

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:

- In this section, students are focusing on understanding the basic and foundational concepts of area and perimeter. They are identifying key vocabulary and formulas needed to be successful in the next sections of task cards. If a student reaches frustration level in this section, they are most likely not ready to proceed as they do not understand the difference between area and perimeter. Some interventions you could try would be to have them create their own anchor chart with visual reminders about the difference between the two concepts. Allow them to write out the formulas on the anchor chart to help them in the upcoming sections of task cards.

Cards 6 – 10:

- In this section, students are calculating the perimeter of a given shape. These shapes are basic 2D shapes, no composite shapes. Some include sides with the same length but only labeled on one side, so the student must infer the length of the other side(s). If a student reaches frustration in this section, it could be simply due to mathematical error. Make sure the student is lining up his/her numbers vertically to help correct any addition errors they may be having. Also check to make sure they know to always have 4 numbers to add if the shape has 4 numbers, and so on. I typically have my students draw a dot in one of the corner of the shape and place their finger on the dot. Then they 'drive' around the shape with their finger stating the length of each side as they drive and checking to make sure they have added that number into their addition problem. This is an easy and tactile way to have them check their work.

LEVELS & INTERVENTIONS CONT.

Cards 11 – 15:

- In this section, students are calculating the area of a rectangle or square. No composite shapes are being used in this section. The length and width of each shape is given. Students must simply know the formula and be able to successfully multiply the two numbers together. If a student reaches frustration in this section, first check for mathematical errors in their multiplication or that they aren't adding instead of multiplying. Another intervention, which would also work for perimeter, is to allow the student to color or trace the area in which they are calculating prior to solving. They can shade the inside of the square or rectangle in hopes that this will help them visually see what they are calculating and why the formula that is needed, works.

Cards 16 – 20:

- In this section, students are calculating the area and perimeter of a composite shape. The composite shape has every side length labeled. If a student reaches frustration in this section, it could be due to a miscalculation, forgetting to add in a side, or not understanding how to segment the shape into two shapes to find the area. Analyze the student's answer/work to best find the intervention that works for them. With area, I make sure my students know that they only have been taught how to find the area of rectangles or squares – so if they are faced with a shape that's neither of those, they have to break it down first. Where do they see a rectangle or a square? How can we create them? Get them into the habit of asking themselves these questions and they'll catch onto composite shapes quickly.

Cards 21 – 25:

- In this section, students are calculating the area and perimeter of a composite shape but with a side missing. The student must take the knowledge of square and rectangles and find the length of the missing side before calculating the perimeter or area. Something I do with my students is have them use red and green crayons. They find the missing side and trace it and any length on that SAME side in red. Then they go to the opposite side and trace it in green. This provides a visual of a side that's complete and a side that isn't. From those two numbers, they subtract to find the missing side's length.

LEVELS & INTERVENTIONS CONT.

Cards 26 – 30:

- In this section, students are solving multi-step word problems involving area and perimeter. If a student reaches frustration in this section, it could be due to two reasons: 1 – mathematical errors or 2 – lack of understanding of 2 step word problems. I find that drawing two boxes and having the students solve the first step in the first box and the second step in the second box helps them to differentiate between the two steps needed to solve the problem.

Ciera Harris Teaching

#1

The measurement of the inside of a shape is called the _____.

- a.) perimeter b.) area

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

#2

The measurement of the outside of a shape is called the _____.

- a.) perimeter b.) area

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

#3

The formula for finding the perimeter of a shape is to _____ the length of all of the sides.

- a.) multiply b.) subtract
c.) divide d.) add

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

#4

The formula for finding the area of a shape is to _____ the length and width of the shape.

- a.) multiply b.) divide
c.) add d.) subtract

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

#1

The measurement of the inside of a shape is called the _____.

- a.) perimeter b.) area

#2

The measurement of the outside of a shape is called the _____.

- a.) perimeter b.) area

#3

The formula for finding the perimeter of a shape is to _____ the length of all of the sides.

- a.) multiply b.) subtract
c.) divide d.) add

#4

The formula for finding the area of a shape is to _____ the length and width of the shape.

- a.) multiply b.) divide
c.) add d.) subtract

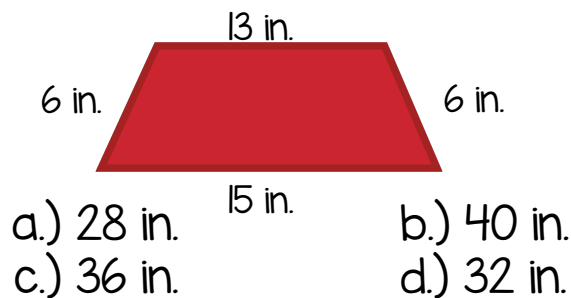
#5

When finding area, always remember to write the answer in _____.

- a.) cursive b.) decimals
c.) square units d.) small print

#6

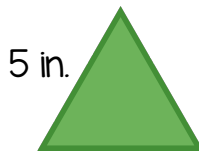
What is the perimeter of the shape below?



- a.) 28 in. b.) 40 in.
c.) 36 in. d.) 32 in.

#7

What is the perimeter of the shape below?



- a.) 15 in. b.) 20 in.
c.) 5 in. d.) 14 in.

#8

What is the perimeter of the shape below?



- a.) 26 in. b.) 28 in.
c.) 7 in. d.) 30 in.