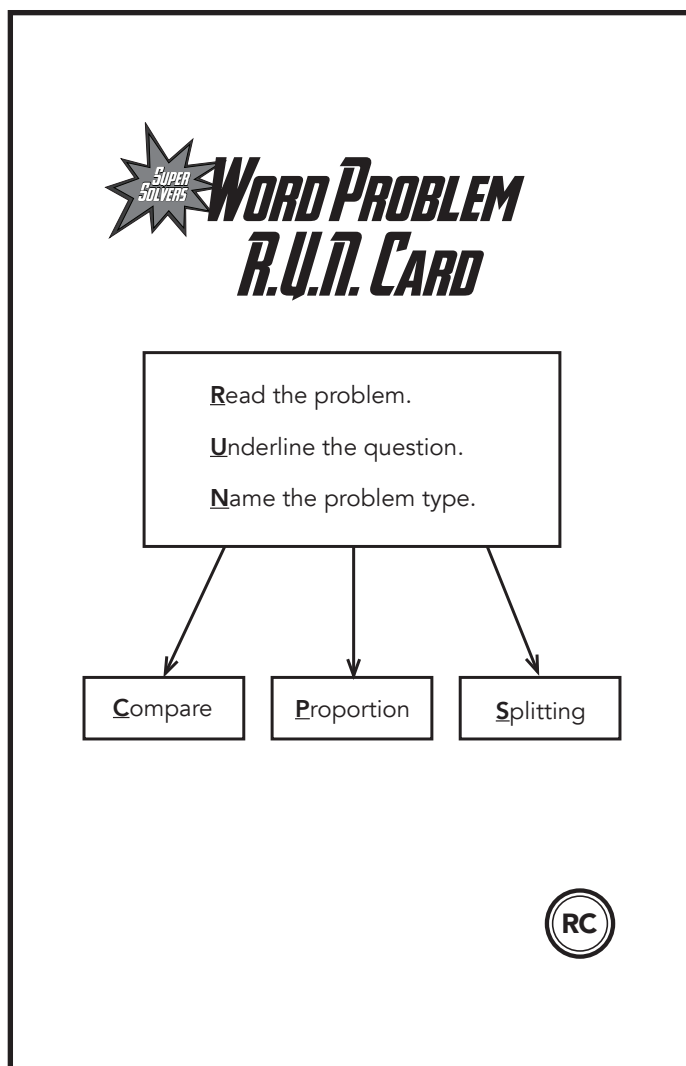




## R.U.N. CARD



The *R.U.N. Card* helps students think about what is happening in word problem stories and assign a problem-solving schema, or problem type, to guide the problem-solving approach.

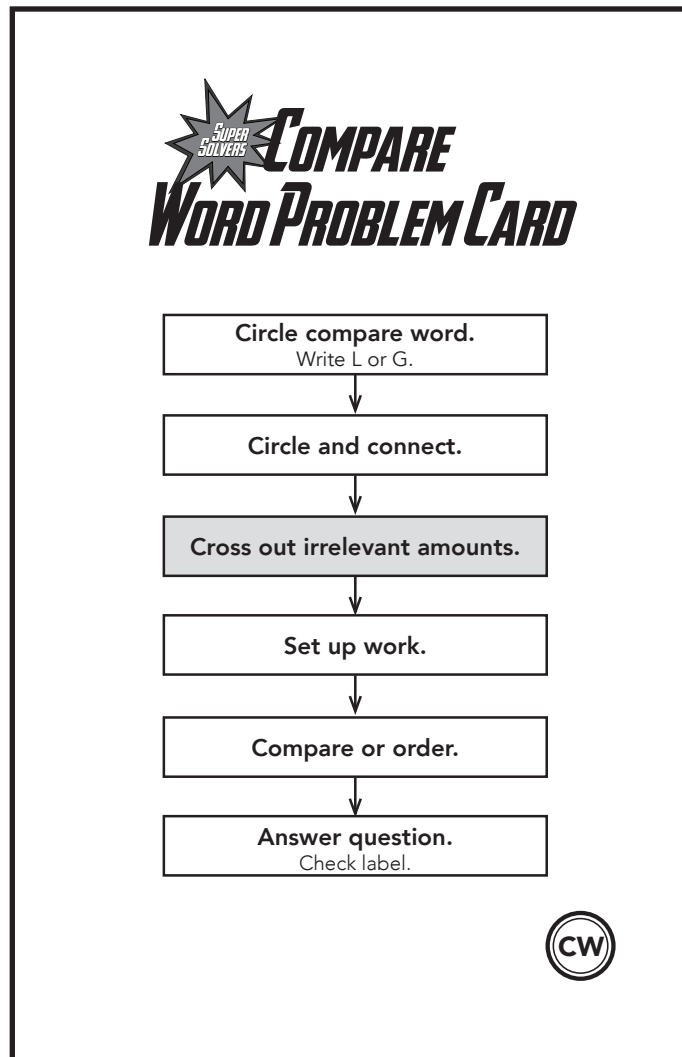




# COMPARE WORD PROBLEM CARD



After naming the problem type, the *Compare Word Problem Card* helps students solve Compare Word Problems.

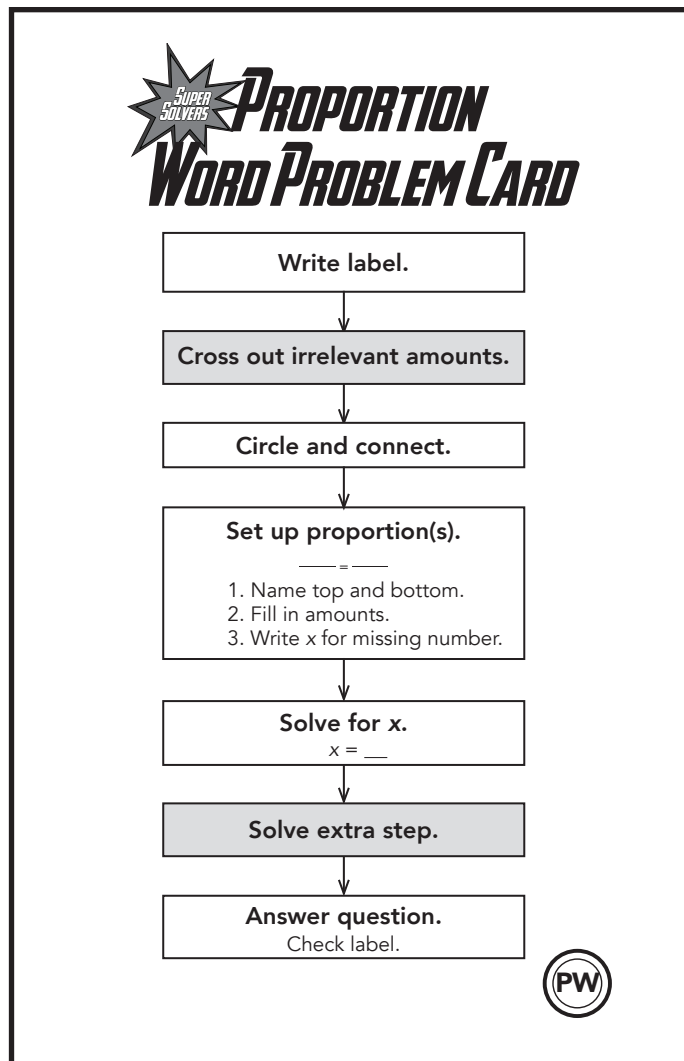




# PROPORTION WORD PROBLEM CARD



After naming the problem type, the *Proportion Word Problem Card* helps students solve Proportion Word Problems.

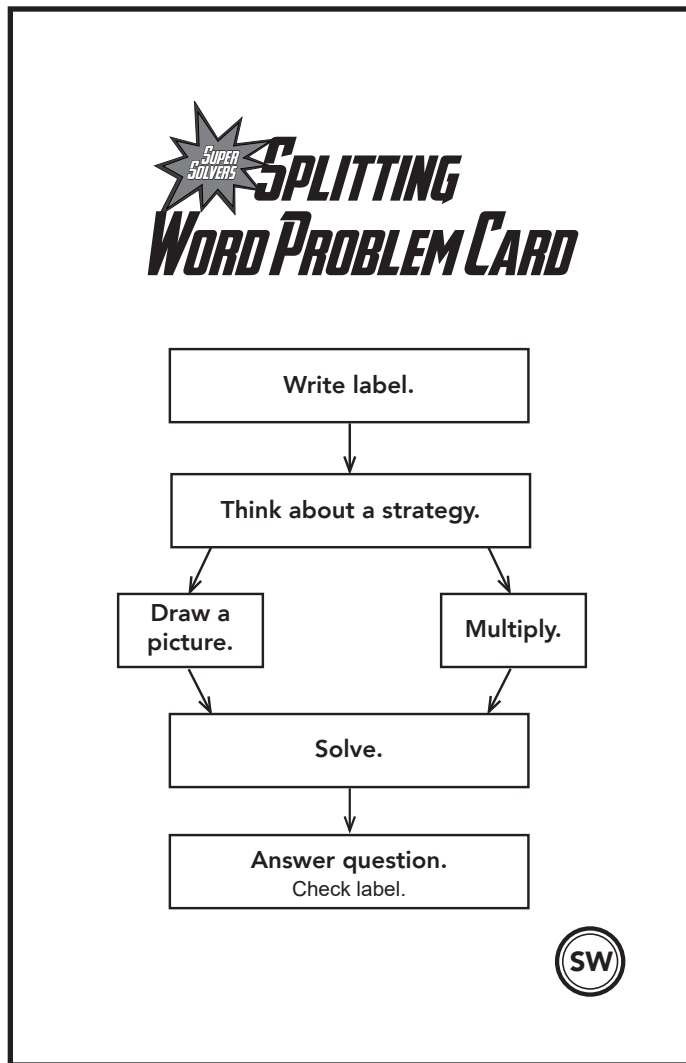




# SPLITTING WORD PROBLEM CARD



After naming the problem type, the *Splitting Word Problem Card* helps students solve Splitting Word Problems.

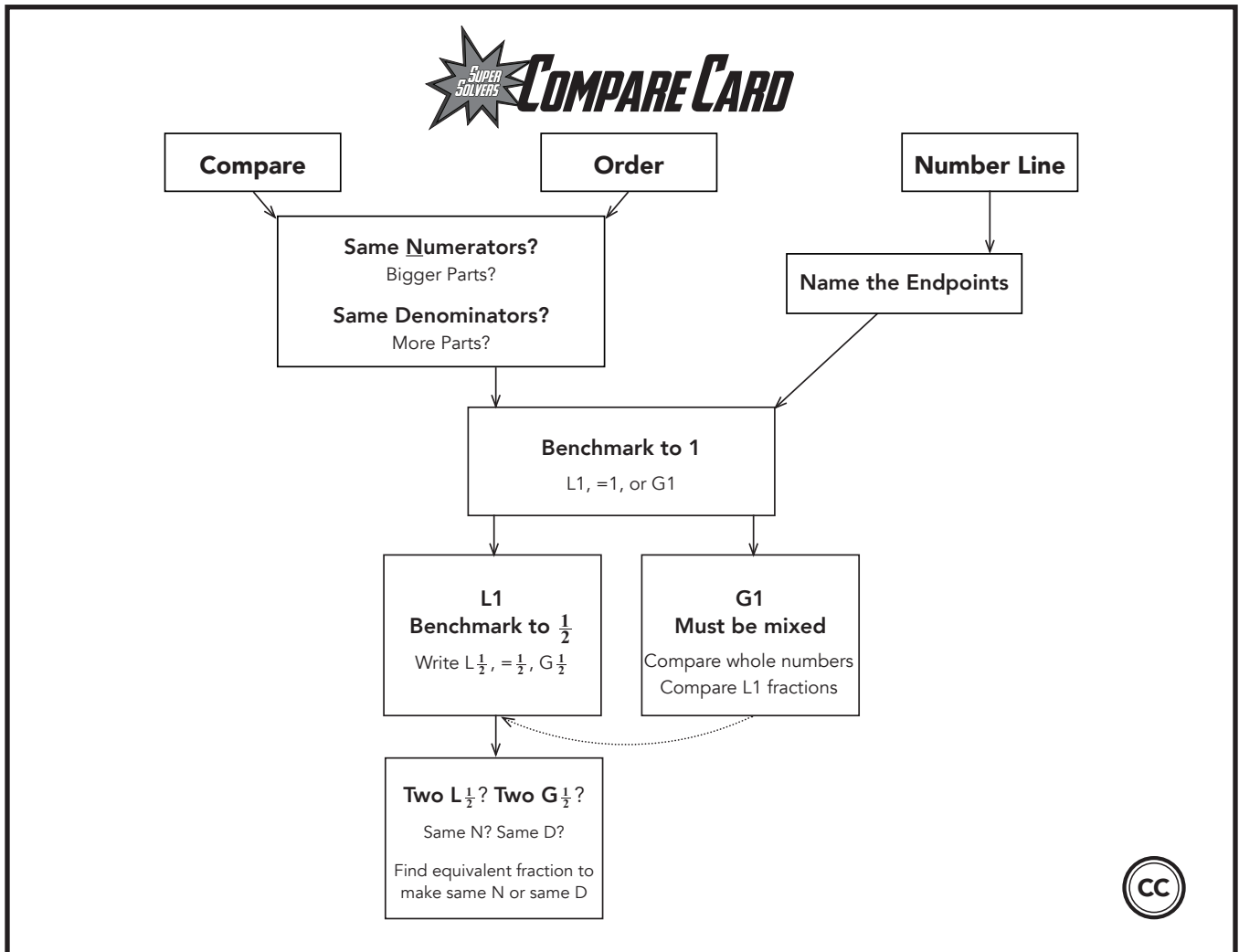




# COMPARE CARD



The *Compare Card* helps students assess fraction magnitude.





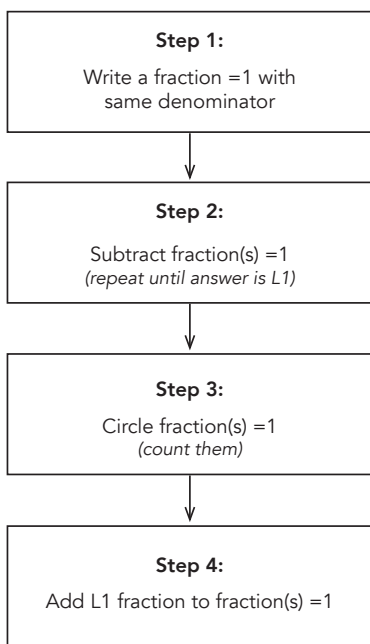
# MIX IT UP! CARD



The *Mix It Up! Card* helps students rewrite mixed numbers as fractions greater than 1 and vice versa.



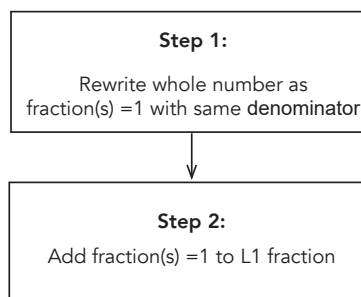
Rewrite G1 fraction as mixed number



*Front*



Rewrite mixed number as G1 fraction



*Back*

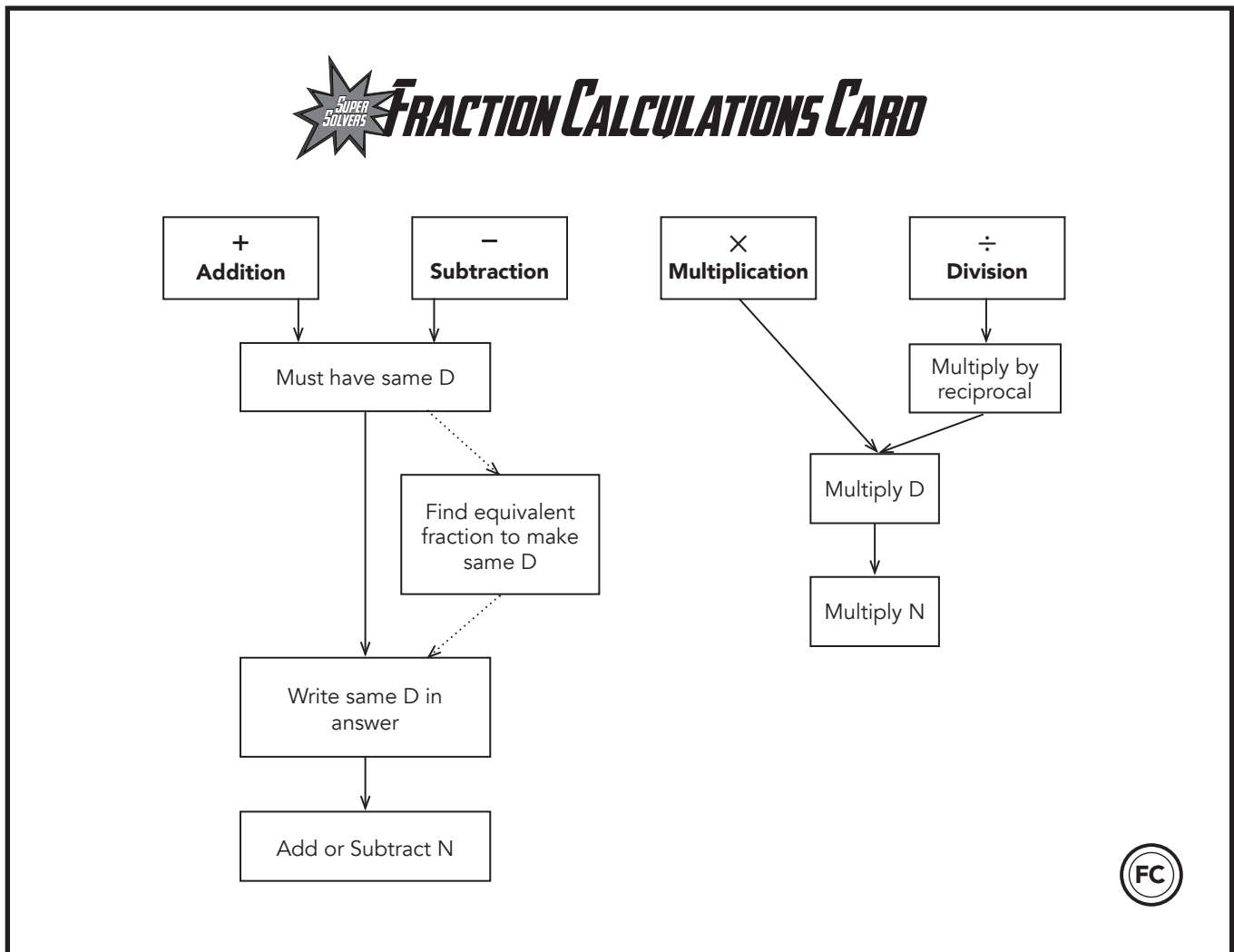


# FRACTION CALCULATIONS CARD



(Supplemental)

The *Fraction Calculations Card* helps students solve fraction calculation problems.







## BASIC FACTS CARDS

### Counting Up and Counting On Cards

These cards are used on an as needed basis, and are therefore only provided on the USB. Use these cards if students struggle with basic facts, or need assistance with addition/subtraction during *Multi-Minute*.

|  |   |
|--|---|
| <p> <b>COUNTING UP:</b><br/><b>ADDITION</b></p> <p>Put the <b>bigger</b> number in your fist. Say it.</p> <p>↓</p> <p>Count up the <b>smaller</b> number with your fingers.</p> <p>↓</p> <p>The answer is the last number you say.</p> <p><i>Use as needed.</i></p> | <p> <b>COUNTING ON:</b><br/><b>SUBTRACTION</b></p> <p>Put the <b>minus</b> number in your fist. Say it.</p> <p>↓</p> <p>Count up with your fingers to the number you start with.</p> <p>↓</p> <p>The answer is the number of fingers you have up.</p> <p><i>Use as needed.</i></p> |
|--|---|

*Front*

*Back*

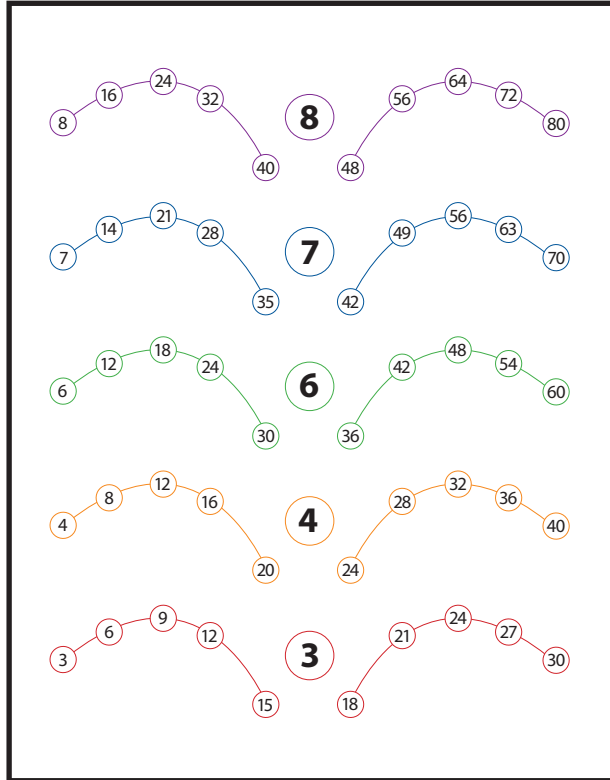




# MULTI-MINUTE MATERIALS

## Skip-Count Mat

The *Skip-Count Mat* is used to develop proficiency with skip counting. They place each finger on a factor, and skip count to find the answer.



## Multi-Minute Flash Flashcards

Single-digit multiplication flashcards are used for *Multi-Minute Flash* (beginning on Lesson 22), a fluency-building activity where students quickly solve multiplication problems aloud in one minute. Because all flashcards are used from the beginning, we print the answer (not a categorical emblem) on the back.

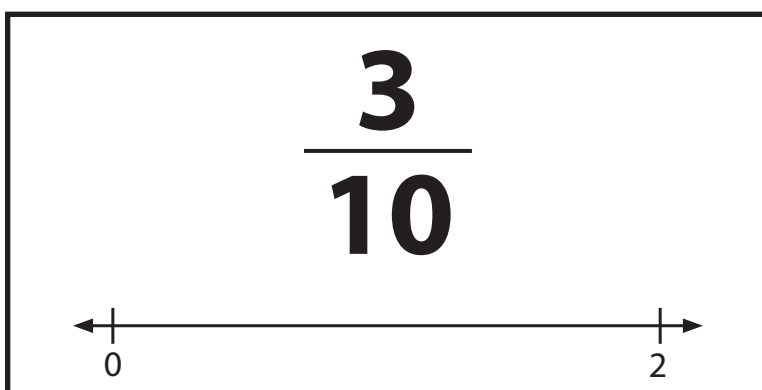
$$8 \times 4$$



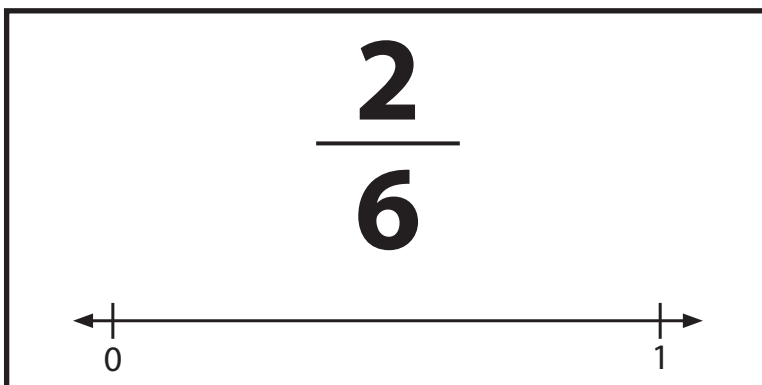
## FRACTION FLASH FLASHCARDS

The content of *Fraction Flash* changes every three days (with regular repeats). Students must meet or beat their score from the previous lesson to earn extra fraction “money” (recorded on *Checkbook*). The emblems correspond to the card type. These emblems appear in the left-hand column of each *Fraction Flash* activity to help teachers organize the flashcards before implementing the lesson. There are two types of fraction flashcards: (1) flashcards with a single printed fraction (used for identifying equivalencies, benchmarking to 1, etc.) and (2) flashcards with two printed fractions (used for comparing activities). The comparing fraction flashcards types correspond to the boxes on the *Compare Card*.

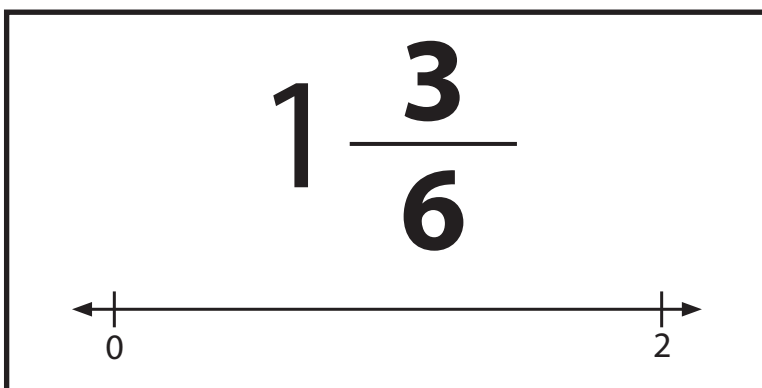
### Single Fractions



Benchmark to 1



Benchmark to  $\frac{1}{2}$



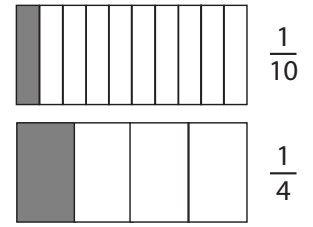
Benchmark to 1  
\*with mixed numbers

## Compare Fractions

**A**

$$\frac{1}{10} \quad \frac{1}{4}$$

Same numerators  
Same denominators



Note: Flashcards with the same numerators or same denominators do not have the emblem printed on the back because of the picture on the back.

**B**

$$\frac{12}{12} \quad \frac{2}{2}$$

Benchmark to 1

**C**

$$\frac{1}{2} \quad \frac{6}{8}$$

Benchmark to  $\frac{1}{2}$

**D**

$$1\frac{5}{8} \quad \frac{3}{3}$$

Benchmark to 1  
\*with mixed numbers