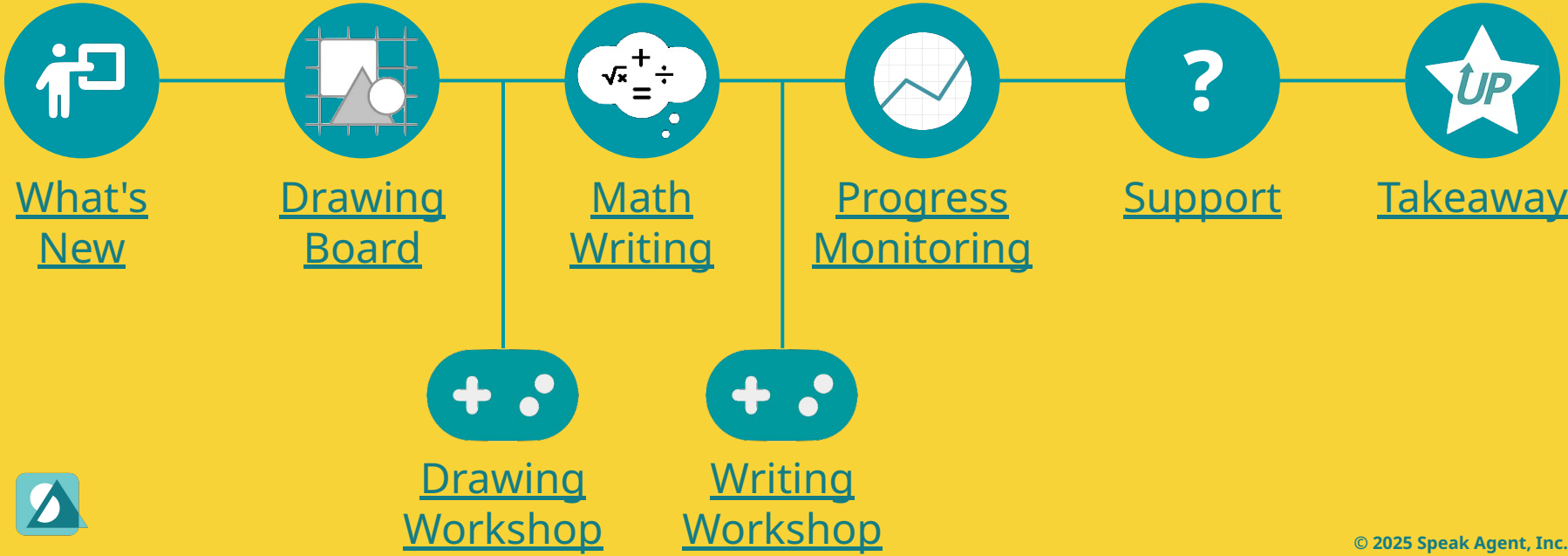
Digging Deeper with Speak Agent

Math + Language

Speak Agent℠

Today's Agenda



Who Are We?

Speak Agent is a team of educators who believe that language is key to success for all learners.

Our company is **100% owned and operated by educators**, not by private equity or hedge funds.

Why Speak Agent?

By learning the language of content, all students will unlock their full potential. We don't just believe this. We have evidence! For example:

1 hour per week of Speak Agent

10.3% higher math scores

Language Is Integral to the Math Practices

Practice						
MP1: Sense Making	✓		✓		✓	
MP2: Reasoning		✓		✓		✓
MP3: Arguments	✓	✓	✓	✓	✓	✓
MP4: Modeling		✓		✓	✓	✓
MP5: Tools	✓	✓		✓	✓	✓
MP6: Precision	✓	✓	✓	✓	✓	
MP7: Structure	✓	✓	✓	✓	✓	✓
MP8: Regularity			✓	✓	✓	✓

An Award-Winning Program

What's New in SY26

Speak Agent℠

Our 6-Year Story with PGCPS

- **Spring 2019** Middle School Math Pilot
- **Spring 2022** Middle School Science Pilot
- **Fall 2022** Middle School Math Effectiveness Study
    - PGCPS Math Benchmark
    - WIDA ACCESS 2.0
- **Spring 2024** High School Math Pilot
- **Fall 2024** Upper Elementary Math Pilot
- **Fall 2025** Pro Bono: Math Fluency 6 and LSN Government

What's Not New in Speak Agent

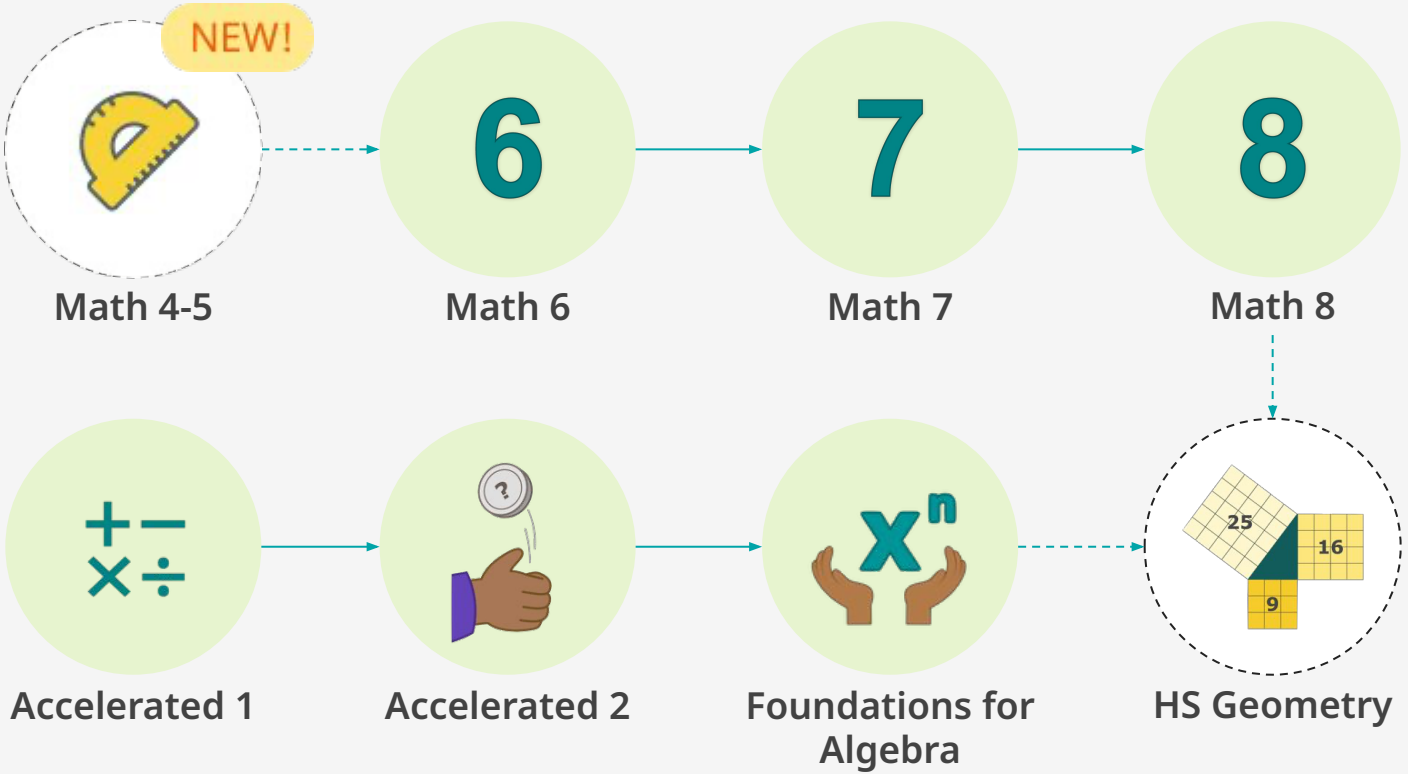
- We have not implemented Generative AI in Speak Agent.
- Speak Agent is powered by TI (Teacher Intelligence).
- We have concerns about how the technology may detract from learning.
- We will not launch AI in our platform until we can prove it is safe, effective, and have thoroughly tested it using ethical research practices.
- We will always keep humans in charge of decision-making.
- We will always be transparent about any use of AI.
- We will make sure students & families (as well as school districts) have a way to opt out.

New Content

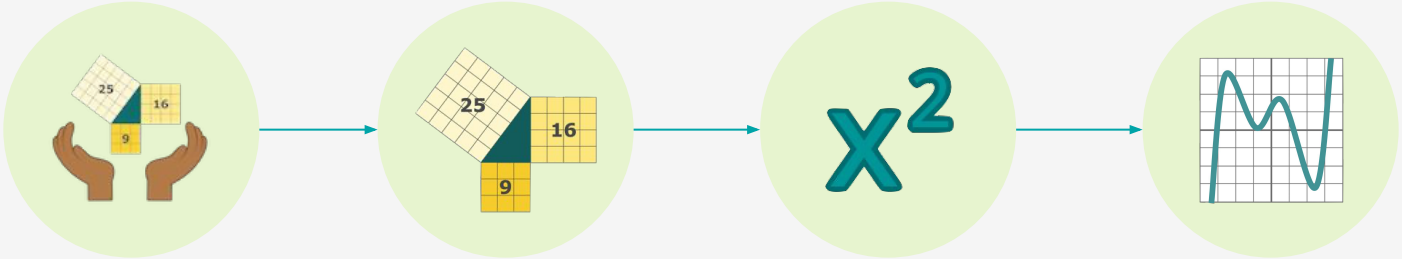
Updates to Secondary Math content in Speak Agent for SY26

- Programs available in SY26
- Updated learning model
- Updated lesson names
- Searching for lessons
- Printable cognates
- Drawing Board replacing Word Spin activities

Middle Grades Math Programs We Support



High School Math Programs We Support



Applications in Mathematics

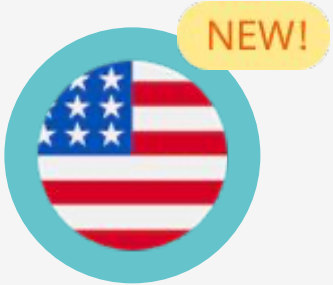
HS Geometry

HS Algebra 1

HS Algebra 2

Pilot Testing in SY26

Math Fluency 6
for Newcomers



LSN
Government

The Content + Language Learning Model

Acquire the Vocabulary	**B**uild Comprehension	**C**ommunicate Reasoning
Goal: Make the academic concepts accessible to all learners.	**Goal:** Deepen a student's understanding of the key academic concepts; make real-world connections.	**Goal:** Encourage students to demonstrate mastery and critical thinking.
Process: Engage students in listening, speaking, and morphology practice using visual aids.	**Process:** Engage students in reading and interacting with simplified but age-appropriate texts.	**Process:** Ramp up the complexity of texts and add opportunities for open-ended expression.

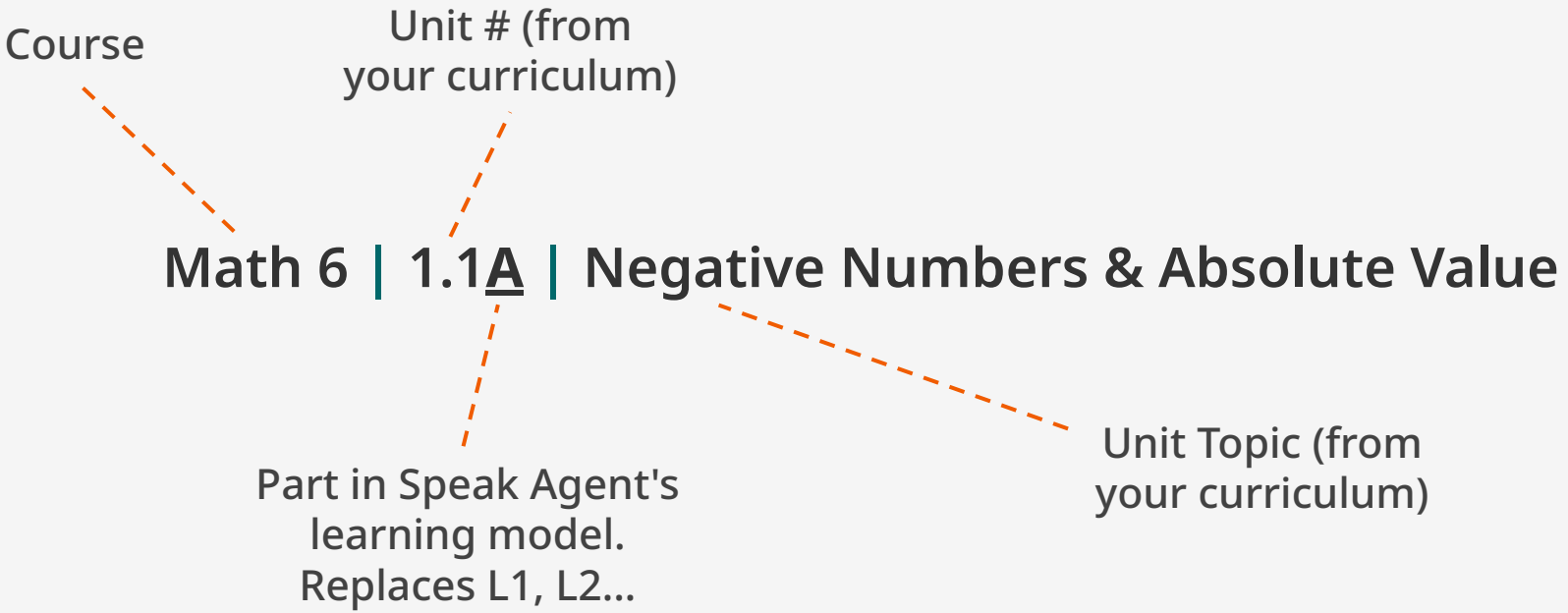
How Lessons Were Named in SY25

Math 6 Unit 01A: Negative Numbers & Absolute Value L1

This is changing.

This is changing.

How Lessons Are Named for SY26



Secondary Math Courses with Two-Part Lessons

- Accelerated 1-2
- Applications in Mathematics
- Middle School Math (6-8)
- Math Fluency 6 for Newcomers

Acquire Vocabulary & Background Knowledge	**B**uild Comprehension & Communicate Reasoning
Introduces the academic vocabulary to enable students to access content and builds background knowledge.	Connects content to the real world. Students build content knowledge by communicating their thinking.
Engages students in listening, speaking, reading and morphology practice using visual aids and simplified, age-appropriate texts.	Ramps up the text complexity and adds opportunities for open-ended expression.

How Lesson Parts Are Named

This is Part A of the lesson. Replaces L1.

Math 6 | 1.1A | Negative Numbers & Absolute Value

Math 6 | 1.1B | Negative Numbers & Absolute Value

This is Part B of the lesson. Replaces L2.

Secondary Math Courses with Three-Part Lessons

- Algebra 1
- Algebra 2
- Geometry

These courses have parts A, B, and C.

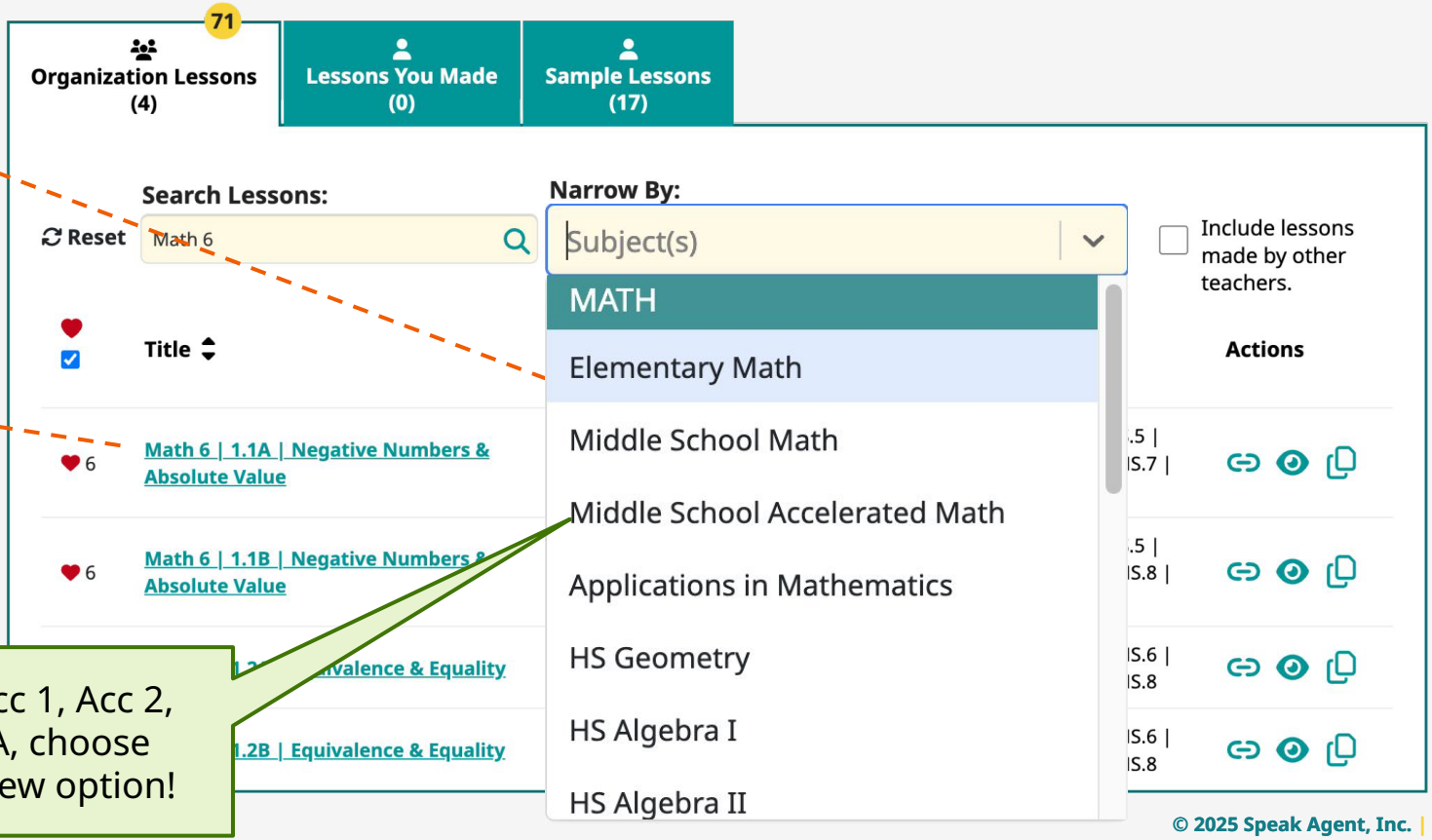
Acquire the Vocabulary	**B**uild Comprehension	**C**ommunicate Reasoning
Introduces the academic vocabulary to enable students to access content.	Builds background knowledge and connects content to the real world.	Students build content knowledge by communicating their thinking.
Engages students in listening, speaking, and morphology practice using visual aids.	Engages students in reading and interacting with simplified but age-appropriate texts.	Ramps up the text complexity and adds opportunities for open-ended expression.

Why Do Lessons Have Multiple Parts?

- It delivers the material in chunks that are manageable for you and not overwhelming for students.
- It gives you flexibility with pacing and differentiating instruction for your classes and students.
  - We generally recommend assigning the parts in order, but the decision is up to you.
  - Part A generally works best at the start of a new unit or topic.
  - Part B generally works best as the class digs deeper into the topic.
  - Part C (or the writing activities in courses without a Part C) is designed for use at the end of the unit.
- It ensures that students have a variety of ways to stay engaged with the key academic concepts and content.

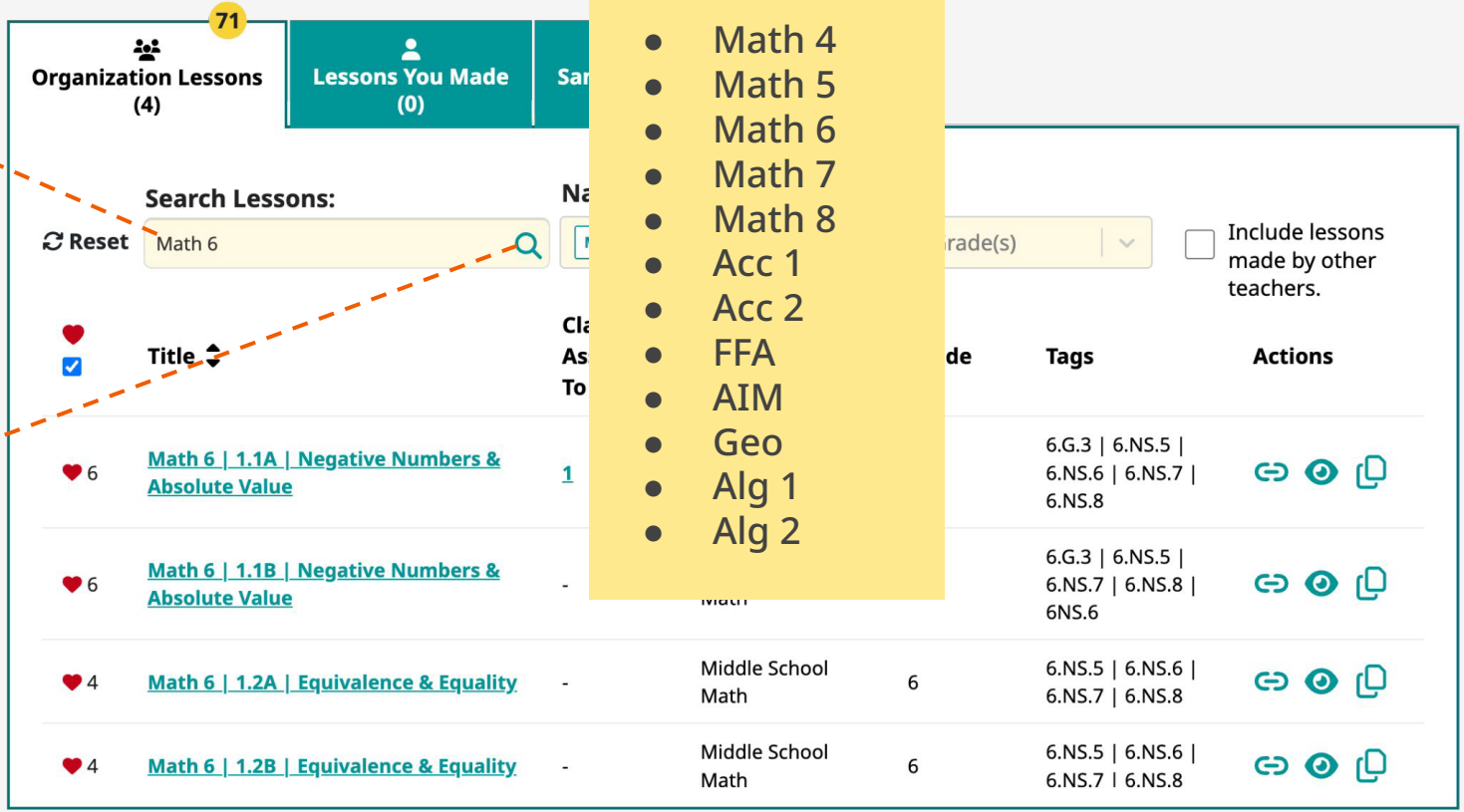
Narrow by Subject

1. Choose a course.
2. The search will automatically update.



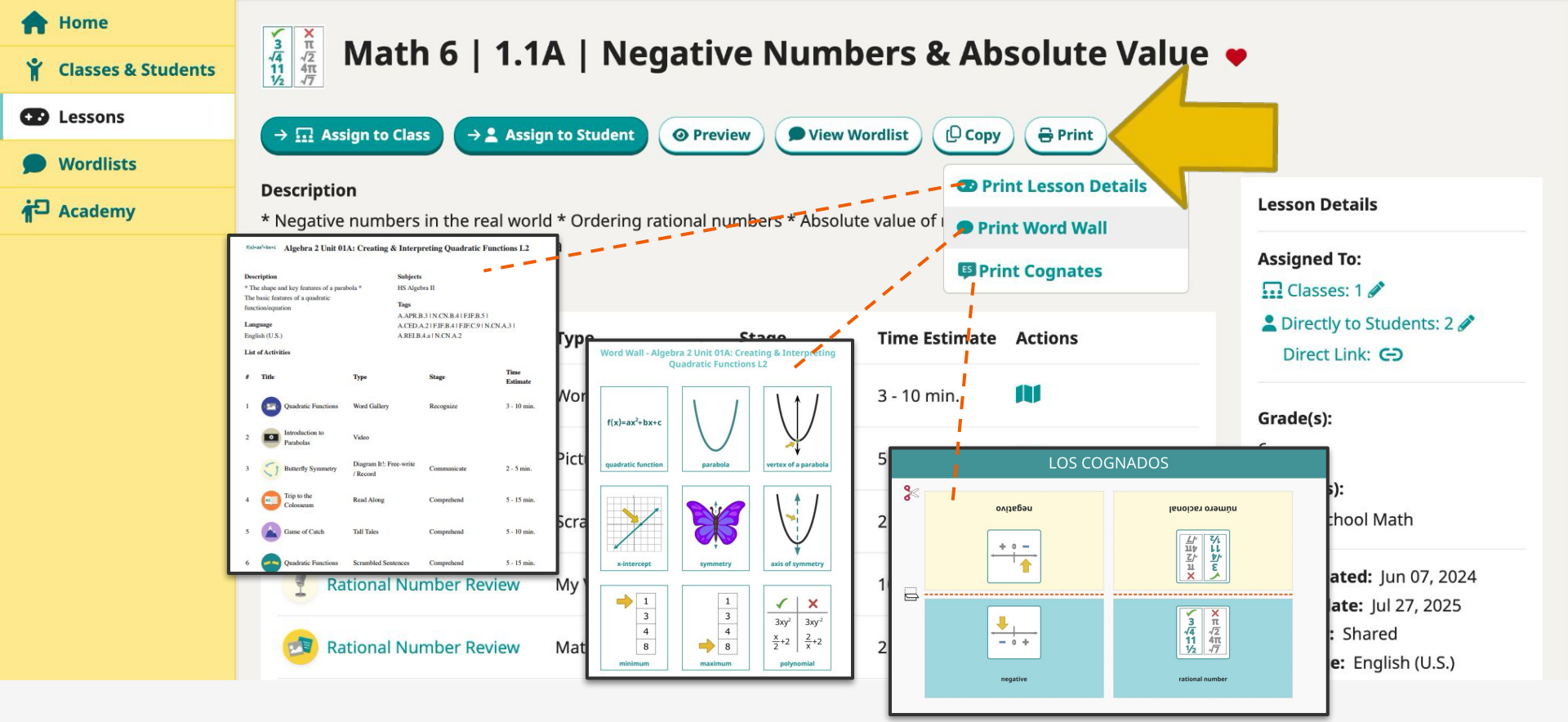
Search by Course

1. Type a course name here.
2. Press **Enter** or **Return** on your keyboard or click the magnifying glass.



Course Names

- Math 4
- Math 5
- Math 6
- Math 7
- Math 8
- Acc 1
- Acc 2
- FFA
- AIM
- Geo
- Alg 1
- Alg 2



You can optionally **Print** PDFs of the lesson plan, a word wall, and/or Spanish cognates.

Spanish Cognates

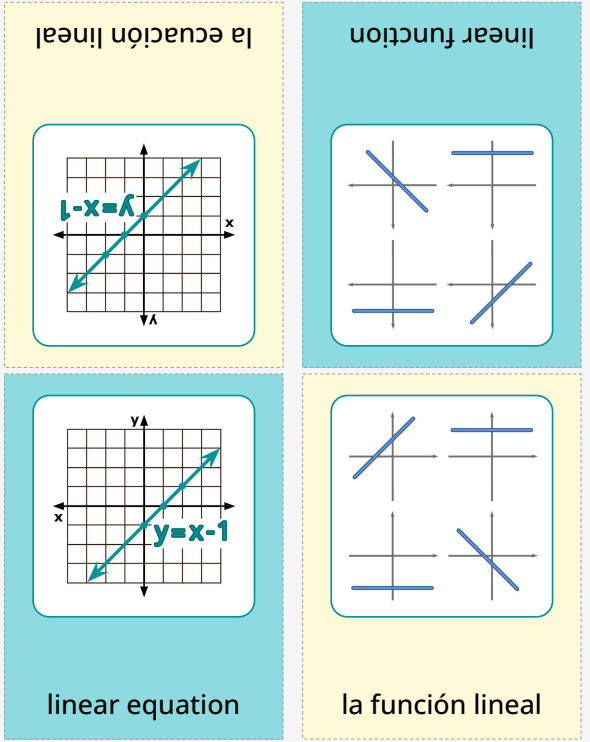
Print

ES Print Cognates

Availability:

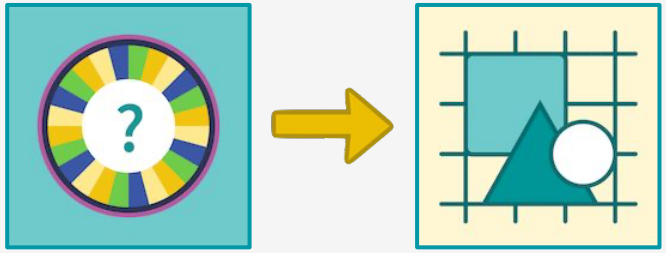
- Applications in Mathematics
- HS Geometry
- Math Fluency 6 for Newcomers
- *Some* lessons for other courses

Cognates are words that have an identical meaning English and Spanish because they are derived from the same root word. Research shows that multilingual learners who speak Spanish as a home language can accelerate learning using cognates.



Activity Swap

Word Spin will be replaced by **Drawing Board** in part B or C of many lessons.



We will do a deep-dive on the Drawing Board activity in the next section.

Platform Updates

Changes to the Speak Agent platform in version 3.7.0

- Changes to lesson search
- New shortcuts
- Sharing direct links
- Accessibility update
- Student growth measures
- Student survey
- Managing rosters

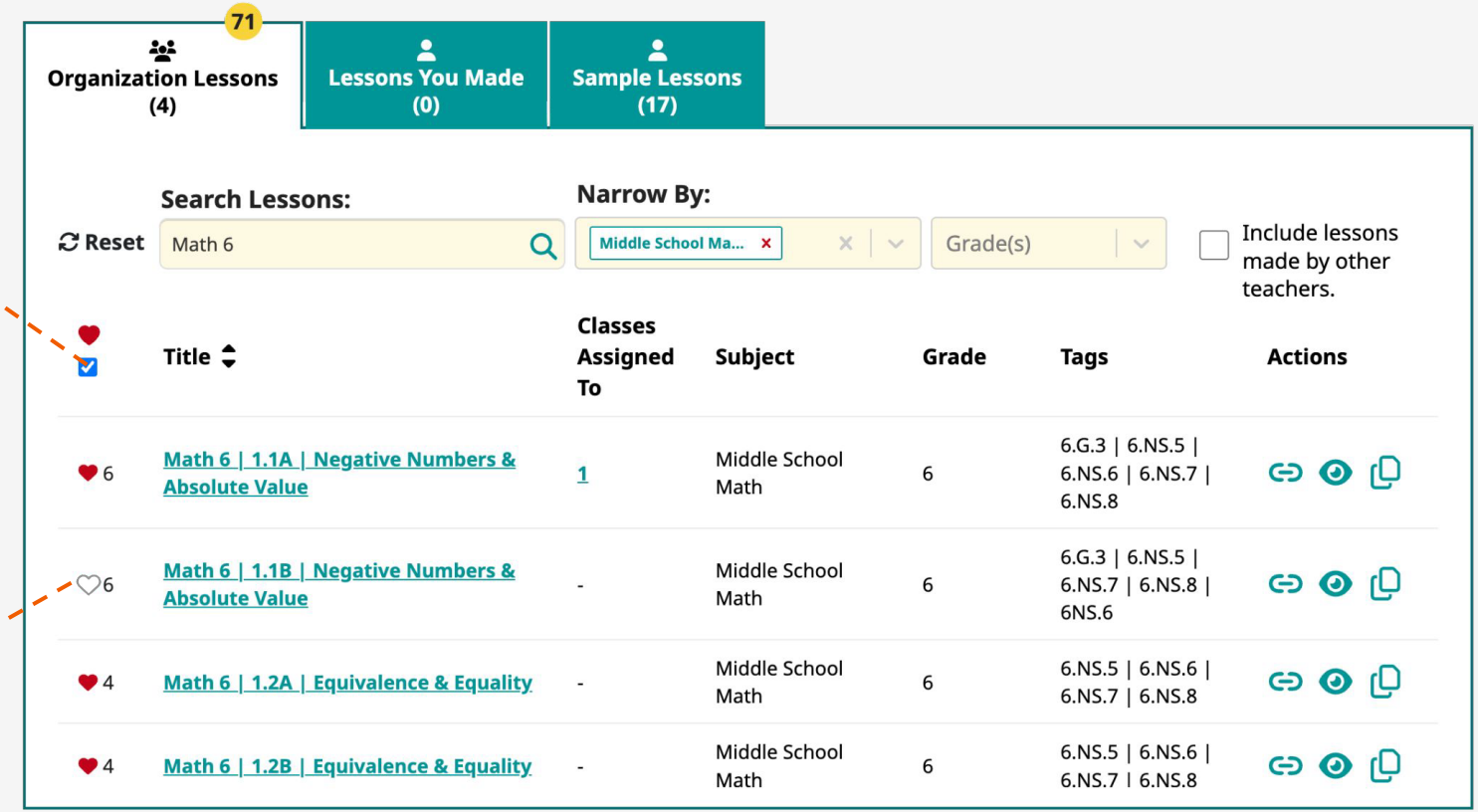
How Do I Find Lessons Now?

- Start by
  - Clicking the direct link in your instructional guidance; or
  - Keyword searching by unit or topic # or keyword like "negative" or "coordinate."
  - Filter by course.
- Then save to favorites ♡
  - Favorite those lessons you want to come back to later.

Save Time by Favoriting Lessons

2 Check the box to show only favorites.

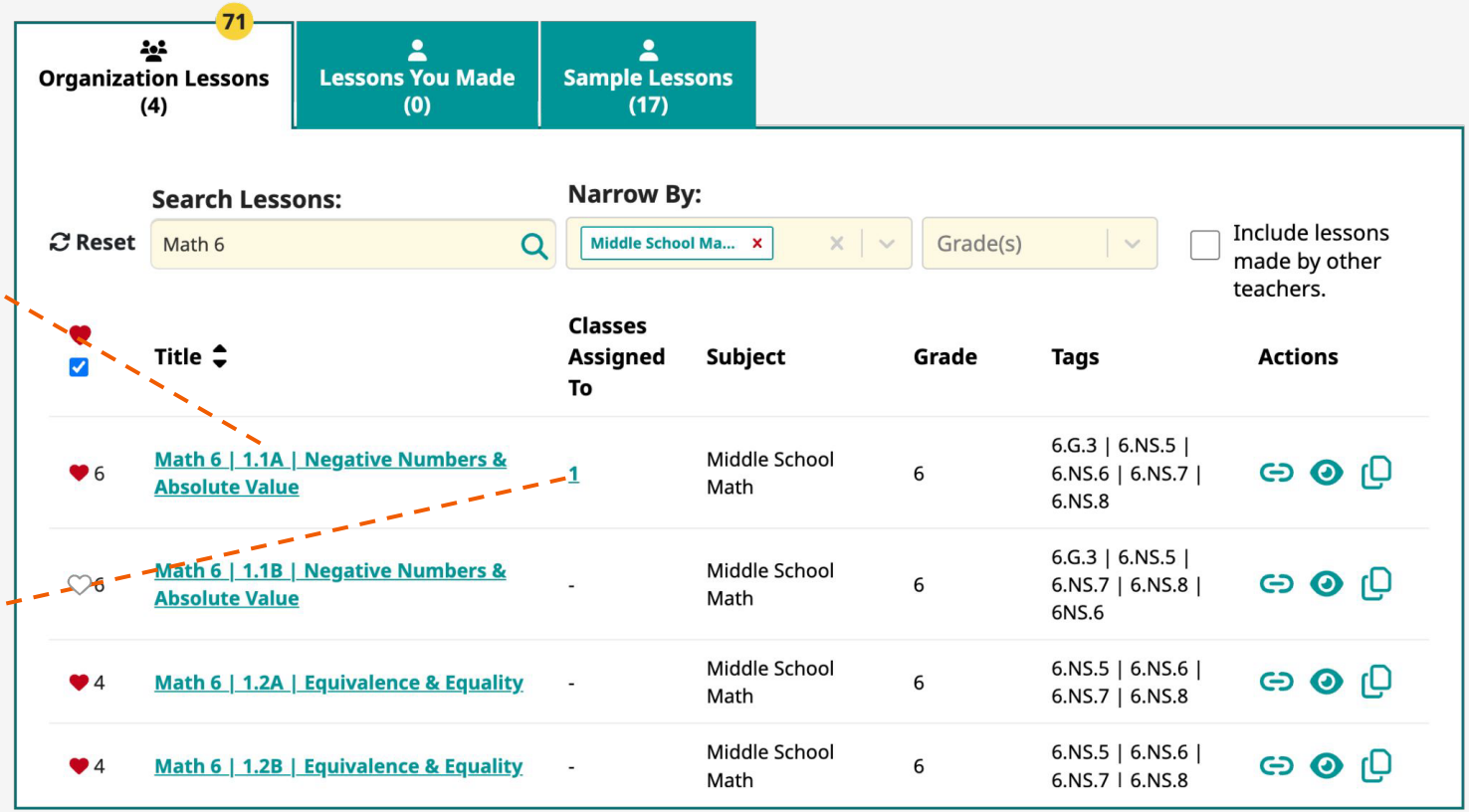
1 Click the heart outline.



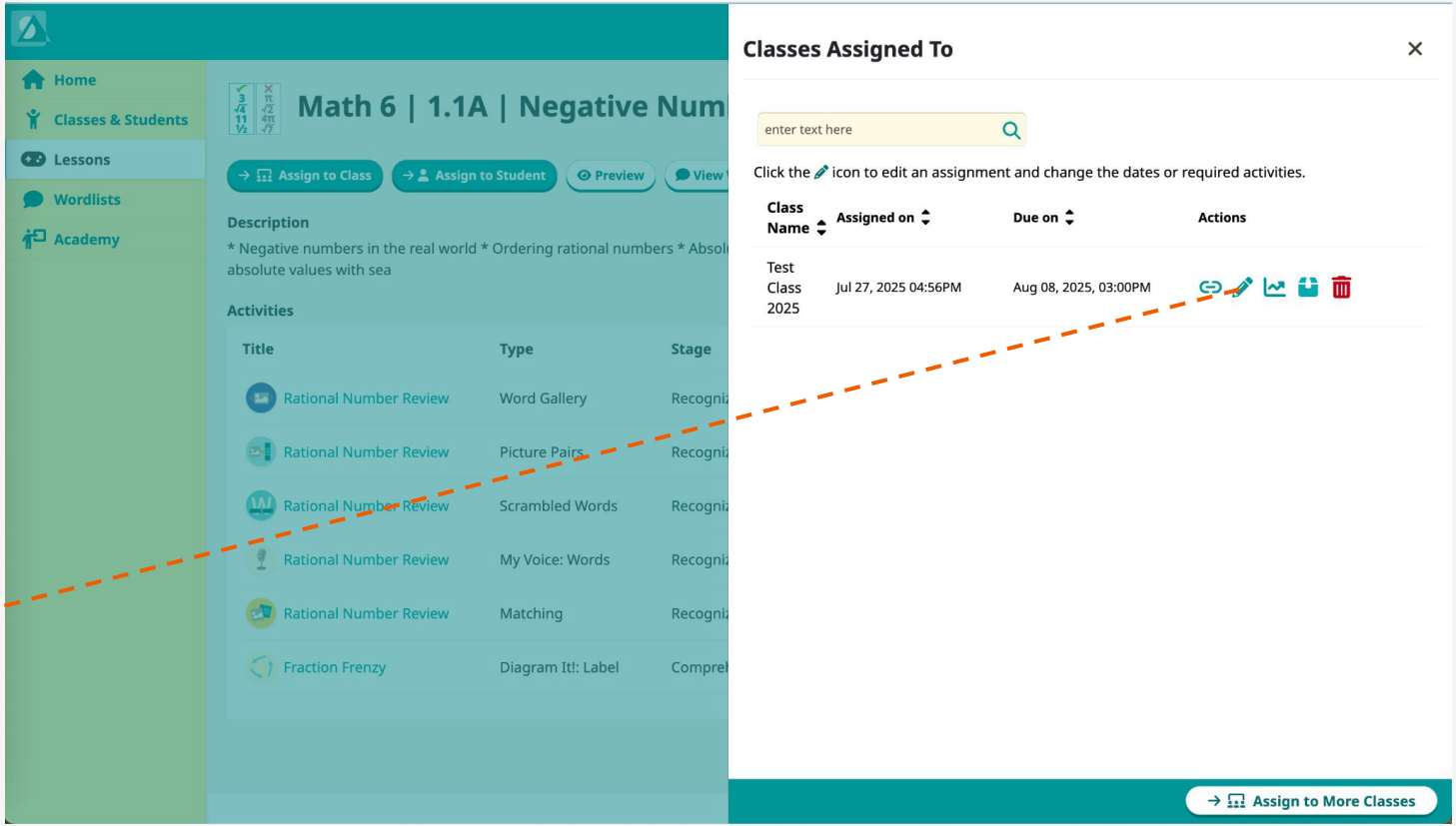
See If You've Already Assigned the Lesson

This lesson is already assigned.

Click the number to see details!

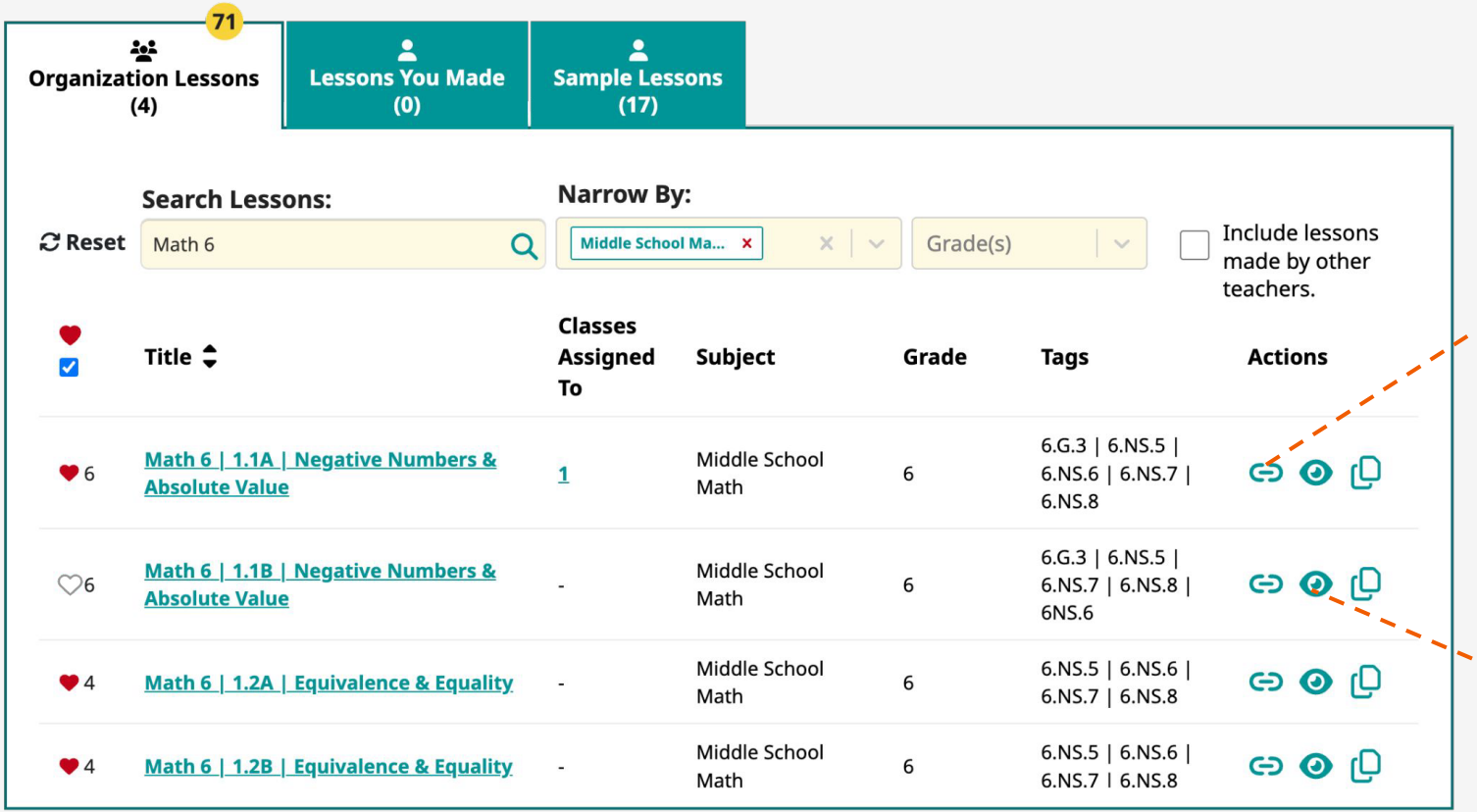


It Links to Where You Can Edit the Assignment



Click the pencil to edit the assignment.

New Shortcuts!



Math 6 | 1.1A | Negative Numbers & Absolute Value

Complete the activities to finish this lesson.

Word Gallery
Rational Number Review
How is it going?
Ready to start

Picture Pairs
Rational Number Review
How is it going?
Ready to start

Scrambled Words
Rational Number Review
How is it going?
Ready to start

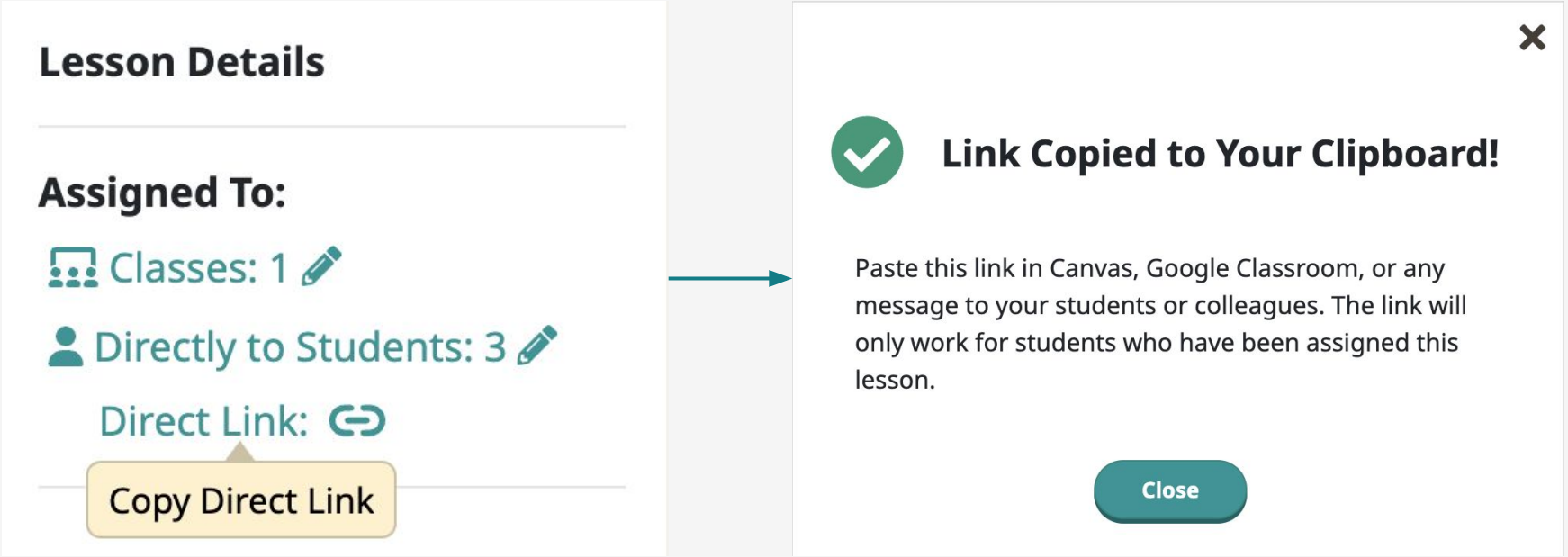
My Voice: Words
Rational Number Review
How is it going?
Ready to start

Matching
Rational Number Review
How is it going?
Ready to start

Diagram It!: Label
Fraction Frenzy
How is it going?
Ready to start

Preview a lesson to see what the student experience is like and/or use preview mode to run teacher-led activities. Close the tab to go back.

Sharing a Lesson with Students



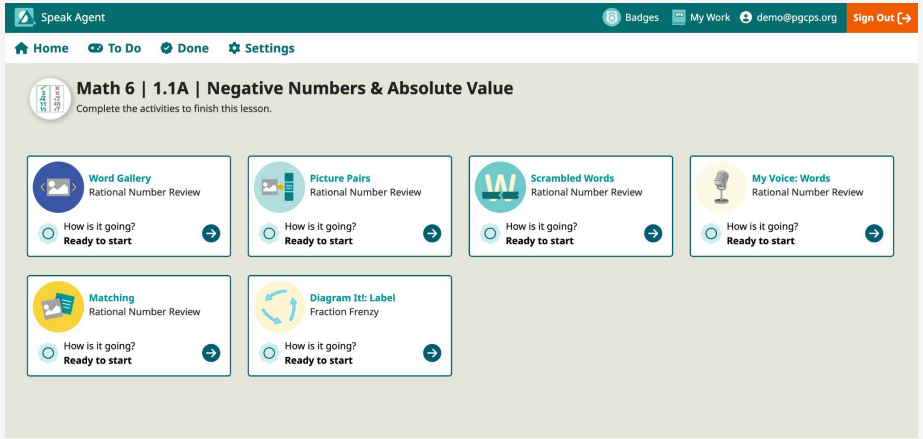
On the right sidebar of the lesson, click the link icon: 🔗.
Now paste the link in Canvas, Google Classroom, or any other tool.

Here's How Link Sharing Works

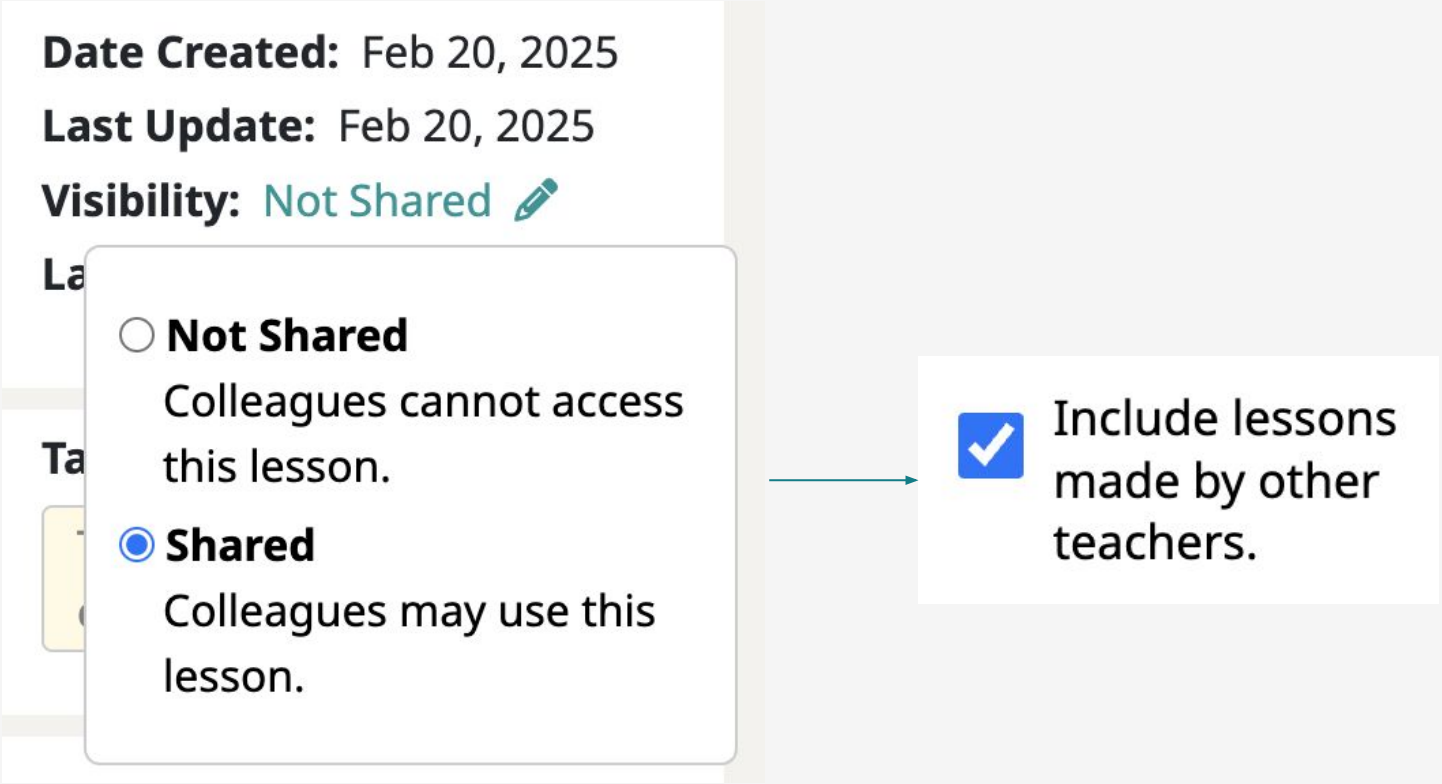
You paste the copied link into your message to students:

https://teach.speakagent.com//lesson-shared/eyJsZXNzb25fcGsiOiI4ODg0In0:1umEvk:Z_0sUdOKBzhIIugu5x2VIxtMOmI2oy0yvjfLN0BOytM/

They click the link and go directly to the lesson:

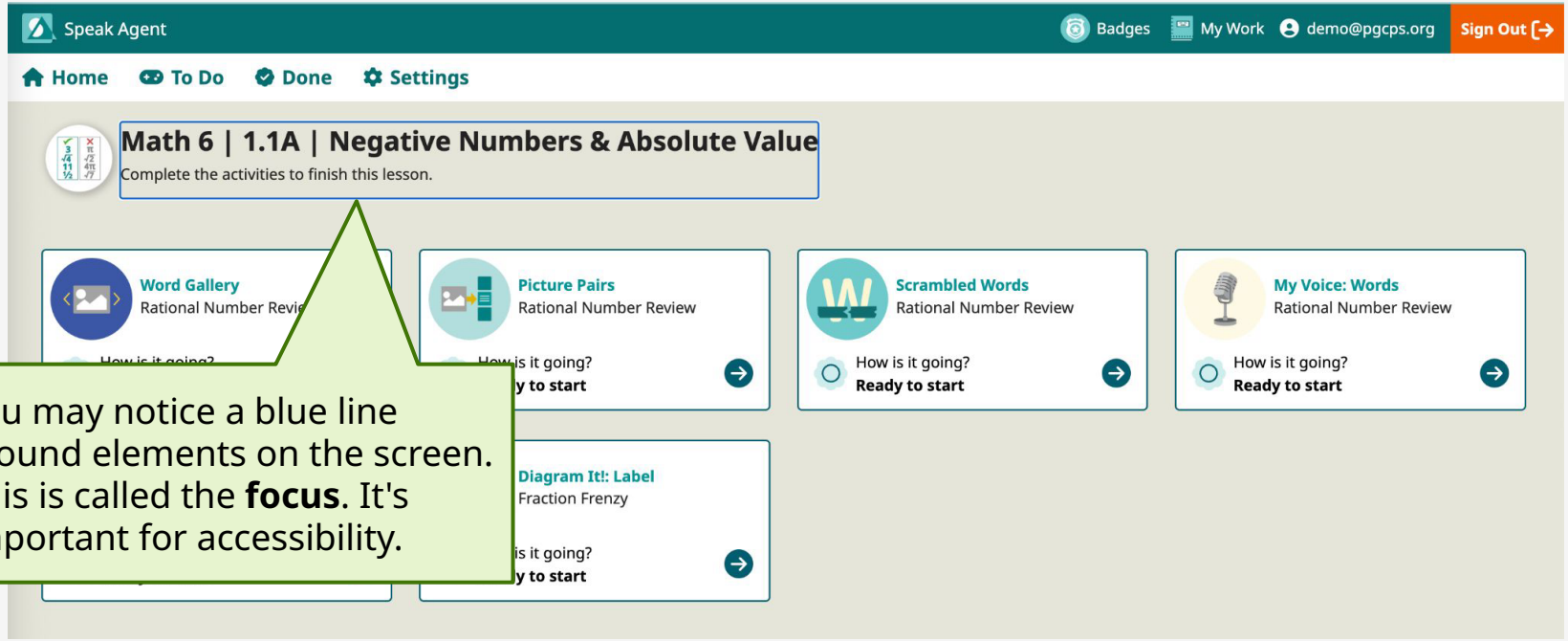


Make sure you assign the lesson to the class first!

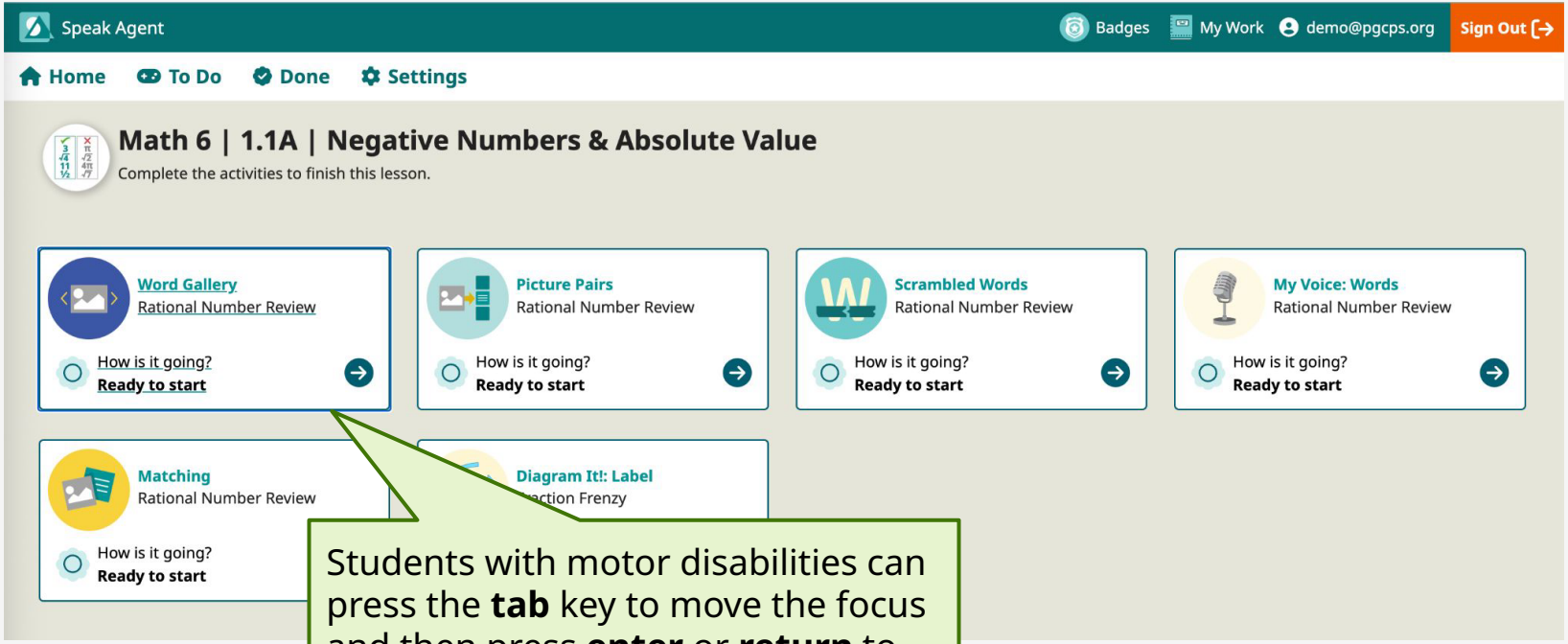


If you want your lesson to show up in search results for other teachers within PGCPS, change the visibility to **Shared**.

Accessibility: Tab Focus

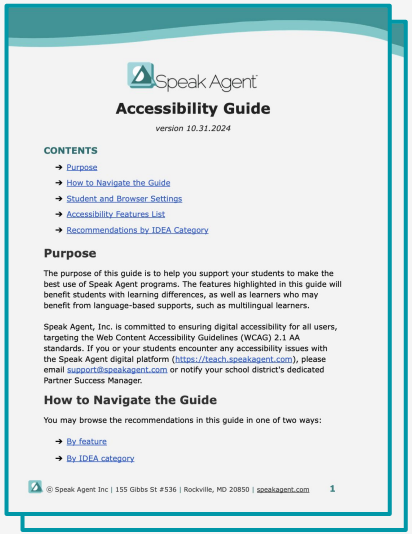


Accessibility: Moving the Focus



Accessibility Guide

For more accessibility features, please visit speakagent.com/accessibility.



Speak Agent

Accessibility Guide

version 10.31.2024

CONTENTS

Purpose

The purpose of this guide is to help you support your students to make the best use of Speak Agent programs. The features highlighted in this guide will benefit students with learning differences, as well as learners who may benefit from language-based supports, such as multilingual learners.

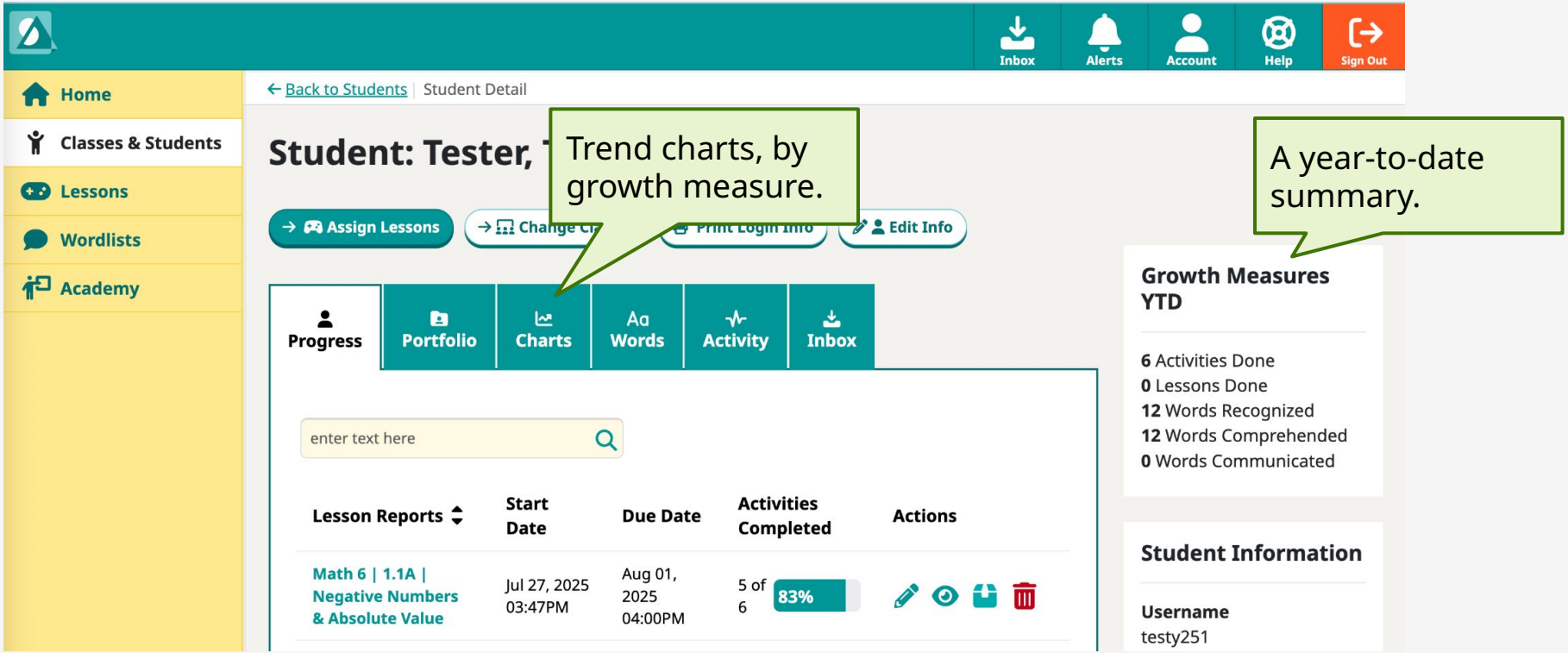
Speak Agent, Inc. is committed to ensuring digital accessibility for all users, targeting the Web Content Accessibility Guidelines (WCAG) 2.1 AA standards. If you or your students encounter any accessibility issues with the Speak Agent digital platform (https://teach.speakagent.com), please email support@speakagent.com or notify your school district's dedicated Partner Success Manager.

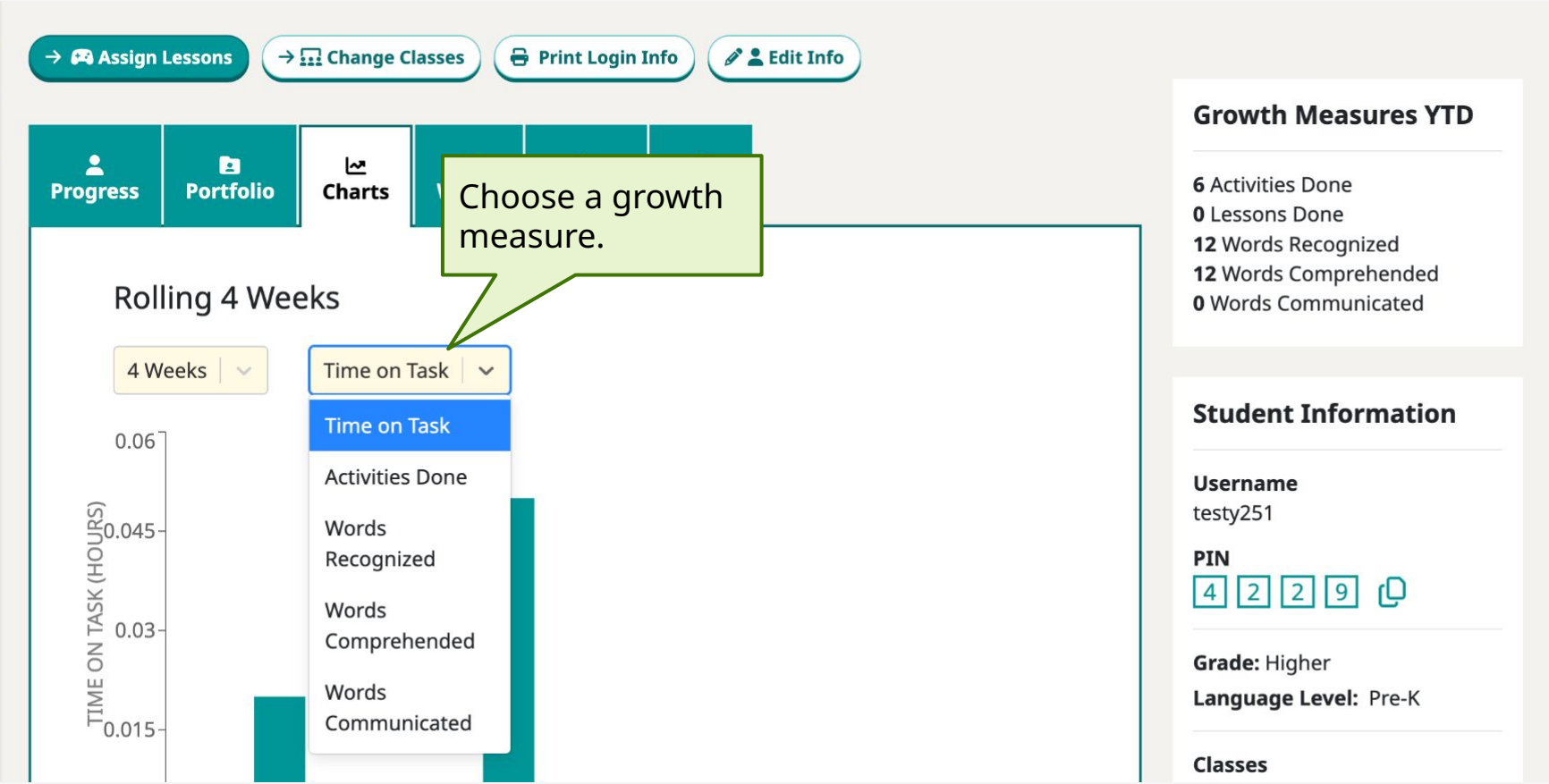
How to Navigate the Guide

You may browse the recommendations in this guide in one of two ways:

- By feature
- By IDEA category

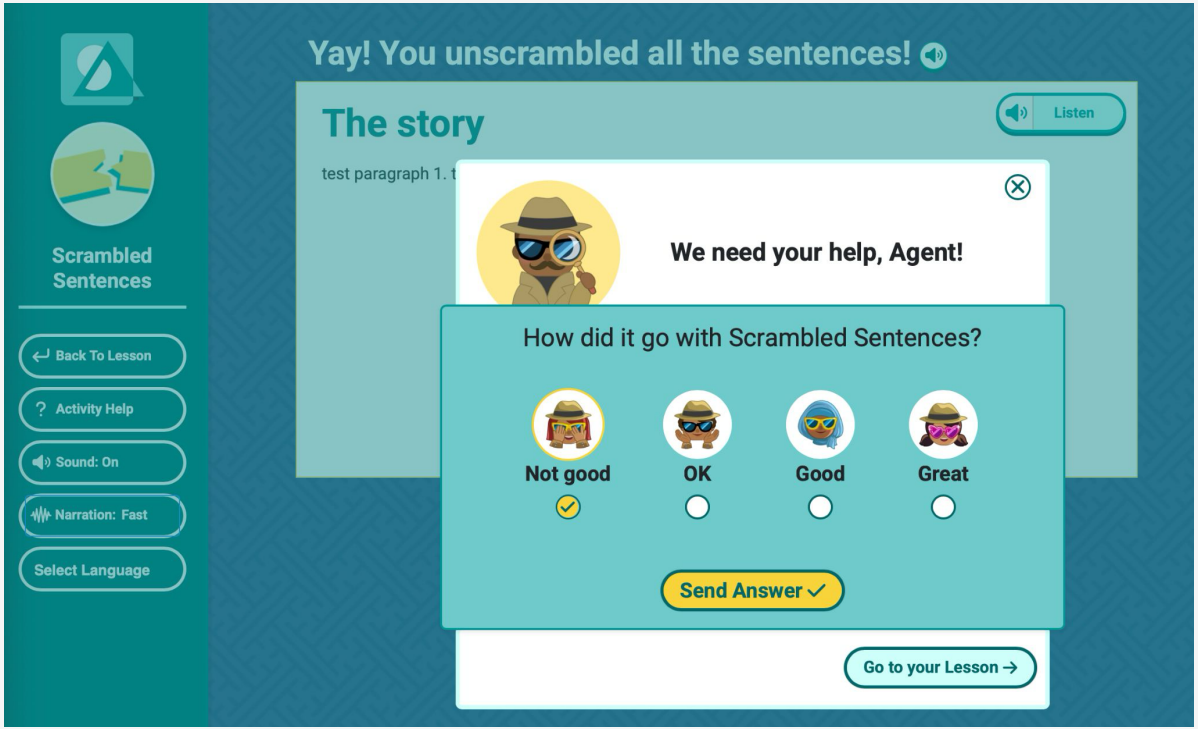
Student Growth Measures





The **Charts** tab shows trend data for the individual student over 4, 8, or 12 weeks. You also have this for each class section.

New Student Feedback Tool

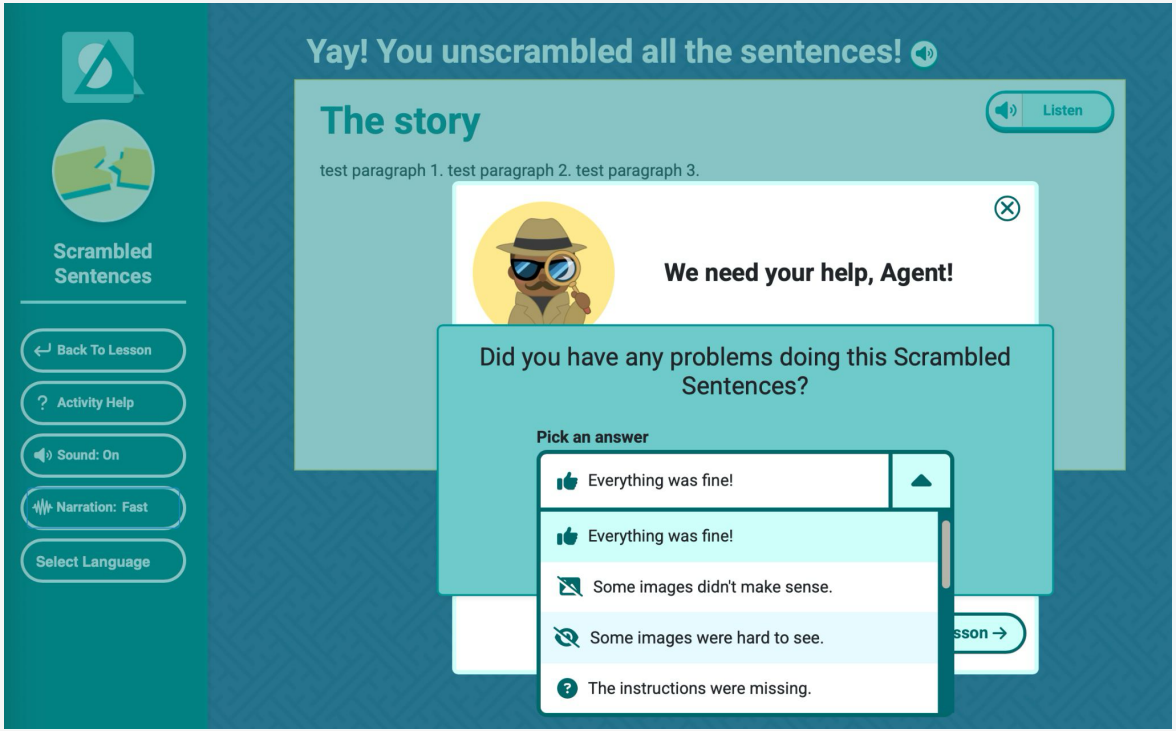


Feature Goal:

Give students a voice in our ongoing product design and development!

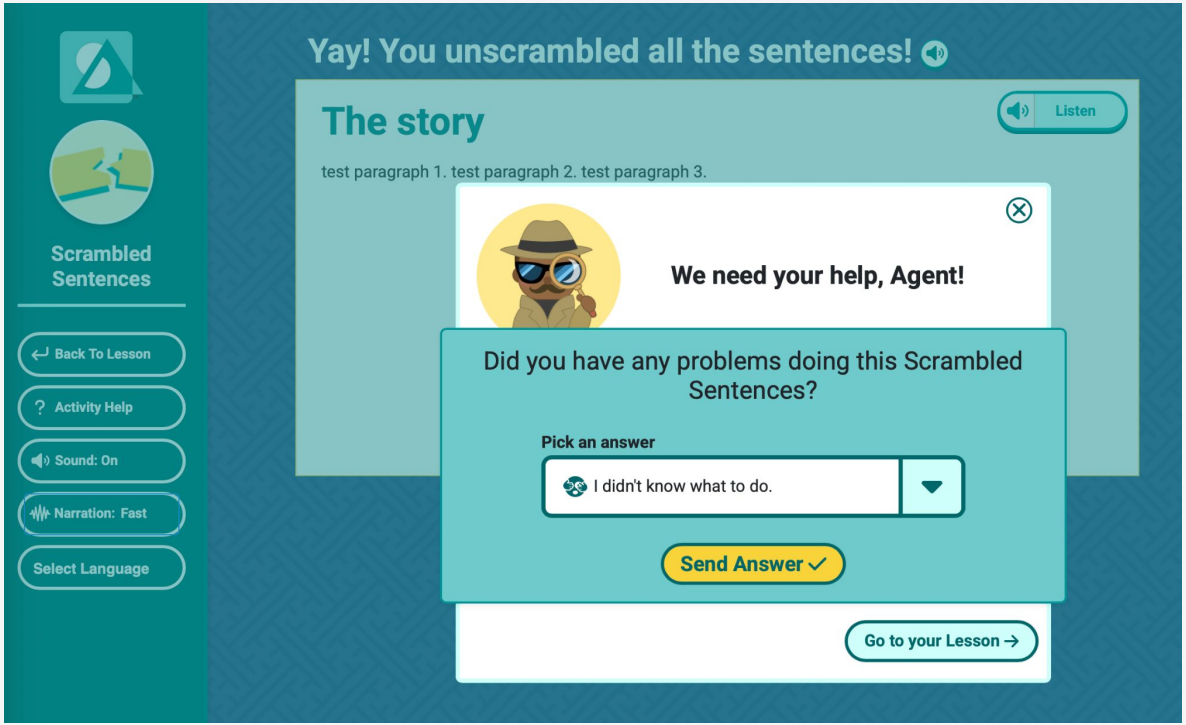
Students may report to us how a specific activity went. If they choose "Not good" or "OK," we will ask for details.

New Student Feedback Tool



It's just a dropdown and takes a few seconds. This will help us to quickly identify and fix usability issues for your students!

New Student Feedback Tool



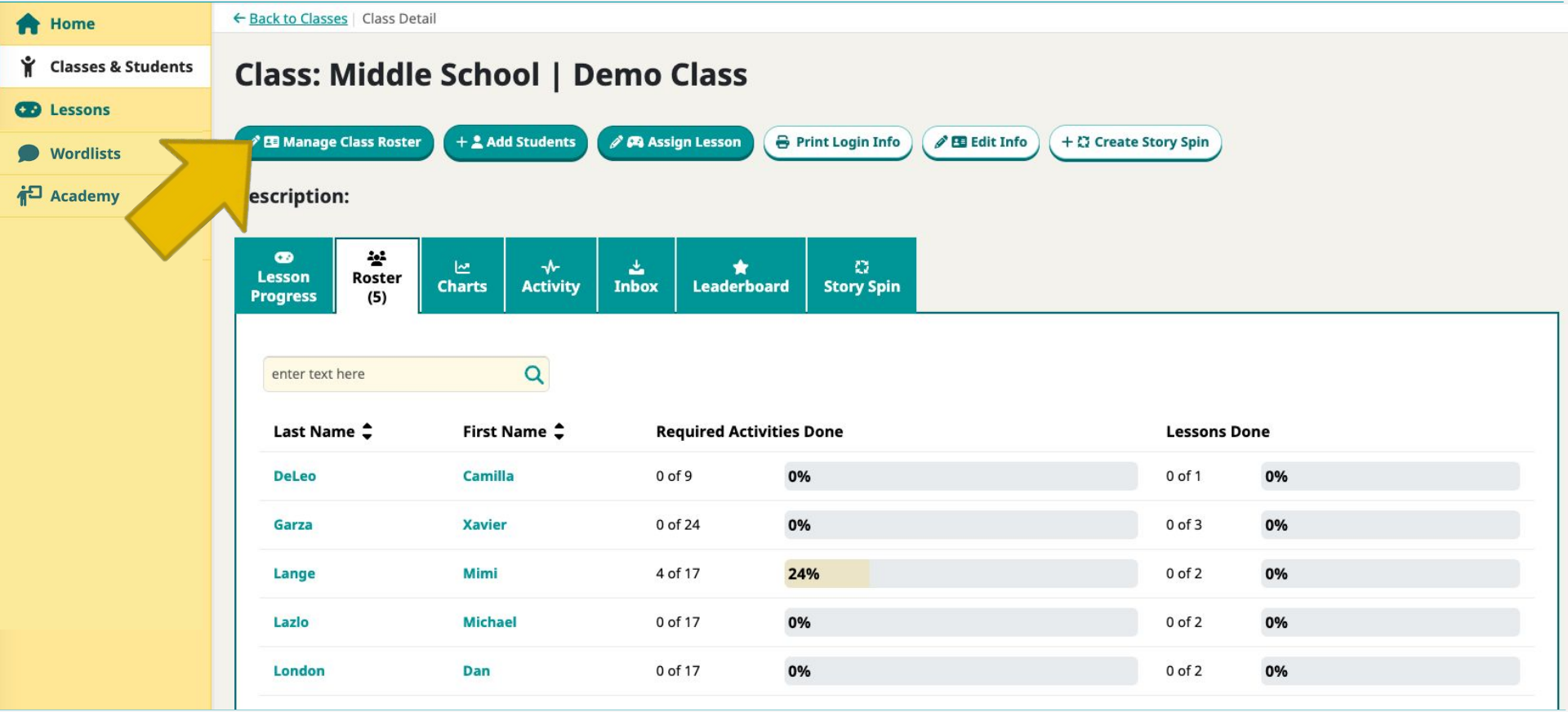
Agent QA

Super Agent QA

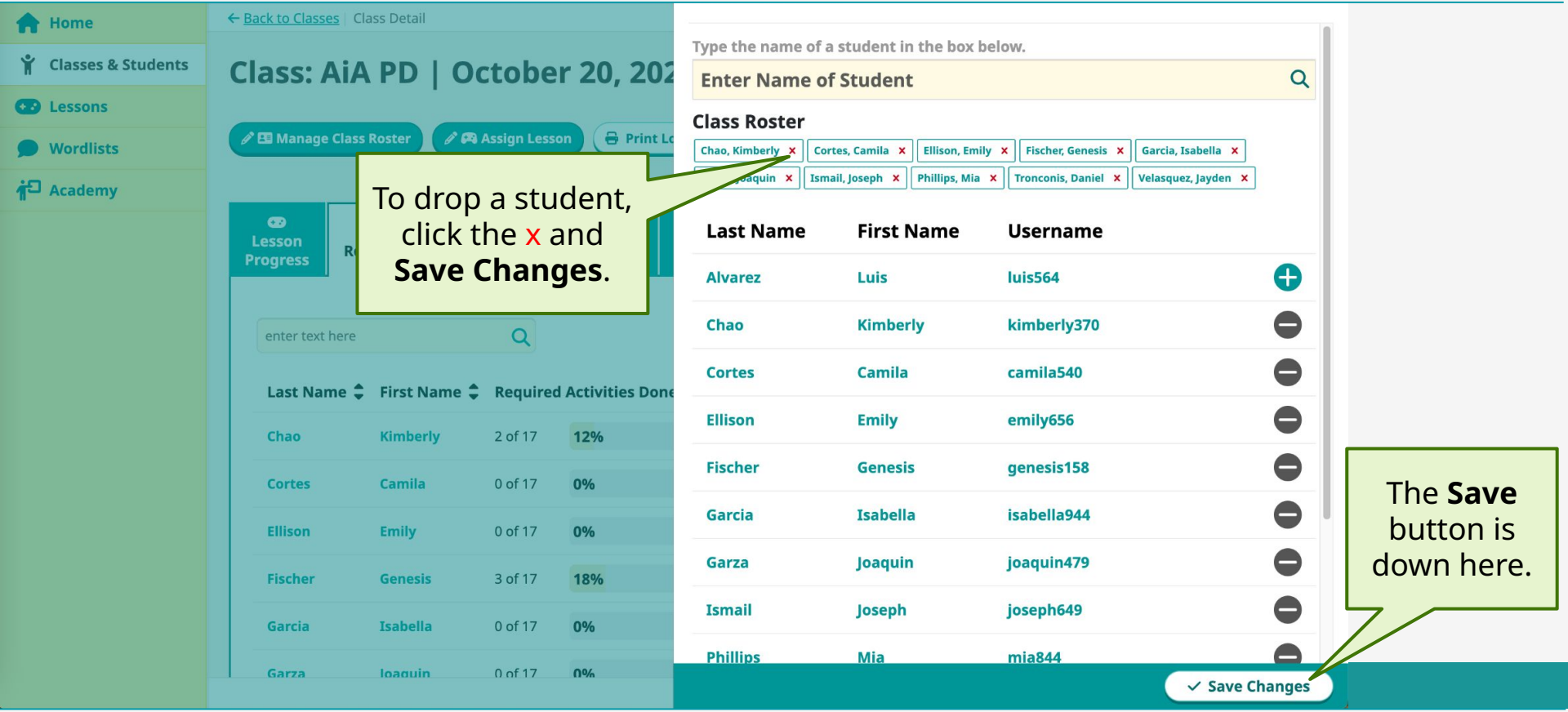
The whole process takes 10 seconds and students can bypass it.
They can earn fun badges for giving constructive feedback!

How Rostering Works for SY26

- We sync with Synergy.
- We add **new** classes and students **daily**.
- We process **dropped** students **weekly** on Fridays.
- You can temporarily override Synergy, but any changes will be overwritten in the next sync.
- If you need to add a co-teacher, resource teacher, long-term sub, para, or other staff to a class, make sure your school scheduler has that person in Synergy with the role of "teacher" for your class section.
- If something is not syncing properly, contact us!



The Roster tab shows the students enrolled from Synergy.
Press **Manage Class Roster** to override it (temporarily).

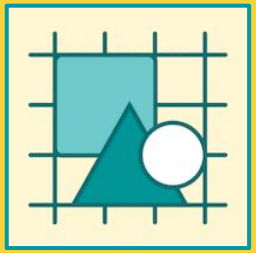


You can **drop** students from a class. You can **move** them to another class.
You cannot add students that are not already on one of your rosters.

Find a video summary on your Mission Hub: speakagent.com/pgcps .

Recap: What's New (Top-5, Not in Order)

Drawing Board



Speak Agent℠

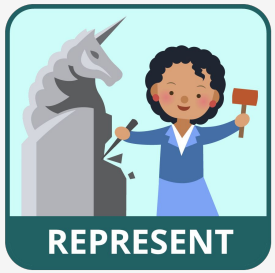
Speak Agent Activities

Acquire Vocabulary	Build Comprehension	Communicate Reasoning
Matching	Diagram It: Label/Type	Diagram It: Free Write
My Voice: Words	My Voice: Phrases	**Drawing Board**
Picture Pairs	Read Along	Explain Your Work
Scrambled Words	Scrambled Sentences	Math Problem Maker
Word Gallery	Sort It Out	Math Problem Solver
	Tall Tales	My Voice: Questions
	Vocab Lab	

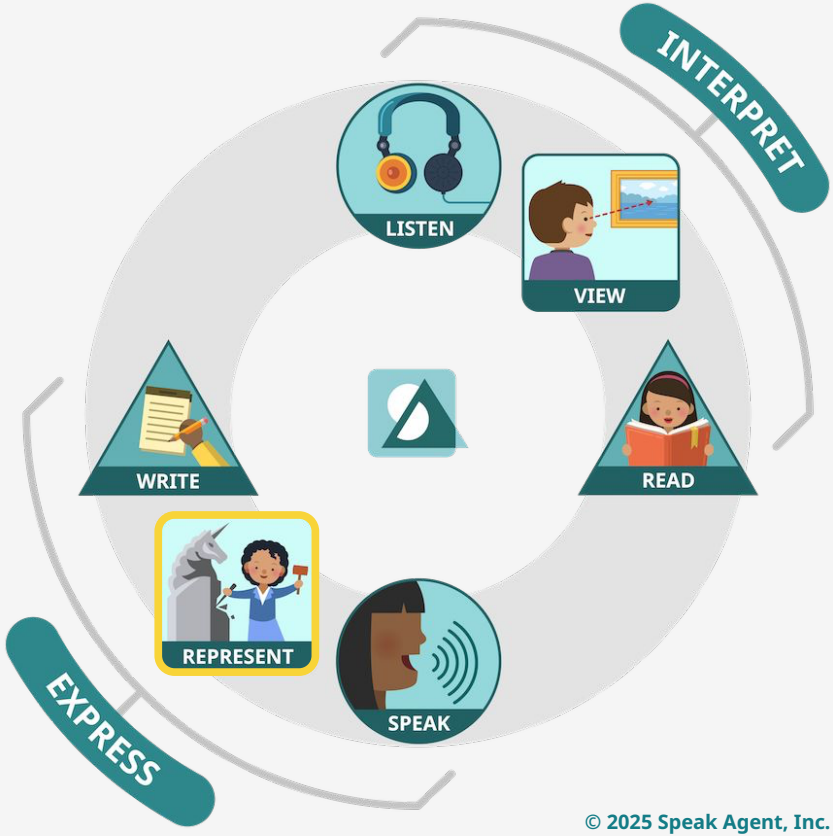
+ **Knowledge Check**

Level Up

"Representing" as a Communication Mode



Representing is one of three modes of expressive language. It is a way for students to communicate their ideas, thought process, solution steps—and for you to gain insights into their content knowledge.



What Is a Visual Representation in Mathematics?

- A visual representation is an accurate depiction of a math problem's quantities and relationships. For example, this pie chart and fraction bar are both visual representations of *one-third*.

- The purpose of a visual representation is to reflect a student's understanding of the problem and to help them correctly solve it.

Improved Accuracy of Solutions

Students who use visual representations to solve word problems are **more likely** to arrive at a correct solution.

The benefits hold equally true for students

- with learning disabilities
- without learning disabilities
- who are proficient
- who are not proficient

Krawec, J. L. (2014). Problem representation and mathematical problem solving of students of varying math ability. *Journal of Learning Disabilities*, 47(2), 103–115.

6x

Students who use accurate visual representations are **six times more likely** to correctly solve math problems than are students who do not.

Boonen, A. J. H., van Wesel, F., Jolles, J., & van der Schoot, M. (2014). The role of visual representation type, spatial ability, and reading comprehension in world problem solving: An item-analysis in elementary school children. International Journal of Educational Research, 68, 15–26.

Drawing Board

Back To Lesson

Activity Help

Sound: On

Narration: Slow

Select Language

DRAWING BOARD

START! →

Solve problems by doodling and making images. Be creative!

Drawing Board

Back To Lesson

Activity Help

Sound: On

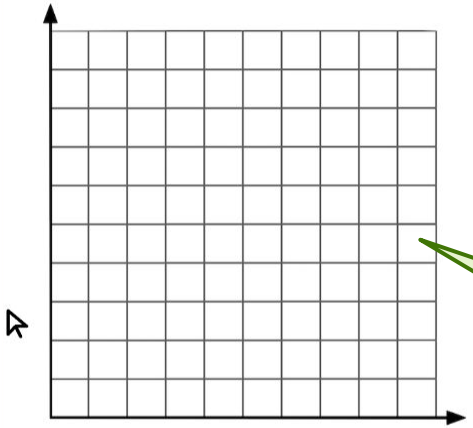
Narration: Slow

Select Language

Make a graph showing the total amount of snow on the ground.

From 6 PM to 10 PM it snowed at a unit rate of 1.5 inches per hour. After 10 PM, the snow melted at a rate of 2 inches per hour.

Student can click a word to get support.



Most activities start with a background image that students can draw over and annonate.

Save Work

Speak and Record (0)

Get a hint (3)

Print PDF

Share With Teacher

Drawing Board

Back To Lesson

Activity Help

Sound: On

Narration: Slow

Select Language

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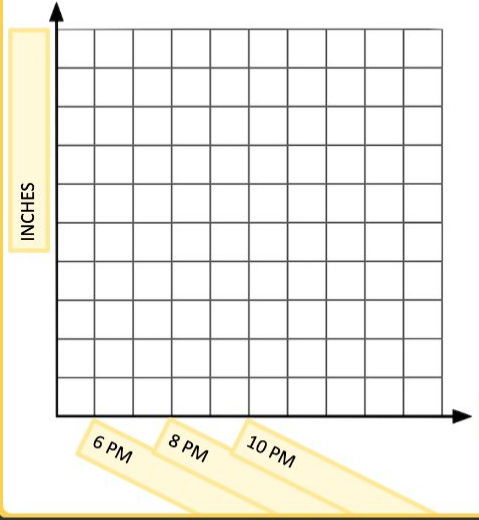

Students can add textboxes to label axes, add notes, etc.

Save Work

Speak and Record (0)

Get a hint (3)

Print PDF

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Back To Lesson

Activity Help

Sound: On

Narration: Slow

Select Language

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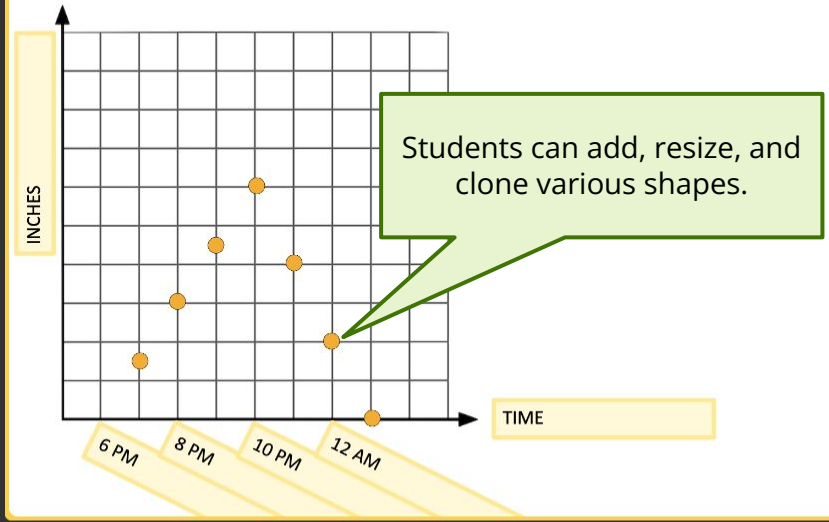


Students can add, resize, and clone various shapes.

Drawing Board

Back To Lesson

Activity Help

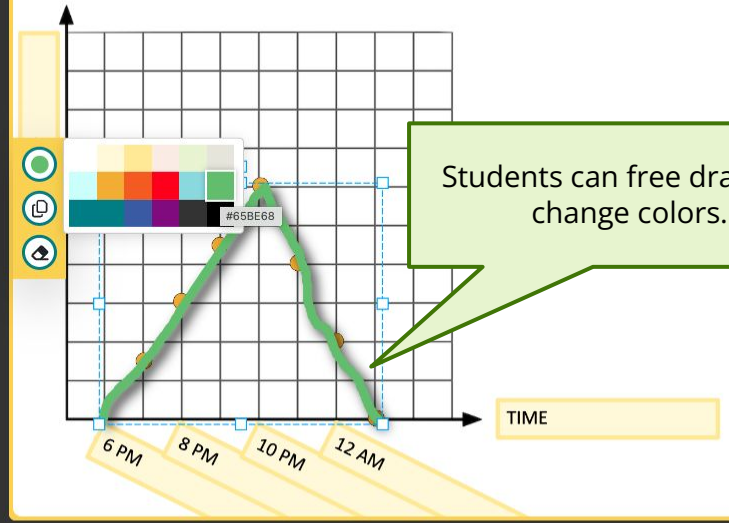
Sound: On

Narration: Slow

Select Language

Make a graph showing the total amount of snow on the ground.

From 6 PM to 10 PM it snowed at a unit rate of 1.5 inches per hour. After 10 PM, the snow melted at a rate of 2 inches per hour.



Students can free draw and change colors.

Press this button to get a hint...

Save Work

Speak and Record (0)

Get a hint (3)

Print PDF

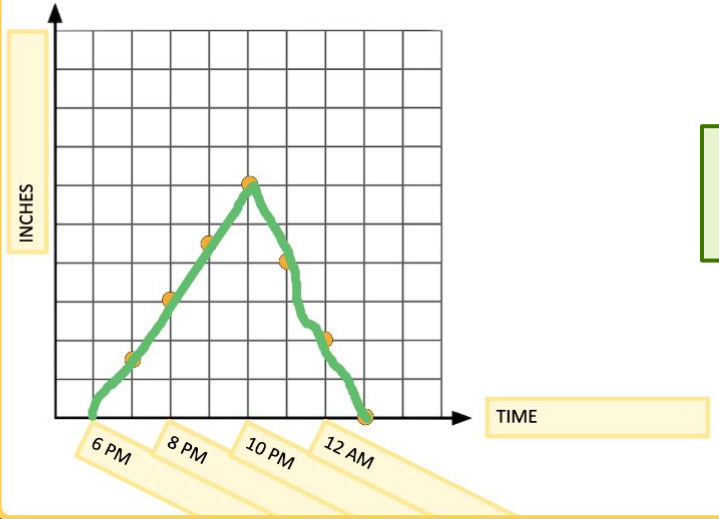
Share With Teacher

Make a graph showing the total amount of snow on the ground.

From 6 PM to 10 PM it snowed at a unit rate of 1.5 inches per hour. After 10 PM, the snow melted at a rate of 2 inches per hour.

Drawing Board

- Back To Lesson
- Activity Help
- Sound: On
- Narration: Slow
- Select Language



Hints give students ideas for what to try so that they can work independently or with a partner.

Hints (2 of 3)

Label both axes. What does each axis represent? What are the units that need to be on each axis?

← Work on your solution

Make a graph showing the total amount of snow on the ground.

From 6 PM to 10 PM it snowed at a unit rate of 1.5 inches per hour. After 10 PM, the snow melted at a rate of 2 inches per hour.

Drawing Board

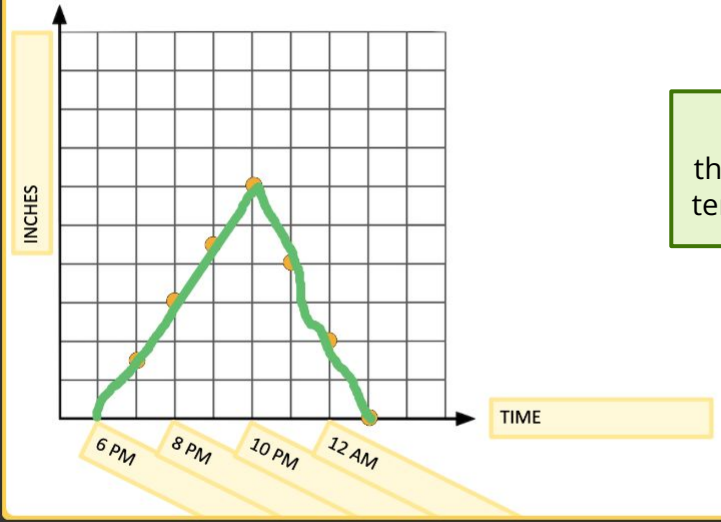
Back To Lesson

Activity Help

Sound: On

Narration: Slow

Select Language



In addition, students can record themselves to give an explanation. Up to ten 20-second recordings may be stored.

Speak and Record

You can record up to **20** seconds at a time.
You can make up to **10 recordings.**

20

Your Recordings →

Drawing Board

Back To Lesson

Activity Help

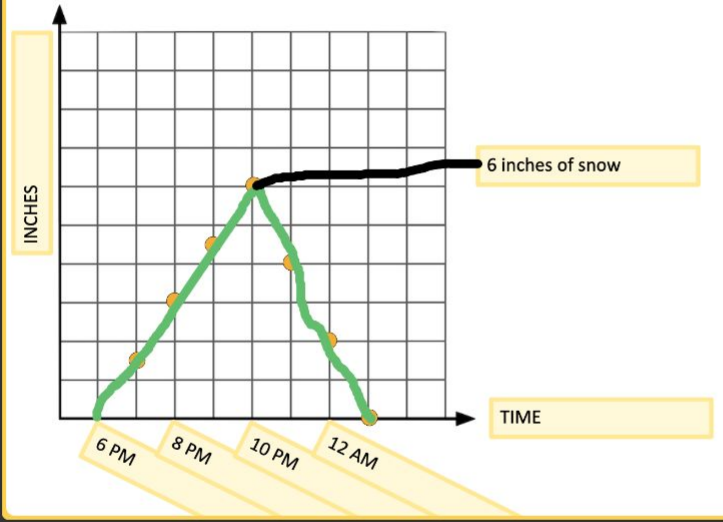
Sound: On

Narration: Slow

Select Language

Make a graph showing the total amount of snow on the ground.

From 6 PM to 10 PM it snowed at a unit rate of 1.5 inches per hour. After 10 PM, the snow melted at a rate of 2 inches per hour.



Save Work

Speak and Record (0)

Get a hint (3)

Print PDF

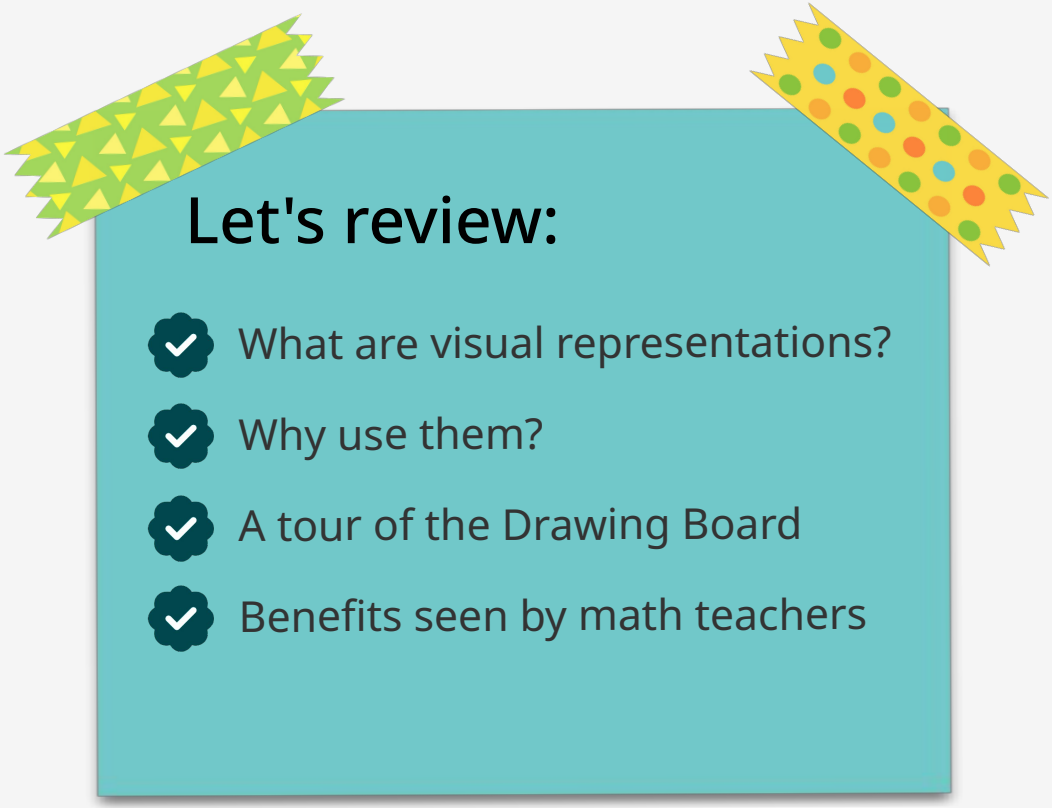
Share With Teacher

Students press this button when they are done to share it with you. It appears in their portfolio.

Teacher Anecdotes

- Students found it engaging to visually manipulate their thinking.
- It helped with communicating understanding, especially for multilingual learners who struggled with academic language.
- The visual representation made it easier to identify student errors or misconceptions and have productive problem-solving conversations.
- Teachers were able to see each student's thinking process and have students submit completed work.
- Students were able to work independently without constantly asking for help.
- It helped teachers to see students' diverse ways of thinking.
- It helped teachers with monitoring and reviewing student work.

Recap: Drawing Board



Drawing Board Workshop

Speak Agent℠

Step 1: Find Us in Clever

Search for the "Speak Agent" app.

Click on our logo! It should take you to your **Home** page in our app.

Don't have an account? Please post in the Zoom chat and we'll share a demo account with you for this session. Just do not forget to SIGN OUT of the demo afterwards!

Step 2: Find a Lesson with Drawing Board

Math 7 | 1.2B | Unit Rates & Ratio Applications

Math 7 | 1.4B | Proportional Relationships

Geo | 1.1-3C | Transformation on the Coordinate Plane & Using Rigid Motion

Alg 1 | 1.1C | Recognizing Arithmetic Sequences as Linear Functions

Step 3: Preview the Lesson

Preview

Please try the following in your account:

1. Find a lesson from the **Lessons** menu.
2. Press the **Preview** button.
3. Preview **Drawing Board**.

As you try Drawing Board, note down the following:

- What strategies or learning supports does the activity offer?
- Where does the activity fit into your classroom structure?

Where do you feel this resource fits into your instruction and why?

Please share your responses in the Zoom chat.

Modeling and Writing in Math Problem Maker

Speak Agent℠

Strategy: Student-Generated Problems

When students create their own math problems, they connect new concepts to prior knowledge and apply both conceptual and procedural knowledge.

The process promotes math modeling practice, such as determining information needed to solve a problem and communicating a solution path.

Math Writing & Modeling

This section describes how Math Puzzle Maker supports development of math writing and modeling skills.

Tour of Math Problem Maker

Writing help for students

Teacher Inbox

Tour of Math Problem Solver

Math Problem Maker

Back To Lesson

Activity Help

Sound: On

Narration: Medium

Math Problem Maker

Let's Create! →

Create a math problem for your classmates to solve.
Can you earn the highest ratings?

Math Problem Maker

- Back To Lesson
- Activity Help
- Sound: On
- Narration: Medium

Topic

In this activity, you will create a math problem for a classmate to solve.

First, pick a math topics that you think goes with the image. There is no right or wrong answer!

- proportion
- scale factor
- scale up
- scale down
- ratio

Math Problem Maker

Back To Lesson

Activity Help

Sound: On

Narration: Medium

Topic

In this activity, you will create a math problem for a classmate to solve.

First, pick a math topics t
goes with the image. The
or wrong answer!

a real airplane and a model airplane

scale factor

scale up

scale down

ratio

Math Problem Maker

- Back To Lesson
- Activity Help
- Sound: On
- Narration: Medium

Topic

In this activity, you will create a math problem for a classmate to solve.

First, pick a math topics that you think goes with the image. There is no right or wrong answer!

- proportion
- scale factor
- scale up
- scale down
- ratio

Math Problem Maker

Back To Lesson

Activity Help

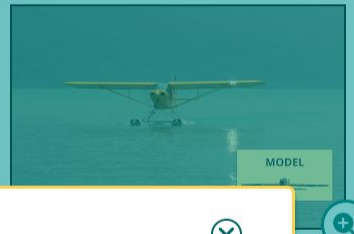
Sound: On

Narration: Medium

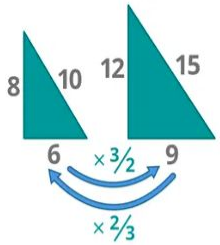
Topic

In this activity, you will create a math problem for a classmate to solve.

First, pick a math topics that you think goes with
or wrong



scale factor



the ratio of the lengths of two proportional shapes, models, or drawings

Return to Puzzle Making →

scale up

scale down

ratio

Math Problem Maker

Back To Lesson

Activity Help

Sound: On

Narration: Medium

Ask questions

Think about the image. What questions does it make you want to ask?

Remember, you chose this topic:

scale factor

Topic words to help you write

+ proportion
+ scale factor
+ scale up
+ scale down
+ ratio

1 Type your questions here

2 Type your questions here

3 Type your questions here

Questions asked ✓

Math Problem Maker

Back To Lesson

Activity Help

Sound: On

Narration: Medium

Ask questions

Think about the image. What questions does it make you want to ask?

Remember, you chose this topic:

scale factor

Topic words to help you write

+ proportion | + scale factor | + scale up | + scale down | + ratio

1. Are the big and small plane the same proportions?
2. How much bigger is the real plane?
3. Will the small plane scale up to be the same as the big plane?

Questions asked ✓

Math Problem Maker

Back To Lesson
Activity Help
Sound: On
Narration: Medium

Select your favorite question

Choose the **one question** that you will turn into your math problem about the math topic you picked earlier:

Remember, you chose this topic:

scale factor

Are the big and small plane the same proportions?

How much bigger is the real plane?

Will the small plane scale up to be the same as the big plane?

Math Problem Maker

Back To Lesson
Activity Help
Sound: On
Narration: Medium

Gather information

What information do you need in order to answer your question?

Your favorite question:

Are the big and small plane the same proportions?

Topic words to help you write

+ proportion
+ scale factor
+ scale up
+ scale down
+ ratio
? Get writing help

1. What is the width, length, and height of the big plane?
2. What is the width, length, and height of the small plane?
3. Write information you want to gather.
4. Write information you want to gather.
5. Write information you want to gather.
6. Write information you want to gather.

Information gathered ✓

Math Problem Maker

Back To Lesson
Activity Help
Sound: On
Narration: Medium

Create your problem

Write the steps to solve your problem. The steps will be hidden from your classmate.

Your favorite question:

Are the big and small plane the same proportions?

Your information items:

- What is the width, length, and height of the big plane?
- What is the width, length, and height of the small plane?

Topic words to help you write

+ proportion + scale factor + scale up
+ scale down + ratio

? Get writing help

Your problem:

Write the puzzle you want to your classmate to solve here.

Problem created ✓

Math Problem Maker

Back To Lesson
Activity Help
Sound: On
Narration: Medium

Create your problem

Write the steps to solve your problem. The steps will be hidden from your classmate.

Your favorite question:

Are the big and small plane the same proportions?

Your information items:

- What is the width, length, and height of the big plane?
- What is the width, length, and height of the small plane?

Topic words to help you write

+ proportion
+ scale factor
+ scale up
+ scale down
+ ratio
? Get writing help

Your problem:

The big plane is 10 feet wide, 8 feet long, and 4 feet high.
The small plane and the big plane have a scale factor of 1:8.
How wide, long, and tall are the small plane?

Problem created ✓

Math Problem Maker

Back To Lesson

Activity Help

Sound: On

Narration: Medium

Write your solution

Write the steps needed to solve your problem. Your classmate may see the steps if they ask for a hint.

Your problem:

The big plane is 10 feet wide, 8 feet long, and 4 feet high. The small plane and the big plane have a scale factor of 1:8. How wide, long, and tall are the small plane?

Topic words to help you write

+ proportion | + scale factor | + scale up | + scale down | + ratio

? Get writing help

1. Divide the width by 8.
10/8 = 1.25

2. Divide the length by 8.
8/8 = 1

3. Divide the height by 8.
4/8 = .5

+ Add another step

Solution written ✓

Math Problem Maker

Back To Lesson

Activity Help

Sound: On

Narration: Medium

Review your problem

Almost there! Review your problem before you send it off! Your teacher will give it to another classmate to solve.

Your problem:

The big plane is 10 feet wide, 8 feet long, and 4 feet high. The small plane and the big plane have a scale factor of 1:8. How wide, long, and tall are the small plane?

Your solution steps:

1. Divide the width by 8. 10/8 = 1.25
2. Divide the length by 8. 8/8 = 1
3. Divide the height by 8. 4/8 = .5

My Checklist

- [x] My problem is easy to understand.
- [x] My problem has all the information that a classmate needs to solve it.
- [x] My problem is fun and interesting.
- [x] I checked my answer, so I am sure it is right.

Share with teacher

Topic Ask Select Gather Create Solve Review

Math Problem Maker

Back To Lesson

Activity Help

Sound: On

Narration: Medium

Review your problem

Almost there! Review your problem before you send it off! Your teacher will give it to another classmate to solve.

Your problem:

The big plane is 10 feet wide, 8 feet long, and 4

d

You sent off your problem!

Nice work, Agent! Once your teacher reviews your problem the activity will be marked "done."

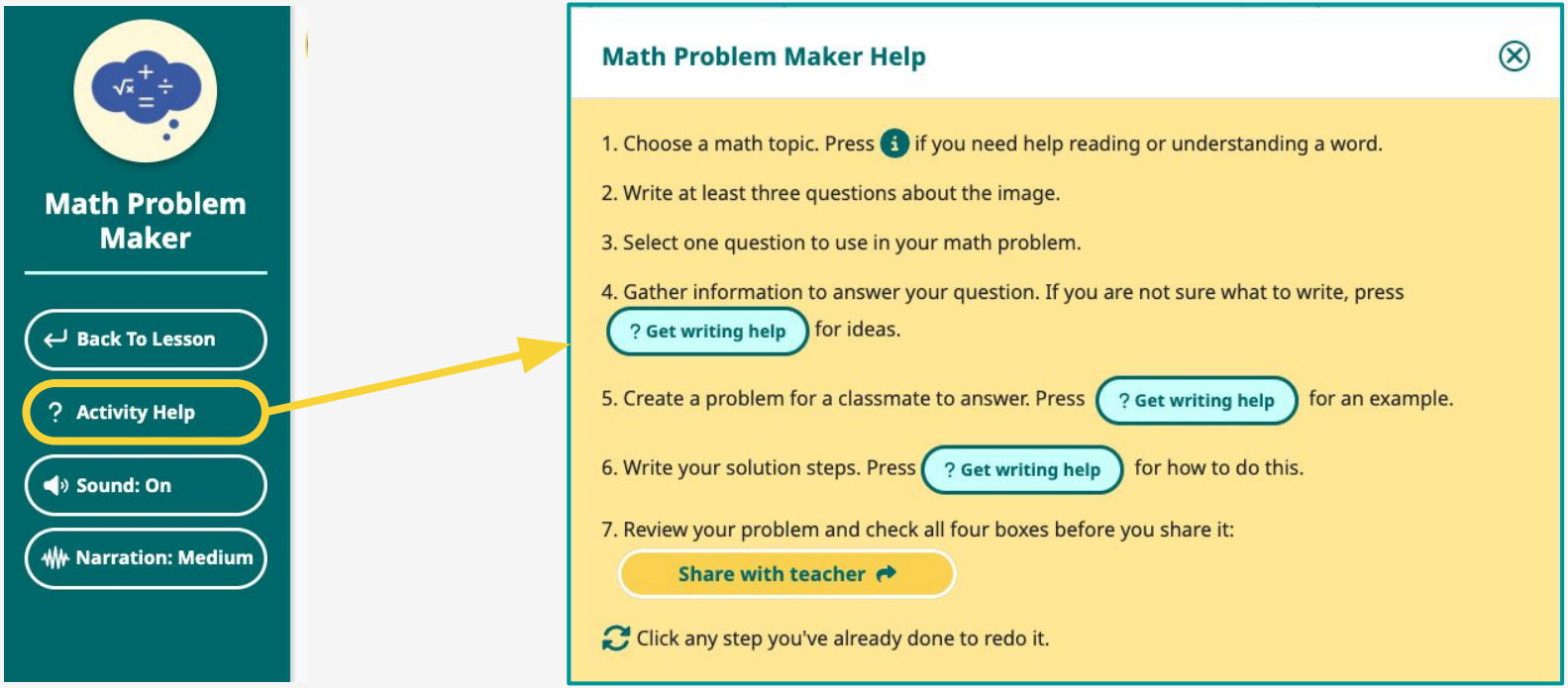
Go to your Lesson →

My Checklist

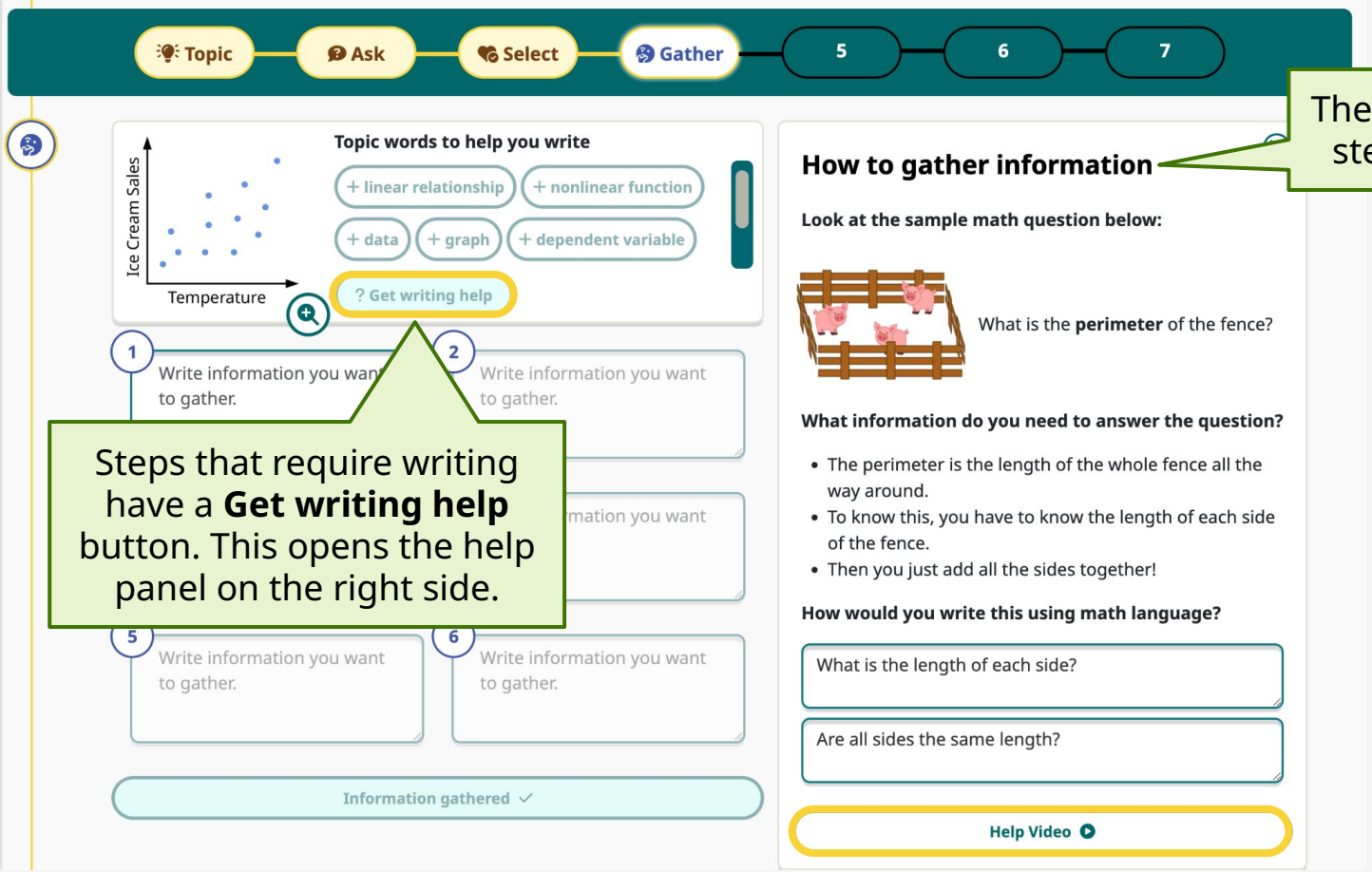
- [x] My problem is easy to understand.
- [x] My problem has all the information that a classmate needs to solve it.
- [x] My problem is fun and interesting.
- [x] I checked my answer, so I am sure it is right.

Share with teacher

Activity Help



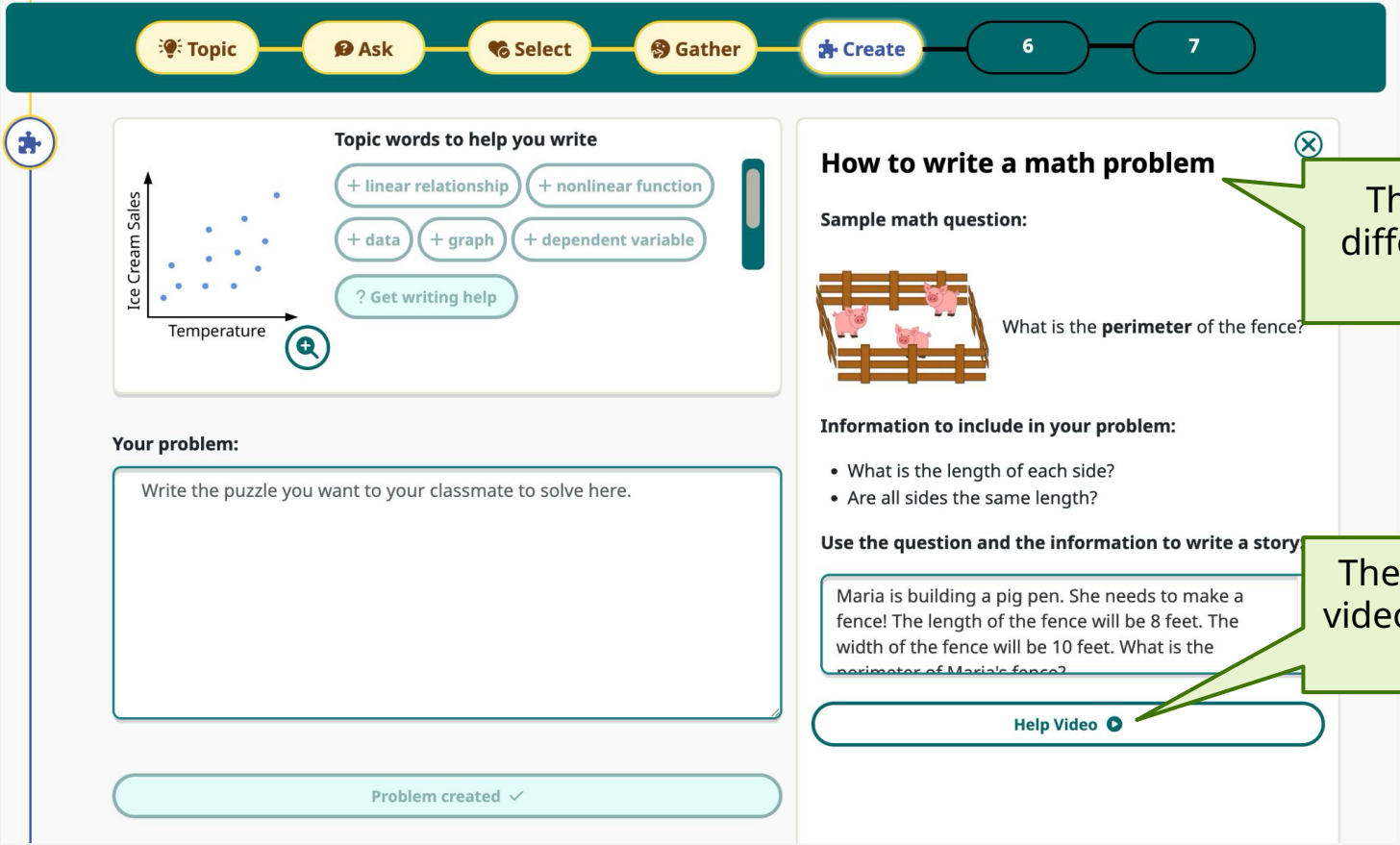
The Help button on the lefthand menu gives students an outline of the math problem writing process.



The help is contextual to the step that students are on.

Steps that require writing have a **Get writing help** button. This opens the help panel on the right side.

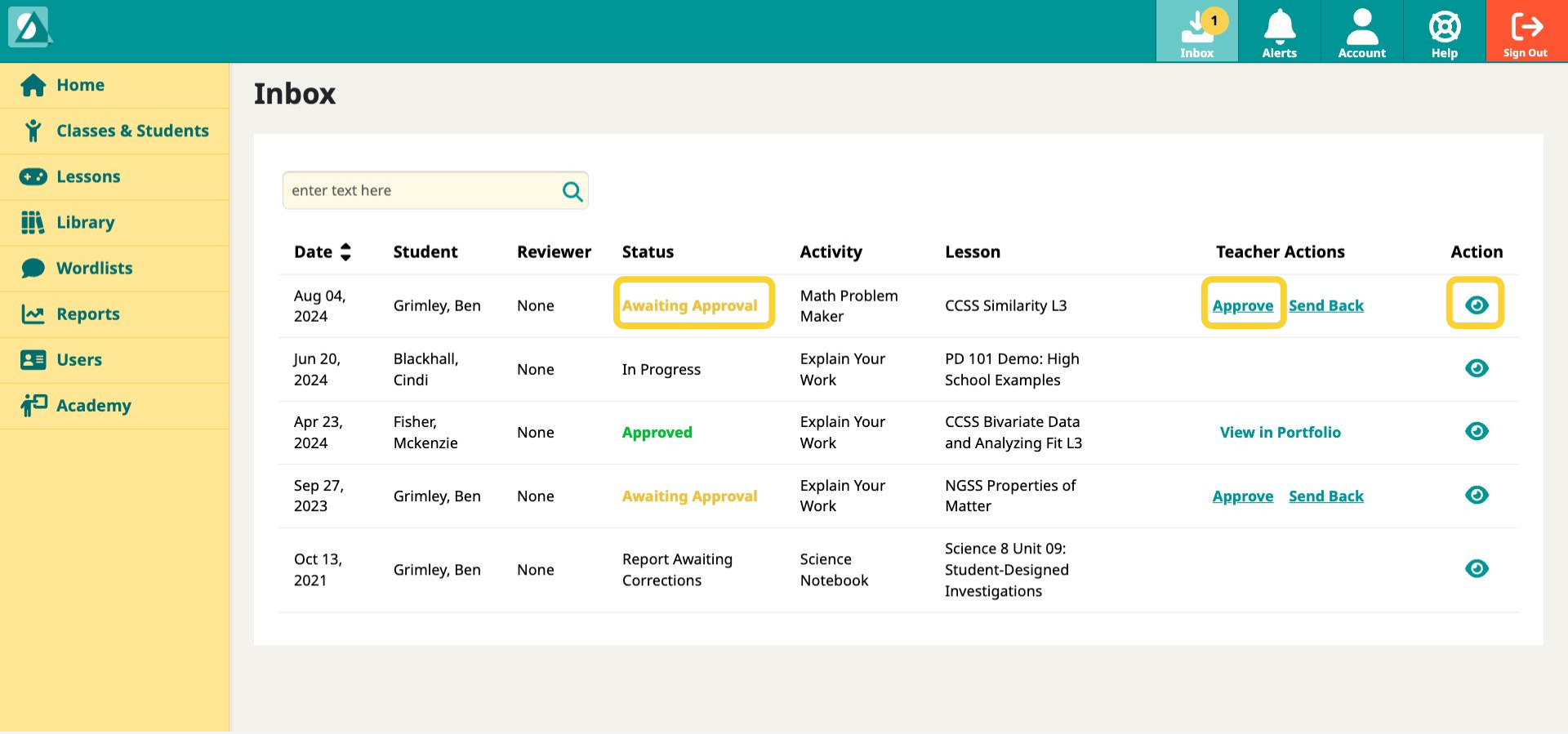
Students can access **writing help** at the Gather, Create, and Solve steps to help them generate their own ideas.



The writing help here is different because we're on another step.

There's also a walkthrough video for students who need extra support.

There is also a short **help video** that illustrates the learning task we are asking of them with a concrete example.



When a student presses Send to Teacher on their end, a notification shows in your **Inbox** (also on your **Home** page).

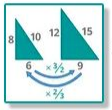
Home
Classes & Students
Lessons
Library
Wordlists
Reports
Users
Academy

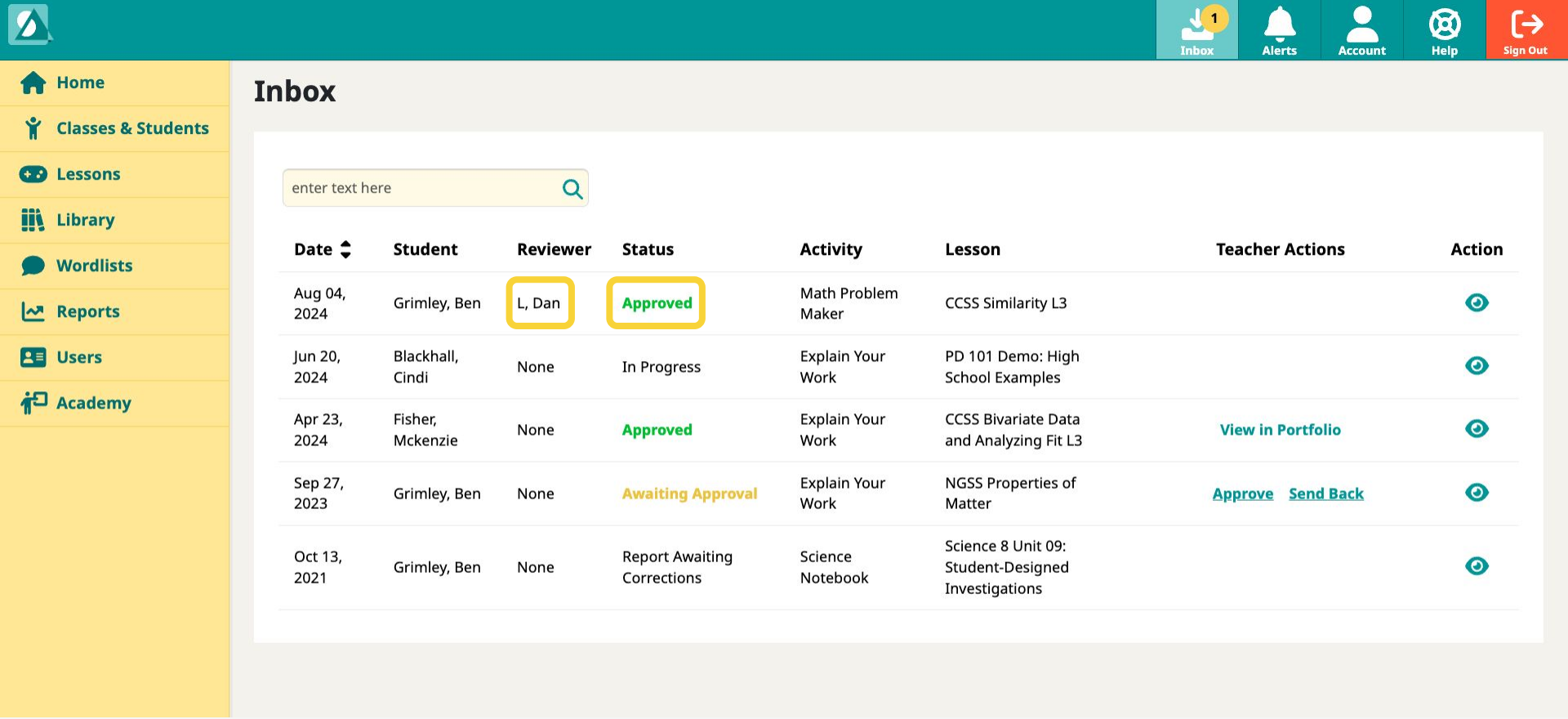
Inbox

enter text here

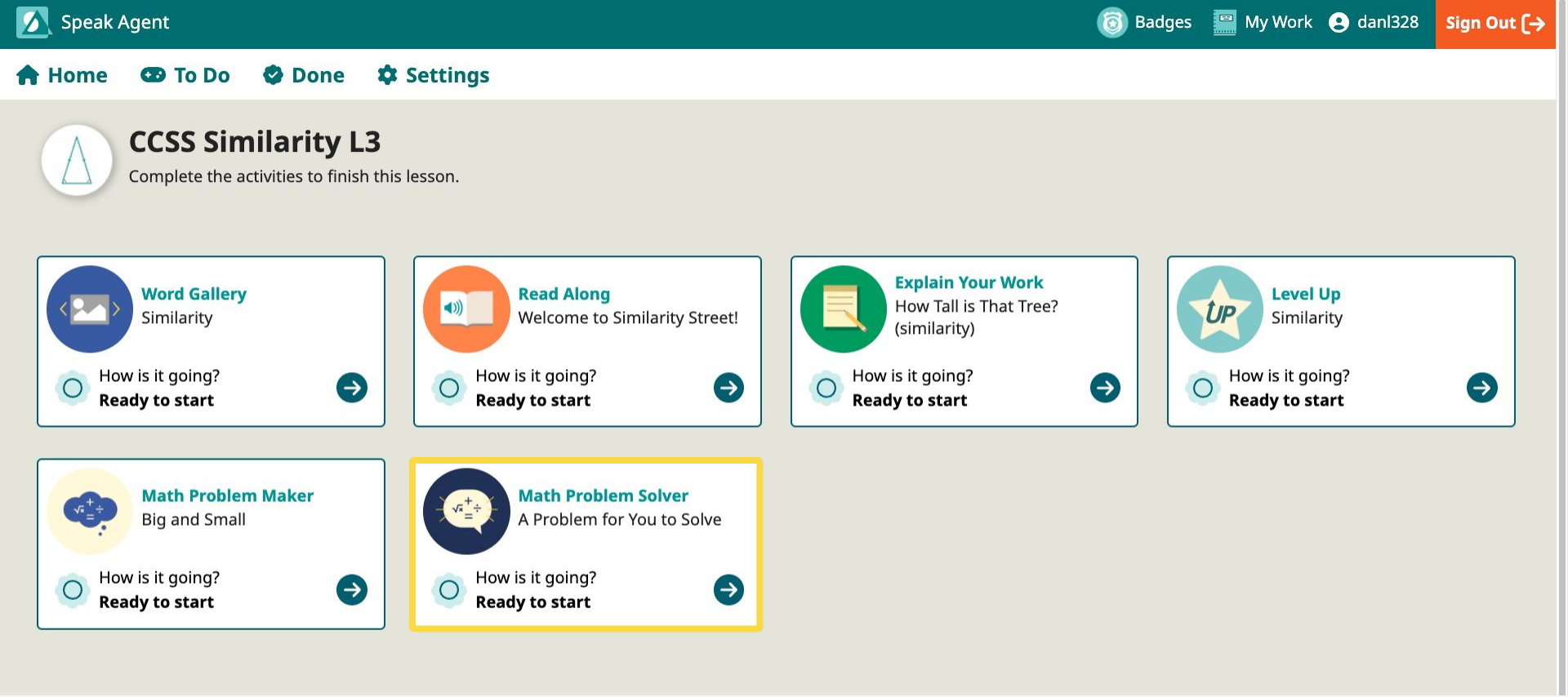
Date	Student	Reviewer	Status
Aug 04, 2024	Grimley, Ben	None	Awaiting Approval
Jun 20, 2024	Blackhall, Cindi	None	In Progress
Apr 23, 2024	Fisher, Mckenzie	None	Approved
Sep 27, 2023	Grimley, Ben	None	Awaiting Approval
Oct 13, 2021	Grimley, Ben	None	Report Awaiting Corrections

Math Problem Maker

Lesson:	CCSS Similarity L3
Puzzle Maker:	Ben Grimley
Puzzle Solver:	*N/A*
Selected Topic:	 scale factor
Question 1:	Are the big and small plane the same proportions?
Question 2:	How much bigger is the real plane?
Question 3:	Will the small plane scale up to be the same as the big plane?
Favorite Question:	Are the big and small plane the same proportions?
Gather 1:	What is the width, length, and height of the big plane?
Gather 2:	What is the width, length, and height of the small plane?
Puzzle:	The big plane is 10 feet wide, 8 feet long, and 4 feet high. The small plane and the big plane have a scale factor of 1:8. How wide, long, and tall are the small plane?
Solution 1:	Divide the width by 8. 10/8 = 1.25
Solution 2:	Divide the length by 8. 8/8 = 1
Solution 3:	Divide the height by 8. 4/8 = .5



Once you approve, the math problem is automatically assigned to a random student in the same class. For this reason, the activity only works if assigned to a **class**.



The student who is automatically assigned to solve the problem will see it in the same lesson as a new activity.

Math Problem Solver

Remove Highlights

Back To Lesson

Activity Help

Sound: On

Narration: Slow

Select Language

Math Problem Solver

Start Solving →

Mission Control has assigned you a new math problem... Go solve it!

Math Problem Solver

Remove Highlights

Back To Lesson

Activity Help

Sound: On

Narration: Slow

Select Language

I have a scale factor problem for you, Dan L!

The big plane is 10 feet wide, 8 feet long, and 4 feet high.,The small plane and the big plane have a scale factor of 1:8.,How wide, long, and tall are the small plane?

What is your solution?

Type your answer here

About scale factor

Get a hint (3)

Print the problem

Highlight Color

Check My Work

Math Problem Solver

Remove Highlights

Back To Lesson

Activity Help

Sound: On

Narration: Slow

Select Language

I have a scale factor problem for you, Dan L!

The big plane is 10 feet wide, 8 feet long, and 4 feet high.,The small plane and the big plane have a scale factor of 1:8.,How wide, long, and tall are the small plane?

What is your solution?

Type your answer here

Hint Number 1

Divide the width by 8. 10/8 = 1.25

Work on your solution

Check My Work

Math Problem Solver

Remove Highlights

Back To Lesson

Activity Help

Sound: On

Narration: Slow

I have a scale factor problem for you, Dan L!

The big plane is 10 feet wide, 8 feet long, and 4 feet high.,The small plane and the big plane have a scale factor of 1:8.,How wide, long, and tall are the small plane?

What is your solution?

The scale factor is 1:8 so I will divide everything by 8.

10/8 = 1 2/8 = 1 1/4 ft wide

8/8 = 1 ft wide

4/8 = 1/2 ft high

Speak and Record

You can record up to **20** seconds at a time. You can make up to **10 recordings.**

15

Work on your solution

Check My Work

Math Problem Solver

Remove Highlights

Back To Lesson

Activity Help

Sound: On

Narration: Slow

I have a scale factor problem for you, Dan L!

The big plane is 10 feet wide, 8 feet long, and 4 feet high.,The small plane and the big plane have a scale factor of 1:8.,How wide, long, and tall are the small plane?

What is your solution?

The scale factor is 1:8 so I will divide everything by 8.

10/8 = 1 2/8 = 1 1/4 ft wide

8/8 = 1 ft wide

4/8 = 1/2 ft high

Special Characters

x	y	≤	≥
∞	==	=	+
-	X	√	÷

Work on your solution

Check My Work

Math Problem Solver

Remove Highlights

Back To Lesson

Activity Help

Sound: On

Narration: Slow

I have a scale factor problem for you, Dan L!

The big plane is 10 feet wide, 8 feet long, and 4 feet high.,The small plane and the big plane have a scale factor of 1:8.,How wide, long, and tall are the small plane?

What is your solution?

The scale factor is 1:8 so I will divide everything by 8.

10/8 = 1 2/8 = 1 1/4 ft wide

8/8 = 1 ft wide

4/8 = 1/2 ft high

Word Bank


proportion


scale factor


scale up


scale down

ratio

Work on your solution

Check My Work

Math Problem Solver

Remove Highlights

Back To Lesson

Activity Help

Sound: On

Narration: Slow

Mission control has compared you solution to the mission file's solution.

Your solution?

The scale factor is 1:8 so I will divide everything by 8. 10/8 = 1 2/8 = 1 1/4 ft wide
8/8 = 1 ft wide 4/8 = 1/2 ft high

Mission Control's Solution?

Divide the width by 8. 10/8 = 1.25 ft
Divide the length by 8. 8/8 = 1 ft
Divide the height by 8. 4/8 = .5 ft

Is your answer the same as Mission Control's?

Yes

No

Did you solve it the same way as Mission Control?

Yes

No

Was the problem easy for you to understand?

Yes

No

Did you find the information needed to solve the problem?

Yes

No

Did you think that the problem was interesting?

Yes

No

← Keep working

Share with teacher

Math Problem Solver

Remove Highlights

Back To Lesson

Activity Help

Sound: On

Narration: Slow

Mission control has compared you solution to the mission file's solution.

Your solution?

The scale factor is 1:8 so I will divide everything by 8. 10/8 = 1 2/8 = 1 1/4 ft wide
8/8 = 1 ft wide 4/8 = 1/2 ft high

Mission Control's Solution?

Divide the width by 8. 10/8 = 1.25 ft
Divide the length by 8. 8/8 = 1 ft
Divide the height by 8. 4/8 = .5 ft

Is your answer the same as Mission Control's?

Yes

No

Did you solve it the same way as Mission Control?

Yes

No

Was the problem easy for you to understand?

Yes

No

Did you find the information needed to solve the problem?

Yes

No

Did you think that the problem was interesting?

Yes

No

← Keep working

Share with teacher

Math Problem Solver

Remove Highlights

Back To Lesson

Activity Help

Sound: On

Narration: Slow

Mission control has compared you solution to the mission file's solution.

Your solution?

The scale factor is 1:8 so I will divide everything by 8. 10/8 = 1 2/8 = 1 1/4 ft wide 8/8 = 1 ft wide 4/8 = 1/2 ft high

Mission Control's Solution?

The big plane is 10 feet wide, 8 feet long, and 4 feet high. The small plane and the big plane have a scale factor of 1:8. How wide, long, and tall are the small plane?

You solved the problem!

We've sent your solution to Speak Agent HQ.

Go to your Lesson →

Is your answer the same as Mission Control's?

Yes

No

Yes

No

Yes

No

Did you find the information needed to solve the problem?

Yes

No

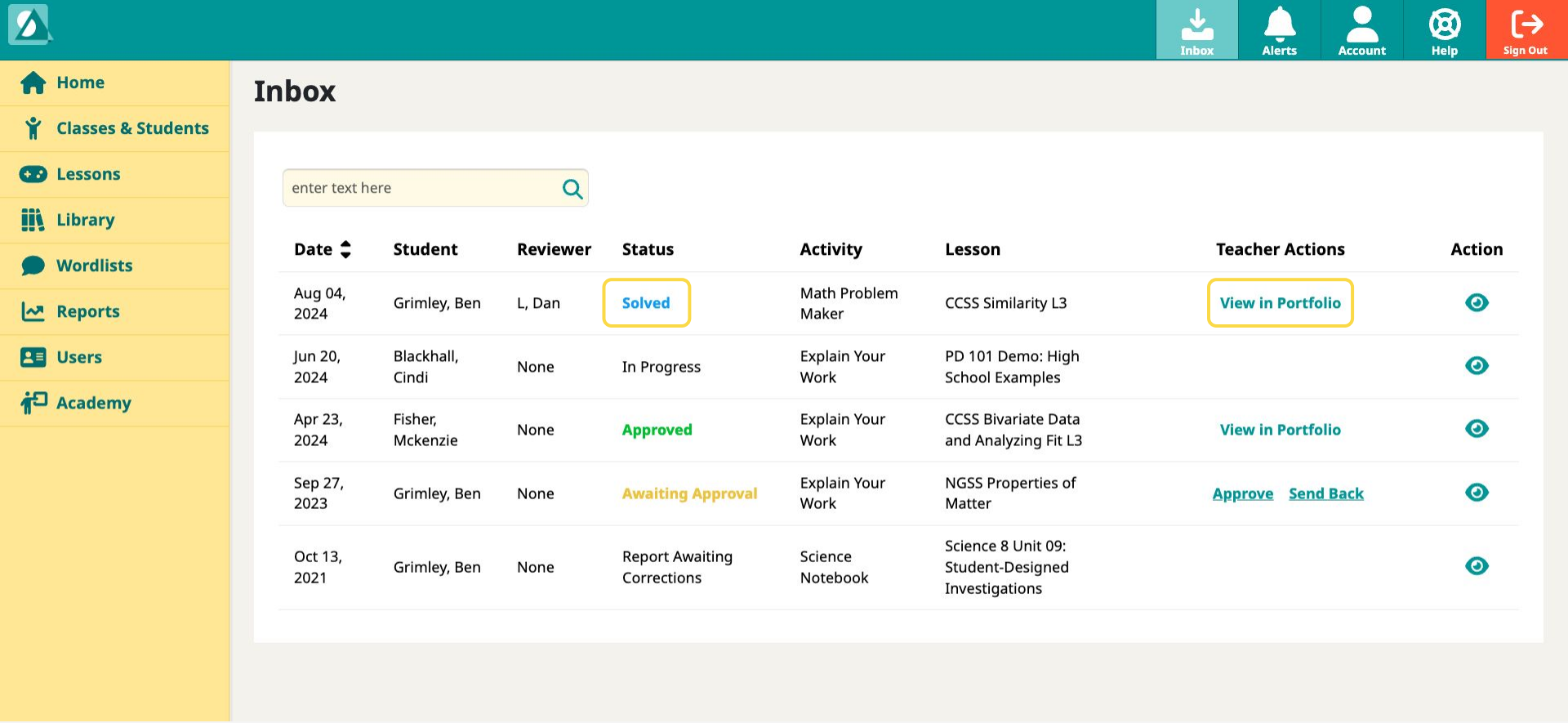
Did you think that the problem was interesting?

Yes

No

← Keep working

Share with teacher



Once the 2nd student solves a problem, you can see the status changed to "Solved" and their written portfolio item.

Recap: Math Problem Maker

Let's review:

- The writing & modeling strategy
- Math Problem Maker
- Student writing help
- Using the Inbox
- Student Problem Solver

Math Problem Maker Workshop

SpeakAgent℠

Step 1: Find a Lesson with Math Problem Maker

Math 6 | 2.1B | Algebraic Expressions Review

Math 8 | 1.1B | Decimals

Alg 1 | 1.5-6C | Fitting Linear Functions to Bivariate Data

Alg 2 | 1.5C | Understanding & Determining the Inverse of a Function

Step 2: Preview the Lesson

Preview

Please try the following in your account:

1. Find a lesson from the **Lessons** menu.
2. Press the **Preview** button.
3. Launch **Math Problem Maker**.

As you try Math Problem Maker, note down the following:

- What strategies or learning supports does the activity offer?
- Where does the activity fit into your classroom structure?

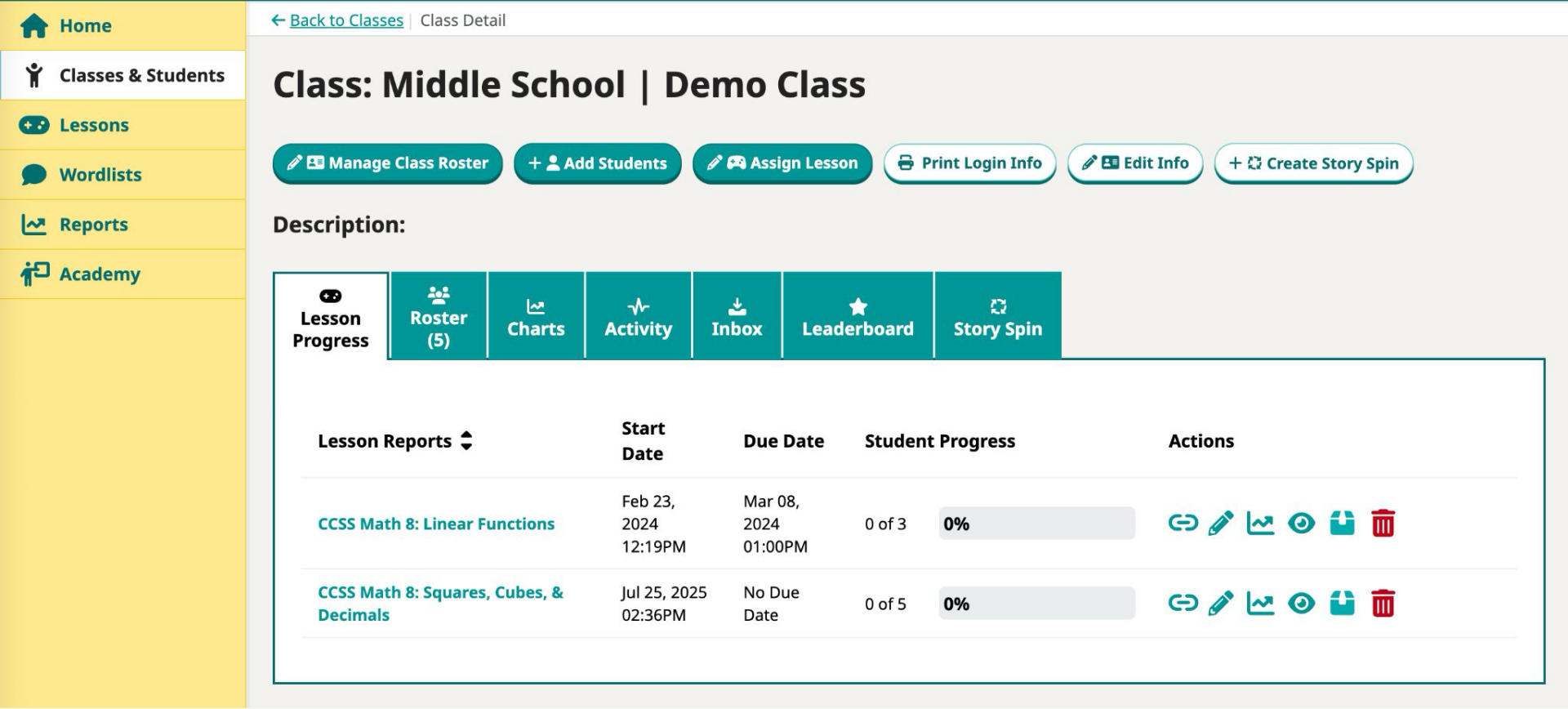
Where do you feel this resource fits into your instruction and why?

Please share your responses in the Zoom chat.

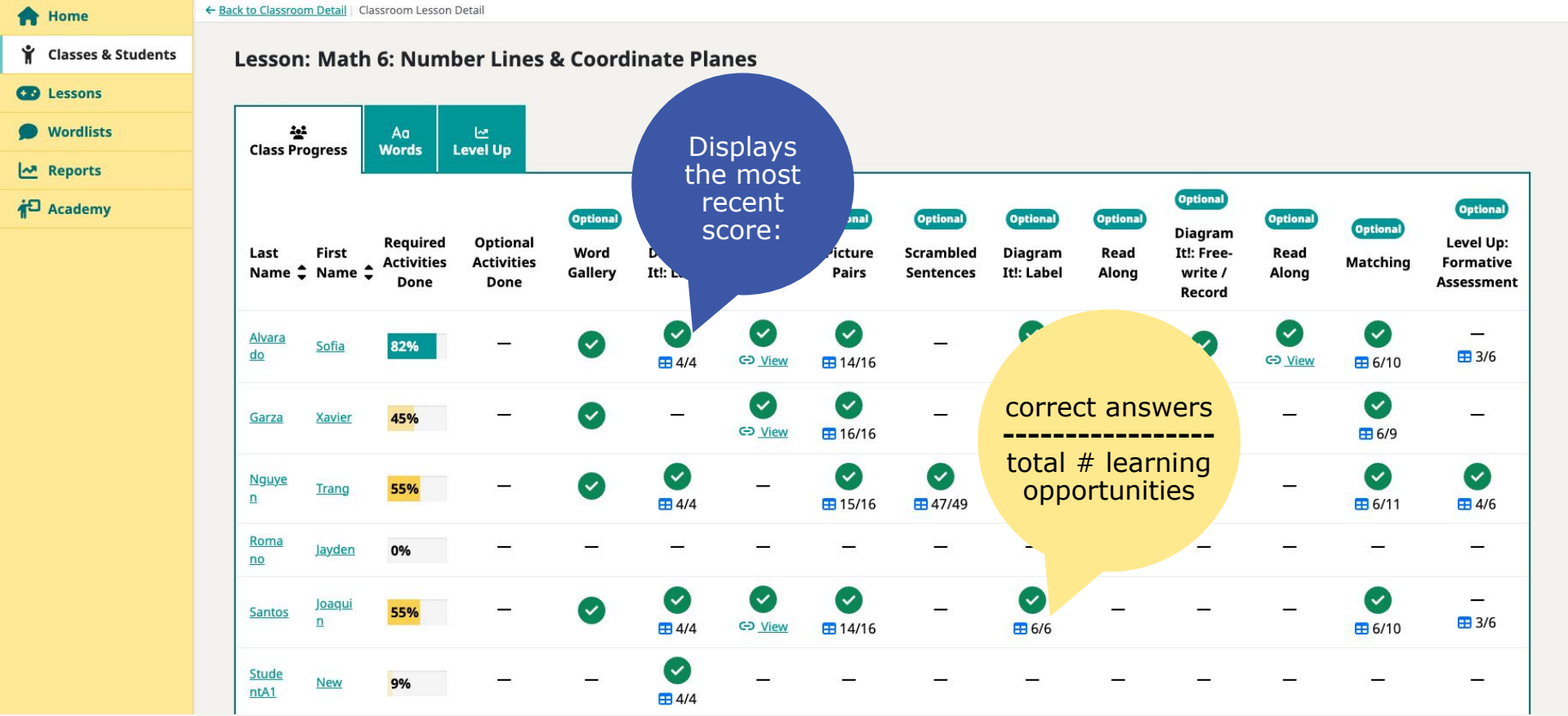
NOTE: This workshop only covers problem writing, not Math Problem Solver.

Progress Monitoring

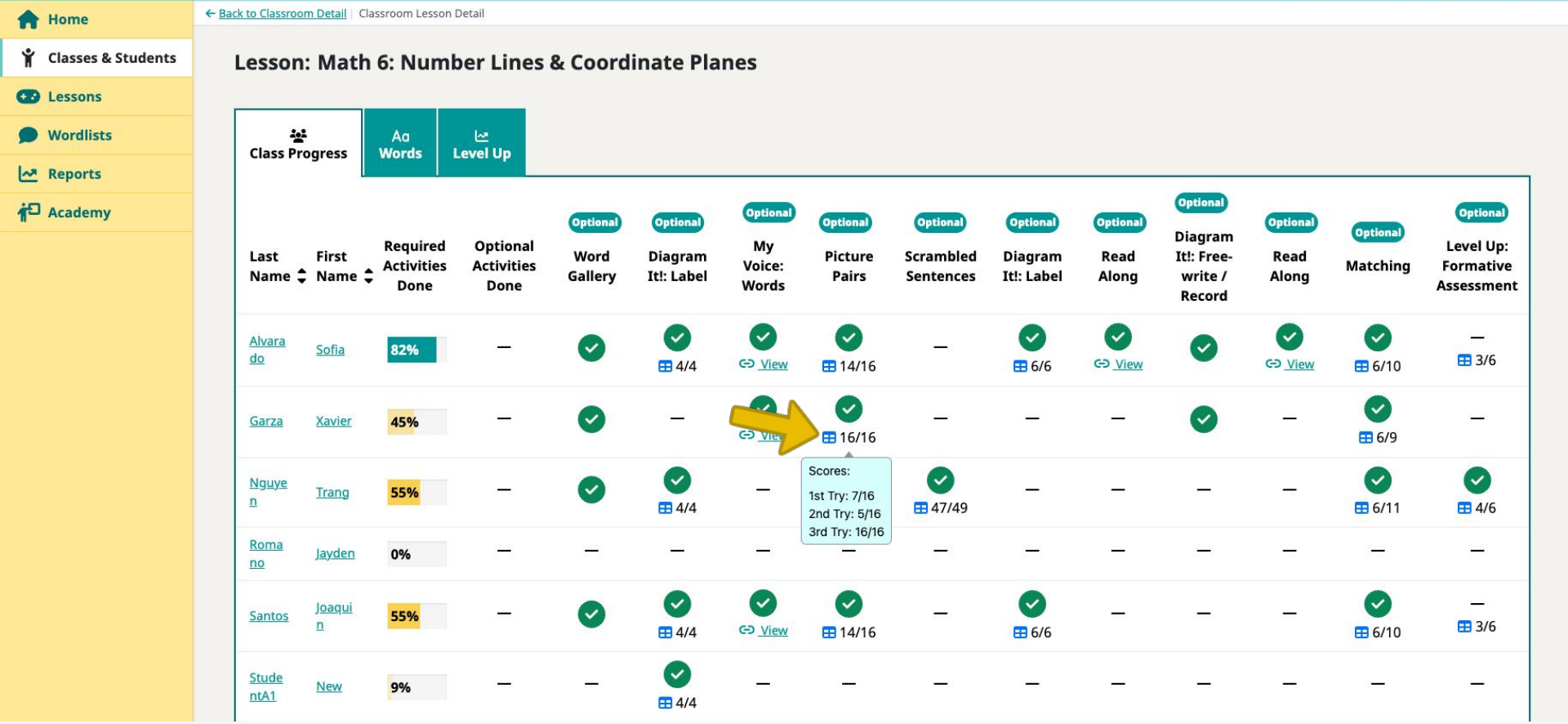
SpeakAgent℠



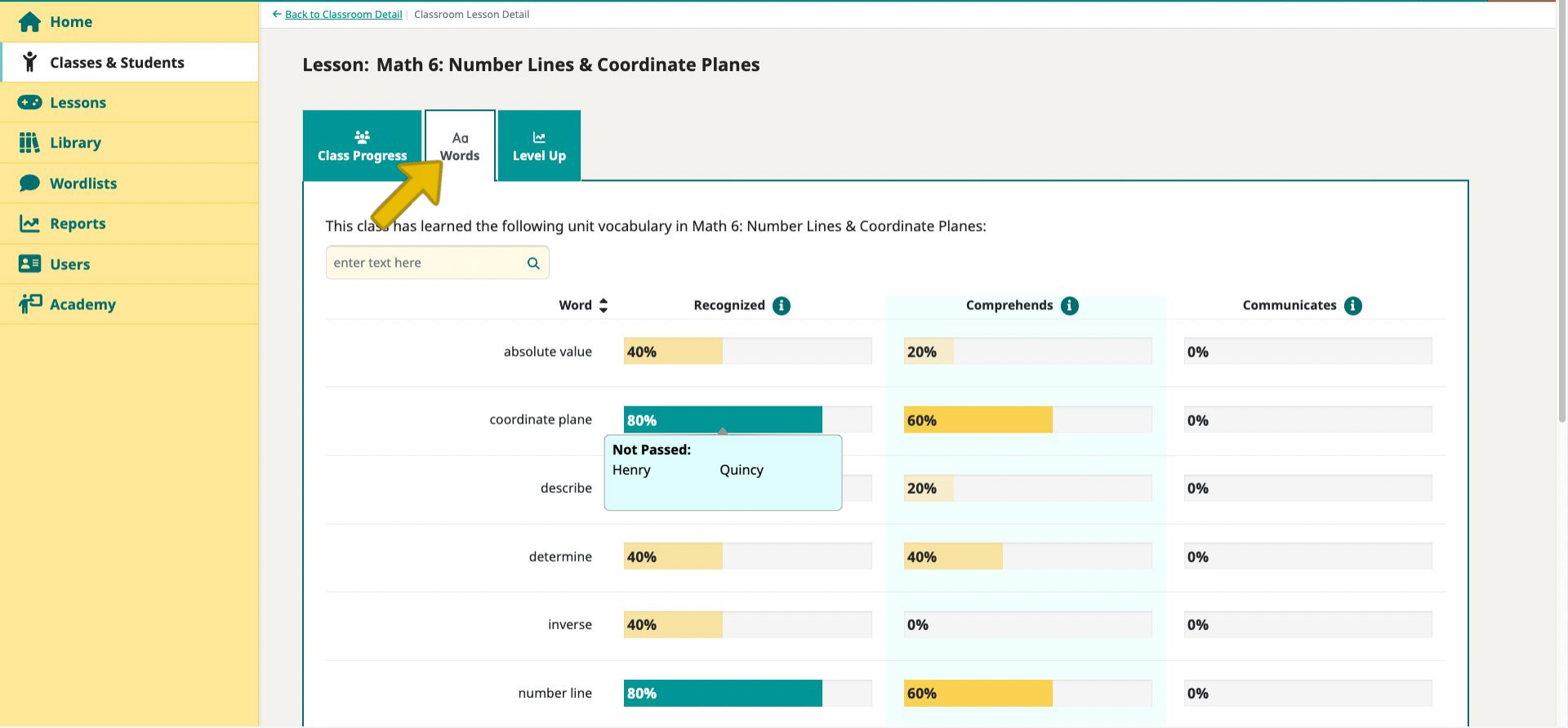
The **Lesson Progress** tab gives you access to all lesson reports for assignments made to the class.



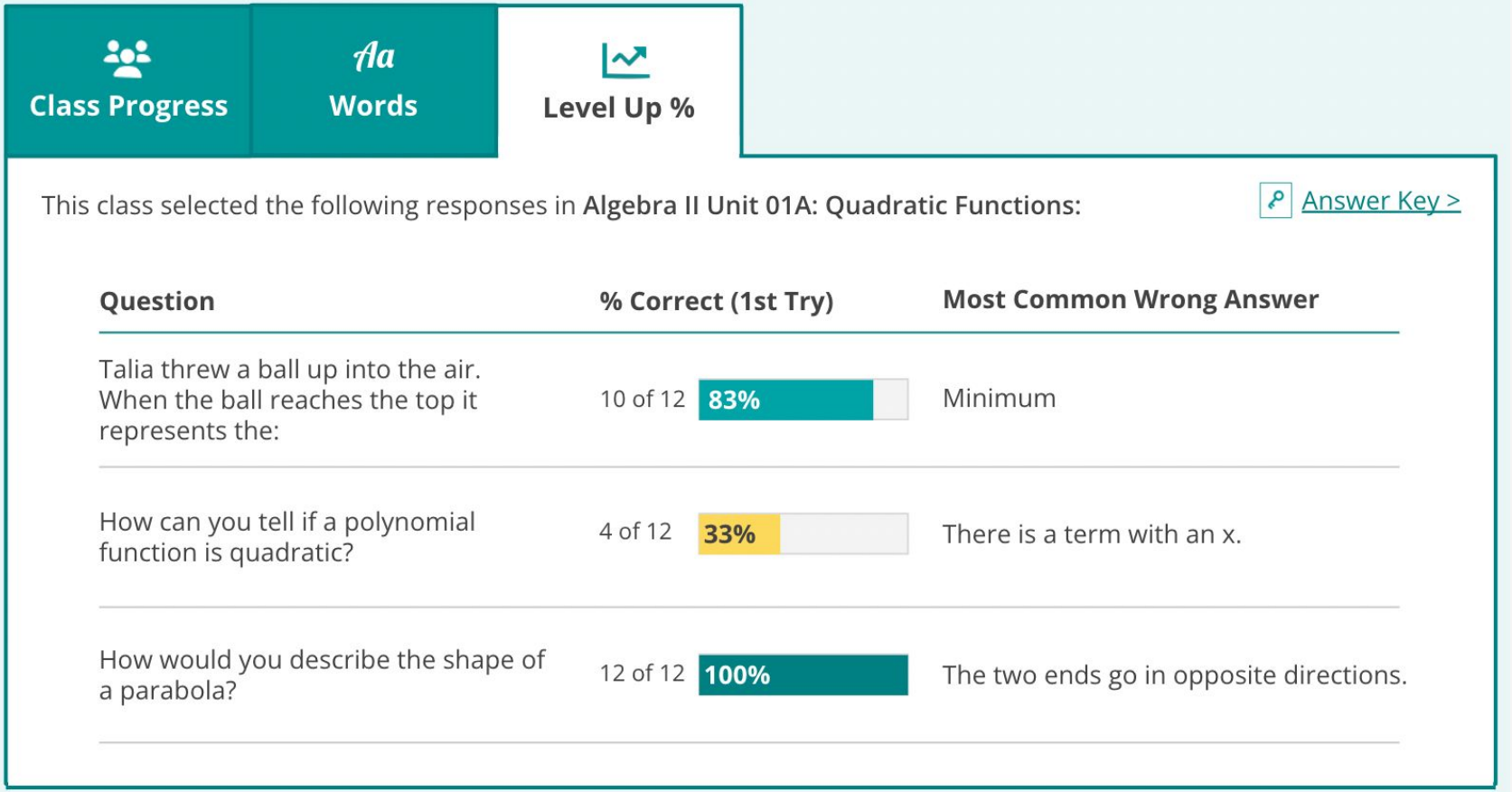
Lesson reports show student progress and scores.



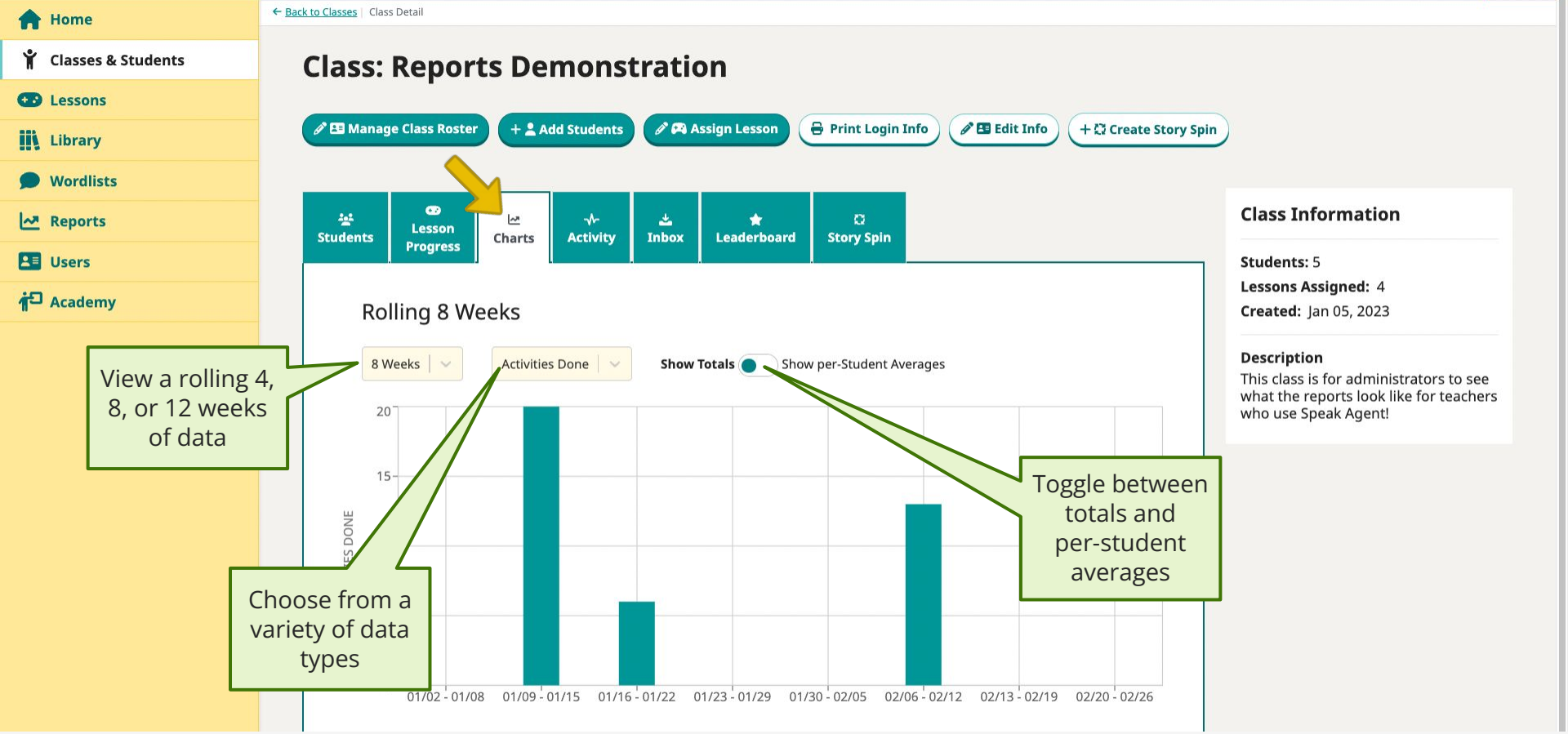
Click a student's name for their individual report.
To see a portfolio item, click the **View** link.



Choose the **Words** tab to see class vocabulary progress for the current lesson. Hover your mouse over a bar to see details.



Choose the Level Up tab to see the results of end-of-unit knowledge checks. Hover your mouse over a bar to see details.



Use the **Charts** tab to view class usage and progress trends.

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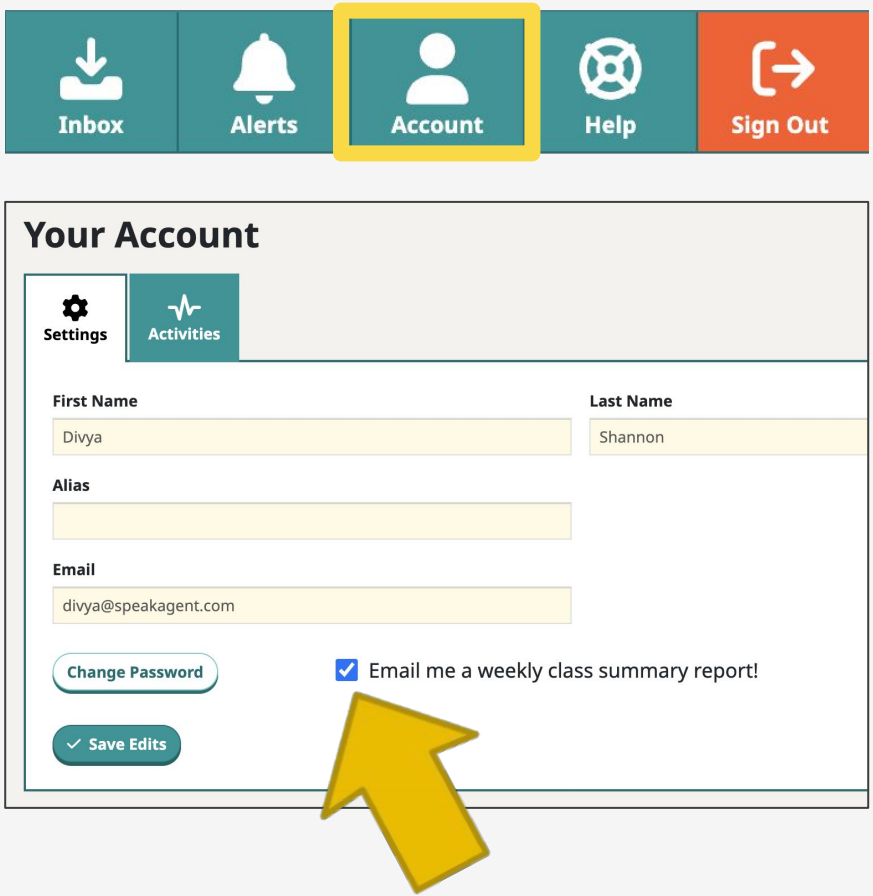

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Recap: Progress Monitoring

Support & Guidance

Speak Agent℠

Updated Guidance

Let's first take a look at what you'll need to do to start using Speak Agent in your classroom.

- Instructional guidance
- Settings and uses
- Dosage

How to Use the Activities

- Each activity is like a toolbox.
- Each supports a variety of strategies that are flexible to your needs.
- The following slides offer ideas for how each activity can be used.

Activity	How to Use It	Time
 **Diagram It!**	**Introducing Connections** Warm-Up Exit Ticket Starting a Discussion	2 to 5 minutes
 **Drawing Board**	**Exit Ticket** Partner Work	5 to 15 minutes
 **Explain Your Work**	**Formative Assessment** Starting a Discussion *Consider doing this activity over two sessions.*	15 to 30 minutes

Independent
Pairs
Small Groups
Whole Class
Recommended

The first strategy listed is the one we recommend trying first.

Activity	How to Use It	Time
Level Up	**Formative Assessment**	2 to 5 minutes
Matching	**Warm-Up** Partner Work Exit Ticket	2 to 5 minutes
Math Problem Maker & Solver	**Culminating Activity** (Note: Partners are determined randomly.) *Consider doing this activity over two sessions.*	30 to 60 minutes

- Independent
- Pairs
- Small Groups
- Whole Class
- *Recommended*

Level Up is the end-of-unit knowledge check.

Activity	How to Use It	Time
 **My Voice: Words**	**Warm-Up** Homework	10 to 20 minutes
 **My Voice: Phrases/ Questions**	**Exit Ticket** Warm-Up Partner Work Homework	5 to 10 minutes

- Independent
- Pairs
- Small Groups
- Whole Class
- *Recommended*

My Voice can get noisy if the whole class does it together, so it can be a good candidate for use as homework.

Activity	How to Use It	Time
 **Picture Pairs**	**Starting a Discussion** Warm-Up Partner Work Formative Assessment Exit Ticket	5 to 10 minutes
 **Read Along**	**Partner Work** 🔑 Introducing Connections Starting a Discussion	5 to 15 minutes
 **Scrambled Sentences**	**Warm-Up** 🔑 Exit Ticket	5 to 15 minutes

- Independent
- Pairs
- Small Groups
- Whole Class
- *Recommended*

The 🔑 symbol means the activity comes with an answer key.

Activity	How to Use It	Time
 **Scrambled Words**	**Warm-Up** Partner Work Exit Ticket	2 to 10 minutes
 **Sort It Out**	**Exit Ticket** Warm-Up Partner Work Formative Assessment	5 to 10 minutes
 **Tall Tales**	**Formative Assessment** Exit Ticket	5 to 10 minutes

- Independent
- Pairs
- Small Groups
- Whole Class
- *Recommended*

The time range can vary based on the volume of content and each student's individual pace.

Activity	How to Use It	Time
Vocab Lab	**Exit Ticket** Partner Work Formative Assessment	5 to 15 minutes
Word Gallery	**Introducing Concepts** Warm-Up Homework	5 to 10 minutes

- Independent
- Pairs
- Small Groups
- Whole Class
- *Recommended*

Word Gallery can be used as a reference tool throughout the unit.

Weekly Planner: Google Sheet

1	**Unit Name:**	Geometry Unit 01A-C: Transformation on the Coordinate Plane & Using Rigid Motion				
2						
3	**Week of _____**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
4	Lesson Topic:	Geometry Terms		Mapping Geometric Features		Geometry Terms
5						
6	Activity #1	Word Gallery		Read Along		My Voice: Words
7	*Time Estimate*	*10 minutes*	*N/A*	*15 minutes*	*N/A*	*20 minutes*
8	Setting	Whole Class		Independent Work		Pairs
9						
10	Activity #2	Picture Pairs		Diagram It!		Scrambled Words
11	*Time Estimate*	*10 minutes*	*N/A*	*5 minutes*	*N/A*	*10 minutes*
12	Setting	Independent Work		Independent Work		Independent Work
13						
14	Activity #3	Matching				Vocab Lab
15	*Time Estimate*	*5 minutes*	*N/A*	*N/A*	*N/A*	*15 minutes*
16	Setting	Independent Work				Independent Work
17	*Total Class Time*	*25 minutes*	*N/A*	*20 minutes*	*N/A*	*45 minutes*
18						

Instructional Uses—Flexible to Classroom Needs

SAMPLE BLOCK - OPTIONS	
Bell Ringer. Students sign in and get to work as soon as they enter the classroom!	
Lesson. Teachers introduce new concept using a Speak Agent activity. Students keep Word Gallery open as a reference tool.	
Small Group. Teacher leads instruction in small groups or pairs.	**Independent Practice.** Students not in groups engage in self-paced work.
Exit Ticket. Put a Speak Agent activity up on the big screen to engage in whole-class reflection—or use a writing activity as an exit ticket.	
At Home. Assign Speak Agent as homework—or let students try bonus activities.	

Dosage

SAMPLE Plan for One Week					
Day	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Speak Agent Activity	 Word Gallery	  My Voice & Scrambled Sentences	  Read Along & Matching	 Vocab Lab	 Explain Your Work
Setting	Whole Group	Pairs	Independent	Small Group	Independent
Time on Task	5m	15m	15m	10m	15m

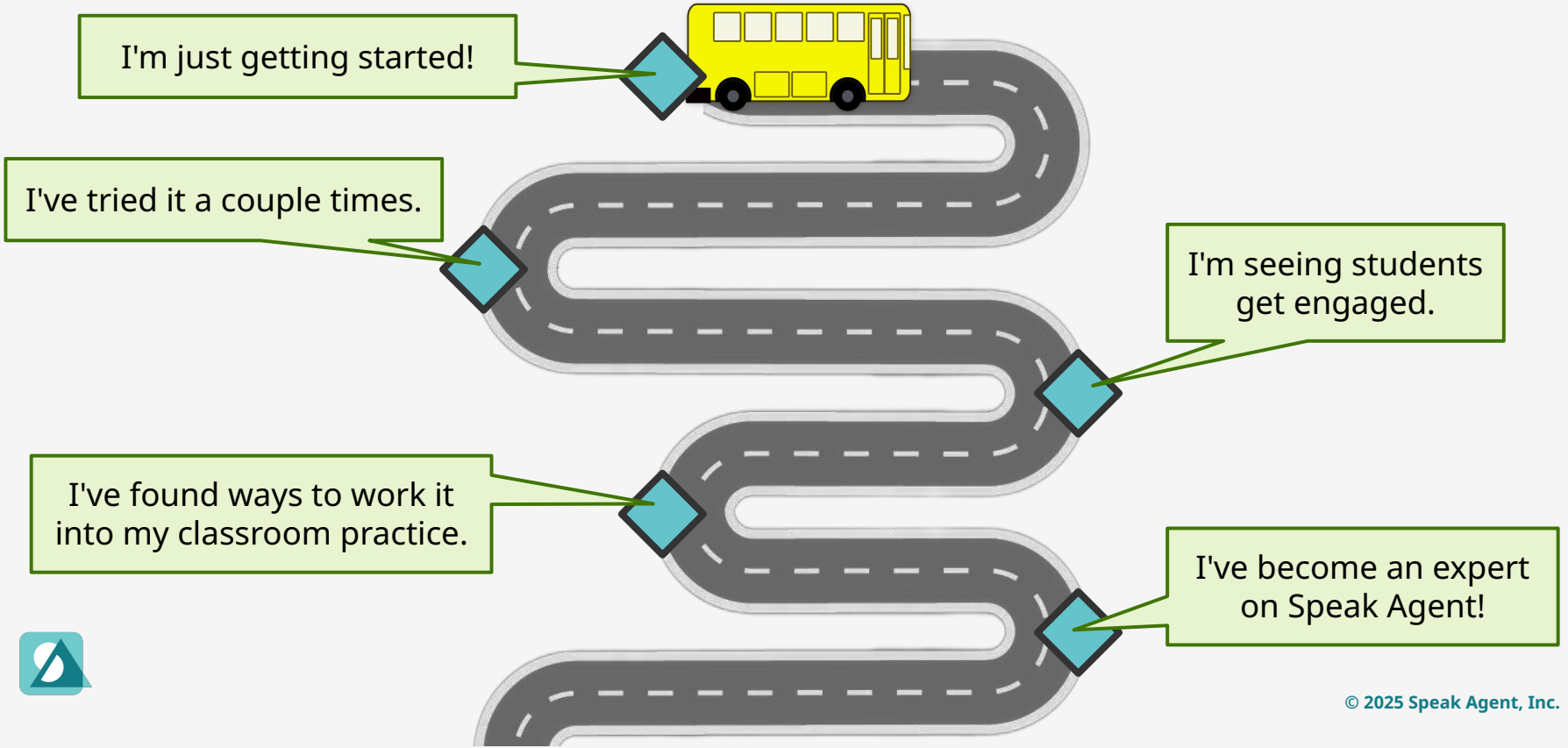
The recommended dosage is **4 hours per month**.

Getting Help & Resources

Let's first take a look at what you'll need to do to start using Speak Agent in your classroom.

- Your PD journey
- Mission Hub resources
- Opening a support ticket
- Coaching & Academy
- Email report

Waypoints on Your Learning Journey



Professional Learning Recommendations

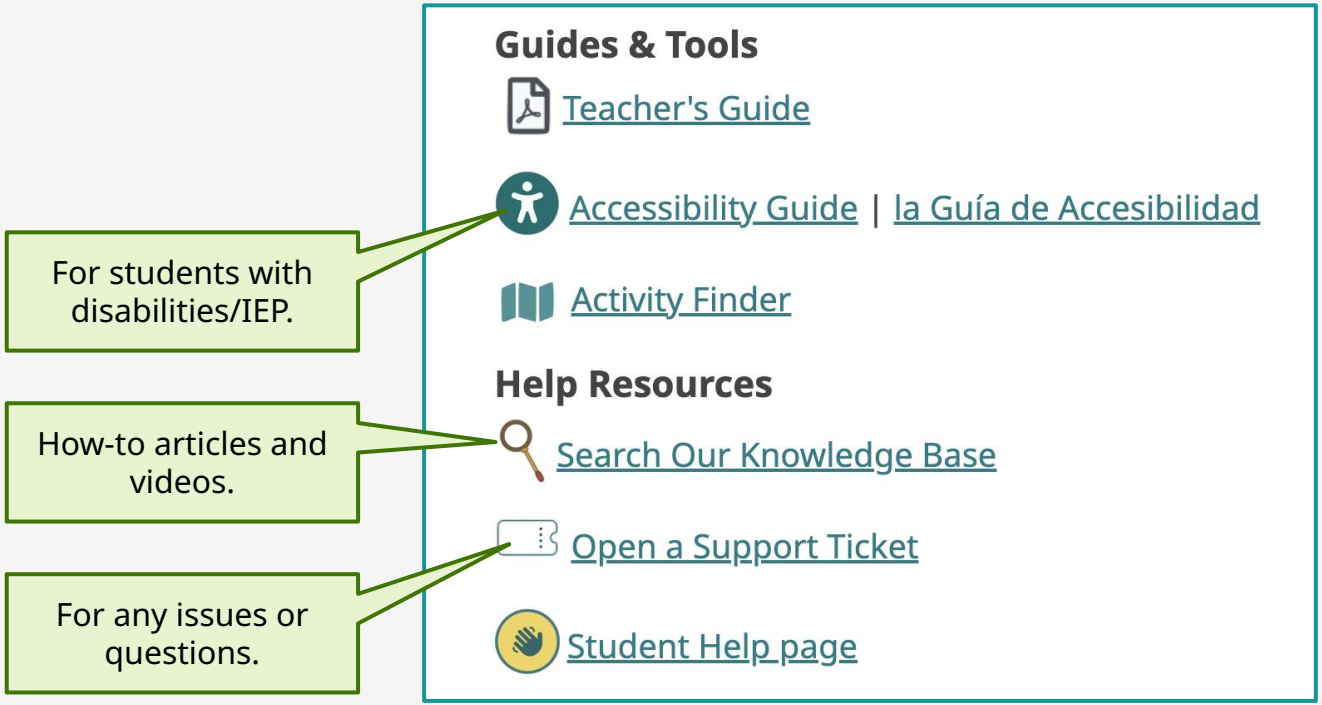
Stage on the Journey	Recommended Resources
Getting Started	➔ PD 101 (live or Academy) ➔ Coaching session with Speak Agent ➔ Teacher's Guide ➔ Instructional Guidance
Tried It	➔ Coaching session with Speak Agent ➔ Connect with an Expert at your school ➔ Teacher's Guide
Seeing Engagement	➔ Speak Agent Knowledge Base ➔ Connect with an Expert at your school
Worked into Classroom Practice	➔ PD 200 and 300-level courses ➔ Speak Agent newsletter, blog, podcast
Expert	➔ Be a resource to others! ➔ Join a focus group, beta test, or Spotlight to get swag!

Your Mission Hub

One place for everything you need to start your mission!

speakagent.com/pgcps

What's on the Mission Hub?



How to Open a Support Ticket

1. Go to speakagent.com/pgcps.
2. Go to **Teacher Resources**.
3. Click **Open a Support Ticket**.
4. Submit the web form.

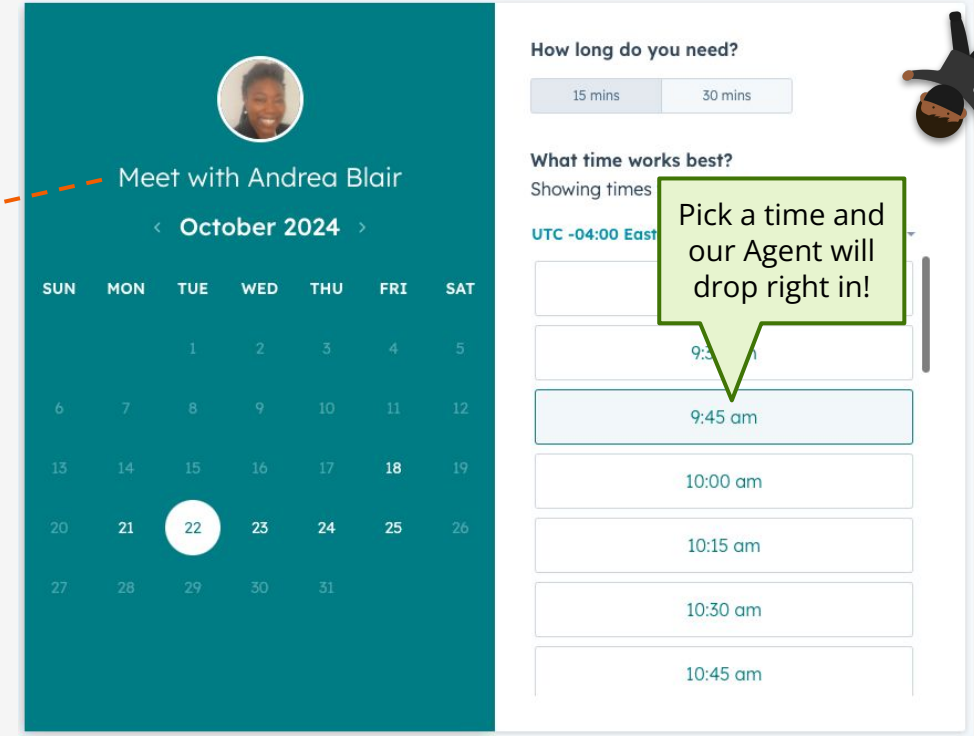
How to Get Coaching by Zoom

Click a coach's name to book a Zoom meeting!

Coaching Calendars

Book a coaching session at your convenience with any of our coaches!

- Andrea Blair, Ed.D.
  Expertise: Math (Secondary)
- Brian Camus, M.Ed.
  Expertise: Science (Secondary)
- Dan LaFountain, M.Ed.
  Expertise: Math & Science (K-6)
- Ben Grimley
  Expertise: English Language Development



Pick a time and our Agent will drop right in!

Self-Guided Professional Learning

- Speak Agent Academy self-guided lessons coming August 26th.
  - **Academy** menu in our app: 

- New Speak Agent website (speakagent.com) coming September 18th.
  - Articles
  - Podcast
  - Monthly Newsletter

The **Academy** offers self-serve PD courses that you can use to dive deeper into Speak Agent.

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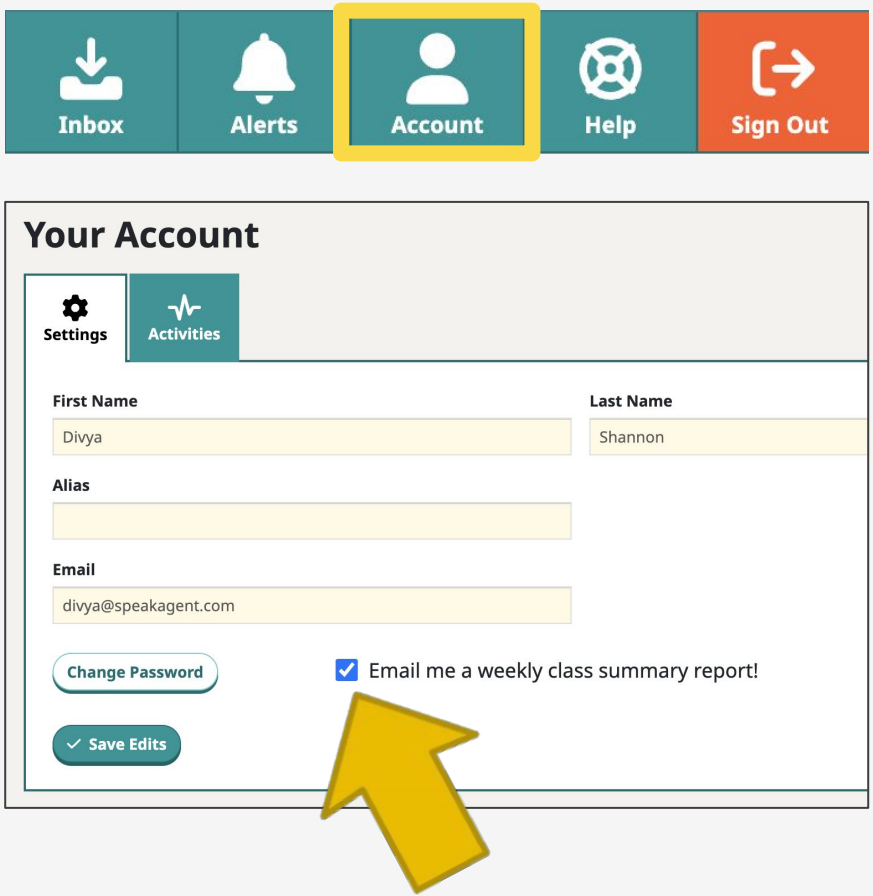

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Takeaways

Speak Agent℠

Read Along Redesign

A quick peek at changes coming this Fall...

Current design

Redesign goals

Preview of new design

Read Along

Remove Highlights

Back To Lesson

Sound: On

Narration: Slow

Select Language

Claim Street and Lake Street are perpendicular.

Devon is taking his driving test. He is hoping that the streets are not too busy.

He starts his test and drives down Lake Street. He drives past the Claim Street intersection.

Claim Street crosses Lake Street at a right angle. Claim Street and Lake Street are **perpendicular**.

AAAAAAAA

1

What does it mean when two streets are perpendicular?

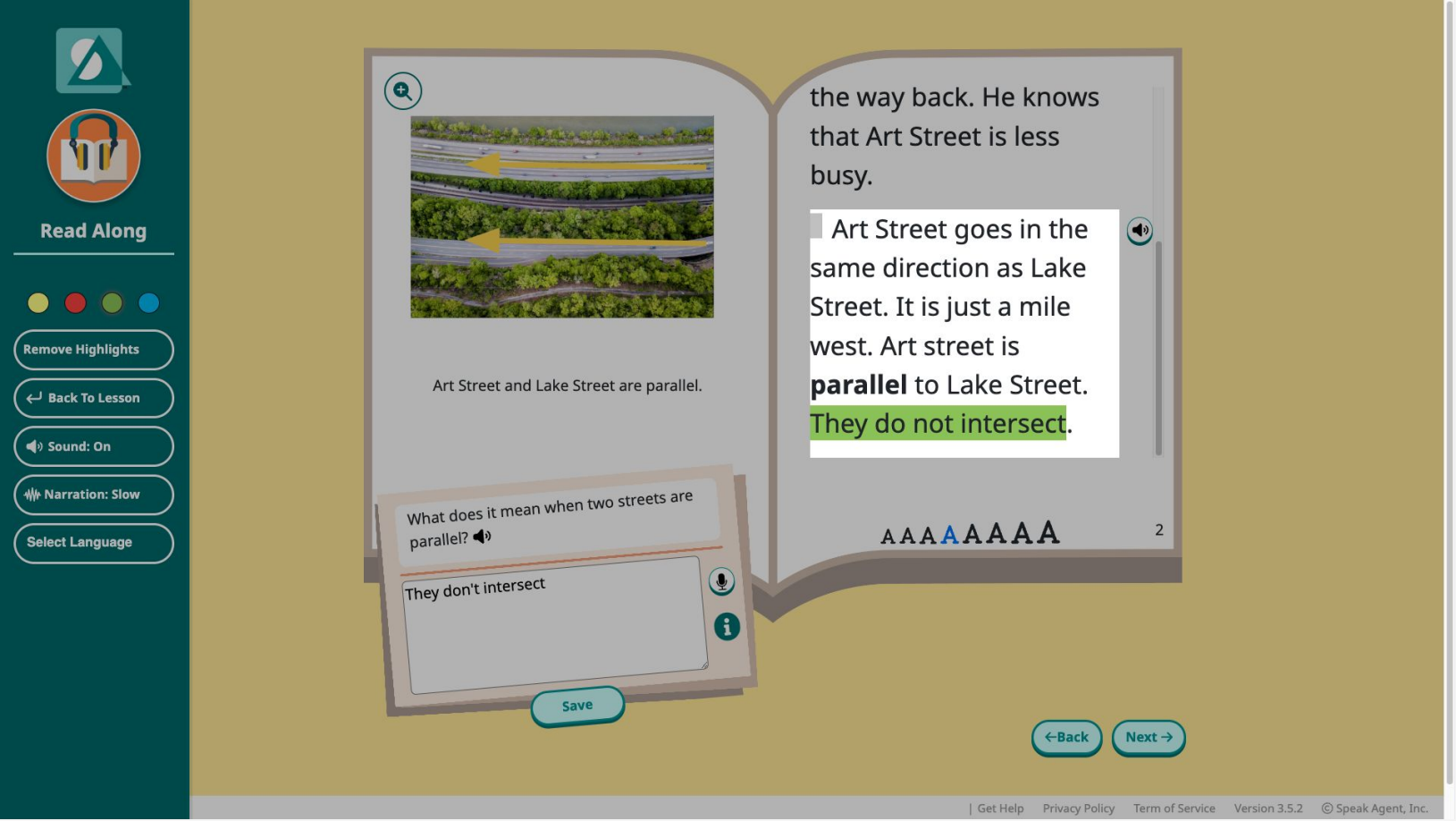
They cross at a right angle

Save

Next →

| Get Help Privacy Policy Term of Service Version 3.5.2 © Speak Agent, Inc.

Current interface



Current interface

Goals

- Give the activity an updated look that feels more engaging.
- Enhance usability of the support features.
- Make it consistent with our newer activities.

Read Along

Pages

Back To Lesson

Activity Help

Sound: On

Narration: Medium

Text Size: Medium

Students at a freshman orientation.

Santiago is heading off to college! In college, he'll have more expenses than usual, like a cell phone.

Santiago wants to make sure that he picks a cell phone plan that works with his budget. A cell phone provider offers a new phone for $350. The cell phone plan costs $45

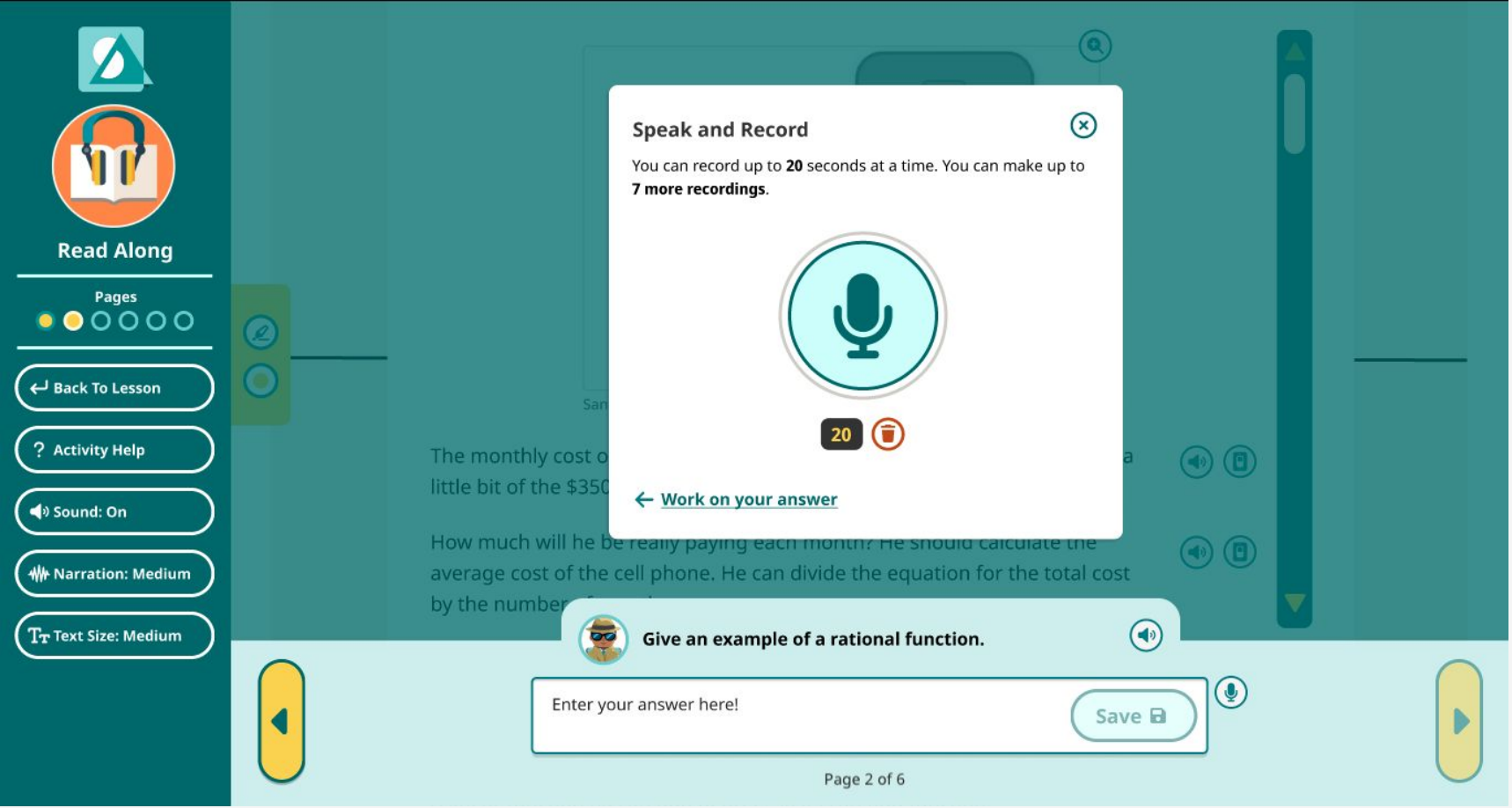
What is an odd function?

Enter your answer here!

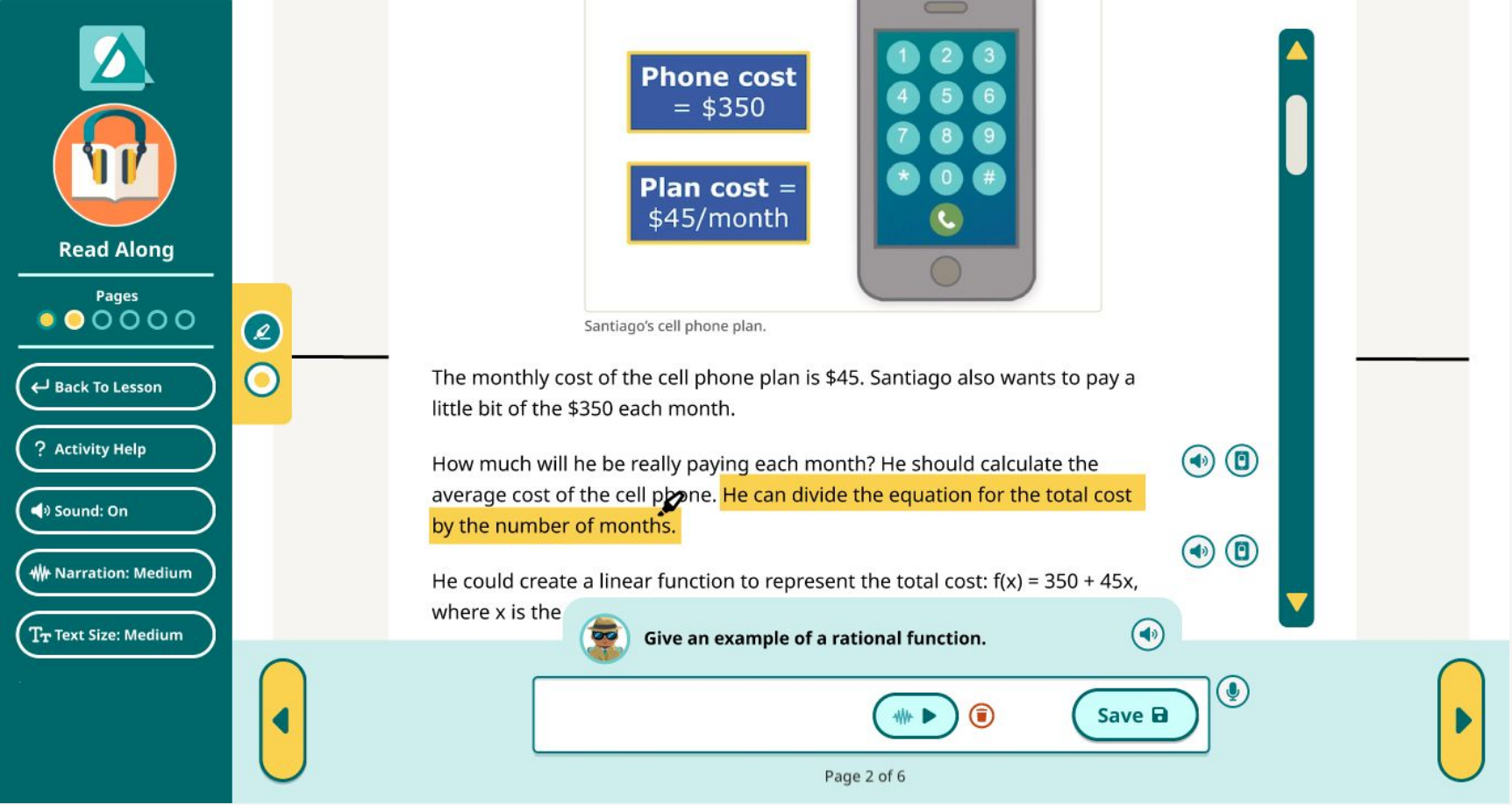
Save

Page 1 of 6

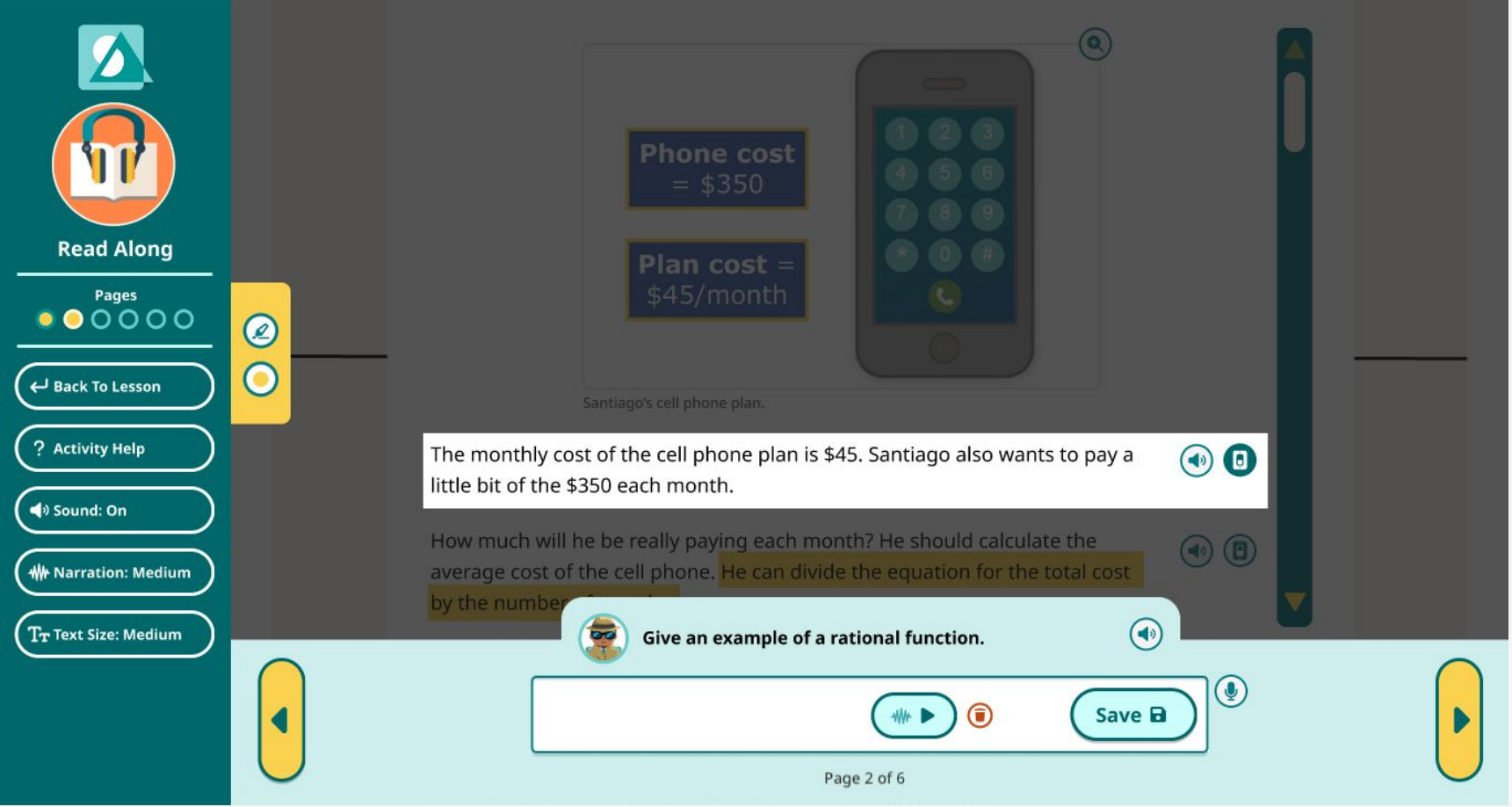
The new design will create more space for the image and student response.



It will be easier for students to include brief voice-recorded answers.



We're improving the highlighter tool, making it easier to change colors and remove highlights.



We're improving the usability of accessibility supports like the dimmer switch.

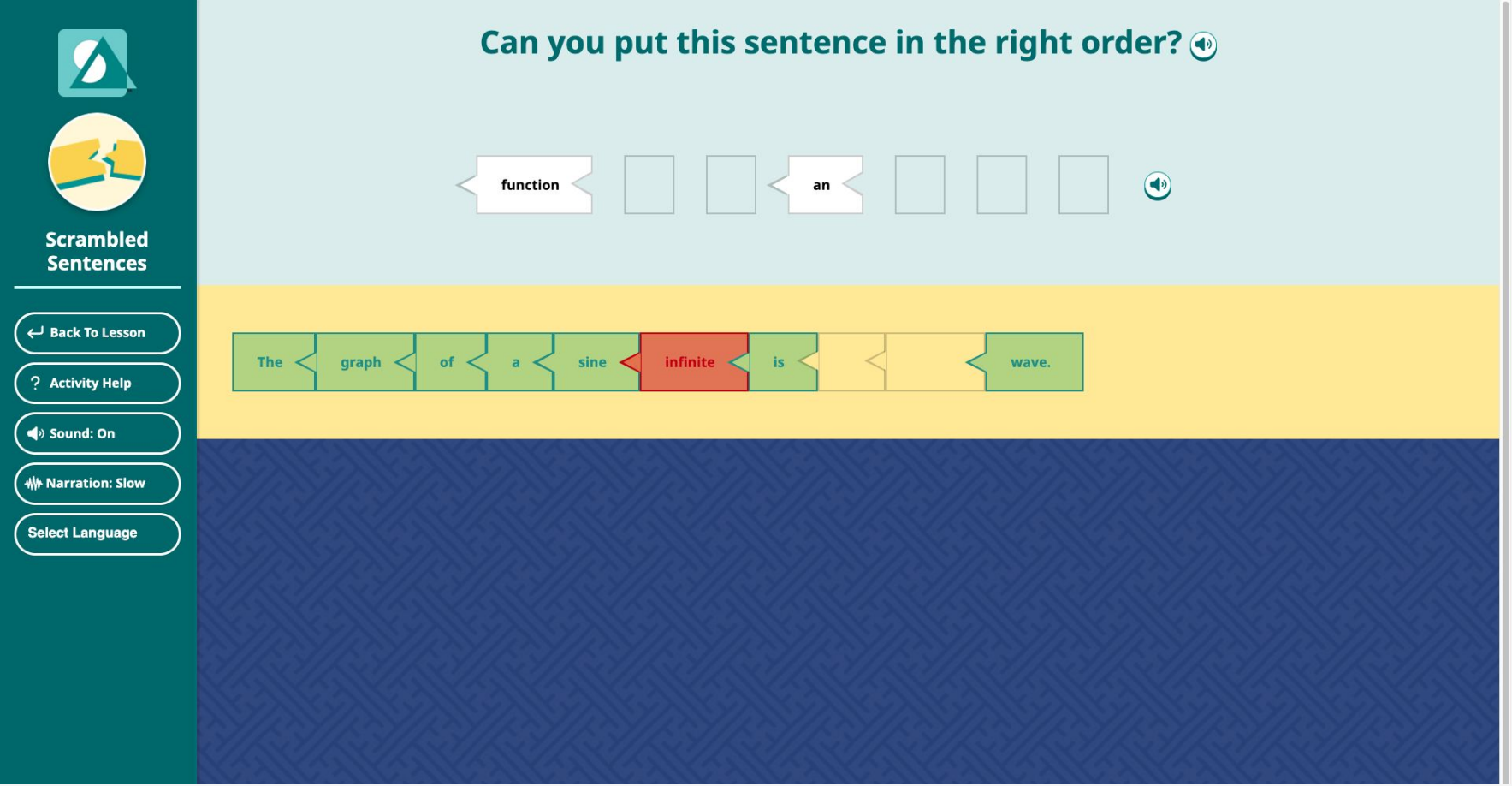
Scrambled Sentences Redesign

A quick peek at changes coming this Fall...

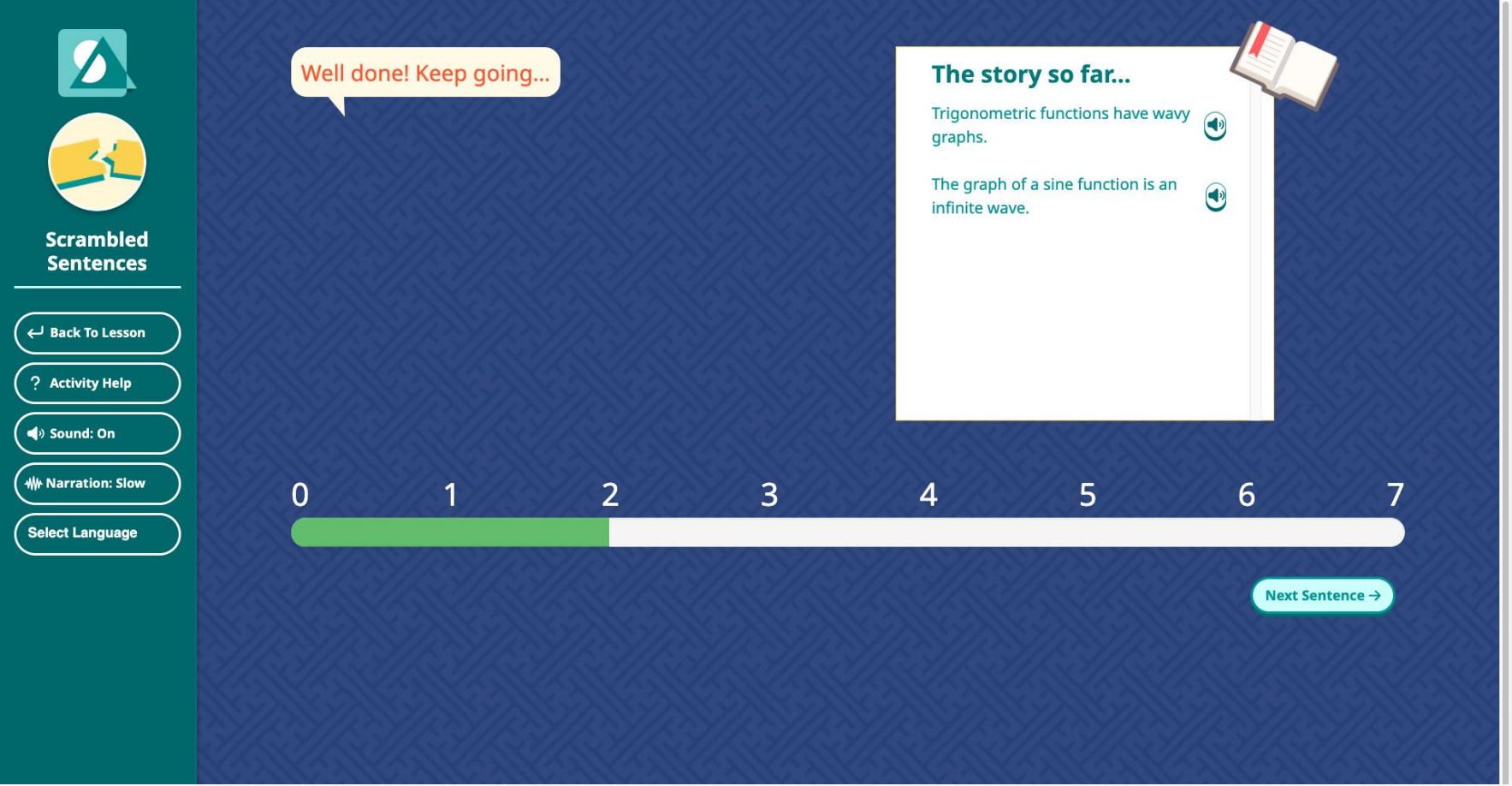
Current design

Redesign goals

Preview of new design



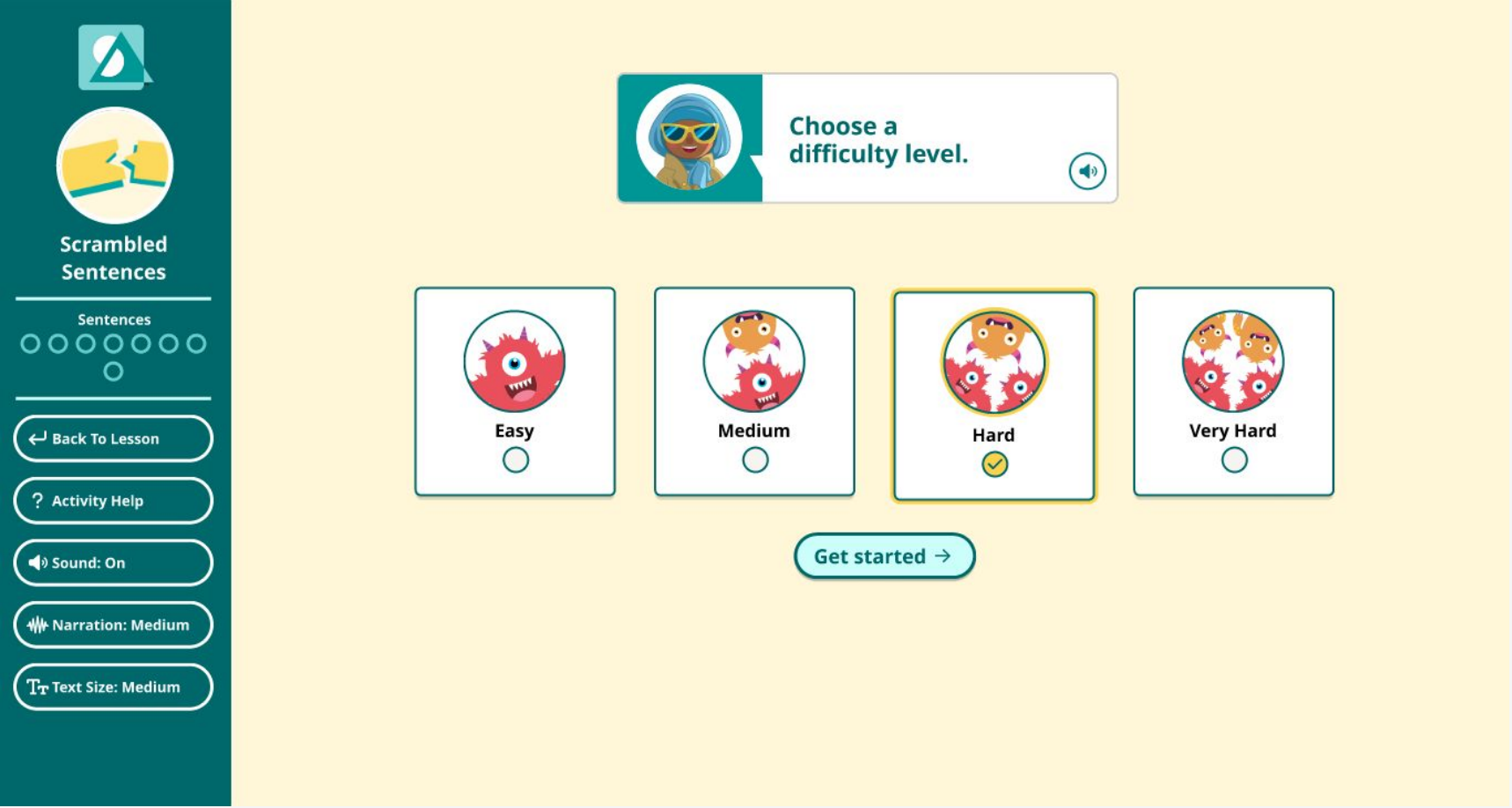
Current interface



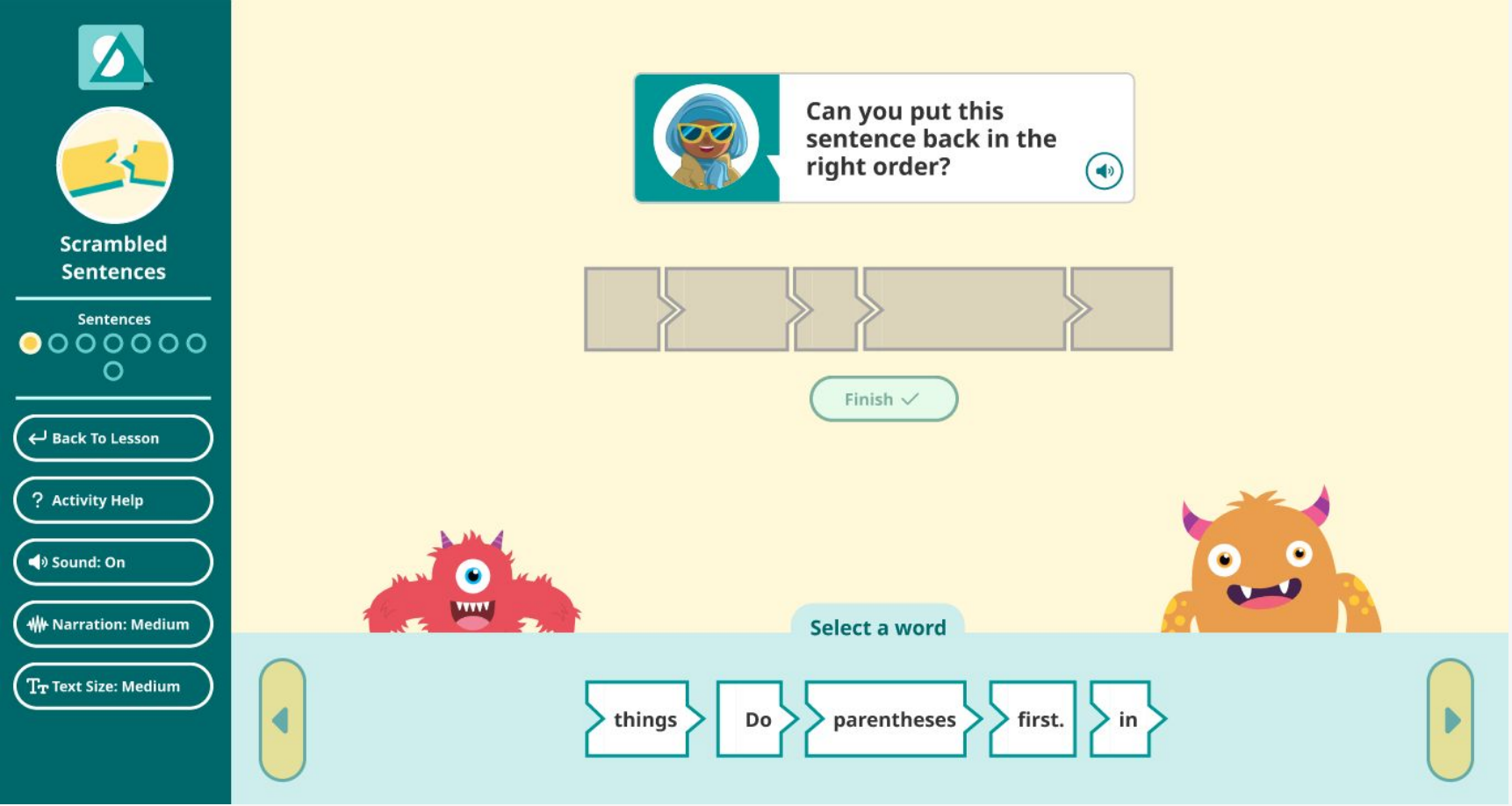
Current progress markers after each sentence

Goals

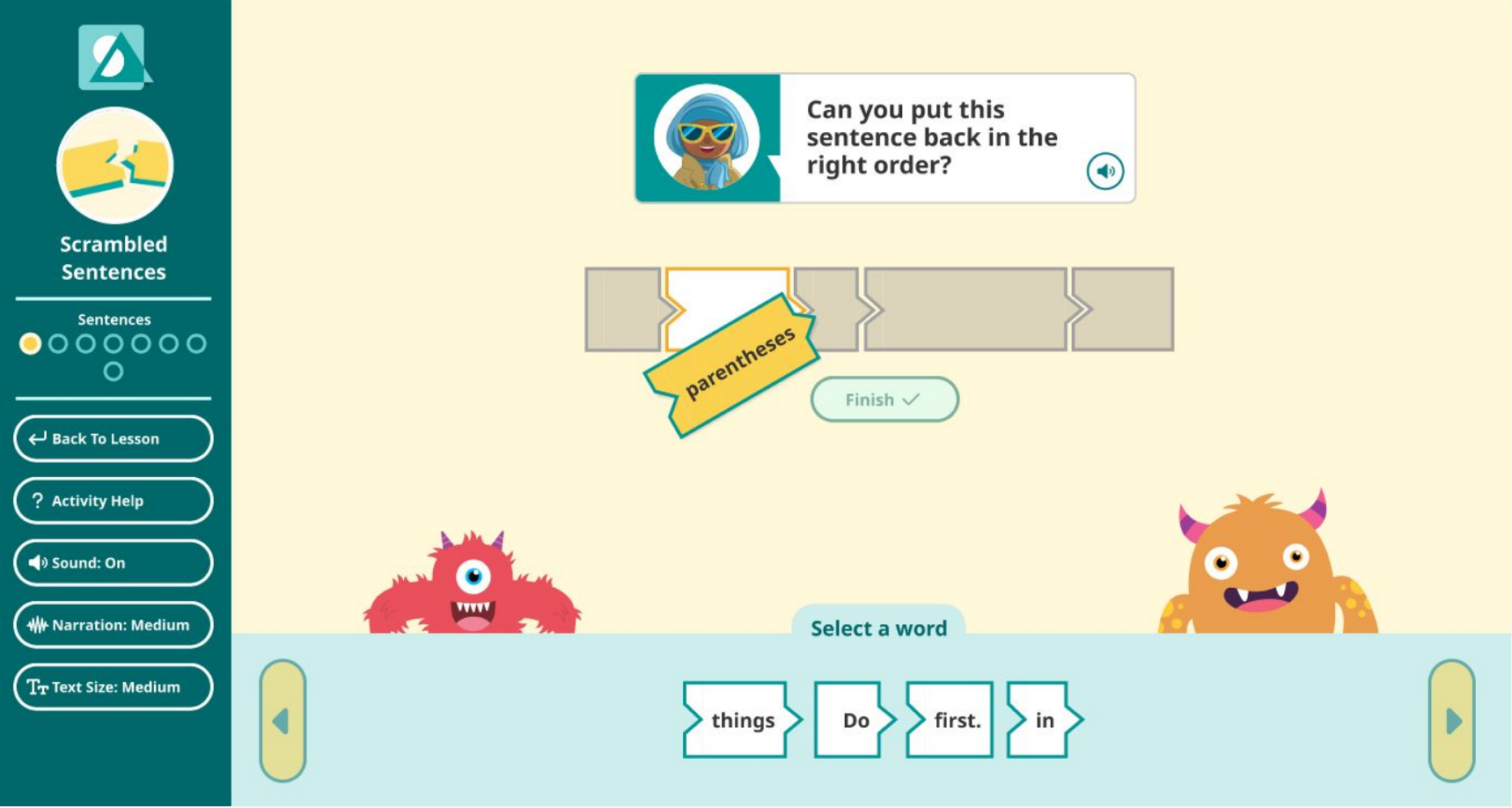
- Enhance the fun, game-like elements of the activity.
- Improve accessibility.
- Make better use of space.



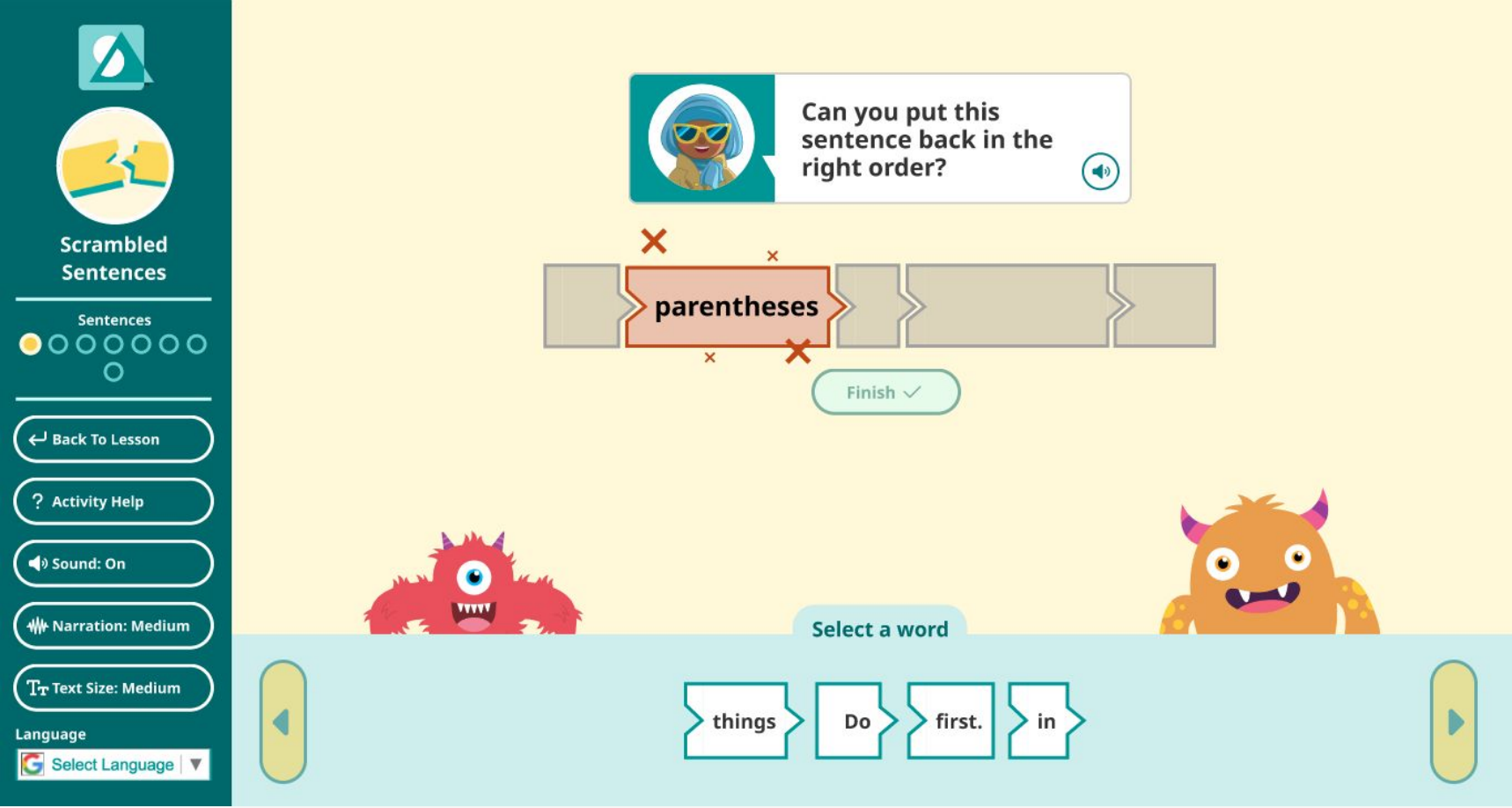
We're adding a bit more fun to the activity.



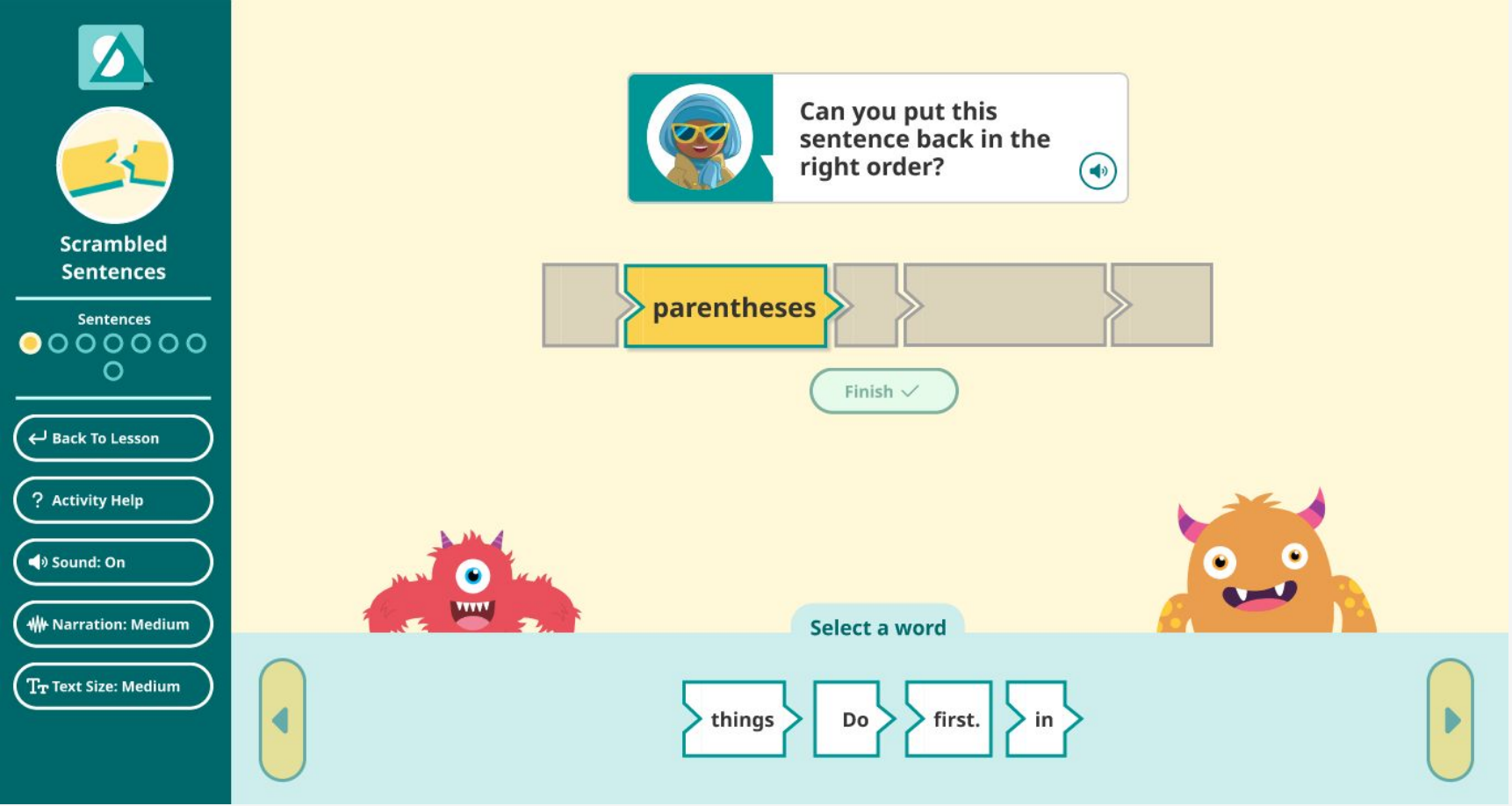
The word puzzle pieces will be visually emphasized more.



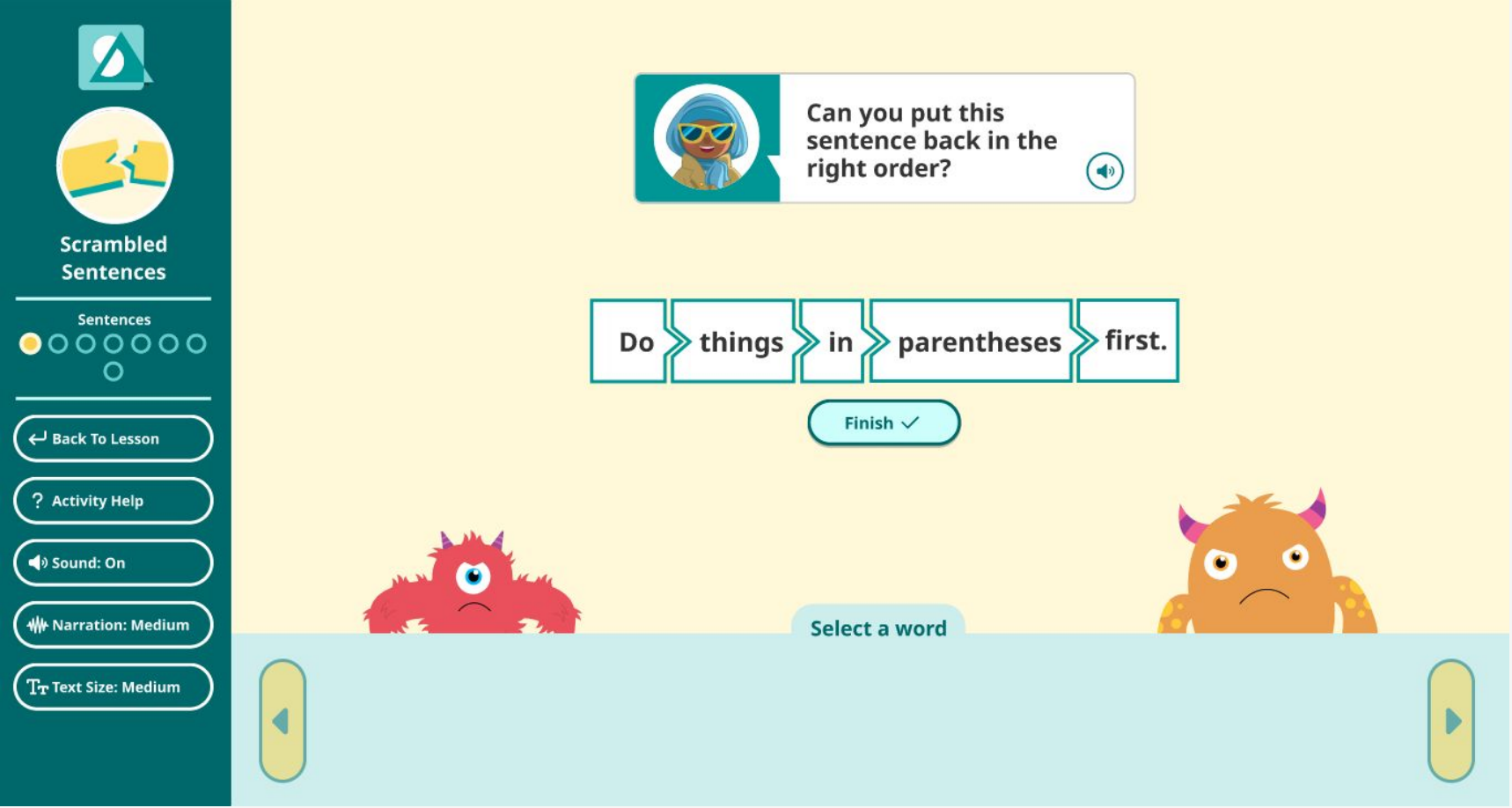
It will be easier to see what you're moving and where.



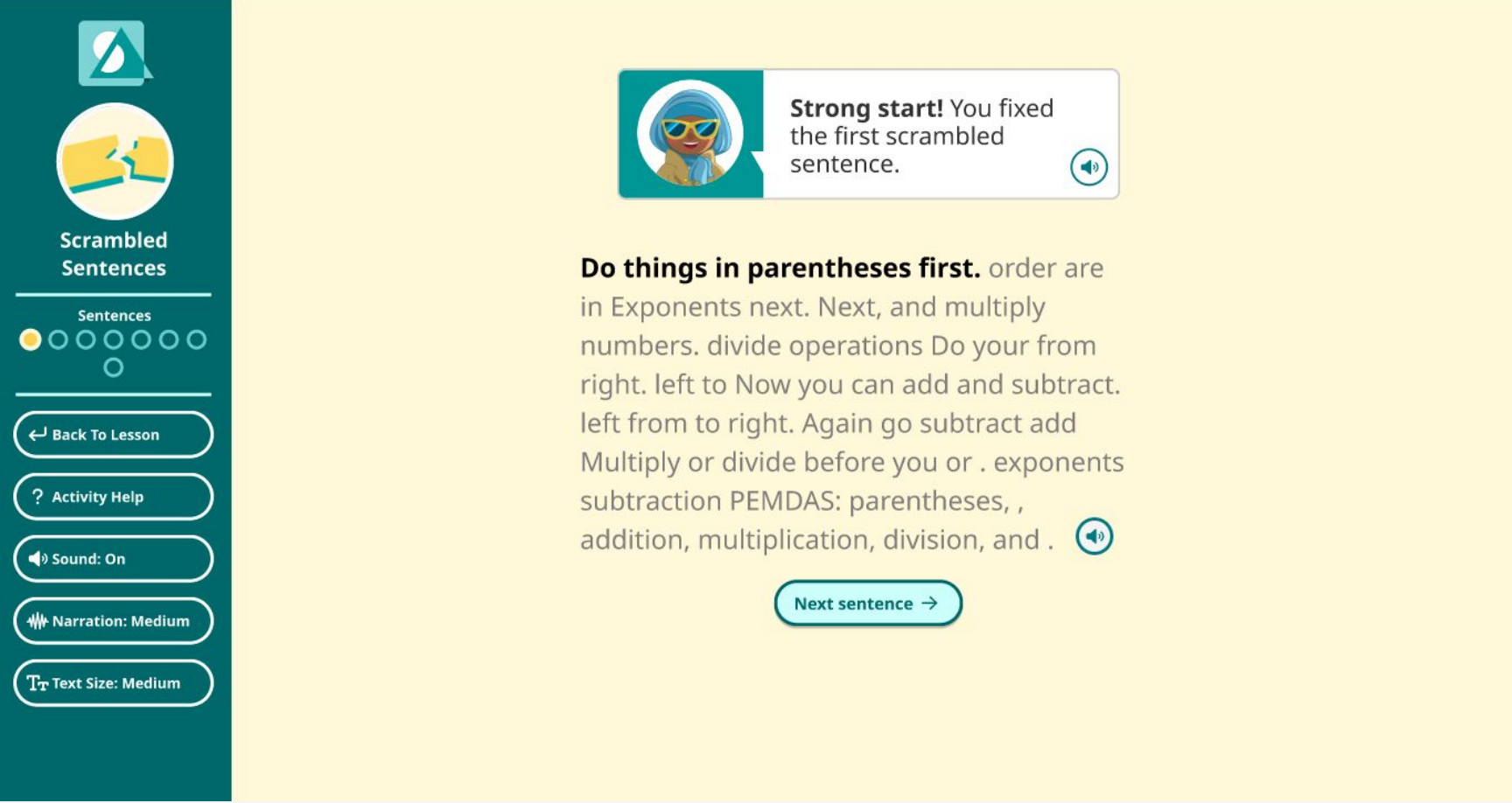
Improve accessibility for incorrect choices.



The text color contrast will be stronger.



The activity will feel more game-like and responsive.



Students will see their progress unscrambling the full passage, step by step.

The redesigns will be released this Fall. Look out for updates!

Are you ready?

Let's make sure!

Getting Started Checklist

- ❏ Check your class rosters.
- ❏ Find your **first lesson** and preview it.
- ❏ Plan your first week of Speak Agent. (Optional: Use the **planner**.)
- ❏ **Assign** the first lesson to your classes.
- ❏ Model the first few activities on the big screen to get students familiar with them. Communicate expectations for speaking and writing activities.

If you need help, visit the PGCPS Mission Hub at speakagent.com/pgcps.

Thank you for participating!

and for Digging Deeper into Speak Agent

Speak Agent℠