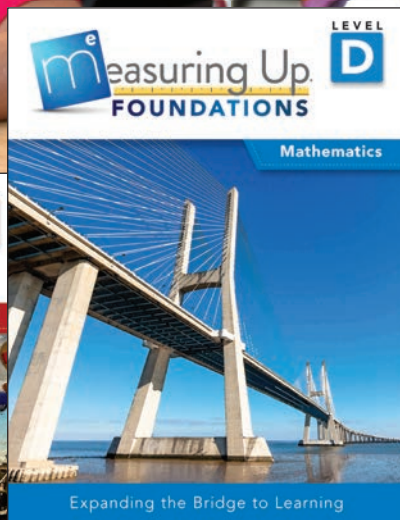
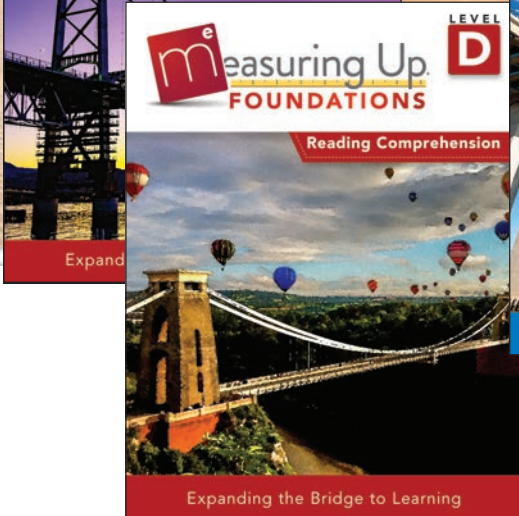


**NEW**  **measuring Up.**  
**FOUNDATIONS**  
**PROGRAM SAMPLER**

**GRADES 1-5**  
**LEVELS A-E**

**Reading Skills**  
**Reading Comprehension**  
**Mathematics**

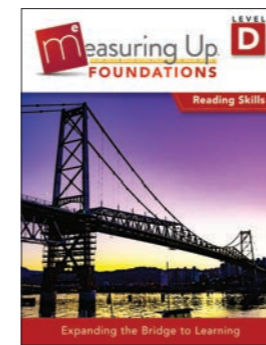
Reinforce Accelerated Learning with **Unparalleled Teacher Support**



**mastery**  
education



Focus on essential skills in reading and mathematics for students who need to master critical foundational skills to become successful with on-grade-level standards. Close learning gaps, to help students bridge to grade-level learning.



## GRADES 1-5 LEVELS A-E

Reading Skills  
Reading Comprehension  
Mathematics

**Measuring Up Foundations** addresses learning gaps with a focused approach to teaching and learning foundational skills.

Overview .....	Page 1
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Research.....	Page 6
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Reading Comprehension	
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Reading Skills	
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### PREREQUISITE SKILLS ALIGNED TO GRADE-LEVEL STANDARDS

#### Components include:

- Full-color **Student Worktext**
- Digital **Assessments** customized to program (pre-, post-, and chapter tests)
- **Teacher’s Manual** with explicit instructional support for every lesson

#### Aligned to the Grade-Level Standards

#### Lesson features:

- Research-based lessons with purposeful lesson design prevents overwhelming struggling students
- Emphasis on vocabulary and setting learning goals
- Formative assessment with two levels of independent practice and end-of-lesson activity

# STUDENT EDITION

## Measuring Up Foundations Student Edition

The 4-part lesson plans encompass the research-based components required for intense instruction.

### Accelerate achievement with:

- Single skill focused lessons with explicit instruction
- Reduced complexity of skill and task, aligned to grade-level standards
- Scaffolded support
- Differentiated instruction
- Assessments to monitor learning



Reading Comprehension Level A, Lesson 3

Lesson 3 • Characters, Settings, and Events

### Independent Practice

Little Fox

Who is this story about?

Where does this story take place?

What events happen?

The chickens were in a pen. Little Fox could see them now. "I will not hurt you," he told the chickens. The chickens clucked and clucked. A dog ran up. "Go away, Little Fox," barked the dog. Little Fox ran up the hill. He ran down the hill. He ran all the way home.

Chapter 1 • Reading Literature

Measure Kids provide hints, tips, and guidance to keep learners engaged.

Clean page layout eliminates distractions.

Chapter 1 • Reading Literature

### Guided Instruction

#### Hide and Seek

Bill loves to play hide and seek. He plays it with his sisters. They play in the house. Bill covers his eyes. He counts, 1, 2, 3. . . Sara hides in a big box. Lisa hides behind the sofa. Can Bill find them?

#### Guided Reading

How many characters are in this story?  
Circle the characters.

Who is the story about? Circle the characters.

Where does the story take place? Underline it. Circle the event.

1 Match the character with the event.

Lisa	covers eyes and counts
Sara	hides behind the sofa
Bill	hides in a big box

2 What event will happen next in this story?

- Sara will cover her eyes.
- Lisa will cover her eyes.
- Bill will look for his sisters.

Chapter 1 • Reading Literature

Strategically placed thinking questions focus learning.

Lesson 3 Characters, Settings, and Events

### Introduction

What Will I Learn?

- Who are the characters in a story?
- What is the setting?
- What are the key details and events?

When you read a story, look for the characters, setting, and key events.

Break Down the Skills

Stories have **characters**. Characters can be people, animals, or even things. A character can speak, feel, or act.

The **setting** is where the story takes place. Sometimes there is more than one setting.

The **events** are the things that happen. They are what the story is about.

When you read, ask yourself these questions.

- **Who** is in the story?
- **Where** does the story take place?
- **What** happens in the story?

Who? Where? What?

Level A

Examples and illustrations support and clarify meaning.

Chapter 1 • Reading Literature

### Practice 2

- What is the setting?
  - in the house
  - outside
  - in a barn
- Why do you think Little Fox runs all the way home?
- What do you think Little Fox will do next?

Chapter 1 • Reading Literature

### Practice 1

- Circle the characters in the story.
- What happens in this story? Match the character with the action.
 

the dog	cluck
Little Fox	barks and runs
the chickens	goes out to play
- Number the events in the order they happened.
  - A dog ran up.
  - The chickens clucked.
  - Little Fox went out to play.

Think about what happened first? What happened next? What happened last?

Level A

Varied question types allow students to interact with skills in multiple ways.

Exit ticket offers a quick check of understanding.

Lesson 3 • Characters, Settings, and Events

### Exit Ticket

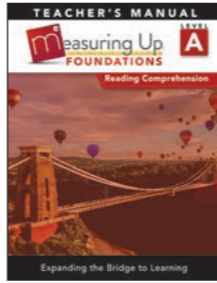
Number the events in the order in which they happen. The first event is marked for you.

	A dog ran up.
	Little Fox ran all the way home.
	Little Fox could smell the chickens.
	The chickens clucked and clucked.
1	Little Fox went out to play.

Level A

# UNPARALLELED TEACHER SUPPORT

The Teacher's Manual provides a comprehensive approach to instruction with an easy-to-use lesson format allowing for customized and differentiated instruction for struggling students and English learners.



Reading Comprehension  
Level A, Lesson 3

Two sets of practice questions provide instructional options for supported and independent practice.

Additional teaching support for students who continue to struggle is provided at the end of every lesson.

Help English learners with language frames and strategies to develop oral language proficiency.

Support learning with Graphic Organizers  
Reproducible masters in every lesson aid mastery and foster the transfer of skills across the curriculum.

**TEACHER GUIDE**  
**Lesson 3** Characters, Settings, and Events

**At-a-Glance**

Learning Objectives	Why Students May Struggle
<ul style="list-style-type: none"> <li>Identify characters in a story.</li> <li>Identify the setting(s).</li> <li>Identify events and key details.</li> </ul>	<ul style="list-style-type: none"> <li>Students may struggle with sequencing events in the story as they occur.</li> </ul>
Academic Vocabulary	Passage Information
character    setting    event	<b>Hide and Seek</b> Reading Level: 10–200L    Word Count: 44 <b>Little Fox</b> Reading Level: 10–200L    Word Count: 98

**WHAT WILL I LEARN?**  
ACTIVATING PRIOR KNOWLEDGE

- Allow students to be the storytellers. Ask a student volunteer to tell a familiar story in his or her own words. A fairy tale such as "The Three Little Pigs" is a good choice or another story most of the children are likely to know. This activity will not only activate their prior knowledge of the parts of a story, but will also introduce them to storytelling and to communication through storytelling. It also gives the other students the opportunity to connect to a story by hearing a peer tell it. It is a good way to introduce the skill and engages students and gets them interested in storytelling and reading stories before starting the lesson.
- Facilitate the student's storytelling by guiding the student through the story and pausing briefly to ask questions such as "Who is in this story?" and "Where is this story taking place?" and "What happens next?" When the student is done, ask the other students to summarize what they heard and ask them the same questions to retell. Focus the students on what happens in the beginning, middle, and end events to help them understand story structure.

**EXPLICIT INSTRUCTION**

- Write the words "characters," "setting," and "events" on the board. Tell students they will learn the following through the stories they will hear in the lesson.
  - Who are the characters in a story?
  - What is the story's setting?
  - What are the main events?

16    Level A    Copying is prohibited.

Quick view of lesson makes planning easy.

Set learning goals and foster meaningful connections to new learning.

**Chapter 1 • Reading Literature**

Under each word, ask the students to recap the characters, the setting, and events in the story they just heard. Here is an example using "The Three Little Pigs."

Characters	Setting	Events
Three pigs A wolf	house made of straw house made of sticks house made of bricks	Each pig builds a house. The wolf goes to each house to try to get in...

Tell students that as they listen to the stories you read, focus on the characters, setting, and key events.

**BREAK DOWN THE SKILLS**  
**TEACH ACADEMIC VOCABULARY**

- Review the vocabulary words with students. Explain that stories have **characters**. Characters can be people, animals, or even things. A character can speak, feel, or act.
- The story's **setting** is where the story takes place. Explain that some stories have several settings, such as "The Three Little Pigs."
- Explain to students that the **events** are the things that happen in the story. They are what the story is about. Explain that stories have beginnings, middles, and ends.
- To identify the characters, setting, and events, tell students to ask these three questions. *Who? Where? What?*
  - Who is in the story?
  - Where does the story take place?
  - What happens in the story?

If time allows, have students complete the On Your Own chart at the end of these notes.

**Differentiate for Struggling Readers**  
A story map is a visual representation of the parts of a story. A map can help students focus on the important parts: the characters, setting, and plot events. Have struggling students create story maps, sketching the characters, setting, and main events of the story, especially the beginning, middle, and end. Have them each then retell the story to a partner or a group, using their story maps to guide them.

**Differentiate for English Learners**  
Storytelling does not always need words. Stories can be told through pictures or illustrations. Show students a sequence of pictures illustrating a particular event and have students write the text that would go with each picture. This is especially helpful for students who have difficulty writing but who are able to tell a story orally. English learners can also create abbreviated story maps, sketching the characters, setting, and just one main event in the story.

Copying is prohibited.    Measuring Up Foundations • Reading Comprehension    17

In Mathematics, error analysis provides an insight into areas of learning difficulties.

Suggestions are provided for students who exhibit common errors.

**Lesson 3 • Characters, Settings, and Events**

**GUIDED INSTRUCTION**

**First Read**

- Direct students to follow along as you read the passage "Hide and Seek" aloud. Tell them to listen for character names, where the event is taking place, and what is the event.

**Second Read**

- Using the choral reading approach, reread the passage "Hide and Seek" aloud. Have students follow along reading in unison as they are able. Allow students to use a marker or card to track the text if needed.

**Guided Reading Questions**

- Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.
- After the students have completed the questions, recap by asking them the following questions.
  - What event happens in the beginning? (The children start to play hide and seek; Bill covers his eyes.)
  - What event happens in the middle of the story? (Sara and Lisa go to hide.)
  - What happens at the end of the story? (Bill has to find them.)

**Differentiate for Struggling Readers and English Learners**  
If time allows, instead of having a discussion about the beginning, middle, and end of the story, have students sketch a story map of these three parts.

**INDEPENDENT PRACTICE**

**First Read**

- Read aloud to students the story "Little Fox." Tell students to focus on characters, setting, and events in the story. After reading, ask them who the story is about, where does it take place, and what happens. See how many events they can identify.

**Second Read**

- Using the choral reading approach, reread the passage "Little Fox" aloud. Have students follow and read along with you as they are able. Allow students to use a marker or card to track the text if needed.

18    Level A    Copying is prohibited.

**Lesson 3 • Characters, Settings, and Events**

**EXIT TICKET**

- Have students fill in the Exit Ticket. Tell them to read the events in the boxes on the right and then number them on the left in the order as they happened in the story. Tell them the first one is done for them.

**ADDITIONAL SUPPORT**

**SUPPORT FOR STRUGGLING LEARNERS**

- Give students a short story at their reading level, and have them do a simple retelling, identifying in their retelling the characters, the setting, and the beginning, middle, and end of the story in order.
- Have students summarize key events of "Little Fox" to each other or in a group.
- Have students make character posters, depicting the characters as they envision them.
- Have students create a "setting" poster of their favorite place.

**SUPPORT FOR ENGLISH LANGUAGE LEARNERS**

- Read a short story to students and have them draw story maps, including characters, setting, and one or two events from the story.
- Have students create a story by sketching a sequence map of events in the story, without any writing. This is helpful for students who have difficulty writing but who are able to tell a story visually. When they are done, if they are able, have them tell their stories orally to the class or in small groups.

Lesson 3 Copy Master

Name \_\_\_\_\_ Date \_\_\_\_\_

**On Your Own**

Story Title \_\_\_\_\_

Characters	Setting
Event 1	Event 2
Event 3	Event 4

20    22    Level A

Fully developed instructions support master teachers and novices alike.

Comprehensive directions for assigning and supporting practice.

# RESEARCH-BASED PROGRAMS YIELD RESULTS

**Measuring Up Foundations** embraces the cognitive theory of reducing the complexity of new learning and other proven strategies.

**Measuring Up Foundations** puts brain-based research into action with:

- Instruction is clear.
- Instruction is focused.
- Examples are relevant.
- New learning is segmented.
- All learning is connected.
- Learning is scaffolded.
- Thinking time is incorporated.
- Strategies are varied.
- Assessment informs instruction.

## IMPLEMENT WITH FIDELITY

Uses the four-part lesson framework — noted for closing gaps and accelerating learning. The proven framework incorporates research-based practices for consistent implementation and pacing.

### Assessment Matters

#### Monitor Learning to Adjust Instruction and Measure Growth

- Custom assessments delivered via **Measuring Up Live** include pre-, post-, and chapter tests.
- Reports measure growth, identify strengths and weaknesses, and support data-led instruction.

### Flexibility Is Key to Implementation

Using lessons in any order as needed supports use in diverse implementation models.

- **Classroom Instruction**

Use with whole-class or small-group instruction to introduce skills, support current instructional program, provide a focused review, and to remediate as necessary.

- **Intervention Services—Push-in or Pull-out**

Provide explicit instruction of foundational skills for students who struggle with grade-level learning. The flexible organization provides congruency with mainstream classroom instruction.

- **Extended Learning Programs**

Engage students with essential skill mastery to bridge to grade-level learning.

# SCOPE OF SKILLS



Focused Areas	Level A   Grade 1	Level B   Grade 2
<b>Reading Literature</b>	<ul style="list-style-type: none"> <li>• Key Details</li> <li>• Central Message</li> <li>• Characters / Settings / Events</li> <li>• Rhyme &amp; Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Key Details</li> <li>• Central Message</li> <li>• Story Characters</li> <li>• Meaning of Rhythm</li> </ul>
<b>Literary Analysis and Response</b>	<ul style="list-style-type: none"> <li>• Literary / Informational Texts</li> <li>• Point of View</li> <li>• Illustrations</li> <li>• Characters &amp; Their Actions</li> </ul>	<ul style="list-style-type: none"> <li>• Story Structure</li> <li>• Point of View</li> <li>• Characters / Setting / Plot</li> <li>• Different Versions of Stories</li> </ul>
<b>Reading Informational Text</b>	<ul style="list-style-type: none"> <li>• Informational Texts</li> <li>• Main Topic &amp; Key Details</li> <li>• Connections in Texts</li> <li>• Meaning of Words / Phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Informational Texts</li> <li>• Main Topic</li> <li>• Text Connections</li> <li>• Context</li> </ul>
<b>Analyzing Informational Text</b>	<ul style="list-style-type: none"> <li>• Text Features</li> <li>• Author's Purpose</li> <li>• Images &amp; Key Ideas</li> <li>• Author's Main Ideas</li> <li>• Similarities &amp; Differences in Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Text Features</li> <li>• Author's Purpose</li> <li>• Images</li> <li>• Reactions &amp; Evidence</li> <li>• Two Texts / Same Topic</li> </ul>

Level C   Grade 3	Level D   Grade 4	Level E   Grade 5
<ul style="list-style-type: none"> <li>• Ask Questions</li> <li>• Central Message</li> <li>• Character Description</li> <li>• Word Meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Inference</li> <li>• Theme</li> <li>• Characters / Settings / Events</li> <li>• Mythology</li> </ul>	<ul style="list-style-type: none"> <li>• Quotes &amp; Inference</li> <li>• Characters &amp; Theme</li> <li>• Characters / Settings / Events</li> <li>• Figurative Language</li> </ul>
<ul style="list-style-type: none"> <li>• Story Structure</li> <li>• Point of View</li> <li>• Illustrations &amp; Text</li> <li>• Stories by the Same Author</li> </ul>	<ul style="list-style-type: none"> <li>• Differences in Genre</li> <li>• Points of View</li> <li>• Different Presentations</li> <li>• Similar Themes and Topics</li> </ul>	<ul style="list-style-type: none"> <li>• Text Structure</li> <li>• Points of View</li> <li>• Multimedia Events</li> <li>• Stories in Same Genres</li> </ul>
<ul style="list-style-type: none"> <li>• Questions to Build Understanding</li> <li>• Main Idea &amp; Key Details</li> <li>• Relationships: Events / Ideas</li> <li>• Academic / Domain-spec Words</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit &amp; Implicit Text</li> <li>• Main Idea &amp; Key Details</li> <li>• Historical / Scientific / Tech Texts</li> <li>• Academic / Domain-specific Words</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit &amp; Implicit Language</li> <li>• Main Idea / Supporting Details</li> <li>• People / Events / Ideas</li> <li>• Academic / Domain-Specific Words</li> </ul>
<ul style="list-style-type: none"> <li>• Text Features / Search Tools</li> <li>• Different Points of View</li> <li>• Images &amp; Text</li> <li>• Connect: Sentences and Paragraphs</li> <li>• Different Texts / Same Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of Texts</li> <li>• Different Writers / Same Topic</li> <li>• Visual &amp; Oral Presentations</li> <li>• Reason &amp; Evidence</li> <li>• Information from 2+ Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of Multiple Texts</li> <li>• Points of View</li> <li>• Print &amp; Digital Source</li> <li>• Reasons &amp; Evidence</li> <li>• Texts on Same Topic</li> </ul>

# READING COMPREHENSION STUDENT SAMPLE



Reading Comprehension  
Level D, Lesson 2

Lesson 2 Theme

## PART 1

### Introduction

**What Will I Learn?**

- What is the theme of a story?
- How do I determine the theme?

The theme is the big idea, the message the author wants to convey to readers.

**Break Down the Skills**

When you read, you need to figure out the **theme**, the big idea, lesson, or message the author wants you to understand. Usually, that message is about a **moral**, a common principle of right and wrong human behavior or how people should live.

These themes can be about family bonds, honesty, trust, forgiveness, courage, or other **virtues**. A virtue is a behavior that shows high moral standards.

For example, if you are reading a story about someone who overcame big problems by being brave, you might say the theme is that courage helps people get through difficult times.

The theme is different from a story's **topic**, or what the story is about. Themes are not **explicit**. In other words, they are not stated directly. The author **implies**, or suggests, the theme based on the characters' actions. You must **interpret**, or figure out, the theme based on the details.

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Introduction and Breaking Down the Skill

## PART 2

Guided Instruction

Lesson 2 • Theme

These tips can help you identify and understand the theme of a work.

- Identify the main character and the problem he or she faces.
- Follow the main character's actions and how problems are solved.
- The character's actions in the key details will give you hints of the theme.
- What does the character learn?
- Connect the problem or situation to your own life.

The theme of a story is different from a story's topic.

### Guided Instruction

Read the passage below and answer the questions.

#### The Dancing Cobbler

1 Long ago, in a faraway land, there was a tiny village in a deep forest. There lived a steadfast cobbler who had a good life in his trade, making and repairing shoes.

2 He worked in his vine-covered cottage from dawn to dusk. "Ah me," he would sigh, "I fix all these shoes, but if only I had a pair of shoes with which I might go dancing from time to time!" He once said this to Zeke, who lived next door.

3 "Bah!" Zeke cried. "Dancing is foolishness. Stick to business, and don't waste your day in idle dreaming!"

4 Still, the cobbler continued to hope. . . .

5 One day a gentlemanly stranger appeared on the cobbler's doorstep. He was smiling.

6 "Greetings, my friend," he said.

7 "Have we met?" the cobbler asked uncertainly. "I don't recognize you."

2 Level D Copying is prohibited.

## PART 3

Independent Practice—  
2 Levels

Lesson 2 • Theme

20 "I won't rest," he said, "until I do this!" Whereupon he took the stone to the well. He threw it down the dark shaft, gone forever. And from that time on, he never wished to go dancing again.

1 What do you think is the theme of this story?

2 Underline the character's action that led you to that theme.

### Independent Practice

Read the selection. Then, answer the questions that follow.

#### The Shepherd Boy and the Wolf

A fable by Aesop

1 A young boy took care of his master's sheep in a forest not far from the village. He thought this job was very dull. All he could do for fun was to talk to his dog or play music on his pipe.

2 One day as he sat watching the sheep in the quiet forest, he thought about what he would do if he saw a wolf. He came up with a plan to amuse himself.

3 His master had told him to call for help if a wolf attacked the flock of sheep, and the villagers would come running and drive the wolf away. Even though there was no wolf, the boy ran toward the village shouting at the top of his voice, "Wolf! Wolf!"

4 The villagers heard him and dropped their work and ran to the pasture. When they got there they saw no wolf, and the boy was laughing at the trick he had played on them.

What can you infer about the boy after he plays the trick and laughs at the villagers?

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Chapter 1 • Literature

8 "I was only a child at our first encounter," the man replied. "You once did me a great kindness."

9 "Were—were you the little boy who was lost in the forest?" he asked.

10 "Indeed I was. You saved my life, and as a gesture of my appreciation, I have a rare and marvelous gift for you." From his pack he took a perfectly black stone and held it out. "Rub this stone and make a wish. It will be granted." Before the surprised cobbler could thank him, he was gone.

11 "If only it were true," he thought. He rubbed the stone, and it glistened as if energized by magical forces. "Stone of darkness, stone of night, kindly make my future bright," he said. "Give me magic shoes that I might go dancing."

12 He waited. Nothing happened. "Hmph!" he said. He went out back and threw the stone into the pond. Then he got a surprise.

13 His feet began tapping, and his legs moved rhythmically, as if in time to music. He had dancing shoes on his feet. His arms flung wide, and he whirled across the yard into the town square. Around and around he danced. A crowd of curious spectators gathered around him.

14 At first he was happy, but now he couldn't stop. People began laughing at him.

15 "Don't make a fool of yourself!" said Zeke.

16 "Please help me," the cobbler pleaded. He told Zeke the whole doleful story.

17 Zeke said, "I'll go fetch the stone." So saying, he plunged into the pond where the cobbler had thrown it. Exhausted by now, the unhappy cobbler was desperate to have his plight alleviated. His face lit up hopefully as Zeke finally retrieved the stone and returned with it.

18 "Thank you, my friend!" he cried, seizing it eagerly. He rubbed it again, saying, "I wish I could stop dancing—NOW!" Again the stone sparkled, and a moment later, he collapsed on the ground. He started to get up again.

19 "Rest now," Zeke said. "The spell is broken."

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Chapter 1 • Literature

5 A few days later the boy again shouted, "Wolf! Wolf!" Again the villagers ran to help him, only to have the boy laugh at them again. Again, the boy had tricked the villagers.

6 One evening as the sun was setting and the shadows were creeping out over the pasture, a wolf really did spring up from hiding and attack the sheep.

7 The boy ran toward the village in terror, shouting, "Wolf! Wolf!" The villagers heard the cry, but they did not run to help him.

8 "He cannot fool us again," they said.

9 The wolf killed many of the sheep and then slipped away into the forest.

Examine the characters' actions in the details to understand a theme.

Copying is prohibited. Measuring Up Foundations • Reading Comprehension 5

## PART 4

Exit Ticket

Lesson 2 • Theme

### Practice 1

1 Which is the topic of this story?

A A boy guards his sheep.  
B A boy has many good friends.  
C A shepherd boy is very trustworthy.  
D A boy who is bored starts to play tricks.

2 Which can you infer about the boy from this passage?

A He is a good worker.  
B He does not like sheep.  
C He cannot be trusted.  
D He is afraid of foes.

3 Which is an implicit statement?

A "A young boy took care of his master's sheep."  
B "He came up with a plan to amuse himself."  
C "He thought this job was very dull."  
D "The boy ran toward the village in terror."

To make an inference, there must be some evidence in the text.

Copying is prohibited. Measuring Up Foundations • Reading Comprehension 6

Chapter 1 • Literature

4 Summarizing the order of events can help you determine a theme. Number these events in the order in which they happened.

The boy came up with a trick.  
 The wolf killed the sheep.  
 The villagers no longer ran to help the boy.  
 A boy was bored with his job.  
 He lied to the villagers twice.

5 Which is the definition of **theme**?

A a behavior that shows a high moral standard  
B what the story is about  
C the lesson or message in a story  
D to figure out

### Practice 2

1 What is the theme of this story?

This is the big idea, the message the author wants you to learn from this story.

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Lesson 2 • Theme

### Exit Ticket

Now that you understand the difference between topic and theme, read this passage. Then underline the topic. Circle the theme.

One day a lion walked proudly through the forest. The animals gave him respect and made way for him to pass. But a donkey made a nasty comment as the lion passed.

For a second, the lion felt anger. When he turned his head though and saw who had spoken, he walked quietly on. The lion would not honor the fool with so much as even a stroke of his claw.

Do not pay attention to the remarks of a fool. Ignore them.

2 Which detail supports the story's theme?

A The boy thought his job was very dull.  
B The boy played with his dog and his pipe for fun.  
C The villagers dropped their work and ran to help the boy.  
D The villagers did not run to help the boy.

3 Which can you infer is the reason the villagers did not go a third time to help?

A They wanted to teach the boy a lesson and let him deal with the wolf himself.  
B They did not trust the boy and thought he was lying again.  
C They no longer cared about the boy.  
D They did not hear the boy's cry for help.

4 Which is the definition of a story's **topic**?

A a behavior that shows a high moral standard  
B what the story is about  
C the big idea or lesson in a story  
D the number of characters

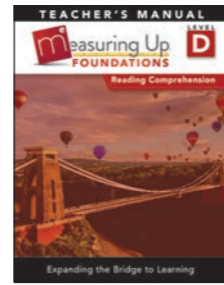
5 How did the boy's actions help you determine the theme?

Remember that topic and theme are different.

Level D Copying is prohibited. 8

# READING COMPREHENSION

## TEACHER SUPPORT SAMPLE



Reading Comprehension  
Level D, Lesson 2

### Lesson At-A-Glance Review

- Learning objectives
- Academic vocabulary
- Why students may struggle

## TEACHER GUIDE

### Lesson 2 Theme

At-a-Glance			
<b>Learning Objectives</b>		<b>Why Students May Struggle</b>	
<ul style="list-style-type: none"> <li>• Understand theme.</li> <li>• Identify the theme of a story.</li> <li>• Know the difference between theme and topic.</li> </ul>		Students struggle with identifying the theme of a story and often confuse it with the story's topic. It is difficult for them to understand that a theme is a universal truth.	
<b>Academic Vocabulary</b>		<b>Passage Information</b>	
theme	moral	virtue	topic
explicit	imply	interpret	
		<b>The Dancing Cobbler</b> Reading Level: 610–800L Word Count: 510	
		<b>The Shepherd Boy and the Wolf</b> Reading Level: 610–800L Word Count: 264	
		<b>Exit Ticket Passage</b> Reading Level: 410–600L Word Count: 83	

### WHAT WILL I LEARN?

#### ACTIVATING PRIOR KNOWLEDGE

- Activate students' prior knowledge by discussing a well-known book or film, such as *Star Wars*. Brainstorm with them what the "big idea" of the story is. Get them to discuss such topics as good v. evil and how good always prevails over evil (e.g., the Force and the Dark Side and so on). Discuss such things as human nature; the Dark Side's aggression, anger, and hatred; leadership, commitment, learning through failure, and themes of navigating life—whether in a galaxy far, far away or right here on Earth.
- List on the board all of the themes the students come up with and ask them to give examples of those themes from the film or book. Ask them to also describe characters' actions, a key component to understanding theme. Ask students what the filmmaker wants viewers to take away—what message—from the films.

#### EXPLICIT INSTRUCTION

- Before teaching theme, be sure students understand the difference between main idea, topic, and point of view. These are important for them to understand before they can discuss themes. Summarizing a story or a paragraph is also a good skill that will enable students to better extract themes.



2

Level D

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## PART 1 Introduction Breaking Down the Skill

### Activating prior knowledge specific to skill

### Explicit instruction — pre-lesson

- After reading a section or chapter of a text, see if any themes emerge. Ask students guided questions such as, "What did we learn about the main character?" and "Can you connect with the main character's actions?" Make a list of emerging themes on the board. Students can also make lists of universal themes on index cards or on anchor charts to reference. Some themes may include beauty in the eye of the beholder, falling from grace, family values, prejudice, perseverance, peer pressure, nature v. nurture, kindness, compassion, honesty, trust, and so on. While brainstorming, provide visuals to support student understanding.
- Explain to students that the theme is different from a main idea of a story. The theme is the lesson the author wants to impart—for readers to take away from a story. The Independent Practice of this lesson has a particularly good selection about honesty and the "boy who cried wolf" concept by Aesop. Tell students they can disagree with the author's point of view, but they must understand the theme the author imparts.
- Explain to students that they can sometimes make inferences about themes and main ideas, but they must be based on solid evidence from the text. They need to examine the story elements and characters' actions. Characters' actions will often drive the themes.
- Explain that character traits and actions can reveal a story's theme, such as in the story of the boy who cried wolf. Do not give this theme away, however, as it is the subject of the second independent reading in this lesson.
- Explain to students that *themes are not usually stated in the passage*. The author implies the themes, and students must interpret those themes. To help students better understand this, have students read a paragraph with a clear theme, or read aloud a short mentor text to them. Tell students the theme, using a Think Aloud to explain how you figured it out. Read the text a second time, showing them the theme was not stated anywhere in the text, and explain how you figured it out.
- Introduce a fable or folktale, and see if students can understand a given moral at the end. Ask them how it connects with their own lives. Being able to think about how a story connects to their own lives might be difficult for them. Provide direct instruction on the different connections and model it for them, but keep it engaging and interesting for struggling readers. Let students do Pair and Shares to discuss connections and exchange their own experiences, if they are willing.
- Explain that at times there might be more than one theme in a story and several correct answers. Theme can be subjective, so allow students to explore their own thoughts. Tell them you will accept any answers, as long as they can provide evidence for it in the text.

### Explicit instruction — during lesson

### BREAK DOWN THE SKILLS

#### TEACH ACADEMIC VOCABULARY

- Explain to students that when they read they must figure out the **theme**, the big idea, lesson, or message the author wants them to understand from a text. Tell them usually that message is about a **moral**, a common principle of right and wrong human behavior or how people should live.
- Explain that themes can be about family bonds, honesty, trust, forgiveness, courage, or other **virtues**. A virtue is a behavior that shows high moral standards.



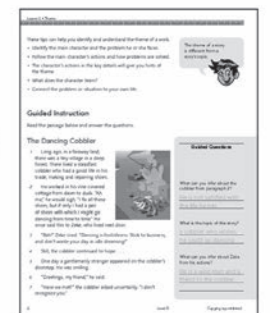
### Front loading of concept-specific vocabulary

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Measuring Up Foundations • Reading Comprehension

3

- For example, explain that if they are reading a story about someone who overcomes a big problem by being brave, the theme might be that courage helps people get through difficult times.
- Explain that the theme is different from a story's **topic**, or what the story is about. Themes are not **explicit**. In other words, they are not stated directly. The author **implies**, or suggests, the theme based on the characters' actions. Explain that they must **interpret**, or figure out, the theme based on the details.
- If time allows, have students complete the On Your Own activities at the end of these notes.



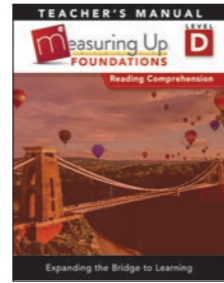
### Struggling student and English learner support — embedded within lesson

#### Differentiate for Struggling Readers and English Learners

Have students create anchor charts of common universal themes such as "Honesty is the best policy," and so on. Display the anchor charts in the classroom. Alternatively, they can write themes on index cards or on sticky notes and put them in their notebooks or in a separate list.



# READING COMPREHENSION TEACHER SUPPORT SAMPLE



Reading Comprehension  
Level D, Lesson 2

Guidance included for each activity—

Guided Instruction  
Independent Practice — 2 Levels  
Exit Ticket

Lesson 2 • Theme

- For example, explain that if they are reading a story about someone who overcomes a big problem by being brave, the theme might be that courage helps people get through difficult times.
- Explain that the theme is different from a story's **topic**, or what the story is about. Themes are not **explicit**. In other words, they are not stated directly. The author **implies**, or suggests, the theme based on the characters' actions. Explain that they must **interpret**, or figure out, the theme based on the details.
- If time allows, have students complete the On Your Own activities at the end of these notes.

**Differentiate for Struggling Readers and English Learners**

Have students create anchor charts of common universal themes. For example, "honesty is the best policy," and so on. Display the anchor charts in the classroom. Have students write themes on index cards or on sticky notes and put them on a separate list.

**GUIDED INSTRUCTION**

**First Read**

- Direct students to follow along as you read "The Dancing Cobbler."

**Second Read**

- Using the choral reading approach, reread "The Dancing Cobbler" aloud. Have students follow along reading in unison as they are able. Allow students to use a marker or card to track the text if needed.

**Guided Reading Questions**

- Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.

4 Level D Copying is prohibited.

**PART 2**  
Guided Instruction

Struggling student and English Learner support — embedded within lesson

**INDEPENDENT PRACTICE**

**First Read**

- Read aloud to students the passage "The Shepherd Boy and the Wolf."

**Second Read**

- Have students reread the passage "The Shepherd Boy and the Wolf" independently.

**Practice 1 Questions**

- Read the questions and answer choices aloud as students select the answers. Review the answers.

**PART 3**  
Independent Practice

Lesson 2 • Theme

**Practice 2 Questions**

- Ask students to read the questions and select the answers independently. Review the answers.

**EXIT TICKET**

- Have students fill in the Exit Ticket. Have them read a short passage and identify the theme.

**ADDITIONAL SUPPORT**

**SUPPORT FOR STRUGGLING LEARNERS**

- It is essential for students to understand that topic, theme, and main idea are different. To help them understand this, have them read a short passage with a clear theme. Then, give them five statements from the passage—three details, one statement that supports the main idea, and the theme itself. Do not tell them which is which. Have them figure it out. Do this activity several times until students are clear about details, main ideas, and the theme of a story. English learners can also benefit from this activity once you reinforce the meanings of *main idea*, *detail*, and *theme*.
- Make sure students understand that a "universal truth" means a theme that applies to real life, not just a lesson for a character in a story. Tell students the author intends for the reader to learn this truth from the theme of a story. Practice reading short passages with clear themes. Identify the themes for the students, and ask them how they could apply the themes to their own lives.

**SUPPORT FOR ENGLISH LANGUAGE LEARNERS**

- Practice theme in isolation with English learners, as it is a confusing aspect for them as they grapple with language. Start with small chunks of text, maybe just one paragraph at a time, making sure students understand before moving on to larger chunks of text.

6 Level D Copying is prohibited.

**PART 4**  
Exit Ticket

End of lesson — additional support for struggling learners and English language learners

**EXTENSION ACTIVITIES**  
for every lesson

For students who need more, teachers can choose the extra activities specific to lesson skills. Copymasters included.

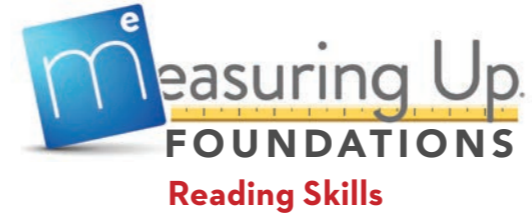
Chapter 1 • Literature

- Once you reinforce the vocabulary terms *main idea*, *detail*, and *theme*, it is essential for students to understand that topic, theme, and main idea are different. To help them understand this, have them read a short passage with a clear theme. Then, give them five statements from the passage—three details, one statement that supports the main idea, and the theme itself. Do not tell them which is which. Have them figure it out. Do this activity several times until students are clear about details, main ideas, and the theme of a story.
- Give students short stories and give them the themes to the stories. Have them read the stories in pairs or in groups and underline the details or characters' actions that give evidence to those themes. Explain to them that themes are not stated explicitly in a text. They must back up the themes with evidence from the text.

**EXTENSION ACTIVITIES**

- Since stories can have more than one theme, provide students with stories that have several themes and have them read them as a group and brainstorm for the different themes.
- Give students some common thematic components, such as love and revenge, power and greed, fate, free will and freedom, corruption, ambition, violence, or fear and courage. Let them put these in sentence form, such as the following: absolute power corrupts absolutely, honesty is the best policy, and so on. Tell them to get creative and make up some of their own.
- Have students write essays on universal themes. The essays could have different subjects: What is heroism? What does it mean to be a good friend? Why is honesty the best policy?
- Give students common themes and have them write adages to go with them. For example, for the theme of *perseverance*, students could write "Hard work pays off" or "Never give up." For *happiness*, they could write "Be happy with what you have," and so on. Let them be creative and make up their own.

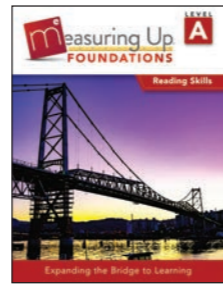
# SCOPE OF SKILLS



Focused Areas	Level A   Grade 1	Level B   Grade 2
<b>Phonological Awareness</b>	<ul style="list-style-type: none"> <li>• Alphabet Sounds</li> <li>• Sounds into Words</li> <li>• Vowels</li> <li>• Rhyme with Word Families</li> <li>• Blended Sounds</li> <li>• Word Parts</li> <li>• Separate Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Words &amp; Sounds</li> <li>• Vowel Sounds</li> <li>• Blended Sounds</li> <li>• Word Parts</li> <li>• Break Down Words</li> </ul>
<b>Phonics and Word Recognition</b>	<ul style="list-style-type: none"> <li>• Digraphs</li> <li>• Regularly Spelled Words</li> <li>• Long Vowel Sounds</li> <li>• Syllables</li> <li>• Open &amp; Closed Syllables</li> <li>• Two-Syllable Words</li> <li>• Base Words with Added Endings</li> <li>• High Frequency &amp; Irregularly Spelled Words</li> <li>• Alphabetizing</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics</li> <li>• Long &amp; Short Vowels</li> <li>• Common Vowel Teams</li> <li>• Two-Syllable Words</li> <li>• Common Spelling Sounds</li> <li>• Prefixes &amp; Suffixes</li> <li>• Irregularly Spelled Words</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Parts of a Book</li> <li>• Sentences</li> <li>• Reading Purpose</li> <li>• Accuracy, Fluency, &amp; Expression</li> <li>• Context Clues</li> </ul>	<ul style="list-style-type: none"> <li>• Book &amp; Sentence Features</li> <li>• Accurate &amp; Fluent Reading</li> <li>• Purpose for Reading</li> <li>• Accuracy &amp; Expression</li> <li>• Context</li> </ul>

Level C   Grade 3	Level D   Grade 4	Level E   Grade 5
<ul style="list-style-type: none"> <li>• Words and Sounds</li> <li>• Long &amp; Short Vowels</li> <li>• Single-Syllable Words</li> <li>• Word Parts</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemes</li> <li>• Long &amp; Short Vowels</li> <li>• Sound Blends</li> <li>• Word Parts</li> <li>• Words into Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Words &amp; Sounds</li> <li>• Long &amp; Short Vowels</li> <li>• Blending Sounds</li> <li>• Phonemes</li> <li>• Segment Sounds</li> </ul>
<ul style="list-style-type: none"> <li>• Phonics</li> <li>• Prefixes and Suffixes</li> <li>• Latin Suffixes</li> <li>• Multi-Syllable Words</li> <li>• Irregularly Spelled Words</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics</li> <li>• Prefixes &amp; Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes, Suffixes, &amp; High Frequency Words</li> </ul>
<ul style="list-style-type: none"> <li>• Print Features</li> <li>• Sentence Features</li> <li>• Accurate &amp; Fluent Reading</li> <li>• Purposeful Reading</li> <li>• Poetry with Expression</li> </ul>	<ul style="list-style-type: none"> <li>• Book Features</li> <li>• Sentence Features</li> <li>• Accurate &amp; Fluent Reading</li> <li>• Purposeful Reading</li> <li>• Poetry with Expression</li> </ul>	<ul style="list-style-type: none"> <li>• Print Features</li> <li>• Accuracy &amp; Fluency</li> <li>• Purpose for Reading</li> <li>• Poetry &amp; Prose with Expression</li> <li>• Context Clues</li> </ul>

# READING SKILLS STUDENT SAMPLE



Reading Skills  
Level A, Lesson 1

## PART 2 Guided Instruction

Lesson 1 • Alphabet Sounds

### Guided Instruction

**Guided Reading**

Circle the capital letters.

Circle the lowercase letters.

Circle the words with the same letter sounds.

Underline the word that begins with the same sound as **hot**.

G f b D M e  
h K a E g i  
hat saw rat bat  
pot hit lot tot

- Write the lowercase letter for **M**.  
\_\_\_\_\_
- Look at the picture. Write the letter of the beginning sound.  
\_\_\_\_\_

4 Level A Copying is prohibited.

## PART 4 Exit Ticket

Chapter 1 • Phonological Awareness

### Exit Ticket

Look at the pictures. Circle the ones with the same beginning sounds.

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## PART 1 Introduction and Breaking Down the Skill

Lesson 1 Alphabet Sounds

### Introduction

What Will I Learn?

- What are uppercase and lowercase letters?
- What sound does each letter make?

What are the sounds of the alphabet?

Break Down the Skills

There are 26 letters in the **alphabet**.  
Each letter has an **uppercase** and a **lowercase**.

**A** ← uppercase or capital  
**a** ← lowercase

Touch the letters as you say them.

2 Level A Copying is prohibited.

Chapter 1 • Phonological Awareness

Say the alphabet aloud.

Aa Bb Cc Dd Ee Ff Gg  
Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt  
Uu Vv Ww Xx Yy Zz

Every letter has a different sound.  
Say the letter sounds in the alphabet.

Words that sound the same **rhyme**.

Say each and listen for the rhymes.

The first letters are different, but the words rhyme.

Listen to the different sound each letter makes.

4 Level A Copying is prohibited.

## PART 3 Independent Practice — 2 Levels

Chapter 1 • Phonological Awareness

### Independent Practice

Practice 1

- Circle the lowercase letters.  
A b d F
- Circle the uppercase letters.  
L n j B
- Circle the words that have the same sounds.  
pop it mop sun

Remember that the alphabet has uppercase and lowercase letters.

6 Level A Copying is prohibited.

Lesson 1 • Alphabet Sounds

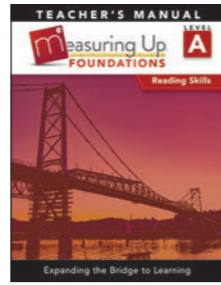
### Practice 2

- Circle the pictures that have the same beginning sounds.
- Sketch a picture of something that begins with the **b** sound.  
\_\_\_\_\_
- Circle the words that rhyme.  
fan pot man sun

With what letters do the words start?

6 Level A Copying is prohibited.

# READING SKILLS TEACHER SUPPORT SAMPLE



Reading Skills  
Level A, Lesson 1

## TEACHER GUIDE

### Lesson 1 Alphabet Sounds

At-a-Glance				
<b>Learning Objectives</b>	<b>Why Students May Struggle</b>			
<ul style="list-style-type: none"> <li>Identify uppercase and lowercase letters.</li> <li>Identify each letter sound.</li> </ul>	Students may struggle with identifying each letter and with the different sounds each letter makes. Reinforce this by reading each letter sound aloud with them multiple times.			
<b>Academic Vocabulary</b>	alphabet	uppercase	lowercase	capital
			rhyme	

#### WHAT WILL I LEARN?

##### ACTIVATING PRIOR KNOWLEDGE

- Before beginning the lesson, sing "The Alphabet Song" with students to see if they know it. If not, teach it to them.

A—B—C—D—E—F—G  
H—I—J—K, L—M—N—O—P  
Q—R—S, T—U—V  
W—X, Y and Z

Now I know my ABCs  
Next time won't you sing with me?

There are several good YouTube videos with "The Alphabet Song" with lyrics. Consider showing one and having students sing along with the video. Sing it twice.

##### EXPLICIT INSTRUCTION

- Put the alphabet up on the board or follow a chart you may already have. Show students that the alphabet has uppercase and lowercase letters. First page of the lesson for students to follow along. Having a visual have all students paying attention to you is preferred, however.
- Ask students if they know that each letter makes a specific sound. Call out a random letter sound. Say each of the letter sounds one by one as ask students to say the letter sounds with you.

2

Level A

### Additional Support to Differentiate

Struggling Learners  
English Language Learners

### EXTENSION ACTIVITIES for every lesson

For students who need more, teachers can choose the extra activities specific to lesson skills. Copymasters included.

## PART 1 Student Lesson

### Lesson At-A-Glance Review

### Explicit Instruction

#### BREAK DOWN THE SKILLS

##### TEACH ACADEMIC VOCABULARY

- Explain to students that there are 26 letters in the **alphabet**.
- Tell them each letter has an **uppercase** and a **lowercase**. With a pointer, go over each letter individually, showing them the upper and lower cases.
- Tell them the uppercase letters are called **capitals**.

- Tell students each letter has its own sound. Go over each sound with them.
- Then tell them that some words with the same letter sounds **rhyme**, which means they have the same sounds. Give them the example on the right with the *hat*, *bat*, and *cat*. Do not tell them what the images are. Ask students to identify the images and tell them to listen to the sounds as they say them. After students identify the images, write the words on the board. Tell them to note that while the first letters are different, the other letters are the same. The only difference is the beginning sounds. As rhyme is not taught until *Lesson 4 Word Families*, do not dwell on rhyme in this lesson. Focus mainly on uppercase and lowercase letter writing and the letter sounds.

- If time allows, have students complete the On Your Own charts at the end of these notes.

##### Differentiate for Struggling Readers and English Learners

Students who have difficulty forming letters can use an alphabet chart with directional arrows, such as Copy Master 1 (also shown below), and trace the letters.

Aa Bb Cc Dd  
Ee Ff Gg Hh  
Ii Jj Kk Ll  
Mm Nn Oo Pp  
Qq Rr Ss Tt  
Uu Vv Ww Xx  
Yy Zz

##### EXTENSION ACTIVITIES

- Students who are able to read and write one-syllable words can write a list of words for each letter of the alphabet and also sketch a picture of each.
- Students can make alphabet flash cards and play a game in groups of 3 or 4. One student holds up a letter card and another student has to quickly name something that starts with that letter. Each time a student wins, the student collects a bean. The one with the most beans at the end of the game gets to select a small prize. If you do not want to make this competitive, students can also play with miniature chocolates or another snack item. Each student gets a chocolate for the correct answer. At the end of the game, they put the chocolates all together and each student gets one.

Lesson 1 • Alphabet Sounds

#### GUIDED INSTRUCTION

##### First Read

- Direct students to follow along as you read. Tell them to look at the words and letters to identify uppercase and lowercase letters and words that sound the same.

##### Second Read

- Using the choral reading approach, reread the activity aloud with students. Allow students to use a marker or card to track the text if needed.

##### Guided Reading Questions

- Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.

#### INDEPENDENT PRACTICE

##### Practice 1 Questions

- Read the questions and answer choices aloud as students select the answers. Review the answers.

##### Practice 2 Questions

- Ask students to read the questions and select the answers independently. Review the answers.

4

## PART 4 Student Lesson

### End of Lesson — Additional Support

Struggling Learners  
English Language Learners

Lesson 1 Copy Master 1

Name \_\_\_\_\_ Date \_\_\_\_\_

On Your Own  
Trace each letter in the alphabet. Follow the arrows.

Aa Bb Cc  
Ee Ff Gg  
Ii Jj Kk  
Mm Nn Oo  
Qq Rr Ss  
Uu Vv Ww  
Yy Zz

Lesson 1 Copy Master 2

Name \_\_\_\_\_ Date \_\_\_\_\_

On Your Own

My Alphabet Chart			
A a	B b	C c	D d
E e	F f	G g	H h
I i	J j	K k	L l
M m	N n	O o	P p
Q q	R r	S s	T t
U u	V v	W w	X x
	Y y	Z z	

## PART 2 Student Lesson

## PART 3 Student Lesson

#### EXIT TICKET

- Have students fill in the Exit Ticket. Tell them to look at the pictures and circle the ones with the same beginning sounds.



#### ADDITIONAL SUPPORT

##### SUPPORT FOR STRUGGLING LEARNERS

- Students can play this in groups. Give each student or group 10 alphabet tiles, foam letters, magnetic letters, or even small letter cards they make themselves. Go through a stack of shuffled letter cards and call out each letter to the children. As you call the letters, students look to see if they have that letter. If they do, they put the letter back in a box or basket. See who is first to clear all their letters. To avoid competition, you can also play until all students have cleared their letters.
- Make Bingo cards, and have students play Alphabet Bingo. Call out a letter. If students have that letter on their cards, they place a tile or an X on the letter. The first one to fill a line horizontal or diagonal, like in Bingo, wins.
- Get bags of large, dry, white beans. With a marker, write the letters of the alphabet on the beans, making multiple sets of each letter. Give students a handful of letters and see if they can write words with the beans. If they do in groups, students may "trade" letters if one student needs a letter to complete a certain word.

##### SUPPORT FOR ENGLISH LANGUAGE LEARNERS

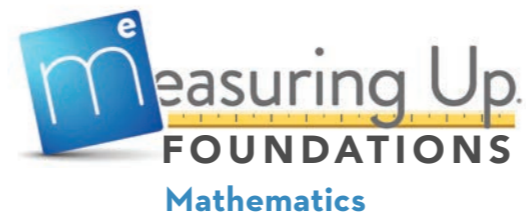
- English learners can make alphabet anchor charts, writing the uppercase and lowercase letters to use while they are working and reading.
- Have students create posters, drawing pictures of things that belong with each letter of the alphabet. Have them go in A-B-C order and draw a picture of something that starts with that letter, e.g., an apple for A, a book for B, a cat for C, and so on.
- Make sand trays in shoe box lids or other containers. Fill them with a little sand, and have students form letters in the sand with their fingers. Colored glitter also works well, although it is more expensive. Shaving cream could also be used. This is good for tactile students.

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Measuring Up Foundations • Reading Skills

5

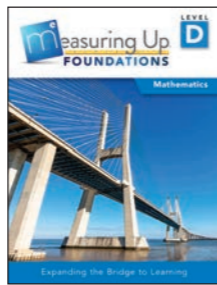
# SCOPE OF SKILLS



Focused Areas	Level A   Grade 1	Level B   Grade 2
<b>Numbers, Operations &amp; Algebraic Thinking—Base Ten</b>	<ul style="list-style-type: none"> <li>Count &amp; Read Numbers to 50</li> <li>Count, Read, &amp; Write Numbers to 120</li> <li>Order Numbers</li> <li>Count Objects &amp; Compare Numbers</li> <li>Count Objects by Skip Counting</li> <li>Add &amp; Subtract within 10 &amp; 20</li> <li>Add Two-Digit &amp; One-Digit Numbers</li> <li>Add &amp; Subtract Three Numbers</li> <li>Find 10 More &amp; 10 Less</li> <li>Relate Addition &amp; Subtraction</li> <li>Practice Addition &amp; Subtraction Facts</li> <li>Solve Real-World Problems</li> </ul>	<ul style="list-style-type: none"> <li>Count, Read, &amp; Write Read Numbers</li> <li>Use Place Value</li> <li>Compare Numbers</li> <li>Practice Addition &amp; Subtract Facts</li> <li>Add &amp; Subtract within 1000</li> <li>Add within 1000 with Composing</li> <li>Subtract within 1000 with Decomposing</li> <li>Decide if Numbers Are Odd or Even</li> <li>Write an Equation</li> <li>Make &amp; Break Groups</li> </ul>
<b>Numbers, Operations &amp; Algebraic Thinking — Fractions &amp; Decimals</b>		
<b>Measurement, Data, &amp; Geometry</b>	<ul style="list-style-type: none"> <li>Describe &amp; Compare Objects</li> <li>Measure Lengths of Objects</li> <li>Tell Time to the Half Hour</li> <li>Put Things in Order</li> <li>Create Graphs &amp; Explain Data</li> <li>Describe Shapes</li> <li>Use Shapes within Shapes</li> <li>Understand Halves &amp; Fourths</li> </ul>	<ul style="list-style-type: none"> <li>Measure Lengths</li> <li>Compare &amp; Estimate Length</li> <li>Tell Time to Five Minutes</li> <li>Solve Word Problems Involving Measurements &amp; Money</li> <li>Add &amp; Subtract on a Number Line</li> <li>Collect Data</li> <li>Make &amp; Explain Line Plots &amp; Graphs</li> <li>Identify Shapes &amp; Solids</li> <li>Divide Shapes into Parts</li> <li>Describe &amp; Compare Parts &amp; Wholes</li> </ul>

Level C   Grade 3	Level D   Grade 4	Level E   Grade 5
<ul style="list-style-type: none"> <li>Round and Estimate Numbers</li> <li>Add and Subtract within 1000</li> <li>Know Multiplication Facts</li> <li>Relate Multiplication and Division Facts</li> <li>Know Division Facts</li> <li>Find Unknown Factors</li> <li>Use Multiplication and Division Strategies</li> <li>Multiply 1-Digit Whole Numbers by Multiples of 10</li> <li>Solve One- and Two-Step Word Problems with 4 Operations</li> </ul>	<ul style="list-style-type: none"> <li>Read, Write, and Compare Numbers</li> <li>Round Numbers</li> <li>Add and Subtract Multi-Digit Whole Numbers</li> <li>Multiply Whole Numbers</li> <li>Divide Whole Numbers</li> <li>Solve Word Problems Involving the 4 Operations</li> <li>Find Factors and Multiples</li> <li>Make and Use Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Understand Place Value Patterns</li> <li>Multiply Whole Numbers</li> <li>Divide Whole Numbers</li> <li>Write &amp; Interpret Numerical Expressions</li> </ul>
<ul style="list-style-type: none"> <li>Understand &amp; Compare Fractions</li> <li>Understand Equivalent Fractions</li> <li>Tell &amp; Write Time to the Nearest Minute</li> <li>Solve Word Problems Using Time Intervals</li> </ul>	<ul style="list-style-type: none"> <li>Compare Fractions</li> <li>Add / Subtract Simple Fractions with Like Denominators</li> <li>Add &amp; Subtract Mixed Numbers</li> <li>Multiply Fractions by Whole Numbers</li> <li>Understand Fractions &amp; Decimal Numbers</li> <li>Compare Decimals</li> </ul>	<ul style="list-style-type: none"> <li>Read, Write, &amp; Compare Decimals</li> <li>Round Decimals</li> <li>Add &amp; Subtract Decimals</li> <li>Multiply Decimals</li> <li>Divide Decimals</li> <li>Add / Sub Fractions w/Unlike Denominators</li> <li>Divide Whole Numbers with Fraction Quotients</li> <li>Multiply Whole Numbers by Fractions</li> <li>Divide Unit Fractions by Whole Numbers</li> <li>Divide Whole Numbers by Unit Fractions</li> </ul>
<ul style="list-style-type: none"> <li>Measure Volume &amp; Mass</li> <li>Use Data in Dot Plots, Picture / Bar Graphs</li> <li>Summarize Data Using Table, Dot Plot, or Graph</li> <li>Explore Categories of Shapes</li> <li>Find Area Using Unit Squares</li> <li>Find Area &amp; Perimeter</li> <li>Add to Find Total Area</li> </ul>	<ul style="list-style-type: none"> <li>Compare &amp; Convert Measurement Units</li> <li>Solve Word Problems Involving Measurements</li> <li>Display &amp; Use Measurement Data</li> <li>Understand Angle Measurement</li> <li>Draw &amp; Identify Geometric Figures</li> <li>Recognize &amp; Draw Lines of Symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Make &amp; Use Line Plots</li> <li>Convert Measurement Units in Problems</li> <li>Find Volume &amp; Rectangular Prisms</li> <li>Understand Coordinate Plane &amp; Ordered Pairs</li> <li>Use Pattern Rules</li> </ul>

# MATHEMATICS STUDENT SAMPLE



## PART 1

Introduction and Breaking Down the Skill

## Guided Instruction PART 2

**Lesson 4 Multiply Whole Numbers**

**Introduction**  
What Will I Learn?

- How do you multiply a four-digit number by a one-digit number?
- How do you multiply 2 two-digit numbers?

You can use models and equations to help you multiply!

**Break Down the Skills**

Two numbers, or two **factors**, multiplied together give a **product**.

- Breaking up one or more factors by place value allow you to find **partial products** that may then be added to find the product.

$$2,645 \times 3 = (2,000 \times 3) + (600 \times 3) + (40 \times 3) + 5$$

$$= 6,000 + 1,800 + 120 + 5$$

$$= 7,935$$

An **area model** can be used to show these partial products. The sum of the areas equals the product. The model shows:

**Lesson 4 Multiply Whole Numbers**

**Guided Instruction**  
Multiplication is **repeated addition**.

For example, you can write the product of  $3 \times 4$  as the sum  $4 + 4 + 4$ . Both operations show "3 groups of 4". Shown below are 3 groups of 4 triangles.

The total number of triangles is 12, so  $3 \times 4 = 12$  and  $4 + 4 + 4 = 12$ .

On a multiplication table, products are shown where rows and columns meet. The product of  $3 \times 4$ , or 12, is highlighted in the table below.

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Circle the products for the multiplication facts.

$4 \times 6 =$  16 20 24 28 32  
 $7 \times 5 =$  20 25 30 35 40  
 $6 \times 8 =$  24 32 36 42 48  
 $9 \times 7 =$  45 54 63 72 81

Check your answers using the multiplication table.

## Independent Practice—2 Levels

**Lesson 4 Multiply Whole Numbers**

**Independent Practice**  
Answer the questions that follow.

**Practice 1**

1 Which number has factors 5 and 80?  
A 300  
B 350  
C 400  
D 450

Your answer will be the product of 5 and 80.

2 What is the product?  
 $9 \times 800$   
A 6,300  
B 7,200  
C 8,100  
D 9,000

3 Multiply  $4,265 \times 2$ .

Fill in the blanks to show the first step of finding the partial products.

$$4,265 \times 2 = (\text{ } \times 2) + (\text{ } \times 2) + (\text{ } \times 2) + (\text{ } \times 2)$$

**Lesson 4 Multiply Whole Numbers**

**Practice 2**

1 What is the product?  
 $2,225 \times 6 =$  \_\_\_\_\_

2 Fill in the areas in the area model to show the partial products of  $45 \times 32$ .

Don't forget to find the area of each rectangle!

3 Giselle has 65 pages of stickers. There are 28 stickers on each page. How many stickers does she have in all?  
A 650  
B 1,680  
C 1,720  
D 1,820

**Lesson 4 Multiply Whole Numbers**

1 A school principal purchases 45 books that each cost \$22 for the school library. How much does the principal spend?  
A \$880  
B \$890  
C \$990  
D \$1,800

2 Hannah multiplies 83 times 34 by using the standard algorithm. Her work is shown below.

$$\begin{array}{r} 83 \\ \times 34 \\ \hline 332 \\ 2520 \\ \hline 2812 \end{array}$$

Which statement is true?  
A She forgot to carry a ten.  
B She should not have placed a 0 in the second line.  
C She did not add correctly.  
D She did not make any mistake.

3 Which of the following shows the partial products you get when multiplying  $67 \times 84$ ?  
A  $(60 \times 80) + (60 \times 4) + (7 \times 80) + (7 \times 4)$   
B  $(60 \times 8) + (60 \times 40) + (7 \times 8) + (7 \times 40)$   
C  $(5 \times 80) + (5 \times 4) + (70 \times 80) + (70 \times 4)$   
D  $(60 \times 80) + (60 \times 4) + (70 \times 80) + (70 \times 4)$

First, break apart each factor by place value.

## PART 4

Exit Ticket

**Lesson 4 Multiply Whole Numbers**

**Exit Ticket**

With each flight, Matt earns 1,455 award miles. How many award miles will he have earned after 8 flights?

Complete the area model to represent and solve this problem.

$$1,000 + 400 + 50 + 5$$

Matt will have earned \_\_\_\_\_ award miles after 8 flights.

Describe how the area model shows the solution to the problem.

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**Lesson 4 Multiply Whole Numbers**

To multiply larger numbers, you must know your basic multiplication facts.

Multiply a four-digit number by a one-digit number.

$$3,257 \times 4 = ?$$

**One Way:** Use partial products. Break apart one or more factors by place value to find partial products.

$$3,257 \times 4 = (3,000 \times 4) + (\text{ } \times 4) + (50 \times 4) + (7 \times 4)$$

$$= \text{ } + 800 + 200 + 28$$

$$= \text{ }$$

**Another Way:** Use an area model.

$$3,000 + 200 + 50 + 7$$

The total area, or  $12,000 + 800 + 200 + 28$ , equals \_\_\_\_\_.

**Yet Another Way:** Use the standard algorithm.

$$\begin{array}{r} 122 \\ 3,257 \\ \times 4 \\ \hline 13,028 \end{array}$$

**Solve:**  $3,257 \times 4 =$  \_\_\_\_\_

Multiply 4 by each digit in 3,257. When you get a product that is larger than 9, regroup. For example, 28 is larger than 9, so you must put down the 8 and carry the 2 tens. When you multiply 4 by 5, do not forget to add the 2.

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**Chapter 1 Numbers and Operations in Base Ten**

The multiplication fact  $8 \times 12$  means 8 groups of 12. You can show this fact with an array or an area model.

**Array**

To find the factors shown by the array, count the number of squares in each row and the number of rows.

The array above has 8 rows and 12 columns. The total number of squares show the product.

**Area model**

Each area (or partial product) in the area model is calculated by multiplying the length times the width. The sum of the partial products equals the product.

The area model above represents the following.

$$8 \times 12 = (8 \times \text{ } ) + (8 \times \text{ } )$$

$$= \text{ } + 16$$

$$= \text{ }$$

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**Chapter 1 Numbers and Operations in Base Ten**

Multiply 2 two-digit numbers.

$$58 \times 69 = ?$$

**One Way:** Use partial products.

$$58 \times 69 = (50 + 8) \times (60 + 9)$$

$$= (50 \times 60) + (\text{ } \times 9) + (8 \times 60) + (8 \times 9)$$

$$= \text{ } + 450 + 480 + 72$$

$$= \text{ }$$

**Another Way:** Use an area model.

The total area, or  $3,000 + 450 + 480 + 72$ , equals \_\_\_\_\_.

**Yet Another Way:** Use the standard algorithm.

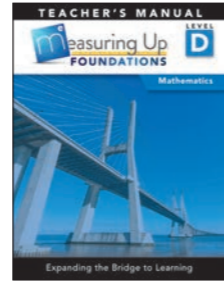
$$\begin{array}{r} 4 \\ 58 \\ \times 69 \\ \hline 522 \\ 3480 \\ \hline 4002 \end{array}$$

**Solve:**  $58 \times 69 =$  \_\_\_\_\_

Look at the numbers in the area model and the standard algorithm. Both methods bring you to the same answer. How are they related?

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# MATHEMATICS TEACHER SUPPORT SAMPLE



Mathematics  
Level D, Lesson 4

## TEACHER GUIDE

### Lesson 4 Multiply Whole Numbers

#### At-a-Glance

Learning Objectives	Review Skills
<ul style="list-style-type: none"> <li>Multiply a four-digit number by a one-digit number.</li> <li>Multiply 2 two-digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Know multiplication facts.</li> </ul>
Academic Vocabulary	Why Students May Struggle
factor product partial product area model standard algorithm	Students might not understand how partial products relate to the total product. Students might not understand why the standard algorithm works.

#### WHAT WILL I LEARN?

##### ACTIVATING PRIOR KNOWLEDGE

- Review the concept of multiplication with students. On the board, show examples of multiplicative situations. For example, show 4 sets of 3 birds, 5 groups of 10 pennies each, 6 muffin tins with 12 muffins each, and so on. Have students describe how they can represent each of these examples by using number sentences. For the group of birds, look for students to say that they can write 4 times 3 or show 3 plus 3 plus 3. Ask students to explain why their number sentences are correct.
- Give students a hundred chart and ask them to choose three multiplication facts shown on the chart. Ask them to write and illustrate the three facts by using a drawing.
- Call out random multiplication facts and ask students to, as a group, provide the answers.



##### EXPLICIT INSTRUCTION

- Explain that several strategies may be used to multiply numbers. Clarify that both the partial products method and the area model method show multiplication visually, and that the standard algorithm method provides an efficient way to multiply. Tell students that by learning all three methods, they will know which works best for them.
- On the board, write the problem  $1,234 \times 5$ . Ask students to discuss ways that this problem could be represented by using models and drawings. Students may say that they can draw 1,234 groups of 5 pencils each or draw a rectangle with 1,234 rows and 5 columns. Draw the models suggested by students on the board and have students discuss how they are similar and different.

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#### Lesson At-A-Glance Review

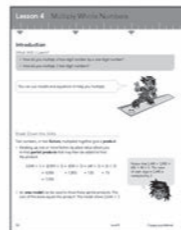
##### Lesson 4 • Multiply Whole Numbers

- Give students some base-ten blocks. Ask them to represent the number 1,234 by using the blocks. Ask students if they can describe the number by place value. Confirm students' understanding and write  $1,234 = 1,000 + 200 + 30 + 4$  on the board.
- Explain that the number 1,234 can be multiplied by 5 by multiplying each digit's value by 5. Point to the multiplication problem again. Then, write  $1,234 \times 5 = (1,000 \times 5) + (200 \times 5) + (30 \times 5) + (4 \times 5)$ . Ask students to help you perform the operations inside the parentheses and simplify. Use the same idea of partial products to show how this can be represented using an area model.
- Point out to students that they are using the distributive property when they separate the place values and multiply. Remind them that the distributive property of multiplication says that  $10 \times 25$  is the same as  $10 \times 20 + 10 \times 5$ .
- Ask students to multiply  $2,674 \times 2$ . Arrange students in groups of three. Have one student solve the problem by using partial products and an equation. Have another student solve the problem by using an area model. Have the third student solve the problem by using the standard algorithm. Ask students to compare the products that they got and discuss how partial products are represented in each model. Then, have group members switch strategies and use the same approaches to solve  $24 \times 28$ .
- Model the use of the standard algorithm to find the product. Ask students to discuss which method is easiest for them.
- Repeat the process using the problem  $36 \times 24$ . Have students discuss how the processes for multiplying a four-digit number by a one-digit number and multiplying 2 two-digit numbers are similar and different. Ask students if they know why they get two rows of numbers to add when multiplying 2 two-digit numbers.

#### BREAK DOWN THE SKILLS

##### TEACH ACADEMIC VOCABULARY

- Explain that any numbers multiplied together are known as **factors** and that the answer that you get is known as the **product**. Tell students that when multiplying 2 times 3, 2 and 3 are both factors, and the answer they get, 6, is the product.
- Review place value with students. Write the number 2,645 into a place-value chart on the board. Tell students that this number has 2 thousands, 6 hundreds, 4 tens, and 5 ones, so the number can be represented as a sum of the values of its digits. Then, write the following on the board:  $2,645 = 2,000 + 600 + 40 + 5$ .



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Level D

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##### Chapter 1 • Numbers and Operations in Base Ten

- Explain that **partial products** are simply parts of the total product. Tell students that when breaking up a factor by place value, you can multiply each digit's value by the other factor. Tell them that the product you get is called a **partial product**. Then, you add the partial products to get the total product.
  - Walk students through the parts of the problem  $2,645 \times 3$ , pointing out the partial products and the final product.
- Review the concept of area with students. Explain that any area can be divided into smaller areas. Ask students to tell you what they know about the sum of these smaller areas. Explain that an **area model** can be used to represent smaller areas of a total area, just like it can be used to represent partial products of a total product.
  - Walk students through the parts of the problem in the area model. Point out that the smaller areas in the second part of the model directly align with the smaller areas in the first part of the model shown above. So, for example, 1,800 is the partial product for the area represented by  $600 \times 3$ .
- Explain that the **standard algorithm** for multiplying numbers is a shortcut method used to find a product. Write the problem on the board and show that the 3 is multiplied by each digit in 2,645. Point out the cases of regrouping and the need to add the number that is carried after calculating a product.



#### GUIDED INSTRUCTION

Guide students through each activity. Read and discuss all the tips in conjunction with the related activities.

- Have students look at the expressions  $3 \times 4$  and  $4 + 4 + 4$ , the words 3 groups of 4, and the illustration of 3 groups of 4 triangles. Ask them to describe how the different representations are similar. Students may say that they each represent groups, with the same number in each group, that they each show 4 added 3 times, or that each representation shows a total of 12.
- Point to the multiplication table and use your pen to show how the row for 3 and the column for 4 intersect at the value 12. Explain that any product from 1 to 100 can be found with this table by finding the intersection of the factors, represented by a row and a column. Have students use their knowledge of the multiplication facts to circle the products for the four multiplication problems given below the multiplication table. Then have them use the multiplication table to check their answers.



#### Common Errors

Some students may use the wrong row and/or column when finding a product by using the multiplication table. Suggest that students use a paper edges or rulers to stay on the correct row and column.

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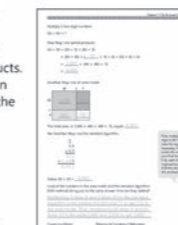
#### Common Error Analysis

##### Chapter 1 • Numbers and Operations in Base Ten

#### Common Errors

Some students may incorrectly multiply when multiplying 4 by a multiple of 10. Have students first find the product of 4 and the non-zero digit of the other factor and then count the number of zeros in that other factor and add them to the end of the product. For example, when multiplying  $50 \times 4$ , they should first multiply  $5 \times 4$  and then add a 0 to get the product 200.

- Introduce the two-digit by two-digit multiplication problem  $58 \times 69$ .
  - Have students fill in the blanks to complete the equation that shows the process for multiplying using partial products. Remind them that the factors 58 and 69 have been broken up by place value, so each factor has been broken up as the sum of the values of its digits.
  - Have students use their understanding of finding partial products by using an area model to complete the area model for  $58 \times 69$ . Make sure that students understand the dimensions of each smaller rectangle. For example, the smaller rectangle on the top row of the model has dimensions of 50 and 9, so the area, or partial product, is calculated as  $50 \times 9$ .
  - Have students compare the answers from the equation and area model to make sure that the products are the same.
  - Finally, provide a step-by-step explanation of how to solve using the standard algorithm. Be sure that students notice that with multiplication of two-digit numbers, they will get two rows of partial products that need to be added. Point out the 0 placeholder and ask students to explain why they think that it is necessary.
  - Have students compare the rows from the standard algorithm output to the areas in the area model. Facilitate a discussion to guide students to discover that the rows represent the partial products for the sum of 9 times 50 and 9 times 8 and the sum of 60 times 50 and 60 times 8.

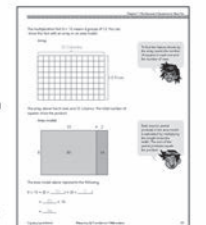


#### Common Errors

Students may multiply the wrong numbers when using the area model. You might have students cover the other parts of the area model with paper so that they focus only on one smaller area at a time.

##### Lesson 4 • Multiply Whole Numbers

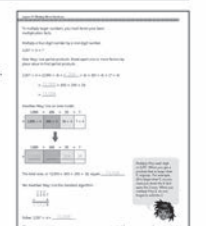
- Move on to modeling the problem  $8 \times 12$  by using an array, an area model, and an equation. Explain that although they may know the product of  $8 \times 12$ , it can be easily represented using an array or an area model.
- Review the concept of an array, explaining that it represents groups of objects arranged in a rectangle. The length and width of an array represent the factors in a multiplication problem, and the total number of objects represents the product. Describe how the array represents the product 96.
- Point to the area model. Explain that the factor 12 has been broken up by place value as  $10 + 2$ , so that sum appears along the top of the model. The other factor, 8, appears along the left side. The total area of the rectangle has been divided into two smaller areas, one with an area equal to  $8 \times 10$ , or 80, and the other with an area equal to  $8 \times 2$ , or 16. The sum of  $80 + 16 = 96$ , so the area model also shows the product 96.
- Have students fill in the blanks to complete the equation that shows the same process for multiplying using partial products.



#### Common Errors

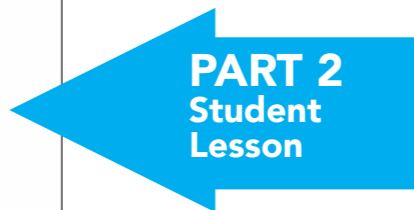
Some students may add 8 plus 10 and 8 plus 2 instead of multiplying 8 times 10 and 8 times 2. Remind students that area is calculated as length times width.

- Introduce the four-digit by one-digit multiplication problem  $3,257 \times 4$ .
  - Have students fill in the blanks to complete the equation that shows the process for multiplying using partial products. Remind them that the factor 3,257 has been broken up by place value, so it has been broken up as the sum of the values of its digits.
  - Have students use their understanding of the previous area model to complete the area model for  $3,257 \times 4$ . Make sure students understand that each smaller area in the second part of the model directly matches the smaller area in the first part of the model above. Clarify that the first missing smaller area equals the partial product  $3,000 \times 4$ .
  - Have students compare the answers from the equation and area model to make sure that the products are the same.
  - Finally, provide a step-by-step explanation of how to solve by using the standard algorithm. Guide students to discover that with the standard algorithm, the partial products are continuously added to give the product. So, as you go to the next step of multiplying, you are adding the result to the previous step. Be sure students understand that any product larger than 9 will not fit in a spot and must be regrouped. Also, be sure that students realize that the number carried must be added when finding each product. Have students finish the problem and then compare this product to the products found by using the previous two approaches.

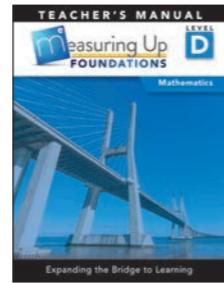


Level D

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# MATHEMATICS TEACHER SUPPORT SAMPLE




Mathematics  
Level D, Lesson 4



Chapter 1 • Numbers and Operations in Base Ten

### EXIT TICKET

- Have students fill in the Exit Ticket. Make sure that students understand that they are supposed to fill in each smaller area on the area model as well as the blanks that follow the model.



### ADDITIONAL SUPPORT

#### SUPPORT FOR STRUGGLING LEARNERS

- For students who are struggling to understand how to break apart factors by place value to obtain partial products, have them first show the factor(s) as the sum of the values of its digits before completing an equation to show the partial products and total product. Use Copy Master 1 and Copy Master 2 at the end of these teacher notes. For each copy master, make a copy of the master and insert starting problems for each outline. By providing different starting problems, the activities can be completed over and over and be different activities each time.
- Have struggling students practice multiplying whole numbers by using the lattice method.

#### SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- Some English learners may struggle to understand the meaning of the word *factor*. Ask students to describe the meaning, using their own words. Students may tell you that a factor is something that matters or that it has a role in determining something. As you go through each multiplication problem, point to each number in the problem and tell students that the number is called a *factor* because it has a role in determining the answer.
- Some English learners may struggle to understand the meaning of the word *product*. Ask students to describe the meaning in their own words. Students may say that a product is the outcome or that it is the result of something. As you go through each multiplication problem, point to each answer and tell students that the number is called the *product* because it is the result of multiplying some numbers.

#### EXTENSION ACTIVITIES

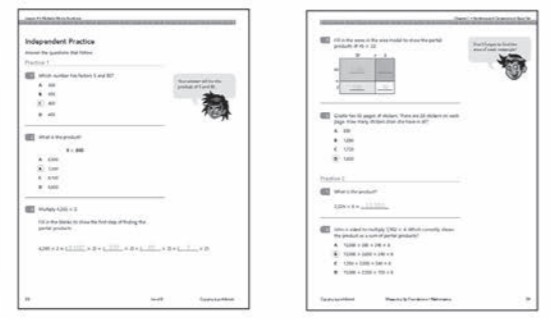
- Have students work in groups of three. Have the whole group work together to create a worksheet that has four multiplication problems—2 four-digit by one-digit problems and 2 two-digit by two-digit problems. Have each group member take on a strategy for solving (using an equation and partial products, using an area model, or using the standard algorithm for multiplication). When all students have found the answers, have students compare answers and discuss what they learned.

Lesson 4 • Multiply Whole Numbers

### INDEPENDENT PRACTICE


#### Practice 1 Questions

- Read the questions aloud and have students select or provide the answers independently. Review the answers.



#### Practice 2 Questions

- Ask students to read the questions to themselves and select or provide the answers independently. Review the answers.




**Guidance included for each activity:**  
Guided Instruction  
Independent Practice — 2 Levels  
Exit Ticket

**End of Lesson — Additional Support**  
Struggling Learners  
English Language Learners

Lesson 4 Copy Master 2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Multiply a Two-Digit Number by a Two-Digit Number**

Multiplication Problem: \_\_\_\_\_ × \_\_\_\_\_

Break Apart Both Factors by Place Value:

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

Find Partial Products:

\_\_\_\_\_ × \_\_\_\_\_ = (\_\_\_\_\_ × \_\_\_\_\_) + (\_\_\_\_\_ × \_\_\_\_\_) + (\_\_\_\_\_ × \_\_\_\_\_) + (\_\_\_\_\_ × \_\_\_\_\_)

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Multiplication Problem: \_\_\_\_\_ × \_\_\_\_\_

Break Apart Both Factors by Place Value:

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

Find Partial Products:

\_\_\_\_\_ × \_\_\_\_\_ = (\_\_\_\_\_ × \_\_\_\_\_) + (\_\_\_\_\_ × \_\_\_\_\_) + (\_\_\_\_\_ × \_\_\_\_\_) + (\_\_\_\_\_ × \_\_\_\_\_)

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

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Level D

Lesson 4 Copy Master 1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Multiply a Four-Digit Number by a One-Digit Number**

Multiplication Problem: \_\_\_\_\_ × \_\_\_\_\_

Break Apart Larger Factor by Place Value:

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Find Partial Products:

\_\_\_\_\_ × \_\_\_\_\_ = (\_\_\_\_\_ × \_\_\_\_\_) + (\_\_\_\_\_ × \_\_\_\_\_) + (\_\_\_\_\_ × \_\_\_\_\_) + (\_\_\_\_\_ × \_\_\_\_\_)

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Multiplication Problem: \_\_\_\_\_ × \_\_\_\_\_

Break Apart Larger Factor by Place Value:

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Find Partial Products:

\_\_\_\_\_ × \_\_\_\_\_ = (\_\_\_\_\_ × \_\_\_\_\_) + (\_\_\_\_\_ × \_\_\_\_\_) + (\_\_\_\_\_ × \_\_\_\_\_) + (\_\_\_\_\_ × \_\_\_\_\_)

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

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Measuring Up Foundations • Mathematics

Lesson 4 • Multiply Whole Numbers

- Have students work with a partner to create four multiplication word problems. Have students solve each problem by using each approach.
- Have students work in groups to create a presentation on what they learned about multiplying four-digit by one-digit numbers and multiplying 2 two-digit numbers. The presentation should include one sample problem for each and clearly illustrate an understanding of using multiple approaches for representing and solving the problems.

**EXTENSION ACTIVITIES for every lesson**

For students who need more, teachers can choose the extra activities specific to lesson skills. Copymasters included.





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