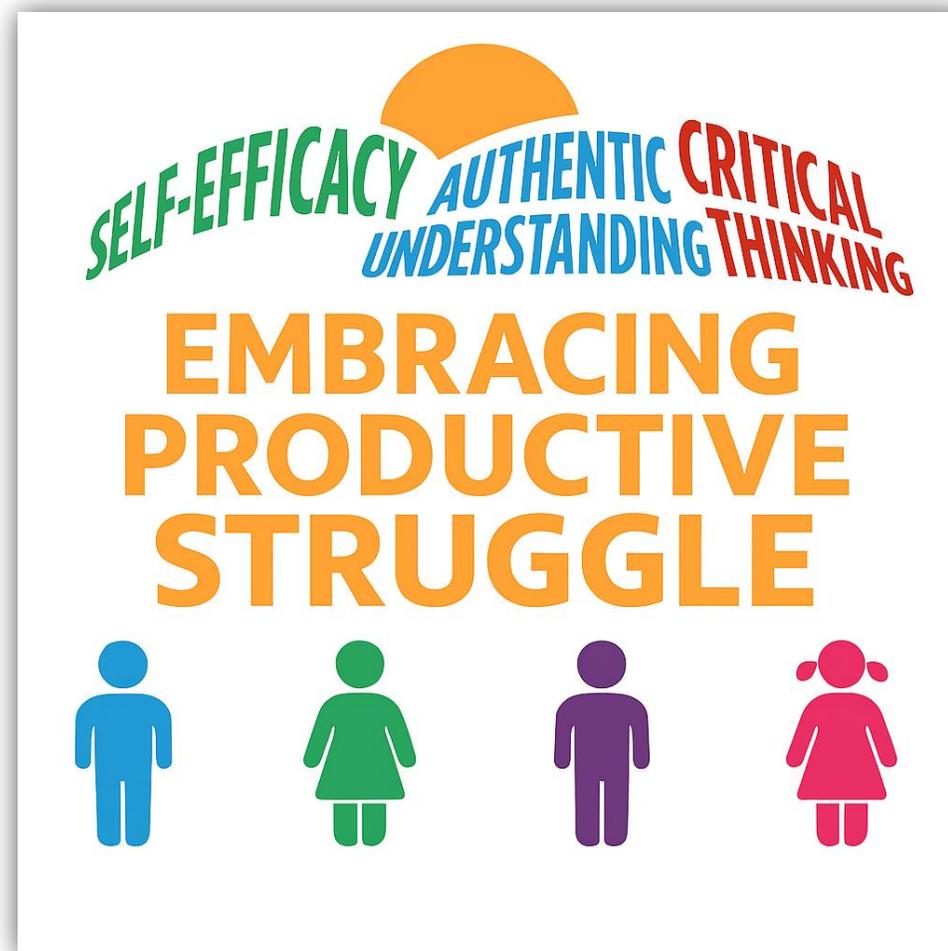


*Welcome!*

**Discover DreamBox Math:  
Where Productive Struggle Builds  
Confidence**

# Where Productive Struggle Builds Confidence



**Agree**

**Strongly  
Agree**

Students grow the most when they're thinking.

**Strongly  
Disagree**

**Disagree**

# AUTHENTIC LEARNING EXPERIENCES



**Purposeful Struggle**



**Productive Struggle**



- ✓ **Deeper Understanding**
- ✓ **Grit**
- ✓ **Resilience**
- ✓ **Long Term Success**

**Support when needed, independence when ready**

# AUTHENTIC LEARNING EXPERIENCES

**What does authentic learning for students mean?**

**What does it look like?**

**Is it the same for all students?**



***Purposeful planning leads to productive struggle which leads to learning.***

# PRODUCTIVE STRUGGLE

It's not just "making students work hard." It consists of:

- ❖ Purposeful & intentional decisions about classroom culture
- ❖ Task selection
- ❖ Questioning instead of telling
- ❖ Celebrating hard work instead of just correct answers

[Edutopia video – How Productive Struggle Fires Up Learners](#)

[Article from Science of Learning on youCubed – Supporting Teachers in Developing Productive Classrooms](#)





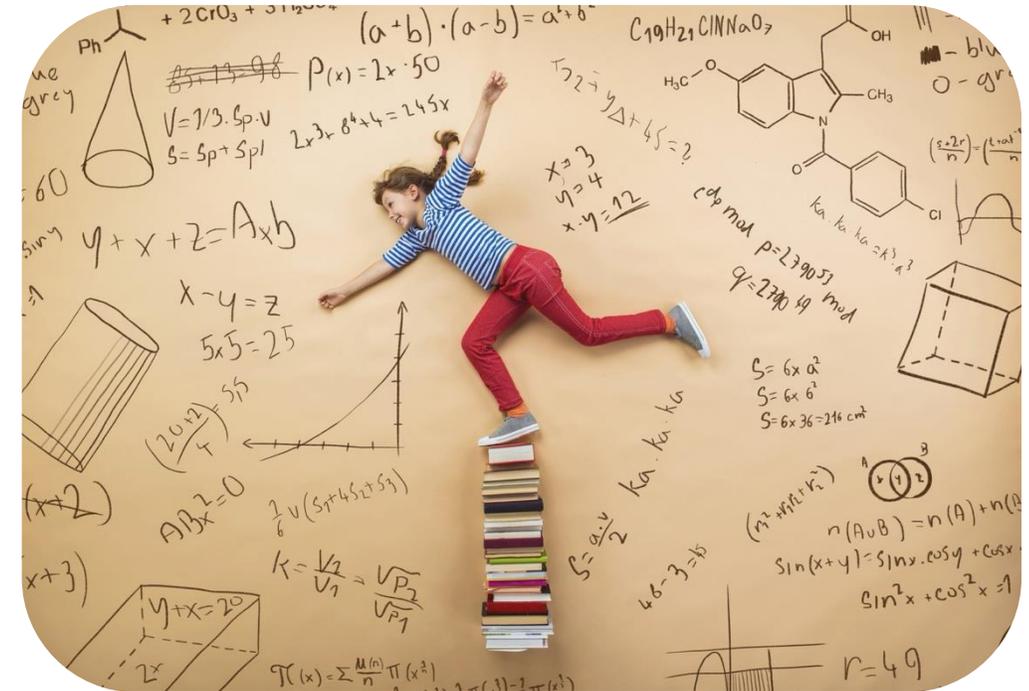
“The goal of teaching is not to put a thought in a student’s mind. The goal of teaching is to empower a student’s mind to generate thought.”

*Dr. Tim Hudson*



# LEARNING PROGRESSION

- ❖ Conceptual understanding
- ❖ Critical thinking & applying strategies
- ❖ Application & fluency



When learning something new, which stage do you spend the most time in?

# LEARNING PROGRESSION

- ❖ Conceptual understanding
- ❖ Critical thinking & applying strategies
- ❖ Application & fluency

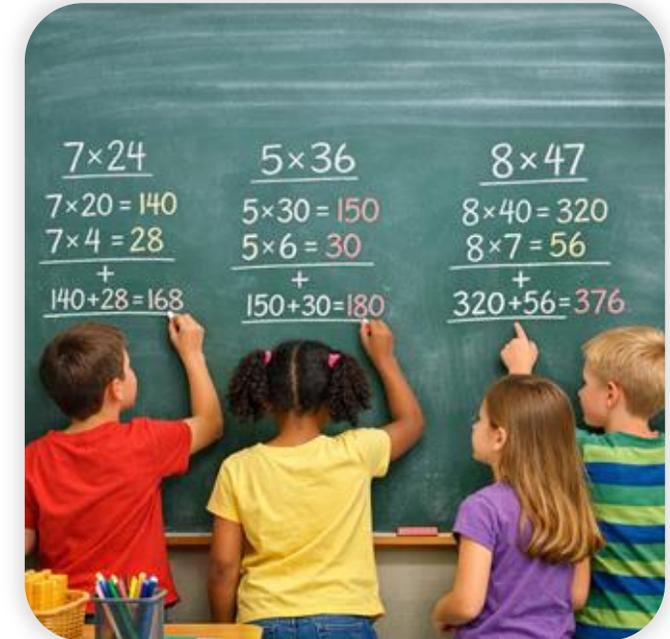
How do you know when a student has true conceptual understanding versus surface-level recall?



# LEARNING PROGRESSION

- ❖ Conceptual understanding
- ❖ Critical thinking & applying strategies
- ❖ Application & fluency

*How do you encourage students to compare and choose strategies rather than default to one?*



Task selection is key when determining what will promote critical thinking and moving students to apply essential strategies.

# LEARNING PROGRESSION

- ❖ Conceptual understanding
- ❖ Critical thinking & applying strategies
- ❖ Application & fluency

*How do you help students transfer learning from one context to another?*

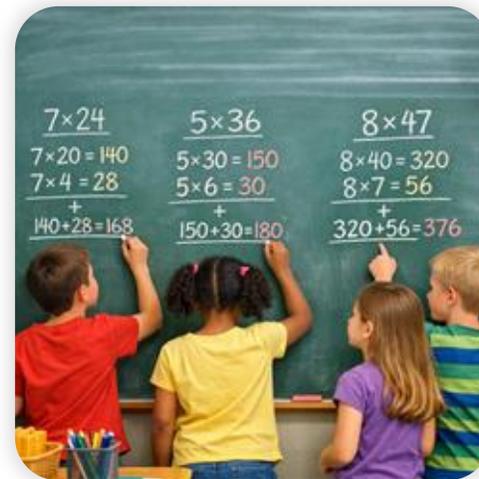


Real fluency is not blind application of a strategy; it is thinking of the numbers and the situation to apply what makes mathematical sense.

# WHAT IF...

What would a resource look like that:

- ✓ Encourages productive struggle
- ✓ Adapts to what each student understands
- ✓ Moves them intentionally through the learning progressions
- ✓ Gives them tasks that require thinking
- ✓ Allows them to grow their confidence through effort



# The “Must Haves”

## Context

- Creates purpose and engagement through **meaningful situations**
- Fairness, challenge, and curiosity spark **student thinking**

## Manipulatives

- Students act, explore, and discover **ideas for themselves**
- Scales **authentic “lightbulb” moments** every learner deserves

## Scaffolding

- **Just-in-time** clarity that preserves thinking
- Supports explicit instruction **without replacing reasoning**

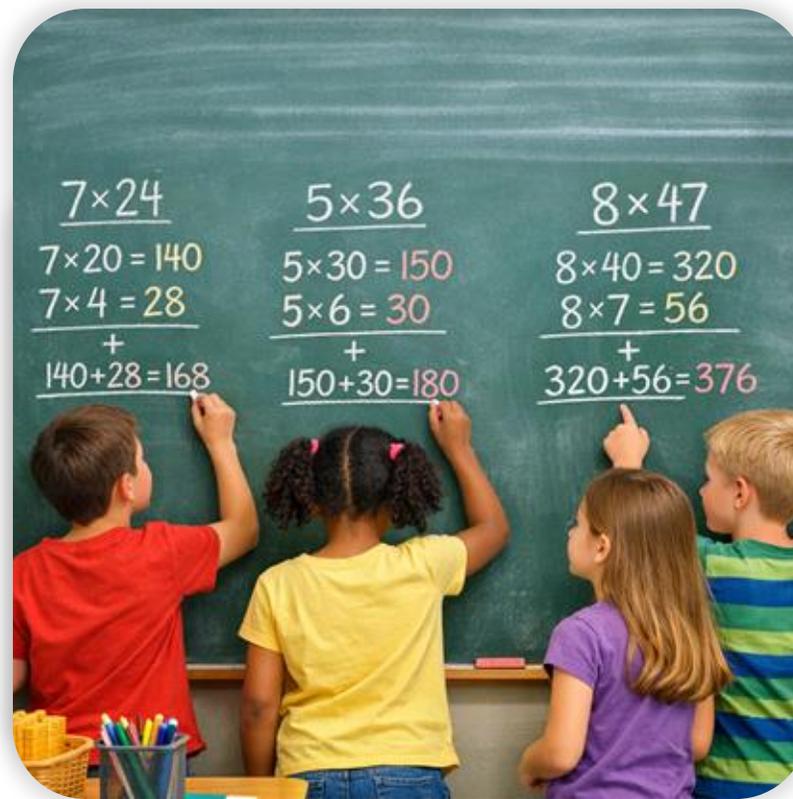
## Intentional Numbers

- Numbers shape strategy opportunities, adapt to the learner
- **Standards are the floor, not the ceiling**



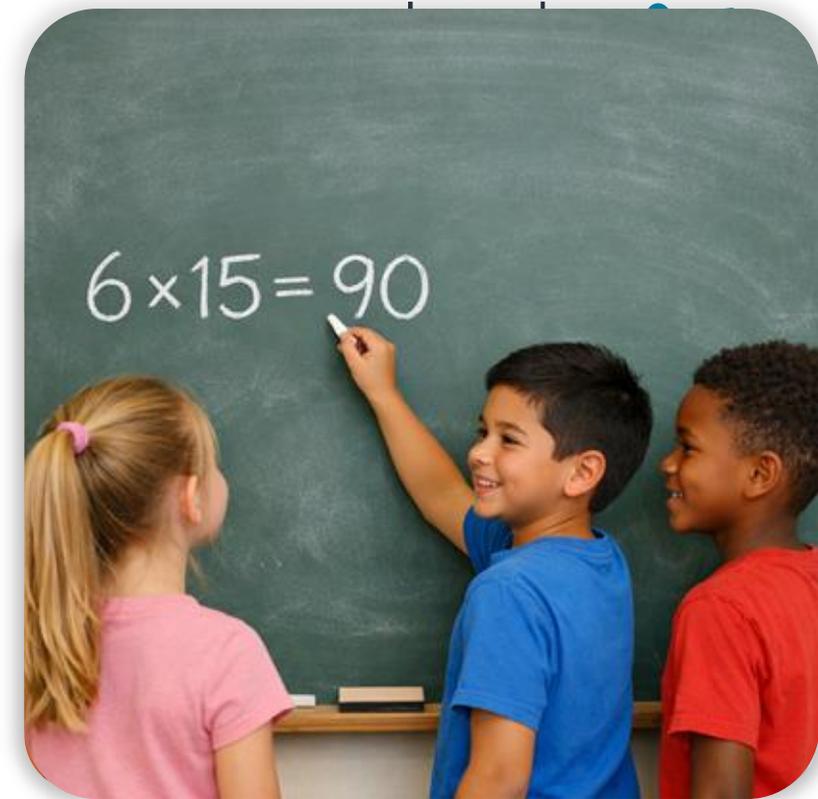
## Conceptual Understanding

- Sense making and exploration
- Open-ended investigation



## Finding Structure & Relationships

- Develop strategic thinking
- Apply multiple strategies

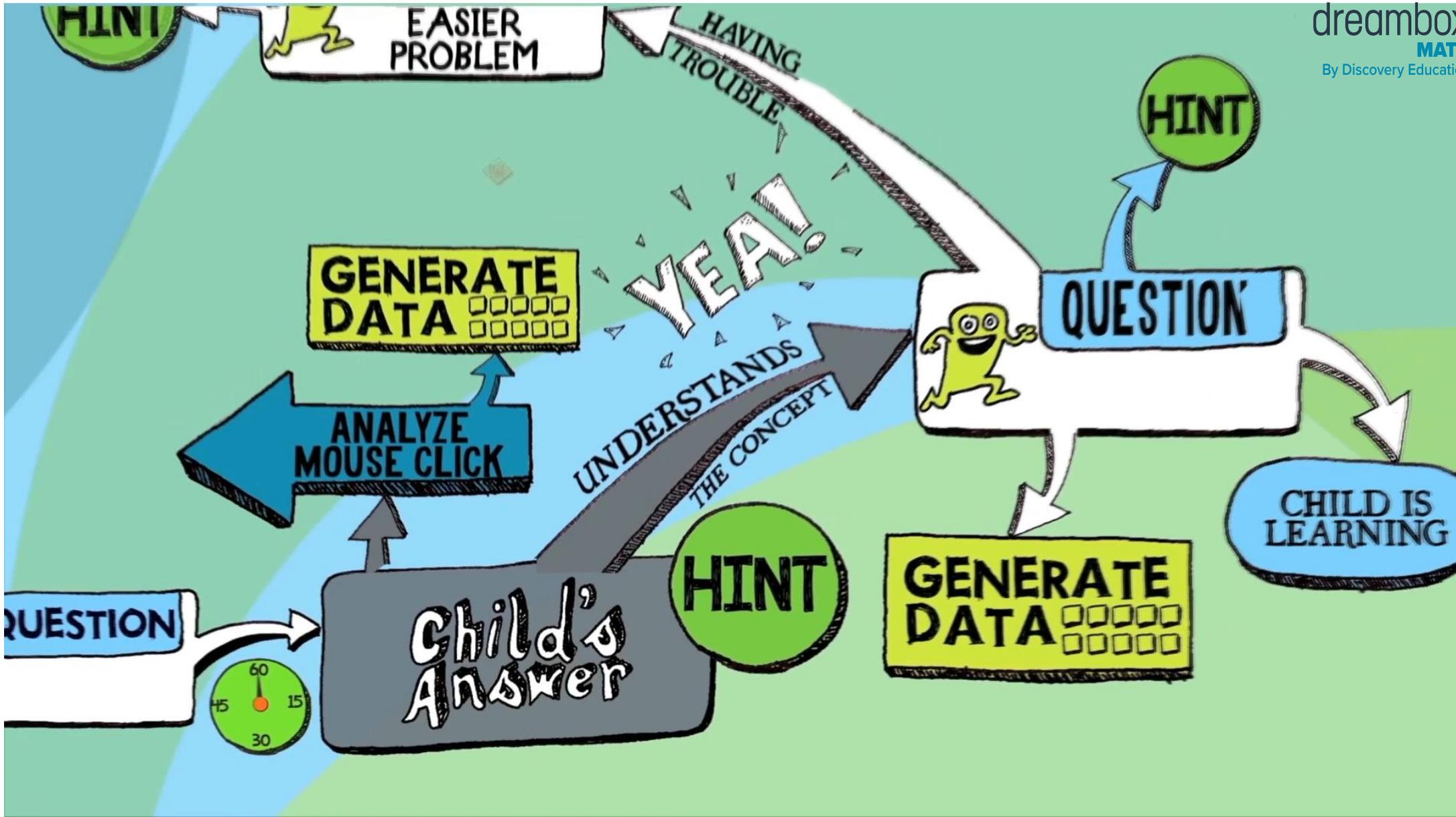


## Procedural Skills & Fluency

- Apply strategies accurately, efficiently, & flexibly
- Mental math may be required



Intentional lesson design and progression



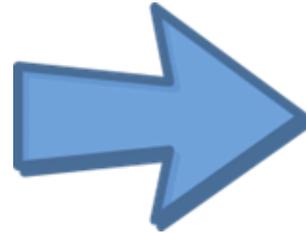
# EXPERIENCE THE LEARNING

## Educator Demo

### Teacher Username:

reviewer.user.teacher.teks@discoveryed.com

**Teacher Password:** texas2025demo

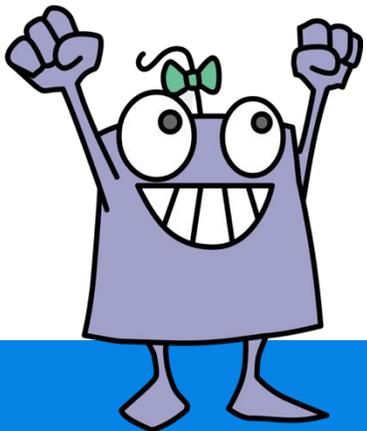


<https://bit.ly/4qnZxrx>



### Click Path

- Curriculum Guide
- DB Learning Units...
- 2<sup>nd</sup> grade
- Geometry
- Partitioning Shapes



ARE YOU

GRADER

ARE YOU SMARTER THAN A 5<sup>TH</sup> GRADER

ARE YOU SMARTER THAN A 5<sup>TH</sup> GRADER



# LET'S CHAT

## Remember the "Look Fors" while you played:

- Where did you experience *productive struggle*?
- How did the lesson respond to *your* decisions?
- How did the *progression* unfold?

The collage shows four instances of a rounding task in the Dreambox Math interface. Each instance includes a prompt, a number line, and a pin icon for marking the rounded value.

- Top-left:** Prompt: "Round 23.68 to the nearest tenths. Place a pin at the rounded location on the number line." The number line ranges from 23.60 to 23.65.
- Top-right:** Prompt: "Round 40.6 to the nearest ones. Place a pin at the rounded location on the number line." The number line ranges from 39 to 45.
- Bottom-left:** Prompt: "Round 30.553 to the nearest tenths. Place a pin at the rounded location on the number line." The number line ranges from 30.0 to 31.0.
- Bottom-right:** Prompt: "Round 30.553 to the nearest tenths. Place a pin at the rounded location on the number line." The number line ranges from 20 to 110.

The collage shows four instances of a fraction multiplication task in the Dreambox Math interface. Each instance includes a prompt, a grid, and a calculator.

- Top-left:** Prompt: "Drag fractions to the drop zones to capture  $\frac{1}{20}$ ." The grid shows a fraction of  $\frac{1}{5}$  of  $\frac{1}{4}$  resulting in  $\frac{1}{20}$ .
- Top-right:** Prompt: "Use the array you created to solve  $\frac{1}{9} \times \frac{1}{11}$ ." The grid shows a fraction of  $\frac{1}{9}$  of  $\frac{1}{11}$ .
- Bottom-left:** Prompt: "Solve  $\frac{1}{6} \times \frac{1}{3}$ ." The calculator shows the result  $\frac{1}{18}$ .
- Bottom-right:** Prompt: "Solve  $\frac{2}{6} \times \frac{1}{3}$ ." The calculator shows the result  $\frac{2}{18}$ .

**POWERED** by Thinking.  
**EMPOWERING** Educators.  
**BUILT** for TEXAS.

**Impact  
SUCCESSFUL  
Outcomes**



**Full-Subject  
Aligned,  
RIGOROUS**



**Strengthens  
SCHOOL to  
HOME  
Connection**



**Balance  
Concepts AND  
Fluency**



**100% TEKS  
Readiness  
Standards  
Coverage**



**Supports ALL  
Students**



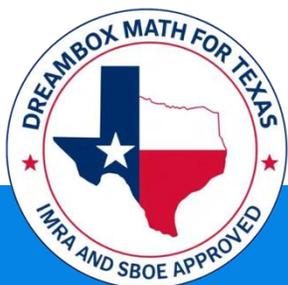
**ALWAYS  
Assessing**



**SPANISH  
Language  
Support**



**Teachers &  
Students Track  
Learning  
TOGETHER**



# DREAMBOX MATH FOR TEXAS

**2.2.D**  
 Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).

NUMBER AND OPERATIONS  
 GRADE 2

**New for Texas**  
 Educator Guidance

Lessons Students Educator Guidance

EXAMPLE LESSONS



Just Started Lesson

[Play Lesson](#)



In-Progress Lesson

[Play Lesson](#)



Review Lesson

[Play Lesson](#)

ALL LESSONS **New for Texas** 18 Lessons

Lesson Name	Lesson Type	Avg Time	Number Type	Magnitude	Preview English	Preview Spanish
Selecting Greater or Less Between Nu...	Fluency, Application, & Procedural Skills	1 min	Counting Numbers	500	<a href="#">Play Lesson</a>	<a href="#">Play Lesson</a>
Selecting Greater or Less Between Nu...	Fluency, Application, & Procedural Skills	2 mins	Counting Numbers	1,000	<a href="#">Play Lesson</a>	<a href="#">Play Lesson</a>
Selecting Greater or Less Between Nu...	Fluency, Application, & Procedural Skills	2 mins	Counting Numbers	1,000	<a href="#">Play Lesson</a>	<a href="#">Play Lesson</a>

items per page: 10 1 - 10 of 18

**New for Texas**  
 LESSON PATHWAYS

Lesson Pathways show pre-requisite and related units aligned to each standard, helping teachers build background knowledge and extend learning when students need extra support or challenge.

Relationship	Unit Name	Preview English	Preview Spanish
Pre-requisite	Place Value to 100	<a href="#">Play Lesson</a>	<a href="#">Play Lesson</a>
Pre-requisite	Place Value to 500	<a href="#">Play Lesson</a>	<a href="#">Play Lesson</a>
Pre-requisite	Moving on a Hundreds Chart	<a href="#">Play Lesson</a>	<a href="#">Play Lesson</a>
Related	Compare Numbers up to 500	<a href="#">Play Lesson</a>	<a href="#">Play Lesson</a>
Related	Compare Numbers up to 1000	<a href="#">Play Lesson</a>	<a href="#">Play Lesson</a>
Related	Patterning with Numbers	<a href="#">Play Lesson</a>	<a href="#">Play Lesson</a>

**New for Texas**  
 TEACHER NARRATIVES

Teacher Narratives provide targeted, TEKS-aligned instructional routines that support math discourse, classroom implementation, and integration of the ELPS to strengthen language development.

[Comparing Whole Numbers Using Place Value Lesson 2](#)

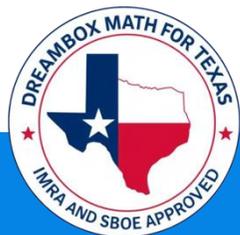
[Ordering Whole Numbers Using Place Value Lesson 2](#)

[Comparing Whole Numbers Using Place Value Lesson 3](#)

[Ordering Whole Numbers Using Place Value Lesson 3](#)

[Comparing Whole Numbers Using Place Value Lesson 4](#)

[Ordering Whole Numbers Using Place Value Lesson 4](#)



Empowering Educators with Tools to Target Instruction

# REFLECTION – PMI Strategy\*



Evidence of  
positive  
consideration



Evidence of  
things to keep  
in mind



Ideas to  
investigate and  
think about

\***PMI Strategy** – Discovery Education *Experience* in partnership with **McREL**



Thank You

