



My classroom tools

Point or say what you need. Cut the tools you want to use.

HELP



I need help with ____.

BREAK



I need a break.

SAY IT AGAIN



Please say the first step again.

My next steps

FIRST



NEXT



CHECK



Write or draw one step in each box. Point to the current step. Move on when you are ready.

Teacher: agree a break and return plan; do not make access to help conditional.



Find it. Read it. Explain it.

Keep one strip and one word card visible.

re- = again



un- = undo an action



Circle the prefix. Underline the base word. Read the whole word. Tell its meaning.



Listen, then say the first step back.

Teacher: Circle the prefix. Underline the base word. Tell the new meaning.

Pupil: First I will _____. Next I will _____.

check



look carefully to make
sure something is right

button



fasten clothing with
buttons

roll



turn something around
itself into a tube

Explain the base word before working out the longer word.



Join the word parts

Cut the parts. Use the same boxes for each word.

re-

un-

play

lock

check

button

roll

PREFIX

BASE WORD

+

WHOLE WORD

My word means:

Warm-up choices

- A. Build a word that means play again.
- B. Build a word that means undo locking.



Try a new word

Use the prefix and the base word to explain the meaning.

recheck

The answer looks wrong. I will recheck it.

Circle the prefix. Underline the base word.

It means: _____

unbutton

The coat is fastened. I will unbutton it.

Circle the prefix. Underline the base word.

It means: _____

unroll

The poster is rolled up. I will unroll it.

Circle the prefix. Underline the base word.

It means: _____

Read. Explain. Say a sentence.



My answer and its clue

Read or listen to one small section. Point to a useful detail.

Name: _____

Date: _____

Our question:

My answer:

My text clue (or point to it):

This clue helps because:

Partner talk cards

My answer is ____.



My clue is ____.



Your turn. What clue did you find?





My number bond

Build the whole. Split it into two parts. Tell what stayed the same.

WHOLE

Write the total:

PART

Put counters here.

PART

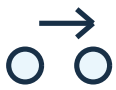
Put counters here.

My parts are _____ and _____

Together they make _____

Equation: _____

I know because I can show ____.



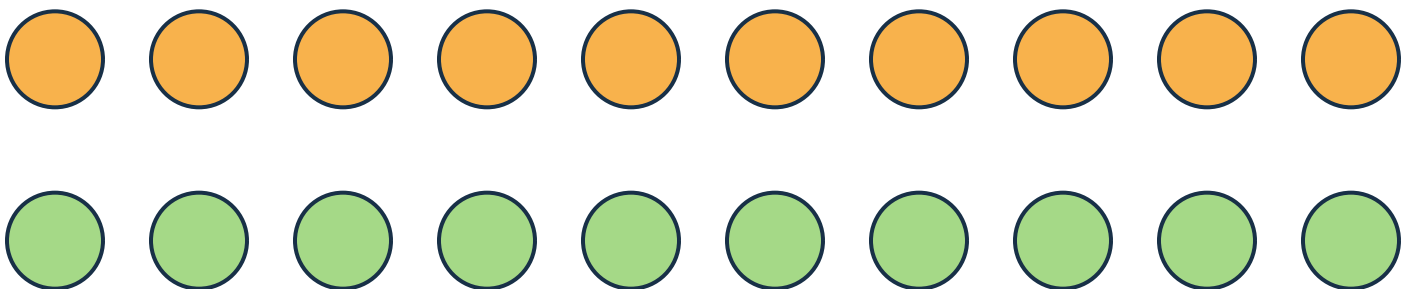
Build it and move it

One counter in each space. Move counters to show two parts.

I see ____ and _____. There are ____ altogether.



Cut out the counters. Keep them in a small envelope.



Counters are 36 points across; they fit the ten-frame and part trays.



Find the missing part

Choose a card. Build it. Tell it. Record it.

WHOLE: 10

PART: 5 **PART: ____**

$$5 + \underline{\quad} = 10$$

Show it on your mat.

WHOLE: 10

PART: 7 **PART: ____**

$$7 + \underline{\quad} = 10$$

Show it on your mat.

WHOLE: 10

PART: 3 **PART: ____**

$$3 + \underline{\quad} = 10$$

Show it on your mat.

WHOLE: 10

PART: 4 **PART: ____**

$$4 + \underline{\quad} = 10$$

Show it on your mat.

WHOLE: 10

PART: 8 **PART: ____**

$$8 + \underline{\quad} = 10$$

Show it on your mat.

WHOLE: 10

PART: 9 **PART: ____**

$$9 + \underline{\quad} = 10$$

Show it on your mat.

Place the practice card beside your mat.



Parts make a family

Use tools if needed. Record your first answer before help.

Name: _____

Date: _____

My whole: ____ My parts: ____ and ____

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

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

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Fresh check: show what you can do first.

$$2 + \underline{\quad} = 10$$

First answer: ____

Help used: ____

$$6 + \underline{\quad} = 10$$

First answer: ____

Help used: ____

$$1 + \underline{\quad} = 10$$

First answer: ____

Help used: ____

No countdown. Teacher may note response time quietly.



Show the story with counters

Read or listen. Show what happens. Write an equation.

Name: _____

Date: _____

Mia has 5 stickers. Leo gives her 3 more stickers.

How many stickers does Mia have now?

Draw or place counters:

Equation: _____

Answer: _____

Mia has 8 stickers. She gives 3 stickers to Leo.

How many stickers does Mia have left?

Draw or place counters:

Equation: _____

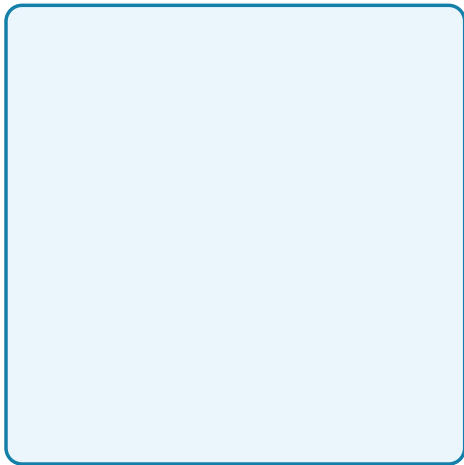
Answer: _____



First sound. Last sound.

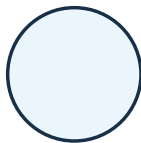
Say the picture word. Listen for the sound.

FIRST SOUND

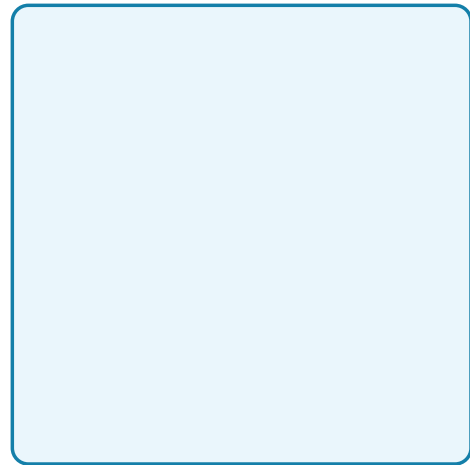


Put one picture here.

What sound comes first?

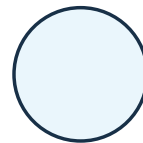


LAST SOUND



Put one picture here.

What sound comes last?



Say the sound. Move one counter.



LOOK

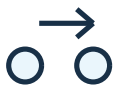


LISTEN



SAY

Teacher: name the picture first. Keep letter tiles hidden when checking oral sounds. Do not stretch or reveal the target sound before an independent response.

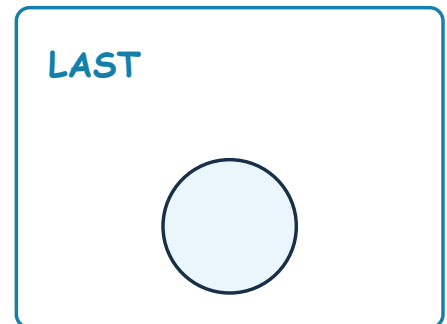
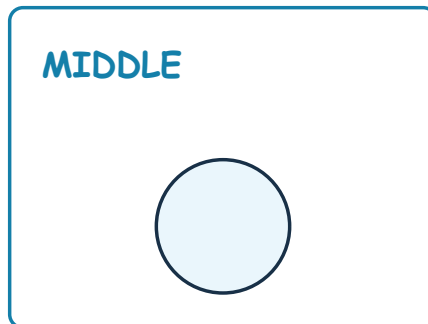
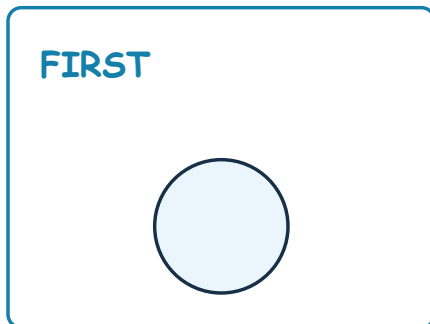


Push the sounds

Say the word slowly. Push the counters. Blend the word again.



Picture card



Slide your finger. Say the whole word.

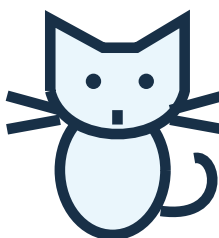
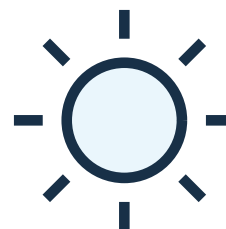
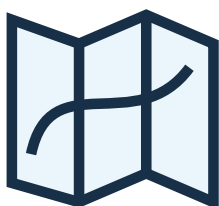
For word building, replace the counters with letter tiles. This is a different task from hearing sounds without letters.

Teacher: record oral sounds and word reading separately.



Look and say

Cut the cards. Keep their names in the teacher key.



Use one card at a time.

Teacher: agree the picture name before asking for a sound. A different picture name, such as rug for mat, changes the sound task.



Build one word

Choose. Build. Say the sounds. Read the word.

m

a

t

p

s

u

n

f

c

d

o

g

One sound does not always mean one letter.

For these short words, put one tile in each sound box. Choose a word from the picture cards. Read it without relying on the picture, then match it back.



SAY SOUNDS



BUILD



READ



Say it. Plan it. Write it.

Use an idea from today's class lesson.

Name: _____

Date: _____

WHO?



DOING?



WHAT?



WHERE?



Say one sentence first.

I can start: I see ____.

Check: capital, spaces, ending mark.

Optional model: M m

M m

Watch one. Write one. Practise the letter the class is learning. Use M m only when it fits; this was the recent letter in the log.

Teacher: label writing as independent, copied, traced or adult-supported.



Leo, busco y explico

Recorta solo las tarjetas que necesitas para la tarea de clase.

MI LECTURA



Identifico a los personajes y el problema.

Marco un detalle importante.

Explico mi idea con una pista.

PARA EMPEZAR



Leo la consigna.

Elijo una idea.

Escribo mi primera idea.

Busco una pista que la apoye.

OTRA PERSPECTIVA



Otra explicación posible es ____.

Estoy de acuerdo porque ____.

Tengo otra idea: ____.

LEO CON EXPRESIÓN



Hago pausas en la puntuación.

Cambio mi voz cuando habla un personaje.

Releo si pierdo el sentido.

Puedo pedir: Entiendo _____. Necesito aclarar _____.



Mi inferencia y su evidencia

Primero piensa por tu cuenta. Usa el apoyo solo si lo necesitas.

Nombre: _____

Fecha: _____

¿Qué puedo inferir sobre una decisión del personaje?

Pienso que...

Una pista del texto es...

Está en la página ____ o en el párrafo ____.

Esta pista apoya mi idea porque...

¿Hay otra explicación posible?



Planifico mis párrafos

¿Cómo cambió la historia una decisión del personaje?

Nombre: _____

Fecha: _____

1. MI IDEA PRINCIPAL

¿Qué decisión fue importante? ¿Qué pienso sobre ella?

2. MI EVIDENCIA Y EXPLICACIÓN

¿Qué detalle apoya mi idea? ¿Cómo la apoya?

3. OTRA POSIBILIDAD

¿Qué habría ocurrido con otra decisión? ¿Por qué?

Reviso: una idea por párrafo, evidencia y palabras claras.



Reto: amplío el cuento

También puedes elegir explicar una inferencia con más profundidad.

Nombre: _____

Fecha: _____

Escribe una escena breve con una consecuencia diferente de la decisión del personaje. Conserva los detalles del cuento que hagan falta para que tenga sentido.

Si te ayuda, organiza una oración:

¿QUIÉN? 	¿QUÉ HACE? 	¿QUÉ? 	¿DÓNDE? 
_____	_____	_____	_____

Mi oración:

Para ampliar mi idea:

La decisión de ____ cambió ____ porque ____.

Aunque ____, el personaje decidió ____.

Mi escena o mi explicación:

Compruebo que mis detalles conectan con el cuento.