

1

Preparing for Level 5

Start Here!

To prepare for teaching *All About Math* Level 5, you can either watch our short videos or follow the checklist on the subsequent pages. Do whichever works best for you!

Option 1: Watch the Videos



Go to www.aalp.tv/math-level-5 on your phone, tablet, computer, or scan the QR code to be taken directly to the videos.



Let us show you how to get set up for success!



After watching the videos, turn to page 33 of this teacher's manual to start teaching the first lesson.



Option 2: Read the Following Pages



Check off each as you complete it.



Is Your Student in the Right Level?

If your student did not complete *All About Math* Level 4, use this checklist and the *Gallop into Math!* activity book pages 389 to 400 to verify placement in Level 5. Your student should get all items in a question correct in order to checkmark that question.

- ☐ 1. Your student can identify and create models to represent fractions. Have your student partition and shade the model or identify the fraction based on the fraction situation on the student activity page.

Model 1: (*partitioned into twelve equal parts with five parts shaded in*)

Model 2: (*$\frac{7}{10}$ of the quilt is blue*)

- ☐ 2. Your student can compare fraction models. To test this, have your student partition and shade the model to compare the fractions using comparison symbols.

Model 1: ($\frac{5}{6} > \frac{5}{8}$)

Model 2: ($\frac{3}{12} < \frac{3}{10}$)

- ☐ 3. Your student can order sets of fractions with the same denominator or the same numerator from least to greatest or greatest to least. Have your student list the fractions in the correct order on the student activity page.

Comparison 1: ($\frac{1}{5}, \frac{3}{5}, \frac{5}{5}, \frac{8}{5}$)

Comparison 2: ($\frac{3}{5}, \frac{3}{8}, \frac{3}{10}, \frac{3}{12}$)

- ☐ 4. Your student can compare the sizes of fractions by comparing them to the benchmarks of $\frac{1}{2}$ and 1. Have your student place a check mark to answer if the fraction is less than $\frac{1}{2}$, between $\frac{1}{2}$ and one, or greater than one. Then, have your student write how far each fraction is from one whole.

Answer: ($\frac{3}{10}$ is less than $\frac{1}{2}$ and $\frac{7}{10}$ away from one whole. $\frac{7}{12}$ is between $\frac{1}{2}$ and one and $\frac{5}{12}$ from one whole. $\frac{7}{4}$ is greater than one whole and $\frac{3}{4}$ away from one whole.)

- ☐ 5. Your student can use visual representations to show that fractions are equivalent. To test this, have your student shade the model to find the equivalent fraction. Then, have your student write the fraction on the lines.

Answer: (*The model on the left represents $\frac{3}{4}$. The equivalent fraction is $\frac{9}{12}$. Nine of the 12 parts are shaded in.*)

- ☐ 6. Your student can generate equivalent fractions by using multiples of both the numerator and denominator. To test this, have your student write two fractions that are equivalent to $\frac{2}{3}$. Your student can use skip counting or multiplication.

Answer: ($\frac{2}{3}$ is equivalent to $\frac{4}{6}, \frac{6}{9}, \frac{8}{12}$, and $\frac{10}{15}$)

- ☐ 7. Your student can order sets of fractions by making common denominators. Have your student create equivalent fractions to compare and order sets of fractions.

Set 1: $(\frac{1}{3}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6})$

Set 2: $(\frac{5}{3}, \frac{7}{9}, \frac{2}{3}, \frac{5}{12})$

- ☐ 8. Your student can represent decimals in different ways, including diagram, decimal, and fraction form. To test this, have your student fill in the table to represent the decimal using a diagram, decimal form, and fraction form.

One and three hundredths: *The diagram will have one grid fully shaded in, and three squares shaded in. The decimal is 1.03.*

Seven tenths: *The fraction is $\frac{7}{10}$ and the decimal 0.7.*

Forty-five hundredths: *The diagram has four columns and five small squares shaded in. The fraction is $\frac{45}{100}$.*

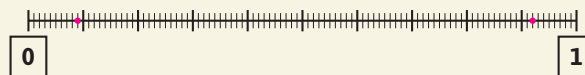
- ☐ 9. Your student can round decimals to the nearest tenth and whole number. Have your student complete the problems on the student activity page. Your student can use the number line to help her.

Rounding 1: *(0.6 rounds to 1)*

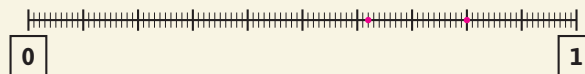
Rounding 2: *(0.13 rounds to 0.1)*

- ☐ 10. Your student can compare decimals on a number line. Have your student place the decimal numbers on the number lines. Then, use the number lines to compare the decimals and add a comparison symbol to make the statement true.

Comparison 1: *(0.92 > 0.09)*



Comparison 2: *(0.8 > 0.62)*



- ☐ 11. Your student can order decimals from least to greatest or greatest to least. Have your student list the decimals in the correct order on the student activity page.

Set 1: 2.20, 2.25, 2.28, 2.31

Set 2: 5.4, 5.29, 5.17, 4.99

- ☐ 12. Your student can multiply a multi-digit whole number by a one-digit whole number and multiply a two-digit whole number by a two-digit whole number. To test this, have your student find the product on the student activity page.

Answer: $(2,459 \times 3 = 7,377, 46 \times 29 = 1,334)$

- ☐ 13. Your student can find whole-number quotients and remainders with multi-digit dividends. To test this, have your student find the quotient on the student activity page.

Answer: $(8,424 \div 9 = 936, 1,941 \div 4 = 485 R 1)$

- ☐ 14. Your student can interpret the meaning of remainders in division story problems that represent real-world situations. Have your student find the quotient and interpret the remainder.

Situation 1: *(They need 21 groups because $143 \div 7 = 20 \text{ R}3$, and those 3 people cannot be left behind, so there needs to be one more group to involve all of the people.)*

Situation 2: *(Jacob will have 15 full pages. $126 \div 8 = 15 \text{ R}6$. Since the question asks about how many full pages, the answer is 15.)*

- ☐ 15. Your student can multiply a whole number by a fraction. Have your student find the product. Your student can use a tape diagram if she would like.

Answer: $7 \times \frac{1}{3} = \frac{7}{3}$ $8 \times \frac{7}{10} = \frac{56}{10}$

- ☐ 16. Your student can add and subtract fractions with the same denominator. To test this, have your student find the sum or difference on the student activity page.

Answer: $4\frac{7}{10} - 2\frac{4}{10} = 2\frac{3}{10}$ $\frac{7}{12} + \frac{3}{12} = \frac{10}{12}$
 $3\frac{1}{4} - 1\frac{3}{4} = 1\frac{2}{4}$ $\frac{3}{4} + 1\frac{1}{4} = 1\frac{4}{4} \text{ or } 2$

- ☐ 17. Your student can identify lines, segments, and rays. Have your student use the word bank to write the correct name of each figure on the blank.

Answer: *(segment, parallel lines, ray, line)*

- ☐ 18. Your student can analyze, describe, extend, and generate visual and numerical patterns. To test this, have your student answer questions about the patterns on the student activity page.

Pattern 1: *(The next three shapes in the pattern are a green square, purple rectangle, green square. The 11th shape will be a green square.)*

Pattern 2: *(The next two numbers in the pattern are 125 and 625. The rule is $\times 5$.)*

- ☐ 19. Your student can represent and solve multiplicative comparison problems, including those involving unknown factors. To test this, have your student write the equation to represent the story problem and then solve the story problem.

Story Problem 1: *(The equation is $3 \times 4 = 12$. She baked 12 loaves of bread on Tuesday.)*

Story Problem 2: *(The equation is $24 \div 6 = 4$ or $4 \times 6 = 24$. Jamal baked 4 loaves of bread.)*

- ☐ 20. Your student can solve multistep problems involving the four operations. To test this, have your student make a model or write an equation to represent each problem and then solve to find the answer.

Story Problem 1: ($10 \times 125 = 1,250$. $208 \times 6 = 1,248$. $1,250 - 1,248 = 2$ tickets. Marley earned two more tickets than Zoe.)

Story Problem 2: ($3,420 - 1,150 = 2,270$. $2,270 \div 5 = 454$. Each bracelet costs 454 tickets.)

- ☐ 21. Your student can identify shapes and features of shapes. To test this, have your student complete the table on the student activity page.

Answers: (*acute triangle, acute angle, right triangle, obtuse angle, right angle*)

- ☐ 22. Your student can convert between different units of measurement. Have your student complete the table on the student activity page.

32 cups: 16 pints, 8 quarts, 2 gallons

72 feet: 864 inches, 24 yards

2,000,000 milligrams: 2,000 grams, 2 kilograms

1,000,000 millimeters: 100,000 centimeters, 1,000 meters, 1 kilometer

- ☐ 23. Your student can solve story problems that involve intervals of time. To test this, have your student complete the story problems on the student activity page.

Answers: (*5:55 PM, 2:30 PM, 2 hours and 45 minutes*)

How did your student do?

- If your child could easily complete 21 or more of the 23 skills, begin Level 5.
- If just one or two areas were difficult, you can remediate in those areas as you start Level 5.
- If 20 or fewer boxes were checked, start with Level 4 to build a strong foundation for math..

If you have any questions about the program or would like to learn how to adapt certain aspects to accommodate your child's needs, please contact us at support@allaboutlearningpress.com or 715-477-1976. And if you need ideas on how to help your child build skills, just let us know—we are always happy to help!



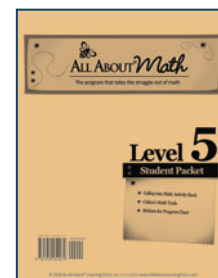
Gather the Materials

In addition to this teacher's manual, you will need the following items:

1 Student Packet

The Student Packet contains:

- *Gallop into Math!* activity book
- Stickers for the Progress Chart
- *Calina's Math Tools* (See page 27, Preview *Calina's Math Tools*, for more details)



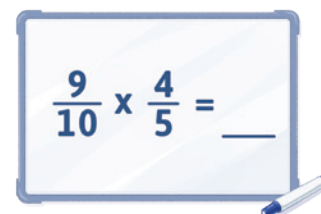
2 All About Math Manipulatives Kit

The manipulatives kit includes hands-on materials to support learning. See page 25, Learn about Manipulatives, for more details about the manipulatives for Level 5.



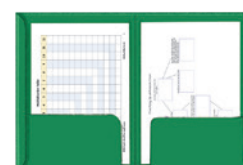
3 Dry-erase board and Markers

You can use any size. We recommend a hand-held dry-erase board for ease in demonstrating concepts. However, if you already have a dry-erase board for *All About Reading* or *All About Spelling*, you can also use your existing board.



4 Folders (Optional)

It's helpful to have a folder for storing *Calina's Math Tools*. You may also want a folder for storing *Calina's Math Fun!* games so they can be replayed.





The *All About Math* Method

First of all, you can do this! *All About Math* is a scripted, open-and-go program developed for busy parents, teachers, and tutors who want to teach mathematics in the most effective way possible. This program doesn't require long periods of study, you don't have to develop your own lesson plans, and you don't have to stress over what to teach next—because everything is laid out for you, step-by-step. You'll get a solid grounding in how to teach mathematics without being overwhelmed.

Your student will be actively involved in the learning process. This is a truly multisensory program; your student will learn through sight, sound, and touch. Everything is taught in context, and your student will apply what he has learned right away. Your student will be engaged in thinking, processing, comparing, and learning.

Students who use the *All About Math* method tend to feel a sense of excitement in learning. And they should! They are learning how to think, explore, and grow in their abilities. They will feel successful as they see continual progress.

There are no gaps in this program. *All About Math* teaches your student everything he needs to know to build a strong foundation of numeracy, operations, and algebraic thinking. Each concept builds upon the previous one, ensuring a comprehensive understanding that leverages existing knowledge.

***All About Math* acknowledges the diverse needs of learners and addresses the five key components of effective instruction:**

1. **Strong Conceptual Understanding:** We connect mathematical concepts, fostering a deeper understanding that transcends memorization.
2. **Procedural Fluency and Skills:** Students master essential skills like multiplication, division, and fractions through practice and application.
3. **Communication and Collaboration:** We encourage students to explain their reasoning, fostering collaboration and clear communication through discussions and activities.
4. **Assessment and Differentiation:** Our program offers regular assessments so you can see how your student is doing. It allows you to cater to individual needs by offering differentiated instruction; instruction that allows you to adjust the pace, complexity, and activities to your student's needs.
5. **Positive Learning Environment:** We encourage students to believe in their ability to learn and grow through perseverance and effort.

***All About Math* is a mastery-based program.** As such, the levels don't necessarily correspond to grade levels. In mastery-based learning, students master foundational concepts before moving on to more advanced concepts, regardless of age or grade level. Some concepts will take many lessons to master. The instructions in each lesson help you know whether to move on, while the concept reminders on the *Daily Review Tracker* help you continue to work toward mastery.

Most importantly, *All About Math* is committed to results. The *All About Math* program has a very focused mission: to enable you to teach your student mathematics while guaranteeing retention and enjoyment. Our approach to mathematics focuses on enabling students to become confident, fluent mathematicians who can absorb and retain new information.

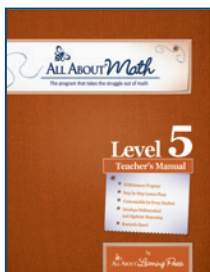
If you ever have a question as you are teaching, please feel free to contact us at support@allaboutlearningpress.com or 715-477-1976.

We're here to help!



Preview the Teacher's Manual

As you flip through the teacher's manual, you'll notice that all the lessons are laid out for you step-by-step. You'll also find two types of lessons:



- **New Concept Lessons:** In these lessons, your student will learn new skills and concepts. You can see an example of a typical “New Concept” lesson in Lesson 3 on page 57.
- **Progress Monitoring Lessons:** In the Show What You Know! lessons, your student will review and practice the new concepts taught in the previous lessons. You can see an example of a typical Progress Monitoring lesson in Lesson 10 on page 123.

Each new concept lesson consists of six parts:

1. **Before You Begin:** This cream-colored box contains an overview of the lesson and is meant only for you, the teacher. Reading it takes only a few minutes, after which you'll be well-equipped to teach the lesson confidently.
2. **Review:** You will begin the lesson by reviewing concepts learned previously, giving your student a quick review of skills or concepts essential to the new learning. Starting in lesson 7, you will need your student's *Daily Review Tracker* for this part of the lesson.
3. **New Teaching:** This is the hands-on, multisensory portion of the lesson. Your student will work with the manipulatives as you gradually introduce new concepts. Scaffolding techniques such as modeling, guided practice, and feedback help students progress at their own pace and achieve a deeper understanding.

Then, your student will use activity sheets as she continues to practice the new concepts. The activities encourage teachers to highlight connections, helping students see the bigger picture and develop a more coherent understanding of mathematical concepts.

Finally, Math Reflections encourages your student to ask questions and express her understanding. This allows the teacher to identify any misconceptions and address them directly.

(See page 19, Math Reflections and Dialogue, for more details)

4. **Extended Practice:** Optional activities are included for students who need more practice. By revisiting and practicing the skills in different ways if needed, students develop fluency and automaticity, allowing them to solve problems and perform calculations with greater accuracy and speed.
5. **Calina's Math Fun!:** Fun and engaging activities provide opportunities for students to use and apply the new concepts they have learned in a meaningful context. This helps them move the information from short-term to long-term memory, strengthening their understanding

and improving their ability to recall and apply concepts later. These activities are designed to encourage playing more than once to reinforce concepts and skills.

6. **Track Your Progress:** At the end of each lesson, record your student's progress on the Progress Chart.

Take a few minutes to flip through the Appendices section starting on page 525. The Appendices include a few extra resources to help you and your student get the most out of your math lessons.



Math Reflections and Dialogue

It's incredibly important for children to talk about what they are learning in math. Verbalizing their thinking helps deepen their understanding, build critical reasoning skills, and strengthen their ability to communicate complex ideas. That is why you will find “Math Reflection” sections in every *All About Math* Lesson, and you will also see dialogue encouraged throughout. Here are some key benefits of encouraging math discussions:

Math Reflection:

“Let’s Reflect!”

Ask some questions to guide your student’s reflection:

- “What does the numerator in a fraction tell you when you’re dividing something?”
- “What does the denominator in a fraction tell you?”
- “How is $1 \div 2$ the same as $\frac{1}{2}$?”

This section is located after the Complete Activity Sheet section in each New Concept Lesson and after the last question in each Progress Monitoring Lesson.

Deepens Understanding: When your student talks through a problem, he is forced to clarify his thinking. Explaining his reasoning helps solidify the concepts in his own mind, making it easier for him to understand and retain the material. Talking through math problems can also reveal misunderstandings or gaps in knowledge. If he is unable to explain his thinking, it may highlight areas where he will need further instruction or support.

Encourages Active Engagement: Math discussions help your student move from passively receiving information to actively engaging with the material. When he verbalizes his thought processes, he is more likely to take ownership of his learning and develop a deeper connection to the content.

Promotes Critical Thinking and Problem Solving: Talking about math encourages your student to reason logically and justify his thinking. Discussing different strategies and approaches fosters critical thinking and can lead to deeper insights and a broader range of strategies for solving problems.

Enhances Mathematical Vocabulary: Talking about math helps your student develop and expand his mathematical vocabulary and encourages him to use specific, accurate language, which reinforces his understanding of the terms and concepts involved.

Improves Memory and Retention: When your student talks about math, he is engaging both the verbal and cognitive centers of the brain, which enhances memory and understanding. Explaining concepts to others forces him to organize and articulate his knowledge in a coherent way, and reinforces learning and retention.

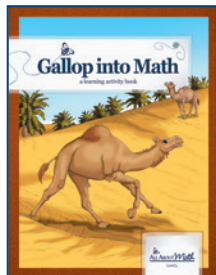
Encourages a Positive Attitude Toward Math: By encouraging your student to talk about his learning, you help him see math as a subject he can engage with and discuss, rather than a subject that is difficult or intimidating. Positive discussions about math help develop a healthy attitude toward the subject and can reduce math anxiety.

Talking about math in real-world contexts or through stories can help him see the relevance and practical applications of what he is learning, making math more engaging and meaningful.



Preview the Activity Book

The *Gallop into Math!* activity book contains:



- Progress Chart
- *Daily Review Tracker*
- Activity Sheets
- Calina's Math Fun!
- Math Practice
- Story Problems and Situations
- Certificate of Achievement

The lesson plans in the teacher's manual will tell you which pages you need for each lesson. The pages in the activity book are perforated for easy removal.

Let's take a quick look at each part of the activity book.

Progress Chart



The *Progress Chart* can be found on page 5 of the activity book.

This chart is a fun and encouraging way to help students see their progress as they work toward understanding mathematics.

Remove the chart along the perforation and find a special spot to display it. You might choose a bulletin board, the refrigerator, a folder, or any other place that is easy to access and see.

After finishing each lesson, have your student color in or place a sticker over the corresponding circle on the chart. It is a great way to celebrate her hard work!

Daily Review Tracker

The *Daily Review Tracker* can be found on page 7 of the activity book.

Lesson	Topic	Skills	Mastered
1	Place value	Identify the value of a digit in a number.	
2	Place value	Read and write numbers to 100.	
3	Place value	Compare two numbers.	
4	Place value	Order three numbers.	
5	Place value	Round a number to the nearest ten.	
6	Place value	Identify the value of a digit in a number.	
7	Place value	Read and write numbers to 100.	
8	Place value	Compare two numbers.	
9	Place value	Order three numbers.	
10	Place value	Round a number to the nearest ten.	

This *Daily Review Tracker* is a tool for you to use with your student during the review section of each lesson. It helps build a strong foundation in mathematics by supporting concept retention and reinforcing understanding, while also tracking mastery of each skill.

Starting in Lesson 6, you will be prompted to enter the date next to skills that have been introduced. This will help you track which skills have been taught and should be included as part of your daily review.

In Lesson 7, you will begin using the tracker to identify areas where your student may need more practice to reach mastery. You will know she has achieved mastery when she can perform the skill consistently without assistance. Once she has demonstrated mastery, record the date in the 'Date Mastered' column.

As always, you are welcome to revisit any skill marked as mastered for a refresher or extra practice as needed.

Activity Sheets

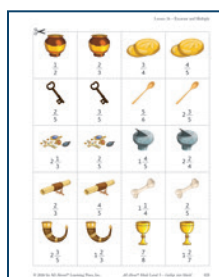
The activity sheets are highly motivating for most students, offering a variety of ways to practice the new concepts introduced in each lesson. They include engaging themes and colorful visuals that make learning both fun and meaningful.



Take a look at the activity called Framing the Masterpiece on page 78 of the activity book. In this activity, your student will sketch a rectangle on grid paper and then find the area and perimeter for each painting in the art gallery.

Calina's Math Fun!

Math games make learning math exciting by turning practice into play, allowing students to explore concepts in a fun and interactive way. They will build confidence and fluency with math concepts while keeping your student engaged and motivated.



Calina's Math Fun! can be found at the end of each new concept lesson. You can choose to play these games directly after the lesson or at another time. These games are designed to be played multiple times and are a great way to practice skills that are still developing.

Remove the Calina's Math Fun! games along the perforation. Once you have completed a game, place it in a safe spot or folder for easy access for later play.

Math Practice



Starting in Lesson 3, your student will complete short Math Practice pages to review and reinforce what they have already learned. These pages include practice problems that are designed to be quick and focused. Math Practice pages allow your student to keep important skills fresh without feeling overwhelmed, helping build confidence and strengthen understanding over time.

Story Problems and Situations



Story Problem and Situation pages give your student a chance to engage with real-world math in a meaningful way. These pages list story problems or situations used throughout the lesson, allowing your student to read along or read aloud. She can use the page to underline important numbers, highlight the question being asked, and mark anything else that helps her make sense of the problem.

Certificate of Achievement

The *Certificate of Achievement* can be found on page 387 of the activity book.



Presenting your student with a certificate upon completing the Level 5 program is a wonderful way to celebrate her hard work and achievements. It will boost her confidence and give her a sense of pride in reaching an important milestone.



Learn about the Manipulatives

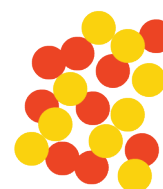
We will be using four types of manipulatives. Below is an introduction to some of their uses.

Connecting Cubes can be snapped together to form longer chains or structures. They can be used for:

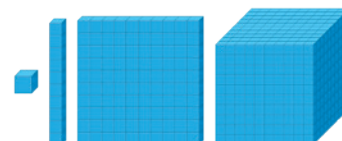


- **Multiplication and Division:** Connecting cubes can be used to model multiplication and division by creating equal groups or arrays. The cubes make it easier to see how multiplication works as repeated addition and how division works as sharing or grouping.
- **Fractions:** Different colored connecting cubes can show parts of a whole, compare fractions, or build fraction bars.

Two-Color Counters are small, circular discs that are red on one side and yellow on the other side. They can be used for basic addition and subtraction, making equal groups and arrays to demonstrate multiplication and division concepts, and as game markers.



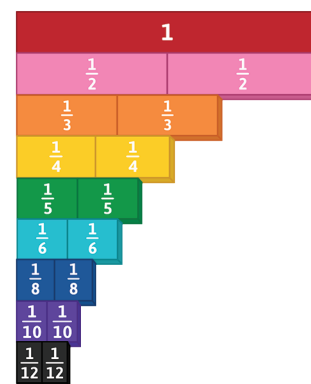
Base-10 Blocks also known as **place value blocks**, represent units of 1, 10, 100, and 1000. They can be used for:



- **Understanding Place Value:** Base-10 blocks are commonly used to help understand place value. Students can see how numbers and decimals are made by grouping the blocks together. Each type of block represents a different place value:
 - **Unit (ones):** Small cubes that represent the number 1 or 0.01.
 - **Rod (tens):** Long rods that represent groups of 10 or 0.1.
 - **Flat (hundreds):** Square flats that represent groups of 100 or one whole.
 - **Cube (thousands):** A cube that represents a group of 1000 or 10.
- **Multiplication and Division:** Using base-10 blocks helps students visualize the process of multiplication and division. Students can build arrays with the blocks to show how many groups there are and how many are in each group. The blocks help students break apart larger numbers into equal groups for division.

Fraction Tiles are colorful, rectangular pieces of different sizes that visually represent how parts make up a whole. They can be used for:

- **Reading and Writing Fractions:** Fraction tiles provide a visual representation of fractions as parts of a whole. For example, students can use the tiles to see that one out of four equal parts is written as $\frac{1}{4}$ and read as “one-fourth.”
- **Comparing Fractions:** Fraction tiles help students visually compare the sizes of different fractions. By lining up tiles representing parts of a whole, they can easily see which fractions are larger, smaller, or equal. For example, placing a $\frac{1}{2}$ tile above two $\frac{1}{4}$ tiles shows they are the same size.



Counting Bears are colorful, plastic bear-shaped manipulatives that can be used for game markers.

Ruler a straight tool with two sides: one marked in centimeters and the other in inches. While it's used to measure length and draw straight lines, it can also help students understand fractions. The inch side is divided into equal parts, like halves, fourths, and eighths, making it a useful tool for showing how fractions work on a number line.



Protractor a half-circle-shaped tool with numbers along the curved edge from 0° to 180° . There are numbers on the straight edge that can also be used as a ruler or straight edge. In the middle, it has a small hole that you line up with the point, or vertex, of an angle. A protractor is used to measure how wide an angle is in degrees.



The *All About Math* Manipulatives Kit also includes:

- **Dry Erase Pocket:** a transparent-plastic pocket that turns any Math Tool into a dry-erase board.
- **Counting Bears:** The Counting Bears were used in lower levels. However, kids who still enjoy them can use them for counting, addition, subtraction, creating patterns, multiplicative comparisons, or game markers.

The *All About Math* Manipulatives Kit comes in a plastic Storage Bin for ease and convenience.

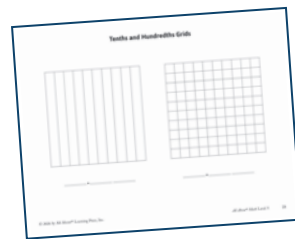




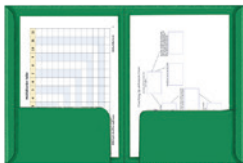
Preview Calina's Math Tools

Math Tools are printed resources that can be used in numerous ways to support student learning. In Level 5, Math Tools are primarily used to support operations and algebraic thinking. These tools include:

- Multiplication Table (0-12)
- Dot Paper
- Partial Quotient Division Mat
- Fractions and Decimals Mat
- Classifying Shapes Cards
- Decimal Mat
- Number Cards
- Shape Cards
- Classifying Quadrilaterals Chart
- Decimal Number Lines
- Decimal Place Value Chart
- Finding Simplest Form Mat
- Grid Paper
- Large Grid Paper
- Decimal Division and Multiplication
- Tenths and Hundredths Grid
- Table and Blank Grid
- Open Number Line
- Analyzing Patterns Mat
- Table and Labeled Grid
- Coin Cards
- Make a Cube
- Metric Conversions Chart
- Bar Graph Template
- Dot Plot/Line Plot Template



Math Tools are reused for many lessons, so once you use them, be sure to save them for future use.



Consider keeping the materials in a folder and storing them in a binder or in the manipulatives storage bin.



How Much Time Should I Spend on Math?

All About Math lessons are designed so that you can work at your student's pace. Here are some general guidelines.



Spend 20 minutes per day teaching math.

We recommend spending about 20 minutes per day, five days a week, on math instruction, but you can adjust this to meet your particular student's needs.

It can be helpful to set a timer. When 20 minutes are up, consider whether you have reached a logical stopping point in the lesson; you may want to complete the task or part of the task before stopping. Then, mark the spot in the lesson where you stopped. If your student is still engaged at the end of 20 minutes, feel free to extend the time if you wish.

When you begin teaching the next day, start with 1 or 2 items from the *Daily Review Tracker*, briefly review the New Teaching from the previous day, and then pick up in the teacher's manual where you left off previously. If your student struggles to remember previous learning, you can begin from an earlier point in the lesson.

Short daily lessons are much more effective than longer, less frequent lessons. Your student's attention is less likely to wander, and you can accomplish more when your student is actively engaged in the lesson.

If you aren't done with the lesson when the 20 minutes are up, don't worry! The next tip is for you.



Lessons often take more than one day to complete.

Please know that the lessons in *All About Math* are **not** meant to be completed in one day.

A number of variables, including your student's age, attention span, prior experience, the difficulty of the concept being taught, and the length of the lesson, all play a part in how quickly a lesson can be completed.

Teaching your student can be a wonderful way to show him that he has great value in your eyes. You can view this as an opportunity to build him up and help him develop skills and character. Can you see yourself as a calm, uncritical coach with the worthy goal of helping this child fulfill his natural potential? Imagine the type of teacher you would want: friendly, supportive, with a you-can-do-it attitude. Smile. Point out what your student has done right more often than you point out his mistakes. Treat lesson time as a special time between the two of you.