

Digging Deeper with Speak Agent

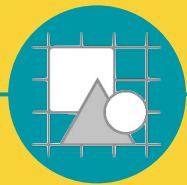
Math + Language



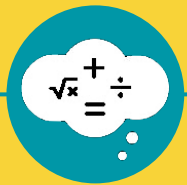
Today's Agenda



What's
New



Drawing
Board



Math
Writing



Progress
Monitoring



Support



Takeaways



Drawing
Workshop



Writing
Workshop



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.



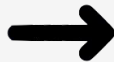
Why Speak Agent?

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



The diagram consists of two rectangular boxes connected by a right-pointing arrow. The left box is light blue and contains the text '1 hour per week of Speak Agent'. The right box is yellow with a teal triangular wedge at the bottom right corner and contains the text '10.3% higher math scores'.







**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



Tools Competition
2021 WINNER



newschools
venture fund

Ignite **ELL** Challenge
WINNER



Best Support for English Learners



Small Business
Innovation Research
AWARDEE





What's New in SY26

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



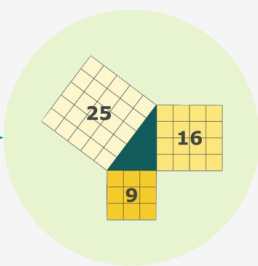
Middle Grades Math Programs We Support



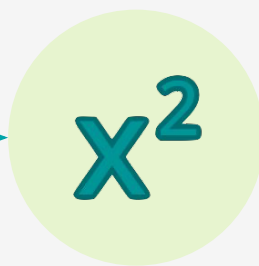
High School Math Programs We Support



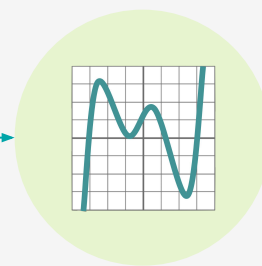
Applications in
Mathematics



HS Geometry



HS Algebra 1



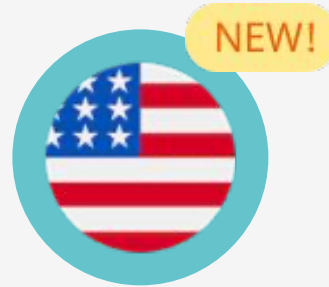
HS Algebra 2



Pilot Testing in SY26



Math Fluency 6
for Newcomers



LSN
Government



The Content + Language Learning Model

Acquire the Vocabulary	Build Comprehension	Communicate 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



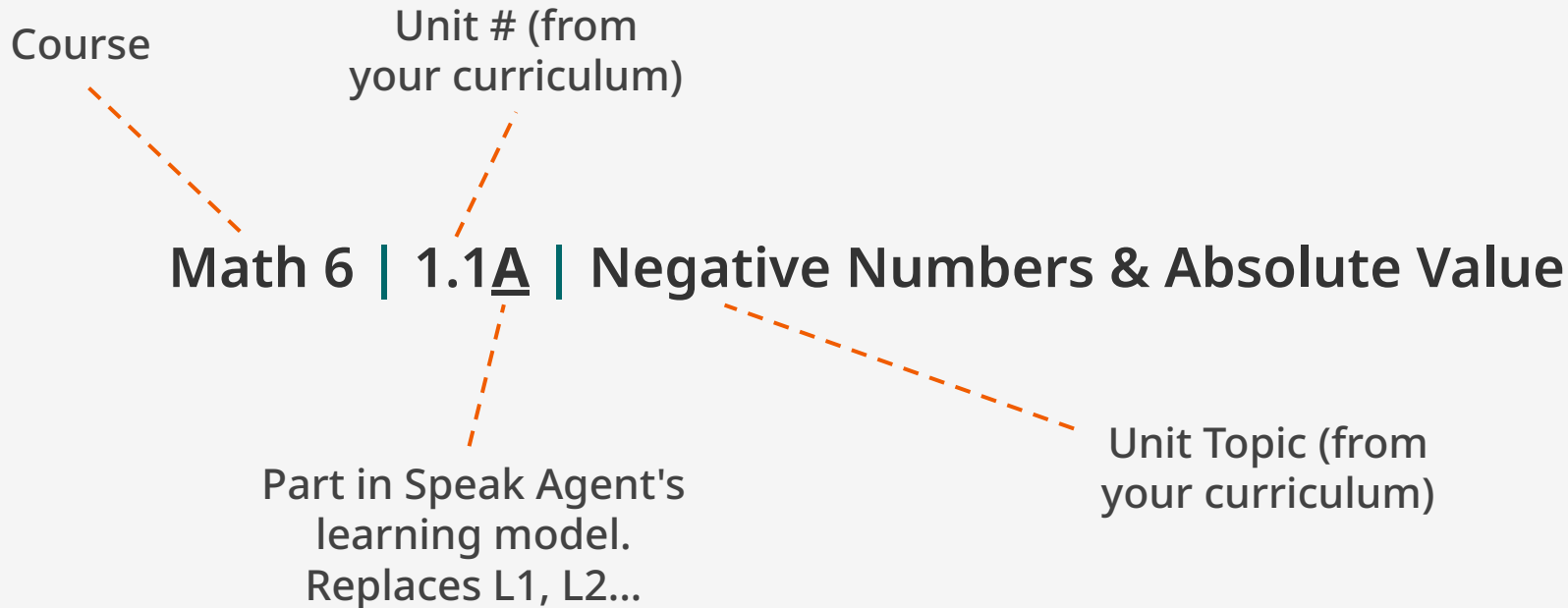
This is changing.



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

<u>A</u>cquire Vocabulary & Background Knowledge	Build 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 | 1.1**A** | Negative Numbers & Absolute Value

Math 6 | 1.1**B** | 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	Build Comprehension	Communicate 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.

NEW!

For Acc 1, Acc 2, or FFA, choose this new option!

71

Organization Lessons (4)

Lessons You Made (0)

Sample Lessons (17)

Search Lessons:

Reset Math 6

Search

Narrow By:

Subject(s)

MATH

Elementary Math

Middle School Math

Middle School Accelerated Math

Applications in Mathematics

HS Geometry

HS Algebra I

HS Algebra II

Include lessons made by other teachers.

Actions

.5 | .5 | .5 | .5 | .5 |

.7 | .7 | .7 | .7 | .7 |

.8 | .8 | .8 | .8 | .8 |

.6 | .6 | .6 | .6 | .6 |

.8 | .8 | .8 | .8 | .8 |

.6 | .6 | .6 | .6 | .6 |

.8 | .8 | .8 | .8 | .8 |

Math 6

Math 6 | 1.1A | Negative Numbers & Absolute Value

Math 6 | 1.1B | Negative Numbers & Absolute Value

Math 6 | 1.2A | Equivalence & Equality

Math 6 | 1.2B | Equivalence & Equality



Search by Course

1 Type a course name here.

2 Press **Enter** or **Return** on your keyboard or click the magnifying glass.

71

Organization Lessons (4)

Lessons You Made (0)

Search Lessons:

Reset Math 6

Grade(s)

☐ Include lessons made by other teachers.

	Title	Class	As	To	Tags	Actions
6	Math 6 1.1A Negative Numbers & Absolute Value	1			6.G.3 6.NS.5 6.NS.6 6.NS.7 6.NS.8	Link View Copy
6	Math 6 1.1B Negative Numbers & Absolute Value	-			6.G.3 6.NS.5 6.NS.7 6.NS.8 6.NS.6	Link View Copy
4	Math 6 1.2A Equivalence & Equality	-	Middle School Math	6	6.NS.5 6.NS.6 6.NS.7 6.NS.8	Link View Copy
4	Math 6 1.2B Equivalence & Equality	-	Middle School Math	6	6.NS.5 6.NS.6 6.NS.7 6.NS.8	Link View Copy

Course Names

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





Math 6 | 1.1A | Negative Numbers & Absolute Value ❤️



→  **Assign to Class**

→ **Assign to Student**

 Preview

 [View Wordlist](#)

Copy

 **Print**

Description

* Negative numbers in the real world * Ordering rational numbers * Absolute value of

[Print Lesson Details](#)

 [Print Word Wall](#)

ES Print Cognates

Edmentum

Quadratic Unit 01A: Creating & Interpreting Quadratic Functions 1.2

Description


* The shape and key features of a parabola *

The basic features of a quadratic function/equation

Language

English (U.S.)

List of Activities

#	Title	Type	Stage	Time Estimate
1	 Quadratic Functions	Word Gallery	Recognize	3 - 10 min.
2	 Introduction to Parabolas	Video		
3	 Butterfly Symmetry	Diagram 1! Free-write / Record	Communicate	2 - 5 min.
4	 Trip to the Colosseum	Read Along	Comprehend	5 - 15 min.
5	 Game of Catch	Tail Talks	Comprehend	5 - 10 min.
6	 Quadratic Functions	Scrambled Sentences	Comprehend	5 - 15 min.

Rational Number Review

Rational Number Review

Stage

Word Wall - Algebra 2 Unit 01A: Creating & Interpreting Quadratic Functions L2

$$f(x) = ax^2 + bx + c$$

quadratic function

parabola

vertex of a parabola

x-intercept

symmetry



axis of symmetry

1
3
4
8

minimum

1
3
4
8

maximum

	
$3xy^2$	$3xy^{-2}$
$\frac{x}{2} + 2$	$\frac{2}{x} + 2$
polynomial	

Time Estimate

Actions


3 - 10 min

□


LOS COGNADOS

LOS COGNADOS


negative




numero racional



negative



rational number



Lesson Details

Assigned To:

 Classes: 1 

Directly to Students: 2 

Direct Link: 

Grade(s):

5):

School Math

ated: Jun 07, 2024

Expiry Date: Jul 27, 2025

: Shared

e: English (U.S.)

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

Spanish Cognates



Print

Availability:

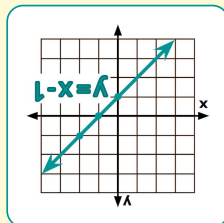
ES Print Cognates

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

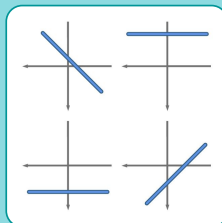
Cognates are words that have an identical meaning English and Spanish because they are derived from the same root word. Research shows that multilingual learners who speak Spanish as a home language can accelerate learning using cognates.



la ecuación lineal



linear function

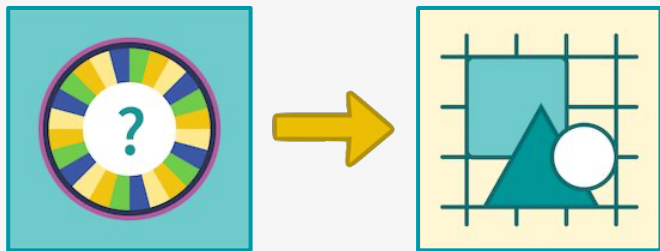


linear equation

la función lineal

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

71

Organization Lessons (4)

Lessons You Made (0)

Sample Lessons (17)

Search Lessons:

Narrow By:

Reset Math 6 Middle School Ma... x Grade(s)

☐ Include lessons made by other teachers.

<input checked="" type="checkbox"/>	Title	Classes Assigned To	Subject	Grade	Tags	Actions
<input checked="" type="checkbox"/>	Math 6 1.1A Negative Numbers & Absolute Value	1	Middle School Math	6	6.G.3 6.NS.5 6.NS.6 6.NS.7 6.NS.8	Link View Copy
<input type="checkbox"/>	Math 6 1.1B Negative Numbers & Absolute Value	-	Middle School Math	6	6.G.3 6.NS.5 6.NS.7 6.NS.8 6.NS.6	Link View Copy
<input checked="" type="checkbox"/>	Math 6 1.2A Equivalence & Equality	-	Middle School Math	6	6.NS.5 6.NS.6 6.NS.7 6.NS.8	Link View Copy
<input checked="" type="checkbox"/>	Math 6 1.2B Equivalence & Equality	-	Middle School Math	6	6.NS.5 6.NS.6 6.NS.7 6.NS.8	Link View Copy

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!

71


 Organization Lessons (4)

 Lessons You Made (0)


 Sample Lessons (17)


 Reset


Math 6





















Narrow By:

Middle School Ma... 



Grade(s) 

☐ Include lessons made by other teachers.

 <input checked="" type="checkbox"/>	Title 	Classes Assigned To	Subject	Grade	Tags	Actions
 6	Math 6 1.1A Negative Numbers & Absolute Value	1	Middle School Math	6	6.G.3 6.NS.5 6.NS.6 6.NS.7 6.NS.8	  
 0	Math 6 1.1B Negative Numbers & Absolute Value	-	Middle School Math	6	6.G.3 6.NS.5 6.NS.7 6.NS.8 6.NS.6	  
 4	Math 6 1.2A Equivalence & Equality	-	Middle School Math	6	6.NS.5 6.NS.6 6.NS.7 6.NS.8	  
 4	Math 6 1.2B Equivalence & Equality	-	Middle School Math	6	6.NS.5 6.NS.6 6.NS.7 6.NS.8	  



It Links to Where You Can Edit the Assignment



Click the pencil to edit the assignment.

The screenshot shows a lesson page for 'Math 6 | 1.1A | Negative Numbers'. The left sidebar contains navigation links: Home, Classes & Students, Lessons, Wordlists, and Academy. The main content area includes a description of negative numbers and a table of activities. A modal titled 'Classes Assigned To' is open on the right, showing a search bar and a table of assigned classes. An orange dashed line connects the pencil icon in the 'Actions' column of the 'Test Class 2025' row in the modal to the pencil icon in the 'Activities' table.

Math 6 | 1.1A | Negative Numbers

Description
* Negative numbers in the real world * Ordering rational numbers * Absolute values with sea

Activities

Title	Type	Stage
Rational Number Review	Word Gallery	Recogniz
Rational Number Review	Picture Pairs	Recogniz
Rational Number Review	Scrambled Words	Recogniz
Rational Number Review	My Voice: Words	Recogniz
Rational Number Review	Matching	Recogniz
Fraction Frenzy	Diagram It!: Label	Comple

Classes Assigned To

enter text here


Click the icon to edit an assignment and change the dates or required activities.


Class Name	Assigned on	Due on	Actions
Test Class 2025	Jul 27, 2025 04:56PM	Aug 08, 2025, 03:00PM	


[Assign to More Classes](#)


New Shortcuts!

71


**Organization Lessons**
(4)

**Lessons You Made**
(0)


**Sample Lessons**
(17)


Reset


Math 6






















Narrow By:

Middle School Ma... 




Grade(s) 


☐ Include lessons made by other teachers.

 	Title 	Classes Assigned To	Subject	Grade	Tags	Actions
 6	Math 6 1.1A Negative Numbers & Absolute Value	1	Middle School Math	6	6.G.3 6.NS.5 6.NS.6 6.NS.7 6.NS.8	  
 6	Math 6 1.1B Negative Numbers & Absolute Value	-	Middle School Math	6	6.G.3 6.NS.5 6.NS.7 6.NS.8 6.NS.6	  
 4	Math 6 1.2A Equivalence & Equality	-	Middle School Math	6	6.NS.5 6.NS.6 6.NS.7 6.NS.8	  
 4	Math 6 1.2B Equivalence & Equality	-	Middle School Math	6	6.NS.5 6.NS.6 6.NS.7 6.NS.8	  

Direct link



Preview





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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

Lesson Details

Assigned To:



 **Classes: 1** 

 **Directly to Students: 3** 

Direct Link: 


Copy Direct Link




 **Link Copied to Your Clipboard!**

Paste this link in Canvas, Google Classroom, or any message to your students or colleagues. The link will only work for students who have been assigned this lesson.

Close

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

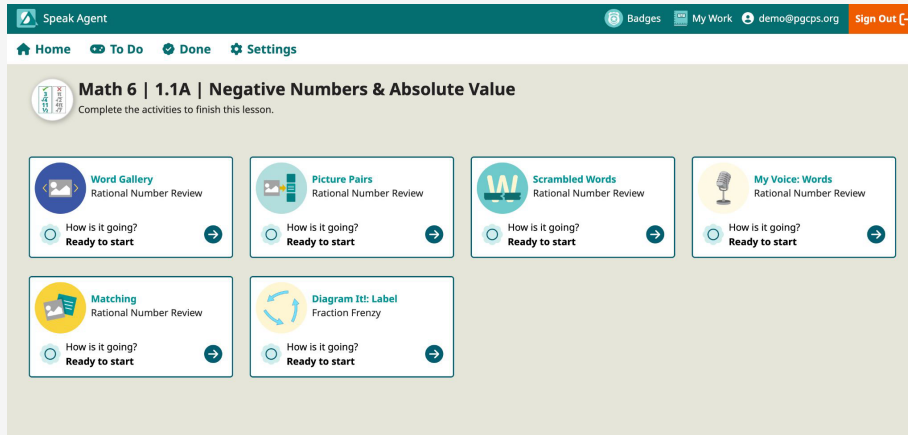


You paste the copied link into your message to students:

https://teach.speakagent.com//lesson-shared/eyJzZXNzb25fcGsiOiI4ODg0In0:1umEvk:Z_0sUdOKBzhIIugu5x2VIxtMOMI2oy0yvjfLN0BOytM/



They click the link and go directly to the lesson:



Make sure you assign the lesson to the class first!



Date Created: Feb 20, 2025

Last Update: Feb 20, 2025

Visibility: Not Shared 

☐ **Not Shared**

Colleagues cannot access this lesson.

☒ **Shared**

Colleagues may use this lesson.



Include lessons made by other teachers.

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

Accessibility: Tab Focus

Speak Agent

Badges My Work demo@pgcps.org Sign Out

Home To Do Done Settings

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

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

You may notice a blue line around elements on the screen. This is called the **focus**. It's important for accessibility.



Accessibility: Moving the Focus

Speak Agent

Badges My Work demo@pgcps.org Sign Out

Home To Do Done Settings

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

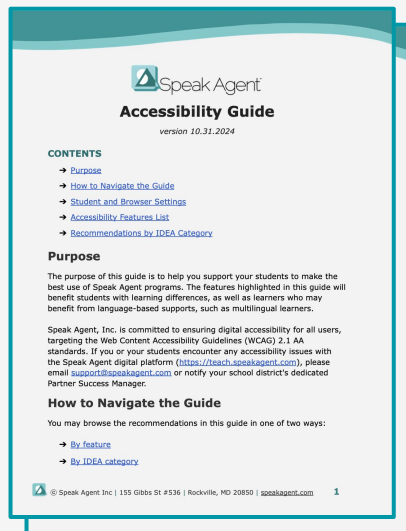
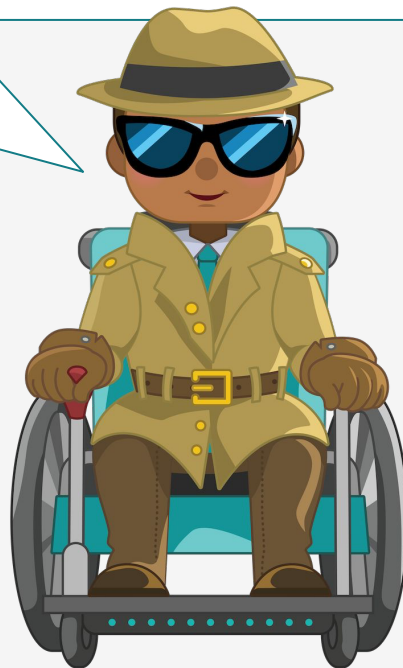
Students with motor disabilities can press the **tab** key to move the focus and then press **enter** or **return** to go to the item in focus.





Accessibility Guide

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



Student Growth Measures

The screenshot shows a web application interface for 'Student Growth Measures'. At the top is a teal navigation bar with icons for Home, Classes & Students, Lessons, Wordlists, and Academy. On the right of this bar are links for Inbox, Alerts, Account, Help, and Sign Out. Below the navigation bar is a sidebar with a yellow background containing the same five menu items. The main content area is titled 'Student: Tester, ' and includes a 'Back to Students' link. Below the title are buttons for 'Assign Lessons', 'Change Class', 'Print Login Info', and 'Edit Info'. A callout bubble points to the 'Charts' button, stating 'Trend charts, by growth measure.' Below these buttons is a row of tabs: 'Progress' (selected), 'Portfolio', 'Charts', 'Aa Words', 'Activity', and 'Inbox'. A search bar with the placeholder 'enter text here' is located below the tabs. The main content area displays a table with columns: 'Lesson Reports', 'Start Date', 'Due Date', 'Activities Completed', and 'Actions'. The first row of data is for 'Math 6 | 1.1A | Negative Numbers & Absolute Value', with a start date of 'Jul 27, 2025 03:47PM', a due date of 'Aug 01, 2025 04:00PM', and '5 of 6' activities completed, represented by an 83% progress bar. To the right of the table is a 'Growth Measures YTD' summary box showing: 6 Activities Done, 0 Lessons Done, 12 Words Recognized, 12 Words Comprehended, and 0 Words Communicated. Below this is a 'Student Information' box showing the username 'testy251'. A second callout bubble points to the 'Growth Measures YTD' box, stating 'A year-to-date summary.'

Home

Classes & Students

Lessons

Wordlists

Academy

[Back to Students](#) | Student Detail

Student: Tester, '

[Assign Lessons](#) [Change Class](#) [Print Login Info](#) [Edit Info](#)

Progress Portfolio Charts Aa Words Activity Inbox

enter text here

Lesson Reports	Start Date	Due Date	Activities Completed	Actions
Math 6 1.1A Negative Numbers & Absolute Value	Jul 27, 2025 03:47PM	Aug 01, 2025 04:00PM	5 of 6 83%	

Growth Measures YTD

- 6 Activities Done
- 0 Lessons Done
- 12 Words Recognized
- 12 Words Comprehended
- 0 Words Communicated

Student Information

Username
testy251

Trend charts, by growth measure.

A year-to-date summary.

→ Assign Lessons

→ Change Classes

Print Login Info

Edit Info

Progress

Portfolio

Charts

Choose a growth measure.

Rolling 4 Weeks

4 Weeks

Time on Task

Time on Task

Activities Done

Words
Recognized

Words
Comprehended

Words
Communicated

TIME ON TASK (HOURS)

Growth Measures YTD

6 Activities Done

0 Lessons Done

12 Words Recognized

12 Words Comprehended

0 Words Communicated

Student Information

Username

testy251

PIN

4 2 2 9

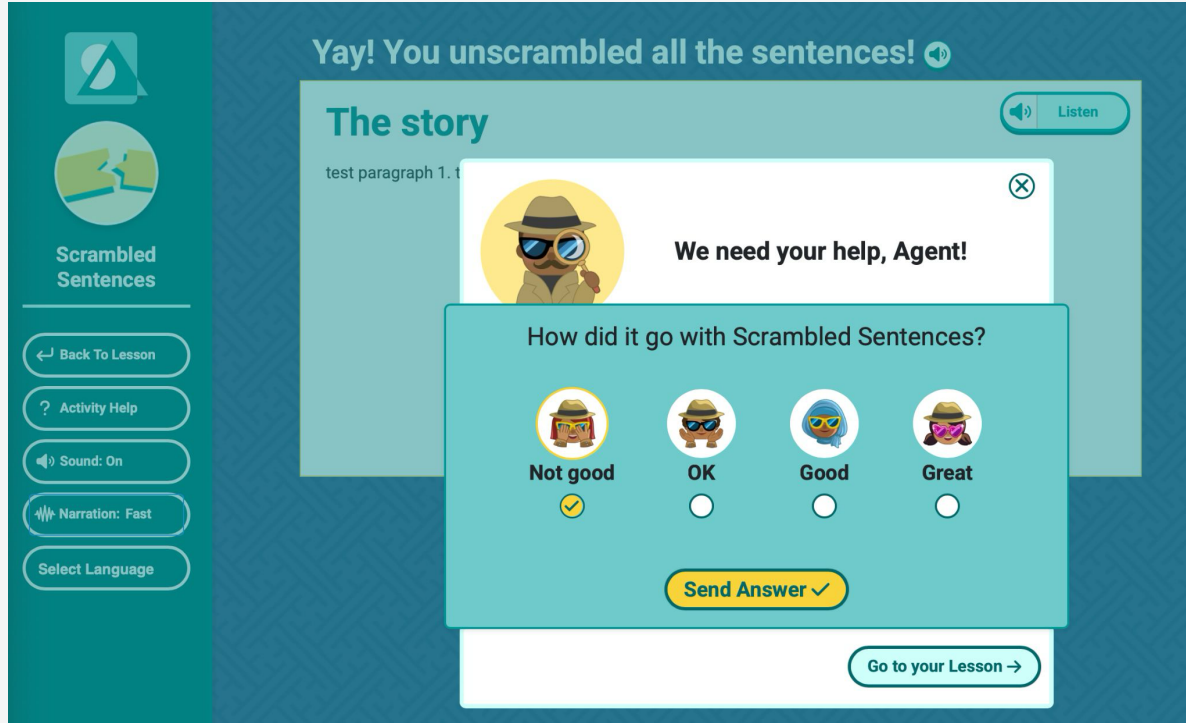
Grade: Higher

Language Level: Pre-K

Classes

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

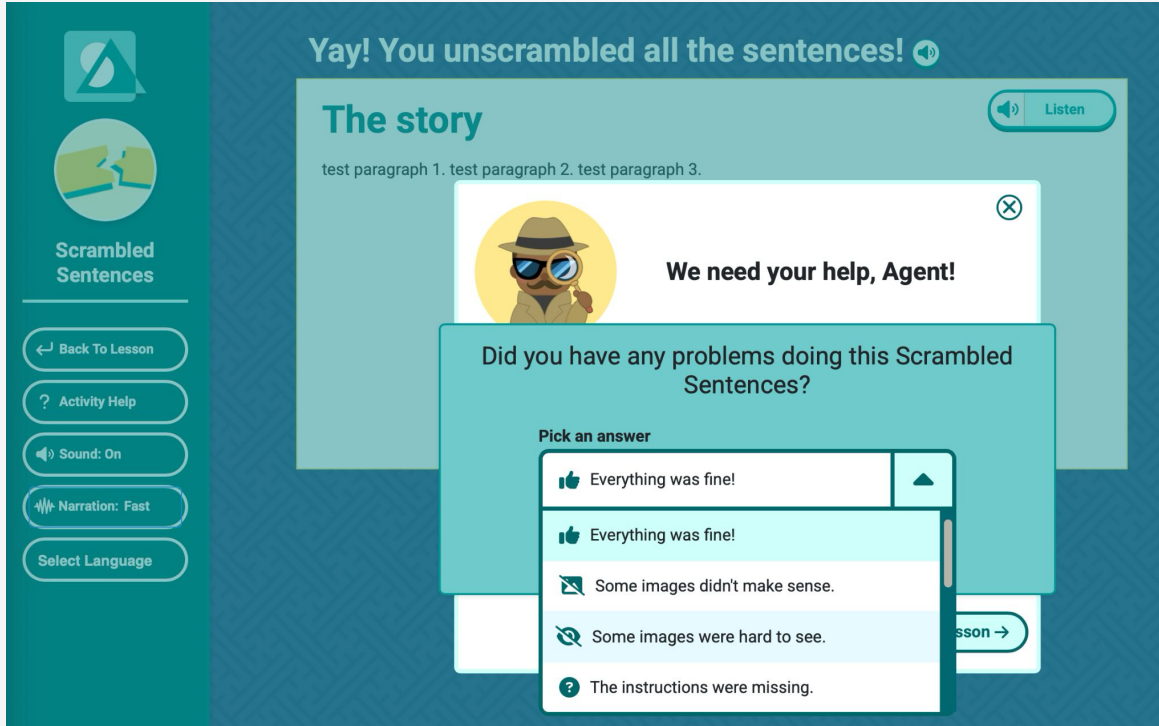


Feature Goal:

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

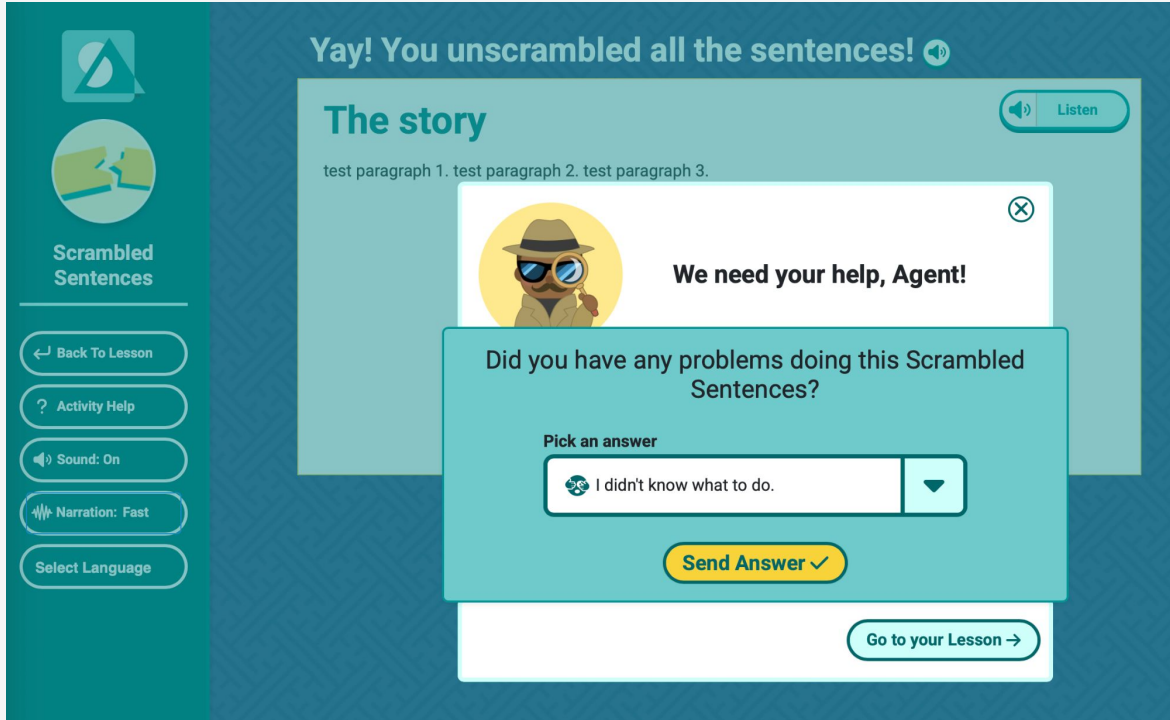
Students may report to us how a specific activity went. If they choose "Not good" or "OK," we will ask for details.

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



The screenshot shows a user interface for a feedback tool. On the left is a teal sidebar with a logo, a 'Scrambled Sentences' icon, and buttons for 'Back To Lesson', 'Activity Help', 'Sound: On', 'Narration: Fast', and 'Select Language'. The main area has a dark blue background with a message 'Yay! You unscrambled all the sentences!' and a 'Listen' button. Below this is a section titled 'The story' containing 'test paragraph 1. test paragraph 2. test paragraph 3.' and a 'Listen' button. A central white box features a detective character and the text 'We need your help, Agent!'. Below this is a teal box asking 'Did you have any problems doing this Scrambled Sentences?' with a 'Pick an answer' dropdown menu showing 'I didn't know what to do.' and a 'Send Answer' button. At the bottom right is a 'Go to your Lesson' button.

Yay! You unscrambled all the sentences! 🔊

The story

test paragraph 1. test paragraph 2. test paragraph 3.

🔊 Listen

🕵️ We need your help, Agent!

Did you have any problems doing this Scrambled Sentences?

Pick an answer

🗣️ I didn't know what to do.

Send Answer ✓

Go to your Lesson →



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!



Home

Classes & Students

Lessons

Wordlists

Academy

← Back to Classes

 | Class Detail

Class: Middle School | Demo Class

Manage Class Roster

+ Add Students

Assign Lesson

Print Login Info

Edit Info

+ Create Story Spin

Description:

Lesson Progress

Roster (5)

Charts

Activity

Inbox

Leaderboard

Story Spin

enter text here

Last Name	First Name	Required Activities Done		Lessons Done	
DeLeo	Camilla	0 of 9	0%	0 of 1	0%
Garza	Xavier	0 of 24	0%	0 of 3	0%
Lange	Mimi	4 of 17	24%	0 of 2	0%
Lazlo	Michael	0 of 17	0%	0 of 2	0%
London	Dan	0 of 17	0%	0 of 2	0%

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

Class: AiA PD | October 20, 2024

Manage Class Roster

Assign Lesson

Print List

Lesson Progress

enter text here

Last Name First Name Required Activities Done

Chao	Kimberly	2 of 17	12%
Cortes	Camila	0 of 17	0%
Ellison	Emily	0 of 17	0%
Fischer	Genesis	3 of 17	18%
Garcia	Isabella	0 of 17	0%
Garza	Joaquin	0 of 17	0%

To drop a student, click the **X** and **Save Changes**.

Type the name of a student in the box below.

Enter Name of Student

Class Roster

Chao, Kimberly	Cortes, Camila	Ellison, Emily	Fischer, Genesis	Garcia, Isabella
Joaquin	Ismail, Joseph	Phillips, Mia	Tronconis, Daniel	Velasquez, Jayden

Last Name First Name Username

Alvarez	Luis	luis564	+
Chao	Kimberly	kimberly370	-
Cortes	Camila	camila540	-
Ellison	Emily	emily656	-
Fischer	Genesis	genesis158	-
Garcia	Isabella	isabella944	-
Garza	Joaquin	joaquin479	-
Ismail	Joseph	joseph649	-
Phillips	Mia	mia844	-

✓ Save Changes

The **Save** button is down here.

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)



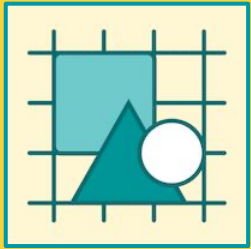
Let's review:

- ✓ Renamed lessons and stages
- ✓ Search changes (esp. Accelerated)
- ✓ Direct links to lessons
- ✓ Accessibility improvements
- ✓ Growth measures & feedback























Drawing Board



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	

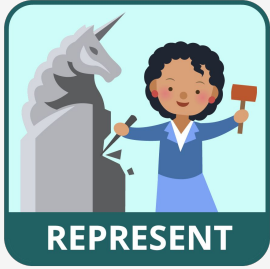


+ **Knowledge Check**

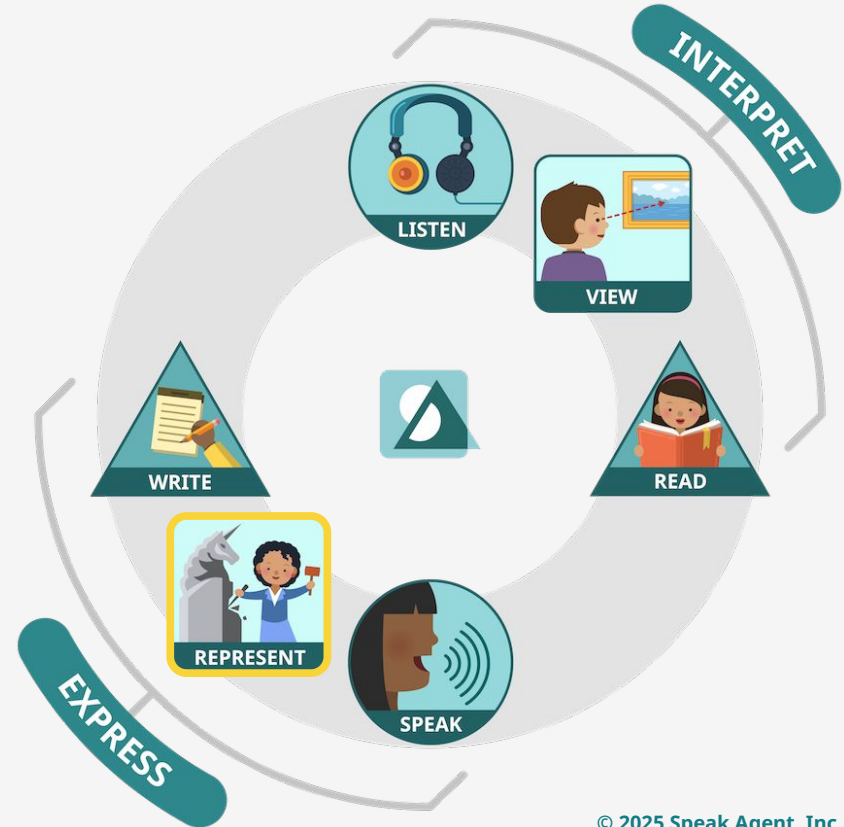


Level Up

"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.



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

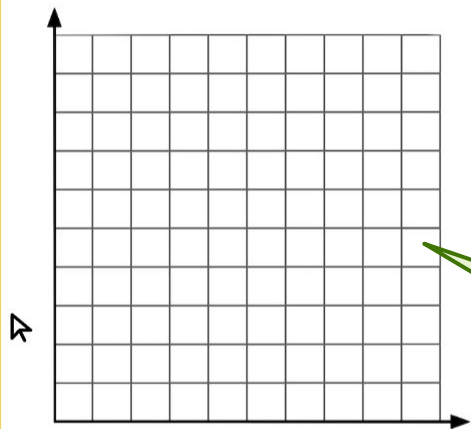


Make a graph showing the total amount of snow on the ground.

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 annotate.

📁 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

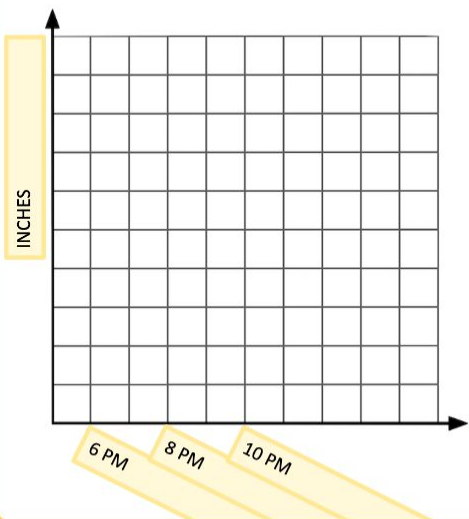
← Back To Lesson

? Activity Help

🔊 Sound: On

🔊 Narration: Slow

Select Language



📁 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

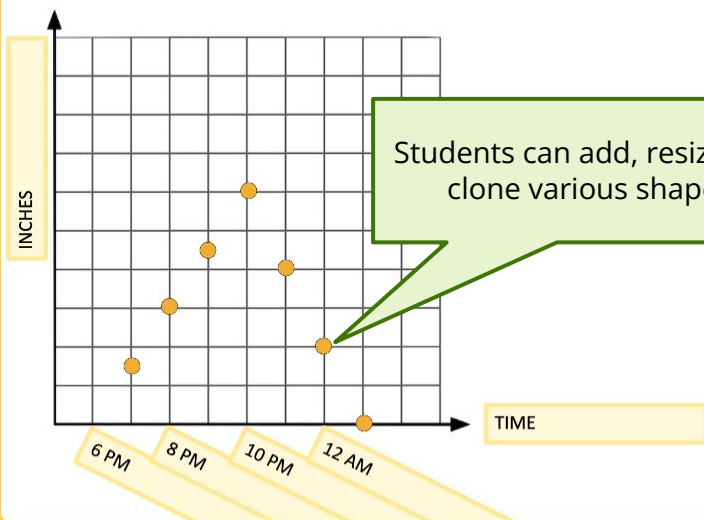
← Back To Lesson

? Activity Help

🔊 Sound: On

🔊 Narration: Slow

Select Language





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

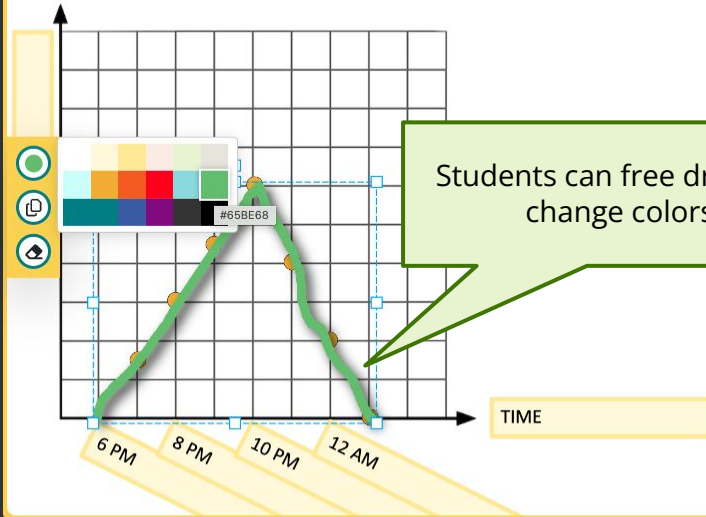
← Back To Lesson

? Activity Help

🔊 Sound: On

🔊 Narration: Slow

Select Language



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

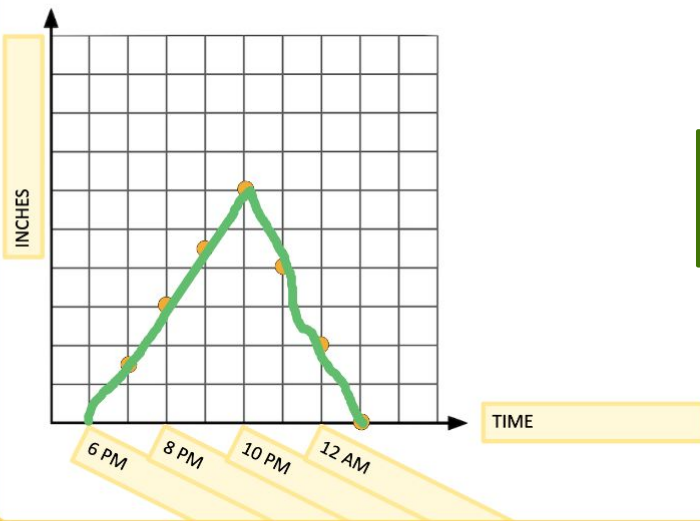
← Back To Lesson

? 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

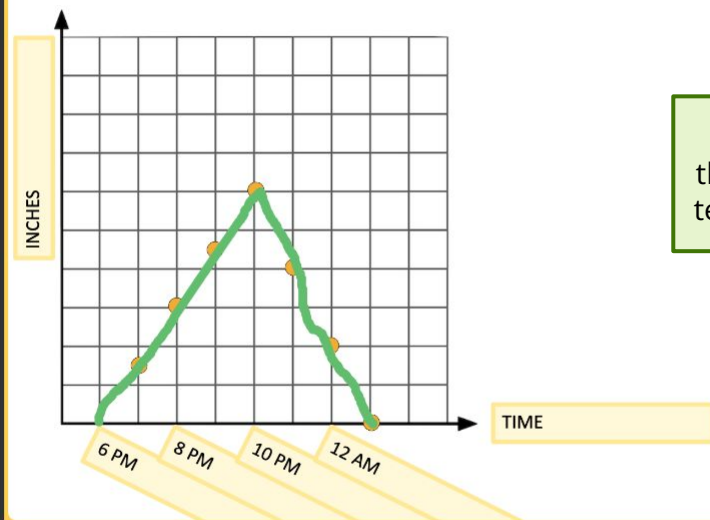
← Back To Lesson

? 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 →





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

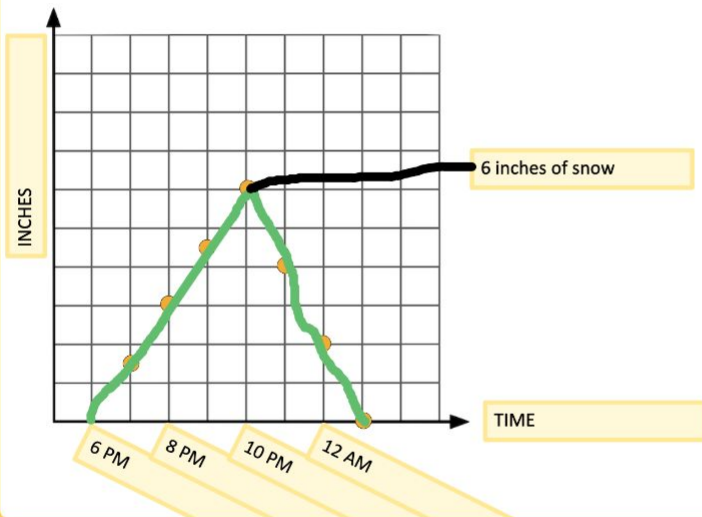
← Back To Lesson

? Activity Help

🔊 Sound: On

🔊 Narration: Slow

Select Language



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

📁 Save Work

🎤 Speak and Record (0)

👏 Get a hint (3)

📄 Print PDF

👤 Share With Teacher ➡



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



Let's review:

- ✓ What are visual representations?
- ✓ Why use them?
- ✓ A tour of the Drawing Board
- ✓ Benefits seen by math teachers





Drawing Board Workshop

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

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

💬 Ask

3

4

5

6

7



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

2

3

4

5

6

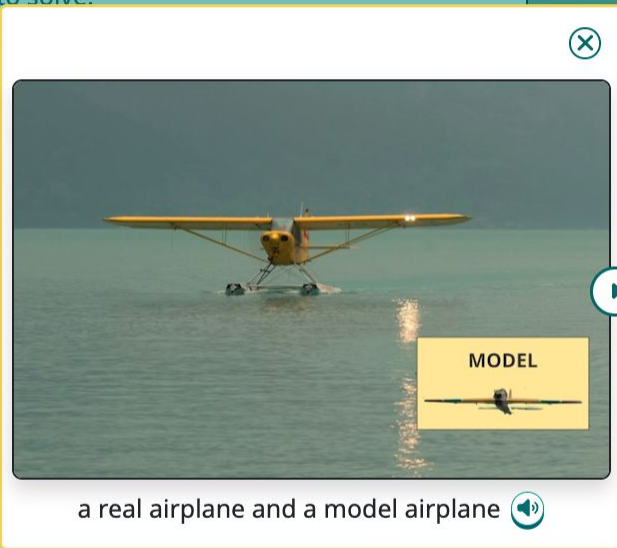
7



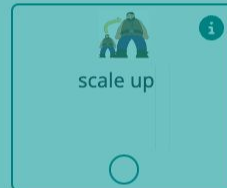
Topic

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

First, pick a math topics that goes with the image. Then, create a math problem or wrong answer!



a real airplane and a model airplane





Math Problem Maker

← Back To Lesson

? Activity Help

🔊 Sound: On

🔊 Narration: Medium

💡 Topic

💬 Ask

3

4

5

6

7



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

2

3

4

5

6

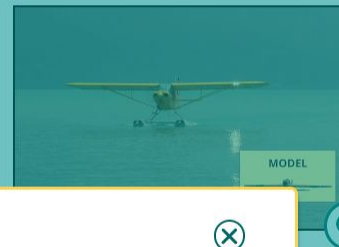
7



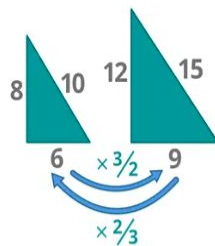
Topic

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 puzzle you want to make 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

💡 Topic

💬 Ask

3

4

5

6

7



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

💡 Topic

? Ask

3

4

5

6

7



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

💡 Topic

💬 Ask

👤 Select

4

5

6

7



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

💡 Topic

💬 Ask

❤️ Select

🧠 Gather

5

6

7



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

💡 Topic

💬 Ask

❤️ Select

🧑 Gather

🧩 Create

6

7



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

💡 Topic

💬 Ask

❤️ Select

👤 Gather

🧩 Create

6

7



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

💡 Topic

💬 Ask

❤️ Select

👤 Gather

🧩 Create

🔍 Solve

7



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

💡 Topic

💬 Ask

❤️ Select

🌀 Gather

🧩 Create

🔧 Solve

📋 Review



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

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

Share with teacher ➡



Math Problem Maker

← Back To Lesson

? Activity Help

🔊 Sound: On

🔊 Narration: Medium

💡 Topic

💬 Ask

👉 Select

👥 Gather

🧩 Create

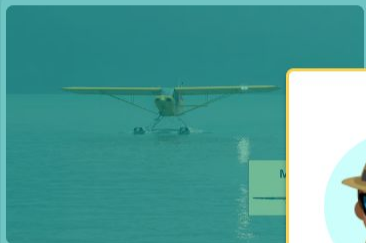
🔧 Solve

📋 Review



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 is 1/2 the size of the big plane. How many small planes can fit inside the big plane?



You sent off your problem!

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

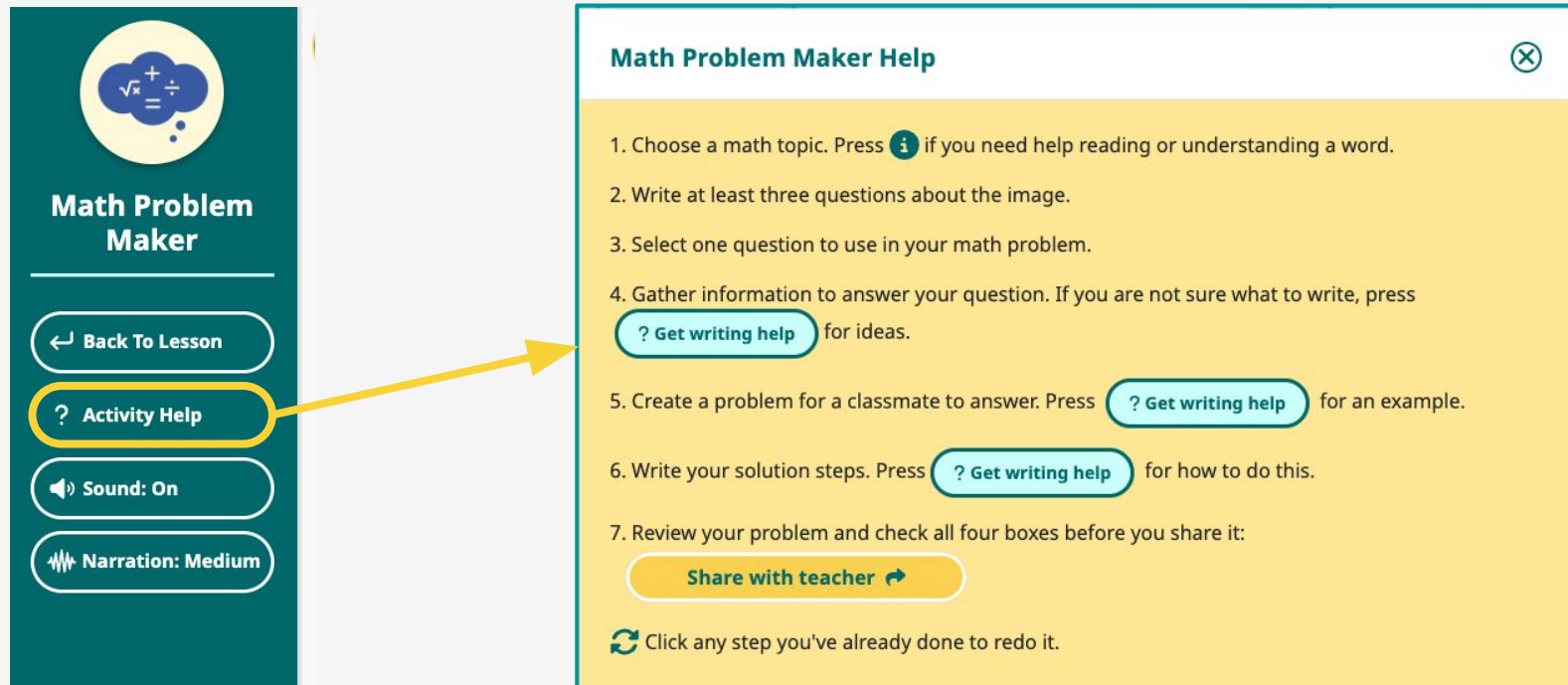
Go to your Lesson →

My Checklist

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

Share with teacher →

Activity Help



The image shows a user interface for a math problem-making activity. On the left is a dark teal sidebar menu with a cloud icon containing math symbols. The menu items are: 'Math Problem Maker', 'Back To Lesson', 'Activity Help' (highlighted with a yellow border and a yellow arrow pointing to the right), 'Sound: On', and 'Narration: Medium'. On the right is a 'Math Problem Maker Help' panel with a yellow background and a close button in the top right. It contains a numbered list of seven steps for creating a math problem, with 'Get writing help' buttons linked to steps 4, 5, and 6. At the bottom of the panel is a 'Share with teacher' button and a redo instruction.

Math Problem Maker

← Back To Lesson

? Activity Help

🔊 Sound: On

🔊 Narration: Medium

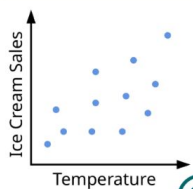
Math Problem Maker Help

1. Choose a math topic. Press **i** if you need help reading or understanding a word.
2. Write at least three questions about the image.
3. Select one question to use in your math problem.
4. Gather information to answer your question. If you are not sure what to write, press **? Get writing help** for ideas.
5. Create a problem for a classmate to answer. Press **? Get writing help** for an example.
6. Write your solution steps. Press **? Get writing help** for how to do this.
7. Review your problem and check all four boxes before you share it:

Share with teacher ➡

🔄 Click any step you've already done to redo it.

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



Topic words to help you write

+ linear relationship

+ nonlinear function

+ data

+ graph

+ dependent variable

? Get writing help

1

Write information you want to gather.

2

Write information you want to gather.

Write information you want to gather.

5

Write information you want to gather.

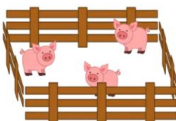
6

Write information you want to gather.

Information gathered ✓

How to gather information

Look at the sample math question below:



What is the **perimeter** of the fence?

What information do you need to answer the question?

- The perimeter is the length of the whole fence all the way around.
- To know this, you have to know the length of each side of the fence.
- Then you just add all the sides together!

How would you write this using math language?

What is the length of each side?

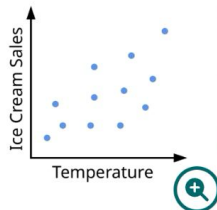
Are all sides the same length?

Help Video ▶

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.



Topic words to help you write

+ linear relationship

+ nonlinear function

+ data

+ graph

+ dependent variable

? Get writing help

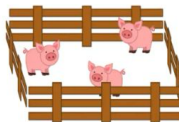
Your problem:

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

Problem created ✓

How to write a math problem

Sample math question:



What is the **perimeter** of the fence?

Information to include in your problem:

- What is the length of each side?
- Are all sides the same length?

Use the question and the information to write a story

Maria is building a pig pen. She needs to make a fence! The length of the fence will be 8 feet. The width of the fence will be 10 feet. What is the perimeter of Maria's fence?

Help Video ▶

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.



Home



Classes & Students



Lessons



Library



Wordlists



Reports



Users



Academy

Inbox



Date	Student	Reviewer	Status	Activity	Lesson	Teacher Actions	Action
Aug 04, 2024	Grimley, Ben	None	Awaiting Approval	Math Problem Maker	CCSS Similarity L3	Approve Send Back	
Jun 20, 2024	Blackhall, Cindi	None	In Progress	Explain Your Work	PD 101 Demo: High School Examples		
Apr 23, 2024	Fisher, Mckenzie	None	Approved	Explain Your Work	CCSS Bivariate Data and Analyzing Fit L3	View in Portfolio	
Sep 27, 2023	Grimley, Ben	None	Awaiting Approval	Explain Your Work	NGSS Properties of Matter	Approve Send Back	
Oct 13, 2021	Grimley, Ben	None	Report Awaiting Corrections	Science Notebook	Science 8 Unit 09: Student-Designed Investigations		

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

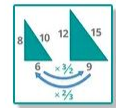
enter text here

Q




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:	<div> scale factor</div>
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. $4/8 = .5$



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Inbox


Date	Student	Reviewer	Status	Activity	Lesson	Teacher Actions	Action
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Jun 20, 2024	Blackhall, Cindi	None	In Progress	Explain Your Work	PD 101 Demo: High School Examples		
Apr 23, 2024	Fisher, Mckenzie	None	Approved	Explain Your Work	CCSS Bivariate Data and Analyzing Fit L3	View in Portfolio	
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Oct 13, 2021	Grimley, Ben	None	Report Awaiting Corrections	Science Notebook	Science 8 Unit 09: Student-Designed Investigations		

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**.



CCSS Similarity L3

Complete the activities to finish this lesson.

 **Word Gallery**
Similarity

How is it going?
Ready to start

→

 **Read Along**
Welcome to Similarity Street!

How is it going?
Ready to start

→

 **Explain Your Work**
How Tall is That Tree?
(similarity)


How is it going?
Ready to start

→

 **Level Up**
Similarity


How is it going?
Ready to start

→

 **Math Problem Maker**
Big and Small

How is it going?
Ready to start

→

 **Math Problem Solver**
A Problem for You to Solve

How is it going?
Ready to start

→

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.

$$10/8 = 1 \frac{2}{8} = 1 \frac{1}{4} \text{ ft wide}$$

$$8/8 = 1 \text{ ft wide}$$

$$4/8 = 1/2 \text{ ft high}$$



Speak and Record



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



← [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.

$10/8 = 1 \frac{2}{8} = 1 \frac{1}{4}$ ft wide

$8/8 = 1$ ft wide

$4/8 = \frac{1}{2}$ 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.

$10/8 = 1 \frac{2}{8} = 1 \frac{1}{4}$ ft wide

$8/8 = 1$ ft wide

$4/8 = \frac{1}{2}$ 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. $10/8 = 1 \frac{2}{8} = 1 \frac{1}{4}$ ft wide
 $8/8 = 1$ ft wide $4/8 = \frac{1}{2}$ 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 your solution to the mission file's solution.

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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 your solution to the mission file's solution.

Your solution?

The scale factor is 1:8 so I will divide everything by 8. $10/8 = 1 \frac{2}{8} = 1 \frac{1}{4}$ ft wide
 $8/8 = 1$ ft wide $4/8 = \frac{1}{2}$ 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 →



- Home
- Classes & Students
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- Reports
- Users
- Academy

Inbox

enter text here

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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

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

Class: Middle School | Demo Class

Manage Class Roster

+ Add Students

Assign Lesson

Print Login Info

Edit Info

+ Create Story Spin

Description:

Lesson Progress	Roster (5)	Charts	Activity	Inbox	Leaderboard	Story Spin
Lesson Reports	Start Date	Due Date	Student Progress	Actions		
CCSS Math 8: Linear Functions	Feb 23, 2024 12:19PM	Mar 08, 2024 01:00PM	0 of 30%	Link Edit Charts View Share Delete		
CCSS Math 8: Squares, Cubes, & Decimals	Jul 25, 2025 02:36PM	No Due Date	0 of 50%	Link Edit Charts View Share Delete		

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

Lesson: Math 6: Number Lines & Coordinate Planes

Class Progress

Aa Words

Level Up

Optional

Optional

Optional

Optional

Optional

Optional

Optional

Optional

Optional

Optional

Last Name	First Name	Required Activities Done	Optional Activities Done	Word Gallery	Diagram It: Label	Picture Pairs	Scrambled Sentences	Diagram It: Label	Read Along	Diagram It: Free-write / Record	Read Along	Matching	Level Up: Formative Assessment
Alvarado	Sofia	82%	—	✓	<div>4/4</div> <div>View</div>	<div>14/16</div>	—	<div>6/6</div>	<div>14/16</div>	<div>6/6</div>	<div>14/16</div>	<div>6/10</div>	<div>3/6</div>
Garza	Xavier	45%	—	✓	<div>—</div> <div>View</div>	<div>16/16</div>	—	—	—	<div>6/6</div>	—	<div>6/9</div>	—
Nguyen	Trang	55%	—	✓	<div>4/4</div>	<div>15/16</div>	<div>47/49</div>	—	—	—	—	<div>6/11</div>	<div>4/6</div>
Roman	Jayden	0%	—	—	—	—	—	—	—	—	—	—	—
Santos	Joaquin	55%	—	✓	<div>4/4</div> <div>View</div>	<div>14/16</div>	—	<div>6/6</div>	—	—	—	<div>6/10</div>	<div>3/6</div>
Student A1	New	9%	—	—	<div>4/4</div>	—	—	—	—	—	—	—	—

Displays the most recent score:

correct answers

total # learning opportunities

Lesson reports show student progress and scores.

Lesson: Math 6: Number Lines & Coordinate Planes

Class Progress		All Words	Level Up											
Last Name	First Name	Required Activities Done	Optional Activities Done	Optional Word Gallery	Optional Diagram It!: Label	Optional My Voice: Words	Optional Picture Pairs	Optional Scrambled Sentences	Optional Diagram It!: Label	Optional Read Along	Optional Diagram It!: Free-write / Record	Optional Read Along	Optional Matching	Optional Level Up: Formative Assessment
Alvarado	Sofia	82%	—	✓	✓ 4/4	✓ View	✓ 14/16	—	✓ 6/6	✓ View	✓	✓ View	✓ 6/10	— 3/6
Garza	Xavier	45%	—	✓	—	✓ View	✓ 16/16	—	—	—	✓	—	✓ 6/9	—
Nguyen	Trang	55%	—	✓	✓ 4/4	—	<div> <div>Scores:</div> <div>1st Try: 7/16</div> <div>2nd Try: 5/16</div> <div>3rd Try: 16/16</div> </div>	✓ 47/49	—	—	—	—	✓ 6/11	✓ 4/6
Romano	Jayden	0%	—	—	—	—		—	—	—	—	—	—	—
Santos	Joaquin	55%	—	✓	✓ 4/4	✓ View	✓ 14/16	—	✓ 6/6	—	—	—	✓ 6/10	— 3/6
StudentA1	New	9%	—	—	✓ 4/4	—	—	—	—	—	—	—	—	—

Click a student's name for their individual report.

To see a portfolio item, click the **View** link.

Lesson: Math 6: Number Lines & Coordinate Planes

Class Progress

Aa Words

Level Up

This class has learned the following unit vocabulary in Math 6: Number Lines & Coordinate Planes:

Word	Recognized	Comprehends	Communicates
absolute value	40%	20%	0%
coordinate plane	80%	60%	0%
describe	<div>Not Passed:</div> <div>Henry Quincy</div>	20%	0%
determine	40%	40%	0%
inverse	40%	0%	0%
number line	80%	60%	0%

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



Class Progress

Ala




Words



Level Up %

This class selected the following responses in Algebra II Unit 01A: Quadratic Functions:

 [Answer Key >](#)

Question	% Correct (1st Try)	Most Common Wrong Answer
Talia threw a ball up into the air. When the ball reaches the top it represents the:	10 of 12  83%	Minimum
How can you tell if a polynomial function is quadratic?	4 of 12  33%	There is a term with an x.
How would you describe the shape of a parabola?	12 of 12  100%	The two ends go in opposite directions.

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

Class: Reports Demonstration

Manage Class Roster

+ Add Students

Assign Lesson

Print Login Info

Edit Info

+ Create Story Spin



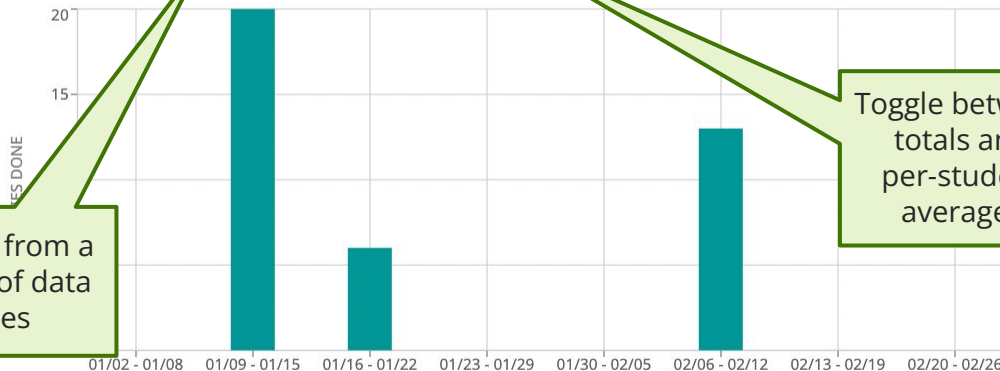
Rolling 8 Weeks

8 Weeks

Activities Done

Show Totals

Show per-Student Averages



View a rolling 4, 8, or 12 weeks of data

Choose from a variety of data types

Toggle between totals and per-student averages

Class Information

Students: 5

Lessons Assigned: 4

Created: Jan 05, 2023

Description

This class is for administrators to see what the reports look like for teachers who use Speak Agent!

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

Sign Up for Weekly Progress Reports



Honor Roll

This section lists any students who scored 100% on an activity on their first try in the past week.



Vocabulary Champs

This section lists any key academic concepts or words that your students mastered in the past week. For example, if it reads ***isosceles triangle (+3)***, that means three students learned it.

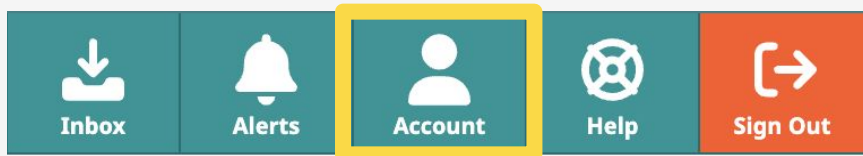


Students Who Need Support

This section lists the names of students who have struggled with an activity in the past week. We determine this if they failed to finish an activity after **five tries**. Click their name to see details.



Here's How:



Your Account

Settings Activities

First Name Last Name

Divya Shannon

Alias

Email

divya@speakagent.com

Change Password

☒ Email me a weekly class summary report!

Save Edits

When will my email arrive?

Every Sunday night.

Will it cover all my classes?

Yes, a single weekly email has data for all of your students across all class sections.

How do I opt out?

You will not be automatically signed up. You can opt in or out at any time.



Recap: Progress Monitoring



Let's review:

- ✓ Class lesson reports
- ✓ Word progress
- ✓ Level Up reports
- ✓ Trend charts
- ✓ Weekly email option





Support & Guidance

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 <i>Consider doing this activity over two sessions.</i>	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.) <i>Consider doing this activity over two sessions.</i>	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**.

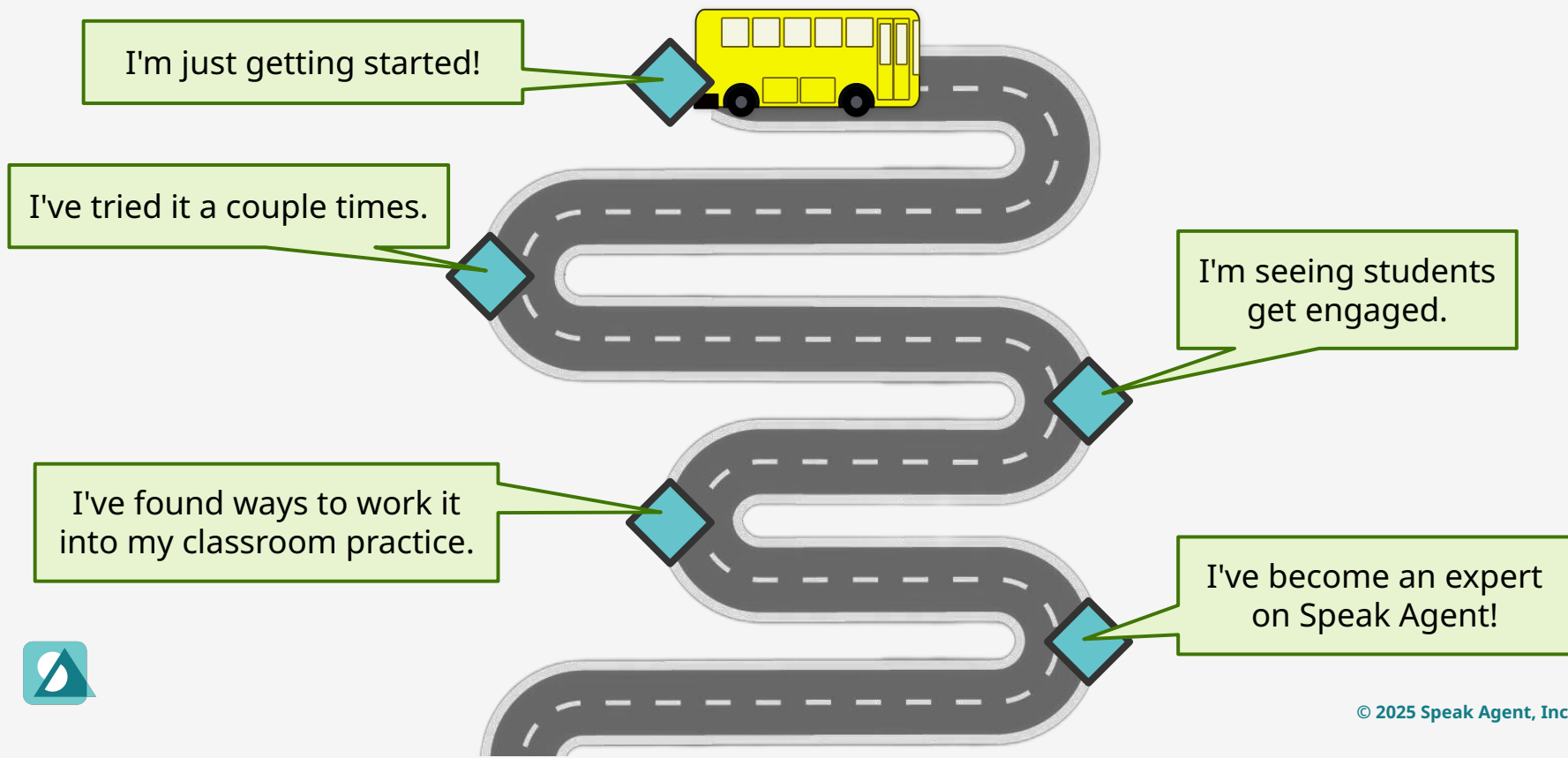
Getting Help & Resources

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	<ul style="list-style-type: none">→ PD 101 (live or Academy)→ Coaching session with Speak Agent→ Teacher's Guide→ Instructional Guidance
Tried It	<ul style="list-style-type: none">→ Coaching session with Speak Agent→ Connect with an Expert at your school→ Teacher's Guide
Seeing Engagement	<ul style="list-style-type: none">→ Speak Agent Knowledge Base→ Connect with an Expert at your school
Worked into Classroom Practice	<ul style="list-style-type: none">→ PD 200 and 300-level courses→ Speak Agent newsletter, blog, podcast
Expert	<ul style="list-style-type: none">→ 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?

Guides & Tools



[Teacher's Guide](#)



[Accessibility Guide](#) | [la Guía de Accesibilidad](#)



[Activity Finder](#)

Help Resources



[Search Our Knowledge Base](#)



[Open a Support Ticket](#)



[Student Help page](#)

For students with disabilities/IEP.

How-to articles and videos.

For any issues or questions.



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

Meet with Andrea Blair

< October 2024 >

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

How long do you need?

15 mins

30 mins

What time works best?

Showing times

UTC -04:00 East

Pick a time and our Agent will drop right in!

9:30 am

9:45 am

10:00 am


10:15 am

10:30 am

10:45 am



Self-Guided Professional Learning





- Speak Agent Academy self-guided lessons coming August 26th.
 - **Academy** menu in our app:  Academy
- New Speak Agent website (speakagent.com) coming September 18th.
 - Articles
 - Podcast
 - Monthly Newsletter




SPEAK AGENT ACADEMY

Course Catalog


Welcome, Agent Demo! Click a course to get started. It's Ok to try them in any order you like.

PD Course	Your Progress
 PD 101: Academic Language Learning	0 of 15 <div>0%</div>
 PD 204: Student Progress Monitoring	0 of 14 <div>0%</div>
 PD 301: Math Problem Writing	0 of 7 <div>0%</div>
 PD 201: Differentiating Instruction	0 of 11 <div>0%</div>

COMMUNICATION MODES: ON



MISSION BOARD



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

Sign Up for Weekly Progress Reports



Honor Roll

This section lists any students who scored 100% on an activity on their first try in the past week.



Vocabulary Champs

This section lists any key academic concepts or words that your students mastered in the past week. For example, if it reads ***isosceles triangle (+3)***, that means three students learned it.

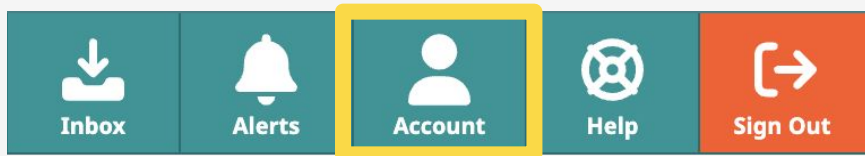


Students Who Need Support

This section lists the names of students who have struggled with an activity in the past week. We determine this if they failed to finish an activity after **five tries**. Click their name to see details.



Here's How:



Your Account

Settings Activities

First Name Last Name

Divya Shannon

Alias

Email

divya@speakagent.com

Change Password

☒ Email me a weekly class summary report!

Save Edits

When will my email arrive?

Every Sunday night.

Will it cover all my classes?

Yes, a single weekly email has data for all of your students across all class sections.

How do I opt out?

You will not be automatically signed up. You can opt in or out at any time.





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.

What does it mean when two streets are perpendicular? 🔊

They cross at a right angle



Save

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**.



A A A A A A A A

1

Next →



Read Along



Remove Highlights

← Back To Lesson

🔊 Sound: On

🔊 Narration: Slow

Select Language



Art Street and Lake Street are parallel.

What does it mean when two streets are parallel? 🔊

They don't intersect



Save

the way back. He knows that Art Street is less busy.

Art Street goes in the same direction as Lake Street. It is just a mile west. Art street is **parallel** to Lake Street. They do not intersect.



A A A A A A A

2

← Back

Next →

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

T 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.

The image shows a digital reading application interface. On the left is a dark teal sidebar with a logo at the top, a 'Read Along' section with a book icon, and a 'Pages' section with five circles (the first two are yellow, the others are teal). Below these are buttons for 'Back To Lesson', 'Activity Help', 'Sound: On', 'Narration: Medium', and 'Text Size: Medium'. The main area has a teal background with a large white 'Speak and Record' modal box in the center. The modal box contains a microphone icon, a timer showing '20' seconds, and a trash icon. Text inside the modal says 'Speak and Record', 'You can record up to 20 seconds at a time. You can make up to 7 more recordings.', and a link 'Work on your answer'. Below the modal, a question is displayed: 'Give an example of a rational function.' with a character icon. At the bottom is an answer input field with the placeholder 'Enter your answer here!' and a 'Save' button. The page number 'Page 2 of 6' is at the bottom center. Navigation arrows are on the left and right sides of the bottom bar.

Read Along

Pages

← Back To Lesson

? Activity Help

Sound: On

Narration: Medium

Text Size: Medium

Speak and Record

You can record up to **20** seconds at a time. You can make up to **7 more recordings.**



← [Work on your answer](#)

Give an example of a rational function.


Enter your answer here! **Save**

Page 2 of 6

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



Read Along

Pages


← Back To Lesson

? Activity Help


🔊 Sound: On

🔊 Narration: Medium

T Text Size: Medium

Phone cost
= \$350

Plan cost =
\$45/month






Santiago's cell phone plan.


The monthly cost of the cell phone plan is \$45. Santiago also wants to pay a little bit of the \$350 each month.

How much will he be really paying each month? He should calculate the average cost of the cell phone. He can divide the equation for the total cost by the number of months.

He could create a linear function to represent the total cost: $f(x) = 350 + 45x$, where x is the

**Give an example of a rational function.**



Save 

Page 2 of 6

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

The screenshot displays an educational application interface. On the left is a teal sidebar containing several icons and controls: a triangle icon, a circular icon with headphones and an open book, the text "Read Along", a "Pages" section with five colored circles (the first two are yellow), a "Back To Lesson" button with a left arrow, an "Activity Help" button with a question mark, a "Sound: On" button with a speaker icon, a "Narration: Medium" button with a waveform icon, and a "Text Size: Medium" button with a text icon. The main content area shows a math problem. At the top, there's a graphic of a smartphone with two boxes next to it: "Phone cost = \$350" and "Plan cost = \$45/month". Below this is the text "Santiago's cell phone plan." followed by a white text box containing the problem: "The monthly cost of the cell phone plan is \$45. Santiago also wants to pay a little bit of the \$350 each month." Below this is another text box: "How much will he be really paying each month? He should calculate the average cost of the cell phone. He can divide the equation for the total cost by the number". At the bottom of the main area is a light blue box with a detective icon and the prompt "Give an example of a rational function." Below this is a large white input field with a play button, a red prohibition sign, and a "Save" button with a lock icon. On the right side of the app, there is a vertical dimmer switch. The bottom of the screen shows "Page 2 of 6".

Phone cost = \$350

Plan cost = \$45/month

Santiago's cell phone plan.

The monthly cost of the cell phone plan is \$45. Santiago also wants to pay a little bit of the \$350 each month.

How much will he be really paying each month? He should calculate the average cost of the cell phone. He can divide the equation for the total cost by the number

Give an example of a rational function.

Page 2 of 6

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





Scrambled Sentences

← Back To Lesson

? Activity Help

🔊 Sound: On

🔊 Narration: Slow

Select Language

Can you put this sentence in the right order? 🔊

function an 🔊

The graph of a sine infinite is wave.

Current interface



Scrambled Sentences

← Back To Lesson

? Activity Help

🔊 Sound: On

🔊 Narration: Slow

Select Language

Well done! Keep going...

The story so far...

Trigonometric functions have wavy graphs.



The graph of a sine function is an infinite wave.



Next Sentence →

Current progress markers after each sentence

Goals

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





Scrambled Sentences

Sentences



← Back To Lesson

? Activity Help

🔊 Sound: On

🔊 Narration: Medium

🔍 Text Size: Medium



Choose a difficulty level.





Easy

☐



Medium

☐



Hard

☒



Very Hard

☐

Get started →

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



Scrambled Sentences

Sentences



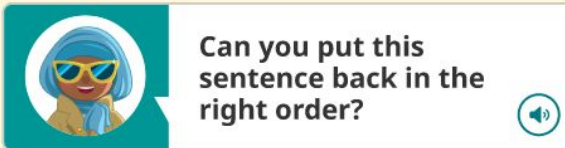
← Back To Lesson

? Activity Help

🔊 Sound: On

🔊 Narration: Medium

🔍 Text Size: Medium



Can you put this sentence back in the right order?



Finish ✓



Select a word



The word puzzle pieces will be visually emphasized more.



Scrambled Sentences

Sentences




← Back To Lesson

? Activity Help


🔊 Sound: On

🔊 Narration: Medium

T_T Text Size: Medium



Can you put this sentence back in the right order?





Select a word



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



Scrambled Sentences

Sentences



← Back To Lesson

? Activity Help


🔊 Sound: On

🔊 Narration: Medium


T Text Size: Medium

Language

Select Language ▼



Can you put this sentence back in the right order?





Finish ✓



Select a word



things

Do

first.

in

Improve accessibility for incorrect choices.



Scrambled Sentences

Sentences




← Back To Lesson

? Activity Help


🔊 Sound: On

🔊 Narration: Medium

🔍 Text Size: Medium



Can you put this sentence back in the right order?





Finish ✓



Select a word



things

Do

first.

in

The text color contrast will be stronger.



Scrambled Sentences

Sentences




← Back To Lesson

? Activity Help


🔊 Sound: On

🔊 Narration: Medium

🔍 Text Size: Medium



Can you put this sentence back in the right order?



Do > things > in > parentheses > first.

Finish ✓



Select a word



The activity will feel more game-like and responsive.



Scrambled Sentences

Sentences



← Back To Lesson

? Activity Help

🔊 Sound: On

🔊 Narration: Medium

🔍 Text Size: Medium



Strong start! You fixed the first scrambled sentence.



Do things in parentheses first. order are in Exponents next. Next, and multiply numbers. divide operations Do your from right. left to Now you can add and subtract. left from to right. Again go subtract add Multiply or divide before you or . exponents subtraction PEMDAS: parentheses, , addition, multiplication, division, and .



Next sentence →

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™