

# **K-8 CCSS Alignment Guide**

McGraw-Hill  
**My  
Math** + **GLENCOE  
MATH**

**Working together to ensure success.**

# Contents

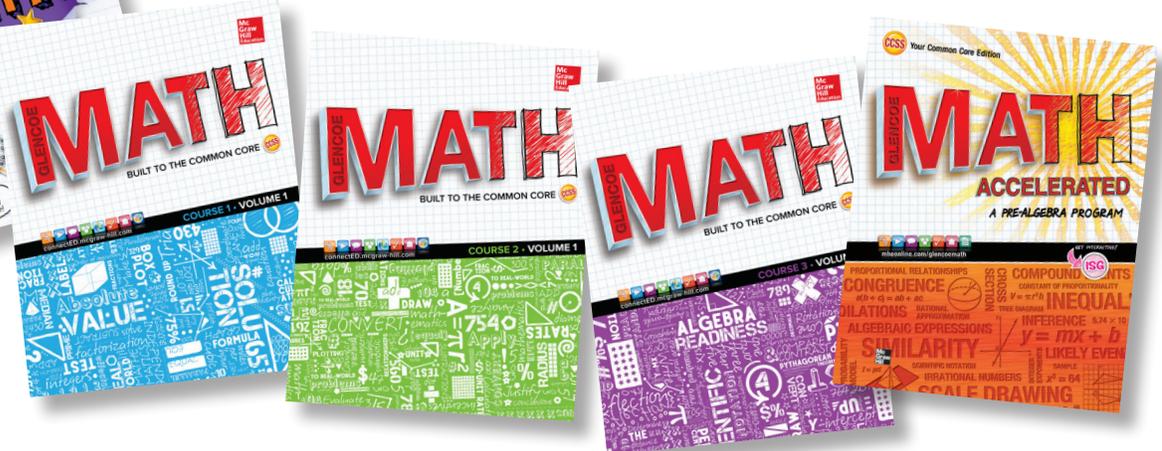
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# Two Programs. One Goal.

To ensure every student's transition from elementary to middle school is a smooth one, turn to McGraw-Hill Education. Our core math programs work together to ensure students' continued success while giving teachers robust resources to provide a comprehensive math education.

Together *McGraw-Hill My Math* and *Glencoe Math* form a comprehensive K-8 math solution for your students. Built to the rigorous Common Core State Standards, *McGraw-Hill My Math* and *Glencoe Math* show educators a clear path to guide every student through a learning experience grounded in a logical evolution of mathematical content.

Built on the same principles and philosophy, these *two* McGraw-Hill Education math programs create *one* continuous learning experience that places all students on the path to math success.





# Consistent to the Core

Use *McGraw-Hill My Math* and *Glencoe Math* core math curricula to give teachers the resources they need to create a seamless transition and continuous math development for every student. The skills and conceptual understanding provided by *McGraw-Hill My Math* and *Glencoe Math* prepare students for future success on Common Core assessments.

Teach with confidence knowing *McGraw-Hill My Math* and *Glencoe Math* share an authorship team unified by a common goal: to bridge the math gap that frequently emerges between elementary and middle school.

The K-8 authorship and consultant team created *McGraw-Hill My Math* and *Glencoe Math* in tandem. Both programs are grounded in Understanding by Design pedagogy. This instructional design for learning first identifies the desired learning outcome, then customizes learning strategies to meet that objective.

Using this methodology, the authorship team ensures students' progression of knowledge creates a sound foundation, providing key areas of focus, strong connections to prior concepts and skills, and the conceptual understanding required for Common Core success.

The following shared program features ensure a solid math foundation for students:

- **Differentiated Instructional resources** help teachers motivate students to interact with math on their own level by providing support for struggling learners and new challenges for advanced students.
- **Common Core-aligned curriculum** equips students with the knowledge, skills, and confidence needed to meet rigorous assessments.
- **Embedded English Language support** makes it possible for teachers to provide guidance and engage this group daily.
- **Flexible all-digital, print/digital** program implementation options help teachers deliver engaging learning experiences with ready-made lesson plans, customizable assessments, and diverse supplemental resources.

# Count on Continuous Achievement

Digital program features common to *McGraw-Hill My Math* and *Glencoe Math* equip educators with valuable data on students' demonstrated math performance to make informed instructional decisions for continuous improvement.

As an adaptive learning resource, **ALEKS**<sup>®</sup> provides a personalized learning path for every student. Teachers use **ALEKS** to:

- Focus students' attention on standards-based math content they are most ready to learn identified through ongoing adaptive assessments.
- Build students' Procedural Skill and Fluency at their own pace.
- Generate robust reports at the student, class, or district level to make important instructional decisions.
- Schedule auto-graded assignments, tests, and quizzes.

Teachers create assessments they can count on. **eAssessment** features adaptable online assessments directly tied to specific lessons and chapter objectives.

With **eAssessment**, teachers access:

- Technology-enhanced questions to provide CCSS question types for student practice.
- Powerful reporting tools to review data-driven insights about each student's progress.



**McGraw-Hill**  
**eAssessment**

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**ALEKS**<sup>®</sup>

# Integrated Content Standards

The *McGraw-Hill My Math* and *Glencoe Math* authorship and consultant team articulated a scope and sequence for concepts and skills reflecting CCSS goals to accelerate student achievement. This foundation creates a cohesive K-8 path for student success.

Use this scope and sequence to identify how the Standards for Mathematical Content are organized and presented in *McGraw-Hill My Math* and *Glencoe Math*. Specifically, this scope and sequence includes:

- CCSS standards and how they are distributed across grades.
- Concepts and skills covered in each grade.
- Progression of concepts presented from year to year, showing coherence.
- Clusters of related concepts across grade levels.
- Specific prerequisite concepts from which skills are developed further.

Grade 5, Hands On, page 631

Course 1, Inquiry Lab, page 375

Concept/Skill	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Course 1	Course 2	Course 3
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### Counting and Cardinality

#### Number Sense

Know number names and the count sequence	K.CC.1, K.CC.2, K.CC.3								
Count to tell the number of objects	K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5								
Compare numbers	K.CC.6, K.CC.7								

### Number and Operations in Base Ten

#### Place Value

Understand foundations of and generalize about place value	K.NBT.1	1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6	2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9	3.NBT.1, 3.NBT.2, 3.NBT.3	4.NBT.1, 4.NF.6, 4.NF.7	5.NBT.1, 5.NBT.3			
Extend counting sequence and read and write whole numbers		1.NBT.1	2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3	3.NBT.1, 3.NBT.2, 3.NBT.3	4.NBT.1, 4.NBT.2, 4.NF.6	5.NBT.1			
Compare/order numbers		1.NBT.3	2.NBT.4	3.NBT.1, 3.NBT.2, 3.NBT.3	4.NBT.2, 2.NF.2, 4.NF.7	5.NBT.3			
Round numbers				3.NBT.1	4.NBT.3	5.NBT.4			
Compose and decompose numbers			2.NBT.1, 2.NBT.3	3.NBT.3	4.NBT.5	5.NBT.1			

#### Addition and Subtraction

Fluently add and subtract basic facts	K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5	1.NBT.4, 1.NBT.6, 1.OA.5, 1.OA.6	2.NBT.5, 2.NBT.6, 2.OA.2						
Fluently add and subtract within 100			2.NBT.5						
Add and subtract multiples of 10			2.NBT.8, 2.NBT.9						
Fluently add and subtract multi-digit numbers				3.NBT.2	4.NBT.4				
Compose and decompose numbers	K.NBT.1, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5	1.NBT.2, 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.6, 1.OA.8	2.NBT.1, 2.NBT.3, 2.NBT.7, 2.NBT.8	3.NBT.2	4.NBT.2				
Use mental arithmetic		1.OA.6, 1.NBT.5	2.NBT.8, 2.OA.2	3.OA.8	4.NBT.4				
Use estimation				3.OA.8	4.NBT.3, 4.OA.3				
Use algorithms to add and subtract		1.NBT.4, 1.NBT.6	2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9	3.NBT.2	4.NBT.4				
Use and explain strategies based on the relationship between addition and subtraction		1.NBT.4, 1.NBT.6, 1.OA.3	2.NBT.5, 2.NBT.7, 2.OA.1, 2.OA.2, 2.NBT.9	3.NBT.2	4.NBT.4				

Concept/Skill	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Course 1	Course 2	Course 3
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### Number and Operations in Base Ten — *continued*

#### Multiplication and Division

Use and explain strategies based on place value and properties of operations		1.NBT.4, 1.NBT.5 1.NBT.6, 1.OA.3, 1.OA.4	2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9	3.NBT.2	4.NBT.4, 4.NF.3c	5.NBT.7			
Use odd and even numbers and arrays to gain foundations for multiplication			2.OA.3, 2.OA.4	3.OA.3					
Fluently multiply and divide basic facts				3.OA.7					
Compose and decompose numbers				3.NBT.3	4.NBT.5, 4.NBT.6, 4.OA.4	5.NBT.5			
Use and explain strategies based on the relationship between multiplication and division				3.OA.6, 3.OA.7	4.NBT.5, 4.NBT.6	5.NBT.6, 5.NBT.7			
Use and explain strategies based on place value and properties of operations				3.NBT.3, 3.OA.5, 3.OA.7, 3.OA.9	4.NBT.5, 4.NBT.6	5.NBT.6, 5.NBT.7			
Use multiplication to find combinations				3.OA.3					
Interpret multiplication equations as comparisons					4.OA.1, 4.OA.2				
Interpret remainders					4.NBT.6, 4.OA.3	5.NBT.6			
Estimation					4.NBT.3, 4.NBT.6	5.NBT.5, 5.NBT.6			
Divide and fluently multiply multi-digit numbers using standard algorithm					4.NBT.5, 4.NBT.6	5.NBT.5, 5.NBT.6	6.NS.2		
Prime factorization						5.NBT.2			

#### Whole Numbers

Greatest Common Factor (GCF)					4.NF.1	5.NF.2	6.NS.4		
Least Common Multiple (LCM)					4.NF.1	5.NF.2	6.NS.4		
Apply Distributive Property				3.OA.5, 3.OA.7, 3.OA.9, 3.MD.7c	4.NBT.5	5.NBT.5	6.NS.4	7.NS.2a	
Powers and exponents						5.NBT.2	6.EE.1		
Square roots of perfect squares									8.EE.2
Cube roots of perfect cubes									8.EE.2

#### Integers

Positive and negative numbers							6.NS.5		
Opposite signs of numbers							6.NS.6a		
Graph integers on a number line							6.NS.6, 6.NS.6a, 6.NS.6c		
Graph integers on a coordinate plane							6.NS.6, 6.NS.6b, 6.NS.6c, 6.NS.8		
Order integers							6.NS.7, 6.NS.7a, 6.NS.7b, 6.NS.7d		

Concept/Skill                      Grade K    Grade 1    Grade 2    Grade 3    Grade 4    Grade 5    Course 1    Course 2    Course 3

**Number and Operations in Base Ten — *continued***

**Integers *continued***

Absolute value							6.NS.7, 6.NS.7c, 6.NS.7d	7.NS.1c	
Additive inverses								7.NS.1a, 7.NS.1b	
Multiplication of integers								7.NS.2a	
Division of integers								7.NS.2b	
Properties of integer exponents									8.EE.1

**Rational Numbers**

Graph rational numbers on a number line							6.NS.6, 6.NS.6a		
Order rational numbers on a number line							6.NS.7, 6.NS.7a		
Write, interpret, and explain order of rational numbers							6.NS.7b		
Graph rational numbers on a coordinate plane							6.NS.6, 6.NS.6c, 6.NS.8		
Solve real-world problems by graphing points in all four quadrants							6.NS.8		
Add and subtract rational numbers								7.NS.1, 7.NS.1b, 7.NS.1c, 7.NS.1d	
Represent addition and subtraction on a number line								7.NS.1, 7.NS.1b	
Interpret sums of rational numbers in real-world contexts								7.NS.1b	
Understand subtraction as adding the additive inverse								7.NS.1c	
Interpret products and quotients of rational numbers in real-world contexts								7.NS.2a, 7.NS.2b	
Distance between two rational numbers on a number line								7.NS.1c	
Multiply and divide rational numbers								7.NS.2, 7.NS.2a, 7.NS.2b, 7.NS.2c	
Concept of rational numbers								7.NS.2b	
Convert rational numbers to decimals								7.NS.2d	
Terminating and repeating decimals								7.NS.2d	8.NS.1
Solve real-world problems using operations with rational numbers								7.NS.3	
Complex fractions								7.RP.1, 7.NS.3	
Solve multi-step problems involving rational numbers								7.EE.3	
Convert a decimal expansion which repeats eventually into a rational number									8.NS.1

Concept/Skill	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Course 1	Course 2	Course 3
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### Number and Operations in Base Ten — *continued*

#### Real Numbers

Concept of irrational numbers									8.NS.1
Estimate square roots									8.NS.2
Know $\sqrt{2}$ is irrational									8.EE.2
Compare the size of irrational numbers									8.NS.2
Approximate location of irrational numbers on a number line									8.NS.2

### Number and Operations

#### Fractions

Partition shapes and understand fractions as part of a whole		1.G.3	2.G.3	3.NF.1, 3.G.2					
Express fractions as a whole number				3.NF.3c					
Represent fractions on a number line				3.NF.2, 3.NF.2a, 3.NF.2b, 3.NF.3a	4.NF.6	5.NF.2	6.NS.6c	7.NS.1	
Equivalent fractions				3.NF.3a, 3.NF.3b, 3.NF.3c	4.NF.1, 4.NF.5	5.NF.1			
Unit fractions				3.NF.1, 3.G.2	4.NF.3b, 4.NF.4a, 4.NF.4b	5.NF.7			
Compare and order fractions				3.NF.3d	4.NF.2	5.NF.5a			
Find factor pairs and multiples					4.OA.4	5.NBT.2			
Prime and composite numbers					4.OA.4	5.NBT.2			
Simplest form					4.NF.1, 4.NF.2	5.NF.5b			
Represent mixed numbers and write as improper fractions					4.NF.3b	5.NF.1			
Add, subtract, and multiply fractions and mixed numbers					4.NF.3c, 4.NF.3d, 4.NF.4	5.NF.1, 5.NF.2, 5.NF.4, 5.NF.5, 5.NF.6			
Solve word problems involving addition and subtraction of fractions					4.NF.3d	5.NF.2			
Solve word problems involving multiplication of fractions					4.NF.4c	5.NF.6			
Round fractions						5.NF.2			
Estimate sums and differences of fractions						5.NF.2			
Estimate products of fractions						5.NF.4a, 5.NF.6			
Interpret multiplication with fractions as scaling						5.NF.5			
Interpret fractions as division of numerator by denominator						5.NF.3			
Divide fractions and mixed numbers						5.NF.7	6.NS.1	7.NS.2c	
Solve word problems involving division of fractions						5.NF.7c	6.NS.1	7.NS.2c 7.NS.3 7.EE.3	

## Concept/Skill

## Grade K

## Grade 1

## Grade 2

## Grade 3

## Grade 4

## Grade 5

## Course 1

## Course 2

## Course 3

Number and Operations — *continued*

## Decimals

Understand decimal notation						4.NF.6	5.NBT.3a			
Write fractions as decimals						4.NF.5, 4.NF.6	5.NF.5b, 5.NBT.3a			
Compare and order decimals						4.NF.6, 4.NF.7	5.NF.5b, 5.NBT.3b			
Add decimals						4.NF.5, 4.NF.6	5.NBT.7	6.NS.3		
Subtract/Multiply/Divide decimals to hundredths							5.NBT.7			
Estimate sums and differences of decimals by rounding							5.NBT.4			
Represent decimals on a number line						4.NF.6, 4.NF.7	5.NBT.3b	6.NS.6c		
Subtract/Multiply/Divide multi-digit decimals								6.NS.2, 6.NS.3		
Convert rational numbers to decimals									7.NS.2d	
Terminating and repeating decimals									7.NS.2d	8.NS.1
Convert a decimal expansion which repeats eventually into a rational number										8.NS.1
Non-repeating decimals/irrational numbers										8.NS.1

## Percent

Percent as rate per 100								6.RP.3c		
Find a percent of a quantity								6.RP.3c		
Solve percent problems for the whole								6.RP.3c		
Percent proportion									7.RP.3	
Percent equation									7.RP.3	
Simple interest									7.RP.3	
Sales tax and gratuities									7.RP.3	
Markups and markdowns									7.RP.3	
Commissions and fees									7.RP.3	
Percent increase and decrease									7.RP.3	
Percent error									7.RP.3	

## Ratios and Proportional Relationships

## Ratios and Rates

Understand the concept of a ratio								6.RP.1		
Use ratio and rate language								6.RP.1, 6.RP.2		
Understand the concept of a unit rate								6.RP.2		
Solve real-world problems using ratios and rates								6.RP.3	7.RP.3	
Tables of equivalent ratios								6.RP.3a	7.RP.2a	
Graph ratio tables								6.RP.3a	7.RP.2a	
Unit pricing								6.RP.3b		

Concept/Skill      Grade K    Grade 1    Grade 2    Grade 3    Grade 4    Grade 5    Course 1    Course 2    Course 3

### Ratios and Proportional Relationships — *continued*

#### Ratios and Rates *continued*

Constant speed							6.RP3b		
Use ratios to convert measurements							6.RP3d	7.RP3	
Unit rates involving fractions (complex fractions)								7.RP1	
Ratio and probability								7.SP.8a	
Interpret unit rate as the slope									8.EE.5
Rate of change of a linear function									8.F.4

#### Proportional Relationships

Recognize and represent proportional relationships								7.RP2	
Identify proportional relationships using tables or graphs								7.RP2a	
Constant of proportionality (unit rate)								7.RP2b, 7.RP2d	
Represent proportional relationships by equations								7.RP2c	
Explain what a point on the graph of a proportional relationship means								7.RP2d	
Solve proportions								7.RP3	
Use proportional relationships to solve multi-step ratio problems								7.RP3	
Graph proportional relationships								7.RP2a	8.EE.5
Compare two different proportional relationships									8.EE.5
Scale drawings								7.G.1	

### Algebra and Functions

#### Algebraic Representation

Compose and decompose numbers	K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5	1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8	2.OA.1	3.OA.5, 3.OA.7	4.NBT.5, 4.NBT.6, 4.NF.3b	5.NBT.6			
Identify/Generate/Explain patterns	K.CC.4, K.CC.4a	1.NBT.5	2.NBT.2	3.OA.9, 3.NBT.3	4.NBT.1, 4.NBT.4, 4.OA.5	5.OA.3, 5.NBT.1, 5.NBT.2			
Solve addition and subtraction word problems	K.OA.2, K.NBT.1	1.OA.1, 1.OA.2	2.OA.1	3.OA.8, 3.MD.1	4.OA.3, 4.MD.2, 4.NF.3d	5.NF.2			
Assess the reasonableness of answers by rounding and estimating				3.OA.8	4.OA.3, 4.NBT.3, 4.NBT.6	5.NBT.5, 5.NBT.6			
Determine the unknown/variable		1.OA.1, 1.OA.2, 1.OA.4, 1.OA.8	2.OA.1	3.OA.3, 3.OA.4, 3.OA.6, 3.OA.8	4.OA.2, 4.OA.3	5.NBT.6	6.EE.6		
Write and solve number sentences/ equations	K.OA.1, K.OA.3, K.OA.4, K.NBT.1	1.OA.1, 1.OA.2, 1.OA.7, 1.OA.8	2.OA.1, 2.OA.3, 2.OA.4	3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.8	4.OA.1, 4.OA.2, 4.OA.3, 4.NF.3d, 4.NF.4c, 4.NBT.5, 4.NBT.6	5.NBT.6			

Concept/Skill                      Grade K    Grade 1    Grade 2    Grade 3    Grade 4    Grade 5    Course 1    Course 2    Course 3

### Algebra and Functions — *continued*

#### Algebraic Representation *continued*

Determine if addition or subtraction equations are true or false.		1.OA.7							
Solve word problems that call for addition of three numbers		1.OA.2							
Order of operations				3.OA.8	4.OA.3	5.OA.1	6.EE.2c		
Write and solve multiplication and division word problems				3.OA.3, 3.OA.8	4.OA.2, 4.OA.3, 4.NF.4c, 4.MD.2, 4.MD.3	5.NBT.5, 5.NF.6, 5.NF.7c			
Write and evaluate expressions involving variables				3.OA.5, 3.OA.8	4.OA.3	5.OA.1, 5.OA.2	6.EE.2, 6.EE.2a, 6.EE.2c, 6.EE.6		
Identify and generate non-numeric patterns					4.OA.5				
Apply properties of operations		1.OA.3, 1.NBT.2	2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9	3.NBT.3, 3.OA.5, 3.OA.7, 3.OA.9	4.OA.5, 4.NBT.5	5.NBT.5	6.EE.3	7.EE.1, 7.EE.2	
Parts of an expression							6.EE.2b		
Identify equivalent expressions							6.EE.4		
Properties of integer exponents									8.EE.1
Use scientific notation to estimate quantities									8.EE.3
Perform operations using scientific notation									8.EE.4
Choose units of appropriate size for very large or very small quantities									8.EE.4
Scientific notation and technology									8.EE.4

#### Equations and Inequalities

Identify values that make an equation or inequality true							6.EE.5		
Use variables and expressions to solve real-world problems							6.EE.6	7.EE.4	
Write and solve equations of the form $x + p = q$ and $px = q$							6.EE.7		
Inequalities of the form $x > c$ or $x < c$							6.EE.8		
Graph inequalities on a number line							6.EE.8	7.EE.4b	
Solve equations of the form $px + q = r$ and $p(x + q) = r$								7.EE.4, 7.EE.4a	
Compare an algebraic solution to an arithmetic solution								7.EE.4a	
Solve multi-step problems involving rational numbers								7.EE.3	8.EE.7.8
Solve inequalities of the form $px + q < r$ or $px + q > r$								7.EE.4, 7.EE.4b	
Solve linear equations with one, infinitely many, or no solutions									8.EE.7, 8.EE.7a
Solve linear equations with rational coefficients								7.EE.4a	8.EE.7, 8.EE.7b

Concept/Skill      Grade K    Grade 1    Grade 2    Grade 3    Grade 4    Grade 5    Course 1    Course 2    Course 3

### Algebra and Functions — *continued*

#### Equations and Inequalities *continued*

Solve equations of the form $x^2 = p$ and $x^3 = p$										8.EE.2
<b>Equations in Two Variables</b>										
Dependent and independent variables								6.EE.9		
Write equations using two variables								6.EE.9		
Form ordered pairs						5.OA.3, 5.G.1, 5.G.2				
Tables of ordered pairs						5.OA.3, 5.G.1, 5.G.2		6.EE.9		
Graphs of ordered pairs						5.OA.3, 5.G.1, 5.G.2		6.EE.9		
Analyze patterns and relationships						5.OA.3, 5.NBT.2		6.EE.9		
Represent proportional relationships by equations									7.RP.2c	
Use similar triangles to explain slope of a line										8.EE.6
Derive the equations $y = mx$ and $y = mx + b$										8.EE.6
Solve systems of linear equations by graphing										8.EE.8, 8.EE.8a
Solve systems of linear equations algebraically										8.EE.8, 8.EE.8b
Solve problems leading to two linear equations in two variables										8.EE.8, 8.EE.8c

### Functions

Relations and functions										8.F.1
Understand functions										8.F.1
Graph of a function										8.F.1
Compare properties of functions										8.F.2
Identify non-linear functions										8.F.3
Linear functions in $y = mx + b$ form										8.F.3
Construct a function										8.F.4
Rate of change and initial value of a function										8.F.4
Qualitative graphs										8.F.5

### Measurement

#### Measurement

Describe and compare measurable attributes of objects	K.MD.1, K.MD.2									
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## Concept/Skill

## Grade K

## Grade 1

## Grade 2

## Grade 3

## Grade 4

## Grade 5

## Course 1

## Course 2

## Course 3

Measurement — *continued*

## Linear Measurement

Measure and order by comparing indirectly and by iterating using non-standard units of length		1MD.1, 1MD.2							
Measure length using appropriate tools			2.MD.1						
Use customary units of length to estimate, measure, and compare			2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4						
Use addition and subtraction to solve word problems of length			2.MD.5,		4.MD.2, 4.MD.3, 4.MD.4	5.MD.1, 5.MD.2			
Measure to half and quarter of an inch				3.MD.4	4.MD.2	5.MD.2			
Measure to eighth of an inch					4.MD.2	5.MD.2			
Estimate using customary and metric units of length					4.MD.1, 4.MD.2				
Measure metric units of length					4.MD.1	5.MD.1			
Know measurement equivalencies within a measurement system					4.MD.1	5.MD.1			
Convert customary and metric units of length					4.MD.1, 4.MD.2	5.MD.1			

## Perimeter and Area

Measure perimeter				3.MD.8	4.MD.3				
Apply the formula for perimeter					4.MD.3				
Use concepts of area to measure area				3.MD.5, 3.MD.5a, 3.MD.5b 3.MD.6, 3.MD.7, 3.MD.7a, 3.MD.7b, 3.MD.7c, 3.MD.7d, 3.MD.8	4.MD.3	5.NF.4b			
Apply the formula for area				3.MD.7, 3.MD.7b	4.MD.3	5.NF.4b			
Relate area and perimeter				3.MD.5, 3.MD.7, 3.MD.8	4.MD.3				
Find area of composite figures by decomposing				3.MD.5, 3.MD.7, 3.MD.7b, 3.MD.7d			6.G.1	7.G.6	
Relate area to multiplication and addition				3.MD.7, 3.MD.7a, 3.MD.7b, 3.MD.7c, 3.MD.7d	4.MD.3	5.NF.4b			
Solve problems involving same perimeter but different area and vice versa				3.MD.8	4.MD.3				

## Liquid Volume

Estimate metric units of capacity				3.MD.2	4.MD.1, 4.MD.2	5.MD.1			
Measure metric units of capacity				3.MD.2		5.MD.1			

Concept/Skill	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Course 1	Course 2	Course 3
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### Measurement — *continued*

#### Liquid Volume *continued*

Solve word problems involving liquid volumes				3.MD.2	4.MD.1, 4.MD.2, 4.MD.4	5.MD.1, 5.MD.2			
Convert metric units of capacity					4.MD.1, 4.MD.2	5.MD.1			
Estimate customary units of capacity					4.MD.1, 4.MD.2	5.MD.1			
Measure customary units of capacity						5.MD.1			
Convert customary units of capacity					4.MD.1, 4.MD.2	5.MD.1			

#### Weight and Mass

Estimate metric units of mass				3.MD.2	4.MD.1, 4.MD.2	5.MD.1			
Measure metric units of mass				3.MD.2		5.MD.1			
Solve word problems involving mass				3.MD.2	4.MD.1, 4.MD.2	5.MD.1			
Estimate customary units of weight					4.MD.1, 4.MD.2	5.MD.1			
Measure customary units of weight						5.MD.1			
Convert customary units of weight					4.MD.1, 4.MD.2	5.MD.1			
Convert metric units of mass					4.MD.1, 4.MD.2	5.MD.1			

#### Time

Tell and write time to the hour and half hour		1.MD.3	2.MD.7						
Tell and write time to the quarter hour and 5-minute intervals			2.MD.7						
A.M./P.M.			2.MD.7						
Tell and write time to the minute				3.MD.1					
Measure time intervals in minutes				3.MD.1	4.MD.1, 4.MD.2				
Solve word problems involving time in minutes				3.MD.1	4.MD.1, 4.MD.2				
Convert units of time					4.MD.1, 4.MD.2	5.MD.1			
Solve measurement word problems using the four operations					4.MD.2, 4.MD.3	5.MD.1			

#### Money

Recognize and count using coins		1.NBT.1	2.MD.8						
Sort and compare using coins and bills			2.MD.8						
Solve word problems involving money			2.MD.8						

### Statistics and Probability

#### Data Sets and Populations

Classify objects by size, shape, and count	K.MD.3								
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## Concept/Skill

## Grade K

## Grade 1

## Grade 2

## Grade 3

## Grade 4

## Grade 5

## Course 1

## Course 2

## Course 3

Statistics and Probability — *continued*Data Sets and Populations *continued*

Organize, represent, and interpret data		1.MD.4	2.MD.9, 2.MD.10	3.MD.3, 3.MD.4	4.MD.4	5.MD.2			
Generate data in whole units of linear measurement			2.MD.9						
Generate data in fractions of an inch				3.MD.4	4.MD.4	5.MD.2			
Recognize statistical questions							6.SP.1		
Distribution of a set of data							6.SP.2		
Statistics and population samples								7.SP.1	
Random sampling of populations								7.SP.1	
Draw inferences from random samples								7.SP.2	
Multiple samples of data								7.SP.2	
Visual overlap of data distributions								7.SP.3	
Comparative inferences between two populations								7.SP.4	

## Measures of Center and Variability

Measures of center							6.SP.3	7.SP.3, 7.SP.4	
Median							6.SP.5c		
Mean							6.SP.5c		
Measures of variation							6.SP.3	7.SP.3, 7.SP.4	
Range							6.SP.2, 6.SP.3		
Outliers							6.SP.5c		
Mean absolute deviation							6.SP.5c		
Shape of the data distribution							6.SP.5d		
Summarize and describe numerical data sets							6.SP.5, 6.SP.5a, 6.SP.5b, 6.SP.5c		

## Represent Data, Statistical Displays

Draw scaled picture graphs and scaled bar graphs				3.MD.3					
Solve problems involving bar graph analysis			2.MD.10	3.MD.3					
Make line plots using generated linear measurement data			2.MD.9	3.MD.4	4.MD.4	5.MD.2			
Solve addition and subtraction of fractions problems involving line plot analysis					4.MD.4	5.MD.2			
Solve multiplication and division of fractions problems involving line plot analysis						5.MD.2			
Dot plots							6.SP.4	7.SP.3, 7.SP.4	
Histograms							6.SP.4		
Box plots							6.SP.4	7.SP.4	
Scatter plots									8.SP.1
Clustering and outliers									8.SP.1
Positive and negative association									8.SP.1

Concept/Skill                      Grade K    Grade 1    Grade 2    Grade 3    Grade 4    Grade 5    Course 1    Course 2    Course 3

### Statistics and Probability — *continued*

#### Represent Data, Statistical Displays *continued*

Linear and nonlinear association										8.SP.1
Line of best fit										8.SP.2
Use the equation of a linear model to solve problems										8.SP.3
Two-way tables										8.SP.4

#### Probability

Probability and chance events									7.SP.5	
Likely and unlikely events									7.SP.5	
Relative frequency									7.SP.6	
Develop a probability model									7.SP.7, 7.SP.7a, 7.SP.7b	
Compare theoretical and experimental probability									7.SP.7	
Compound events									7.SP.8, 7.SP.8a	
Sample spaces									7.SP.8, 7.SP.8b	
Number of outcomes									7.SP.8a	
Permutations									7.SP.8a	
Simulations									7.SP.6, 7.SP.7, 7.SP.8, 7.SP.8c	
Fair and unfair games									7.SP.7b	

### Geometry

#### Two- and Three-Dimensional Shapes and Figures

Describe shapes in the environment	K.G.1									
Position of shapes	K.G.1									
Compose two-dimensional shapes	K.G.6	1.G.2								
Decompose two-dimensional shapes		1.G.2	2.G.2, 2.G.3	3.G.2						
Analyze and compare two-dimensional shapes	K.G.4	1.G.1	2.G.1	3.G.1						
Model, build, and draw two-dimensional shapes	K.G.5	1.G.1	2.G.1	3.G.1						
Identify, name, and describe two-dimensional shapes	K.G.1, K.G.2, K.G.3, K.G.4	1.G.1	2.G.1	3.G.1	4.G.1, 4.G.2					
Partition two-dimensional shapes into equal shares/areas		1.G.3	2.G.2, 2.G.3	3.G.2						
Identify equal shares of two-dimensional shapes		1.G.3	2.G.3	3.G.2						
Identify, name, and describe three-dimensional shapes	K.G.1, K.G.2, K.G.3, K.G.4	1.G.1	2.G.1							
Analyze and compare three-dimensional shapes	K.G.4	1.G.1	2.G.1							
Classify two-dimensional figures by their properties					4.G.1, 4.G.2	5.G.4				

## Concept/Skill

Grade K

Grade 1

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Grade 5

Course 1

Course 2

Course 3

Geometry — *continued*Two- and Three-Dimensional Shapes and Figures *continued*

Describe and classify polygons by their attributes				3.G.1					
Identify, describe, and classify triangles and quadrilaterals by their attributes				3.G.1	4.G.1, 4.G.2	5.G.3, 5.G.4			
Measure sides and angles of triangles and quadrilaterals					4.MD.6, 4.G.2	5.G.3, 5.G.4			
Draw and identify points, lines, line segments, rays, and angles in two-dimensional figures					4.G.1				
Identify lines of symmetry/symmetric figures					4.G.3				
Draw polygons on the coordinate plane							6.G.3		
Use coordinates to find the length of sides of polygons							6.G.3		
Construct triangles from three measures of angles or sides								7.G.2	
Plane sections of three-dimensional figures								7.G.3	
Circles and circumference								7.G.4	

## Angle Measure and Relationship

Explore angles of two-dimensional shapes				3.G.1	4.G.1, 4.MD.5				
Classify angles by their attributes					4.G.1, 4.MD.5				
Measure and draw angles					4.G.1, 4.MD.5, 4.MD.6				
Recognize angle measures as additive					4.MD.7				
Solve addition and subtraction problems to determine measures of unknown angles					4.G.1, 4.MD.7				
Supplementary angles								7.G.5	
Complementary angles								7.G.5	
Vertical angles								7.G.5	
Adjacent angles								7.G.5	
Sum of angles in a triangle									8.G.5
Exterior angle of a triangle									8.G.5
Parallel lines cut by a transversal									8.G.5
Angle-angle criterion for similar triangles									8.G.5

## Area and Surface Area

Area of triangles							6.G.1		
Area of parallelograms							6.G.1		
Area of trapezoids							6.G.1		
Area of composite figures							6.G.1	7.G.6	
Area of a circle								7.G.4	

Concept/Skill	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Course 1	Course 2	Course 3
<b>Geometry — continued</b>									
<b>Area and Surface Area</b> <i>continued</i>									
Informal derivation of area of circle from circumference								7.G.4	
Represent three-dimensional figures using nets							6.G.4		
Use nets to find surface area							6.G.4		
Surface area of rectangular prisms							6.G.4	7.G.6	
Surface area of triangular prisms							6.G.4	7.G.6	
Surface area of pyramids							6.G.4	7.G.6	
Surface area of composite figures								7.G.6	
Surface area of cylinders								7.G.4	
<b>Volume</b>									
Understand concepts of volume						5.MD.3			
Measure volume by counting cubes						5.MD.3, 5.MD.4	6.G.2		
Relate volume to addition and multiplication						5.MD.5			
Apply the formula for volume						5.MD.5b	6.G.2		
Build composite figures and find the volume						5.MD.5c			
Volume of right rectangular prisms						5.MD.5a	6.G.2	7.G.6	
Volume of triangular prisms								7.G.6	
Volume of pyramids								7.G.6	
Volume of composite figures								7.G.6	
Volume of cones									8.G.9
Volume of cylinders									8.G.9
Volume of spheres									8.G.9
<b>Scale Drawings</b>									
Compute lengths and areas of figures from scale drawings								7.G.1	
Reproduce scale drawings with a different scale								7.G.1	
<b>Transformations, Congruence, and Similarity</b>									
Properties of rotations									8.G.1
Properties of reflections									8.G.1
Properties of translations									8.G.1
Line segments, angles, and parallel lines in transformations									8.G.1a, 8.G.1b, 8.G.1c
Congruent figures based on transformations									8.G.2
Effect of transformations using coordinates									8.G.3
Similar figures based on transformations									8.G.4

Concept/Skill	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Course 1	Course 2	Course 3
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Geometry — <i>continued</i>									
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Pythagorean Theorem									
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Proof of the Pythagorean Theorem										8.G.6
Converse of the Pythagorean Theorem										8.G.6
Apply the Pythagorean Theorem to solve real-world and mathematical problems										8.G.7
Distance between two points in the coordinate plane										8.G.8

# Approaching the Math Practices

The Standards for Mathematical Practices describe how students should approach math, while the Standards for Mathematical Content identify content students should learn.

Use *McGraw-Hill My Math* and *Glencoe Math* to provide a consistent instructional approach to the Mathematical Practices. These two programs share a common foundation, language, and format to facilitate students' math development and academic progress.

## 8 Mathematical Practices

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

When these two sets of standards are fully integrated into a core curriculum, students more effectively build the “habits of mind,” needed to succeed in college and career.



# 1 Make sense of problems and persevere in solving them

## What does it mean?

Solving a mathematical problem takes time. Mathematically proficient students use a logical process to make sense of problems, understand that there may be more than one way to solve a problem, and alter the process if needed.

## What does it look like?

Students are working in small groups, investigating cases from the Problem-Solving lessons and solving problems that require higher-order thinking. They are using a process that will guide them through each problem and lead them towards a solution. A four-step plan—Understand, Plan, Solve, Check—tracks their progress toward a solution.

## What questions do I ask?

- What is the problem? What facts do you know?
- How do the facts relate to each other? Does a picture help describe the problem?
- Is this problem similar to any others you have solved?
- What is your plan for solving the problem?
- What should you do if you get “stuck?”
- Does the answer make sense?
- Is there another way to solve the problem?

**Problem Solving**

Joe finds 12 **starfish** at the beach. He gives 5 to his grandmother. How many **starfish** does he have left?

\_\_\_\_\_ **starfish**

9. There are 16 **turtles** in the ocean. 7 of those **turtles** get out. How many **turtles** are still in the ocean?

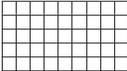
\_\_\_\_\_ **turtles**

**HOT Problem** When I am subtracted from 17, the difference is 9. What number am I? Explain.

**17** - **□** = **9**

322 Chapter 4 • Lesson 7

Write a multiplication sentence for each array.

4. 1 row of 5  5. 5 rows of 4  6. 5 rows of 9 

**Problem Solving**

7. Each pair of tennis shoes costs \$25. If Andrea has four \$5-bills, does she have enough money to buy one pair? Write a number sentence. Then solve.

\_\_\_\_\_

8. For each balloon game you win at the fair, you get 5 tickets. Jamal won 9 balloon games. Gary won 6 balloon games. Do they have enough tickets altogether for a prize that is worth 100 tickets? Explain.

\_\_\_\_\_

**Mathematical PRACTICE** **Make Sense of Problems** For a craft, each student will need 5 rubber bands. There are 8 students. Rubber bands come in bags of 9. How many bags will be needed? How many rubber bands will be left over?

**Test Practice**

10. Shawn has 4 nickels. How many walnuts can he buy if he spends all 4 nickels?

Ⓐ 1 walnut      Ⓒ 5 walnuts  
Ⓑ 4 walnuts      Ⓓ 20 walnuts

**Nuts for Sale**  
Peanuts — 3¢ each  
Walnuts — 5¢ each  
Chestnuts — 10¢ each

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12. A scuba diver descended 7 feet, 8 feet, and 11 feet. The total number of feet can be represented using the expression  $|-10| + |-8| + |-11|$ . What is the total number of feet the scuba diver descended?

13. **Use Math Tools** Mr. Chavez spent \$199.99 for a new smart phone, \$39.99 on a carrying case, and \$59.99 on accessories. The expression  $|-199.99| + |-39.99| + |-59.99|$  represents the total amount that Mr. Chavez spent. How much did Mr. Chavez spend altogether? Check your answer using estimation.

**H.O.T. Problems** Higher Order Thinking

14. **Reason Inductively** If  $|x| = 3$ , what is the value of  $x$ ?

15. **Persevere with Problems** Two numbers  $A$  and  $B$  are graphed on a number line. Is it always, sometimes, or never true that  $A - |B| \leq A + B$  and  $A > |B|$ ? Explain.

16. **Which One Doesn't Belong?** Identify the expression that is not equal to the other three. Explain your reasoning.

$|5 - |-5||$      $|-4| + 6$      $-|7 + 3|$      $|-10|$

17. **Persevere with Problems** Determine whether each statement is always, sometimes, or never true. Explain your reasoning.

a.  $|x| = |-x|$   
b.  $|x| = -|x|$   
c.  $|-x| = -|x|$

196 Chapter 2 Integers

Grade 1 H.O.T. Problems, page 322

Grade 3 Make Sense of Problems, page 318

Course 2 H.O.T. Problems, page 196

# 1 Make sense of problems and persevere in solving them

Where can I find it? (See pages referenced below for samples.)

Primary: <i>McGraw-Hill My Math</i>	Grade K	Grade 1	Grade 2
Core Lessons	TE: 29-30, 49-50, 263-264, 383-384	TE: 109-110, 147-148, 529-532	35-40, 261-266, 419-424
Core Lessons: Problem Solving exercises	38, 102, 140, 214, 392, 644	78, 176, 350, 530	90, 264, 276, 628
Problem-Solving Strategy lessons	TE: 283-284, 457-458, 603-604, 669-670	TE: 43-48, TE: 243-248, TE: 379-384, TE: 465-470	41-46, 395-400
H.O.T. Problems	N/A	58, 78, *322, 394, 512	78, 194, 360, 532, 668

Intermediate: <i>McGraw-Hill My Math</i>	Grade 3	Grade 4	Grade 5
Core Lessons	TE: 139-144, 251-256, 339-344	113-118, 153-158, 305-310, 451-456, 831-836	TE: 93-98, 263-268, 429-434, TE: 563-568
Problem-Solving Investigation lessons	41-46, 113-118, 397-402, 735-740, 865-870	179-184, 531-536, 675-680, 831-836	61-66, 233-238, 283-288, 569-574, 813-818
Check for Reasonableness Exercises	148, 162, 548	156, TE: 223-224, 258, 702	254, 662, TE: 809, 860
Keep Trying Exercises	136, 208, 344, 464, 586, 673	250, 308, 454, 602, 677	218, 571, 574
Make a Plan Exercises	268, 374, 452, 554, 714, 768	164, 176, 230, 338, 382, 454	180, 414, 518, 572, 680
Make Sense of Problems Exercises	26, 66, *318, 400, 610	76, 308, 706, 752	58, 178, 230, 318, 495, 528, 816
Plan Your Solution Exercises	44, 254, 670, 770, 774, 802	102, 332, 370, 454, 732, 784	394, 490, 534, 692

Middle School: <i>Glencoe Math</i>	Course 1	Course 2	Course 3
Core Lessons	71-78	167-173	423-430
Problem-Solving Investigation lessons	55-57, 297-299, 543-545	41-42, 307-309, 753-755	39-41, 217-219, 531-533
H.O.T. Problems			
Persevere with Problems	190, 228, 666	108, *196, 474	29, 428, 694

\* Shown on previous page.

# 2 Reason abstractly and quantitatively

## What does it mean?

In mathematics, the concrete and abstract complement each other. Students can start with a concrete or real-world context and then represent it with abstract numbers or symbols (decontextualize), find a solution, then refer back to the context to check that the solution makes sense (contextualize).

## What does it look like?

Students are using numbers and writing mathematical number sentences, which evolves into writing expressions, equations, and inequalities in middle grades, to describe real-world contexts and to solve problems. They begin with concrete models to represent numbers and develop an awareness of number sense to determine unknowns.

## What questions do I ask?

- What math words describe the situation?
- Can you describe the situation using fewer words?
- What operations are suggested?
- What symbols can you use?
- What does the unknown, or variable, represent?
- Does your answer make sense in this problem?
- Does your answer fit the facts given in the problem?

Name \_\_\_\_\_

Operations and Algebraic Thinking  
1.OA.3

**Lesson 4**  
**ESSENTIAL QUESTION**  
How do you subtract numbers?

You're on all-star!

**Subtract 0 and All**

Explore and Explain

Write your subtraction sentence

**Teacher Directions:** Use to model. A team had 6 baseballs at their game. They lost 6 of them. How many baseballs are left? Trace your counters. Mark on the baseballs that are lost. Write the subtraction number sentence.

Chapter 2 • Lesson 4

Online Content at [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

Name \_\_\_\_\_

Number and Operations in Base Ten  
3.NBT.2, 3.OA.8

**Lesson 6**  
**ESSENTIAL QUESTION**  
How are the operations of subtraction and addition related?

**Subtract Four-Digit Numbers**

**Math in My World**

**Example 1**  
What is the difference in height between Ribbon Falls and Kalambo Falls?

Find the unknown.  $1,612 - 726 = \square$

Estimate  $1,612 - 726 \rightarrow 1,600 - \square = 900$

**1 Subtract the ones.**  
Regroup 1 ten as 10 ones.  
2 ones + 10 ones = 12 ones

$$\begin{array}{r} \square \square \\ 1,6\cancel{1}2 \\ - 726 \\ \hline \square \end{array}$$

**2 Subtract the tens.**  
Regroup 1 hundred as 10 tens.  
0 tens + 10 tens = 10 tens

$$\begin{array}{r} \square \square \\ 1,\cancel{6}2 \\ - 726 \\ \hline \square \end{array}$$

**3 Subtract the hundreds and thousands.**  
Regroup 1 thousand as 10 hundreds.

$$\begin{array}{r} 15\ 10 \\ 0\cancel{1}6\cancel{1}2 \\ \cancel{1}\cancel{6}\cancel{1}2 \\ - 726 \\ \hline \square \end{array}$$

**Check**  
886 is close to the estimate 900. Estimation shows the answer is reasonable.

So,  $1,612 - 726 = \square$ .

Ribbon Falls is  $\square$  feet taller than Kalambo Falls.

Online Content at [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

Lesson 6 165

**Analyze and Reflect**

Work with a partner. Circle an expression that is equivalent to the expression in the first column. The first one is done for you.

	$-3 - 1$	$-3 + 1$	$-3 + (-1)$	$-3 - (-1)$
9.	$-2 - 9$	$-2 - (-9)$	$-2 + 9$	$-2 + (-9)$
10.	$-8 - 4$	$-8 + 4$	$-8 + (-4)$	$-8 - (-4)$
11.	$6 - (-2)$	$6 + 2$	$6 - 2$	$6 + (-2)$
12.	$5 - (-7)$	$5 - 7$	$5 + (-7)$	$5 + 7$
13.	$-1 - (-3)$	$-1 - 3$	$-1 + 3$	$-1 + (-3)$
14.	$-3 - (-8)$	$-3 + 8$	$-3 - 8$	$-3 + (-8)$

**15. Model with Mathematics** Study the pattern in the table. Write a rule you can use to find the difference of two integers without using counters. Test your rule by finding  $3 - (-2)$  two different ways using counters.

**Create**

**16. Identify Structure** Write a subtraction sentence where the difference is positive. Use a positive and a negative integer.

**17.** Write a subtraction sentence where the difference is negative. Use a positive and a negative integer.

**18. Explain** HOW is the subtraction of integers related to the addition of integers?

214 Chapter 3 Integers

Grade 1 Explore and Explain, page 127

Grade 3 Math in My World, page 165

Course 2 Inquiry Labs, page 214

## 2 Reason abstractly and quantitatively

Where can I find it? (See pages referenced below for samples.)

Primary: <i>McGraw-Hill My Math</i>	Grade K	Grade 1	Grade 2
Core Lessons	TE: 11-12, 29-30, 105-106, 157-158, 623-624	TE: 11-12, 37-38, 69-70, 121-122, *127-128, 409-410	127, 129, 145, 296, 413, 510, 615, 645
Core Lessons: Problem-Solving exercises	58, 64, 72, 96, 128, 194, 342	112, 124, 220, 482, 664	138, 498, 548, 674
Foldables™	TE: 7-10, 91-92, 175-178, 255-256, 439-442		411, 481-482, 643-644

Intermediate: <i>McGraw-Hill My Math</i>	Grade 3	Grade 4	Grade 5
Throughout the text	TE: *165-168, 333-336, 519-520, 523-524	118, 229-234, 341-346, TE: 543-548, 720	23-28, 37-42, 157-160
Reason Exercises	168, 214, 316, 432, 712	448, 520, 540, 646, 790, 848, 854, TE: 928	230, 364, 692, 720, 838
Stop and Reflect Exercises	154, 206, 322, 514, 580	14, 264, 536, 570, 882, 934	268, 398, 646, 734
Understand/Use Symbols Exercises	176, 260, 454, 700, 702	26, 264, 302, 434, 810, 914	83, 212, 588, 762, 809
Use Algebra Exercises	102, 112, 342, 434, 764	214, 232, 610, 666	204, 218, 276, 282, 592, 750
Use Number Sense Exercises	76, 102, 280, 336, 452	70, 150, 244, 428, 546, 672	102, 128, 306, 414, 496, 586, 628, 828

Middle School: <i>Glencoe Math</i>	Course 1	Course 2	Course 3
Core Lessons	527, 528, 553	132, 472, 642	130-131, 147
Inquiry Labs	210, 660	232, *214, 366, 434	120
H.O.T. Problems Reason Abstractly	206, 360, 566	354, 15, 101	157, 293, 384

\* Shown on previous page.

# 3 Construct viable arguments and critique the reasoning of others

## What does it mean?

Sound mathematical arguments require a logical progression of statements and reasons. Students can clearly communicate their thoughts and defend them.

## What does it look like?

Students are talking and writing about mathematics and sharing their thoughts with others. They are drawing conclusions, making conjectures, explaining their reasoning, justifying their conclusions, and challenging other students' conclusions. In the primary grades, students may refer to concrete or real-world examples to help explain their thinking to others.

## What questions do I ask?

- How did you get that answer?
- Is that always true?
- Why does that work?
- Can you use objects in the classroom to show that your answer is correct?
- Can you give me a “non-example” or a counter-example?
- What conclusion can you draw? What conjecture can you make?
- Does your answer make sense in this problem?
- Is there anything wrong with that argument?

**Mathematical PRACTICE**

**Share and Show**

A bar graph uses bars to show information or data. Use the tally chart to make a bar graph.

Snack	Tally	Total
Apple		4
Cheese		4
Celery		4

Snack	Tally	Total
Apple		4
Cheese		4
Celery		4

1. Write the totals in the tally chart.

Shape	Tally	Total
Square		4
Triangle		4
Circle		4

2. Use the tally chart in Exercise 1 to make a bar graph.

**Talk Math** What is a bar graph? Describe it.

536 Chapter 7 • Lesson 5

**Example 2**

Four frogs sitting on a log eat 6 flies each. How many flies are eaten altogether? Write a multiplication sentence with a symbol for the unknown. Then solve.

Find  $4 \times 6 = \square$

number of groups      number in each group      total

Either factor can be decomposed into equal addends.

**One Way** Decompose 4 into 2 + 2.      **Another Way** Decompose 6 into 3 + 3.

$2 \times 6$  plus  $\times = \square$        $4 \times 3$  plus  $\times = \square$

$12 + \square = \square$        $12 + 12 = \square$

So,  $4 \times 6 = \square$ . The unknown is  $\square$ .  
The frogs ate  $\square$  flies.

**Guided Practice**

1. Complete the sentence below.  
To find  $8 \times 6$ , you could decompose 6 into  $\square + \square$  or you could decompose 8 into  $\square + \square$ .

**Talk Math** Explain why the product of 6 and 3 is double the product of 3 and 3.

430 Chapter 8 Apply Multiplication and Division

**Extra Practice**

Use the Fundamental Counting Principle to find the total number of outcomes for each situation.

14. rolling a number cube and spinning a spinner with eight equal sections  $48$

15. tossing a coin and selecting one letter from the word MATH  $12$

16. selecting one sweatshirt from a choice of five sweatshirts and one pair of pants from a choice of four pairs of pants  $20$

17. selecting one entrée from a choice of nine entrées and one dessert from a choice of three desserts  $27$

18. rolling a number cube and tossing two coins  $24$

19. choosing tea in regular, raspberry, lemon, or peach; sweetened or unsweetened; and in a glass or bottle  $48$

20. A cafeteria offers oranges, apples, or bananas as its fruit option. It offers peas, green beans, or carrots as its vegetable option. It offers fruit and vegetable options. If the fruit and the vegetable are chosen at random, what is the probability of getting an orange and carrots? Is it likely or unlikely that a customer would get an orange and carrots?

21. **Justify Conclusions** The table shows cell phone options offered by a wireless phone company. If a phone with one payment plan and one accessory is given away at random, predict the probability that it will be Brand B and have a headset. Explain your reasoning.

Phone Brands	Payment Plans	Accessories
Brand A	Individual	Leather case
Brand B	Family	Car mount
Brand C	Business	Headset
	Government	Travel charger

Fundamental Counting Principle 763

# 3 Construct viable arguments and critique the reasoning of others

Where can I find it? (See pages referenced below for samples.)

Primary: <i>McGraw-Hill My Math</i>	Grade K	Grade 1	Grade 2
My Vocabulary Card Activities	TE: 4-10, 88-90, 252-254, 482-488, 686-692	TE: 4-10, 206-208, 628-634	TE: 104, 478-480, 640-642
Core Lessons	539-501, 629-630	TE: 55-56, 109-110, 191-192, 359-360, 397-398, 459-460, 479-480, 563-564, 667-668	18, 56, 135, 173, 510-11, 531, 653, 740, 772
Problem-Solving Strategy lessons	TE: 501-502, 545-546	43-44, 465-466, 673-674	315-320, 395-400, 677-682
H.O.T. Problems	N/A	170, 356, 362, 572	226, 310, 486, 660, 688, 768
Talk Math	N/A	110, 168, 320, 354, *536	36, 172, 230, 658, 704
Write Math	N/A	14, 194, 252, 284	38, 174, 324, 454, 742, 786

Intermediate: <i>McGraw-Hill My Math</i>	Grade 3	Grade 4	Grade 5
Core Lessons	TE: 29-34, 79-84, 159-164, 429, *430-434	37-42, TE: 359-364	271-276, TE: 557-562, 713-718
Problem-Solving Investigation lessons	TE: 145-150, 397-402, 469-474	107-112, 255-260, 531-536, TE: 755-760	569-574, 657-662
Draw a Conclusion Exercises	110, 174, 194, 274, 662	28, 313, 494, 652, 746	58, 196, 280, 582, 624
Justify Conclusions Exercises	46, 72, 147, 380, 460, 718	210, 374, 714, 844, 924	124, 222, 258, 562, 622, 666
Find the Error Exercises	82, 162, 214, 310, 648	20, 144, 370, 468, 520, 582, 738, 908	32, 122-178, 274, 312
Which One Doesn't Belong? Exercises	444, 530, 668, 808	244, 416, 718, 804	46, 160, 254, 464, 516, 560, 566, 754, 970
Talk About It Exercises	246, 502, 634, 724, 792	210, 342, 460, 500, 652, 888	38, 190, 350, 708, 924

Middle School: <i>Glencoe Math</i>	Course 1	Course 2	Course 3
Inquiry Labs	30, 672, 738	64, 101, 414	388, 410, 28
H.O.T. Problems			
Find the Error	466, 630, 678	148, 220, 486	86, 186, 416
Which One Doesn't Belong?	530, 556	156, 392	428
Justify Conclusions	262, 350, 630	172, 215-222, 762, *763	374, 56, 646

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# 4 Model with mathematics

## What does it mean?

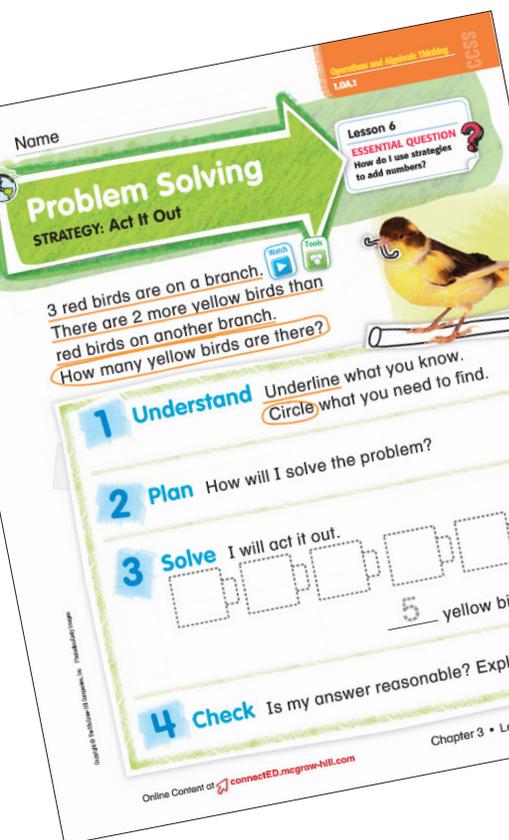
Models link mathematics to problem situations in everyday life. They can be diagrams, drawings, classroom objects, and manipulatives. There are also geometric, graphical, algebraic, tabular, and statistical models. Models can help students explain their thinking or search for patterns.

## What does it look like?

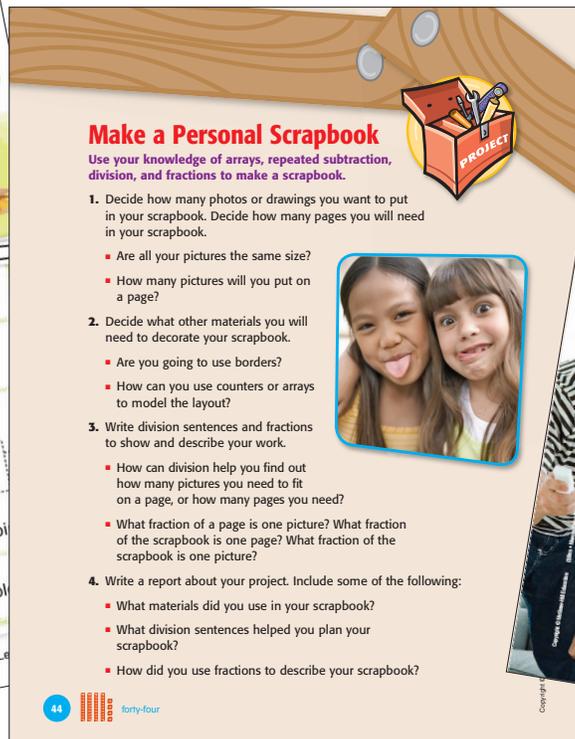
Students are using a variety of models, including physical manipulatives, drawings, charts, tables, graphs, and symbols to solve problems.

## What questions do I ask?

- How do you use this math at home?
- When are you going to use this?
- Why is mathematics important in your life?
- How could using another object help you solve this problem in a different way?
- Is it better to use a table or an equation to solve this problem?
- Why might it be better to draw a picture to solve this problem?
- Does your answer make sense?



Grade 1 Problem-Solving Strategy Lessons, page 243



Grade 3 Ch.5 Project-Based Learning, page 44



Course 2 Career Project, page 177

# 4 Model with mathematics

Where can I find it? (See pages referenced below for samples.)

Primary: <i>McGraw-Hill My Math</i>	Grade K	Grade 1	Grade 2
Core Lessons	TE: 35-36, 137-138, 191-192, 257-258	TE: 29-30, 153-154, 217-218, 313-314, 685-686	133B, 223-228, 241-246, 301-306, 463-468
Problem-Solving Strategy lessons	TE: 77-78, 281-282, 713-714	TE: 45-46, *243-246, 675-676	41-46, 203-208, 503-508, 561-566, 751-756
Foldables™	TE: 323-324, 381-382	TE: 279-280, 345-346, 507-508	105-106, 293-294, 591-592

Intermediate: <i>McGraw-Hill My Math</i>	Grade 3	Grade 4	Grade 5
Hands On Lessons	TE: 93-98, 193-198, 765-770, 833-838	209-214, TE: 341-346, TE: 499-504, 887-892	TE:24, 113-118, TE: 481-486, TE: 507-514
Core Lessons: One Way/Another Way	TE: 301-302, 319-320, 365-366, 785-786	167, 261, 543, 613, 669	55, 125, 412, 461, 740
Core Lessons: Real-World Examples	TE: 9-10, 383-384, 449-450, 539-540, 639-640	153, 255, 393, 517, 613, 845	175-176, 178, 227-232, 379-384
Model Math Exercises	90, 98, 198, 380, 440	14, 152, 396, 610, 934	116, 352, 510, 580, 780
Chapter Projects	TE: *235-236, 357-358, 421-422	TE: 125-126, TE: 271-272, TE:321-322, TE: 623-624	1-2, 295-296, 471-472, 787-788

Middle School: <i>Glencoe Math</i>	Course 1	Course 2	Course 3
Real-World Links	137, 387, 837	73, 81, 233	15, 295
Unit Projects	649-650	527-528	103-104
Career Projects	247-248, 791-792	*177-178, 335-336	161-162, 355-356
Graphic Novels	175, 511, 803	97, 431, 609	169, 503, 585
Model with Mathematics and Multiple Representations Exercises	12, 114, 540, 600	49, 78, 87, 362	120, 249, 428, 706

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# 5 Use appropriate tools strategically

## What does it mean?

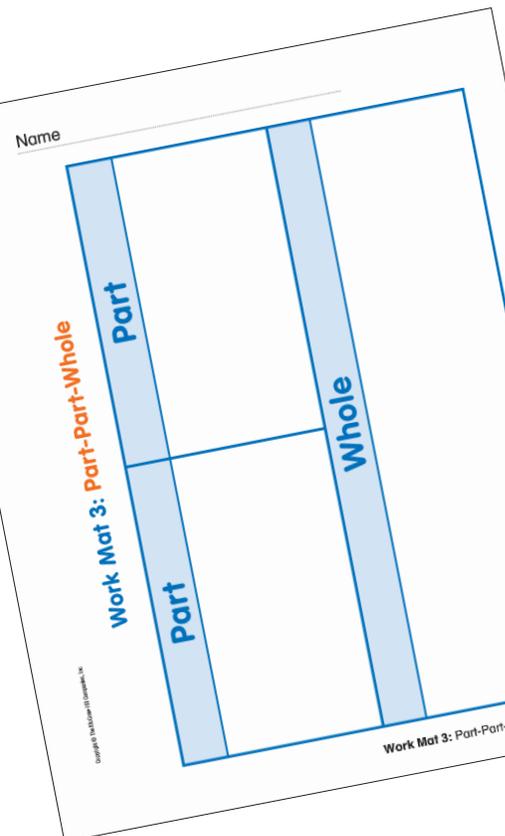
Certain tools, including estimation and virtual tools, are more appropriate than others when solving mathematical problems. Students should understand the benefits and limitations of each tool.

## What does it look like?

Students are actively making choices in selecting a tool/strategy to solve a problem. Tools should include such items as paper and pencil, physical objects, virtual manipulatives, bar diagrams, and calculators. They should also include such strategies as estimation, mental math, making a spreadsheet, using graphing software, or using the Internet to solve problems.

## What questions do I ask?

- What tool would you like to use to solve this problem?
- What are the limitations of using this tool?
- Do you need an exact answer?
- How can you use estimation as a tool?
- Can you solve this mentally?
- Can you find information on the Internet?
- Can you use solve this problem using another tool?
- Would it be helpful to use a virtual manipulative?



Grade 1 Work Mat, page WM3

Name \_\_\_\_\_

Measurement and Data  
1.MD.2

## Hands On Estimate and Measure Capacity

**Lesson 1**  
**ESSENTIAL QUESTION**  
Why do we measure?

The amount of liquid a container can hold is called its **capacity**. Capacity is also known as **liquid volume**.  
One **unit** is one specific amount of measurement.  
A **metric unit** is a unit of measure in the metric system. One metric unit of capacity is a **liter (l)**.

This water bottle holds about 1 liter of water.

Use liters to measure containers of greater capacity.

### Measure It

How much liquid is a liter?

1 Find three containers. Estimate whether each holds less than, about, or more than 1 liter. Write the name of the container. Mark your estimate. An example is shown.

Container	My Estimate			My Measure
	Less	About	More	Actual
water glass		X		

2 Pour liquid from the container into the 1-liter measuring cup to check each estimate. Record your results in the table.

Online Content at [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

Lesson 1 633

Grade 3 Hands On, page 633

Collaborate

## Unit Project Preview

**Explore the Ocean Depths** Oceans are considered by many to be the last frontier on Earth. They are so huge that there is still a great deal that we have yet to discover about them. Think about the tallest thing on Earth. Whatever it is, it doesn't even come close to being as deep as the ocean. However, as new technologies advance, exploration continues deeper and deeper into the ocean allowing us to find many new sea creatures.

At the end of Chapter 4, you'll complete a project about the oceans. But for now, jot down four sea creatures in the table and list at what depth of the ocean you think they live.

Ocean Creatures	
Creature	Depth (m)

186 Unit 2 Project Preview

Course 2 Unit Project Preview, page 186

# 5 Use appropriate tools strategically

Where can I find it? (See pages referenced below for samples.)

Primary: <i>McGraw-Hill My Math</i>	Grade K	Grade 1	Grade 2
Core Lessons	TE: 23-24, 69-70, 191-192, 277-278, 309-310, 339-340, 641-642, 661-662	TE: 17-18, 129-130, 217-218, 221-222, 391-392, 403-404	363-368, 419-425, 425-430, 645-650
Work Mats	WM1, WM2, *WM3-WM8	WM1-WM8	WM1-WM8
Digital Dashboard	1A-1D, 249A-249D, 479A-479B, 683A	1A-1F, 99A-99F, 337A-337F, 623A-623C	TE: 139B, 223B, 357B, 619B, 759

Intermediate: <i>McGraw-Hill My Math</i>	Grade 3	Grade 4	Grade 5
Hands-On Lessons	TE: 153-158, *633-638, 645-650	TE: 43-48, TE: 499-504, TE: 561-566	163-168, 323-328, 519-524, 759-764
Core Lessons	TE: 225-230, 613-618, 691-696, 703-708	73-78, 197-202, 279-284, 329-334	TE: 429-434, 671-678, TE: 777-782
Use Math Tools/Mental Math Exercises	136, 156, 222, 330, 471, 478, 572	66, 78, 96, 200, 314, 349, 700, 876	134, 262, 332, 358, 360
Digital Dashboard	TE: 235A-235B, 357A-357D, 623A-623D	TE: 125A-125D, TE: 321A-321D, TE: 405A-405D	TE: 71A-71D, TE: 371A-371F, TE: 787A-787F
Work Mats	WM1-WM8	WM1-WM8	WM1-WM8

Middle School: <i>Glencoe Math</i>	Course 1	Course 2	Course 3
Core Lessons	75, 137-144	14, 111-118	81-89, 215
Inquiry Labs	15-18, 97-100, 209-210	7-8, 175-176, 411-414, 563-566	67-70, 141-144, 179-180
Unit Projects	170, 926	*186, 704	104, 656

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# 6 Attend to precision

## What does it mean?

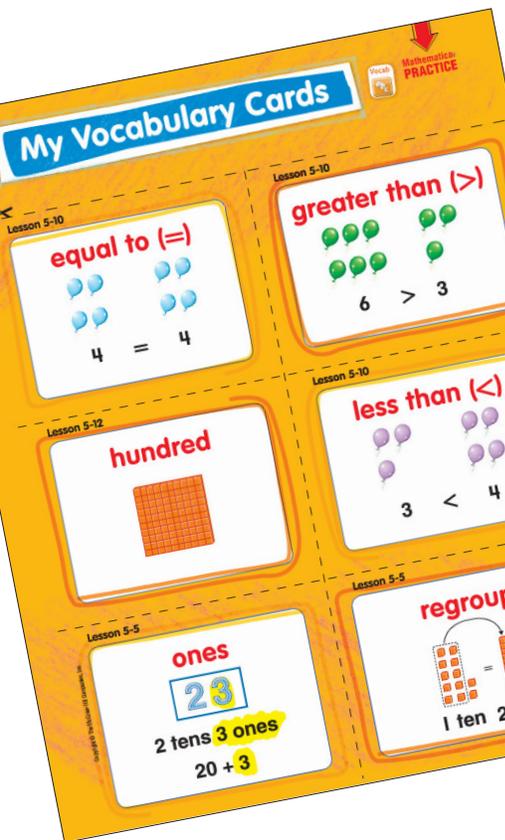
Precision in mathematics is more than calculating efficiently and accurately. It is also the ability to communicate the language of mathematics precisely.

## What does it look like?

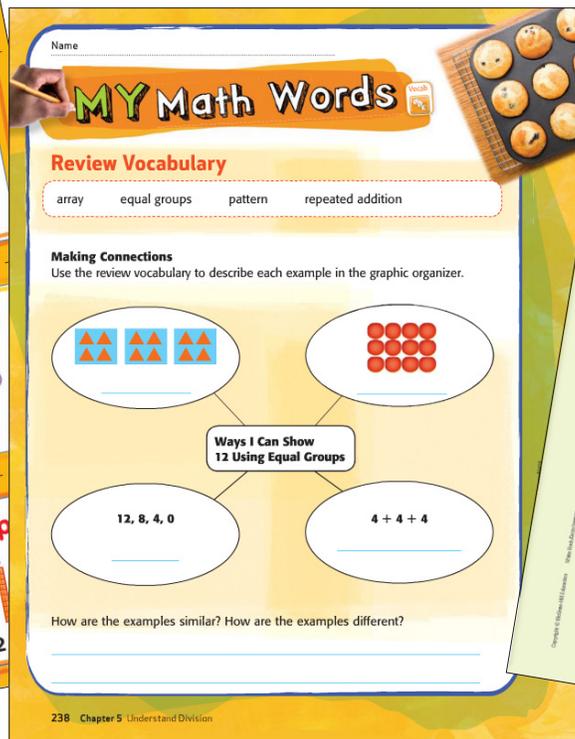
Students are using clear and precise vocabulary in their communications with others. They are identifying the attributes of measurement, labeling answers, specifying units of measure, labeling graphs correctly, defining variables, and using correct math symbols to avoid any miscommunications.

## What questions do I ask?

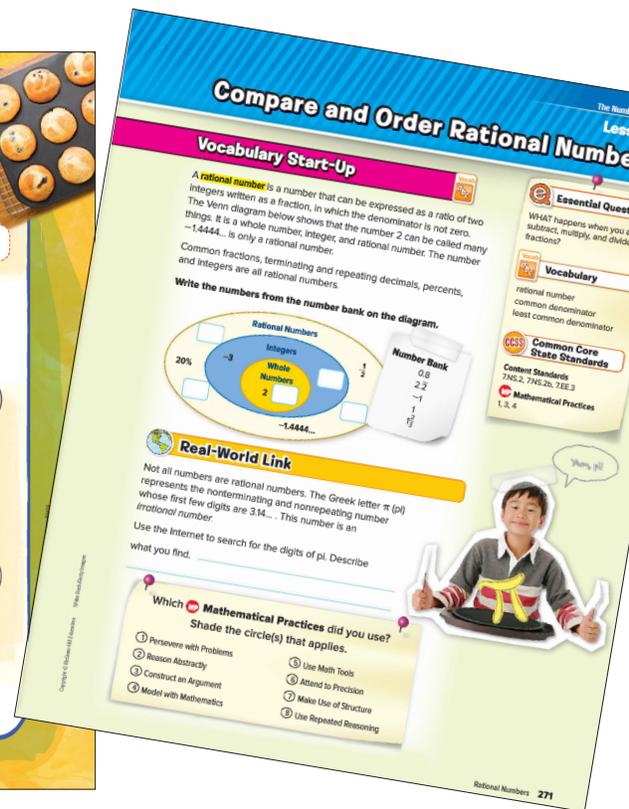
- How can the everyday meaning of a math term help you remember the math meaning?
- Is this term similar to something you already know?
- What does the math symbol mean? How do you know?
- Does your answer make sense? Did you try another method to check your work?
- What does the variable represent?
- Have you checked your answer for the correct labels?
- Have you labeled the graph correctly?
- When should you use that symbol?



Grade 1 My Vocabulary Cards, page 341



Grade 3 My Math Words, page 238



Course 2 Vocabulary Start-Up, page 271

# 6 Attend to precision

Where can I find it? (See pages referenced below for samples.)

Primary: <i>McGraw-Hill My Math</i>	Grade K	Grade 1	Grade 2
Core Lessons	TE: 61-62, 151-152, 403-404, 469-470	23-24, 75-76, 87-88, 153-154, 385-386, 589-590	75-80, 107, 114, 134, 301, 521-582, 637-724
Core Lessons: Fluency Practice	369-370, 427-428	93-94, 197-198, 267-268, 331-332	93-94, 151-152, 209-210, 279-280
Core Lessons: Problem Solving Exercises	20, 272, 292, 354, 554	135-136, 183-184, 238, 475-476, 637-638, 683-684	84, 200, 553, 670
My Vocabulary Cards/Vocabulary Check	TE: 88-90, 578-580 / 245 -246, 371-372	TE: 102-108, 340, *341-346, 706-707 / 95-96, 199-200, 333-334	95, 102, 103-104, 153, 218, 522, 587-590, 639-642
Reflect	TE: 167-168, 315-316, 431-432, 573-574, 681-682	TE: 201-202, 437-438, 499-500, 549-550, 621-622	98, 518, 582, 634

Intermediate: <i>McGraw-Hill My Math</i>	Grade 3	Grade 4	Grade 5
My Vocabulary Cards	TE: *238-244, 564-566, 748-750	57-58, 409-410, 479-482, 865-470	5-8, 75-78, 475-478, 545-548
Building on the Essential Question	214, 432, 788	20, 138, 332, 468, 616	134, 306, 470, 640, 774
Talk About It	94, 266, 596, 754, 766	210, 232, 374, 462, 500, 564	88, 90, 190, 192, 350, 352, 802, 804
Be Precise Exercises	142, 222, 310, 408, 589	284, 522, 648, 726, 892	308, 406, 458, TE: 522, 585-586, 768
Explain to a Friend Exercises	316, 394, 444, 616	48, 376, 422, 616, 746	52, 102, 192, 340, 632

Middle School: <i>Glencoe Math</i>	Course 1	Course 2	Course 3
Vocabulary Start-Up	129, 433, 513	191, *271, 613	7, 111, 181
Vocabulary Check	81, 128, 727	179, 253, 603	42, 99, 163
Building on the Essential Question	62, 452, 750	76, 236, 642	132, 600, 644

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# 7 Look for and make use of structure

## What does it mean?

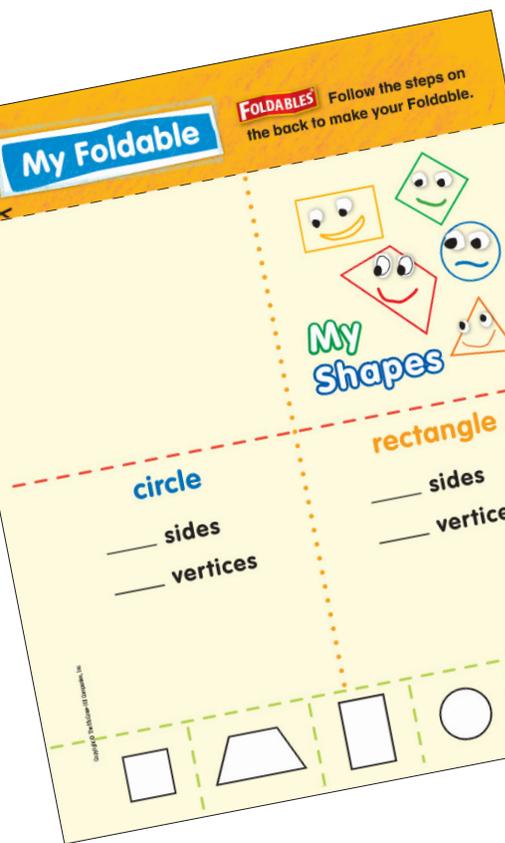
Mathematics is based on a well-defined structure. Mathematically proficient students look for that structure to find easier ways to solve problems.

## What does it look like?

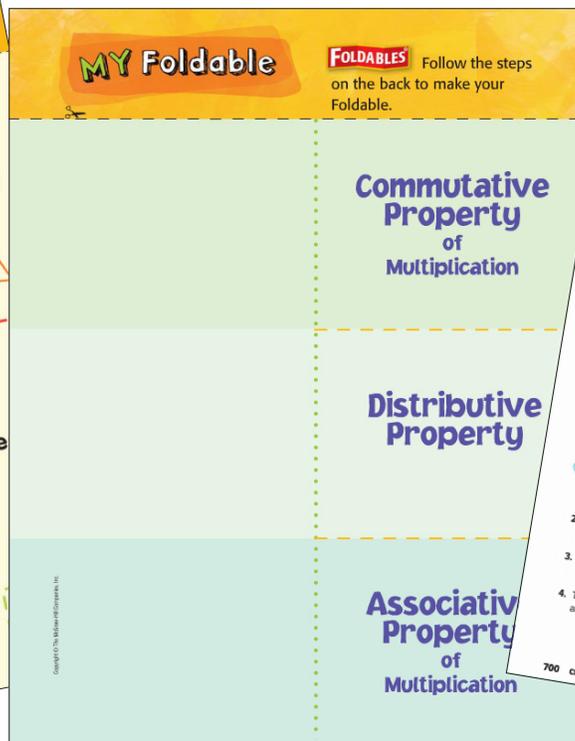
Students are looking for patterns and using properties to help with alternative methods of computing. Students are making use of comparison terms and seeking shortcuts to solutions. They are using graphic organizers and Foldables™ to show examples/non-examples, classify shapes/numbers, and explain the structure of algebraic expressions.

## What questions do I ask?

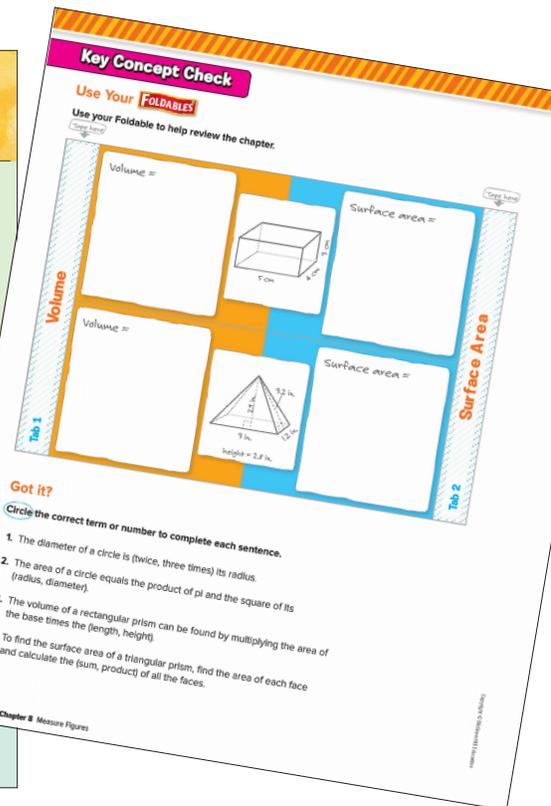
- Can you think of an easier way to find the solution?
- How can using what you already know help you solve this problem?
- How are numerical expressions and algebraic expressions the same? How are they different?
- What do two-dimensional shapes have in common with three-dimensional shapes? How do they differ?
- Why can taking a number apart help you add or subtract?
- How would you use a tally chart to make a bar graph?
- Why does making a table help you solve a problem?



Grade 1 My Foldable, page 633



Grade 3 My Foldable, page 499



Course 2 Foldables, page 700

# 7 Look for and make use of structure

Where can I find it? (See pages referenced below for samples.)

Primary: <i>McGraw-Hill My Math</i>	Grade K	Grade 1	Grade 2
Core Lessons	TE: 119-120, 145-146, 225-226, 331-332, 551-552, 693-694	TE: 115-116, 229-230, 319-320, 447-448, 589-590	69-74, 81-86, 165-170, 177-182, 327-332
Graphic Organizers: My Math Words	88, 172, 436, 686	TE: 102-104, 206-208, 340-342, 442-444, 626-628, 706-708	102, 160, 288, 638, 728
Graphic Organizers: Reflect	TE: 247-248, 529-530, 681-682	TE: 97-98, 271-272, 701-702, 739-740	98, 284, 582, 792
Foldables™	TE: 537-538, 581-582, 619-622	TE: 7-10, 279-280, 343-346, 629- <b>633</b> , 634	9-10, 527-528, 737-738

Intermediate: <i>McGraw-Hill My Math</i>	Grade 3	Grade 4	Grade 5
Core Lessons	61-66, 73-78, 295-300, 455-460	61-66, 161-166, 293-298, 405-474	113-118, 119-124, 195-200, 341-346
Graphic Organizers: Reflect	124, 286, 492	188, 270, 320, 764, 860	70, 242, 470, 540, 786
Foldables™	TE: <b>*499</b> -500, 827-832	133-134, 411-412, 483-484, 695-696	9-10, 155-156, 479-480, 611-612, 799-800
Identify Structure exercises	298, 374, 504, 796, 838	64, 250, 294-296, 488, 514	84, 266, 340, 496, 770

Middle School: <i>Glencoe Math</i>	Course 1	Course 2	Course 3
Core Lessons	39-46, 485-492, 783-790	215-222, 367, 374, 375-382	277-284
H.O.T. Problems Identify Structure	64, 270, 350	208, 268, 372	12, 226, 542
Graphic Organizers	44, 160, 788	182, 271, 349	94, 116, 580, 636
Foldables™	82, 506, 728, 856	92, 604, <b>*700</b> , 850	100, 256, 652

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# 8 Look for and express regularity in repeated reasoning

## What does it mean?

Recognizing a pattern can lead to results more quickly and efficiently.

## What does it look like?

Students are looking for shortcuts or generalizations. They look for patterns when representing and counting numbers. Repetitive experiences in describing their thinking helps students to make connections between what they know and new situations which require similar thinking.

## What questions do I ask?

- Do you see a pattern?
- Have you seen this pattern before?
- Is this pattern like one you've seen before? How is it different?
- What does this problem remind you of?
- Is this problem similar to something you already know?
- What would happen if you...?

Name \_\_\_\_\_

**Apply the Strategy**  
About how many 🍌 long is the object?  
Guess. Then measure. Revise if needed.

1.  Guess: about \_\_\_\_\_  
Measure: about \_\_\_\_\_

2.  Guess: about \_\_\_\_\_  
Measure: about \_\_\_\_\_

3.  Guess: about \_\_\_\_\_  
Measure: about \_\_\_\_\_

Chapter 8 • L

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Mathematical PRACTICE

CCSS

Name \_\_\_\_\_

**Problem-Solving Investigation**  
STRATEGY: Look for a Pattern

**Lesson 6**  
ESSENTIAL QUESTION  
What is the importance of patterns in learning multiplication and division?

**Learn the Strategy**  
In the first row of her tile pattern, Christina uses 2 tiles. She uses 4 tiles in the second row, 8 tiles in the third row, and 16 tiles in the fourth row. If she continues the pattern, how many tiles will be in the sixth row?

**1 Understand**  
What facts do you know?  
There will be \_\_\_\_\_ tiles in the first row, \_\_\_\_\_ in the second row, \_\_\_\_\_ in the third row, and \_\_\_\_\_ tiles in the fourth row.

**2 Plan**  
I will make a table for the information. Then I will look for a pattern.

**3 Solve**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
2	4	8	16		

+2 +4 +8 +16 +32

Put the information in a table. Look for a pattern. The numbers double. Now I can continue the pattern. There will be \_\_\_\_\_ tiles in the sixth row.

**4 Check**  
Does your answer make sense? Explain.

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Lesson 6 327

**Problem-Solving Investigation**  
**Look for a Pattern**

**Case #1 Shooting Star**  
Laura wants to make the girls basketball team and knows that making free throws is a skill that impresses the coach. In practice, she makes about 3 out of every 5 free throws she attempts. In tryouts, she has to shoot the ball 30 times from the free throw line. How many of these can she expect to make?

**1 Understand** What are the facts?  
• Laura can make 3 out of 5 free throw attempts.  
• In tryouts, she will have to shoot the ball 30 times from the free throw line.

**2 Plan** What is your strategy to solve this problem?  
Make a table to extend the pattern and solve the problem.

**3 Solve** How can you apply the strategy?  
Complete the table below.

Free Throws	3	4	9	12
Shots Attempted	5	10	15	20

If Laura attempts 30 shots, how many should she make?

**4 Check** Does the answer make sense?  
She makes free throws a little more than half the time. Since 18 is a little more than 15, the answer is reasonable.

**Analyze the Strategy**  
**Identify Repeated Reasoning** How would the results have changed if Laura could make 4 out of 5 free throw attempts?

investigation Look for a Pattern 225

Grade 1 Apply the Strategy, page 583

Grade 3 Problem-Solving Investigation, page 327

Course 2 Problem-Solving Investigation, page 225

# 8 Look for and express regularity in repeated reasoning

Where can I find it? (See pages referenced below for samples.)

Primary: <i>McGraw-Hill My Math</i>	Grade K	Grade 1	Grade 2
Core Lessons: See and Show/On My Own	TE: 111-112, 363-364, 421-422, 443-444, 521-522, 693-694 / 45-46, 159-160, 309-310, 511-512, 631-632	TE: 29-30, 115-116 / 283-284, 449-450	24-25, 108-109, 698-699
Core Lessons: Modeling the Math	69B, 273B, 521B, 705B	TE: 127B, 347B, 635B	TE: 139B, 229B, 765B
Core Lessons	TE: 185-185, 307-308, 565-566	TE: 185-185, 249-250, 255-256, 319-320, 647-648	23-28, 69-74, 101-156, 327-332, 363-368, 771-776
Problem-Solving Strategy lessons	359-360, 417-418, 545-546, 605-606	TE: 381-382, *583-584	119-124, 315-320, 395-400, 605-610
H.O.T. Problems	N/A	182, 432, 684, 690, 696	84, 226, 310, 360, 486
Core Lessons: Fluency Practice	TE: 369-370, 427-428	TE: 93-94, 267-268, 331-332	93-94, 209-210, 279-280

Intermediate: <i>McGraw-Hill My Math</i>	Grade 3	Grade 4	Grade 5
Core Lessons	TE: 87-92, 257-262, 409-414, 569-574, 665-670	67-72, 197-202, 247-252, 329-334, 407-474	99-104, 175-180, 411-416, 513-518
Problem-Solving Investigation lessons	TE: *327-332, 469-474, 671-676	255-260, 431-436, 675-680, 831-836	417-422, 813-818, 973-978
Look for a Pattern exercises	32, 76, 329, 342, 776	72, 144, 316, 416, 500, 834	40, 92, 110, 422, 450, 509, 815

Middle School: <i>Glencoe Math</i>	Course 1	Course 2	Course 3
Core Lessons	379-386, 587-594	263-270, 357-364, 613-620	7-14, 181-188
Problem-Solving Investigations	211-213	225-227	405-407
H.O.T. Problems Identify Repeated Reasoning	12, 678	*225, 238, 619	13, 20, 405, 459

\* Shown on previous page.



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