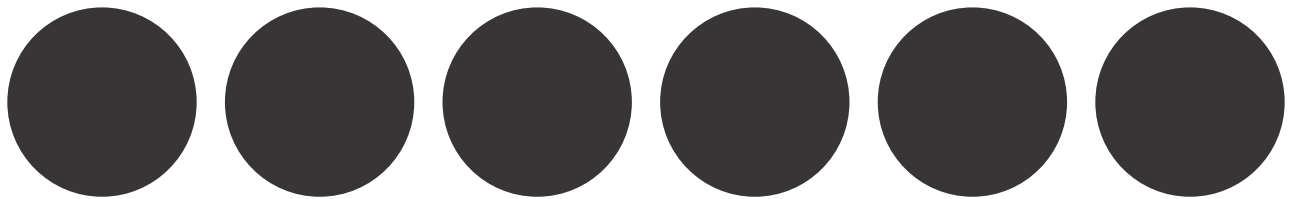
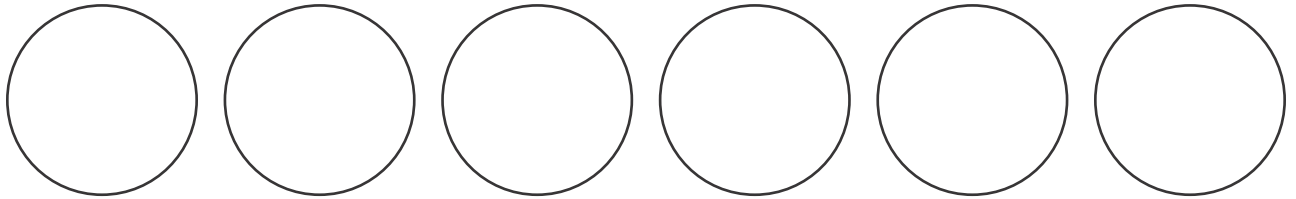
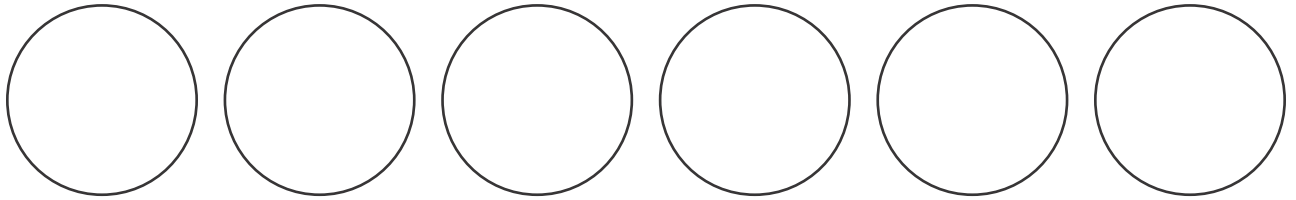
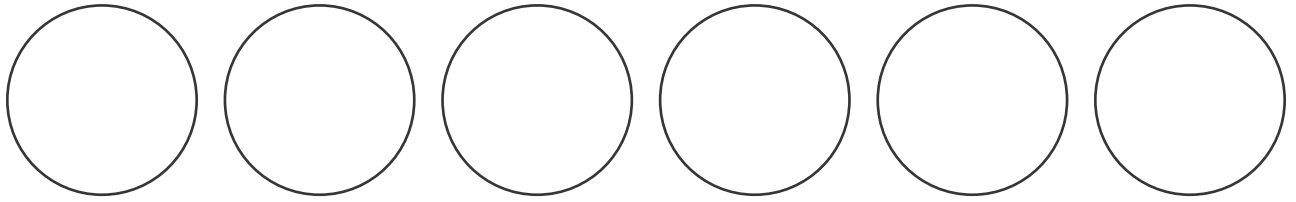
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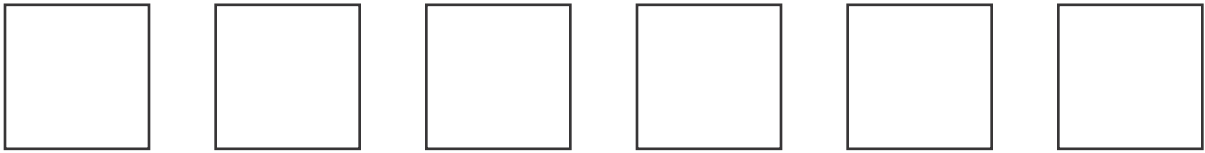
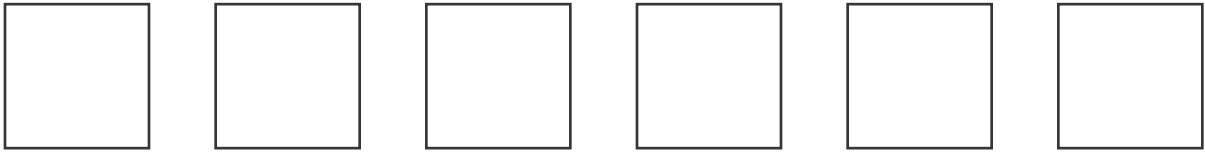
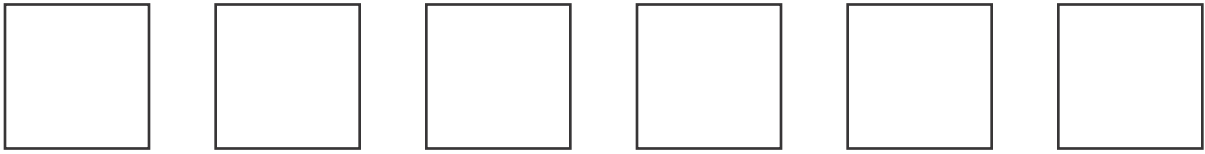
The grid consists of 15 dashed boxes arranged in three rows and five columns. Each box contains a specific number of gray dots:

- Row 1:
 - Box 1: 1 dot (with a scissors icon on the left edge)
 - Box 2: 2 dots
 - Box 3: 3 dots
 - Box 4: 4 dots
 - Box 5: 5 dots
- Row 2:
 - Box 1: 6 dots
 - Box 2: 7 dots
 - Box 3: 8 dots
 - Box 4: 9 dots
 - Box 5: 10 dots
- Row 3:
 - Box 1: 11 dots
 - Box 2: 12 dots
 - Box 3: 13 dots
 - Box 4: 14 dots
 - Box 5: 15 dots

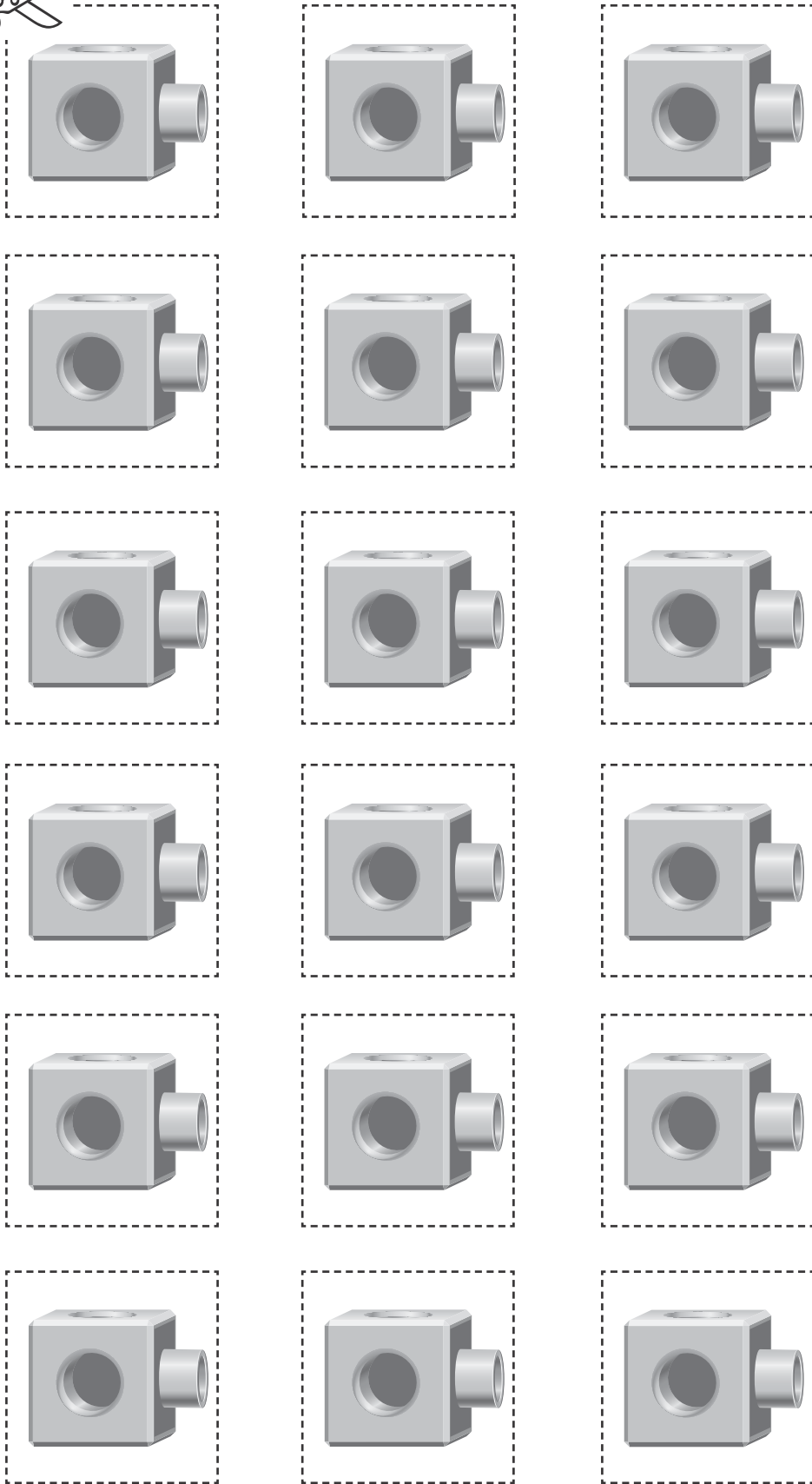
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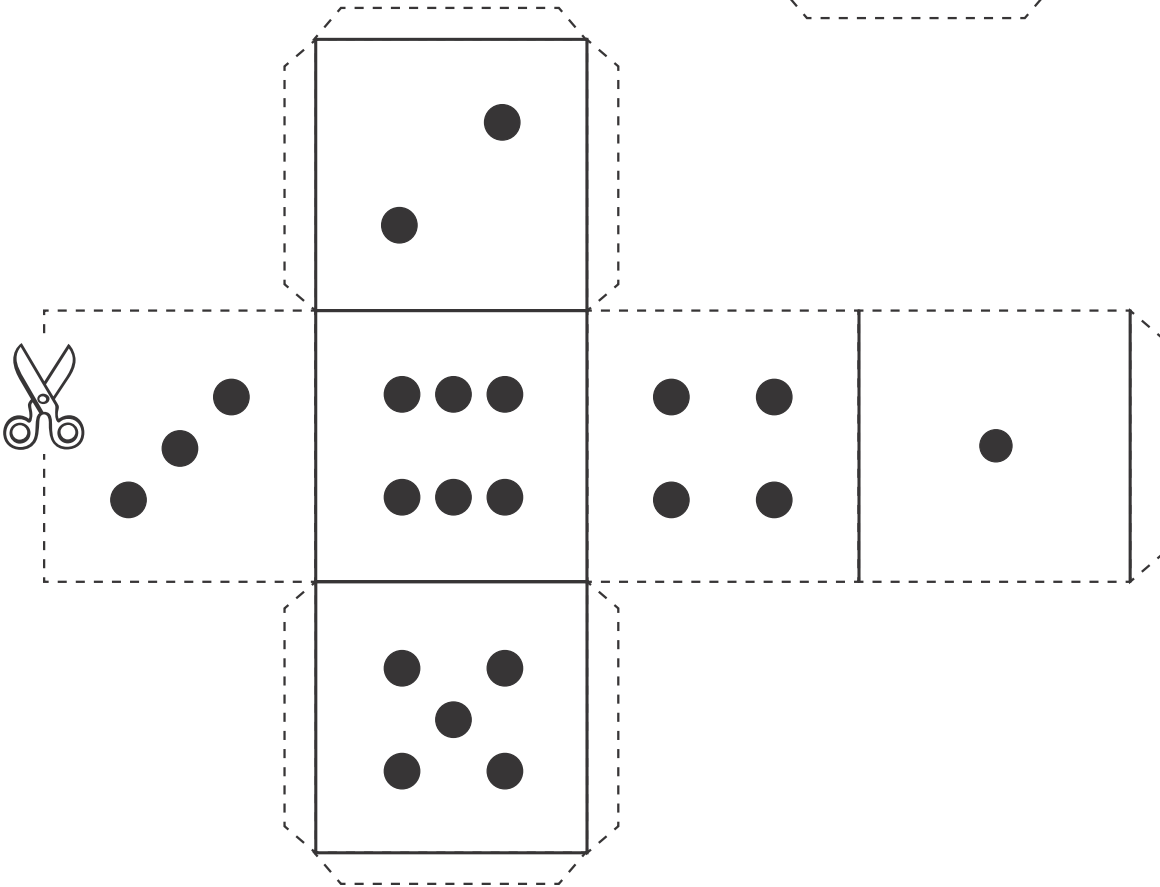
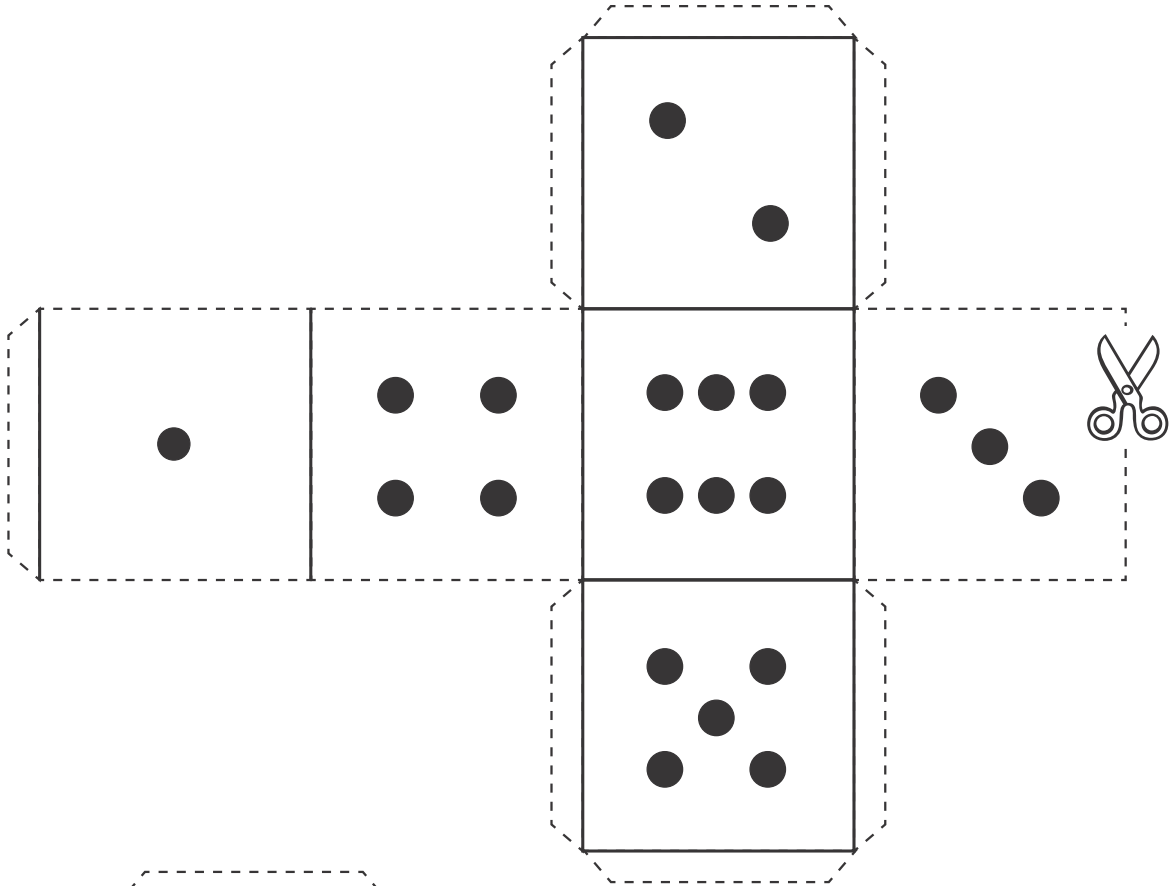
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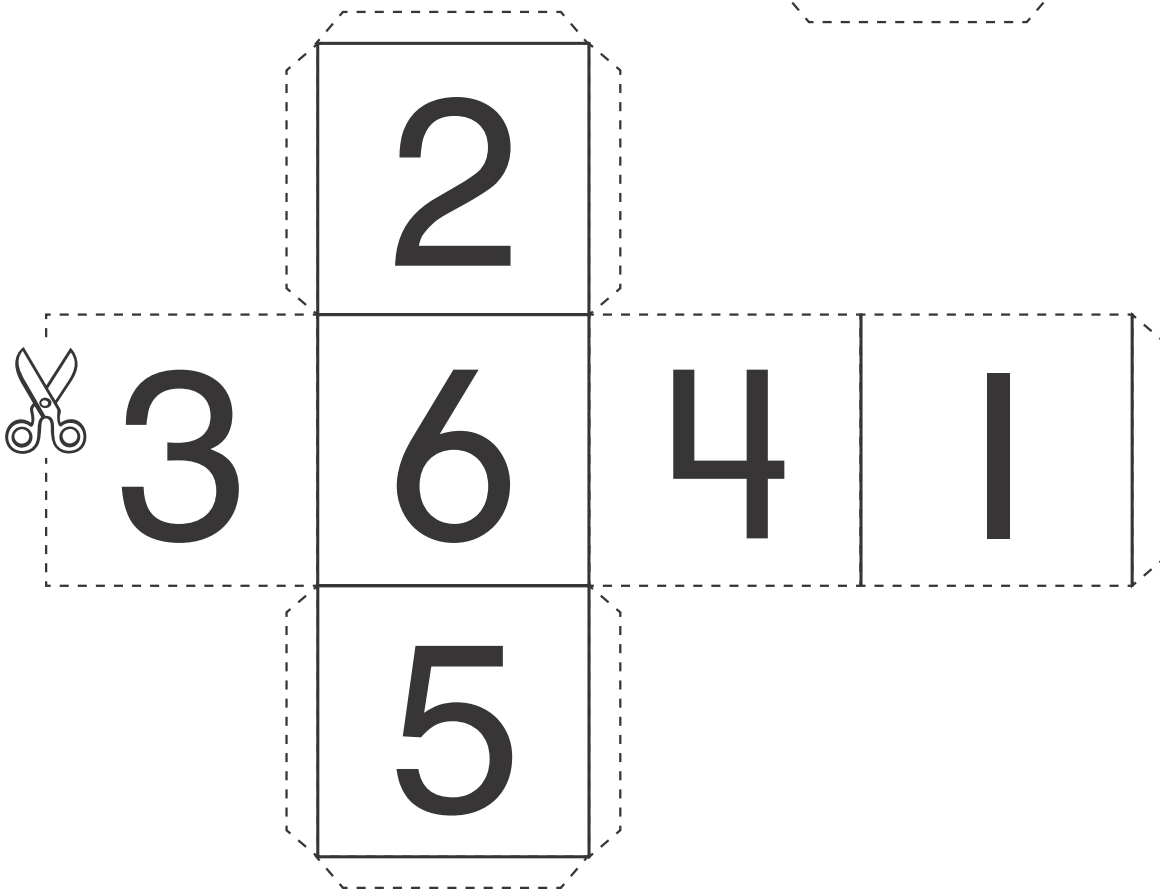
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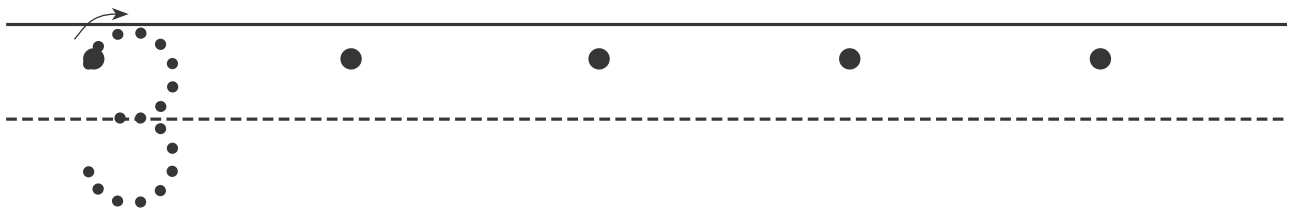
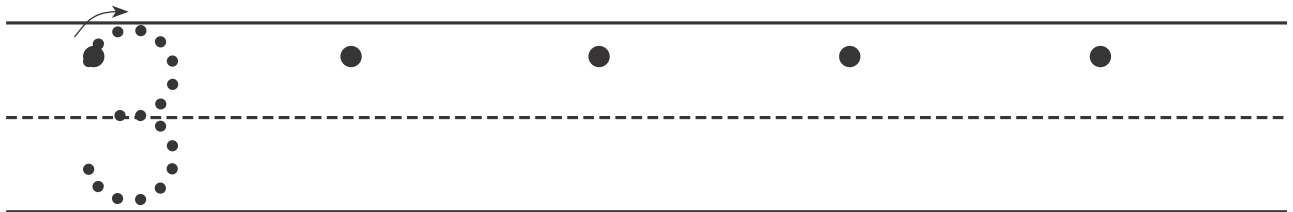
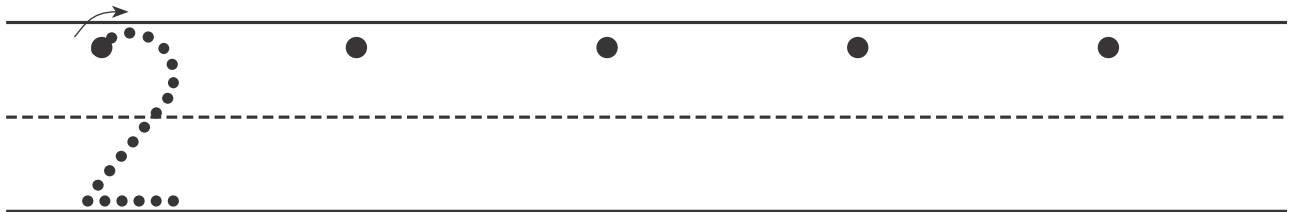
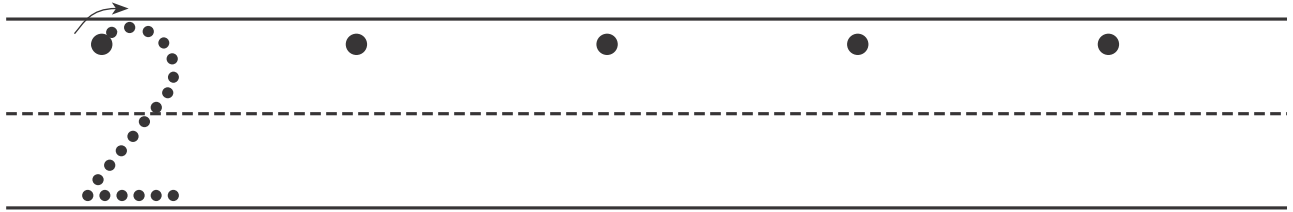
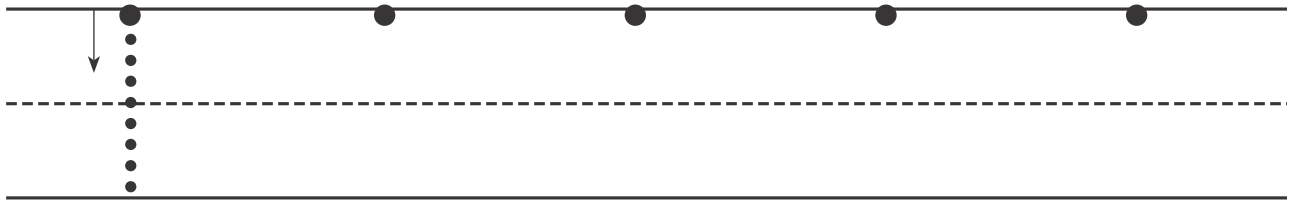
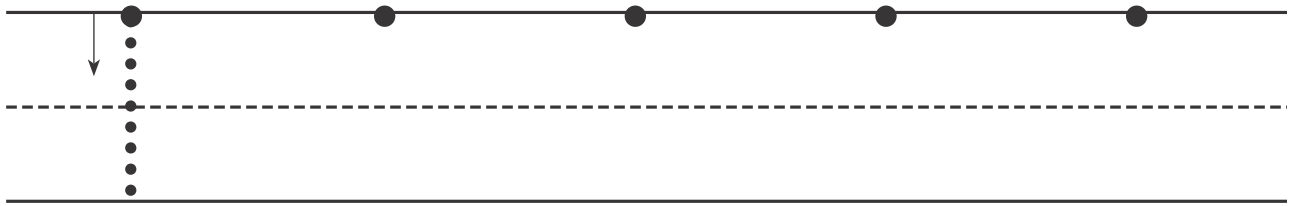


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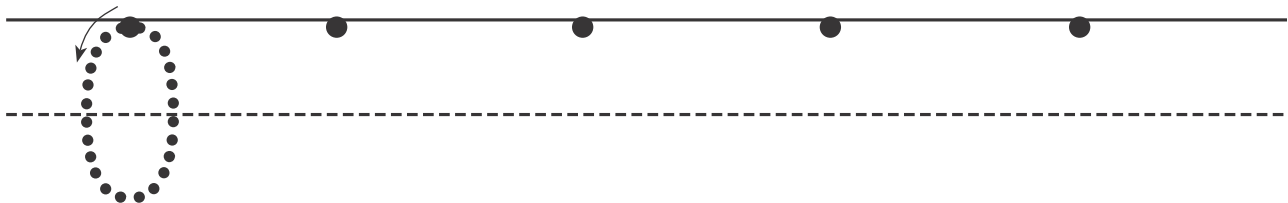
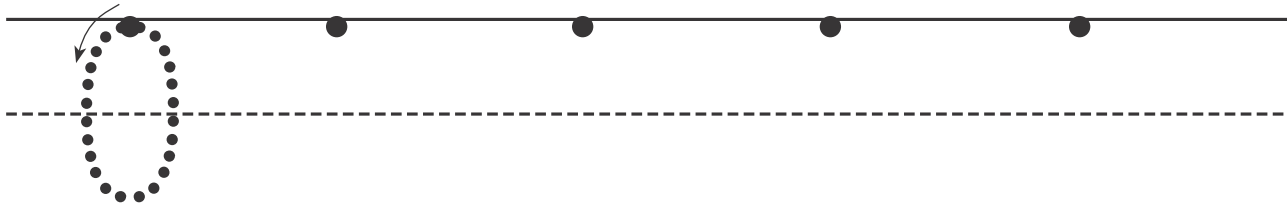
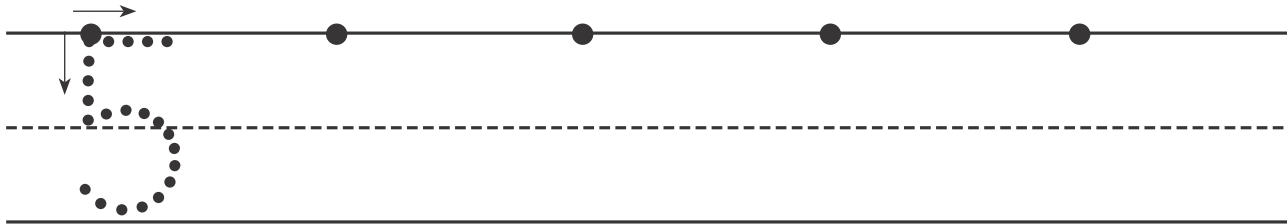
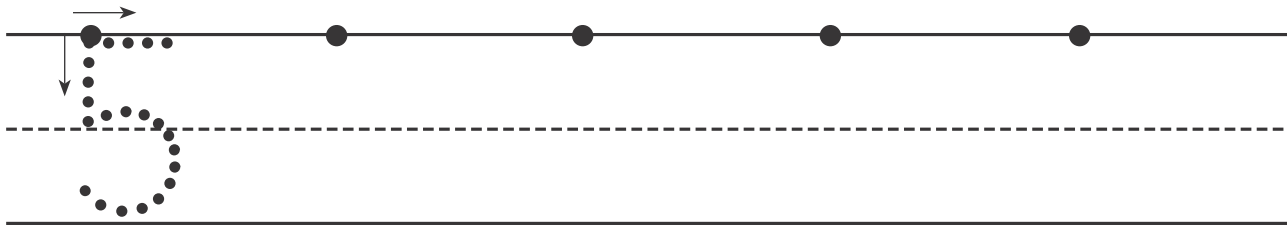
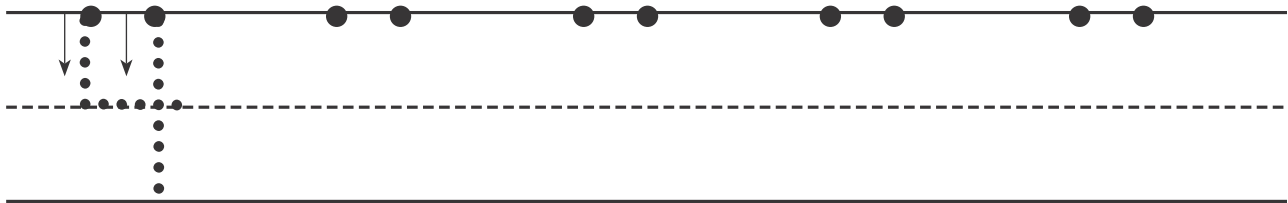
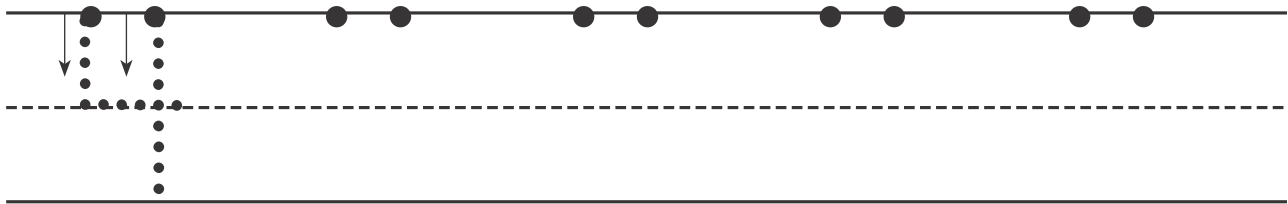


A large dashed-line box containing ten rows of cube train components. Each row consists of eight square blocks, each with a circular hole in the center, and a small rectangular tab on the right side. The rows are separated by horizontal dashed lines, and the entire set is bounded by vertical dashed lines on the left and right.

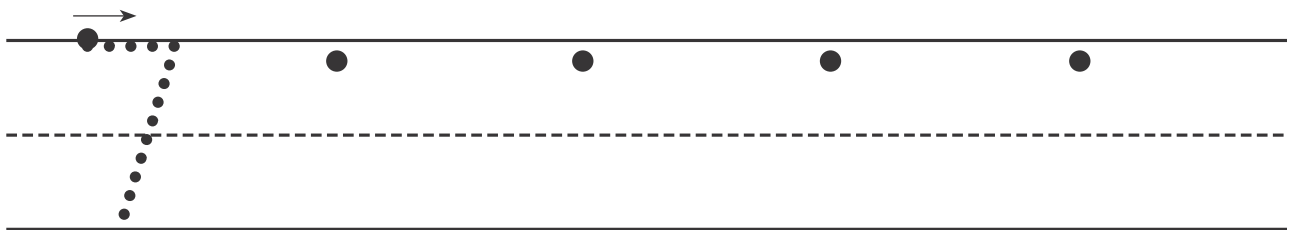
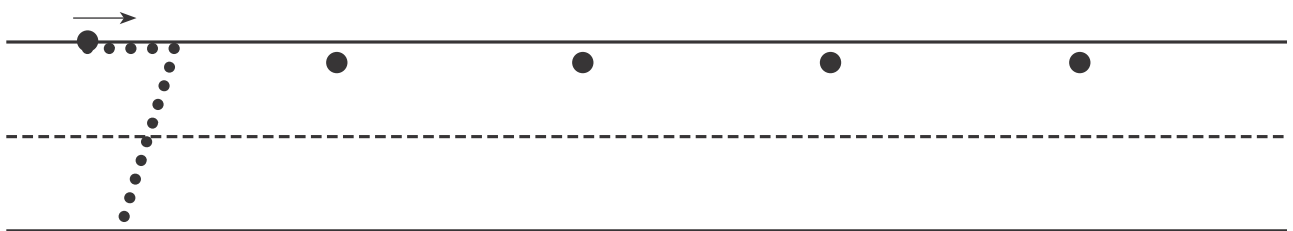
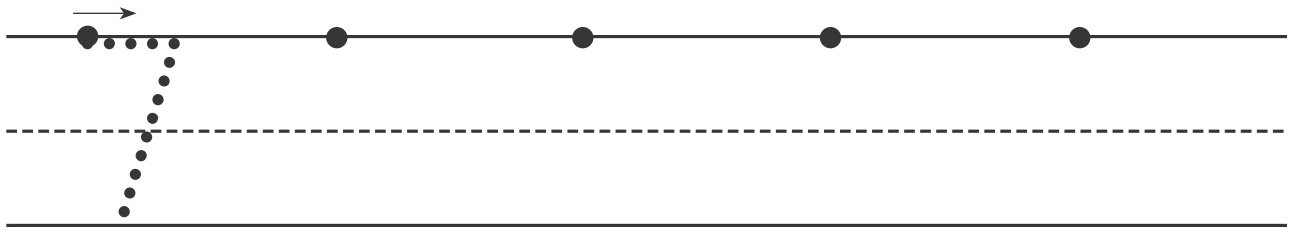
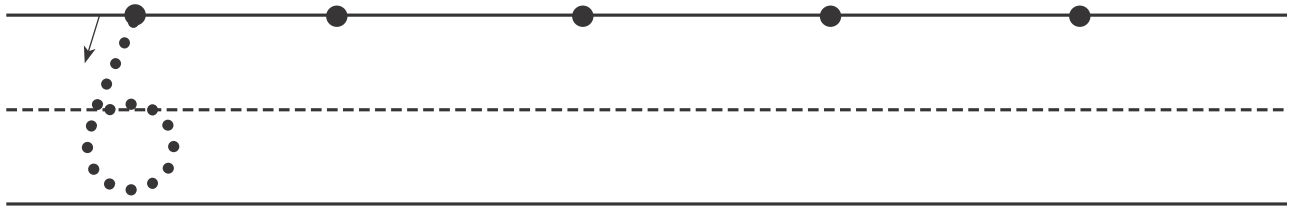
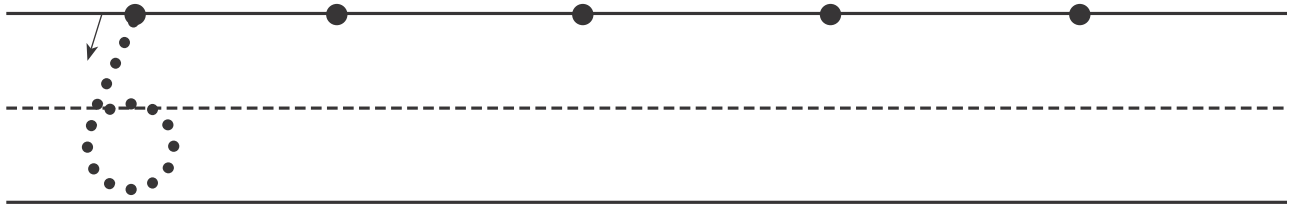
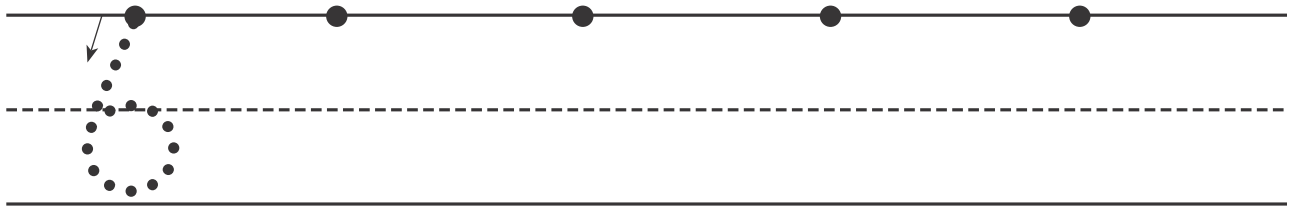
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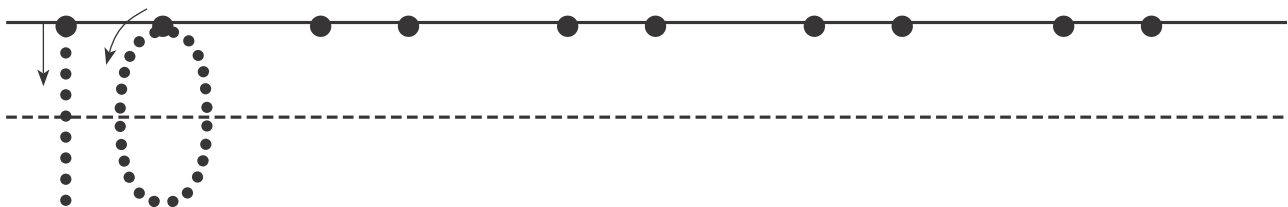
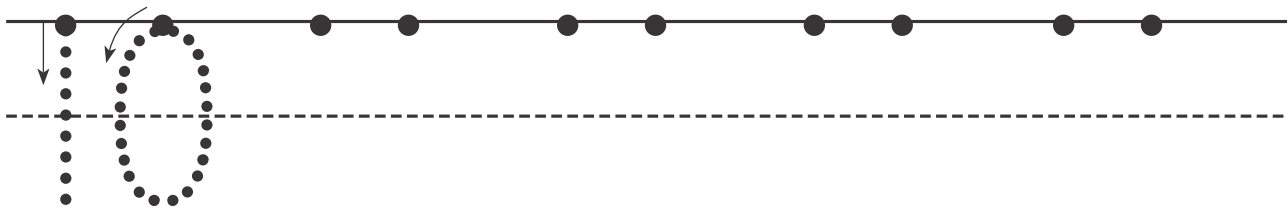
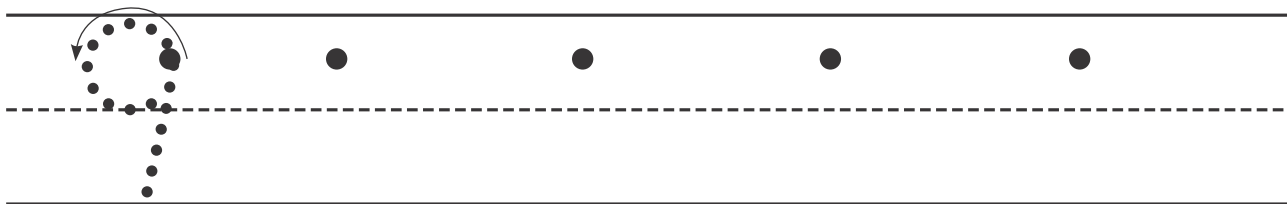
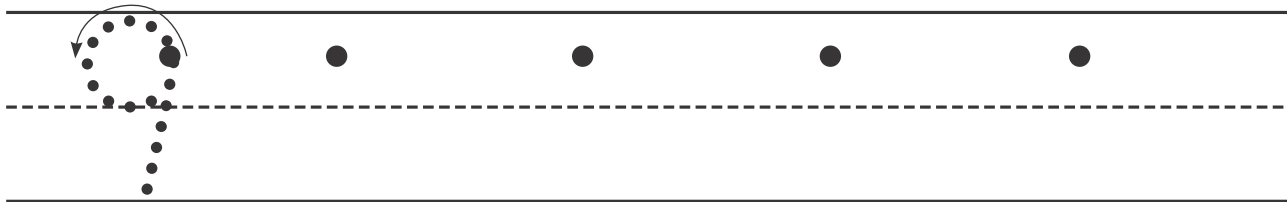
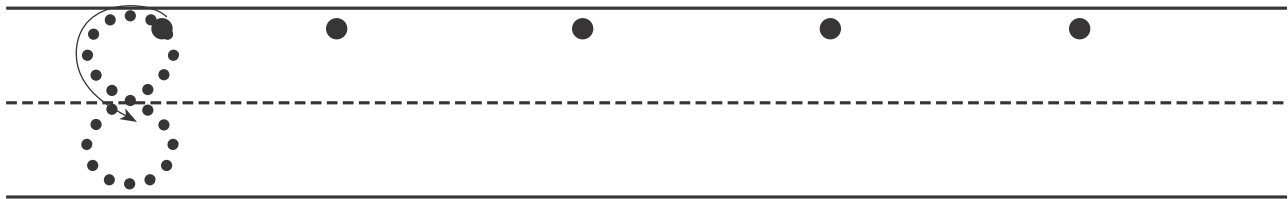
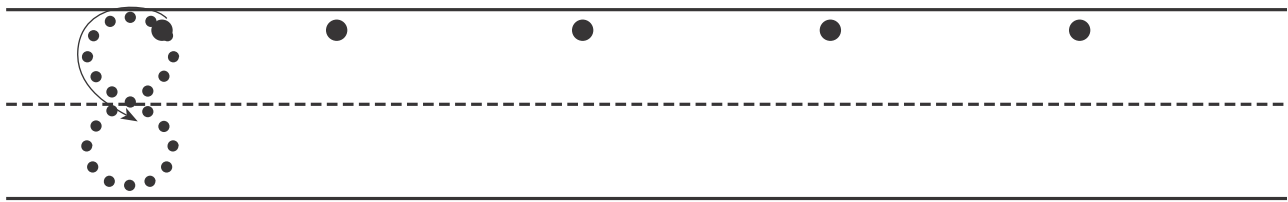
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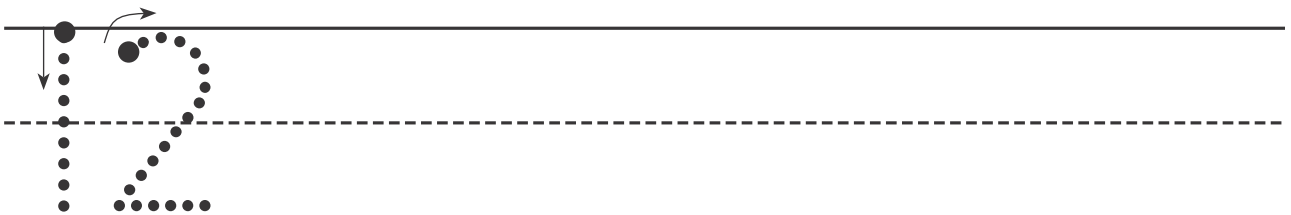
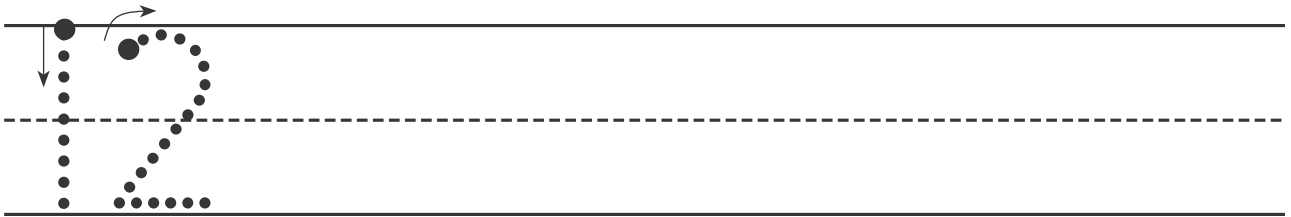
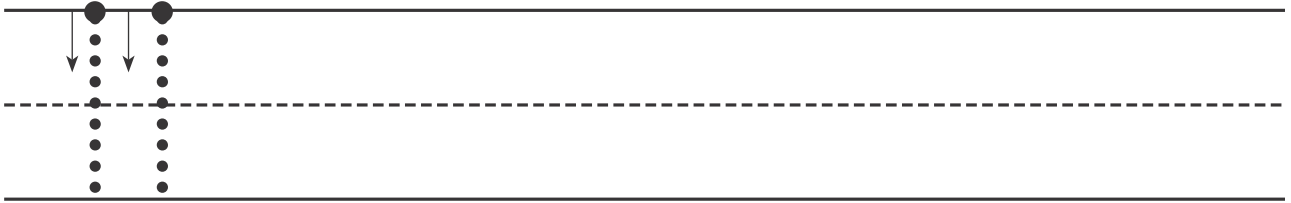
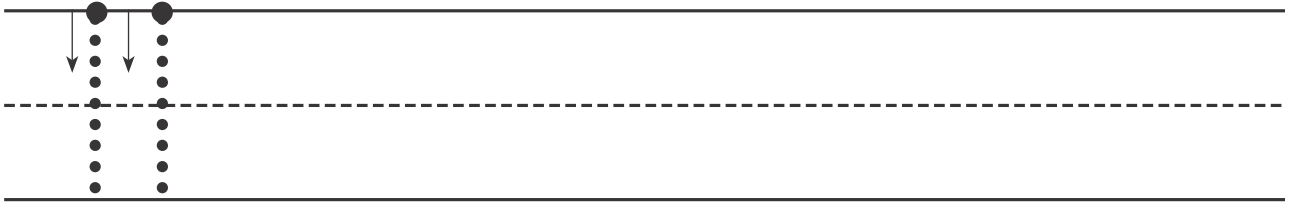
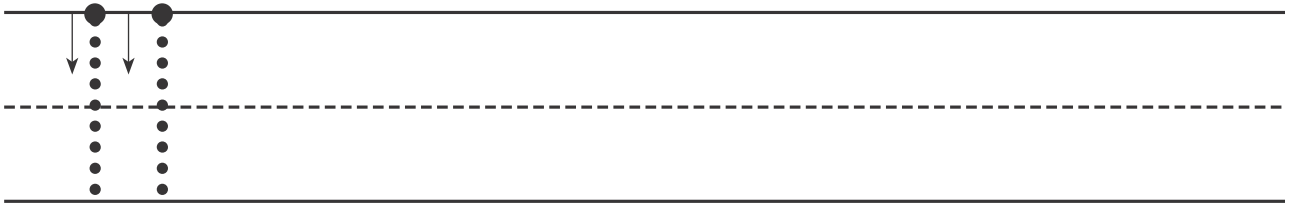
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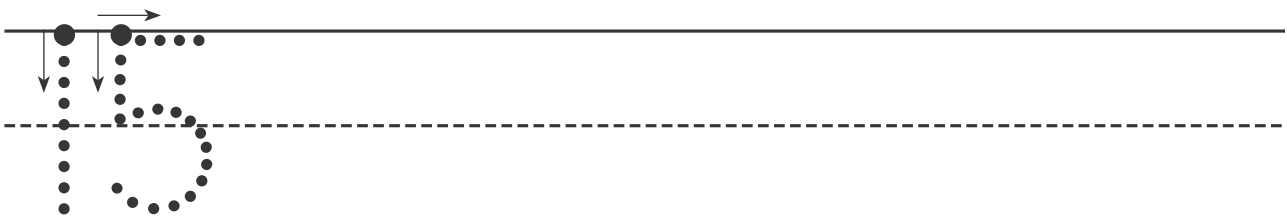
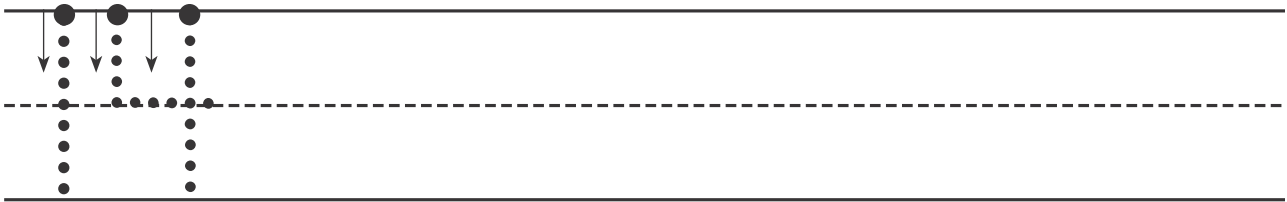
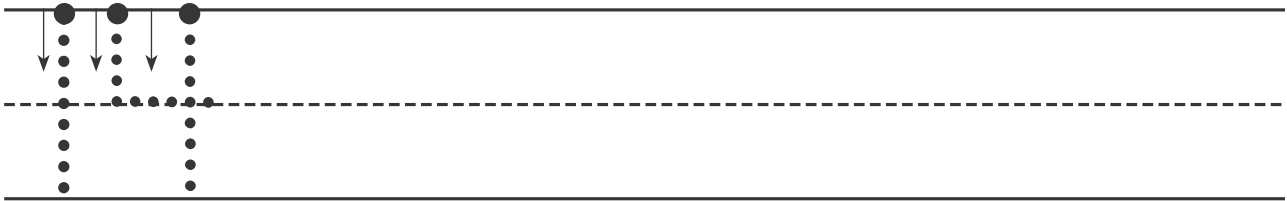
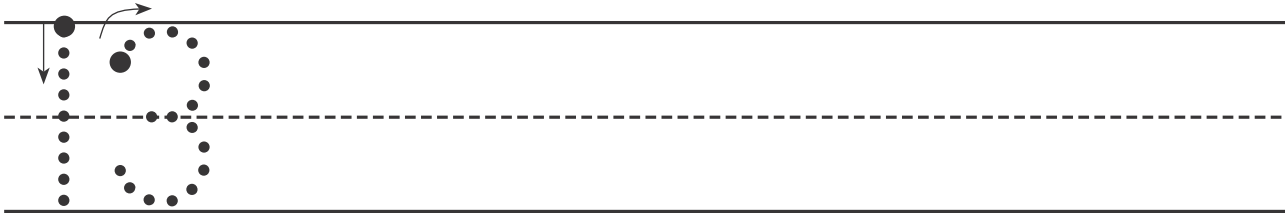
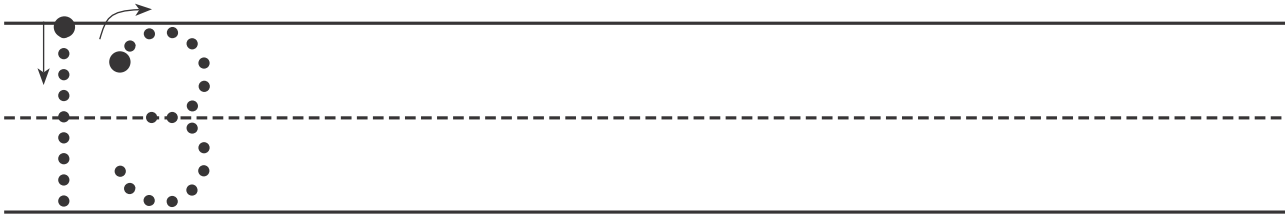
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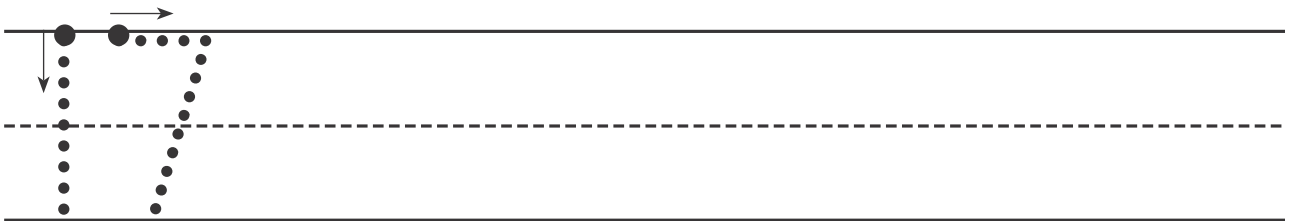
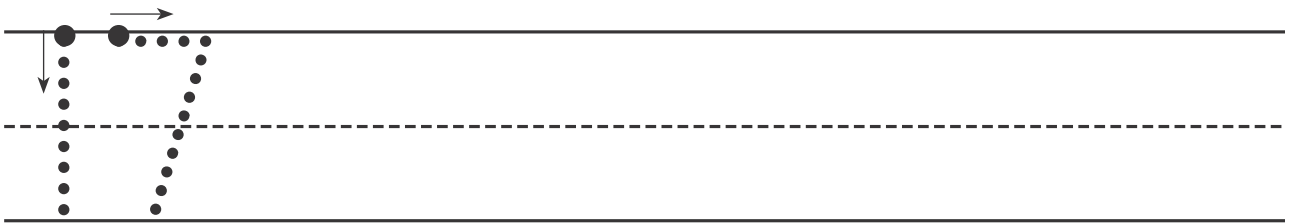
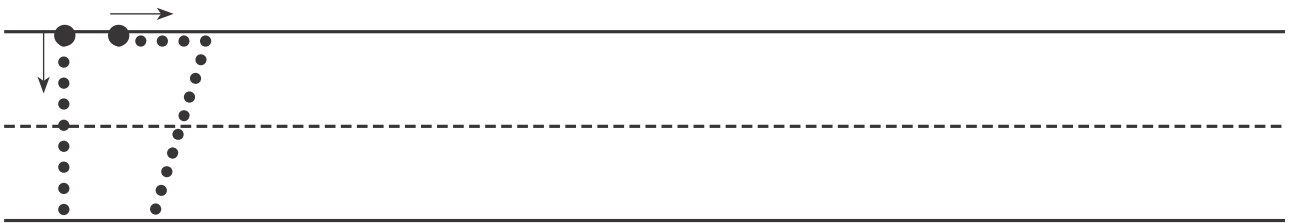
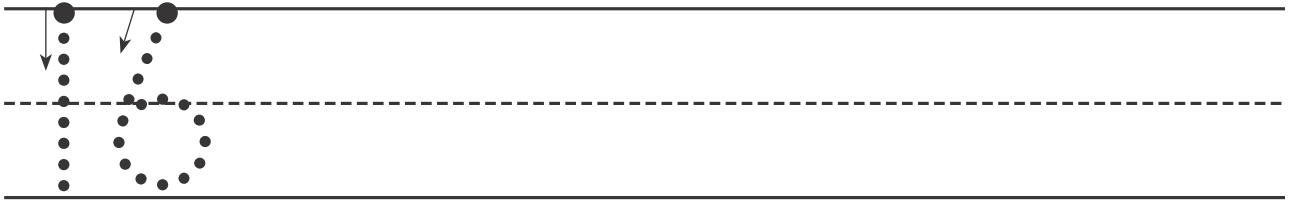
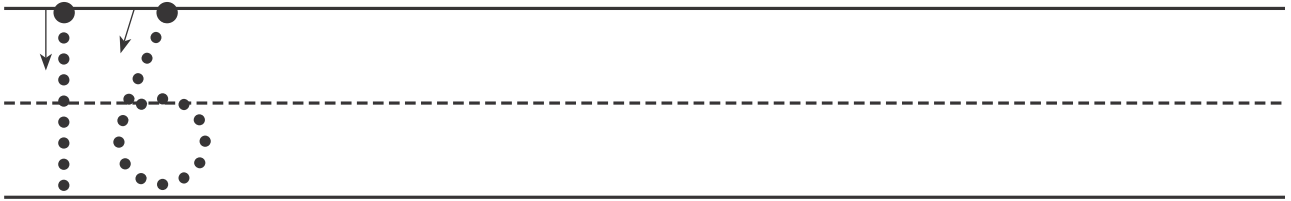
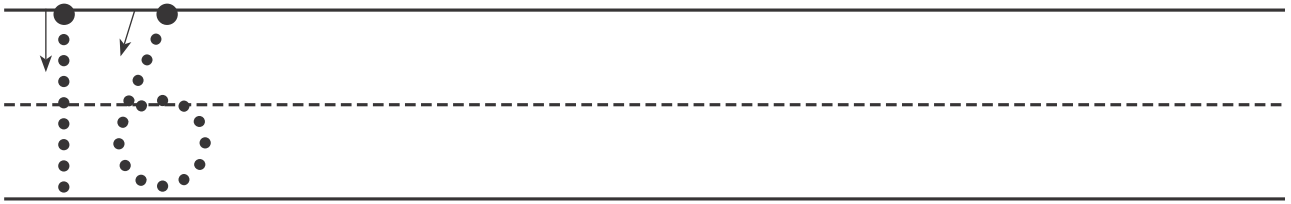
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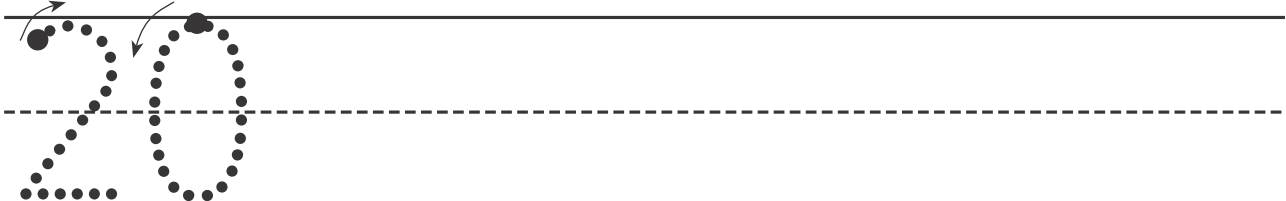
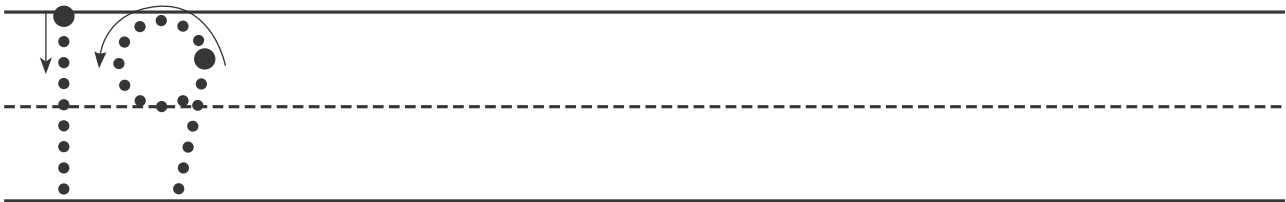
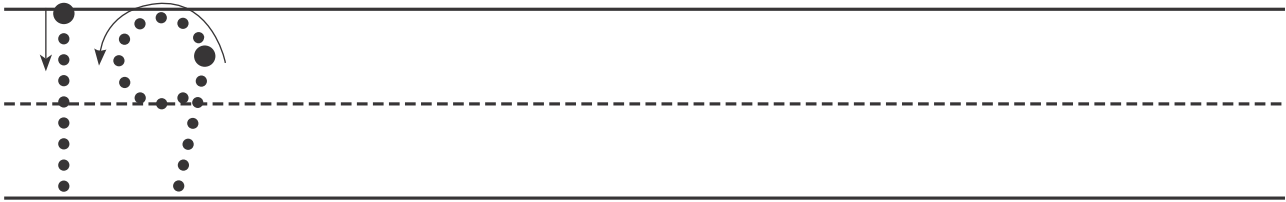
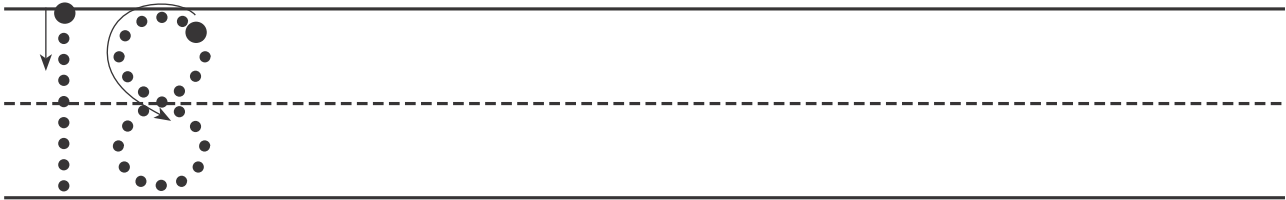
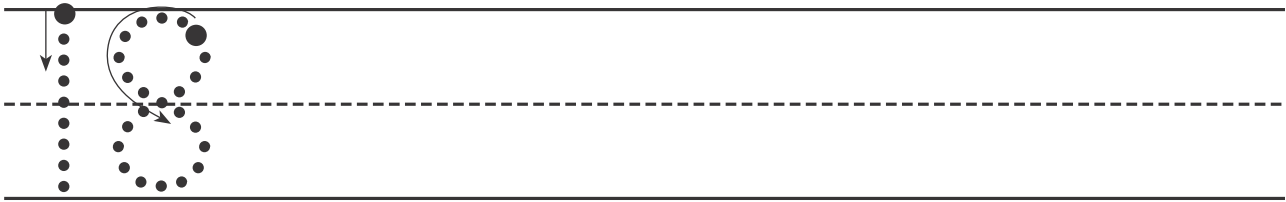
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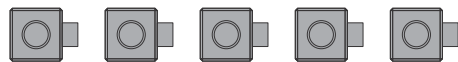
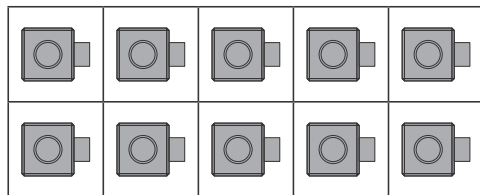
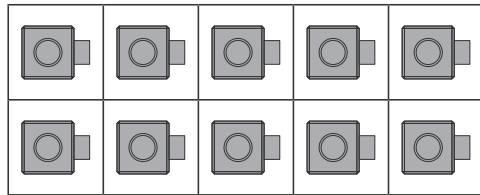
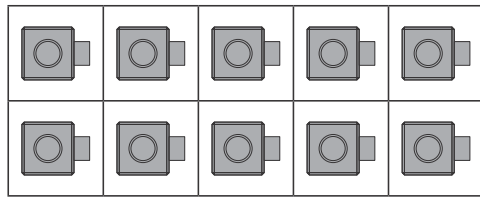
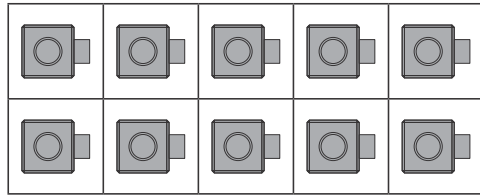
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Name _____

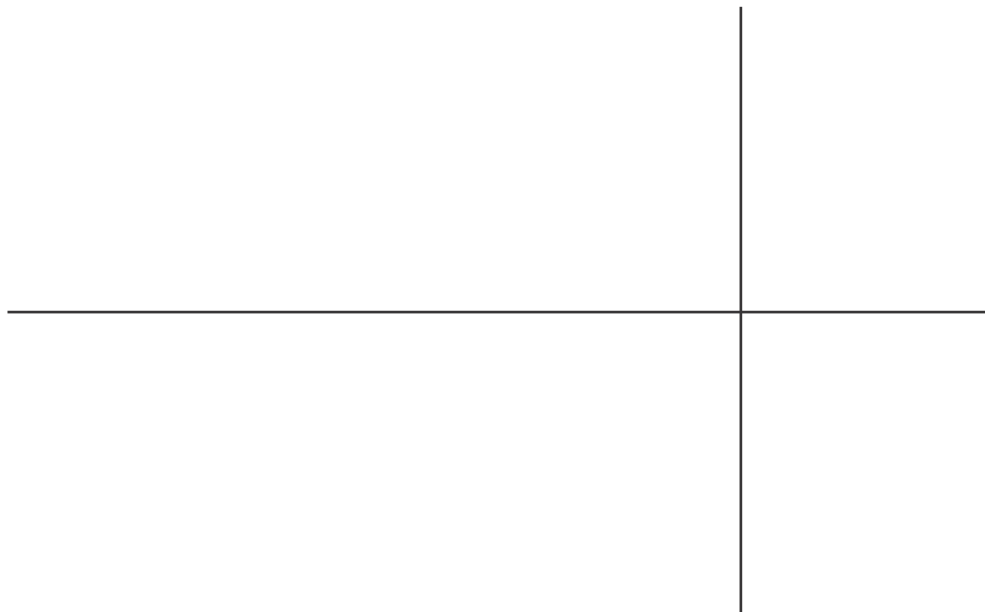
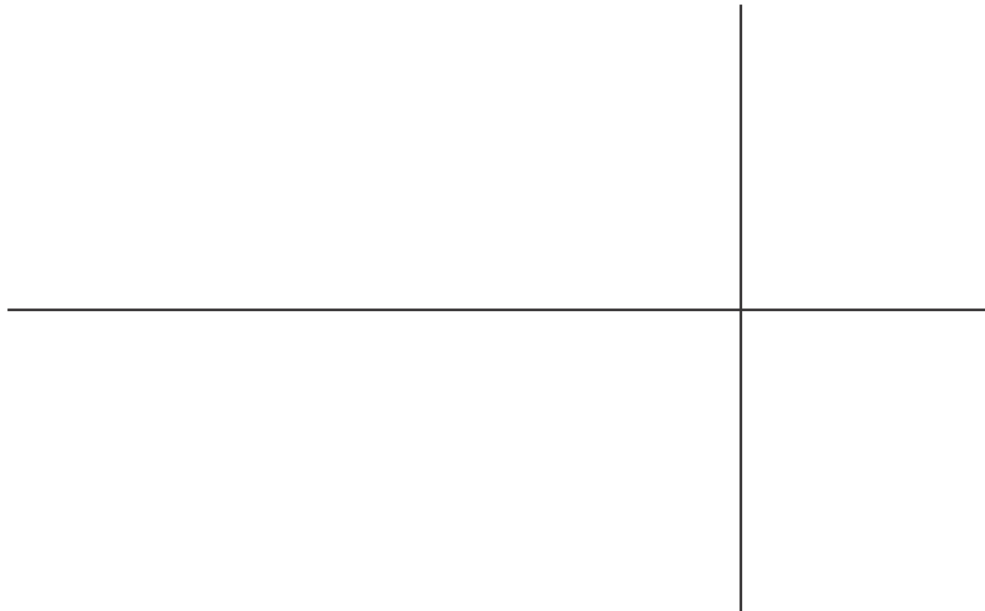
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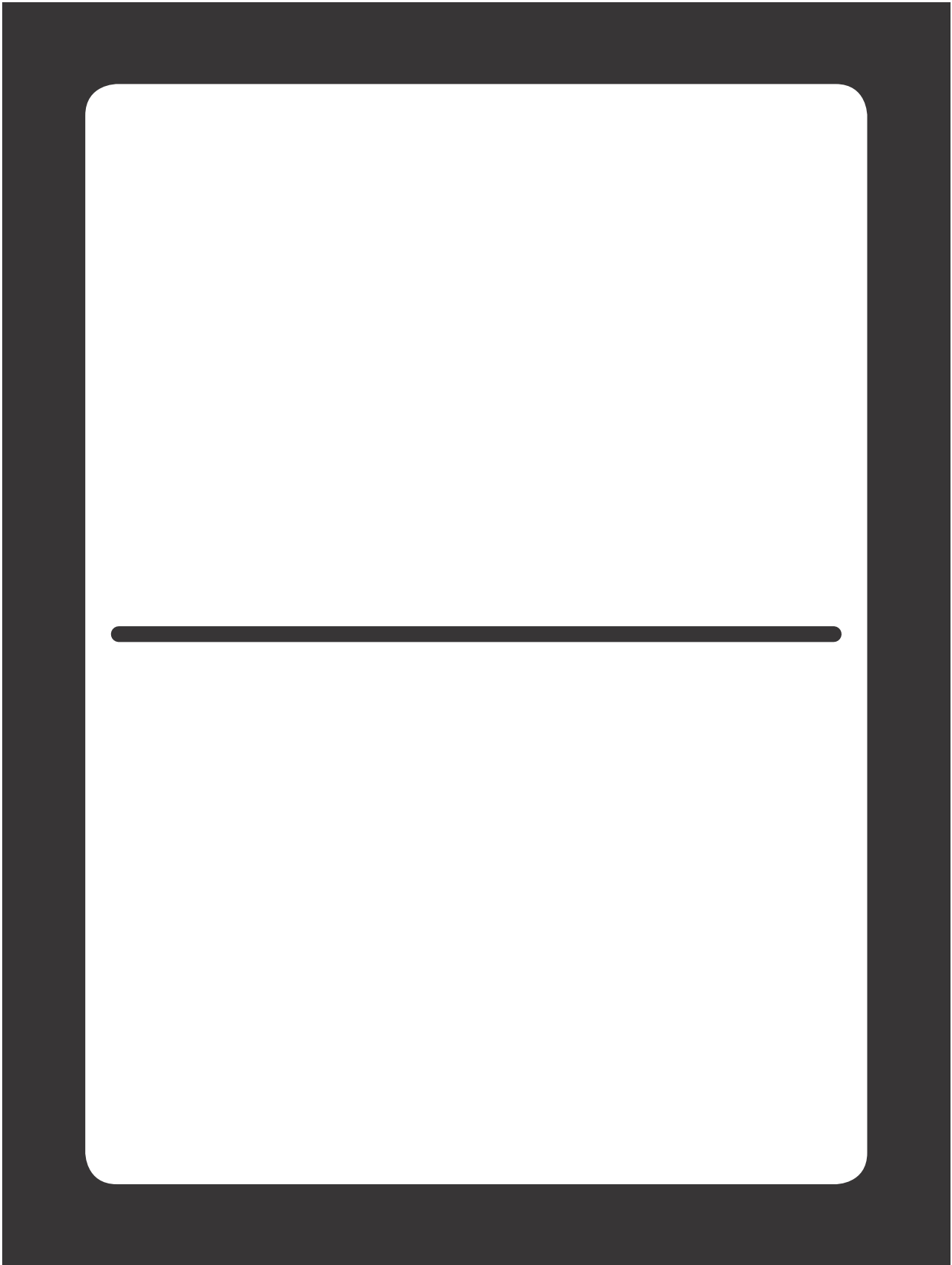
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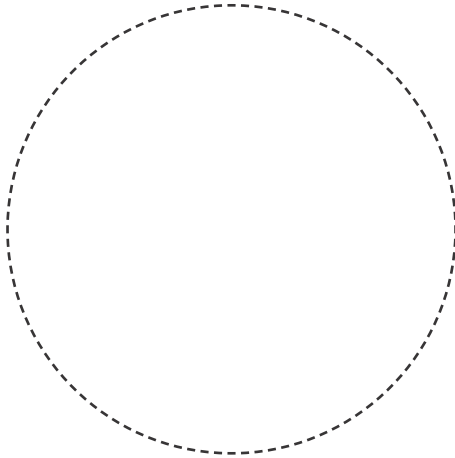
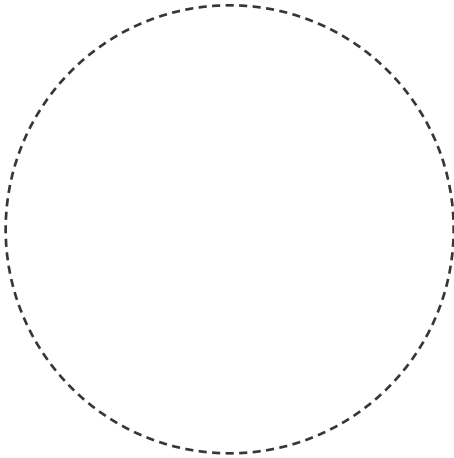
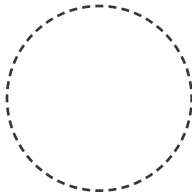
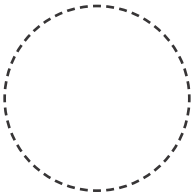
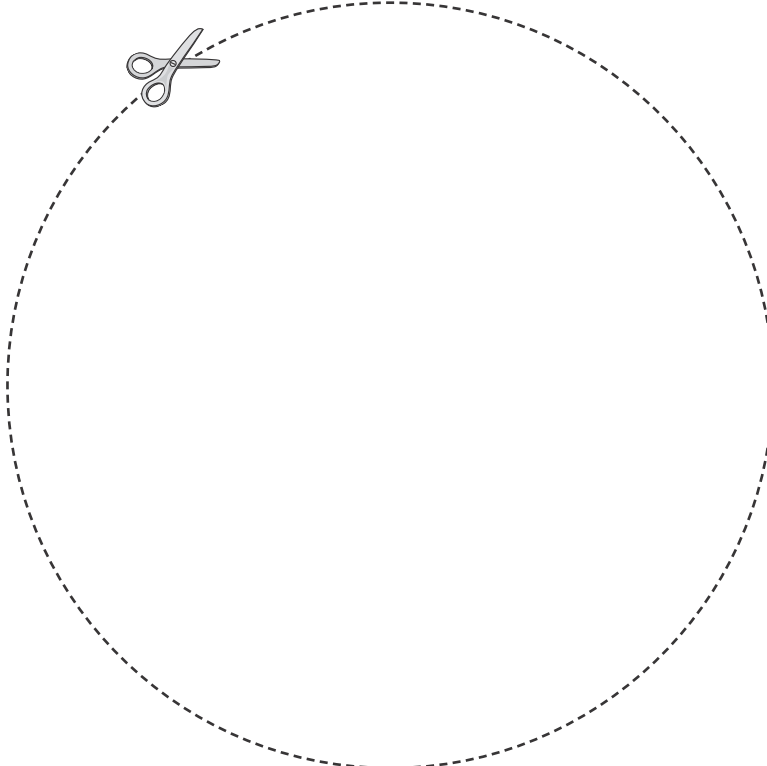
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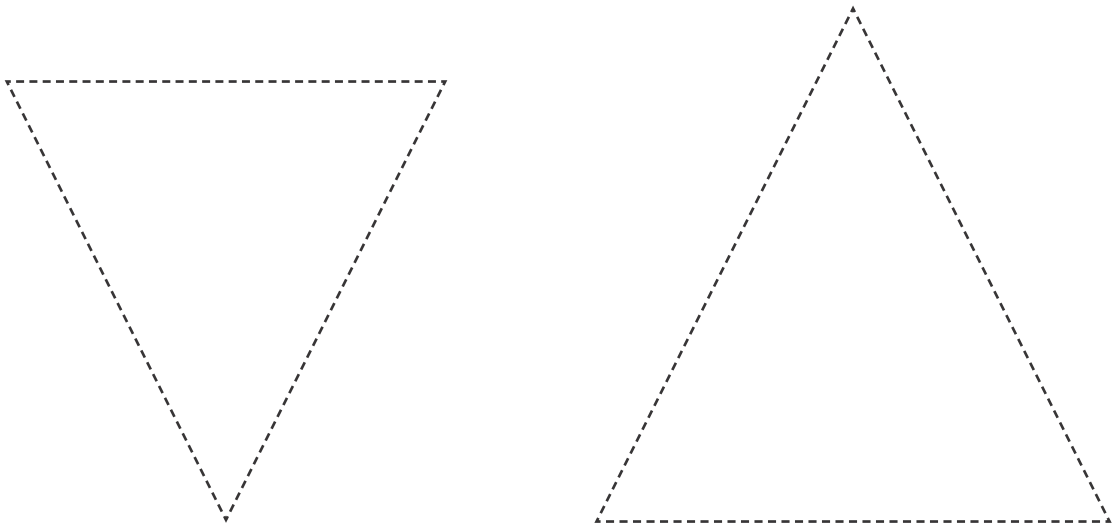
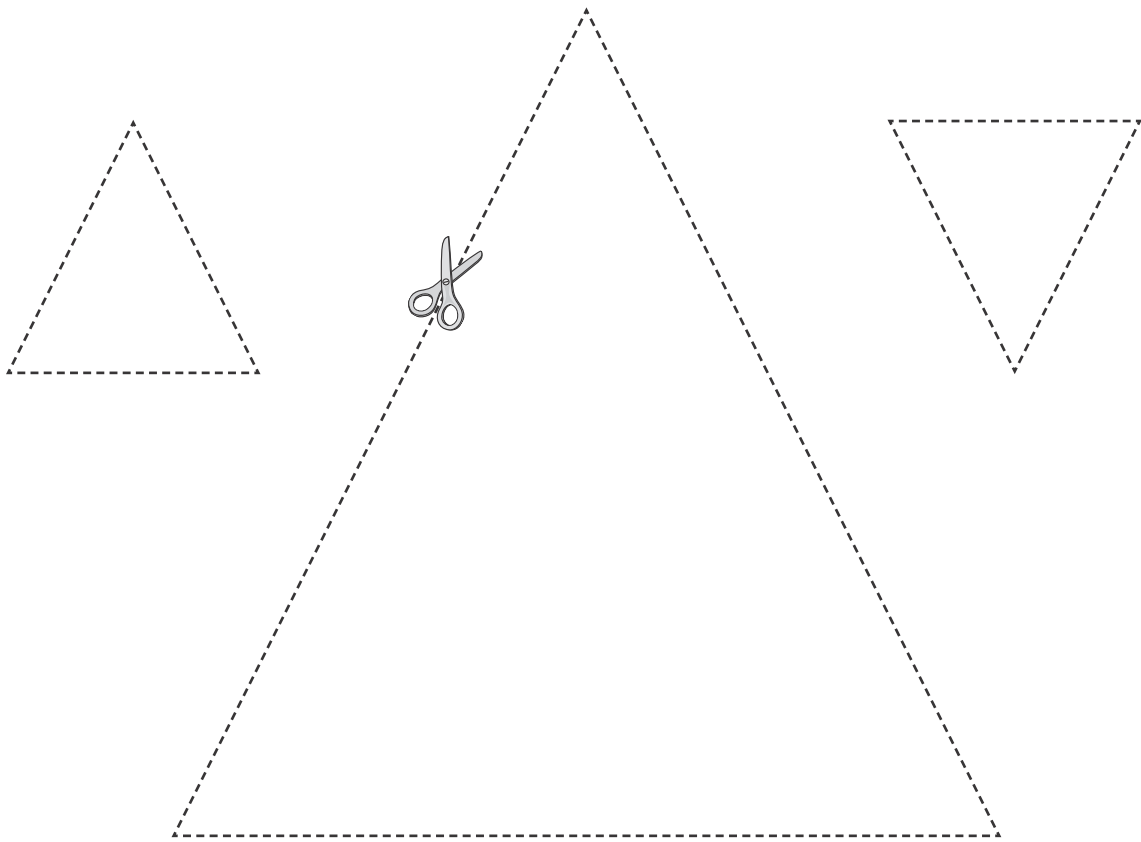
Name _____

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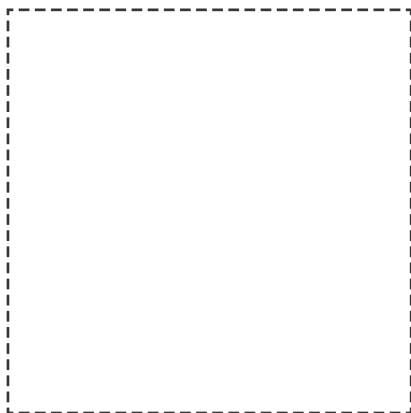
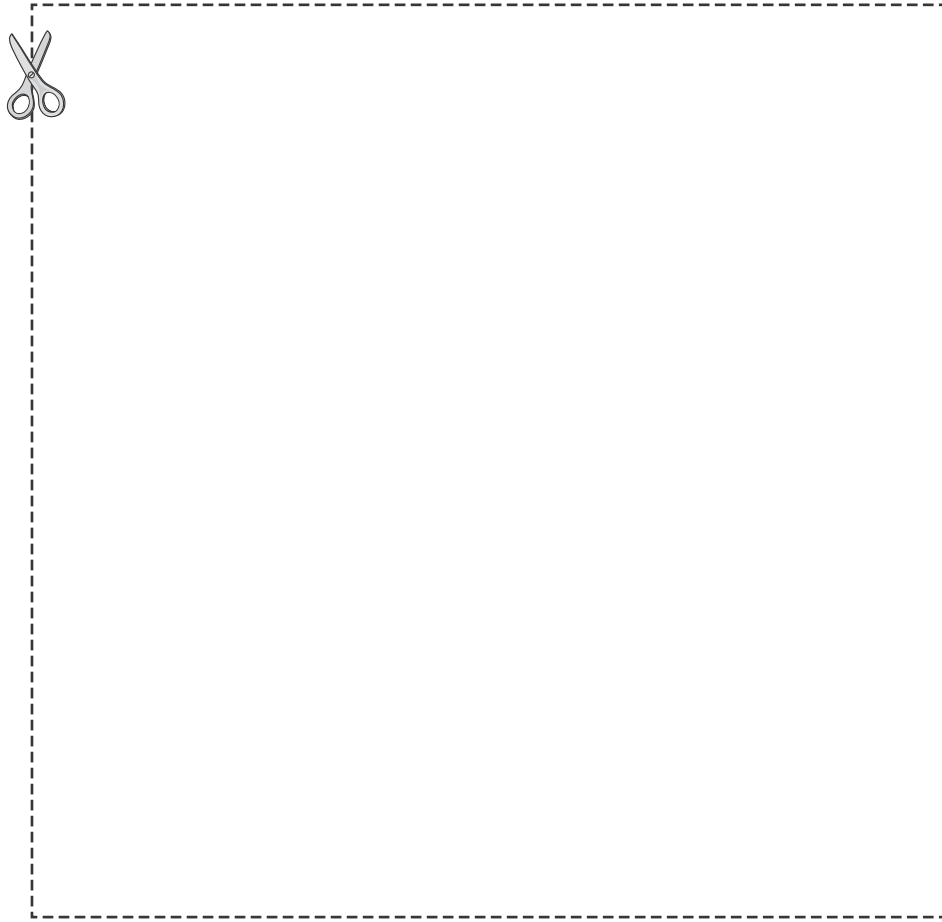
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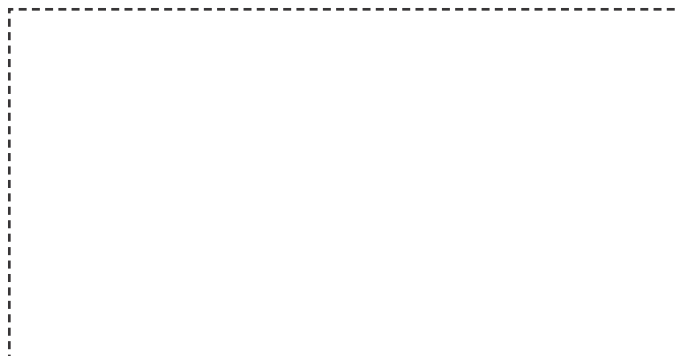
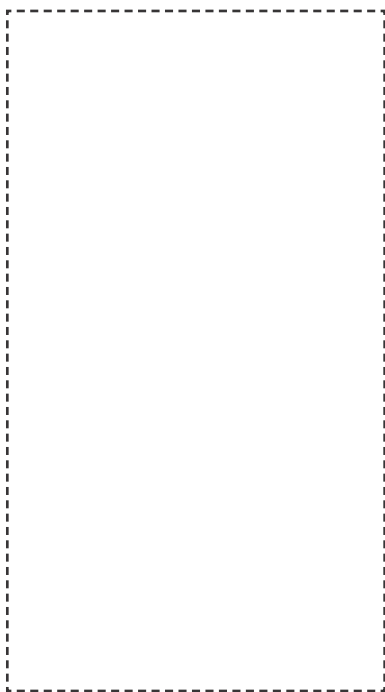
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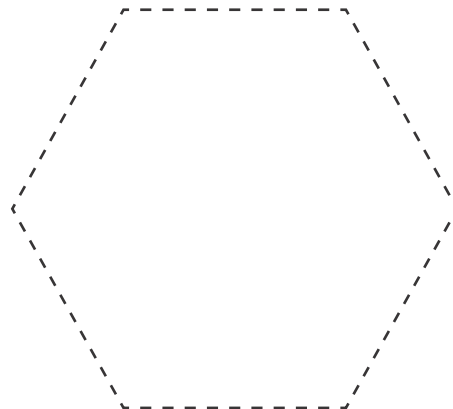
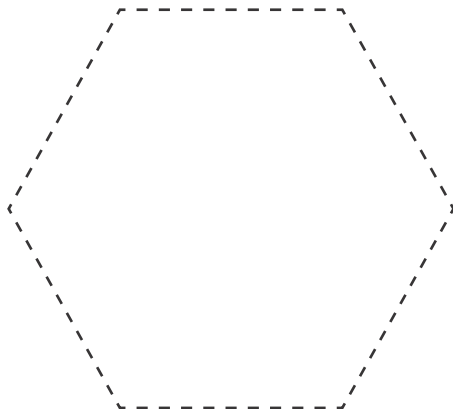
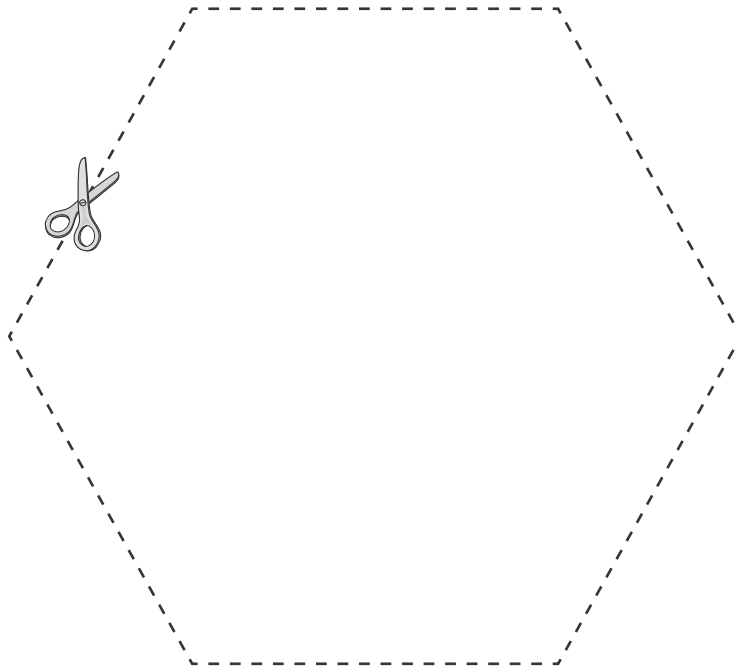
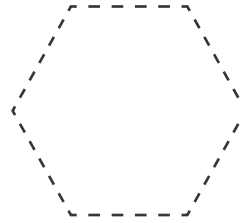
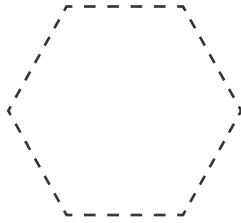
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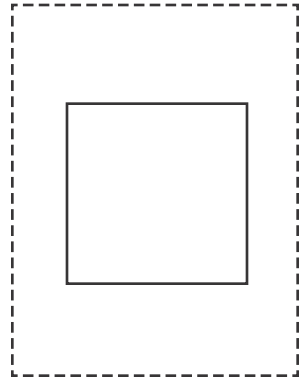
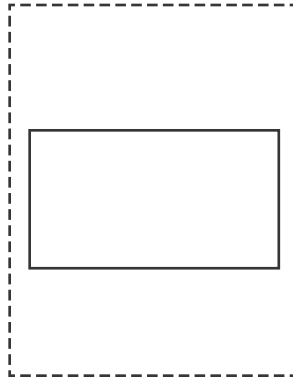
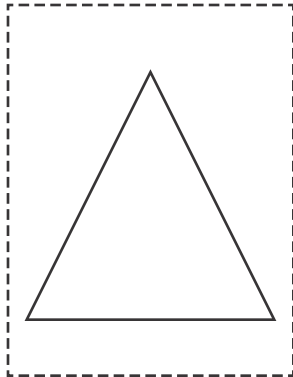
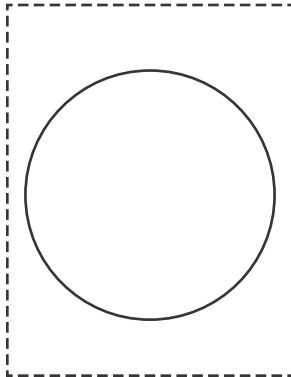
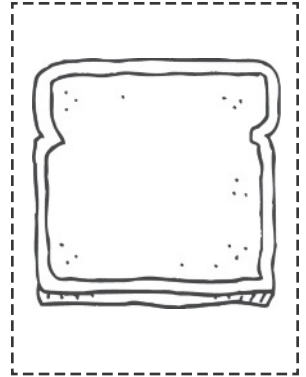
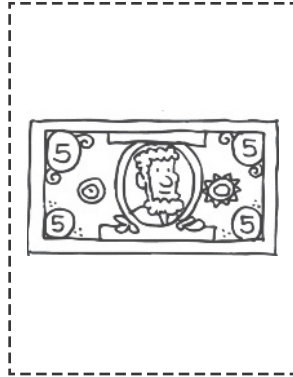
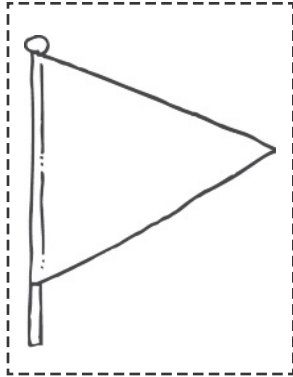
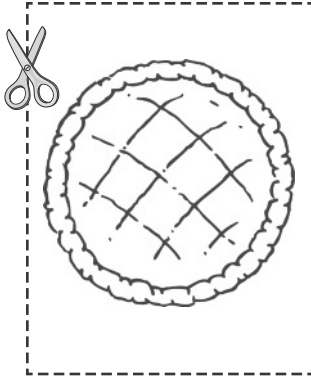


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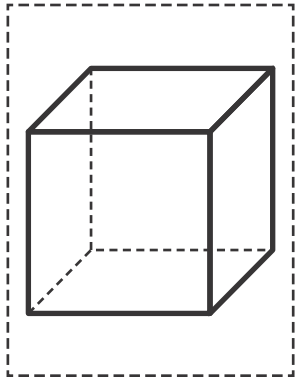
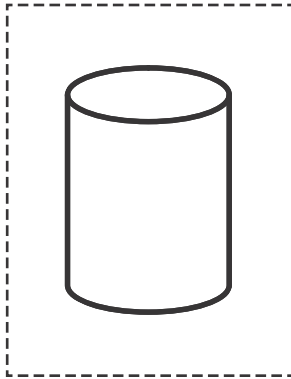
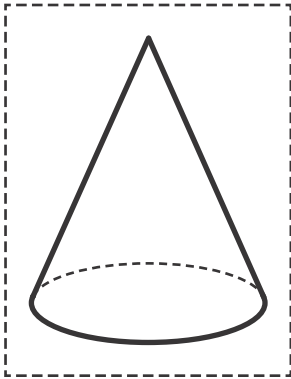
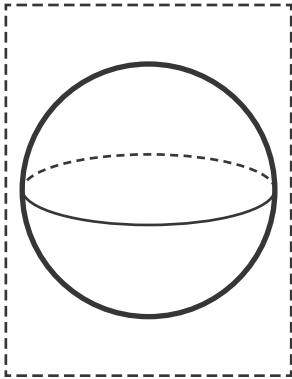
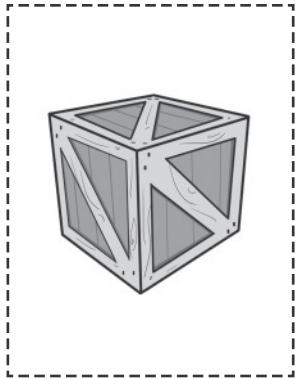
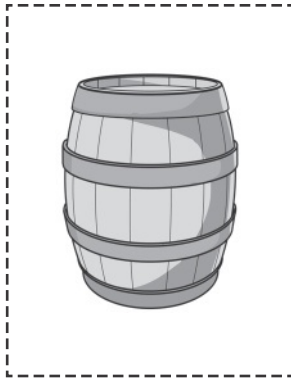
A grid of 10 shapes for cutting practice, arranged in two columns and five rows. A scissors icon is located in the top-left corner of the grid. The shapes are:

- Row 1: Circle (left), Square (right)
- Row 2: Horizontal Rectangle (left), Triangle (right)
- Row 3: Vertical Rectangle (left), Hexagon (right)
- Row 4: Sphere (left), Cone (right)
- Row 5: Cylinder (left), Cube (right)



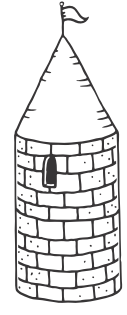
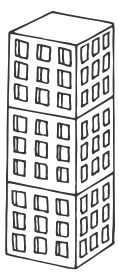
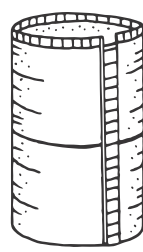
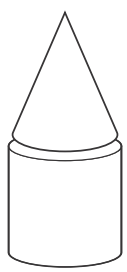
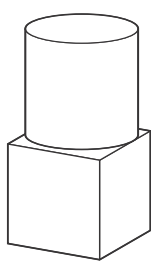
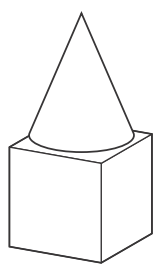
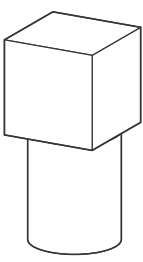
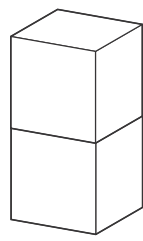
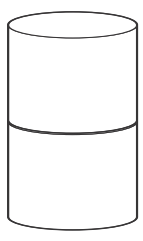
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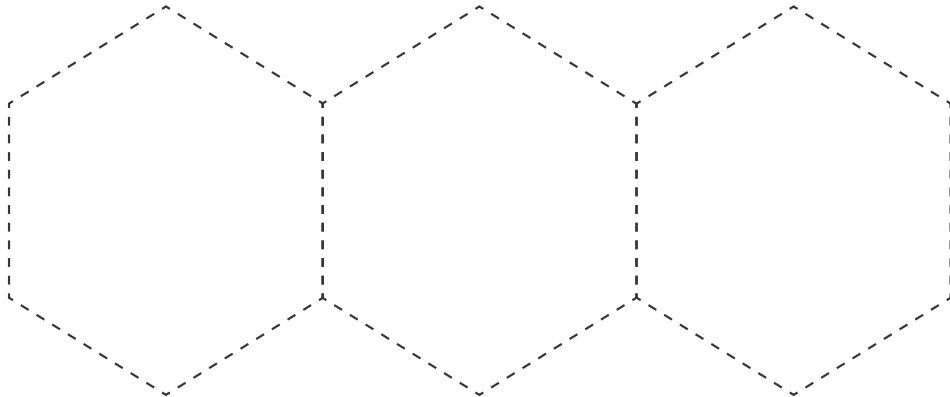
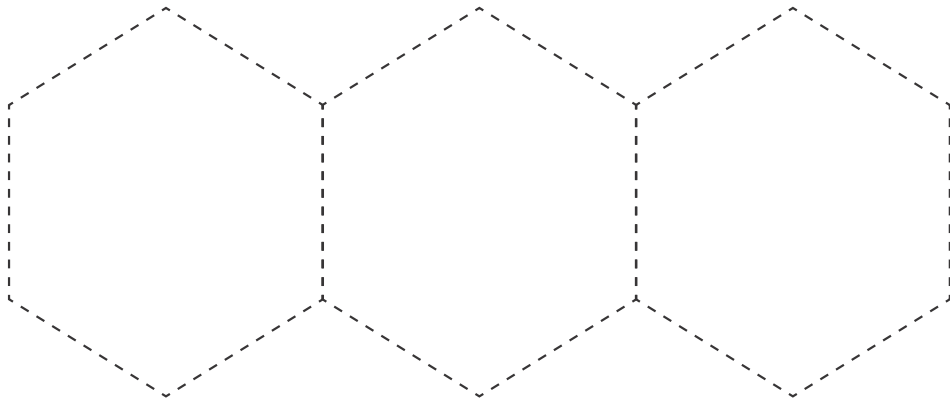
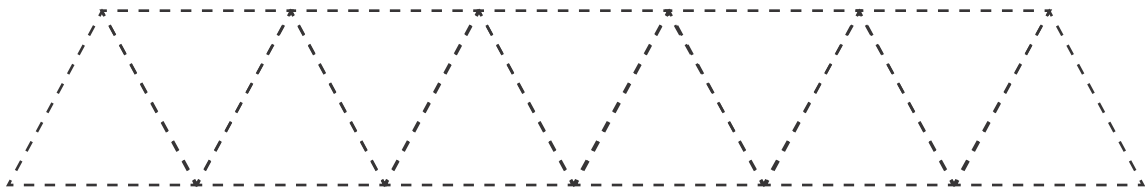
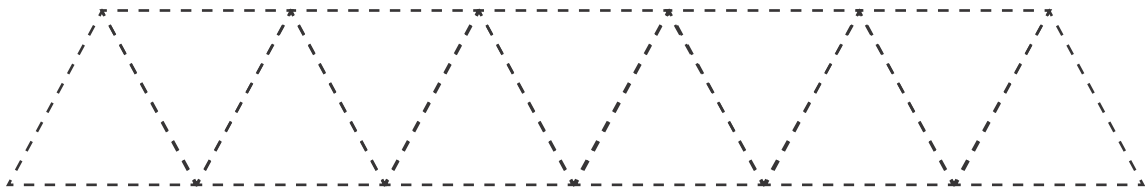
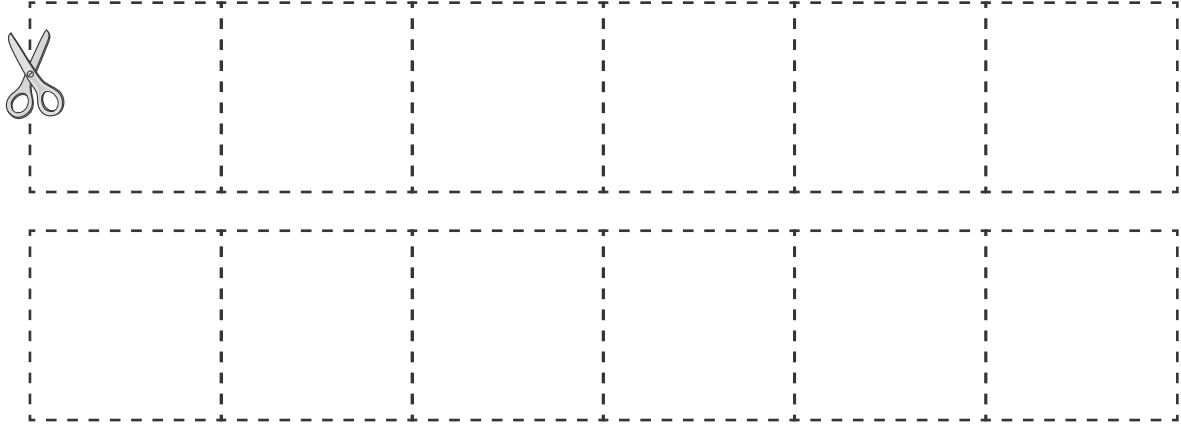
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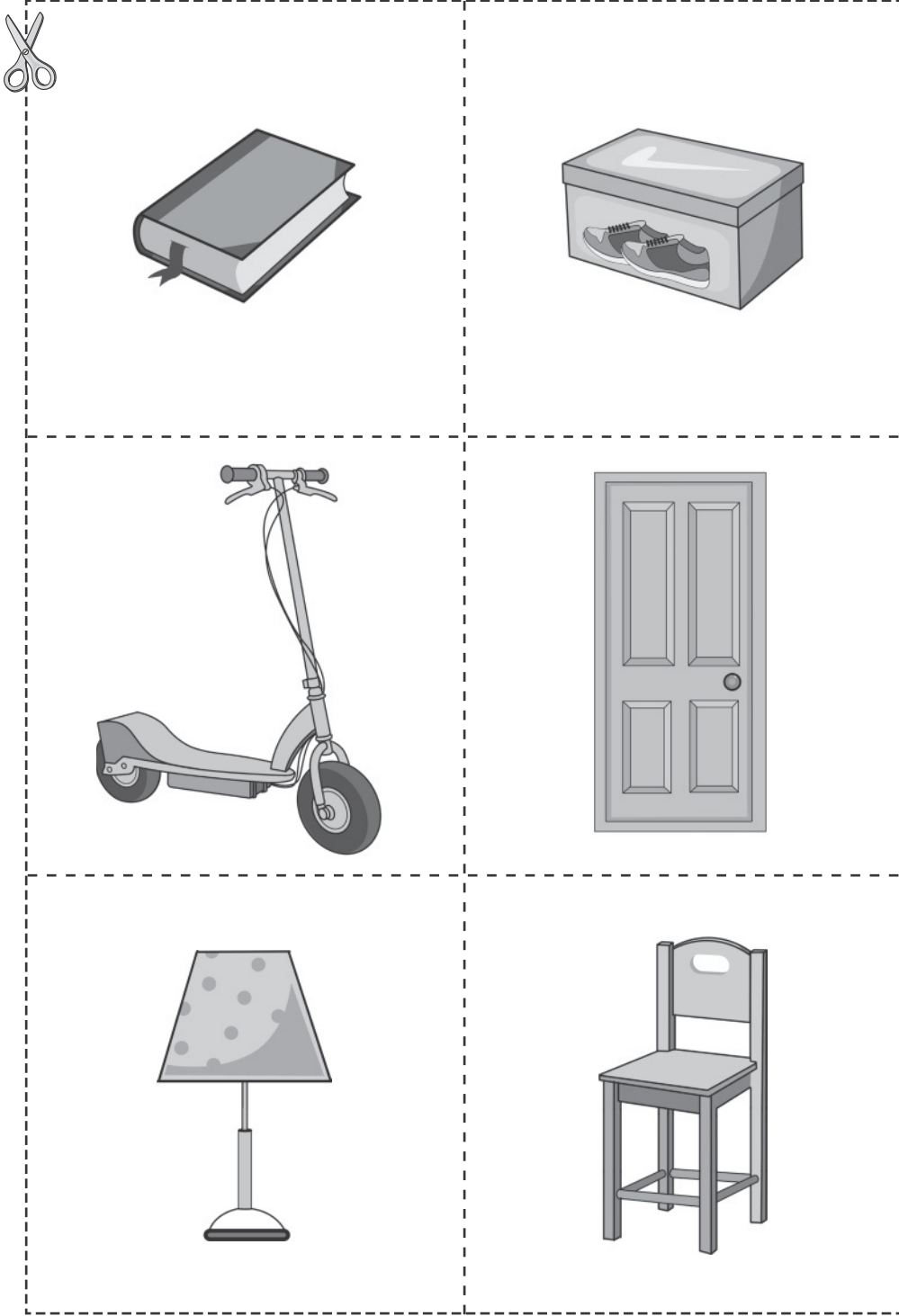
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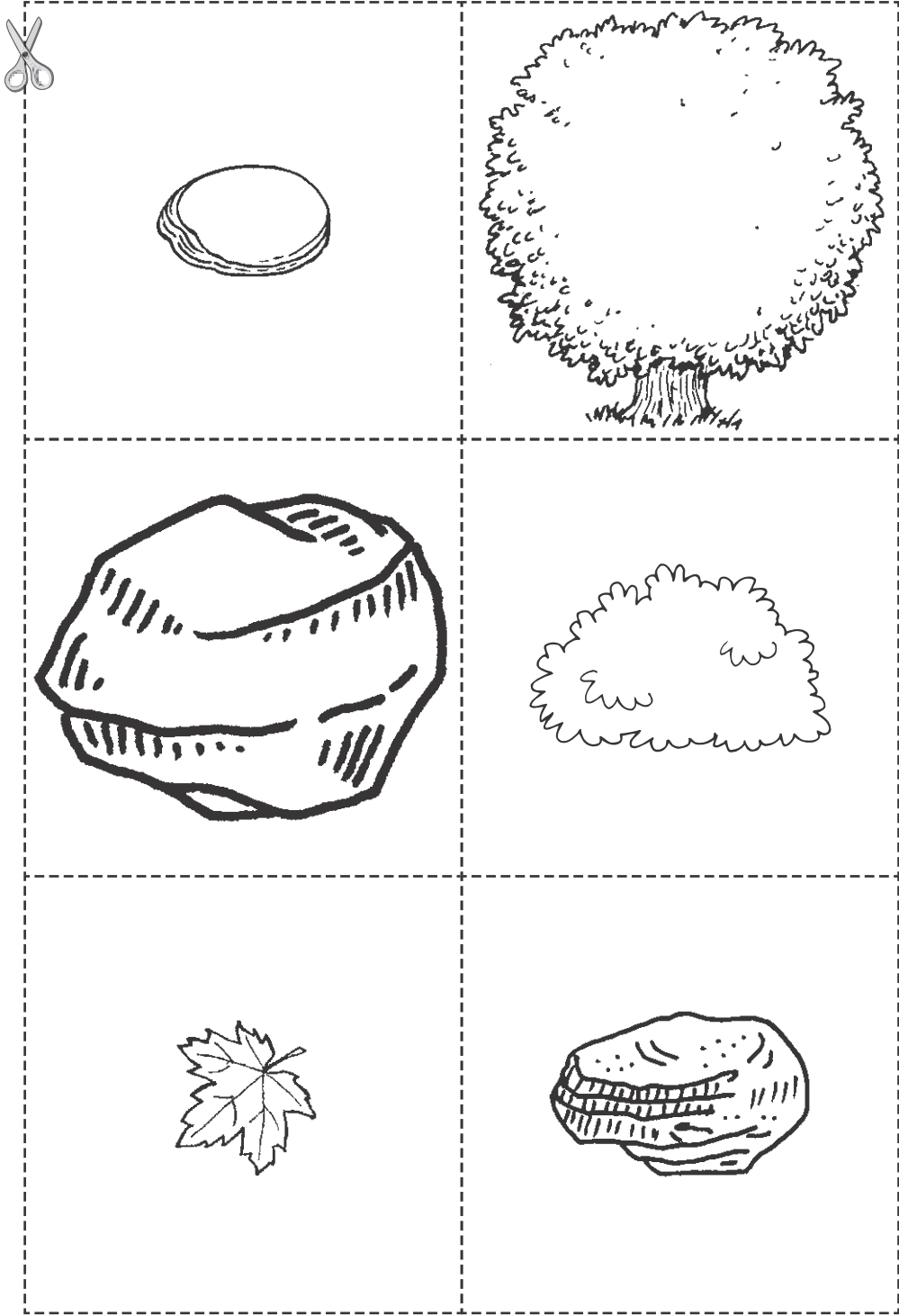
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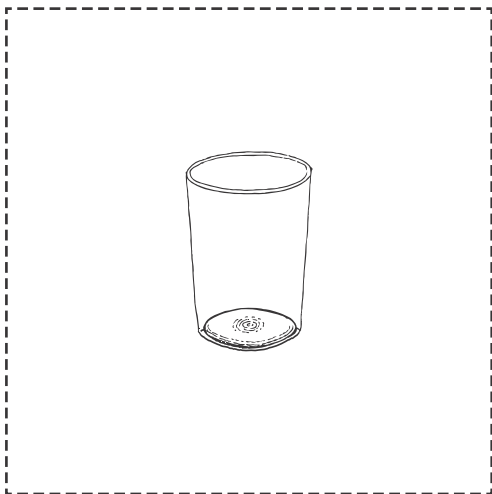
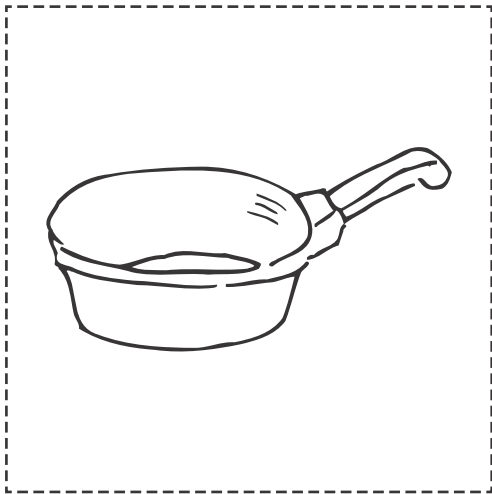
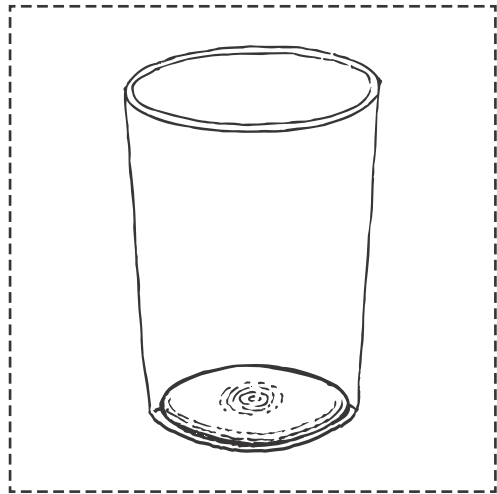
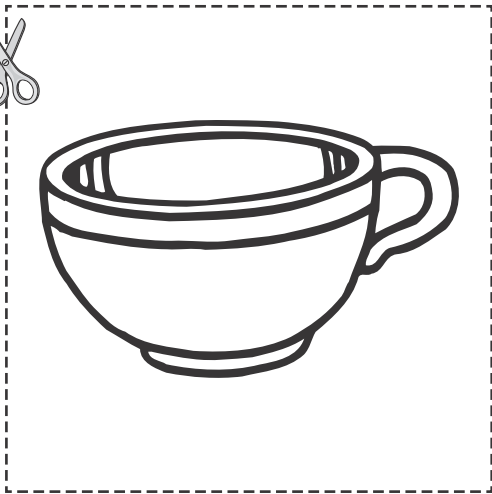
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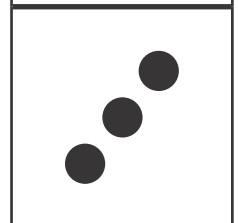
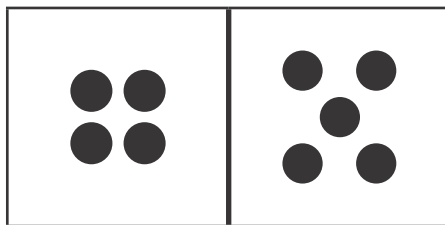
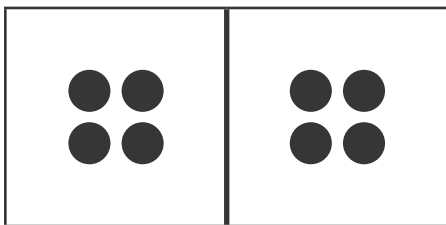
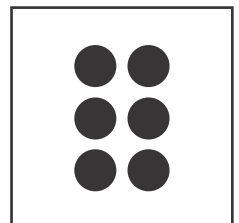
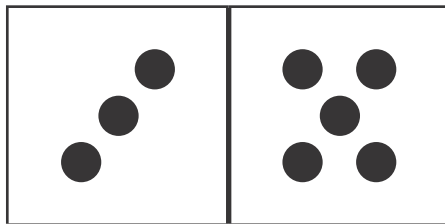
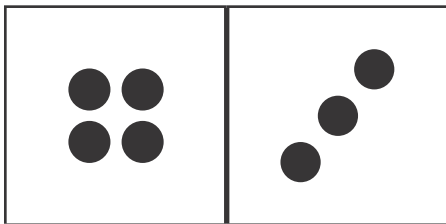
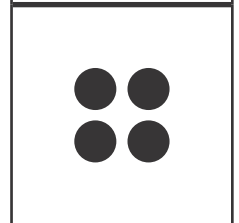
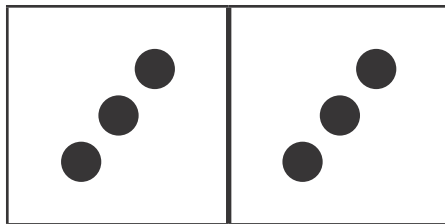
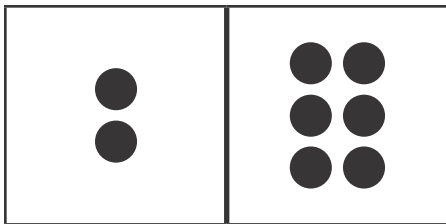
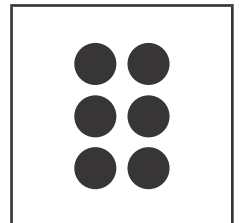
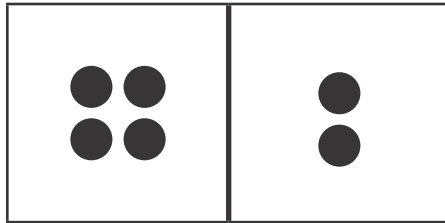
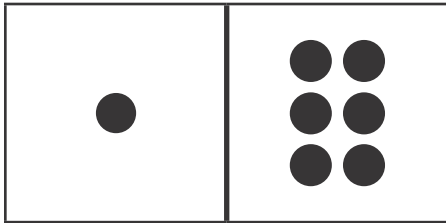
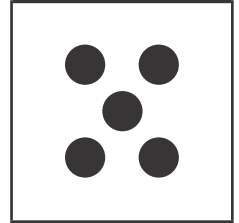
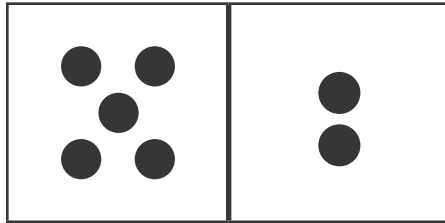
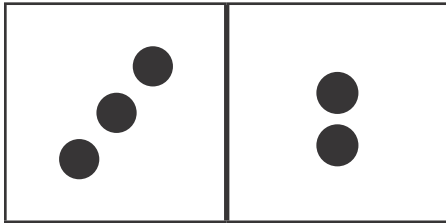
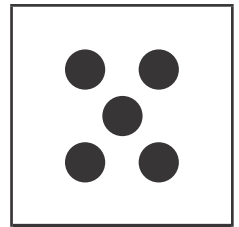
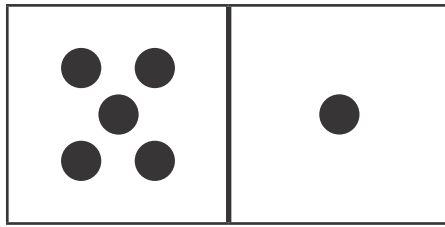
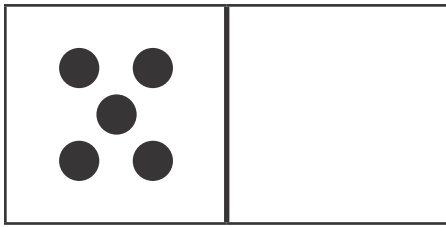
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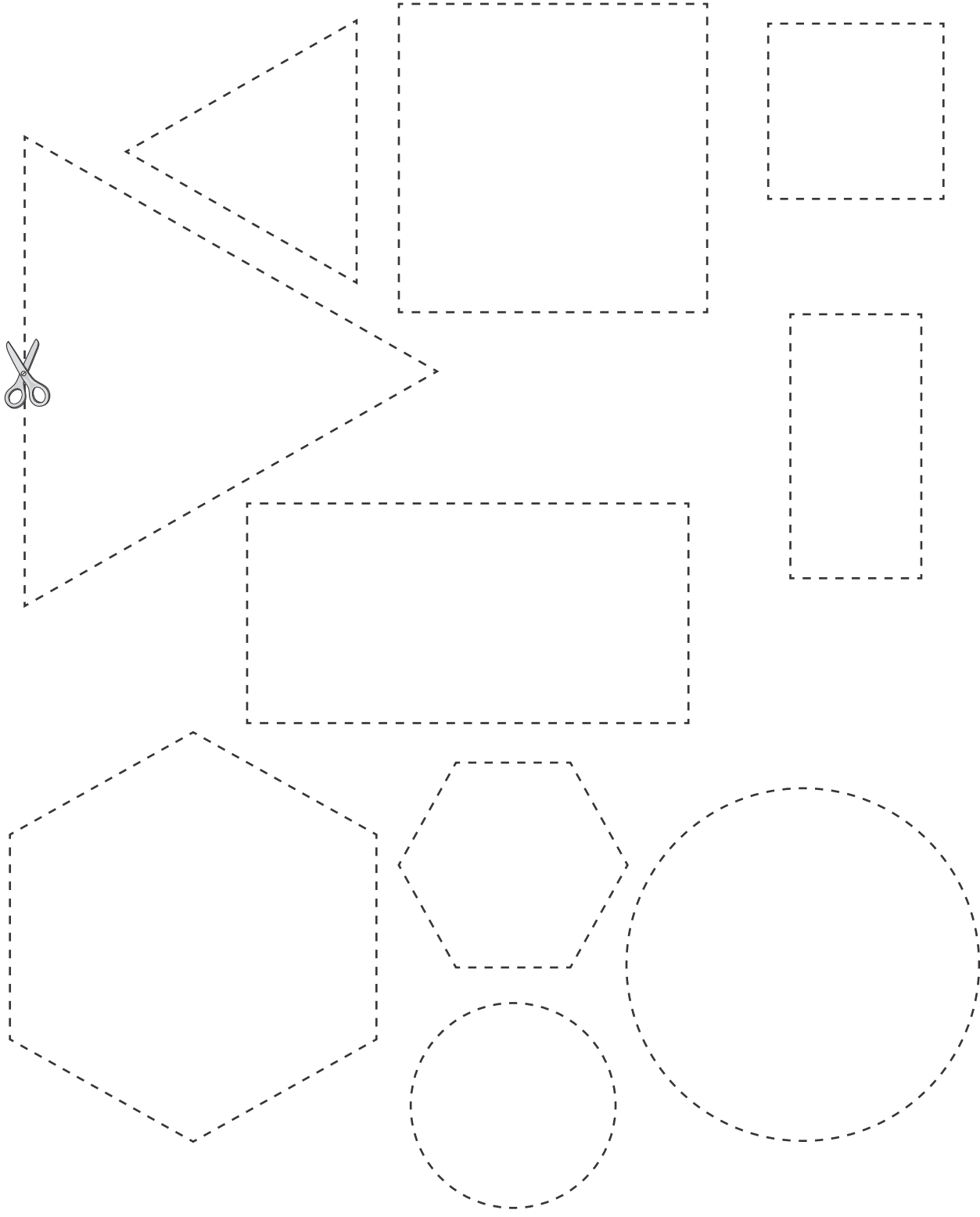
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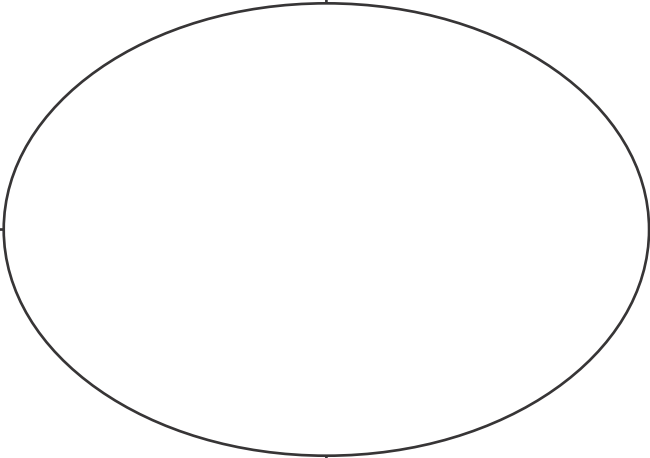
Name _____



Name _____



Name _____

Definition	Characteristics
	
Examples	Non-Examples

Name _____

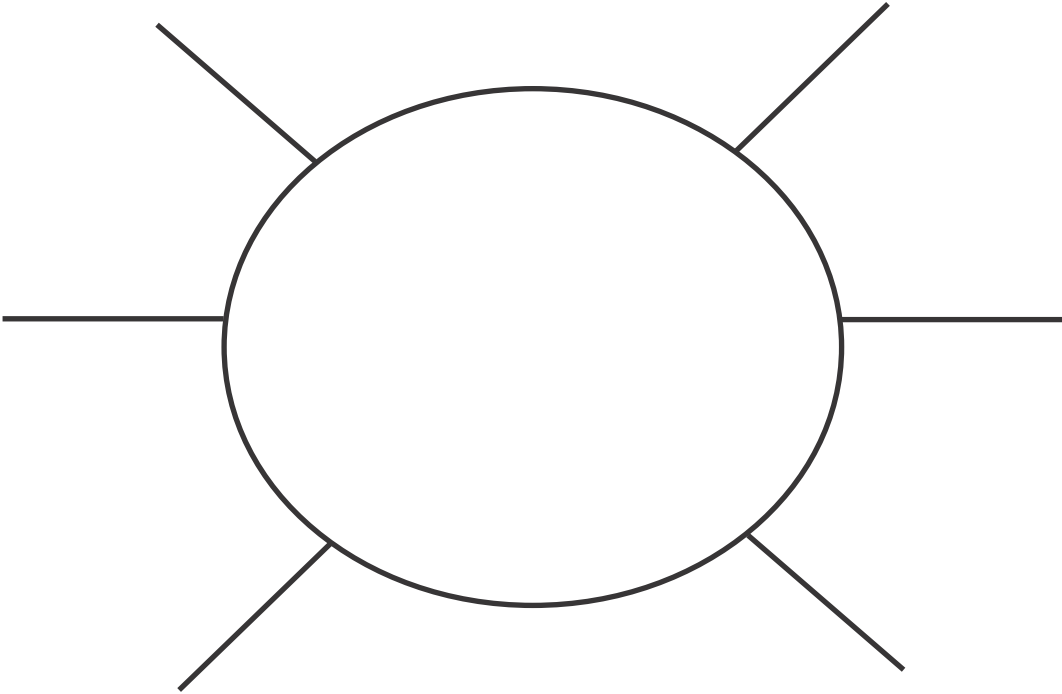
Word:

Picture:

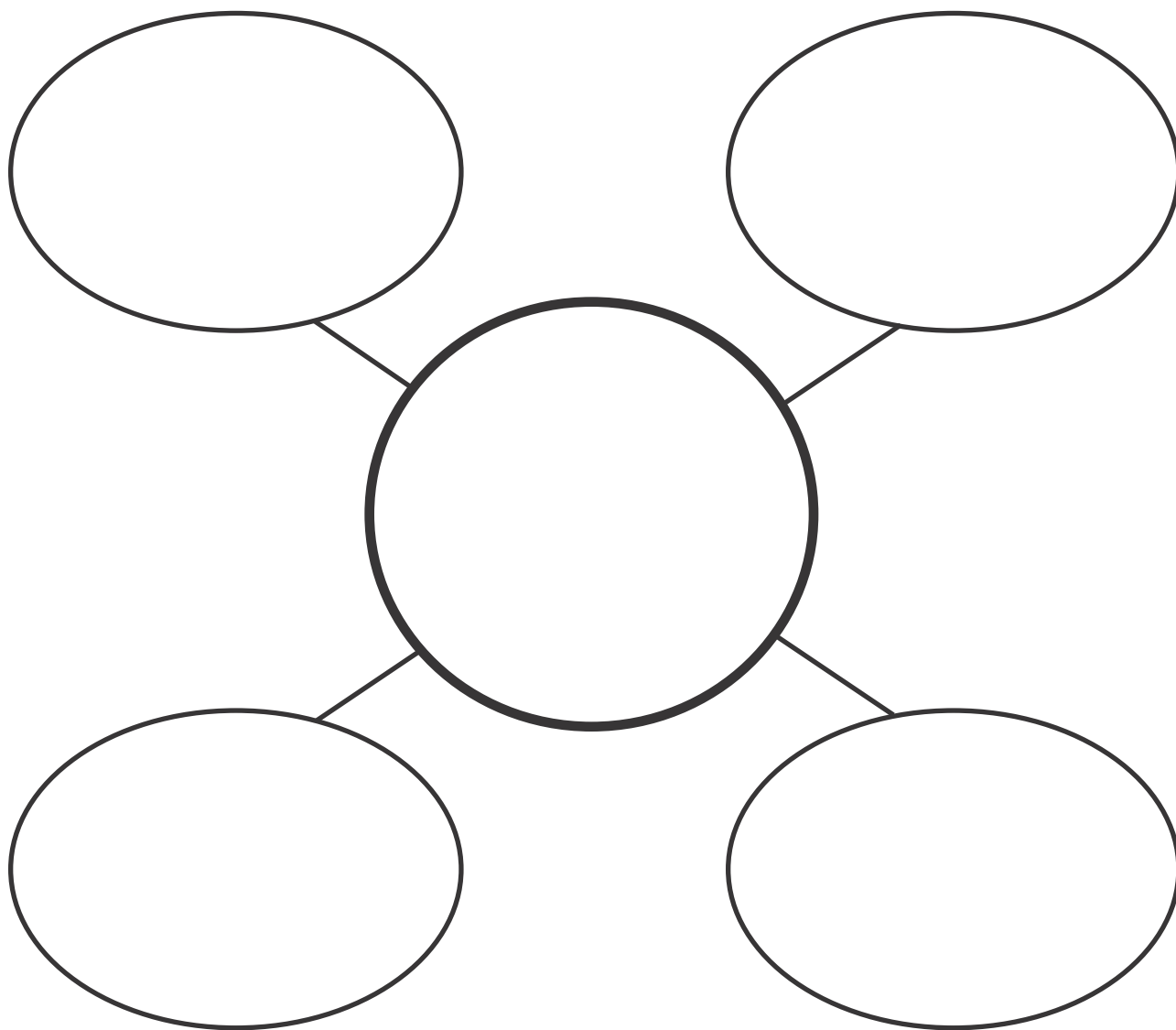
Name _____

New Word	What It Means

Name _____



Name _____



Name _____

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

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

Shade boxes where circles are marked with a ✓.

Add and Subtract Within 5						
Fluency Subskills	Fluency Practice/Assessment					
	1	2	3	4	5	6
A Add or subtract 0.	1 ○	1 ○	1 ○	1 ○	1 ○	1 ○
	2 ○	2 ○	2 ○	2 ○	2 ○	2 ○
B Sums of 1, 2, and 3	3 ○	3 ○	3 ○	3 ○	3 ○	3 ○
	4 ○	4 ○	4 ○	4 ○	4 ○	4 ○
C Sums of 4 and 5	5 ○	5 ○	5 ○	5 ○	5 ○	5 ○
	6 ○	6 ○	6 ○	6 ○	6 ○	6 ○
D Differences of 0, 1, and 2	7 ○	7 ○	7 ○	7 ○	7 ○	7 ○
	8 ○	8 ○	8 ○	8 ○	8 ○	8 ○
E Differences of 3, 4, and 5	9 ○	9 ○	9 ○	9 ○	9 ○	9 ○
	10 ○	10 ○	10 ○	10 ○	10 ○	10 ○

Name _____





+	0	1	2	3	4	5
0	0	1	2	3	4	5
1	1	2	3	4	5	
2	2	3	4	5		
3	3	4	5			
4	4	5				
5	5					

Name _____

Self-Assessment Tool

I am on the road to understanding...

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

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

Road to Success

Explain the choice you made above.

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

Name _____

Teaching Tool

55



3-ACT MATH Recording Sheet

ACT I



Brainstorm



Prediction

Directions ★ Say: *What are you wondering?* 🍏 Say: *Predict a reasonable answer. Why do you think that?*

ACT 2

3



4






Directions 3 Say: *What information do you need?* 4 Say: *Show how you can find the answer.*

ACT 3



SEQUEL



Directions  Say: *What is the actual answer?*  Does your answer match the answer in the video? If not, explain why.  Say: *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. Monitor Add any other strategies as you observe students.</p>	<p>Ask assessing questions Assess what students know and can do. Ask advancing questions Move students' thinking forward.</p>	<p>Record List students that used each strategy.</p>	<p>Select Circle presenters. Order Number presentations.</p>
<p>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.</p>	<p>Problem Ask questions to see if students understand the problem. Strategy Ask what students did. Convincing Ask for justifications. 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 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