



**DISTRICT EDUCATION COUNCIL
Superintendent's Monitoring Report**

POLICY NAME	Academic Excellence		
POLICY NUMBER	ASD-W-ER2	Number of Reports per year	2
Date of Report	May 21, 2015		
Date of Previous Report (s) This School Year	November 20, 2014		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	David McTimoney, Superintendent		
Report Supported by:	Dianne Kay, Director of Curriculum and Instruction Gina Dunnett, Supervisor of Data and Accountability		

REPORT:

- **Policy states that each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning**
- **The priorities for Academic Excellence for the District Education Council (DEC) during the period of 2012-2016 are: NB3 Focus (Literacy, Numeracy and Science), Critical Thinking Skills, Promotion of Teaching Excellence, Extending Student Learning**
- **The DEC is also interested in a targeted focus on middle school math, with the hopes of addressing poor Grade 8 Math Provincial Assessment results**
- **ASD-W has a District Improvement Plan (DIP, see www.asd-w.nbed.nb.ca) that was collaboratively created and actively monitored. The baseline data in the DIP supports overall priorities, yearly goals, and is used to inform district decisions and priorities**
- **The Director of Curriculum and Instruction provides leadership in the area of professional learning. She has prepared a document that outlines continued commitment to the priorities of this policy and a focus on providing educational leadership to staff of ASD-W (Appendix A)**

POLICY NAME**Academic Excellence**

- **Subject Coordinators and Educational Leads continue to be integral staff in our professional support framework**
- **The implementation of Power School (student information system) and the piloting of a new, K-8 report card structure continues to be a professional learning priority for ASD-W**
- **A district working group continues to work on developing a *Balanced Assessment Framework Document* to support DIP Priority #1. Additionally, a formal process to respond to data at the District level is in development**
- **A variety of events and partnerships continue to exist throughout ASD-W to extend the learning of students and promote critical thinking skills. Some of these include: The Learning Partnership - Turning Points Essays at Middle and High School (17 schools), The Learning Partnership - Entrepreneurial Adventures Program at Elementary and Middle School (9 schools), Local Option Courses-Independent Studies-Advanced Placement courses-Distance Learning (High Schools), Chess Tournaments, Drama Festivals, Heritage Fairs, Music Festivals, School Productions, Artists in the Schools programs, Science Fairs, STEM Expo, Math Competitions, Envirothon, SHAD Valley, Legislative Assembly, Forum for Young Canadians, Oratory (French and English), Spoken Word, Summer French Program.**
- **ASD-W organizes and shares data on achievement through a variety of sources. This data helps inform district decisions and build our DIP.**
- **All school provincial achievement results are available to the public through the EECD website (<http://www.gnb.ca/0000/index-e.asp>, click on Publications and Statistics, then Report on Achievement). The Province of New Brunswick has set targets for a percentage of students who will experience success on each of the provincial assessments**
- **Specific to Math, district curricular leadership has continued to focus on supporting teachers with instructional and assessment strategies that help improve achievement. Some of these initiatives, as well as a focus on Grade 8 math, are outlined in Appendix B**

POLICY NAME

Academic Excellence

- **All school improvement plans (SIP) are examined by district curricular leadership, followed by individualized school conversations and/or communication. Specific to math, goals from SIPs have been pulled and organized (Appendix C) so that targeted conversations can occur**

Appendices:

- **Appendix A – Director’s Summary for ASD-W-ER2**
- **Appendix B – Updates on Math/Numeracy Initiatives**
- **Appendix C – Middle Level Math Goals for SIPs**

Superintendent’s Signature: _____

DEC Chair Signature: _____

Date: _____

ASDW- DEC Governance Policies

ACDAMIC EXCELLENCE – ASD-W-ER2

May 2015

Policy – Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning. The priorities for Academic Excellence for the District Education Council during the period of 2012-2016 are:

- ***NB3Focus (Literacy, Numeracy and Science)***
- ***Critical Thinking Skills***
- ***Promote Teaching Excellence***
- ***Extend Student Learning***

Update May 2015:

NB3Focus (Literacy, Numeracy and Science)

Promote Teaching Excellence / Literacy, Numeracy and Science

- **PROFESSIONAL LEARNING**

Director of Curriculum and Instruction, Curriculum Subject Coordinators and Leads have provided professional learning sessions to enhance the knowledge and practice of educators regarding teaching, learning and assessment practices. Staff have also participated as part of school review teams and worked collaboratively with school teams on how to use school data to inform teaching and learning.

Subject Coordinators have facilitated a variety of Professional Learning Opportunities for educators from Book Studies, After School Sessions, Embedded Professional Learning, Co-Teaching, Coaching, and full and partial day sessions.

District sessions:

- January 5, 2015 – PL session for Leads of ASD-W. Focus on Assessment Practices and role of Coaching.
- January 5, 2015 – PL session for schools on School Improvement Planning.
- January 7, 8, 9, 2015 – PL Session for Administrators K-8 on the Report Card Pilot. Resources and in-service related to assessment practices embedded in the session.
- May 20- 22, 2015 – PL session for Administrators K-8 on the Report Card Pilot. Review of recommendations and planning for 2015-16.

FSL

- March 25 and March 27 – 1/2 day Professional Learning Session for Administrators of schools with French Immersion Programming. These sessions provided an opportunity for open dialogue and discussion on several topics related to FSL

programs in our district: Request for Change of Placement, Inclusion in FSL Programs, Supporting Struggling Learners, Current FSL Research, and FSL Best Practices.

- French Language Teacher Training sessions for French Second Language teachers, FSL Substitute teachers and administrators – on-line and face-to-face opportunities for educators of ASD-W.
- Several educators of ASD-W participated in a universal accommodation in FI research project and an Integrated Studies in Late Immersion Project, in partnership with UNB. Additionally, several educators worked with Dr. Katy Arnett on the implementation of cycle of support for students in the FI program.
- FSL Subject Coordinators facilitated opportunities for FSL teachers to gather for professional discussion groups en français with three books around assessment; *Établir et utiliser des critères, L'autoévaluation et la détermination des objectifs, Rencontres et communication de l'apprentissage*
- All ASD-W Grade 2 teachers participated in a half day session for Learning Experiences in Language and Culture and Literacy.
- Grade 5 Intensive French Teachers were provided with a UDL Professional Learning Session.
- French Immersion teachers professional learning sessions were provided for; Grade 3FI on Comprehensions strategies and a balanced literacy program, Grade 4 FI on Oral Development in the Classroom and Reading Strategies, Grade 6 & 7 (late and Early) on a Balanced Literacy Program at the middle level and formative assessment, Grade 6 & 7 (Late) on Reading Comprehension and Balanced Literacy at the Middle Level, and Grade 3-12 *Soutenir les auteurs en immersion et evaluation formative en ecriture.*
- Professional Learning sessions were also provided to the EST- FI leads to enhance their skill set. Topics Included modeling best practices in FI, Co-teaching, developing common assessments and model writing.

Literacy

- Literacy Coordinators facilitated a K-2 project comprising two working committees to investigate reading and writing assessments. As part of the project educators examined current research, formative assessment tools, and developed questions, observations and suggestions for the reading and viewing rubrics. Additionally, a district Reading Tools Development Committee for formed to develop a bank of reading tools to be used in the triangulation of data in regards to Reading assessment.
- ASD-W Literacy Team revised the K-8 Writing Criteria and Guidelines for Application. The Writing Criteria reflect the end of year provincial standards.
- A book study for K-2 teachers co-hosted by the Literacy and Speech Language team was offered at OEC. The focus of the study was the resource *Bringing Words to Life*. Other examples of Literacy professional learning is the *50 Books in 50 Minutes*, a

celebration of readers and reading. This workshop inspired participants to think about the books that have become a part of their reading identity and to explore ideas for creating joyful reading experiences for your students.

- Literacy Subject Coordinators have supported provincial initiatives such as participating in exemplar selections, providing feedback on K-2 Speaking and Listening Standards, the introduction of High School Reading and Writing Standards and the introduction of the new Grades 7-9 Curriculum document.
- Literacy Subject Coordinators have provided ongoing professional learning to EST-Literacy and co-presented with the leads at various professional learning sessions and meetings. In addition, literacy staff have partnered with technology leads to present tech tools to support literacy and promote student engagement.
- Assessment Initiatives; 45 Educators from WEC schools participated in a *Writing Continuum Webinar* with Brenda Augusta and several middle and high school teachers from Fredericton schools participated in an *Assessment Project*.
- Second Language Research Institute of Canada partnership (UNB) - providing professional learning opportunities to educators who work with newcomers to Canada. This continued partnership has provided us with tremendous opportunities to develop our capacity in serving EAL students in our district.

Numeracy

- ASD-W Numeracy Coordinators facilitated book studies with regard to Mathematics and formative assessment. Weekly Mathematics Tips, on various topics, were sent out to educators K-5. Newsletters, 6-8, on various mathematics topics were developed and shared.
- FHS and LHHS are participating in a pilot to examine the grade 9 Mathematics curriculum and a re-alignment of course outcomes.
- Subject Coordinators, Leads and Educators have participated in the development of exemplars to support the new Report Card Rubrics K-8. Ongoing resources have been added to the Portal Site.
- ASD-W Subject Coordinators offered a variety of sessions to educators and paraprofessional staff on topics such as: curriculum, instructional strategies, support to students, and assessment.
- ASD-W unveiled a new ASD-W Portal Site. Each Curricular area has been updated and enhanced to provide support to educators of ASD-W.

- **DISTRICT IMPROVEMENT PLAN / WORK PLANS**

- DIP 2015-2016 updates in development. Review of data, focus group sessions and action plan development occurring with Directors and Subject Coordinators.
- Work continues on the development of a *Balanced Assessment Framework Resource* to support DIP Priority #1. Goal to finalize and share with staff August 2015.
- A District process to review the School Improvement Plans (Goal #3) and School Review Data has been established for 2014-2015.
- Roles of Subject Coordinators for 2015-16 will be reorganized. One ASD-W Subject Coordinator for Science K-12 and two ASD-W Subject Coordinators for Numeracy K-12. There will be 3 Literacy Subject Coordinators and One Subject Coordinator responsible for EAL and Social Studies.

- **STAFF GROWTH PROCESS**

In August 2014 each school of ASD-W was provided with a binder that outlines the Staff Growth Process for ASD-W.

- February 2015 – The ASD-W Staff Growth Process Committee provided administrators with additional Look-For resources, Exemplars of walkthroughs and assessment forms. These have been posted to the ASD-W portal site as a reference.
- The ASD-W Subject Coordinator Team has developed *Observation Forms* to be used to support the growth process of Leads.
- April and May 2015 – Two Book Talks were facilitated by the Director of Curriculum & Instruction (10 Principals participated). The books were: *Formative Classroom Walkthroughs* by Moss and Brookhart & *Engaging Teachers in Classroom Walkthroughs* by Kachur, Stout and Edwards.
- ASD-W Ad Hoc Committees are established to provide direction and resources for the *On-Review Process*, as outlined in ASD-W Policy 250-15, *Employee Performance Evaluation*, and the *LTS Process*.

Critical Thinking Skills / Extend Student Learning

- **CHALLENGING OPPORTUNITIES**

Students of ASD-W have participated in a number of co-curricular Literacy, Numeracy and Science learning opportunities, such as: Science Fairs, STEAM Expo, UNB Math Competition Grades 7-9, Chess Tournaments, UNB All Science Challenge, Oratoire, Speak Out, Learning Partnership – Turning Points Essays, Drama Fest.

Staff have organized and /or facilitated a variety of events and partnerships throughout ASD-W to enhance the learning of students. For example:

- Learning Partnership – Turning Points Essays at Middle and High School (17 schools – *Prime and FI*) – Awards night May 21, 2015. ASD-W has students at all participating levels receiving recognition.

- Learning Partnership – Entrepreneurial Adventures Program Elem and Middle (FEC – 9 schools). Recognition event – June 2, 2015
- Social Entrepreneurship Project – OHS and FHS Entrepreneurship Classes participating in a project with CHAT to the Future.
- Local Option Courses, Independent Student, Advanced Placement, Distance Learning (High Schools)
- Chess, Drama Festival, Heritage Fair, Music Festivals, School Production, Artists in the Schools, Science Fair, STEAM Expo, Math Competitions, Envirothon, SHAD Valley, Canada Wide Science Fair, Provincial Speak Out Event, French Oratorical, Sir Charles G.D. Roberts Writing Contest, What's Up Doc Film Fest.
 - A few highlights:
 - Thirteen students will be supported by ASD-W to participate in SHAD Valley - Summer 2015.
 - Two ASD-W students (FHS) qualified to attend the CWSF May 11-15, 2015, Fredericton, NB. Approximately 1,000 students from ASD-W will be attending the public viewing May 14-15, 2015.
 - Two middle level students of ASD-W placed first for their grades at provincials and were invited to Quebec City to attend the May 17-18, 2015, National Chess Tournament at Laval University.
 - Provincial French Oratorical Competition held May 2, 2015, at the Université de Moncton, had 13 students from ASD-W placing in first, second or third in various categories.
 - One student received support for international work with Me to We.
 - Continued growth and participation of schools with Me to We initiatives. Nineteen schools were eligible to attend the Me to We event (Montreal / Halifax).
 - 23 schools were represented at the district Heritage Fair event, May 13th, 2015
- Legislative Assembly, Forum for Young Canadians, Oratory (French and English), Spoken Word, Summer French Program
- Brilliant Labs Partnership– Maker Lab sites at Bliss Carman and George Street
- French Second Language – Bilingual Learning Environment Policy (BLEP) funding intended to support the provision of opportunities for students to participate in French and bilingual activities, increase their exposure to French language, and to integrate conversational French opportunities into school life.
- French Second Language – Cultural Activities, MC June, a French Canadian slammer, rapper and poet visited 12 schools. Anne-Marie Sirois, a French Acadian author and illustrator visited 10 schools. Anne-Marie engaged students in the illustration and writing process of writing and publishing a book in French.
- French for the Future Day /*Français pour l'avenir*, had approximately 100 students from ASDW participate.

Appendix B

May 2015

Update for the DEC regarding ASDW Numeracy Initiatives 2014-15

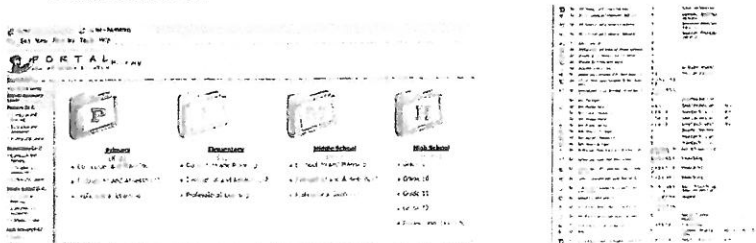
- Education Support Teachers- Numeracy (EST-N), work collaboratively with the Numeracy Subject Coordinators to provide coaching, co-teaching and mentorship support to teachers. As part of the co-teaching component, the teacher and lead reflect on what has been accomplished during their block together – what gains were made? What could be changed? What was most helpful during the block?
- Professional Learning sessions; such as Mental Math for grades 3-8 teachers to enhance skill set of mental math strategies in their math classrooms, Book Studies and Numeracy Conversation sessions.
- Review of the School Improvement Plans and Numeracy Goals of schools, along with Teacher Professional Growth Plans.
- Leads and Subject Coordinators working to engage parents, with events such as Numeracy Nights. For example, the March 26th *Welcome to Gagetown School's Family Numeracy Night – Featuring Operations with Numbers K-8*
- Materials developed to support classroom teaching and learning. Such as work on the grade 4 “N” targets - Target questions have been revised and reflect all achievement indicators in the curriculum document. This work complements the targets previously developed for grades k-10.
- Math exemplars were posted to the EECD portal Grades k-8 .
<https://portal.nbed.nb.ca/tr/lr/K-8Mathematics/Media/Forms/All%20new%20default.aspx> Teachers, leads and subject coordinators of ASDW collaborated and assisted with this initiative. The exemplars are also linked to the curriculum document on the provincial portal.
- In support of the Grade 6 Provincial Assessment, which will assess Mathematics, Scientific Literacy and Reading, two mock assessments for mathematics and one for science were shared with teachers. These are posted to the ASD-W portal site. The samples are to be used as a preparation tool for the grade 6 end of year provincial assessment to be written May 21st-28th. They assist teachers in determining which

outcomes of the curriculum students need continued support with. The assessments are available in both English and French and answer keys are provided for consistency and ease of marking. These documents have also been posted to the ASD-W math portal.

- Professional Learning Session for the Grade 120 Calculus Course --teachers collaborated and planned
- Meeting Feb. 2015, with EECD and Numeracy Subject Coordinators from the Anglophone Districts to receive an update on the **ASD-E Math Improvement Project**

Focus at Grade 8

- EST-Numeracy Leads working with educators on lesson planning, identifying and applying effective teaching strategies, utilizing data and formative assessment practices.
- EST-Numeracy collaborating with EST-Resource on Interventions and supports to assist students. Schools designing intervention blocks, time as part of RTI model
- Subject Coordinators supporting schools and collaborating on actions to support Numeracy goals as identified in School Improvement Plans and Teacher Growth Goals Plan.
- Subject Coordinators working with principals examining student achievement data, hypothesizing about the reasons students may not be learning to their potential, and developing and implementing strategies to improve.
- Promote student engagement and stretch learning opportunities for students (Math Competitions – such as Canadian Math League, Caribou Math, UNB Math Competition, Math Fairs, STEAM, CHESS...)
- Discussions with administrators on best practices for timetabling /scheduling mathematics, such as 60 minute numeracy blocks
- Work with educators on assessment practices, use of rubrics, formative assessment to guide instruction and interventions.
- ASDW Portal Site - complement of resources and support materials for educators.



Numeracy Portal site designed with three categories : Curriculum and Planning, Instruction and Assessment, and Professional Learning

Resources can be sorted by grade.



Primary
(K-2)

- Curriculum and Planning
- Instruction and Assessment
- Professional Learning



Elementary
(3-5)

- Curriculum and Planning
- Instruction and Assessment
- Professional Learning



Middle School
(6-8)

- Curriculum and Planning
- Instruction and Assessment
- Professional Learning



High School
(9-12)

- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Professional Learning



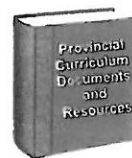
Submit a Resource
Provincial Curriculum Documents and Resources

Primary

Elementary

Middle Level

High School



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Announcements

There are currently no active announcements. To add a new announcement, click "Add new announcement" below.

Calendar

There are currently no upcoming events. To add a new event, click "Add new event" below.



Anglophone School District - West > Numeracy






Middle School - Curriculum and Planning

Numeracy Resources

Type	FI	Name	Grade ¹	Activity Type	Gr 6 Outcomes/Units	Gr 7 Outcomes/Units	Gr 8 Outcomes/Units
	No	6SS2 7SS2 8SS5 Problem Solving and Spatial Thinking	6; 7; 8	Whole Class Instruction; Games	6SS3	7SS2	8SS5
	No	8 Mental Math Strategies	8	Mental Math			
	No	8N Outcomes to Achievement Indicators	8	Assessment; Whole Class Instruction			8N1; 8N2; 8N3; 8N4; 8N5; 8N6; 8N7
	No	8N6 Dividing and Multiplying Fractions	8	Whole Class Instruction			8N6
	No	8PR Outcomes and Achievement Indicators	8	Assessment; Whole Class Instruction			8PR1; 8PR2
	No	8SP Outcomes and Achievement Indicators	8	Assessment; Whole Class Instruction			8SP1; 8SP2
	No	8SS Outcomes and Achievement Indicators	8	Assessment; Whole Class Instruction			8SS1; 8SS2; 8SS4; 8SS5; 8SS6
	Yes	8SS3 4 Poster (FI)	8				8SS3; 8SS4; Unit 4
	No	8SS5 Isometric and Orthographic Paper combined	8				8SS5; Unit 8
	No	8SS5 Mat for Orthographic Views FI Version	8				8SS5; Unit 8
	No	8SS5 Mat for Orthographic Views	8				8SS5; Unit 8
	No	8SS5 MMS Question revised	8	Whole Class Instruction			8SS5; Unit 8
	No	Addition and Subtraction of Fractions document	7; 8	Whole Class Instruction		7N5	8N6
	No	Balanced Math Lesson Guidelines for Math Makes Sense	K; 1; 2; 3; 4; 5; 6; 7; 8; 9				
	No	Balanced Math Lesson Template (revised Dec. 3 2012)	K; 1; 2; 3; 4; 5; 6; 7; 8; 9				
	No	BLM - Dot Papers	8	Whole Class Instruction			8SS5; 8SS6; Unit 8
	No	BLM - Fraction Bars	4; 5; 6; 7; 8	Whole Class Instruction	6N4	7N5	8N6
	No	BLM - Fraction Number lines	4; 5; 6; 7; 8	Whole Class Instruction	6N4	7N5	8N6
	No	BLM - Fraction Pieces	4; 5; 6; 7; 8	Whole Class Instruction	6N4	7N5	8N6

	No	BLM - Fraction Spinners	4; 5; 6; 7; 8	Whole Class Instruction	6N4	7N5	8N6
	No	BLM - Isometric Dot Paper	8	Whole Class Instruction			8SS5; 8SS6; Unit 8
	No	BLM - Isometric Placement Mat	8	Whole Class Instruction			8SS5; 8SS6; Unit 8
	No	BLM - Square Dot Paper	8	Whole Class Instruction			8SS5; 8SS6; Unit 8
	No	Caribou Cup - Promoting it as an Enrichment Idea	2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12	Anchors; Problem Solving			
	No	Caribou Cup Contest Date Steps to Login	3; 4; 5; 6; 7; 8; 9; 10	Problem Solving			
	No	Caribou Cup DRAFT Competition Date Reminder Note Home	3; 4; 5; 6; 7; 8; 9; 10	Problem Solving			
	No	Caribou Cup Draft Parent Letter from Jan 2011	3; 4; 5; 6; 7; 8; 9; 10	Problem Solving			
	No	Caribou Cup Introduction to Calcrostic Puzzles and Examples	3; 4; 5; 6; 7; 8; 9; 10; 11; 12	Anchors; Problem Solving; Whole Class Instruction			
	No	Clipboard Cruising Template	K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10	Templates			
	No	Data Tracking Sheets - How We Use the Data	K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10				
	Yes	forme d'eleve resoudre un probleme	3; 4; 5; 6; 7; 8	Problem Solving			
	No	Gr 1 to Gr 8 Writing in Math by M. Burns	1; 2; 3; 4; 5; 6; 7; 8	Whole Class Instruction			
	No	Gr 8 List of Suggested Math Models	8				
	No	Grade 8 Curriculum Map Sample 1	8	Maps			
	No	Grade 8 Curriculum Map Sample 2	8	Maps			
	No	Grade 8 Overview	8				
	No	Grade 8 Van de Walle Correlations	8				8N1; 8N2; 8N3; 8N4; 8N5; 8N6; 8N7; 8PR1; 8PR2; 8SS1; 8SS2; 8SS3; 8SS4; 8SS5; 8SS6; 8SP1; 8SP2; Unit 1; Unit 2; Unit 3; Unit 4; Unit 5; Unit 6; Unit 7; Unit 8
	No	Guided math Checklist for 2 tasks	K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10	Templates			
	No	Guided math Checklist for 3 tasks	K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10	Templates			
	No	Guided Math Checklist	K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10	Templates			
	No	K to Gr 8 10 Big	K; 1; 2; 3; 4; 5; 6; 7;	Whole Class Instruction			

		Math Ideas	8			
	No	K to Gr 8 Building a Teaching Bridge Between Reading and Math by M. Burns	K; 1; 2; 3; 4; 5; 6; 7; 8	Whole Class Instruction		
	No	Learning Targets and Differentiation	6; 7; 8	Assessment; Whole Class Instruction		
	No	Long Range Planner four weeks -5 day	K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10	Templates		
	No	Long Range Planner four weeks -6 day	K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10	Templates		
	No	Loop Cards Template for 30 Small Cards	K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12	Warmups; Anchors; Games		
	Yes	Loop FI Template for 36 Small I have Who Has Cards	K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12	Warmups; Anchors; Games		
	No	Math Makes Sense 8 Timing Charts Vertical w Page Numbers	8			
	No	Mental Math Strategies with K to 8 Grade Level Examples for Each	K; 1; 2; 3; 4; 5; 6; 7; 8	Mental Math		
	No	Multiplication and Division of Fractions document	8	Whole Class Instruction		8N6; Unit 3
	No	Multiplication and Division of Integers document	8	Whole Class Instruction		8N7; Unit 2
	No	Numeracy Nets 8 Revised Next Steps Chart Correlated to Making Math Meaningful 2nd Ed	8	Guided Math; Assessment		
	No	Shape and Space Poster - Curved	1; 2; 3; 4; 5; 6; 7; 8			8SS2; 8SS3; 8SS4; Unit 4
	No	Shape and Space Poster - Prisms	1; 2; 3; 4; 5; 6; 7; 8			8SS2; 8SS3; 8SS4; Unit 4
	No	Shape and Space Poster - Pyramids	1; 2; 3; 4; 5; 6; 7; 8			8SS2; 8SS3; 8SS4; Unit 4
	Yes	Sites Interactifs Pour les Mathématiques	3; 4; 5; 6; 7; 8; 9; 10; 11; 12	Problem Solving; Whole Class Instruction; Games		
	No	Strategies for Basic Multiplication Facts	K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12			
	No	Teaching Standard Algorithms	3; 4; 5; 6; 7; 8	Whole Class Instruction	6N8	7N2
	No	Think Tank 6 Computations and Number Sense Activity Cards Correlation to NB Outcomes	4; 5; 6; 7; 8	Warmups; Anchors; Mental Math; Journals		

	No	Think Tank 6 Problem Solving Activity Cards Correlated to NB Outcomes	4; 5; 6; 7; 8	Warmups; Anchors; Journals; Problem Solving
	No	Think Tank Boxes of Cards - Information and Applications	K; 1; 2; 3; 4; 5; 6; 7; 8	
	No	Think Tank Student Worksheet Template	K; 1; 2; 3; 4; 5; 6; 7; 8	Anchors; Journals; Assessment
	No	Weekly Planner- 5 day schedule	K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10	Templates
	No	Weekly Planner- 6 day schedule	K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10	Templates

