



**Online Student
Assessment**



**Targeted
Instruction**

Available in eBook format!



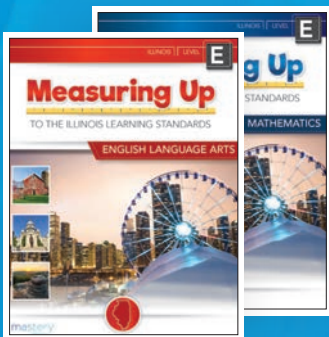
**Online Student
Practice**

A Blended Solution

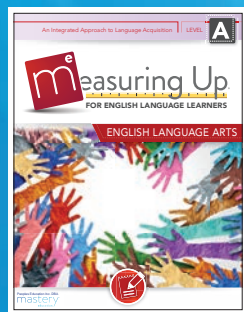
Year-Round IL Learning Standards-Based Supplemental Program for Extended Learning



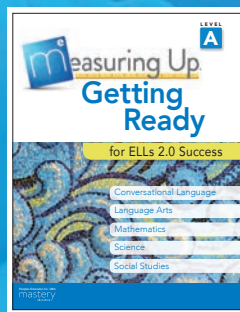
Next Generation
Science Standards



IL Learning Standards:
ELA; Mathematics



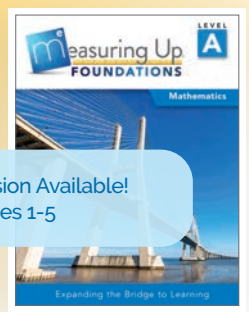
English
Language Learners



Getting Ready:
ELLs 2.0 Success



Spanish Version Available!
Grades 1-5



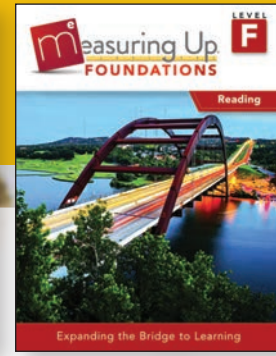
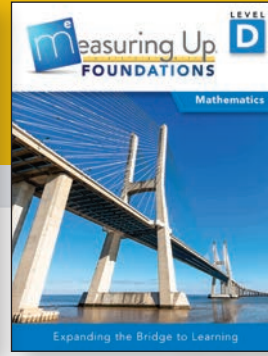
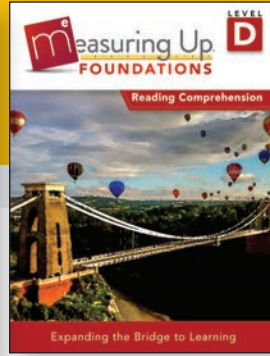
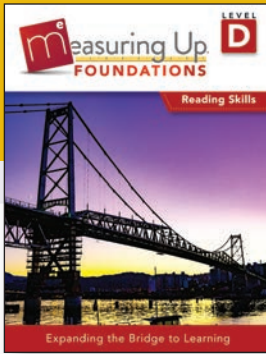
Foundational Skills:
Reading Comprehension; Mathematics



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Available in English

Available in English and Spanish



NEW!
Grades 1-5
Mathematics and Reading
Comprehension in Spanish

Reading Skills

Reading Comprehension Mathematics

Levels A–E | Grades 1–5

Reading Mathematics

Levels F–H | Grades 6–8

Accelerate struggling students with instruction devoted to prerequisite skills for grade-level learning.

For Students

- Uncluttered student-page layout
- Skills-focused instructional design
- Complex skills segmented into steps
- Simplified grade-level content

For Teachers

- Alerts to common errors avoid pitfalls that lead to learning difficulties
- Mathematics error analyses give insight into where learning breaks down
- Special attention to the needs of English Language Learners
- Full support for explicit instruction

Consistent Instructional Framework

Measuring Up Foundations incorporates brain research for struggling students. Four-part lessons streamline skills and tasks to avoid frustration and boost achievement.

Introduction/Break Down the Skills

- Set learning goals and activate prior knowledge
- Provide context for vocabulary
- Measure Kids provide hints, tips, and guidance
- Teacher's Manual offers:
 - Explicit directions for making instruction clear
 - Full support to teach academic vocabulary in context
 - Strategies to address the needs of struggling students and English Learners

Guided Instruction

- Strategically placed thinking questions support Learners.
- Examples and illustrations support and clarify meaning.
- Teacher's Manual offers comprehensive directions for assigning and supporting practice.

Every lesson includes four distinct parts:

1. Introduction/
Break Down
the Skills
2. Guided Instruction
3. Independent
Practice
4. Exit Ticket

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. The uppercase is called the capital letter.
Say the alphabet aloud.

Touch the letters as you say them.

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

TEACHER GUIDE
Lesson 1 Alphabet Sounds

At a Glance

Learning Objectives • Identify uppercase and lowercase letters. • Identify each letter sound.	Why Students May Struggle 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.
------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Academic Vocabulary
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.
Aa-Bb-Cc-Dd-Ee-Gg
Hh-Ii-Jj-Kk-Ll-Mm-Oo-Pp
Qq-Rr-Ss-Tt-Uu
Vv-Ww-Xx-Yy-Zz
• Have I know my ABC?
Need 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 on the classroom wall. Show students that the alphabet has uppercase and lowercase letters or use the alphabet on the first page of the lesson for students to follow along. Having a visual at the front of the class to have all students paying attention to you is preferred, however.
• Ask students if they know that each letter makes a specific sound. Call on a few volunteers to say a random letter sound. Say each of the letter sounds one by one as you point to each letter. Then, ask students to say the letter sounds with you.

Lesson 1 • Long and Short Vowels

Guided Instruction

Guided Questions

Circle the words with the short vowel sounds.

Box the words with the long vowel sounds.

Underline the words with vowel teams.

Read the words below and answer the questions.

setting market plane circle
retrieve unpack recite construct
arrange debate streak float

1 What is the vowel sound in the word **leak**? How do you know?

2 What is an **r-controlled** vowel? Write two words with an r-controlled vowel.

Lesson 1 • Long and Short Vowels

Differentiate for English Learners
English learners may have a difficult time with English vowel sounds because the vowel letters may have different names and sounds in their home language. For example, the a sound in the word *cat* and the u sound in the word *but* do not exist in Spanish. It might benefit them to work in pairs or groups to create a list of words with these sounds. Read the words aloud with them to hear and practice the pronunciations.

GUIDED INSTRUCTION
Guided Reading Activity
• Some students may benefit from hearing you read the activity aloud. If necessary, have students follow along as you read aloud. Otherwise, direct students to read the activity quietly to themselves.
Guided Reading Questions
• Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.

Differentiate for Struggling Readers and English Learners
In the multisyllable words, highlight or underline the vowel or vowel team on which students are focusing. For example, in the word *setting*, highlight the e. In the word *recite*, highlight the i.
If students struggle to come up with r-controlled vowel words on their own, offer them some choices and have them identify the words with the r-controlled vowels. Practice saying the words and the vowel sounds together and pointing to where the r comes after the vowel in the word.

INDEPENDENT PRACTICE
Practice 1 Questions
• Read the questions and answer choices aloud as students select the answers. Review the answers and provide reminders and reread as needed.

Reading Skills, Grade 1
Student Edition and Teacher's Manual

Reading, Grade 6
Student Edition and Teacher's Manual

Chapter 1 • Numbers in Base Ten

Independent Practice

Practice 1

1 How many?

A 20
B 28
C 36

2 How many? Count on from 20.

20

A 7
B 35
C 46

3 Which shows 41 cubes?

A

B

C

Practice 2

1 How many? Count on from 11.

11

A 7
B 24
C 31

8 Level A Copying is prohibited.

Student Edition
Mathematics, Grade 1

Independent Practice

- Students work independently on varied question types.
- Two practice sets provide instructional options for support and independent work.
- Teacher's Manual includes directions for practice.

Lesson 1 • Count to 50 and Read Numbers

INDEPENDENT PRACTICE

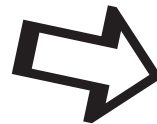
Practice 1 Questions

1. Tell students to, independently and to themselves, count the number of ducks and circle the answer. Review the answer.
2. Tell students to, independently and to themselves, count on from 20 footballs and circle the answer. Review the answer.
3. Tell students to, independently and to themselves, count the cubes in the answer and circle the answer that has 41 cubes. Review the answer.

Practice 2 Questions

1. To students to, independently and to themselves, count on from 11 dinosaurs and circle the answer. Review the answer.
2. Tell students to, independently and to themselves, count the number of transportation images and circle the answer. Review the answer.
3. Tell students to use a crayon to color 40 of the cubes. Review the answer.

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Teacher's Manual
Mathematics, Grade 1

Student Edition
Reading, Grade 6

Chapter 1 • Phonics and Fluency

Independent Practice

Answer the questions that follow.

Practice 1

1 Which word has the same vowel sound as the word **blade**?

A park C table
B bowl D perfect

2 Which word has an **r-controlled vowel** sound?

A rope C bridge
B drive D turtle

3 Which word has a silent **e**?

A perfect
B reply
C bake
D garden

4 Which words have the same **long vowel** sound?

A **gift** and **bike**
B **mark** and **lake**
C **roam** and **hope**
D **seen** and **shed**

5 Circle the words with the **long e** sound.

listen **able** **beach** **enjoy** **greedy**

Remember, when the **r** comes **after** a vowel, the vowel has an **r-controlled** sound.

Remember the rule for silent **e**.

Recall the different ways letters can make a long vowel sound.

5 Copying is prohibited. Measuring Up Foundations • Reading

Lesson 1 • Long and Short Vowels

Practice 2

1 Which phonics rule applies to the word **tape**?

2 Circle the words with **vowel teams**.

party **circus** **teacher** **freedom** **after**

3 Which word has the same vowel sound as **crept**?

A seed
B castle
C peach
D better

4 Which words have the same vowel sound?

A **green** and **leaf**
B **listen** and **life**
C **mint** and **bride**
D **yellow** and **yard**

5 Match the words with the vowels.

short o sound	bake
short i sound	creek
vowel team	drop
silent e	this

Remember vowel teams are two vowels next to each other that make one sound.

Read each word. Listen to the vowel sounds and look at the vowel patterns you know.

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Exit Ticket

- Culminating activity for quick assessment check.
- Teacher's Manual includes directions for activity.

Lesson 1 • Understand Ratios

Exit Ticket

A snowstorm lasted for 5 hours. When the storm ended, 10 inches of snow had fallen. The same amount of snow fell each hour.

What is the unit rate of snowfall in inches per hour?

_____ inches per hour

Complete the ratio table to show the number of inches of snow during each of the first 4 hours.

Time (hours)	Snowfall (inches)
1	
2	
3	
4	
5	10

Create ordered pairs from the ratio table and plot them on the coordinate plane.

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Mathematics, Grade 6
Student Edition

Lesson 1 • Understand Ratios

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.

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Mathematics, Grade 6
Teacher's Manual

Reading Comprehension, Grade 5
Student Edition

Lesson 4 • Figurative Language

ADDITIONAL SUPPORT

SUPPORT FOR STRUGGLING LEARNERS

- Students can create figurative language posters that illustrate the literal and figurative meanings of the phrases.
- Have students make inferences, or educated guesses, about an author's intended meaning in a text that consists of a lot of figurative language. Making inferences about what an author means by examining the words an author chooses will facilitate discussion and lead students to the meanings of the figurative language.
- Give students sentence starters for similes and metaphors, and have them complete them with suitable comparisons.
- Give students sentence strips with various kinds of figurative language phrases, and have them sort the strips based on which type of figurative language they represent.

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- Have students create anchor charts with similes, metaphors, personification, onomatopoeia, and allusions. Post their anchor charts in the classroom.
- To reinforce similes and metaphors, ask English learners to describe things by comparing them to other things. Have them make lists of these comparisons and then turn them into similes and metaphors.
- Ask students to work with partners and describe an incident that happened at school, using figurative language to describe it.
- Picture books are a good way to teach English learners figurative language.
- Have students make inferences, or educated guesses, about an author's intended meaning in a text that consists of a lot of figurative language. Making inferences about what an author means by examining the words an author chooses will facilitate discussion and lead students to the meanings of the figurative language.

EXTENSION ACTIVITIES

- In groups, have students create T-charts with these headings: *What the Words Say* and *What the Words Mean*. They can begin working on the T-charts with a given text and then build on the charts throughout the year as they read other texts.
- Give students sentences or a passage where they are exclusively looking for metaphors, similes, onomatopoeia, allusions, personification, and so on.
- Find figurative language in mentor texts and offer opportunities for students to examine the shades of meaning behind each example.
- Have students research allusions and make a list of them. Then have them share the lists with the rest of the class to see if the students can guess the sources of the allusions.

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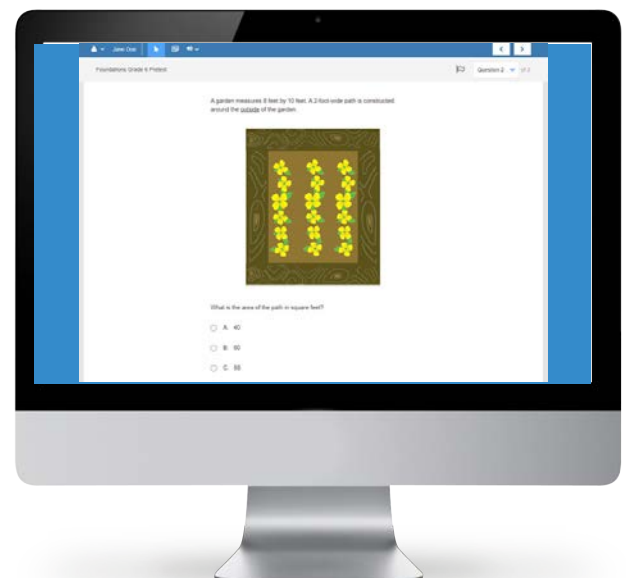
Additional Support & Extension Activities in Teacher's Manual

- End-of-lesson support for students who continue to struggle.
- Language frames and strategies develop oral language proficiency for English Learners.
- Reproducibles extend learning support.

Measuring Up Foundations: Assessments

Accessed via **Measuring Up Live 2.0**, students take assessments online. Educators have access to reports to monitor learning and progress.

- Pre- and post-assessments
- Chapter assessments
- Data and reporting



Scope of Skills | Grades 1–5

READING SKILLS

- Print Concepts • Phonological Awareness
- Phonics and Word Recognition • Fluency

READING COMPREHENSION

- Generate Questions • Main Ideas and Details
- Sequence • Summarize • Inferences • Point of View
- Illustrations • Text Structure • Compare and Contrast
- Counting • Sequencing • Comparing • Place Value
- Addition • Subtraction • Computation • Multiplication
- Division • Fractions

MATHEMATICS (TOPICS VARY BY GRADE)

Scope of Skills | Grades 6–8

READING

- Phonics and Fluency • Reading Literature
- Literary Analysis and Response • Reading Informational Texts
- Analyzing Informational Texts

MATHEMATICS (TOPICS VARY BY GRADE)

- Ratios & Proportional Relationships • Expressions & Equations
- Statistics & Probability • The Number System • Geometry
- Functions

Measuring Up Foundations: Print Student Book, Online Assessments, & Online Teacher's Manual

LEVEL/ GRADE	Reading Skills	Reading Comprehension	Mathematics
PRICE	\$16.95	\$16.95	\$16.95
Level A/Grade 1	978-1-64090-759-1	978-1-64090-764-5	978-1-64090-769-0
Level B/Grade 2	978-1-64090-760-7	978-1-64090-765-2	978-1-64090-770-6
Level C/Grade 3	978-1-64090-761-4	978-1-64090-766-9	978-1-64090-771-3
Level D/Grade 4	978-1-64090-762-1	978-1-64090-767-6	978-1-64090-772-0
Level E/Grade 5	978-1-64090-763-8	978-1-64090-768-3	978-1-64090-773-7

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Measuring Up Foundations (Spanish Version): Print Student Book & Online Teacher's Manual

LEVEL/ GRADE	Reading Comprehension	Mathematics
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Level A/Grade 1	979-8-88711-531-3	979-8-88711-541-2
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Level C/Grade 3	979-8-88711-535-1	979-8-88711-545-0
Level D/Grade 4	979-8-88711-537-5	979-8-88711-547-4
Level E/Grade 5	979-8-88711-539-9	979-8-88711-549-8

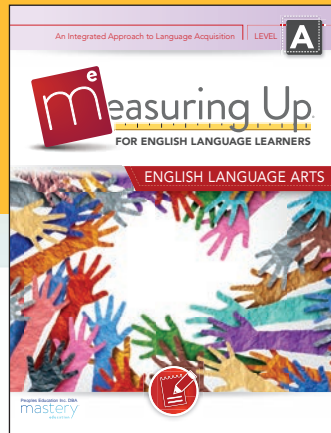

Measuring Up Foundations (Spanish Version): Add-On Printed Teacher's Manual

LEVEL/ GRADE	Reading Comprehension	Mathematics
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Level A/Grade 1	979-8-88711-532-0	979-8-88711-542-9
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Level C/Grade 3	979-8-88711-536-8	979-8-88711-546-7
Level D/Grade 4	979-8-88711-538-2	979-8-88711-548-1
Level E/Grade 5	979-8-88711-540-5	979-8-88711-550-4

Measuring Up Foundations: Add-On Printed Teacher's Manual

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Level E/Grade 8	978-1-64090-893-2	978-1-64090-899-4

SKILL BUILDING & INTERVENTION

measuring Up.

**FOR ENGLISH
LANGUAGE LEARNERS**

Incorporates research-based best practices for English Language Learners and an integrated approach that includes a focus on language-acquisition strategies.

Each unit offers:

- Supportive language-acquisition strategies such as sentence and paragraph frames to scaffold oral and written language development.
- Emphasis on Tiers 1 and 2 vocabulary learning, etymology, and Spanish cognates.
- Listening, speaking, and writing opportunities are included in each reading lesson.
- Plenty of practice questions.

FORMAT AND STRUCTURE

Six Units: Main Idea and Details, Summarize, Sequence, Problems and Solutions, Cause and Effect, and Inferences/ Draw Conclusions

Units include two lessons and Unit Review thematically linking a literature passage and informational text with Review that includes practice with multiple-choice and constructed-response questions.

Instruction targets 6 performance-level descriptors (PLDs): Entering, Emerging, Developing, Expanding, Bridging, and Reaching.

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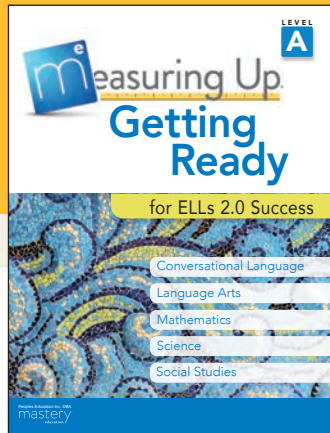
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English Language Learners WORKTEXTS		
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SKILL BUILDING & INTERVENTION



Measuring Up. Getting Ready for ELLs 2.0 Success

Prepare your students for ACCESS for ELLs® 2.0 with instructional practice that addresses all WIDA® English Language Proficiency standards: Conversational Language and Academic Language Arts, Science, Social Studies, and Mathematics.

- Reduce test anxiety with items formatted like the ACCESS for ELLs® 2.0 tests: multiple choice, short and extended writing tasks, and oral response.
- Items are aligned 3 ways: to a WIDA® standard, a performance level, and a clearly defined objective.
- Includes audio links for listening tasks.




LESSON 1

Everyday Life




SOCIAL INSTRUCTIONAL SPEAKING

Directions: Today we are going to practice some speaking activities. You are going to listen to a question or a statement and then answer in English.

1. Tell which image shows a baseball hat.

A.  B.  C. 

2. It is Monday morning and Peter is getting ready for school. Look at the images and tell about Peter's morning.

1.  2.  3. 

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Grade 1, Student Edition

LESSON 1




Everyday Life

SOCIAL INSTRUCTIONAL SPEAKING

Read the directions out loud to your student. Then, read the question out loud.

SAV Directions: Today we are going to practice some speaking activities. You are going to listen to a question or a statement and then answer in English.




SAV 1. Tell which image shows a baseball hat.

A.  B.  C. 

For beginners, it is helpful to discuss what they see in each image and when they might wear the item. This will ensure that your student will have the necessary vocabulary to complete their response.

Pause and wait for the student to respond. If necessary, repeat the question.

SAV 2. It is Monday morning and Peter is getting ready for school. Look at the images and tell about Peter's morning.

1.  2.  3. 

Answers will vary. The student should explain three events: 1. Peter wakes up. 2. Peter brushes his teeth. 3. Peter eats his breakfast.

It is important for your student to practice reading images from left to right in the same way they do text. This activity should be introduced to your student as, "Tell me what is happening in each image. Point to the image as you tell me."

Item	WIDA Standard	Performance Level	Objective
1	ELD-SI.K.3.Inform	Level 1: Entering	The student will determine which object is a baseball hat from the options given.
2	ELD-SI.K.3.Narrate	Level 1: Entering	The student will connect the images of Peter's morning to a verbal description of Peter's day.



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Grade 1, Annotated Teacher Edition

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*A QR code can be found at the opening of the Listening Unit, providing access to audio recordings for passages in this section.

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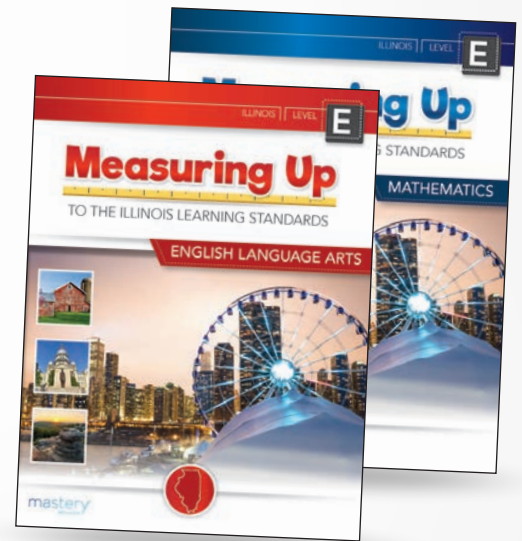
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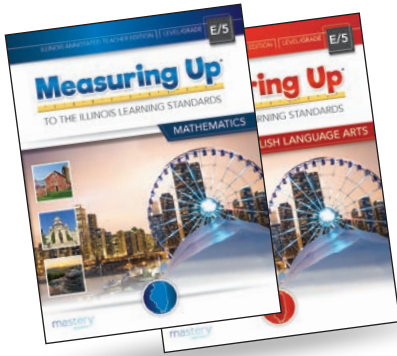
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Lesson 4 READ FOR UNDERSTANDING

READING NOTES

INDEPENDENT PRACTICE

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

The Big Sail on Buttercup Lake

by Molly Lowry | Genre: Short Story

- Moose sat under the willow tree near the dock.
- He was all set to go for a sail with his friends on Buttercup Lake. This time he was prepared. He had brought his orange hiking boots and his favorite yellow rain slicker. Swallow had told him yesterday that it might rain.
- Just last weekend, Moose and Miss Rabbit were caught in a bad storm near Rainbow Cove. At first, they thought it was raining stones. But, it was raining hail! There were big, huge pieces of ice falling on the deck and bouncing into the water.
- The hail crashed down so hard that Miss Rabbit pulled her ears down over her face. Moose started to laugh to himself. The sight of Miss Rabbit with her ears pulled down was very funny.
- Moose looked at his pocket watch. It was 11:15 A.M. Everyone was late. Moose was getting impatient. Where was everyone? Last night at the marshmallow roast, everyone agreed to meet at 11 A.M.
- Just then, Moose heard Raccoon and Chipmunk. He looked down the path. Raccoon was carrying fruit punch in a thermos. Chipmunk was wearing his favorite red cap. Behind them, he saw Toad leaping down the path. Sparrow and Crow were flying very low just above Toad.
- Crow had a beautiful bunch of daffodils in his beak.
- Then he saw Miss Rabbit. She was holding a basket. She looked beautiful. Seeing Miss Rabbit and her basket made Moose very happy.
- "Oh yes! Miss Rabbit made some peach pies," thought Moose. Miss Rabbit's peach pies were the B-E-S-T, especially the crust.

[34] masteryeducation.com | English Language Arts | Level C Copying is prohibited.

Space to make notes or sketch important information.

Lesson 4 READ FOR UNDERSTANDING

- He couldn't wait to get on the sailboat, so he could have some. Miss Rabbit always made an extra pie for Moose.
- Just then, Swallow flew up next to him. She surprised him. He'd been so busy thinking about peach pies!
- "Hi, Moose!" said Swallow sweetly.
- "Hi," said Moose. "What do you want, Swallow?"
- "Oh, Moose! Why do you say that to me?" sang Swallow.
- "I know that voice!" said Moose.
- "Well, Moose, I would like to steer the boat today. Can I? Can I, please!" she asked nervously. Moose had built the boat two years ago. He really didn't like anyone else to steer. He liked to steer. But Swallow knew the weather better than anyone else. He often needed her expert weather advice, so Moose thought it would be a good idea to say yes.
- "Sure," Moose said. "When we get close to Rainbow Cove, you can steer for a little while."
- "Oh, oh, oh, Moose," twittered Swallow. "Thank you. Thank you so much."
- "Okay, mates, let's go," yelled Moose in a happy voice. "It's time to sail." Then he added, "And, I see that Miss Rabbit has made peach pie for everyone. We'll have a picnic when we get to Rainbow Cove!"
- "OKAY!" everyone yelled. Quickly, they hopped on the boat and sat in their favorite places. Raccoon untied the ropes. Chipmunk got the sails ready. Moose steered the boat out of the harbor toward Rainbow Cove.
- "It's going to be a good sailing day," thought Moose.
- Suddenly a nice gust of wind caught the sails, and off they went. Moose steered the boat directly toward Rainbow Cove.

Unit 1 | Reviewing Foundational Skills | masteryeducation.com [35]

Students practice with questions that are similar to those on the IAR Test.



Lesson 4 READ FOR UNDERSTANDING

1. Part A
To whom does the boat belong?

(A) Moose
(B) Raccoon
(C) Swallow
(D) Chipmunk

Part B
Which sentence from the story shows to whom the boat belongs?

(A) "Moose was getting impatient." (paragraph 5)
(B) "Moose had built the boat two years ago." (paragraph 16)
(C) "Okay, mates, let's go," yelled Moose in a happy voice. (paragraph 19)
(D) "It's going to be a good sailing day," thought Moose. (paragraph 21)

★ Part A
Why is Moose so happy to see Miss Rabbit?

(A) She brought snacks.
(B) She is beautiful.
(C) She wants to sail.
(D) She is funny.

★ Part B
Underline a sentence in the story that best supports the answer to Part A.

▶ HINT, HINT
Reread paragraph 9 to figure out why Moose is excited to see Miss Rabbit.

Language Arts | Level C

Hints and other suggestions help guide students to the correct answer.

Starred items highlight more difficult, critical-thinking questions.

Unit Practice Tests
Units end with additional test-like practice.

Lesson 4 READ FOR UNDERSTANDING

EXIT TICKET

RF.3.4a, RF.3.4b

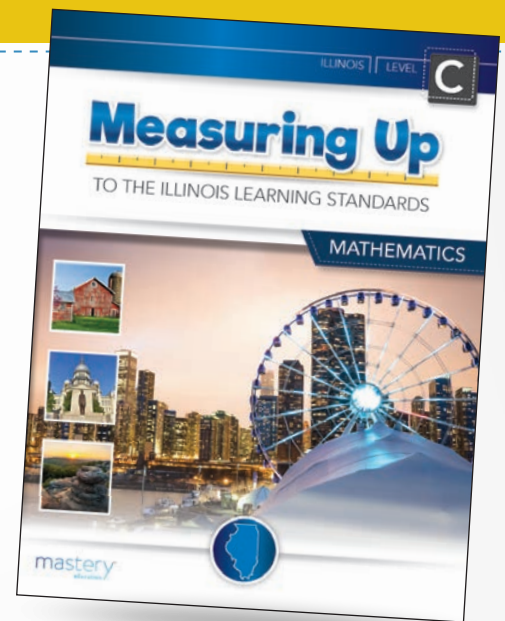
Now that you have practiced reading for understanding and expression, let's revisit the Real-World Connection. Dorian wants to read his adventure story to his family on their car trip. What could he do to read fluently and with expression? Write a list of up to five suggestions.

[38] masteryeducation.com | English Language Arts | Level C Copying is prohibited.

Exit Tickets
End-of-lesson Exit Tickets ensure students understand before moving on.

What's Inside: A Lesson Guide

Grade 3, Lesson 1



Available for Grades 3–8

Lesson 1

UNDERSTAND MULTIPLICATION 3.OA.A.1

INTRODUCTION


Real-World Connection

Carrie is having a picnic at the park. She sees 5 bicycles parked against a tree. Each bicycle has 2 wheels. How many wheels does she see in all?

Carrie can use multiplication to find how many wheels she sees in all. Let's practice the skills in the Guided Instruction and Independent Practice and help Carrie solve her problem at the end of the lesson!

WORDS TO KNOW

- multiply
- equal groups
- factor
- product



What I Am Going to Learn

- How to use multiplication to combine equal groups
- How to identify the factors and the product in a multiplication sentence
- How to draw a picture to see the total number of objects in combined equal groups.

What I May Already Know 2.OA.A.4, 2.NBT.B.5

- I know how to use addition to find the number of objects arranged in equal rows.
- I know how to add numbers.

Vocabulary in Action

- To multiply means to combine equal groups using addition.
- The symbol "×" means multiply.

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Deepen student understanding of complex concepts by making connections from what they know to what they will learn.

Guided Instruction helps students review the skills and standards and practice answering test items.

Academic vocabulary is listed at the beginning of each lesson and used in context.

UNDERSTAND MULTIPLICATION Lesson 1



• To multiply 3 and 5, write 3×5 , which means add 3 groups of 5: $5 + 5 + 5$.

• Each number is a factor, and the total is the product.

• $5 + 5 + 5 = 15$, so the product of 3×5 is 15.

EXAMPLE

Cars have 4 tires. How many tires are there for 3 cars?

There are 3 groups of 4 tires, or 12 tires in all: $4 + 4 + 4 = 12$

To use multiplication, write:

$3 \times 4 = 12$

Three groups of four equals twelve.


3 and 4 are the factors and 12 is the product.

You can use repeated addition to solve multiplication problems, and you can make a drawing.

EXAMPLE

What is the product of 4×5 ?

4×5 is 4 groups of 5:

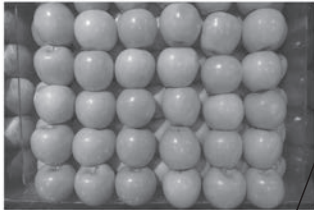


$5 + 5 + 5 + 5 = 20$

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UNDERSTAND MULTIPLICATION Lesson 1

Many things are arranged in rows: seats in a theater, apples at a fruit stand.



THINK ABOUT IT

You can skip count to add again and again. Can you skip count by 2s, 5s, and 10s?

You can multiply to find how many apples there are.

GUIDED INSTRUCTION

Many things can be counted in equal groups. If you have several of the same item, you can use multiplication.

1. Dante has 2 shirts. Each shirt has 4 buttons. How many buttons are there?

Step One Draw a picture.

Show 2 groups.


Show 4 buttons in each group.

Step Two There are 2 groups of 4.

Write an addition sentence.

Step Three Write a multiplication sentence. $2 \times 4 = 8$

Step Four Solve the problem.



$4 + 4 = 8$

There are 8 buttons in all.

THINK ABOUT IT


Since there are 2 shirts, and each shirt has the same number of buttons, think of 2 equal groups of 4.

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Lesson 1 UNDERSTAND MULTIPLICATION

TURN AND TALK
How is this problem similar to the one before? How is it different?

2. Dante has 4 pairs of socks. How many socks are there?
Step One Draw a picture.
 Show 4 groups.
 Show 2 socks in each group.




Step Two There are 4 groups of 2.
 Write an addition sentence.
 $2 + 2 + 2 + 2 = \square$

Step Three Write a multiplication sentence.
 $4 \times 2 = \square$

Step Four Solve the problem.
 There are \square socks in all.

HINT, HINT
Think of the number of groups and how many are in each group.

3. Which number sentences describe the picture? Select the three correct answers.



(A) 2 groups of 3
 (B) $2 + 2 + 2$

UNDERSTAND MULTIPLICATION Lesson 1

How Am I Doing?

What questions do you have?

Write a number sentence to show multiplication.

Horses have 4 legs; people have 2 eyes. What are some other things that have equal groups?

SKETCH IT
In the space below, make a drawing to show multiplication.

Color in the traffic signal that shows how you are doing with the skill.



Tips like **Sketch It** and other guides help students work through problem solving.

Lesson 1 UNDERSTAND MULTIPLICATION


WORK SPACE

INDEPENDENT PRACTICE

Answer the questions.

1. Which is another way to show $5 + 5 + 5$?
 (A) 1×5 (B) 5×2
 (C) 3×5 (D) 5×5

2. Use the numbers in the box to make a multiplication sentence that matches the picture. The numbers can only be used once. Write each number in the appropriate box.



2 4 6 8 10 12 16

$\square \times \square = \square$

3. What does 4×5 mean?
 Write your answers in the boxes.
 \square groups of \square

4. Find the product.
 $4 \times 5 = \square$

5. Which number sentences show 4 groups of 3? Select the two correct answers.
 (A) $4 + 3$ (B) $3 + 3 + 3 + 3$
 (C) 4×4 (D) $4 + 4 + 4$
 (E) $3 + 3 + 3 + 4$ (F) 4×3

[6] masteryeducation.com | Mathematics | Level C Copying is prohibited.

Students practice on their own with questions that are similar to the IAR Test.

Side column provides work space.

READ FOR UNDERSTANDING Lesson 4

3. Moose says to Swallow, "I know that voice!" What does Moose mean?

4. Match each part of the story with the phrase that explains how it should be read out loud.

5. How should "What do you want, Swallow?" in paragraph 13 and "Can I, please?" in paragraph 16 be read out loud?


TIPS AND TRICKS

Starred items highlight more difficult, critical-thinking questions.

UNDERSTAND MULTIPLICATION Lesson 1

EXIT TICKET 3.OA.A.1

Now that you have learned what multiplication means and how to write a multiplication sentence, let's help Carrie solve the problem in the Real-World Connection. Carrie is having a picnic at the park. She sees 5 bicycles parked against a tree. Each bicycle has 2 wheels. How many wheels does she see in all?



How can Carrie use multiplication to find how many wheels she sees?

Chapter Practice Tests
Students practice answering items like those they'll encounter on the IAR Test.

Exit Tickets
End-of-lesson quick checks ensure students understand the lesson concepts before moving on.

Measuring Up[®]

to the Next Generation Science Standards

Promote data analysis, critical thinking, and problem solving.

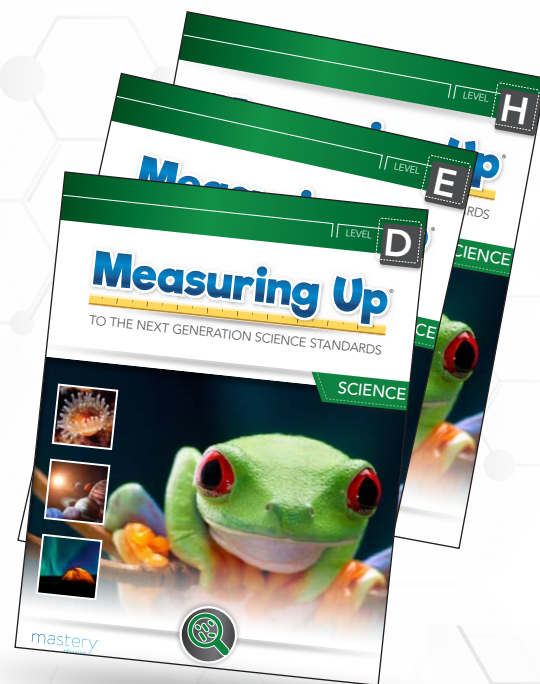
100% coverage for NGSS

Lessons Feature:

- Connect science to other subject areas.
- Lesson goals connect prior knowledge to scientific concepts.
- Independent-practice items meet the rigor of the NGSS assessments.
- Building Stamina unit tests check for understanding.
- Hands-on activities, experiments, and investigations.

THE BIG IDEA:
Lesson objectives set the stage for what students will learn.

WHAT I NEED TO KNOW:
Quickly highlights and reviews the lesson concept.



WORDS TO KNOW:

Vocabulary that students will encounter is listed and defined in context.

Lesson 1

HOW CAN WE SEE MATTER?

THE BIG IDEA

- Matter is made of particles that are too small to see, but we can observe it in other ways.
- A model can explain how gases consist of matter particles that are too small to see and move freely in space.

WHAT I NEED TO KNOW

Matter is all around us. In fact, we are matter! Matter is anything that has mass and takes up space.

You can make observations about matter. For example, you can bounce a ball and feel if it is soft or hard. You can even make changes to matter like tearing a piece of paper into smaller pieces. You can also measure its mass or volume.

While there are many examples of matter, the human eye cannot see the building blocks of all matter—atoms.

Atoms can combine in many different ways. One of the simplest combinations creates a molecule. A molecule is a group of atoms bonded together. Because atoms and molecules are so small, we can use models of individual atoms to show how atoms bond together to form molecules. A molecule of water, for example, is made of two hydrogen atoms and one oxygen atom.

Individual atoms and molecules are not visible to the eye, but they make up everything around us. This includes matter that is or is not visible to the eye. Think for a moment: how can you observe matter if its tiny particles are not visible?

Air is an example of matter you cannot see, but you can observe it. We can observe air by looking at some of the ways air behaves. For

WORDS TO KNOW

matter
atom
molecule
particle

THINK ABOUT IT
What is the smallest thing you can see using just your eyes? Do you think things exist that are too small to see?

TURN AND TALK
Matter is composed of small particles called atoms. What are some other examples of large objects that are made up of many smaller pieces?

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Unit 1 | Physical and Chemical Changes | masteryeducation.com [1]

Level E/Grade 5, Lesson 1

Each grade level covers a wide variety of scientific concepts including life, earth, and physical science.

Level D / Grade 4

- Structure, Function, and Information Processing
- Transferring Energy and Information
- Energy and Collisions
- Earth's Landscape
- Earth's Systems and Change

Level E / Grade 5

- Physical and Chemical Changes
- Energy and Matter
- Earth's Systems
- Space Systems

Level H / Grades 6–8

- Human Body Systems
- Reproduction and Growth
- Energy Transfer and Weather
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978-1-64090-103-2	H/8	

20 minimum quantity purchase of Student Editions of the same grade level. Free TE with purchase of 25 Student Editions. Shipping is additional.

Starred items highlight more difficult, critical-thinking questions.

HOW CAN WE SEE MATTER? Lesson 1

3. A student places several ice cubes in 100 milliliters of water. She notices that when she comes back, there is no ice left. How can she observe that the matter in the water has only changed? (A) The water is now made of smaller particles of ice. (B) The water level is lower because the ice melted while she was away. (C) The volume of the water to see if it has increased.

4. A student has made a simple model. It involves a capped syringe and a plunger (there is no needle). The student can move the plunger halfway down the syringe before it can no longer move. What idea is this simple model illustrating?

(A) Matter escaped from the syringe when pushed.
 (B) There is no matter inside the syringe.
 (C) Matter can be completely compressed when pushed.
 (D) The syringe is filled with matter.

5. Which of the following is not matter?

(A) An idea
 (B) An atom
 (C) A building
 (D) A molecule

HINT, HINT
 Remember that matter is everywhere, even if it cannot be seen!

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The Teacher Edition includes support for:

- prerequisite knowledge and standards,
- misconceptions, and
- working with struggling, advanced, and English Language Learners.

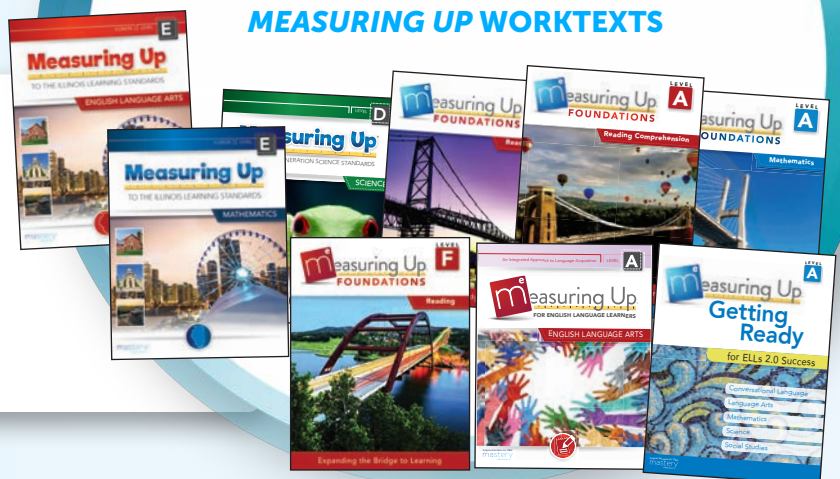


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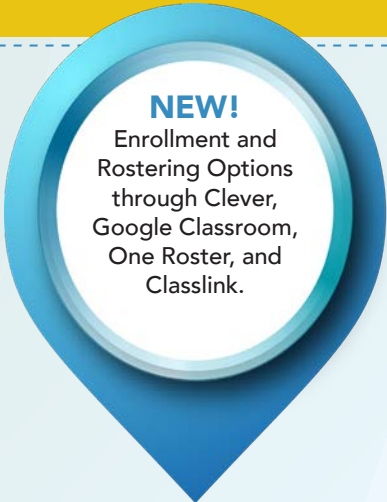
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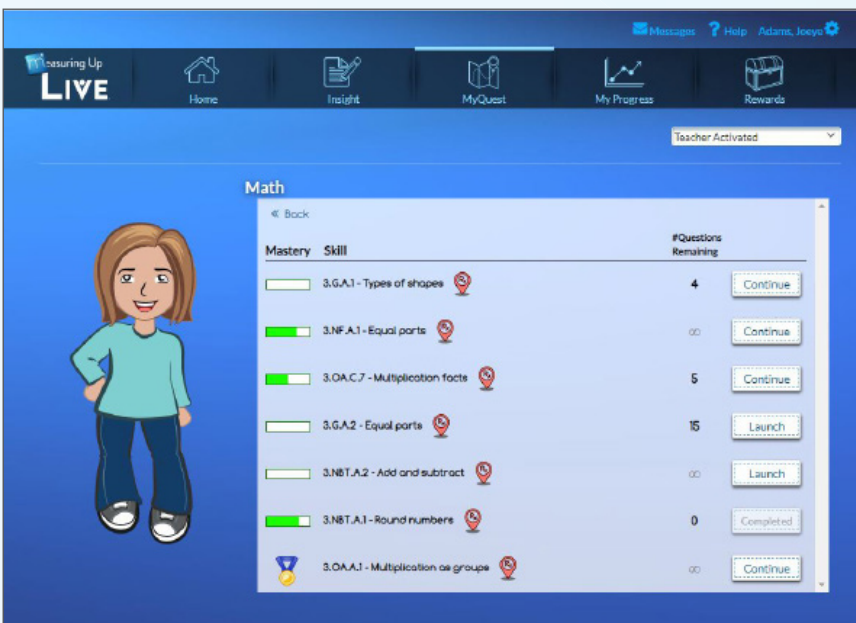
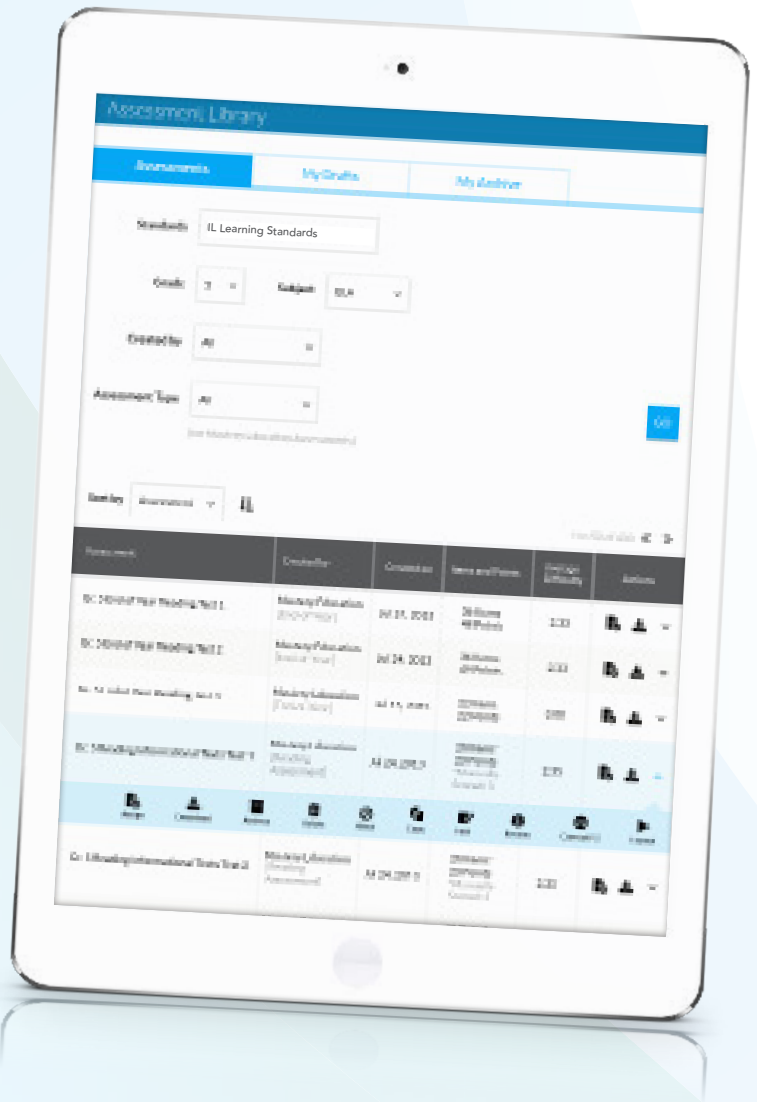
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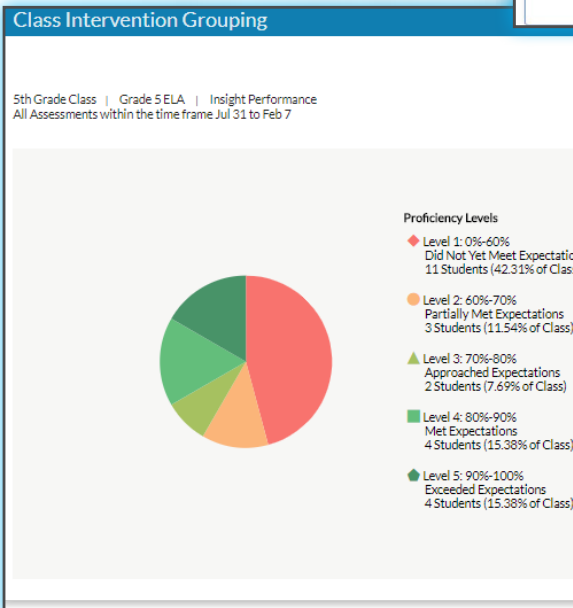
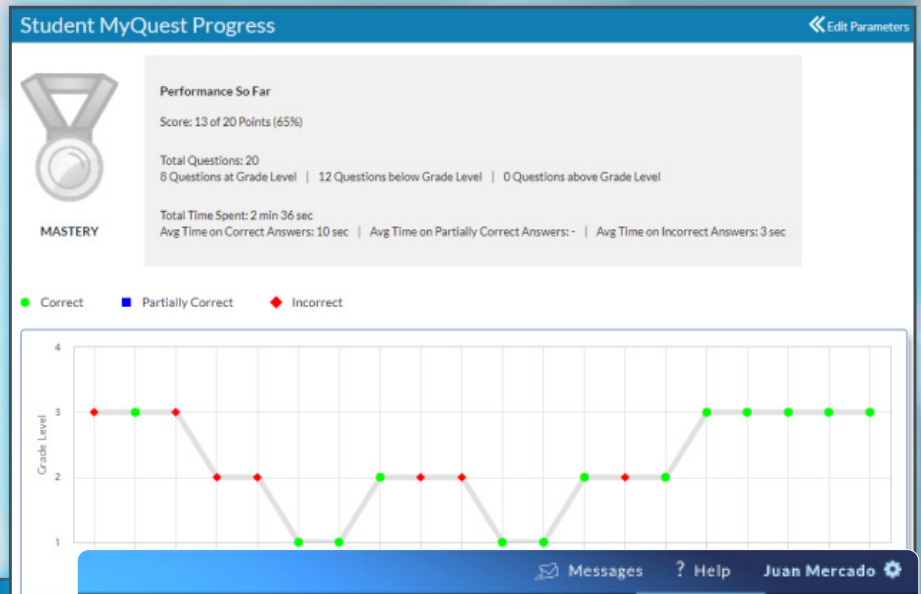
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My Progress

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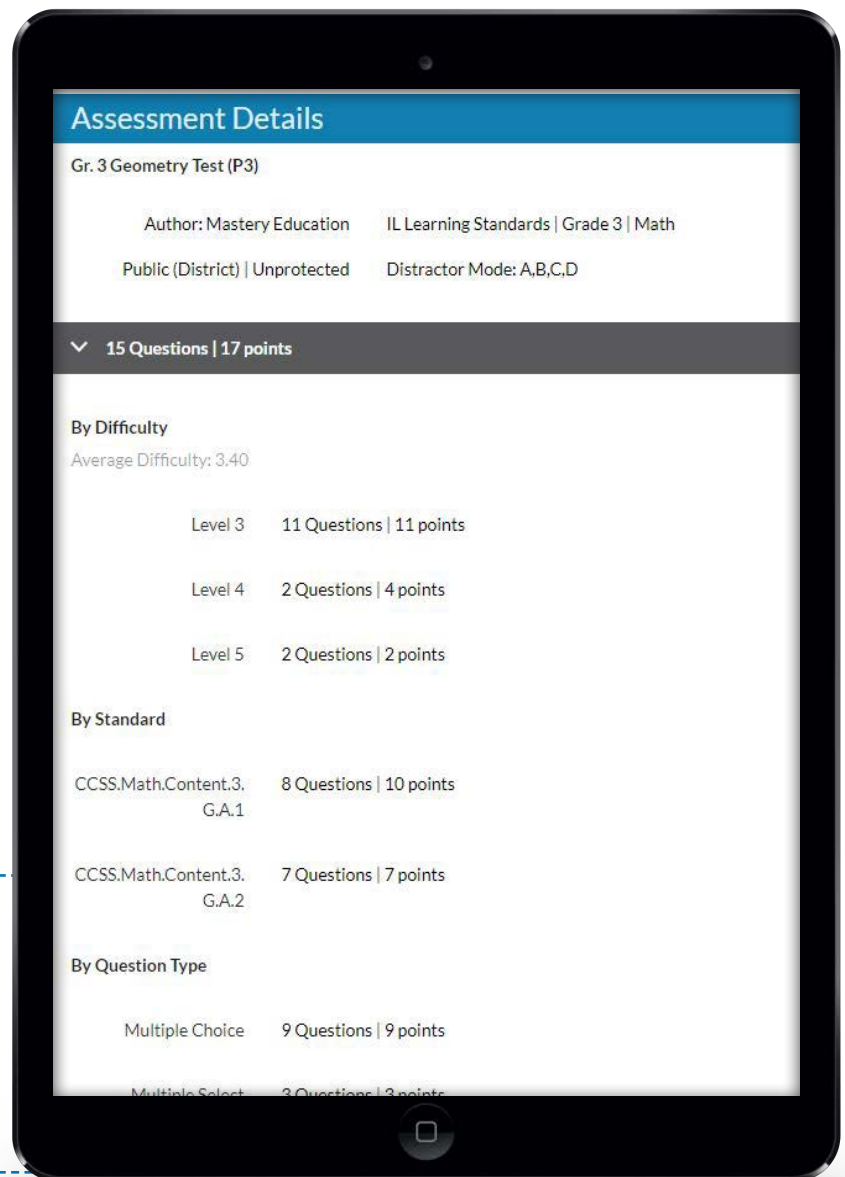
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- **Difficulty levels and cognitive scale identified** for all questions.
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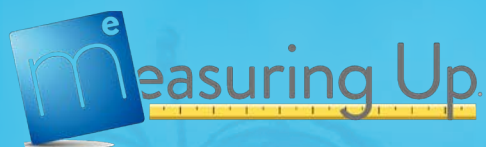
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