

Name _____

Practice
2-5

Problem Solving: Draw a Picture and Write an Equation

Write two different equations; then solve each problem.

1. Cayana picked apples for 2 hours. She picked 28 apples in the first hour, and at the end of two hours, she had 48. How many apples did she pick during the second hour?
2. Dixon bought a pack of pencils and then gave 12 away. He now has 24 left. How many pencils were in the pack of pencils that Dixon bought?

Copy and complete the picture. Then write an equation and solve.

3. Rumina is baking 25 muffins for the bake sale. She has already baked 12. How many more does she need to bake?



4. Estimation Janet saved 22 dollars one month and 39 dollars the next month. She wants to buy a bicycle that costs \$100. About how much more money does she need?

A about \$40 B about \$50 C about \$60 D about \$70

5. Writing to Explain Stefany ran 2 miles each day for 14 days. How many miles did she run in 14 days? Explain two different ways to solve this problem, and then solve.

Name _____

Reviewing
2-6

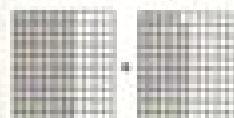
Adding Decimals

In February, Chantell ran a 5K race in 0.6 hour. She ran another 5K race in May in 0.49 hour. What was her combined time for the two races?

Step 1: Write the numbers, lining up the decimal points. Include the zeros to show place value.

$$\begin{array}{r} 0.60 \\ + 0.49 \\ \hline \end{array}$$

You can use decimal squares to represent this addition problem.



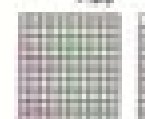
Step 2: Add the hundredths.

$$\begin{array}{r} 0.60 \\ + 0.49 \\ \hline 9 \end{array}$$

10 hundredths = 1 tenth

Step 3: Add the tenths. Remember to write the decimal point in your answer.

$$\begin{array}{r} 1 \\ 0.60 \\ + 0.49 \\ \hline 1.09 \end{array}$$



Chantell's combined time for the two races was 1.09 hours.

Add

1. $2.97 + 0.35 =$ _____
2. $13.88 + 7.694 =$ _____
3. $39.488 + 26.7 =$ _____
4. $88.6 + 4.277 + 78.95 =$ _____
5. Is 16.7 a reasonable sum for $7.5 + 9.2$? Explain.

6. How much combined snowfall was there in Milwaukee and Oklahoma City?

City	Snowfall (inches) in 2000
Milwaukee, WI	87.8
Baltimore, MD	37.2
Oklahoma City, OK	17.3

Answer Key Common Core Reteaching Practice Work

Douglas Fisher, Nancy Frey



Answer Key Common Core Reteaching Practice Work:

The Common Core Coaching Book Laurie Elish-Piper, Susan K. L'Allier, 2014-04-24 This book provides essential coaching tools to support teachers in planning and implementing instruction aligned with the Common Core State Standards CCSS. The authors explain the key instructional shifts brought about by the CCSS in K-5 English language arts classrooms. Eighteen specific strategies for coaching large groups, small groups, and individual teachers are presented, including clear-cut procedures, vivid illustrative examples, and 26 reproducible forms. Grounded in research on adult learning, the book addresses common coaching challenges and how to overcome them. The large size format facilitates photocopying; purchasers also get access to a Web page where they can download and print the reproducible materials. This title is part of the Teaching Practices That Work Series, edited by Diane Lapp and Douglas Fisher.

Teachers Who Lead Ryan Dunn, Pauline Thompson, John Hattie, 2015-03-28 Support colleagues, inspire collaboration, and drive impactful school improvement. Designed for instructional coaches, grade-level leaders, subject coordinators, and team leaders, *Teachers Who Lead* highlights proven strategies to enhance teaching practices, foster collaboration, and impact student learning on a broader scale. Drawing from the latest research on teacher leadership, school improvement, and real-world experiences, this practical guide emphasizes the essential skills and mindsets required to bridge teaching excellence and schoolwide leadership efforts. Key features include: Diagnostic tools to address complex educational challenges; Strategies to create shared, high-quality resources that reduce workload and promote consistency; Collaborative leadership techniques to strengthen team dynamics and foster collective teacher efficacy; Real-world success stories offering insights into what works in educational leadership; Reflection questions to apply the book's ideas in your unique school context. Whether you're just beginning your leadership role or have been supporting colleagues for years, authors Ryan Dunn, Pauline Thompson, and John Allan Hattie provide actionable strategies to build confidence, promote student improvement, and make lasting contributions to your school.

Writing Strategies for the Common Core Hillary Wolfe, 2013-08 Middle school students must be able to write explanatory, informational, argument, and narrative genre pieces and respond to literature, both for standardized tests and more importantly, real-world writing. With a balanced literacy approach, Wolfe provides core instruction, teaching strategies, and mini-lessons on these text types, each of which can be delivered in a four to six week time period. Each mini-lesson includes applicable Common Core Standards, materials lists, overviews, planning tips, procedures, including modeling, guided practice, and independent practice opportunities, reading connections, formative assessments, and reproducible graphic organizers for scaffolding. Prerequisite skill overviews and rubrics, both analytic for formative assessments and holistic for summative assessments, are also provided for each genre unit to simplify your teaching and ensure student success.

Common Core English Language Arts in a PLC at Work®, Grades K-2 Douglas Fisher, Nancy Frey, 2012-12-04 Explore strategies for integrating the Common Core State Standards for English language arts for grades K-2 in this interdisciplinary resource.

which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning Common Core English Language Arts in a PLC at Work®, Grades 3-5 Douglas Fisher, Nancy Frey, 2012-10-25 Explore strategies for integrating the Common Core State Standards for English language arts for grades 3 5 in this interdisciplinary resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning **Aligning Your Curriculum to the Common Core State Standards** Joe Crawford, 2012 Avoid analysis paralysis and just get started Now that most states have adopted the new Common Core State Standards the next major challenge is to simplify and implement them by 2014 That is why it is important to begin this work now Joe Crawford Milken Award winning educator and author of Using Power Standards to Build an Aligned Curriculum shares his proven process for building a viable local curriculum based on the CCSS Readers will find A system for creating local standards from the CCSS Methods for connecting the common formative assessments to quarterly instructional objectives Ways to scaffold learning expectations Examples taken from districts where CCSS is currently implemented Included are helpful charts and graphs plus access to Internet based software for mapping the CCSS to curriculum instruction and assessment Schools cannot continue to do what they have always done and expect a different result This book explains how to facilitate learning for all students while taking advantage of the new culture technology and norms of today s learning environment *Teachers and Academic Partners in Urban Schools* Lori Beckett, 2016-03-02 Showing how critical thinking and local democracy can be a spur to very real educational development within schools that are facing severe challenges this book provides us with one very valuable contemporary resource of hope Ian Menter Professor of Teacher Education University of Oxford UK *Teachers and Academic Partners in Urban Schools* identifies and addresses a major problem for practitioners teachers student teachers and teacher educators working in urban schools burdened by highly restrictive teaching methods and pressures to meet unrealistic benchmarks set by government In this book Lori Beckett investigates how to negotiate these tensions and challenges and offers an account of how to elevate practitioners professional voice on quality teaching along more democratic lines The book addresses key issues for teachers in urban schools such as fractures in teachers professional communities impacts of imposed marketizing policies and forced performative practices on schools the complexities of teaching and teachers concerns about practice as well as teaching practitioners perception of educational schools policy Both academic and teacher partners contribute to the work showcasing the ways they have engaged with each other in joint work and with local government Through this the book supports a professional and politicized dialogue about teaching and teacher education offering a meaningful account of how to fashion a form of educative schooling for students and families with complex needs Written by a dynamic and experienced author this

book brings Beckett's experience to bear on a controversial and complex area addressing the general trend towards increased regulatory policy in education. It is an essential read for anyone interested in a rich analysis of how practitioners can work to reassert their professional voice and regain control of schools and teacher education and will also appeal to those interested in the larger project of restoring school democracy. Common Core English Language Arts in a PLC at Work®, Grades 9-12 Douglas Fisherr, Nancy Frey, 2013-01-09 Explore strategies for integrating the Common Core State Standards for English language arts for grades 9-12 in this resource which focuses on areas of instruction, curriculum, assessment and intervention. You'll also learn how to implement the CCSS within the powerful PLC at Work™ process. Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning.

Reading the Whole Page Michelle Kelley, Nicki Clausen-Grace, 2012 When K-5 students understand how to read text features like bullets, insets and bold print, they are reading the whole page essential for deep comprehension of non-fiction and fiction text. In *Reading the Whole Page: Teaching and Assessing Text Features to Meet K-5 Common Core Standards*, seasoned educators Michelle Kelley and Nicki Clausen-Grace show you how to explicitly teach K-5 students to read text features, use them to navigate text and include them in their own writing. The classroom-proven mini-lessons, activities and assessment tools in *Reading the Whole Page* help you teach relevant Common Core Reading Standards and grade-level expectations. Diagnose, monitor and meet student needs with one of two level-appropriate assessments. Evaluate knowledge with a unique picture book on CD that illustrates all the text features and monitor and guide differentiated instruction with a convenient class profile. Sixty mini-lessons for teaching print, graphic and organizational features provide ample choices for meeting the standards while adapting to students' needs. Flexible lessons which follow the gradual release of responsibility model and increase in difficulty can be used within the typical ninety-minute reading block during content area instruction in small groups and as part of independent practice opportunities like literacy centers. Each lesson offers concept review, suggestions for differentiation, assessment options and technology connections requiring students to find, explore, manipulate and create text features in their own writing. Even more activities from text feature walks to scavenger hunts help students integrate text feature knowledge as they read. The included CD provides important resources and convenient lesson supports such as interactive think-sheets that can be filled out directly on the computer, visual examples of each text feature, rubrics, the assessment picture book and readers theatre scripts. *Solving the Literacy Puzzle* Norene A. Bunt, 2024-07-19 While there is growing awareness of the efficacy of the science of reading, teachers may feel overwhelmed by the volume of research on literacy. Using templates, assessments and reflection questions, unpack five core components of literacy instruction within the science of reading framework. This comprehensive guide prepares teachers to confidently implement effective reading instruction in their classrooms. Teachers can use this book to understand the roles of whole group, small group and independent work. Learn five core literacy components within the science of reading framework. Consider the history of

reading instruction and the research behind the science of reading approach Access templates rubrics self assessments and other resources Select appropriate instructional texts for students at all reading levels Contents Introduction Chapter 1 Literacy Instruction and Why It Matters Chapter 2 Tier 1 Literacy Instruction With Text and Instructional Grouping Chapter 3 Vocabulary Instruction and Word Retention Chapter 4 Phonemic Awareness and Language Arts Within Vocabulary Instruction Chapter 5 Comprehension as the Heart and Goal of Reading Chapter 6 Text Discussion and Questioning Chapter 7 Fluency and Reading Proficiency Chapter 8 The Role and Impact of Independent Reading Chapter 9 Literacy Development Through Writing Chapter 10 Whole Group Small Group and Independent Work Epilogue Implementing the Solution to the Literacy Puzzle Appendix A Literacy Practices Self Assessment Appendix B Five Day Instructional Plan Appendix C Generic Five Day Instructional Planning Template Appendix D Guides for Professional Development for Solving the Literacy Puzzle References and Resources Index

Great Habits, Great Readers Paul Bambrick-Santoyo,Aja Settles,Juliana Worrell,2013-05-29 A book that brings the habits of reading to life Great readers are not made by genetics or destiny but by the habits they build habits that are intentionally built by their teachers The early formal years of education are the key to reversing the reading gap and setting up children for success But K 4 education seems to widen the gap between stronger and weaker readers not close it Today the Common Core further increases the pressure to reach high levels of rigor What can be done This book includes the strategies systems and lessons from the top classrooms that bring the habits of reading to life creating countless quality opportunities for students to take one of the most complex skills we as people can know and to perform it fluently and easily Offers clear teaching strategies for teaching reading to all students no matter what level Includes more than 40 video examples from real classrooms Written by Paul Bambrick Santoyo bestselling author of Driven by Data and Leverage Leadership Great Habits Great Readers puts the focus on learning habits reading habits guided reading and independent reading NOTE Content video and other supplementary materials are not included as part of the e book file but are available for download after purchase

Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygouris-Coe,2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific

Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides Optimize Your School Lyle Lee Jenkins, 2015-05-06 Lead the change that you want to see in your school Is your school or district heading in the right direction In this essential guide for leaders Lee Jenkins shows how to unite and energize your team as never before while helping your students to love learning and crave achievement A trusted advisor to numerous districts Jenkins knows how to successfully transform school culture for the long term Beginning with an introduction from scholar Michael Fullan each chapter presents compelling insights and strategies for leaders addressing how to Evolve your leadership style to guide empower and serve Apply the principles of continuous strategic improvement as an antidote to win lose approaches to school accountability Develop a healthy positive culture of achievement by deeply engaging your students in their own progress and success Turn to this resource and prepare to lead positive change from the classroom to the staff room and beyond This book creates a whole picture approach to school improvement while shunning the current top down model in favor of a school led plan The approach not only increases school performances but values the school level leadership and instructional faculty Amanda Mayeaux Career Management Specialist Iberville Parish Schools If your district is ready to move from arbitrary to observable from fractured to focused and from silos to systems you've found the book that can move entire organizations from a goal mindset to a growth mindset Lee Jenkins provides common sense strategies that impact the efficiency and effectiveness of our classrooms with a clear focus on student growth In an educational era saturated with the latest remedy for what ails us Lee provides a refreshing cure by offering simple solutions for lasting change Dr Jane Stavem Associate Superintendent for Instruction Lincoln Public Schools Lincoln NE

Commonsense Methods for Children with Special Needs Peter S. Westwood, 1997 This is a book that should be required reading for all Secretaries of State for Education It was easy to read and ought to find a place in as many staff libraries as possible Education Review **Religion, Education and Society** Elisabeth Arweck, Robert Jackson, 2016-03-16 This volume presents findings from recent research focusing on young people and the way they relate to religion in their education and upbringing The essays are diverse and multidisciplinary in terms of the religions they discuss including Christianity Islam and Sikhism the settings where young people reflect on religion the classroom youth club peer group families respective religious communities and wider society the different perspectives which relate to religious education and socialisation the teaching of RE the role of teachers in pupils' lives the way teachers' personal lives shape their approach to teaching school ethos and social context and the place and rationale of RE the contexts within which the authors work different national settings and various academic disciplines and the methodology used qualitative quantitative and mixed

method approaches The authors make important contributions to the debate about the role of religious education in the curriculum They demonstrate the crucially important formative influence of religious education in young people s lives which reaches well into their adulthood shaping religious and other identities and attitudes towards the other whatever that other may be This book was originally published as a special issue of the Journal of Beliefs Values **Reading and Writing**

Instruction for Fourth- and Fifth-Grade Classrooms in a PLC at Work® Kathy Tuchman Glass,2020-06-16 Prepare students to succeed with increasingly sophisticated reading and writing challenges Designed for teachers of grades 4 5 this resource helps readers address the pivotal shift in learning expectations that occurs during the upper elementary years Myriad templates tools and strategies are included to support collaborative teams as they work to establish a rich and robust plan for quality literacy instruction assessment and intervention Use this resource to inspire fourth and fifth graders to excel in reading and writing Understand the role PLCs and collaborative teams play in literacy development and reading comprehension strategies Obtain strategies and tools such as the pre unit protocol for unpacking and clarifying literacy standards Explore adaptable research based instructional strategies and learn how to plan high quality literacy instruction that boosts student reading and writing skills Examine the four components of the gradual release model 1 focused instruction 2 guided instruction 3 collaborative learning and 4 independent learning Observe how to collaboratively score assessments and conduct effective data inquiry and analysis Study the powerful impact literacy has on student engagement and inclusivity Contents Introduction Every Teacher Is a Literacy Teacher Chapter 1 Establish Clarity About Student Learning Expectations Chapter 2 Examine Assessment Options for Literacy Chapter 3 Create a Learning Progression to Guide Instruction and Assessment Chapter 4 Develop Collective Understanding of Learning Expectations Chapter 5 Respond to Data to Ensure All Students Learn Chapter 6 Differentiate Instruction With Gradual Release of Responsibility Chapter 7 Plan High Quality Literacy Instruction Chapter 8 Select Appropriate Instructional Strategies Chapter 9 Consider Equity in Literacy Epilogue Appendix A List of Figures and Tables Appendix B Templates and Tools Appendix C Process for Prioritizing Standards Appendix D Depth of Knowledge Overview Appendix E Essential Understandings and Guiding Questions References and Resources Index **Teacher as Assessment Leader, The, Second Edition** Thomas R. Guskey,2025-03-04

In The Teacher as Assessment Leader Second Edition editor Thomas R Guskey and expert contributors offer research backed strategies for re envisioning assessment to enhance student learning and teacher instruction The authors provide actionable steps practical examples and strategies for utilizing formative assessments These strategies promote a growth mindset proficiency self regulation and student ownership ultimately fostering improved instructional effectiveness and student achievement K 12 teachers can use this book to Adopt new perspectives on assessment s role in guiding student learning Employ practical strategies to improve instruction and enhance student achievement Promote regular assessment analysis to enhance instructional strategies Encourage student self efficacy in identifying and pursuing learning goals Lead and

collaborate with colleagues in developing more effective practical assessments and alternative instructional strategies

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Early Years ,1985 **National Journal** ,2005-04 Training ,2009

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