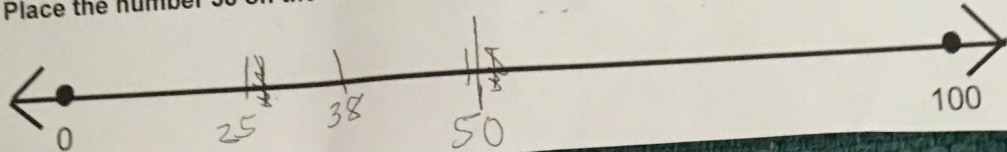
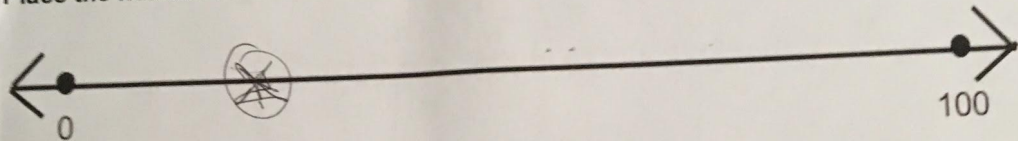


ALGEBRA 1

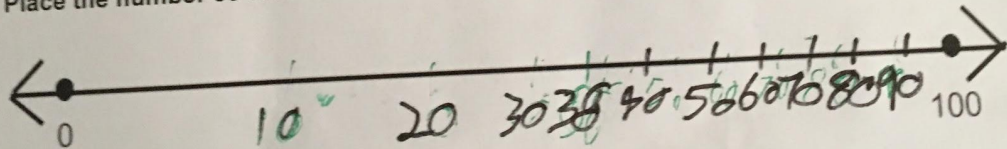
Place the number 38 on the number line:



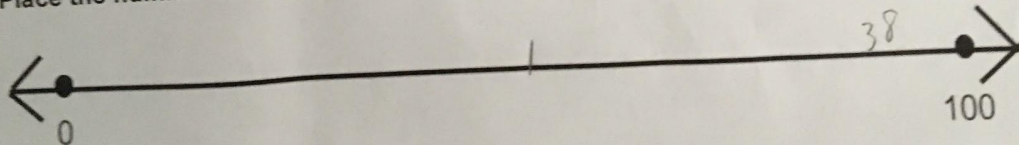
Place the number 38 on the number line:



Place the number 38 on the number line:



Place the number 38 on the number line:



with NUMBER
SENSE


Identifying Gaps (in # sense)


- Decide on the skills we want to assess

- Counting
- Place value
- Rounding
- Fact families
- Money
- Time
- Measurement
- Basic fractions
- Ordering & Comparing Numbers
- Recognizing reasonable answers
- Flexible thinking/problem solving
- Making predictions

SECTION 6 - Money

Directions: Write the total amount of money in the space provided.

1.  10 10 10 10 10 10 10
\$ 70

2.  5 ONE
\$ 8.8

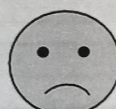
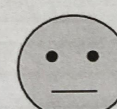
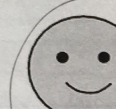
Directions: Answer the following questions using correct \$ symbols and decimal points.
Show your thinking!

3. Tickets to the soccer game are \$3 for adults and \$1 for children. How much did Ms. Houlihan pay for 1 adult and 3 children?
\$ 4

4. Rachel bought a coffee for \$2.70. She gave the cashier a \$5 bill. What will her change be?
\$ 3.30

5. Mr. G bought some things at the store. His total was \$7.72 and he gave the cashier \$10. He got back \$3.28, but that wasn't the amount he was expecting. Was that the correct change for him to get back? If not, what is the correct change?
 $7.72 - 10$

Circle your level of confidence with this topic:

Confused Need more practice Got it!

Identifying Gaps (in # sense)

1. Decide on the skills we want to assess
2. Create a diagnostic assessment
3. Create an individual rubric
4. Create a class data sheet to compare the data of our entire class

Individual Student Rubric

Time	4	0	blank
Basic Fractions	12	11	✓ reduce $\frac{3}{6}$, $\frac{3}{3}$
Basic Inequalities	7	5	(needed help with signs) • inequalities w/ fractions + decimals
Rounding	6	1	area of need!
Math Reasoning	5	1	• right process - didn't complete correctly • 2 non attempts

NUMBER SENSE DIAGNOSTIC TESTING SUMMARY

Evens & Odds										
Patterns										
Place Value										
Fact Families Addition /Subtraction										
Fact Families Multiplication /Division										
Money										
Time										
Basic Fractions										
Basic Inequalities										
Rounding										
Math Reasoning										

Class Data Sheet

How weak number sense impacts our student in their everyday life:

- TIME:

- Telling time
- Following a schedule
- Arriving to places on time
- Planning ahead
- Filling out a timesheet at work

- MONEY:

- Paying for things
- Predicting costs, making a budget
- Discounts

- OTHER:

- Following directions (driving, walking, etc)

Order of Operations vs. Combining Like Terms vs. Distributing

$$9 + 2^2 - 5 + 7 * 2 + 7$$

Handwritten diagram showing the order of operations for the expression $9 + 2^2 - 5 + 7 * 2 + 7$. The diagram uses arrows to show the sequence of operations: first, 2^2 is calculated to 4, then $9 + 4$ is 13, then $13 - 5$ is 8, then $8 * 7$ is 56, and finally $56 + 7$ is 63.

$$13b + 17c - 4 + 5b - 3c + 5$$

Handwritten diagram showing the combination of like terms for the expression $13b + 17c - 4 + 5b - 3c + 5$. The diagram uses arrows to connect like terms: $13b$ and $5b$ are combined to $18b$, $17c$ and $-3c$ are combined to $14c$, and -4 and 5 are combined to 1 . The final result is $18b + 14c + 1$.

$$5(3x + 5)$$

Handwritten diagram showing the distribution of 5 to each term inside the parentheses of the expression $5(3x + 5)$. Arrows point from 5 to $3x$ and 5 to 5, resulting in $15x$ and 25.

Mathematical Reasoning

3. There are 125 sheep and 5 dogs in the flock. How old is the shepherd?

$$\begin{array}{r} 25 \\ 5 \overline{)125} \\ \underline{10} \\ 25 \\ \underline{25} \\ 0 \end{array}$$

25

3. There are 125 sheep and 5 dogs in the flock. How old is the shepherd?

This doesn't make any sense

This doesn't make any sense

Remediation Methods

- Manipulatives!
 - Interactive notebooks
 - as a resource/reference
 - Diagnostic interviews
 - Repeated exposure
 - Connect # sense skills to life skills
 - Skill drills
 - Estimate before calculate
 - Have students TALK about math
 - Justify their reasoning
 - Explain their thinking
 - Spiraling back HW assignments
- Number of the day/target number activities
 - Developing strong mental images
 - Spiraling back
 - weekly HW sheets
 - bi-weekly review packets
 - weekly warm-up sheets