Everyday Mathematics 4

Grade K Instructional Pacing Recommendations

Whether you teach in a half-day or a full-day program, plan to spend at least 45–60 minutes on mathematics each day to cover the three required parts in each Kindergarten lesson: Daily Routines, Core Activity: Focus and Core Activity: Practice. You may also choose to use any or all of the Connections and Differentiation Options as part of your daily math time or during other parts of the day or week. Teachers in full-day programs will have more time for Connections and Differentiation Options, but half-day teachers can find time for some of these activities by integrating them throughout the day.

Kindergarten contains 117 lessons, grouped into 9 sections with 13 lessons in each section. Plan to teach 3–4 lessons per week (including all required parts), or roughly one section per month. This pacing is designed for flexibility and depth. You will have flexibility to extend a lesson if discussion is rich or if children's understandings are incomplete. In addition, you can incorporate time each week for extra game time, Differentiation Options, and/or Connections activities. This also leaves time to accommodate outside mandates, district initiatives, and special projects.

This pacing gives you time to go deep, to create a classroom culture that values and supports productive struggle. Rather than rushing to cover too much content in too little time, you can expect your children to do their own thinking, to solve problems they have not been shown how to solve, to make connections between concepts and procedures, to explain their thinking, and to understand others' thinking. Creating such a classroom culture takes time, but it's what the Common Core asks you to do in its Standards for Mathematical Practice – and the pacing of Everyday Mathematics 4 is designed to give you the time you'll need.

	Beginning-of-Year Assessment	
	Spread this face-to-face assessment over several days – a few children each day	

Section 1		**18**	**Days**
1-1	Partner Match	1	
1-2	Introduction to Pattern Blocks	1	
1-3	*Gotcha:* A Counting Game	1	
1-4	Number Walk	1	
1-5	Getting to Know Numbers	1	
1-6	*Count and Sit*	1	
1-7	Class Birthdays	1	
1-8	Class Age Graph	1	
1-9	Number Stations	1	
1-10	Quick Looks	1	

1-11	Five Frames	1	
1-12	Describing Shapes	1	
1-13	Shape Patterns	1	
	Additional practice, differentiation, and instruction opportunities	5	

Section 2		**19**	**Days**
2-1	*Match Up with Dot Cards*	1	
2-2	*Top-It with Dot Cards*	1	
2-3	Getting to Know Triangles	1	
2-4	Number Board	1	
2-5	Pocket Problems	1	
2-6	How Many Now?	1	
2-7	Introduction to Sorting: Open Response and Reengagement	2	
2-8	Getting to Know Circles	1	
2-9	Ten Frames	1	
2-10	Counting Collections	1	
2-11	Getting to Know Rectangles	1	
2-12	Number Stories	1	
2-13	More Number Stories	1	
	Additional practice, differentiation, and instruction opportunities	5	

Section 3		**19**	**Days**
3-1	Pattern-Block Graph	1	
3-2	Ten-Bean Spill	1	
3-3	Rope Shapes	1	
3-4	Number Books	1	
3-5	Longer or Shorter?	1	
3-6	Obstacle Course Positions	1	
3-7	Comparing Representations: Open Response and Reengagement	2	
3-8	*Spin a Number*	1	
3-9	Line Up	1	
3-10	Number-Card Activities	1	
3-11	*Roll and Record*	1	
3-12	*Monster Squeeze*	1	
3-13	Numbers on Slates	1	
	Additional practice, differentiation, and instruction opportunities	5	

Section 4		19	Days
4-1	Attribute Blocks	1	
4-2	Shapes by Feel	1	
4-3	Favorite Colors Graph	1	
4-4	Meet the Calculator	1	
4-5	Ten-Frame Quick Looks	1	
4-6	Moving with Teens	1	
4-7	Building Hexagons: Open Response and Reengagement	2	
4-8	Building Numbers	1	
4-9	Exploring Weight	1	
4-10	Exploring Capacity	1	
4-11	Counting by 10s	1	
4-12	*Top-It with Number Cards*	1	
4-13	Number-Grid Exploration	1	
	Additional practice, differentiation, and instruction opportunities	5	

Section 5		19	Days
5-1	The 100th Day of School	1	
5-2	*Roll and Record with Dot Dice*	1	
5-3	*Ten Bears on a Bus*	1	
5-4	Find and Draw Shapes	1	
5-5	Shapes All Around	1	
5-6	Teen Partners	1	
5-7	Seats at the Party: Open Response and Reengagement	2	
5-8	Teens on Double Ten Frames	1	
5-9	The Equal Symbol (=)	1	
5-10	The Addition Symbol (+)	1	
5-11	*Growing Train*	1	
5-12	Number Scrolls	1	
5-13	Shape Combinations	1	
	Additional practice, differentiation, and instruction opportunities	5	

	Middle-of-Year Assessment		
	Spread this face-to-face assessment over several days – a few children each day		

Section 6		19	Days
6-1	Body Heights with String	1	
6-2	Length Line-Up	1	
6-3	Types of Pets Graph	1	
6-4	Solid Shapes Museum	1	
6-5	Flat and Solid Shapes	1	

Section 9		19	Days
9-1	*Make My Design*	1	
9-2	*Subtraction Top-It*	1	
9-3	"What's My Rule?" with Numbers	1	
9-4	Backpack Math: Height, Width, and Area	1	
9-5	Backpack Math: Weight and Capacity	1	
9-6	*Roll and Record with Numeral Dice*	1	
9-7	Making Classroom Maps: Open Response and Reengagement	2	
9-8	Uniform Weights on a Pan Balance	1	
9-9	Measuring Time in Seconds	1	
9-10	Doubles on Double Ten Frames	1	
9-11	*Fishing for Ten*	1	
9-12	Math Celebration Preparation	1	
9-13	Math Celebration	1	
	Additional practice, differentiation, and instruction opportunities	5	

	End-of-Year Assessment
	Spread this face-to-face assessment over several days – a few children each day

Total days for instructional lessons		**125**	**Days**
Total days for additional practice and instruction		**45**	**Days**
Total days for assessment	Face-to-face assessments in GK span multiple days		
TOTAL INSTRUCTIONAL DAYS		**170**	**Days**

Everyday Mathematics 4

Grade 1 Instructional Pacing Recommendations

This suggested pacing for *Everyday Mathematics*, Grade 1 supports 3–4 lessons each week and one unit every 3–5 weeks. This allows time for additional practice, differentiation, and instruction opportunities such as extra games practice, Differentiation Options, English Learners and Differentiation Support, projects, and reinforcement. Use this pacing to help ensure in-depth coverage of all Grade 1 Common Core State Standards for Mathematics in a total of 170 instructional days.

This pacing is designed for flexibility and depth. You will have flexibility so you can extend a lesson if discussion has been rich or if students' understandings are incomplete. You can add a day for "journal fix-up" or for differentiation—to provide an Enrichment activity to every student, for example—or for additional games. There will also be time to accommodate outside mandates, district initiatives, and special projects.

This pacing gives you time to go deep, to create a classroom culture that values and supports productive struggle. You can expect your students to discuss and compare their thinking with classmates, to solve problems they have not been shown how to solve, to make connections between concepts and procedures, and to reflect on what they are learning. Creating such a classroom culture takes time, but it's what the Common Core asks you to do in its Standards for Mathematical Practice—and the pacing of *Everyday Mathematics 4* is designed to give you the time you'll need.

	Beginning-of-Year Assessment	**1**	**Day**
Unit 1	**Counting**	**18**	**Days**
1-1	Introducing *First Grade Everyday Mathematics*	1	
1-2	Investigating the Number Line	1	
1-3	Tools for Doing Mathematics	1	
1-4	Open Response: Counting Strategies	2	
1-5	1 More, 1 Less	1	
1-6	Comparing Numbers	1	
1-7	Organizing Data in a Tally Chart	1	
1-8	More Organizing Data	1	
1-9	Exploring Math Materials	1	
1-10	Number Stories	1	
1-11	Counting Larger Numbers	1	
1-12	Unit 1 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 2	Introducing Addition	18	Days
2-1	Introducing the Strategy Wall	1	
2-2	Decomposing Numbers within 10	1	
2-3	More Decomposing Numbers within 10	1	
2-4	Exploring Subtraction, Pairs of Numbers that Add to 10, and Data	1	
2-5	Open Response: 10 Apples	2	
2-6	More Counting On to Add	1	
2-7	Labeling Counts	1	
2-8	Change-to-More Number Stories	1	
2-9	Change-to-Less Number Stories	1	
2-10	Number Models	1	
2-11	Finding Unknowns	1	
2-12	Unit 2 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 3	Number Stories	18	Days
3-1	Parts-and-Total Number Stories	1	
3-2	Number Story Strategies	1	
3-3	Exploring Counting, Matching Pairs, and Ordering by Length	1	
3-4	Open Response: Birds in a Tree	2	
3-5	Counting on a Number Line	1	
3-6	Counting to Add and Subtract	1	
3-7	More Counting to Add and Subtract	1	
3-8	Skip Counting to Add and Subtract	1	
3-9	Counting Application: Frames and Arrows	1	
3-10	Addition and Subtraction Application: Frames and Arrows	1	
3-11	Counting with Calculators	1	
3-12	Unit 3 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 4	Length and Addition Facts	18	Days
4-1	Introducing Length Measurement	1	
4-2	Measuring Length	1	
4-3	More Length Measurement	1	
4-4	Open Response: Measuring a Marker	2	
4-5	Exploring Data, shapes, and Base-10 Blocks	1	
4-6	Representing Data with a Bar Graph	1	
4-7	Introducing Doubles	1	
4-8	Combinations of 10	1	
4-9	More Combinations of 10	1	

4-10	Adding Three Numbers	1	
4-11	10 More, 10 Less	1	
4-12	Unit 4 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	
Unit 5	**Place Value and Comparisons**	**19**	**Days**
5-1	Introducing Place Value	1	
5-2	Digits and Place Value	1	
5-3	Place-Value Applications: Penny and Dimes	1	
5-4	Greater Than, Less Than, and Equal To	1	
5-5	The Equal Sign	1	
5-6	Counting and Place-Value Application: Number Scrolls	1	
5-7	Measuring a Path	1	
5-8	Exploring Base-10 Exchanges, Lengths, and Path Measurement	1	
5-9	More Comparison Symbols	1	
5-10	Comparison Number Stories	1	
5-11	Two-Digit Addition and Subtraction	1	
5-12	Open Response: Adding Animal Weights	2	
5-13	Unit 5 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	
	Mid-Year Assessment	**2**	**Days**
Unit 6	**Addition Fact Strategies**	**18**	**Days**
6-1	Time and the Hour-Hand-Only Clock	1	
6-2	More 2-Digit Number Stories	1	
6-3	Exploring True and False, Doubles, and Shapes	1	
6-4	Introducing Near Doubles	1	
6-5	Recording Near-Doubles Strategies	1	
6-6	Introducing Making 10	1	
6-7	Introducing *My Reference Book*	1	
6-8	Open Response: Pencils for the Writing Club	2	
6-9	Understanding Equivalence	1	
6-10	More Place Value	1	
6-11	Place-Value Application: Pennies, Dimes, and Dollars	1	
6-12	Unit 6 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	
Unit 7	**Subtraction Fact Strategies and Attributes of Shapes**	**18**	**Days**
7-1	Fact Families	1	
7-2	More Fact Families	1	

7-3	Relating Special Addition and Subtraction Facts	1
7-4	More Subtraction Fact Strategies	1
7-5	Attributes of Shapes	1
7-6	Exploring Attributes, Fractions, and *Salute!*	1
7-7	Defining and Nondefining Attributes	1
7-8	Finding Unknowns: "What's My Rule?"	1
7-9	Open Response: Desks and Chairs	2
7-10	Addition Facts: "What's My Rule?"	1
7-11	Digital Clocks	1
7-12	Unit 7 Progress Check	2
	Additional practice, differentiation, and instruction opportunities	4

Unit 8	**Geometry**	**18**	**Days**
8-1	Building Shapes with Defining Attributes	1	
8-2	Halves	1	
8-3	Fourths	1	
8-4	Open Response: Sharing Paper Squares	2	
8-5	Combining 2-Dimensional Shapes	1	
8-6	3-Dimensional Shapes	1	
8-7	Exploring Composition of Shapes and Addition Fact Strategies	1	
8-8	Time to the Half Hour	1	
8-9	Review: Data	1	
8-10	Number-Grid Puzzles	1	
8-11	Mentally Finding 10 More and 10 Less	1	
8-12	Unit 8 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 9	**Two-Digit Addition and Subtraction and Review**	**19**	**Days**
9-1	Review: Measurement	1	
9-2	Two-Digit Number Stories	1	
9-3	Open Response: Shopping at the School Store	2	
9-4	Exploring Broken Calculators, Fractions, and Facts	1	
9-5	Vending Machine Addition and Subtraction	1	
9-6	Two-Digit Comparison Number Stories	1	
9-7	Efficient Strategies for 2-Digit Addition and Subtraction	1	
9-8	Review: Relations and Equivalence	1	
9-9	Review: Place Value	1	
9-10	Review: 3-Dimensional Geometry	1	
9-11	Review: Equal Shares	1	
9-12	Unit 9 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	

End-of-Year Assessment	**3**	**Days**

Total days for instructional lessons	**109**	**Days**
Total days for additional practice and instruction	**37**	**Days**
Total days for assessment	**24**	**Days**
TOTAL INSTRUCTIONAL DAYS	**170**	**Days**

Everyday Mathematics 4

Grade 2 Instructional Pacing Recommendations

This suggested pacing for *Everyday Mathematics*, Grade 2 supports 3–4 lessons each week and one unit every 3–5 weeks. This allows time for additional practice, differentiation, and instruction opportunities such as extra games practice, Differentiation Options, English Learners and Differentiation Support, projects, and reinforcement. Use this pacing to help ensure in-depth coverage of all Grade 2 Common Core State Standards for Mathematics in a total of 170 instructional days.

This pacing is designed for flexibility and depth. You will have flexibility so you can extend a lesson if discussion has been rich or if students' understandings are incomplete. You can add a day for "journal fix-up" or for differentiation—to provide an Enrichment activity to every student, for example—or for additional games. There will also be time to accommodate outside mandates, district initiatives, and special projects.

This pacing gives you time to go deep, to create a classroom culture that values and supports productive struggle. You can expect your students to discuss and compare their thinking with classmates, to solve problems they have not been shown how to solve, to make connections between concepts and procedures, and to reflect on what they are learning. Creating such a classroom culture takes time, but it's what the Common Core asks you to do in its Standards for Mathematical Practice—and the pacing of *Everyday Mathematics 4* is designed to give you the time you'll need.

	Beginning-of-Year Assessment	**1**	**Day**
Unit 1	**Establishing Routines**	**19**	**Days**
1-1	Numbers All Around	1	
1-2	Number Lines and Partnership Principles	1	
1-3	Math Tools	1	
1-4	Class Number Scroll	1	
1-5	Number-Grid Puzzles	2	
1-6	Equivalent Names for Numbers	1	
1-7	Playing *Fishing for 10*	1	
1-8	*My Reference Book,* Quarters, and Math Boxes	1	
1-9	Even and Odd Number Patterns	1	
1-10	Skip-Counting Patterns	1	
1-11	Comparing Numbers and Home Links	1	
1-12	Exploring Base-10 Blocks, Area, and Dominoes	1	
1-13	Unit 1 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 2	Fact Strategies	19	Days
2-1	Grouping by 10s	1	
2-2	Addition Number Stories	1	
2-3	Doubles and Combinations of 10	1	
2-4	The Making-10 Strategy	1	
2-5	The Near-Doubles Strategy	1	
2-6	The Turn-Around Rule for Addition	1	
2-7	Subtraction and the Turn-Around Rule	2	
2-8	Exploring Addition Tools, Odd and Even Patterns, and Shapes	1	
2-9	Even Number and Equal Addends	1	
2-10	Name-Collection Boxes	1	
2-11	Playing *Name That Number*	1	
2-12	Frames- and Arrows	1	
2-13	Unit 2 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 3	More Fact Strategies	18	Days
3-1	Using Addition Strategies	2	
3-2	Subtraction from Addition: Think Addition	1	
3-3	Fact Families	1	
3-4	Playing *Salute!*	1	
3-5	Subtraction Strategies: Counting Up and Counting Back	1	
3-6	-0 and -1 Fact Strategies and *Subtraction Top-It*	1	
3-7	"What's My Rule?"	1	
3-8	Using Doubles to Subtract	1	
3-9	Going-Back-Through-10 Strategy for Subtraction	1	
3-10	Going-Up-Through-10 Strategy for Subtraction	1	
3-11	Exploring Rectangles, Fact Wheels, and Coins	1	
3-12	Unit 3 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 4	Place Value and Measurement	18	Days
4-1	Clocks and Telling Time	1	
4-2	Telling Time to the Nearest 5-Minutes	1	
4-3	A.M. and P.M.	1	
4-4	Numeration and Place Value	1	
4-5	Using Place Value to Compare Numbers	1	
4-6	Using Base-10 Blocks to Show a Number	2	
4-7	Playing *Target*	1	
4-8	*How Big is a Foot?*	1	
4-9	The Inch	1	

4-10	The Centimeter	1	
4-11	Matching Facts with Strategies, Measuring a Path, Exploring Arrays	1	
4-12	Unit 4 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	
	Middle-of-Year Assessment	**2**	**Days**
Unit 5	**Addition and Subtraction**	**18**	**Days**
5-1	Playing *Beat the Calculator*	1	
5-2	Using Coins to Buy Things	1	
5-3	Counting Up with Money	1	
5-4	Coin Calculations	1	
5-5	Exploring Arrays, Time, and Shapes	1	
5-6	Mentally Adding and Subtracting 10 and 100	1	
5-7	Open Number Lines	1	
5-8	Change-to-More Number Stories	1	
5-9	Parts-and-Total Number Stories	1	
5-10	Change Number Stories	1	
5-11	Adding Multidigit Numbers	2	
5-12	Unit 5 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	
Unit 6	**Whole Number Operations and Number Stories**	**18**	**Days**
6-1	Representing Data: Pockets	1	
6-2	Comparison Number Stories	1	
6-3	Interpreting Number Stories	1	
6-4	Animal Number Stories	1	
6-5	Two-Step Number Stories	1	
6-6	Recording Addition Strategies	1	
6-7	Partial-Sums Addition, Part 1	1	
6-8	Partial-Sums Addition, Part 2	1	
6-9	Subtracting with Base-10 Blocks	2	
6-10	Exploring Arrays, Length, and Shapes	1	
6-11	Unit 6 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	
Unit 7	**Whole Number Operations and Measurement and Data**	**18**	**Days**
7-1	Playing *Hit the Target*	1	
7-2	Four or More Addends	2	
7-3	Playing *Basketball Addition*	1	
7-4	Measuring with Yards	1	
7-5	Measuring with Meters	1	

7-6	Generating Data: Standing Jumps and Arm Spans	1	
7-7	Representing Data: Standing Jumps	1	
7-8	Representing Data: Arm Spans	1	
7-9	Exploring Shape Attributes, Graphs, and Measurements	1	
7-10	Unit 7 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	
Unit 8	**Geometry and Arrays**	**18**	**Days**
8-1	Attributes of 2-Dimensional Shapes	1	
8-2	Playing *Shape Capture*	1	
8-3	Comparing Triangles, Pentagons, and Hexagons	1	
8-4	Drawing and Reasoning About Quadrilaterals	2	
8-5	Attributes of 3-Dimensional Shapes	1	
8-6	Partitioning Rectangles, Part 1	1	
8-7	Partitioning Rectangles, Part 2	1	
8-8	Equal-Groups and Array Number Stories	1	
8-9	More Equal Groups and Arrays	1	
8-10	Playing *Array Concentration*	1	
8-11	Exploring Mystery Shapes, Polygons, and Equal Parts	1	
8-12	Unit 8 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	
Unit 9	**Equal Shares and Whole Number Operations**	**20**	**Days**
9-1	Creating and Naming Equal Parts	1	
9-2	Exploring Equal Shares, Pattern-Block Fractions, and Number Lines	1	
9-3	Sharing Muffins	2	
9-4	Fractional Units of Length	1	
9-5	Reviewing Place Value	1	
9-6	Expand-and-Trade Subtraction, Part 1	1	
9-7	Expand-and-Trade Subtraction, Part 2	1	
9-8	Equivalent Money Amounts	1	
9-9	Estimating Costs	2	
9-10	Connecting Doubles Facts, Even Numbers, and Equal Groups	1	
9-11	Multiples of 10 and 5	1	
9-12	Unit 9 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	
	End-of-Year Assessment	**2**	**Days**

Total days for instructional lessons	**108**	**Days**
Total days for additional practice and instruction	**39**	**Days**
Total days for assessment	**23**	**Days**
TOTAL INSTRUCTIONAL DAYS	**170**	**Days**

Everyday Mathematics 4

Grade 3 Instructional Pacing Recommendations

This suggested pacing for *Everyday Mathematics*, Grade 3 supports 3–4 lessons each week and one unit every 3–5 weeks. This allows time for additional practice, differentiation, and instruction opportunities such as extra games practice, Differentiation Options, English Learners and Differentiation Support, projects, and reinforcement. Use this pacing to help ensure in-depth coverage of all Grade 3 Common Core State Standards for Mathematics in a total of 170 instructional days.

This pacing is designed for flexibility and depth. You will have flexibility so you can extend a lesson if discussion has been rich or if students' understandings are incomplete. You can add a day for "journal fix-up" or for differentiation—to provide an Enrichment activity to every student, for example—or for games. There will also be time to accommodate outside mandates, district initiatives, and special projects.

This pacing also gives you time to go deep, to create a classroom culture that values and supports productive struggle. You can expect your students to do their own thinking, to solve problems they have not been shown how to solve, to make connections between concepts and procedures, to explain their thinking, and to understand others' thinking. Creating such a classroom culture takes time, but it's what the Common Core asks you to do in its Standards for Mathematical Practice—and the pacing of *Everyday Mathematics 4* is designed to give you the time you'll need.

	Beginning-of-Year Assessment	**1**	**Day**
Unit 1	**Math Tools, Time, and Multiplication**	**20**	**Days**
1-1	Number Grids	1	
1-2	Introducing the Student Reference Book	1	
1-3	Tools for Mathematics	1	
1-4	Number Lines and Rounding	1	
1-5	Time	1	
1-6	How Long is a Morning?	2	
1-7	Scaled Bar Graphs	1	
1-8	Multiplication Strategies	1	
1-9	Introducing Division	1	
1-10	Foundational Math Facts	1	
1-11	The Length-of-Day Project	1	
1-12	Exploring Mass, Equal Shares, and Equal Groups	1	
1-13	Measuring Mass	1	
1-14	Unit 1 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 2	Number Stories and Arrays	19	Days
2-1	Extended Facts: Addition and Subtraction	1	
2-2	Number Stories	1	
2-3	More Number Stories	1	
2-4	Multistep Number Stories, Part 1	1	
2-5	Multistep Number Stories, Part 2	1	
2-6	Equal Groups	1	
2-7	Multiplication Arrays	1	
2-8	Picturing Division	2	
2-9	Modeling Division	1	
2-10	Playing *Division Arrays*	1	
2-11	Frames and Arrows	1	
2-12	Exploring Fraction Circles, Liquid Volume, and Area	1	
2-13	Unit 2 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 3	Operations	21	Days
3-1	"What's My Rule?"	1	
3-2	Estimating Costs	2	
3-3	Partial-Sums Addition	1	
3-4	Column Addition	1	
3-5	Counting-Up Subtraction	1	
3-6	Expand-and-Trade Subtraction	1	
3-7	Exploring Bar Graphs, Area, and Partitioning Rectangles	1	
3-8	Scaled Picture Graphs	1	
3-9	Exploring Multiplication Squares	1	
3-10	The Commutative Property of Multiplication	1	
3-11	Adding a Group	1	
3-12	Subtracting a Group	1	
3-13	Equivalent Names	1	
3-14	Unit 3 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	

Unit 4	Measurement and Geometry	20	Days
4-1	Measuring with a Ruler	1	
4-2	Application: Line Plots	1	
4-3	Exploring Measures of Distance and Comparisons of Mass	1	
4-4	Polygon Review	1	
4-5	Special Quadrilaterals	1	
4-6	Perimeter	1	
4-7	Area and Perimeter	1	
4-8	Area and Composite Units	1	

4-9	Number Sentences for Area of Rectangles	1	
4-10	Playing *The Area and Perimeter Game*	1	
4-11	Building a Rabbit Pet	2	
4-12	Rectilinear Figures	1	
4-13	Unit 4 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	
	Middle-of-Year Assessment	**2**	**Days**
Unit 5	**Fractions and Multiplication Strategies**	**18**	**Days**
5-1	Exploring Equal Parts, Fractions of Different Wholes, and Area	1	
5-2	Representing Fractions	1	
5-3	Equivalent Fractions	1	
5-4	Recognizing Helper Facts	1	
5-5	Multiplication Fact Strategies: Doubling, Part 1	1	
5-6	Multiplication Fact Strategies: Doubling, Part 2	1	
5-7	Patterns in Products	1	
5-8	Finding Missing Factors	1	
5-9	Multiplication Fact Strategies: Near Squares	1	
5-10	Button Dolls: Solving a Number Story	2	
5-11	Multiplication Fact Strategies: Break-Apart Strategy	1	
5-12	Unit 5 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	
Unit 6	**More Operations**	**18**	**Days**
6-1	Trade-First Subtraction	1	
6-2	Playing *Baseball Multiplication*	1	
6-3	Taking Inventory of Known Fact Strategies	1	
6-4	Fact Power and *Beat the Calculator*	1	
6-5	Exploring Geometry Problems, Measurement Data, and Polygons	1	
6-6	Multiplication and Division Diagrams	1	
6-7	Multiplication with Larger Factors	1	
6-8	Number Sentences with Parentheses	1	
6-9	Writing Number Stories	2	
6-10	Order of Operations	1	
6-11	Number Models for Two-Step Number Stories	1	
`	Unit 6 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 7	Fractions	20	Days
7-1	Liquid Volume	1	
7-2	Exploring Arrays, Volume, and Equal Shares	1	
7-3	Number Stories with Measures	1	
7-4	Fraction Strips	1	
7-5	Fractions on a Number Line, Part 1	1	
7-6	Fractions on a Number Line, Part 2	1	
7-7	Comparing Fractions	1	
7-8	Finding Rules for Comparing Fractions	2	
7-9	Locating Fractions on Number Lines	1	
7-10	Justifying Fraction Comparisons	1	
7-11	Fractions in Number Stories	1	
7-12	Fractions of Collections	1	
7-13	Unit 7 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	

Unit 8	Multiplication and Division	14	Days
8-1	Measuring to the Nearest 1//4 Inch	1	
8-2	Extended Facts: Multiplication and Division	1	
8-3	Number Stories with Measures	1	
8-4	Setting Up Chairs	2	
8-5	Playing *Factor Bingo*	1	
8-6	Sharing Money	1	
8-7	Exploring Number Lines, Fractions, and Area	1	
8-8	Solid Shapes	1	
8-9	Unit 8 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	3	

Unit 9	Multidigit Operations	13	Days
9-1	Playing *Product Pile-Up*	1	
9-2	Multiply and Divide with Multiples of 10	1	
9-3	Using Mental Math to Multiply	1	
9-4	Exploring Elapsed Time, Squares, and Bridges	1	
9-5	Multidigit Multiplication	1	
9-6	Packing Apples	2	
9-7	The Length-of-Day Project, Revisited	1	
9-8	Unit 9 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	3	

	End-of-Year Assessment	**3**	**Days**

Total days for instructional lessons	**107**	**Days**
Total days for additional practice and instruction	**37**	**Days**
Total days for assessment	**26**	**Days**
TOTAL INSTRUCTIONAL DAYS	**170**	**Days**

Everyday Mathematics 4

Grade 4 Instructional Pacing Recommendations

This suggested pacing for *Everyday Mathematics*, Grade 4 supports 3–4 lessons each week and one unit every 3–5 weeks. This allows time for additional practice, differentiation, and instruction opportunities such as extra games practice, Differentiation Options, English Learners and Differentiation Support, projects, and reinforcement. Use this pacing to help ensure in-depth coverage of all Grade 4 Common Core State Standards for Mathematics in a total of 170 instructional days.

This pacing is designed for flexibility and depth. You will have flexibility so you can extend a lesson if discussion has been rich or if students' understandings are incomplete. You can add a day for "journal fix-up" or for differentiation—to provide an Enrichment activity to every student, for example—or for additional games. There will also be time to accommodate outside mandates, district initiatives, and special projects.

This pacing gives you time to go deep, to create a classroom culture that values and supports productive struggle. You can expect your students to discuss and compare their thinking with classmates, to solve problems they have not been shown how to solve, to make connections between concepts and procedures, and to reflect on what they are learning. Creating such a classroom culture takes time, but it's what the Common Core asks you to do in its Standards for Mathematical Practice—and the pacing of *Everyday Mathematics 4* is designed to give you the time you'll need.

	Beginning-of-Year Assessment	**1**	**Day**
Unit 1	**Place Value; Multidigit Addition and Subtraction**	**21**	**Days**
1-1	Place Value in Whole Numbers	1	
1-2	Place-Value Concepts	1	
1-3	Formal Procedures for Rounding	1	
1-4	Introduction to the *Student Reference Book*	1	
1-5	Estimation Strategies	1	
1-6	Guide to Solving Number Stories	1	
1-7	U.S. Traditional Addition	1	
1-8	Cracking the Muffin Code	2	
1-9	U.S. Traditional Subtraction	1	
1-10	U.S. Customary Units of Length	1	
1-11	Points, Line Segments, Lines, and Rays	1	
1-12	Angles, Triangles, and Quadrilaterals	1	
1-13	Finding Perimeters of Squares and Rectangles	1	
1-14	Unit 1 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	

Unit 2	Multiplication and Geometry	20	Days
2-1	Square Number Patterns	1	
2-2	Area Formula for Rectangles	1	
2-3	Factors and Factor Pairs	1	
2-4	Multiples	1	
2-5	Prime and Composite Numbers	1	
2-6	Little and Big	2	
2-7	Units of Time	1	
2-8	Multiplicative Comparisons	1	
2-9	Multiplicative Comparison Number Stories	1	
2-10	Classifying Triangles	1	
2-11	Classifying Quadrilaterals	1	
2-12	Finding Line Symmetry	1	
2-13	Finding the Pattern	1	
2-14	Unit 2 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 3	Fractions and Decimals	21	Days
3-1	Equal Sharing and Equivalence	1	
3-2	Fraction Circles and Equivalence	1	
3-3	Number Lines and Equivalence	1	
3-4	An Equivalent Fractions Rule	1	
3-5	Veggie Pizzas	2	
3-6	Comparing Fractions	1	
3-7	Comparing and Ordering Fractions	1	
3-8	Modeling Tenths with Fraction Circles	1	
3-9	Modeling Decimals with Base-10 Blocks	1	
3-10	Tenths and Hundredths	1	
3-11	Tenths and Hundredths of a Meter	1	
3-12	Tenths of a Centimeter	1	
3-13	Comparing Decimals	1	
3-14	Unit 3 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	

Unit 4	Multidigit Multiplication	21	Days
4-1	Extended Multiplication Facts	1	
4-2	Making Reasonable Estimates for Products	1	
4-3	Partitioning Rectangles	1	
4-4	Converting Liquid Measures	1	
4-5	Walking Away with a Million Dollars	2	
4-6	Introducing Partial-Products Multiplication	1	
4-7	Metric Units of Mass	1	

4-8	Money Number Stories	1	
4-9	Partial-Products Multiplication	1	
4-10	*Multiplication Wrestling*	1	
4-11	Area Models for Rectangles and Rectilinear Figures	1	
4-12	Multistep Multiplication Number Stories	1	
4-13	Lattice Multiplication	1	
4-14	Unit 4 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	
	Middle-of-Year Assessment	**1**	**Day**
Unit 5	**Fractions and Mixed-Number Computation; Measurement**	**21**	**Days**
5-1	Fraction Decomposition	1	
5-2	The Whole for Fractions	1	
5-3	Adding Fractions	1	
5-4	Adding Mixed Numbers	1	
5-5	Adding Tenths and Hundredths	1	
5-6	Queen Arlene's Dilemma	2	
5-7	Subtracting Fractions	1	
5-8	Subtracting Mixed Numbers	1	
5-9	Line Plots: Fractional Units	1	
5-10	Rotations and Iterating Angles	1	
5-11	Unit Iteration for Angles	1	
5-12	Creating Symmetric Figures	1	
5-13	More Multistep Multiplication Number Stories	1	
5-14	Unit 5 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	
Unit 6	**Division; Angles**	**21**	**Days**
6-1	Extended Division Facts	1	
6-2	Area: Finding Missing Side Lengths	1	
6-3	Strategies for Division	1	
6-4	Partial-Quotients Division, Part 1	1	
6-5	Fruit Baskets	2	
6-6	Customary Units of Weight	1	
6-7	Partial-Quotients Division, Part 2	1	
6-8	Expressing and Interpreting Remainders	1	
6-9	Measuring Angles	1	
6-10	Using a Half-Circle Protractor	1	
6-11	Angle Measures as Additive	1	

6-12	Number Stories with Fractions and Mixed Numbers	1	
6-13	Extending Understandings of Whole-Number Multiplication	1	
6-14	Unit 6 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	
Unit 7	**Multiplication of a Fraction by a Whole Number; Measurement**	**21**	**Days**
7-1	Converting Liquid Measures: U.S. Customary Units	1	
7-2	Exploring Fraction Multiplication Situations	1	
7-3	A Fraction as a Multiple of a Unit Fraction	1	
7-4	Multiplying Fractions by Whole Numbers	1	
7-5	Multiplying Mixed Numbers by Whole Numbers	1	
7-6	Three-Fruit Salad	2	
7-7	Multistep Division Number Stories	1	
7-8	Division Measurement Number Stories	1	
7-9	Generating and Identifying Patterns	1	
7-10	Solving Multistep Fraction Number Stories	1	
7-11	Weights of State Birds	1	
7-12	Decimal Number Stories	1	
7-13	Displaying Insect Data	1	
7-14	Unit 7 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	
Unit 8	**Fraction Operations; Applications**	**20**	**Days**
8-1	Extending Multistep Number Stories	1	
8-2	Real-Life Angle Measures as Additive	1	
8-3	Pattern-Block Angles	2	
8-4	Extending Line Symmetry	1	
8-5	Line Plots: 1//2, 1//4, and 1//8 Inches	1	
8-6	Fractions and Perimeter	1	
8-7	More Decimal Number Stories	1	
8-8	Areas of Rectangles with Fractional Side Lengths	1	
8-9	More Fraction Multiplication Number Stories	1	
8-10	Fractions and Liquid Measures	1	
8-11	Fractions and Measurement	1	
8-12	Applying Understandings of Place Value and Operations	1	
8-13	Many Names for Numbers	1	
8-14	Unit 8 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	
	End-of-Year Assessment	**2**	**Days**

Total days for instructional lessons	**112**	**Days**
Total days for additional practice and instruction	**38**	**Days**
Total days for assessment	**20**	**Days**
TOTAL INSTRUCTIONAL DAYS	**170**	**Days**

Everyday Mathematics 4

Grade 5 Instructional Pacing Recommendations

This suggested pacing for *Everyday Mathematics*, Grade 5 supports 3–4 lessons each week and one unit every 3–5 weeks. This allows time for additional practice, differentiation, and instruction opportunities such as extra games practice, Differentiation Options, English Learners and Differentiation Support, projects, and reinforcement. Use this pacing to help ensure in-depth coverage of all Grade 5 Common Core State Standards for Mathematics in a total of 170 instructional days.

This pacing is designed for flexibility and depth. You will have flexibility so you can extend a lesson if discussion has been rich or if students' understandings are incomplete. You can add a day for "journal fix-up" or for differentiation—to provide an Enrichment activity to every student, for example—or for additional games. There will also be time to accommodate outside mandates, district initiatives, and special projects.

This pacing gives you time to go deep, to create a classroom culture that values and supports productive struggle. You can expect your students to discuss and compare their thinking with classmates, to solve problems they have not been shown how to solve, to make connections between concepts and procedures, and to reflect on what they are learning. Creating such a classroom culture takes time, but it's what the Common Core asks you to do in its Standards for Mathematical Practice—and the pacing of *Everyday Mathematics 4* is designed to give you the time you'll need.

	Beginning-of-Year Assessment	**1**	**Day**

Unit 1	**Area and Volume**	**19**	**Days**
1-1	Introduction to the *Student Reference Book*	1	
1-2	Area of a Rectangle, Part 1	1	
1-3	Quilt Area	2	
1-4	Area of a Rectangle, Part 2	1	
1-5	Introduction to Volume	1	
1-6	Exploring Nonstandard Volume Units	1	
1-7	Measuring Volume by Counting Cubes	1	
1-8	Measuring Volume by Iterating Layers	1	
1-9	Two Formulas for Volume	1	
1-10	Visualizing Volume Units	1	
1-11	Volume Explorations	1	
1-12	Playing *Prism Pile-Up*	1	
1-13	Unit 1 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 2	Whole Number Place Value and Operations	20	Days
2-1	Understanding Place Value	1	
2-2	Exponents and Powers of 10	1	
2-3	Applying Powers of 10	1	
2-4	U.S. Traditional Multiplication, Part 1	1	
2-5	U.S. Traditional Multiplication, Part 2	1	
2-6	Application: Unit Conversions	1	
2-7	U.S. Traditional Multiplication, Part 3	1	
2-8	U.S. Traditional Multiplication, Part 4	1	
2-9	One Million Taps	2	
2-10	A Mental Division Strategy	1	
2-11	Reviewing Partial-Quotients Division	1	
2-12	Strategies for Choosing Partial Quotients	1	
2-13	Interpreting the Remainder	1	
2-14	Unit 2 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 3	Fraction Concepts, Addition and Subtraction	22	Days
3-1	Connecting Fractions and Division, Part 1	1	
3-2	Connecting Fractions and Division, Part 2	1	
3-3	Application: Interpreting Remainders	1	
3-4	Fractions on a Number Line	1	
3-5	Game Strategies	2	
3-6	Fraction Estimation with Number Sense	1	
3-7	Fraction Estimation with Benchmarks	1	
3-8	Renaming Fractions and Mixed Numbers	1	
3-9	Introduction to Adding and Subtracting Fractions and Mixed Numbers	1	
3-10	Exploring Addition of Fractions with Unlike Denominators	1	
3-11	Playing *Fraction Capture*	1	
3-12	Solving Fraction Number Stories	1	
3-13	Fraction-Of Problems, Part 1	1	
3-14	Fraction-Of Problems, Part 2	1	
3-15	Unit 3 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	

Unit 4	Decimal Concepts; Coordinate Grids	22	Days
4-1	Decimal Place Value	1	
4-2	Representing Decimals through Thousandths	1	
4-3	Representing Decimals in Expanded Form	1	
4-4	Comparing and Ordering Decimals	1	
4-5	Rounding Decimals	1	

4-6	Introduction to the Coordinate System	1	
4-7	Playing *Hidden Treasure*	1	
4-8	Solving Problems on a Coordinate Grid, Part 1	1	
4-9	Solving Problems on a Coordinate Grid, Part 2	1	
4-10	Folder Art	2	
4-11	Addition and Subtraction of Decimals with Hundredths Grids	1	
4-12	Decimal Addition Algorithms	1	
4-13	Decimal Subtraction Algorithms	1	
4-14	Addition and Subtraction of Money	1	
4-15	Unit 4 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	
	Middle-of-Year Assessment	**1**	**Day**
Unit 5	**Operations with Fractions**	**22**	**Days**
5-1	Using Equivalent Fractions to Find Common Denominators	1	
5-2	More Strategies for Finding Common Denominators	1	
5-3	Addition of Fractions and Mixed Numbers	1	
5-4	Subtraction of Fractions and Mixed Numbers	1	
5-5	Connecting Fraction-Of Problems to Multiplication	1	
5-6	Multiplication of Fractions and Whole Numbers	1	
5-7	Fractions of Fractions	1	
5-8	Area Models for Fraction Multiplication	1	
5-9	Understanding an Algorithm for Fraction Multiplication	1	
5-10	Sharing Breakfast	2	
5-11	Explaining the Equivalent Fractions Rule	1	
5-12	Fraction Multiplication Number Stories	1	
5-13	Fraction Division, Part 1	1	
5-14	Fraction Division, Part 2	1	
5-15	Unit 5 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	
Unit 6	**Investigations in Measurement; Decimal Multiplication and Division**	**20**	**Days**
6-1	Multiplying and Dividing Decimals by Powers of 10	1	
6-2	Playing *Exponent Ball*	1	
6-3	Application: Converting Measurements in the Metric System	1	
6-4	Line Plots	1	
6-5	Working with Data in Line Plots	1	
6-6	Applying Volume Concepts	1	
6-7	Measuring Volume by Displacement	1	
6-8	Estimating Decimal Products and Quotients	1	

6-9	Multiplication of Decimals	1	
6-10	Fundraising	2	
6-11	Division of Decimals by Whole Numbers	1	
6-12	Division of Decimals by Decimals	1	
6-13	Application: Estimating Your Reaction Time	1	
6-14	Unit 6 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 7	**Multiplication of Mixed Numbers; Geometry; Graphs**	**21**	**Days**
7-1	Multiplication of Mixed Numbers, Part 1	1	
7-2	Multiplication of Mixed Numbers, Part 2	1	
7-3	Rectangles with Fractional Side Lengths	1	
7-4	Using Common Denominators for Fraction Division	1	
7-5	A Hierarchy of Triangles	1	
7-6	A Hierarchy of Quadrilaterals	1	
7-7	Playing *Property Pandemonium*	1	
7-8	A Hierarchy of Polygons	2	
7-9	Collecting and Using Fractional Data	1	
7-10	Identifying and Visualizing Patterns	1	
7-11	Rules, Tables, and Graphs, Part 1	1	
7-12	Rules, Tables, and Graphs, Part 2	1	
7-13	Old Faithful's Next Eruption	1	
7-14	Unit 7 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	

Unit 8	**Applications of Measurement, Computation, and Graphing**	**20**	**Days**
8-1	Planning an Athletic Center	1	
8-2	Applying the Rectangle Method for Area	1	
8-3	Planning an Aquarium	1	
8-4	A Treasure Hunt	2	
8-5	Spending $1,000,000	1	
8-6	Earning $1,000,000	1	
8-7	Paying Off the National Debt	1	
8-8	A Footstep Problem	1	
8-9	Finding Your Heart Rate	1	
8-10	Finding Your Cardiac Output	1	
8-11	Pendulums, Part 1	1	
8-12	Pendulums, Part 2	1	
8-13	Unit 8 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	5	

End-of-Year Assessment	**2**	**Days**

Total days for instructional lessons	**113**	**Days**
Total days for additional practice and instruction	**37**	**Days**
Total days for assessment	**20**	**Days**
TOTAL INSTRUCTIONAL DAYS	**170**	**Days**

Everyday Mathematics 4

Grade 6 Instructional Pacing Recommendations

This suggested pacing for *Everyday Mathematics*, Grade 6 supports 3–4 lessons each week and one unit every 3–5 weeks. This allows time for additional practice, differentiation, and instruction opportunities such as extra games practice, Differentiation Options, English Learners and Differentiation Support, projects, and reinforcement. Use this pacing to help ensure in-depth coverage of all Grade 6 Common Core State Standards for Mathematics in a total of 170 instructional days.

This pacing is designed for flexibility and depth. You will have flexibility so you can extend a lesson if discussion has been rich or if students' understandings are incomplete. You can add a day for "journal fix-up" or for differentiation—to provide an Enrichment activity to every student, for example—or for additional games. There will also be time to accommodate outside mandates, district initiatives, and special projects.

This pacing gives you time to go deep, to create a classroom culture that values and supports productive struggle. You can expect your students to discuss and compare their thinking with classmates, to solve problems they have not been shown how to solve, to make connections between concepts and procedures, and to reflect on what they are learning. Creating such a classroom culture takes time, but it's what the Common Core asks you to do in its Standards for Mathematical Practice—and the pacing of *Everyday Mathematics 4* is designed to give you the time you'll need.

	Beginning-of-Year Assessment	**1**	Day
Unit 1	**Data and Number Systems**	**23**	**Days**
1-1	Exploring Statistical Questions	1	
1-2	Creating Dot Plots	1	
1-3	Introducing the Mean	1	
1-4	Introducing Mean as a Balancing Point	1	
1-5	Comparing Mean, Median, and Mode	1	
1-6	Analyzing Persuasive Graphs	1	
1-7	Introducing Histograms	1	
1-8	Examining Shapes of Graphs	1	
1-9	Analyzing Data—*Open Response*	2	
1-10	Introducing Integers	1	
1-11	Building a Number Line Using Fraction Strips	1	
1-12	Finding Fractions between Fractions	1	
1-13	Locating Negative Rational Numbers on the Number Line	1	
1-14	Plotting Ordered Pairs of Rational Numbers in 4 Quadrants	1	
1-15	Unit 1 Progress Check & Open Response Assessment	2	
	Additional practice, differentiation, and instruction opportunities	6	

Unit 2	Fraction Operations and Ratios	22	Days
2-1	The Greatest Common Factors	1	
2-2	The Least Common Multiples	1	
2-3	Fraction Multiplication on a Number Line	1	
2-4	Fraction Multiplication with Models and Diagrams	1	
2-5	Comparing Strategies for Multiplying Fractions	1	
2-6	Dividing Fractions with Common Denominators	1	
2-7	Exploring Relationships in Fraction Division	1	
2-8	Using Reciprocals to Divide Fractions	1	
2-9	Introducing Ratios	1	
2-10	Ratio Models: Tape Diagrams	1	
2-11	Equivalent Ratios	1	
2-12	Blueberry Blast—*Open Response*	2	
2-13	Using Ratio/Rate Tables	1	
2-14	Graphing Ratios	1	
2-15	Unit 2 Progress Check & Cumulative Review	2	
	Additional practice, differentiation, and instruction opportunities	5	

Unit 3	Decimal Operations and Percent	23	Days
3-1	Place Value and Expanded Form with Decimals	1	
3-2	The Density of Rational Numbers	1	
3-3	Reviewing Decimal Addition and Subtraction	1	
3-4	Reviewing Decimal Multiplication	1	
3-5	U.S. Traditional Long Division with Whole Numbers	1	
3-6	Exploring Long Division with Decimals	1	
3-7	Exploring Peruvian Flutes—*Open Response*	2	
3-8	Introducing *Percent*	1	
3-9	Finding Percents	1	
3-10	Percents as Ratios	1	
3-11	Exploring Percent Problem-Solving Strategies	1	
3-12	Introducing Box Plots	1	
3-13	Making Box Plots and Finding Interquartile Range	1	
3-14	Comparing Data Representations	1	
3-15	Unit 3 Progress Check & Open Response Assessment	2	
	Additional practice, differentiation, and instruction opportunities	6	

Unit 4	Algebraic Expressions and Equations	22	Days
4-1	Parentheses, Exponents, and Calculators	1	
4-2	Solving Problems with Order of Operations	1	
4-3	Expressions and Patterns	1	
4-4	Representing Unknown Quantities with Algebraic Expressions	1	

4-5	Exploring Equations	1	
4-6	Distributive Property and Equivalent Expressions	1	
4-7	Applying Properties of Arithmetic	1	
4-8	The Banquet Table—*Open Response*	2	
4-9	Introduction to Inequalities	1	
4-10	Finding and Graphing Solution Sets of Inequalities	1	
4-11	Inequalities to Represent Real-World Situations	1	
4-12	Absolute Value as Distance	1	
4-13	Absolute Value	1	
4-14	Mean Absolute Deviation	1	
4-15	Unit 4 Progress Check & Cumulative Review	2	
	Additional practice, differentiation, and instruction opportunities	5	
	Middle-of-Year Assessment	**1**	**Day**
Unit 5	**Area and Volume Explorations**	**21**	**Days**
5-1	Polygons on a Coordinate Grid	1	
5-2	Area of Parallelograms	1	
5-3	Area of Triangles	1	
5-4	Composing and Decomposing Polygons to Find Area	1	
5-5	3-D Shapes with Nets	1	
5-6	Using Nets to Find Surface Area	1	
5-7	Solving Surface Area Problems	1	
5-8	Comparing Areas—*Open Response*	2	
5-9	Strategies for Finding Volume	1	
5-10	Volume with Fractions	1	
5-11	Calculating the Volume of a Person	1	
5-12	Area versus Volume	1	
5-13	Unit 5 Progress Check & Open Response Assessment	2	
	Additional practice, differentiation, and instruction opportunities	6	
Unit 6	**Equivalent Expressions and Solving Equations**	**19**	**Days**
6-1	Finding Solutions with Trial and Error	1	
6-2	Solution Sets	1	
6-3	Using Bar Models to Solve Equations	1	
6-4	Solving Simple Equations with a Pan Balance-Part 1	1	
6-5	Solving Simple Equations with a Pan Balance-Part 2	1	
6-6	Combining Like Terms	1	
6-7	Generating Equivalent Expressions and Equations	1	
6-8	T-Shirt Cost Estimates—*Open Response*	2	
6-9	Reversing Operations	1	

6-10	Building and Solving Equations with the Pan-Balance Model	1	
6-11	Comparing Multiple Strategies for Solving Equations	1	
6-12	Unit 6 Progress Check & Cumulative Review	2	
	Additional practice, differentiation, and instruction opportunities	5	
Unit 7	**Variables and Algebraic Relationships**	**19**	**Days**
7-1	Inequalities and Mystery Numbers	1	
7-2	Making Healthy Choices	1	
7-3	Computer Spreadsheets	1	
7-4	Using Spreadsheets to Solve Problems	1	
7-5	Unit Rate Comparisons	1	
7-6	Marathons and Measures	1	
7-7	Water-Saving Plan—*Open Response*	2	
7-8	Connecting Equations, Tables, and Graphs	1	
7-9	Independent and Dependent Variables	1	
7-10	Investigating Change	1	
7-11	Mystery Graphs	1	
7-12	Unit 7 Progress Check & Open Response Assessment	2	
	Additional practice, differentiation, and instruction opportunities	5	
Unit 8	**Applications: Rates, Expressions, and Equations**	**17**	**Days**
8-1	Increasing Garden Production	1	
8-2	Planning an Art Gallery Wall	1	
8-3	Enlarging Artwork	1	
8-4	Modeling the Planets in the Solar System	1	
8-5	Population Density	1	
8-6	Mobiles and Mathematics	1	
8-7	Naming Patterns with Algebraic Expressions—*Open Response*	2	
8-8	Anthropometry	1	
8-9	Planning a Trip	1	
8-10	Unit 8 Progress Check & Cumulative Review	2	
	Additional practice, differentiation, and instruction opportunities	5	
	End-of-Year Assessment	**2**	**Day**

Total days for instructional lessons	**107**	**Days**
Total days for additional practice and instruction	**43**	**Days**
Total days for assessment	**20**	**Days**
TOTAL INSTRUCTIONAL DAYS	**170**	**Days**