

to Share

READY

Fold

Still

THINKING

I'm working well.



I need help, but
I can keep
working.

I'm stuck. I need
help now. ☹️

True

Cut

Not True

True with
Modifications

Cut

Unable to
Determine
based on information learned

1

2

3

4

5

6

7

8

9

0

x

y

a

b

c

2

3

x

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Multiplication Table

x	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

A

B

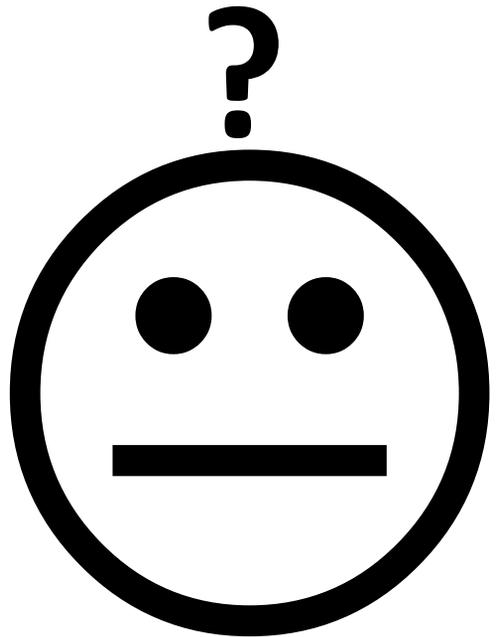
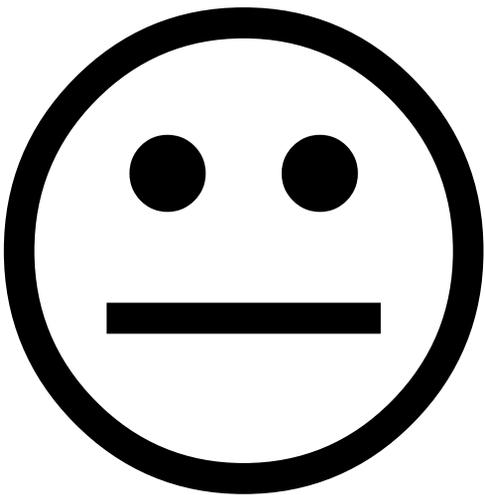
cut

C

D



Cut



Bounce Card

Bounce:

Take what your classmate(s) said and bounce an idea off of it. For example, start with...

- “That reminds me of...”
- “I agree, because...”
- “True. Another example is when...”
- “That’s a great point...”

Sum it up:

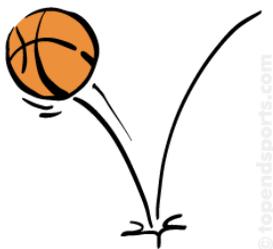
Rephrase what was just said in a shorter version. For example, start with...

- “I hear you saying that...”
- “So, if I understand you correctly...”
- “I like how you said...”

Inquire:

Understand what your classmates mean by asking them questions. For example, start with...

- “Can you tell me more about that?”
- “I’m not sure I understand...”
- “I see your point, but what about...?”
- “Have you thought about...?”



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Cut

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

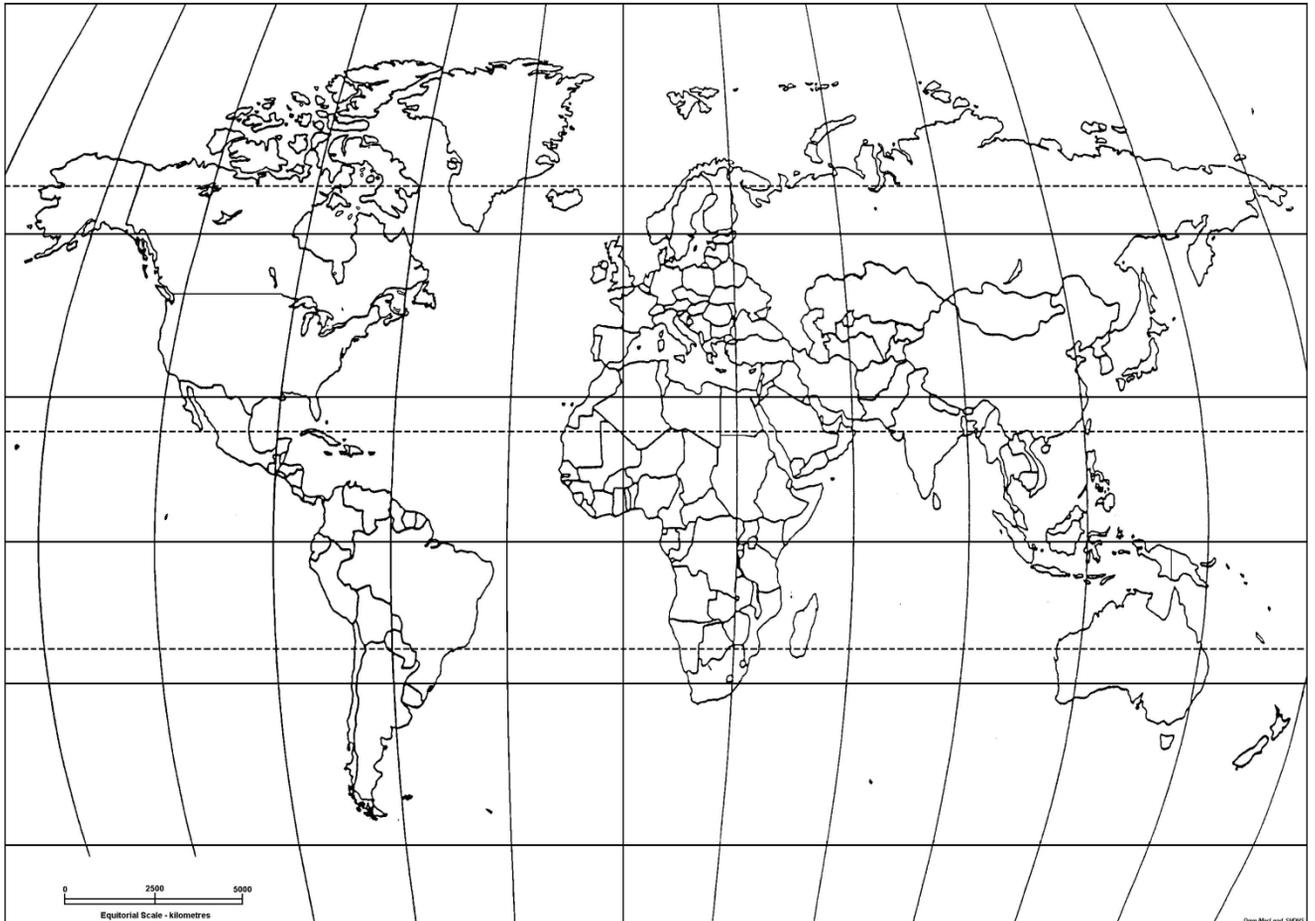
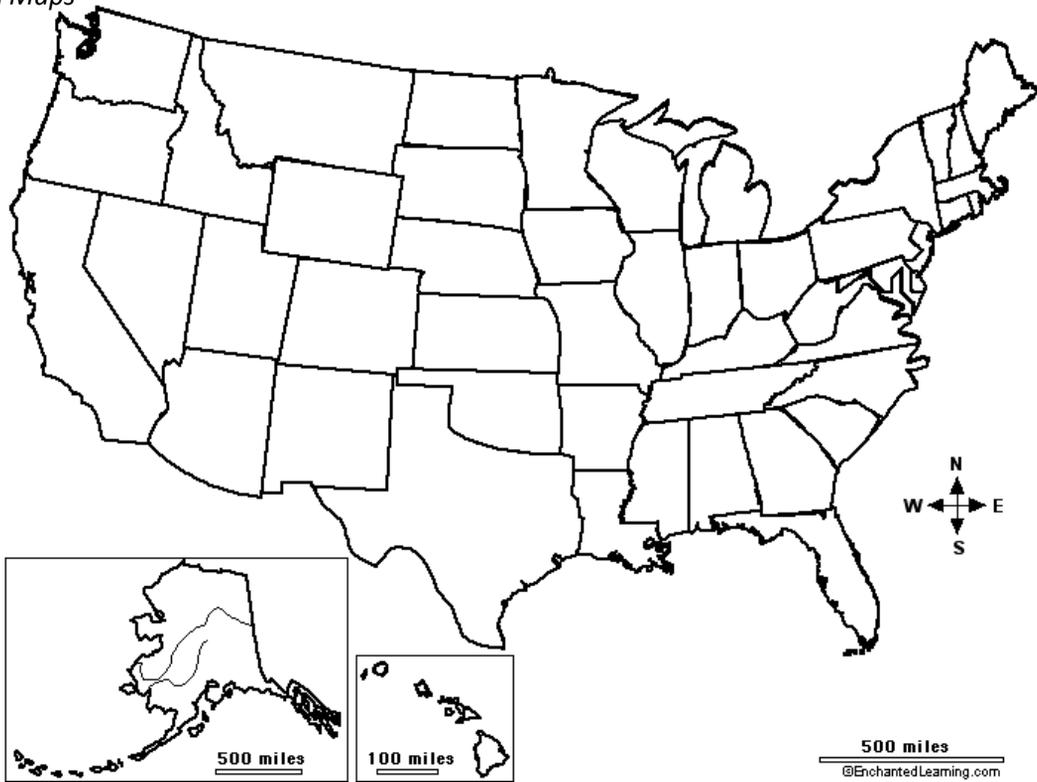
Vv

Ww

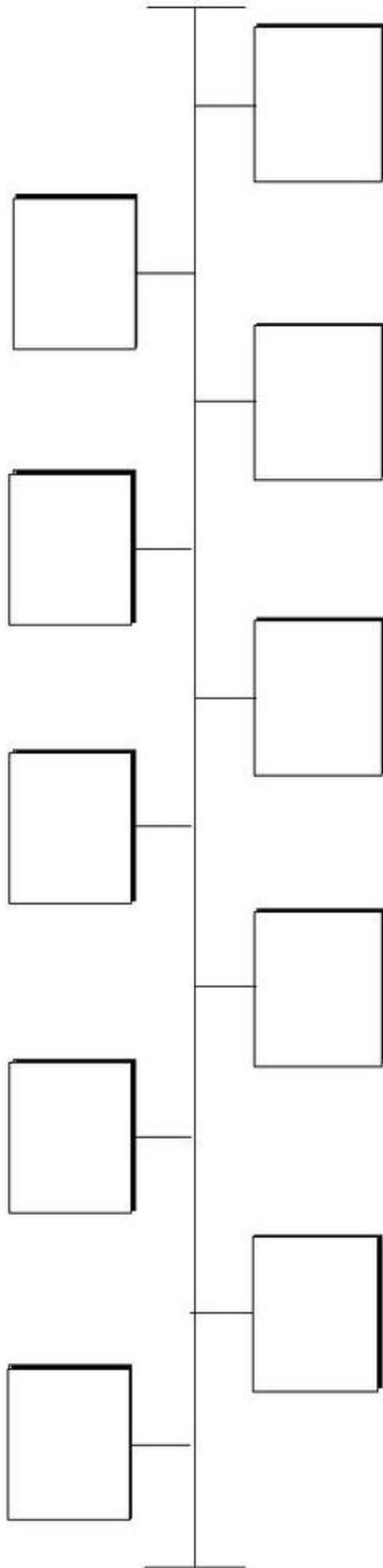
Xx

Yy

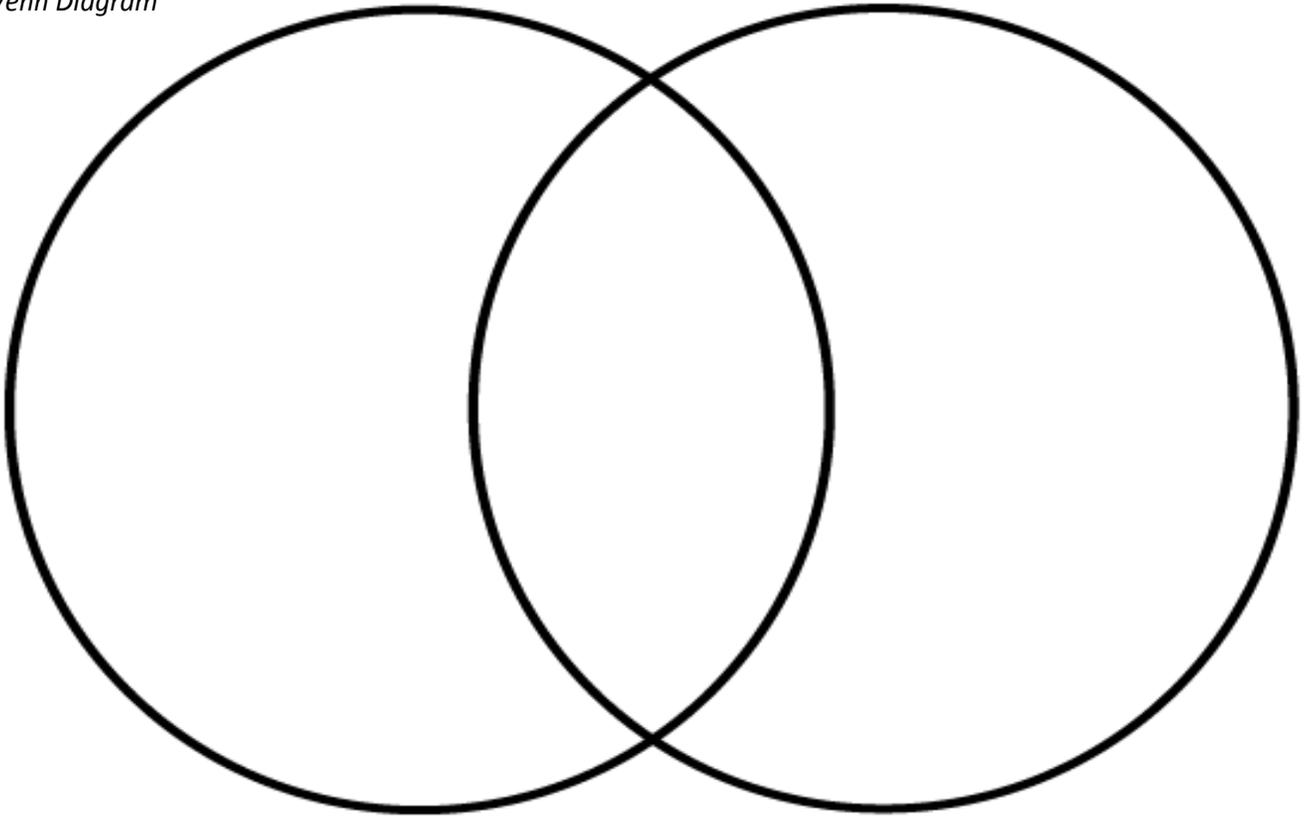
Zz



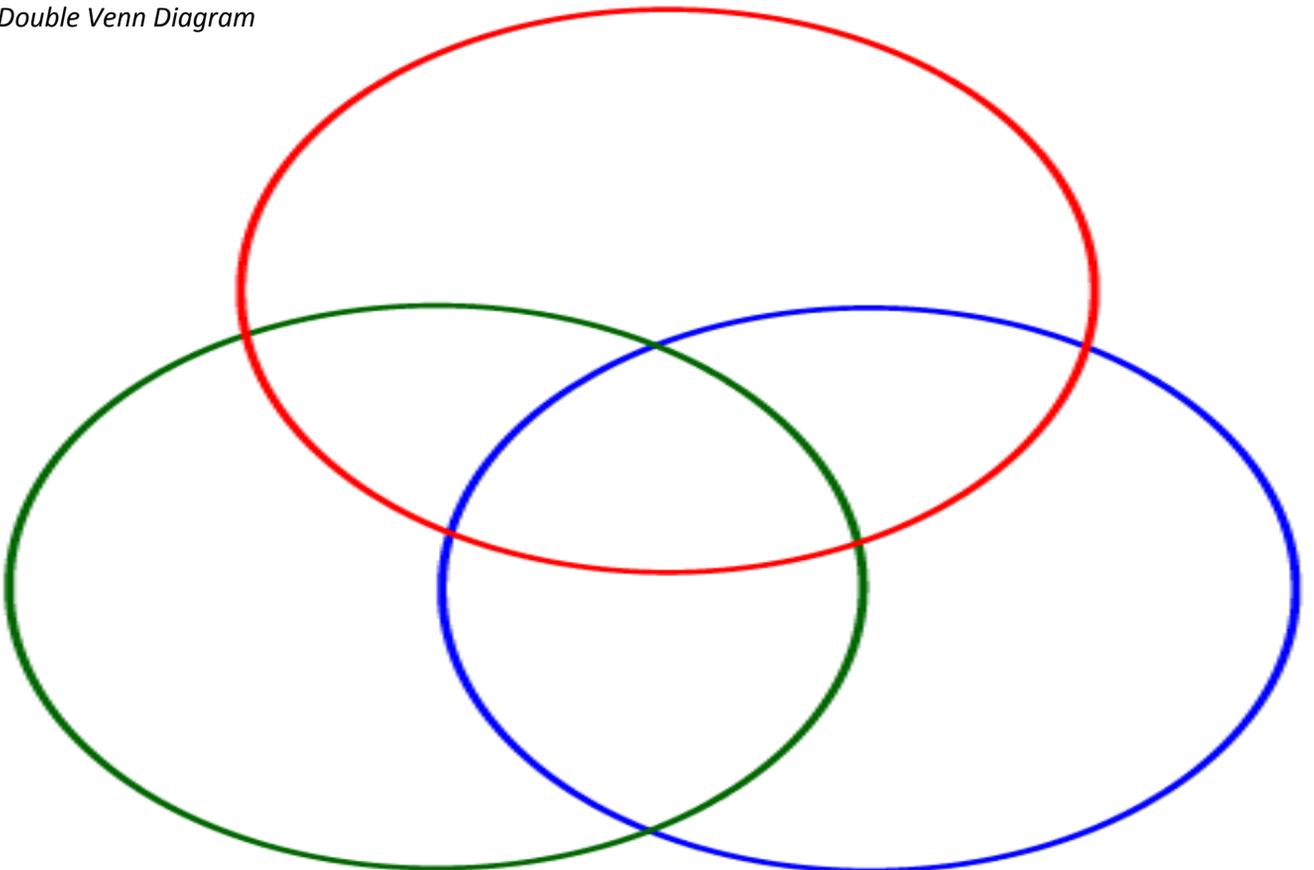
Timeline



Venn Diagram

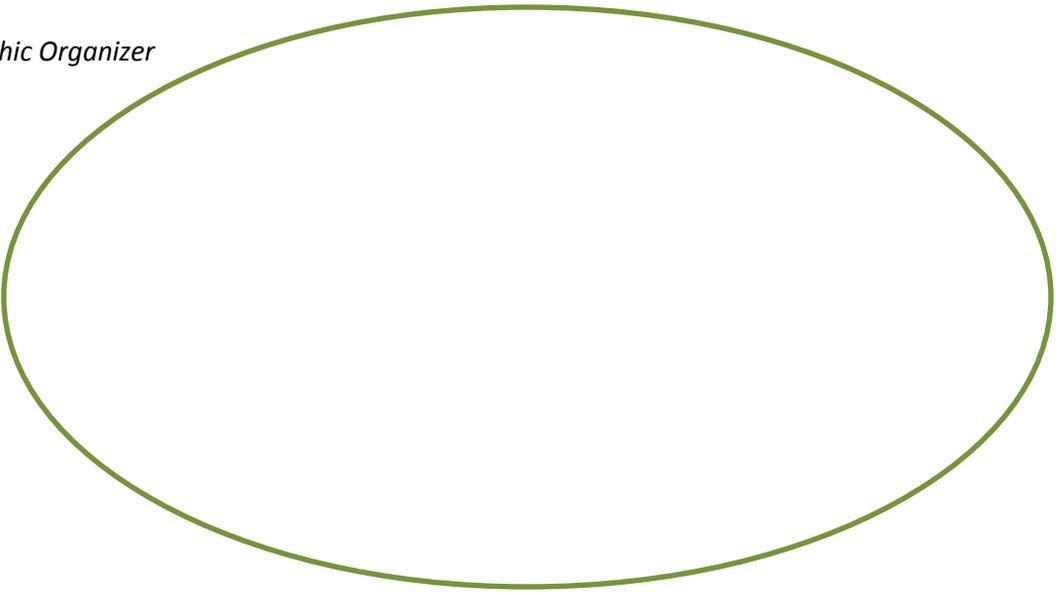


Double Venn Diagram



Cause-Effect Graphic Organizer

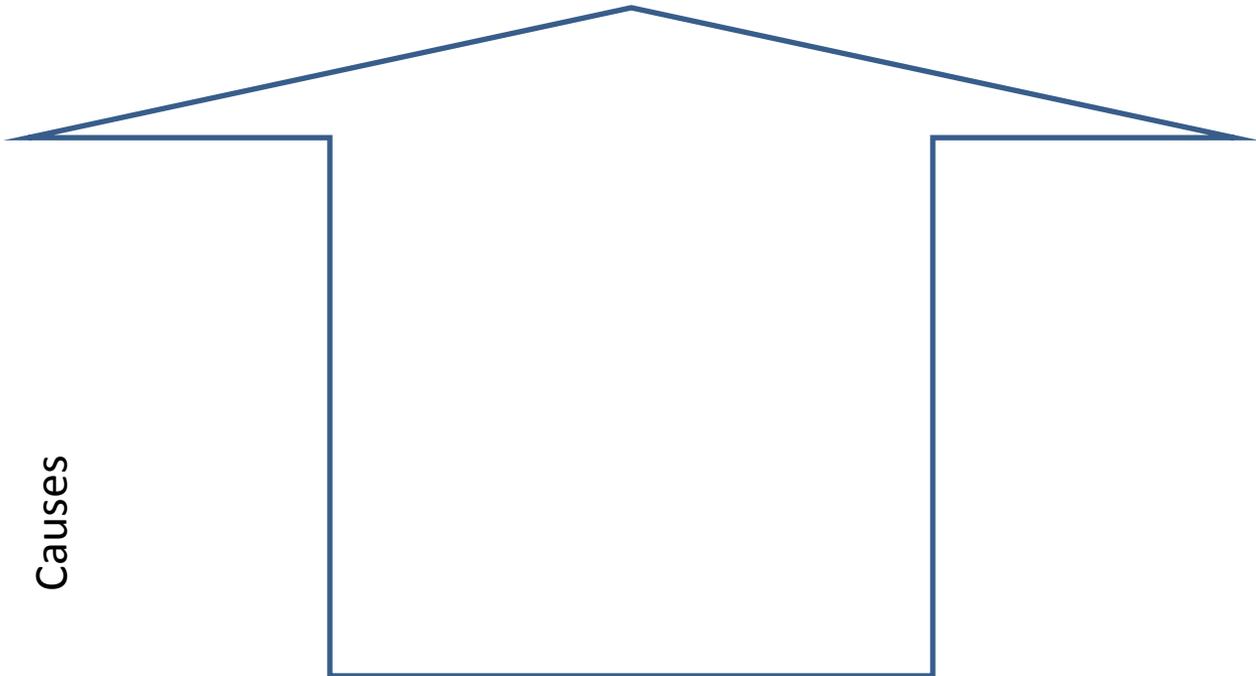
Effects Today



Results



Causes



Picture-Pause #1	Picture-Pause #2	Picture-Pause #3
Topic	Topic	Topic
The BIG Picture		
<i>Explanation:</i>		

Notes	Sum it Up

1. Give your opinion and explain your rationale.

Record your opinion and explain your reason for it.

2. Add a supporting argument.

Read your classmate's response. In this box, add another reason that would *support* your classmate's response.

3. Add an opposing argument.

Record a reason that might be used to argue *against* what is written in boxes #1 and #2.

4. Add your "two cents."

Read what is written in the three boxes. Add *your opinion* and your *reason* for it in this box.

Appointments	
Time	
8:00 a.m.	
9:00 a.m.	
10:00 a.m.	
11:00 a.m.	
12:00 p.m.	
1:00 p.m.	
2:00 p.m.	
3:00 p.m.	
4:00 p.m.	
5:00 p.m.	
6:00 p.m.	
7:00 p.m.	