

LETTER TO THE TEACHER

First off, thank you VERY much for your purchase of these task cards. I hope you find these particular sets to be very helpful in not only engaging your students, but more so to help create a more personalized approach for your students and give you, as the teacher, more specific data to use to further your students' success. Below is some important information you will want to read over before assigning these cards.

- All students start at Card #1. This is different from other task cards sets where students can begin anywhere. You might want to have a few sets of the cards ready so students aren't waiting on others.
- There are two versions of the cards included. The first set of cards has the 'directions' at the bottom of each card. The directions tell the students what card to go to next depending on their answer. If you feel that the students will focus on this section of the card too much – a separate version of the cards has been provided without the directions at the bottom. Instead, when using this version – give each student a copy of the answer key (1/2 page). Tell them to keep it turned upside down until looking to see what card they go to next.
- A recording sheet has been provided. You will want to make sure the students completely understand that they are not going to be completing all 30 of the cards. They will be skipping around. Each student has his/her own path. Let the students know that any questions that are skipped, an X can be placed in that box. This is also written for them in the directions of the recording sheet.
- The questions in the 30 task card set are designed to go in order from least difficult to most difficult. (See more information about the levels and concepts on page 3!)
 - Cards 1 – 5 are introduction to the concept and use of main vocabulary
 - Cards 6 – 10 are DOK Level 1 or "Remembering" level questions
 - Cards 11 – 15 are DOK Level 1 but with a different question type
 - Cards 16 – 20 are DOK Level 2
 - Cards 21 – 25 are DOK Level 2 but with a different question type
 - Cards 26 – 30 are DOK Level 3

Letter to the teacher

- Knowing the card levels is important. When students turn in their recording sheet to you – it is important to look for where their frustration level occurred to better support them. For example – if a student turns in a recording sheet and has many X's up until card #16, then you know this child's frustration level began at the DOK Level 2 and with that specific question type. Therefore when working with this child in a small group you can skip the basic level of understand and go right to where this child needs more support.
- Grading the recording sheet is no longer about right or wrong answers. The students, without knowing, did this on his/her own. When you collect the recording sheets, you now need to focus on the number of questions that were answered and where the frustration level occurred (mentioned above). Here is a quick guideline of how the # of questions answered applies to the child's level of understanding:
 - High Students (in this skill) will complete anywhere from 6 – 12 questions
 - Average Students (in this skill) will complete anywhere from 13 – 21 questions
 - Low Students (in this skill) will complete 22 – 30 questions.

So when you are flipping through the recording sheets you can simply look for who answered the most questions and then focus on on where those questions were in accordance to the DOK levels.

Overall, this task card system is designed to help you better give your students a more personalized experience. Students who do not need to spend 20 minutes doing task cards will no longer do so. They will get their 6 – 12 questions complete and then move onto something that will better suit their needs. Students who DO need this review and practice will continue to get it. And YOU as the teacher will gather more appropriate data on frustration levels to better support one on one or in small groups, the needs of your students. If you have any questions about this product, please let me know! You can contact me at adventuresofroom129@gmail.com

I hope you and your students enjoy! Happy Teaching!

~Ciera
Adventures of Room 129

LEVELS & INTERVENTIONS

As mentioned in the 'Letter to the Teacher' – these task cards are differentiated in a way that allows students to skip unnecessary cards because they have already shown mastery at that specific level as well as show the teacher the frustration level once reached. Below is more specific information about each level and interventions that can take place if a student reaches 'frustration level' at this section.

Cards 1 – 5: Addition Facts

- In this section, students are identifying the sum of basic addition facts. Additions facts are the bedrock of MANY mathematical processes. If a student shows frustration in this section, make sure the student understand the concept of addition – meaning does he/she understand that additions is bringing 2 or more items together to create a larger amount. Have the student use manipulatives or a number line to better help them identify the correct sum.

Cards 6 – 10: Double Digit Addition without Regrouping

- In this section, students are practicing their 2-digit plus 2-digit addition with no regrouping. The problems are written horizontally so this is a great time to allow students to practice lining of their columns before adding. If a student reaches frustration level in this section, have him/her model for you how they are solving a problem. Look for issues such as 1. not starting in the ones column 2. mixing up numbers from one column into another 3. not knowing basic math facts. Each of these are the most common issues when beginning double digit addition. Have the student draw lines between each column to keep them straight. You can also have him/her draw an arrow over the ones column to remind them to start there when adding. With practice and manipulatives (if needed) they will catch on!

LEVELS & interventions CONT.

Cards 11 – 15: Double Digit Addition with Regrouping

- In this section, students are again practicing double digit addition but this time with regrouping. If a student reaches frustration in this section, have him or her model for you what they are doing when solving a problem to better understand the issue. Look for 1. Forgetting to add the regrouped number 2. Keeping columns straight and organized 3. Not knowing basic math facts These are the most common mistakes for this concept. You can have the student draw a line between the columns to keep them organized. You can also have the student circle the regrouped number as an indicator to remember to add it when adding the tens column.

Cards 16 – 20: 3 or 4 Digit Addition with Regrouping

- In this section, students are practicing addition with regrouping again, but with larger numbers. If a student reaches frustration in this section, many of the recommendations from above should help. The biggest error with this concept is organization and knowing their math facts. Continue to remind students to keep their columns straight and take their time on their addition facts to get the best results.

Cards 21 – 25: 4 Digit Addition with 3 Addends

- In this section, students are adding together 3, 4-digit numbers. This allows us to see what they know about using and writing larger numbers into the ten thousands. The numbers in this section are already lined up for them. By this point, the students should know to keep their columns straight and shouldn't have issues remembering to add the regrouped number in each column. We are looking to see if they can add together 3 or 4 numbers together and use that sum to continue the problem. If a student reaches frustration in this section, it most likely is due to miscalculation of adding together many numbers at once. Have them add 2 numbers and then write that sum down before adding in the next number to help them keep track. This will slow them down and reduce errors.

LEVELS & INTERVENTIONS CONT.

Cards 26 – 30: Addition Word Problems

- In this section, students are solving addition word problems. Many of these are multi-step word problems that require adding a repetitive number together to get the sum. These problems also require some deeper thinking to make sense of what's happening in the problem. If a student reaches frustration in this section, I would have him/her illustrate out the problem to see if they can visually see what the problem is telling them and what the question is asking of them.

#1

What is the sum of 5 and 9?

- a.) 13 b.) 14
c.) 15 d.) 4

If you chose 'b', head to card #6. If you chose 'a, c, or d' head to card #2

#2

What is the sum of 3 and 8?

- a.) 11 b.) 12
c.) 10 d.) 5

If you chose 'a', head to card #3. If you chose 'b, c, or d' head to card #3

#3

What is the sum of 7 and 6?

- a.) 14 b.) 15
c.) 1 d.) 13

If you chose 'd', head to card #6. If you chose 'a, b, or c' head to card #4

#4

What is the sum of 9 and 3?

- a.) 11 b.) 6
c.) 12 d.) 13

If you chose 'c', head to card #6. If you chose 'a, b, or d' head to card #5

#5

What is the sum of 2 and 7?

- a.) 10 b.) 9
c.) 11 d.) 8

If you chose 'b', head to card #6. If you chose 'a, c, or d' head to card #6

#6

What is the sum of the sentence below?

$$24 + 53 = \underline{\quad\quad}$$

- a.) 76 b.) 77
c.) 78 d.) 67

If you chose 'b', head to card #11. If you chose 'a, c, or d' head to card #7

#7

What is the sum of the sentence below?

$$61 + 37 = \underline{\quad\quad}$$

- a.) 99 b.) 88
c.) 98 d.) 97

If you chose 'c', head to card #8. If you chose 'a, b, or d' head to card #8

#8

What is the sum of the sentence below?

$$16 + 73 = \underline{\quad\quad}$$

- a.) 89 b.) 99
c.) 79 d.) 88

If you chose 'a', head to card #11. If you chose 'b, c, or d' head to card #9

#1

What is the sum of 5 and 9?

- a.) 13 b.) 14
c.) 15 d.) 4

#2

What is the sum of 3 and 8?

- a.) 11 b.) 12
c.) 10 d.) 5

#3

What is the sum of 7 and 6?

- a.) 14 b.) 15
c.) 1 d.) 13

#4

What is the sum of 9 and 3?

- a.) 11 b.) 6
c.) 12 d.) 13

#5

What is the sum of 2 and 7?

- a.) 10 b.) 9
c.) 11 d.) 8

#6

What is the sum of the sentence below?

$$24 + 53 = \underline{\quad\quad}$$

- a.) 76 b.) 77
c.) 78 d.) 67

#7

What is the sum of the sentence below?

$$61 + 37 = \underline{\quad\quad}$$

- a.) 99 b.) 88
c.) 98 d.) 97

#8

What is the sum of the sentence below?

$$16 + 73 = \underline{\quad\quad}$$

- a.) 89 b.) 99
c.) 79 d.) 88

RECORDING SHEET

Name: _____

Date: _____

Topic: _____

Directions: Record your answers to the task cards below. Make sure to start at card #1 and pay attention to the directions at the bottom of the card OR the answer key your teacher has provided to see what card you get to go to next! Any cards you skip, place an X in that box below.

#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