

Florida's  
**B.E.S.T.**  
Standards for  
**MATH**  
Grade K

Volume 1

**Ron Larson**  
**Laurie Boswell**



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# A Single Authorship Team



Written by renowned authors, Dr. Ron Larson and Dr. Laurie Boswell, *Florida's B.E.S.T. Standards for MATH* offers a seamless math pedagogy from Kindergarten through Algebra 2. Together, Ron and Laurie provide a consistent voice that encourages students to make connections through cohesive progressions and clear instruction. Since 1992, Ron and Laurie have authored over 50 mathematics programs.



“  
*Each time Laurie and I start working on a new program, we spend time putting ourselves in the position of the reader. How old is the reader? What is the reader's experience with mathematics? The answers to these questions become our writing guides. Our goal is to make the learning targets understandable and to develop these targets in a clear path that leads to student success.*  
”

*Ron Larson*

**Ron Larson, Ph.D.**, is well known as lead author of a comprehensive and widely used mathematics program that ranges from elementary school through college. He holds the distinction of Professor Emeritus from Penn State Erie, The Behrend College, where he taught for nearly 40 years. He received his Ph.D. in mathematics from the University of Colorado. Dr. Larson engages in the latest research and advancements in mathematics education and consistently incorporates key pedagogical elements to ensure focus, coherence, rigor, and student self-reflection.

“  
*My passion and goal in writing is to provide an essential resource for exploring and making sense of mathematics. Our program is guided by research around the learning and teaching of mathematics in the hopes of improving the achievement of all students. May this be a successful year for you!*  
”

*Laurie Boswell*



**Laurie Boswell, Ed.D.**, is the former Head of School at Riverside School in Lyndonville, Vermont. In addition to authoring textbooks, she provides mathematics consulting and embedded coaching sessions. Dr. Boswell received her Ed.D. from the University of Vermont in 2010. She is a recipient of the Presidential Award for Excellence in Mathematics Teaching and later served as president of CPAM. Laurie has taught math to students at all levels, elementary through college. In addition, Laurie has served on the NCTM Board of Directors and as a Regional Director for NCSM. Along with Ron, Laurie has co-authored numerous math programs and has become a popular national speaker.

# Making the Florida Covers

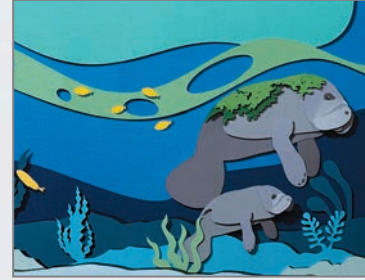
## K-5: Florida's Diverse Wildlife



**Kindergarten**  
Amphibian: Frog



**Grade 1**  
Mammal: Armadillo



**Grade 2**  
Mammal: Manatee



**Grade 3**  
Bird: Crane



**Grade 4**  
Fish: Sailfish

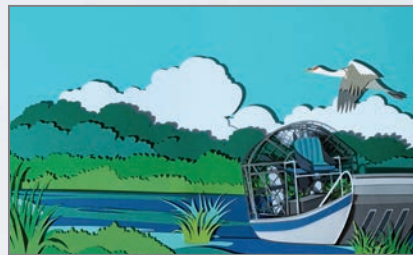


**Grade 5**  
Reptile: Alligator

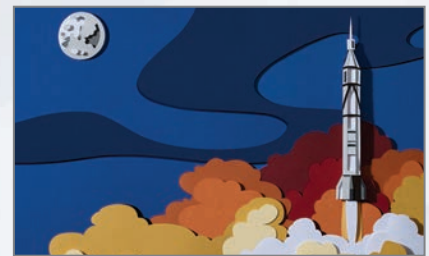
## 6-8: Florida Firsts



**Grade 6**  
First Scheduled Commercial  
Flight in U.S. (1914)



**Grade 7**  
First Airboat in U.S. (1920)



**Grade 8**  
First Launch of a U.S. Satellite,  
Explorer I (1958)



**Grade 6 Accelerated**  
First Masonry Fort  
in U.S. (1565)



**Grade 7 Accelerated**  
First Light Bulb  
Patent in U.S. (1880)



## Step 1:

Graphic artists **Betsi Santos** and **Mary Rose** design each cover. They then cut out the art pieces and assemble them using tweezers, glue, and round foam stickers.



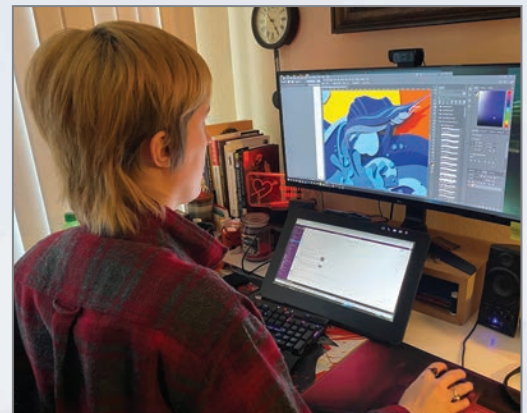
## Step 2:

**Adam Leene** and **Betsi** photograph the paper design. *(left)*



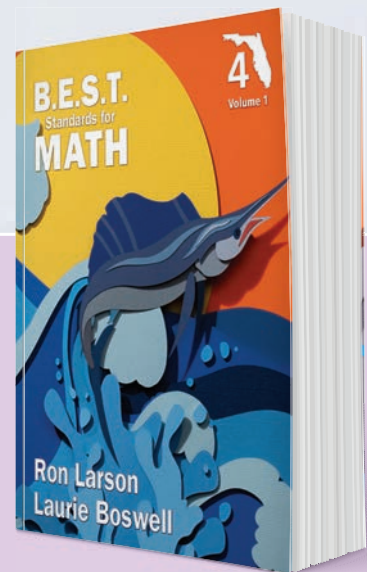
## Step 3:

**Mary** prepares the design for the cover. *(right)*



## Step 4:

The books are printed and ready for use to implement *Florida's B.E.S.T. Standards for Mathematics*.



## About the Artists

**Betsi Santos** has a passion for creating art. With a Fine Arts degree from Eastern New Mexico University, she seamlessly blends her graphic design and set building expertise with great precision and attention to detail.

**Mary Rose** is a "jack-of-all-trades" in the film industry. Her degree in Theatre Production Design and Technology from the University of Illinois has led to a career in set painting, building, prop fabrication, and graphic design.

# Research, Contributors, and Reviewers

## Research

Ron Larson and Laurie Boswell used the latest in educational research, along with the body of knowledge collected from expert mathematics educators, to develop the *Florida's B.E.S.T. Standards for MATH* series. The pedagogical approach used in this program follows the best practices outlined in the most prominent and widely accepted educational research, including:

- *B.E.S.T. Standards for Mathematics*, Florida Department of Education ©2020
- *Visible Learning*, John Hattie ©2009
- *Visible learning for Mathematics* John Hattie ©2017
- *Visible Learning Feedback* John Hattie ©2018
- *Teaching Mathematics in the Visible Learning Classroom, Grades K–2* John Almarode, Douglas Fisher, Kateri Thunder, John Hattie, and Nancy Frey ©2019
- *The Teacher Clarity Playbook, Grades K–12* Douglas Fisher, Nancy Frey, Olivia Amador, and John Hattie ©2018
- *The Distance Learning Playbook, Grades K–12* Douglas Fisher, Nancy Frey, and John Hattie ©2020
- *Principles to Actions: Ensuring Mathematical Success for All* NCTM ©2014
- *Adding It Up: Helping Children Learn Mathematics* National Research Council ©2001
- *Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching* Jo Boaler ©2015
- *What Works in Schools: Translating Research into Action* Robert Marzano ©2003
- *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* Marzano, Pickering, and Pollock ©2001
- *Principles and Standards for School Mathematics* NCTM ©2000
- *Rigorous PBL by Design: Three Shifts for Developing Confident and Competent Learners* Michael McDowell ©2017
- *Universal Design for Learning Guidelines* CAST ©2011
- Rigor/Relevance Framework® International Center for Leadership in Education
- *Understanding by Design* Grant Wiggins and Jay McTighe ©2005
- Achieve, ACT, and The College Board
- *Elementary and Middle School Mathematics: Teaching Developmentally* John A. Van de Walle and Karen S. Karp ©2015
- *Evaluating the Quality of Learning: The SOLO Taxonomy* John B. Biggs & Kevin F. Collis ©1982
- *Unlocking Formative Assessment: Practical Strategies for Enhancing Students' Learning in the Primary and Intermediate Classroom* Shirley Clarke, Helen Timperley, and John Hattie ©2004
- *Formative Assessment in the Secondary Classroom* Shirley Clarke ©2005
- *Improving Student Achievement: A Practical Guide to Assessment for Learning* Toni Glasson ©2009



## Contributing Specialists and Reviewers

Big Ideas Learning would like to express our gratitude to the mathematics education and instruction experts from Florida who served as our advisory panel, in addition to all the contributing specialists and reviewers who played a key role during the writing of *Florida's B.E.S.T. Standards for MATH*. Their input was an invaluable asset during the development of this program.

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Learning Targets and Success Criteria Specialist and Visible Learning Reviewer
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- **India White**, Ph.D., National Education Consultant, Tampa, FL, Content Reviewer
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Reading and Writing Reviewer
- **Nicole Dimich Vagle**, Educator, Author, and Consultant, Hopkins, MN  
Assessment Reviewer

# Focus, Coherence, and Rigor

## Instructional Design

A single authorship team from Kindergarten through Algebra 2 results in a logical progression of focused topics with thoughtful coherence and rigor throughout the curriculum.

### FOCUS

Focused on Florida's B.E.S.T. Standards for Mathematics, each lesson displays the precise language of Florida benchmarks, making the expectations clear. Learning Targets and Success Criteria are aligned to those expectations.

Florida benchmarks are shown at the beginning of each lesson with a related **Learning Target** to guide your learning. The **Success Criteria**, provided to your teacher, help to focus your learning for each lesson into manageable chunks.

Name \_\_\_\_\_

**3.8**  
Fact Families

**Learning Target:** Write related addition and subtraction equations to complete a fact family.

**Explore**

Use linking cubes to model the equations.


4 + 5 = \_\_\_

5 + 4 = \_\_\_

9 - 4 = \_\_\_

9 - 5 = \_\_\_

**Does It Make Sense?**  
What do you notice about the numbers 4, 5, and 9?



**Number Sense and Operations**  
MA.1.NS.0.2.1: Recall addition facts with sums to 10 and related subtraction facts with automaticity.  
**Algebraic Reasoning**  
MA.1.AR.2.3: Determine the unknown whole number in an addition or subtraction equation, relating those whole numbers, with the unknown in any position.  
0.2.2

one hundred seventy-three 173

## Progressions

| COHERENCE Through the Grades  |  |   |
|---|--|---|
| Grade 1   | Grade 2  | Grade 3   |
| <ul style="list-style-type: none"> <li>MA.1.NS.0.1.3 Decompose two-digit numbers in multiple ways using tens and ones.</li> <li>MA.1.NS.0.1.3 Count tens and ones to write numbers.</li> <li>MA.1.NS.0.1.2 Read numbers from 0 to 100 written in standard form, expanded form, and word form. Write numbers from 0 to 100 using standard form and expanded form.</li> </ul> | <ul style="list-style-type: none"> <li>MA.2.NS.0.1.4 Use a number line and place value to round whole numbers from 0 to 100 to the nearest 10.</li> <li>MA.2.NS.0.1.2 Identify groups of tens as hundreds.</li> <li>MA.2.NS.0.1.1, MA.2.NS.0.1.2 Model and write numbers to 1,000 using standard form, expanded form, and word form.</li> <li>MA.2.NS.0.1.2 Compose and decompose</li> </ul> | <ul style="list-style-type: none"> <li>MA.3.NS.0.1.1 Read and write four-digit numbers using standard form, expanded form, and</li> <li>MA.3.NS.0.1.1 four-digit</li> <li>MA.3.NS.0.1.1 to 1,000</li> </ul> |

Every chapter is written to follow the progressions built into the Florida benchmarks. The **Progressions** detailed in the Teaching Edition show how content progresses from grade to grade. This Grade 2 standard, on using place value to round, builds on foundational work with tens and ones from Grade 1.

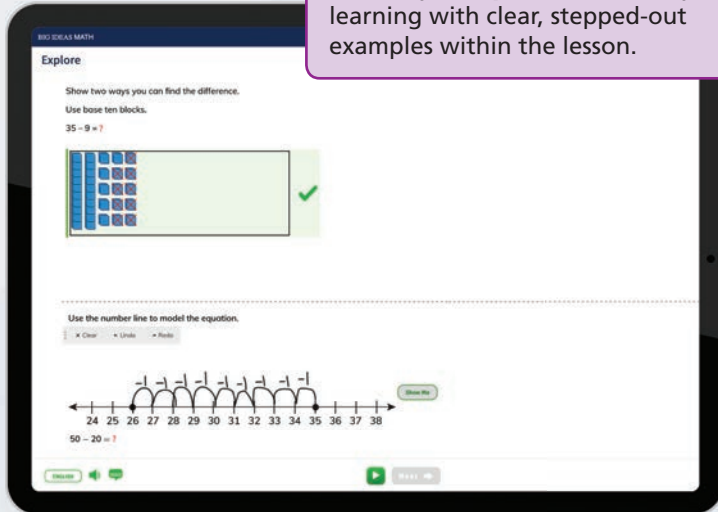
### COHERENCE

The sequence of topics, from Kindergarten to Algebra 2, follows the benchmarks and clarifications for each grade and progresses meaningfully within each grade and between grade levels.





Develop foundational concepts with discovery in **Explore**, and solidify learning with clear, stepped-out examples within the lesson.



## RIGOR

In every chapter, you have opportunities to explore, discover, and solidify conceptual understanding, then to apply and transfer that learning. This program weaves together the three important building blocks of rigor:

- **Conceptual Understanding**  
Discovering why
- **Procedural Fluency**  
Learning how
- **Application**  
Knowing when to apply

## Build Understanding

To **round** a number to the nearest ten, replace the number with its nearest decade number.



Round 32 to the nearest ten.

Plot 32 on a number line.



32 is closer to 30 than it is to 40.

So, 32 rounded to the nearest ten is 30.

Build procedural fluency with clear **Build Understanding** examples, then practice your skills in **Try It**, **In-Class Practice**, **Practice**, and **Review & Refresh**.

## Try It

Round the number to the nearest ten.

1. 29



Apply your knowledge with **Model Real Life**, **Dig Deeper**, and other non-routine problems to achieve deeper levels of learning. Solve exercises in different contexts, see connections between ideas, and justify your thinking.

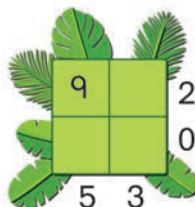
**7** **Model Real Life** You find 15 white shells and 17 spotted shells. Your friend finds 34 shells. Who finds more shells?

You      Friend

Seashells are part of the skeleton for many sea animals like crabs, sea snails, and clams!



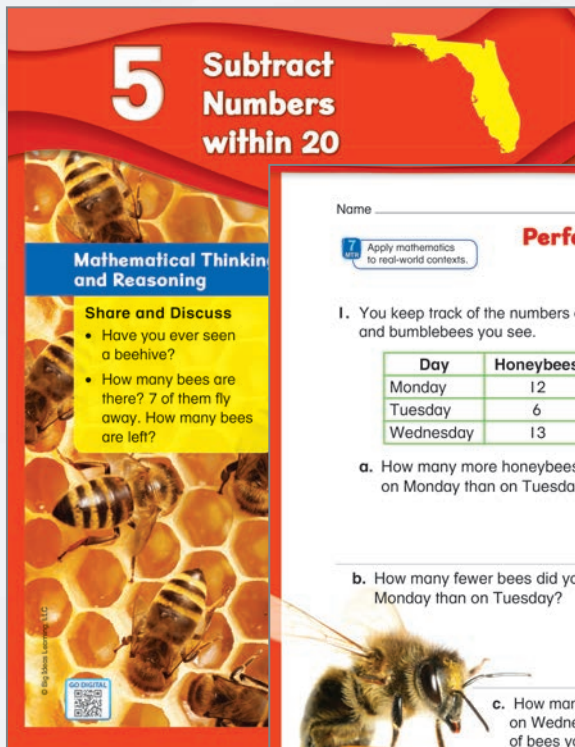
**13. DIG DEEPER** Complete the square puzzle so that the differences on the outside are correct.



# A Program Geared Toward Fluency

## What is Fluency?

Fluency is more than the memorization of facts or procedures. Fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem-solving to achieve automaticity. You connect your conceptual understanding (Stage 1) with strategies and methods (Stage 2) and use them in a way that makes sense to you (Stage 3).



Name \_\_\_\_\_

**Performance Task**

**5**

**1** Apply mathematics to real-world contexts.

1. You keep track of the numbers of honeybees and bumblebees you see.

| Day       | Honeybees | Day       | Bumblebees |
|-----------|-----------|-----------|------------|
| Monday    | 12        | Monday    | 5          |
| Tuesday   | 6         | Tuesday   | 14         |
| Wednesday | 13        | Wednesday | ?          |

a. How many more honeybees did you see on Monday than on Tuesday?

**Ask a Question**  
What does each table show? What do the two tables together show?

b. How many fewer bees did you see on Monday than on Tuesday?

c. How many bumblebees must you see on Wednesday so that the numbers of bees you see on Tuesday and Wednesday are the same?

Honeybees live in colonies with one queen in charge of the whole beehive.

Chapter 5 two hundred eighty-seven 287

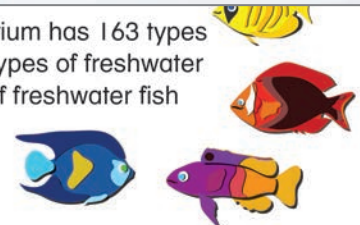
Begin every chapter thinking about the world around you. Apply what you learn in the chapter with a related **Performance Task**.

## Why Fluency Matters

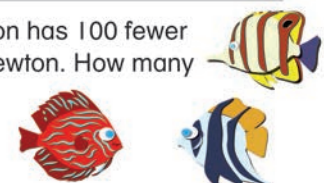
By building fluency in arithmetic, you can efficiently use foundational skills to solve deeper, more meaningful problems about the world around you. Fluency will contribute to your success not only in school, but also in your daily life.

**Model Real Life, Dig Deeper,** and other non-routine problems help you apply and deepen your learning.

- 15. Model Real Life** One tank at an aquarium has 163 types of saltwater fish. There are 100 fewer types of freshwater fish in another tank. How many types of freshwater fish are in the tank?



- 16. DIG DEEPER** You have 624 songs. Newton has 100 fewer than you. Descartes has 10 more than Newton. How many songs does Descartes have?





## Stage 1: Exploration

In this stage, you investigate arithmetic operations to increase understanding through the use of manipulatives, visual models, and discussion.

**Explore**

In **Explore**, you can investigate concepts by using manipulatives and models, talking with peers, and asking questions.

You can use addition to subtract. Start at 38. Add 2 to get to 40. Then add 10, and 10 again to get to 60. Then add 4 to get to 64.

$64 - 38 = ?$

38 40 50 60 64

+ 2 + 10 + 10 + 4 = 26

$64 - 38 = 26$

Add your jumps to find the difference.

Models are also used in lessons to help build on prior learning. Here you make the connection between subtraction and addition while using a number line to solve.

Name \_\_\_\_\_

### Building Fluency

I. Name the parts and the whole for the group. Then complete the number bond.

As you progress through this course, the **Building Fluency** feature includes exercises aimed at the three stages of fluency. Stage 1 exercises ask you to use a model to answer.

# A Program Geared Toward Fluency

## Stage 2: Procedural Reliability

At this stage, you can choose any method to solve a problem independently. Being able to describe your method ensures you have an accurate understanding of the method.

Here you are shown two ways to add 3 two-digit numbers. **Laurie's Notes** help your teacher approach these addition strategies and lead discussion on other strategies you already know to solve the same problem.

Remember, you can add in any order.



$$37 + 14 + 23 = ?$$

**One Way:**

$$\begin{array}{r} 37 \\ + 14 \\ + 23 \\ \hline 74 \end{array}$$

**Another Way:**

$$\begin{array}{r} 37 \\ + 14 \\ + 23 \\ \hline 74 \end{array}$$

If you can, make a 10 to help you add.



### Laurie's Notes

#### Preparing to Teach

- Remind students of the vocabulary *addend* and *sum*. They should also be talking about ones and tens place value. The vertical segment on the first six problems is a visual reminder to add the like place values.
- You should also hear students talk about adding in any order. They may not use the language of Commutative Property, but they should understand you can add in any order.

#### Teaching Notes

- The teaching example shows two ways for selecting two of the ones digits to add. The missing combination is  $7 + 4$ , the first two digits. This helps to emphasize that you can add in any order.
- Model:** "In the first example, 4 and 3 are added and sum to 7. Think, now you add  $7 + 7$  which are doubles. That's 14." Discuss the regrouping that is used to finish the problem.
- It is common for students to say they do not know what numbers to add first. Remind them that they cannot make a mistake. They should understand that when there are three addends, there are three possible pairs. Are there any pairs that are easier to add than others?

In the **Building Fluency** feature, Stage 2 exercises allow you to choose your method to solve and then describe your method.

Name \_\_\_\_\_

### Building Fluency

9

Add. Describe your strategy.

1.  $6 + 7 = \underline{\quad}$

2.  $8 + 4 = \underline{\quad}$

3.  $9 + 5 = \underline{\quad}$

Subtract. Describe your strategy.

4.  $16 - 9 = \underline{\quad}$

**Make a Plan**  
How did you decide which strategy to use for each problem?





## Stage 3: Procedural Fluency

The Fluency benchmarks in Kindergarten through Grade 2 focus on Stages 1 and 2. These stages help you develop a deep conceptual understanding by using models and manipulatives, and discussing concepts with your peers. Starting in Grade 3, you will move into Stage 3, where you will be able to use an efficient and accurate procedure to solve, including a standard algorithm.

**Example** Find  $87 \times 64$ .

Estimate:  $90 \times 60 = \underline{\hspace{2cm}}$

Multiply the 4 in the ones place.

$$\begin{array}{r} 2 \\ 87 \\ \times 64 \\ \hline 348 \end{array}$$

$4 \times 87 \rightarrow 348$

Multiply the 6 in the tens place.

$$\begin{array}{r} 4 \\ 87 \\ \times 64 \\ \hline 348 \\ 5,220 \end{array}$$

$60 \times 87 \rightarrow 5,220$

Add the partial products.

$$\begin{array}{r} 4 \\ 87 \\ \times 64 \\ \hline 348 \\ + 5,220 \\ \hline \square \end{array}$$

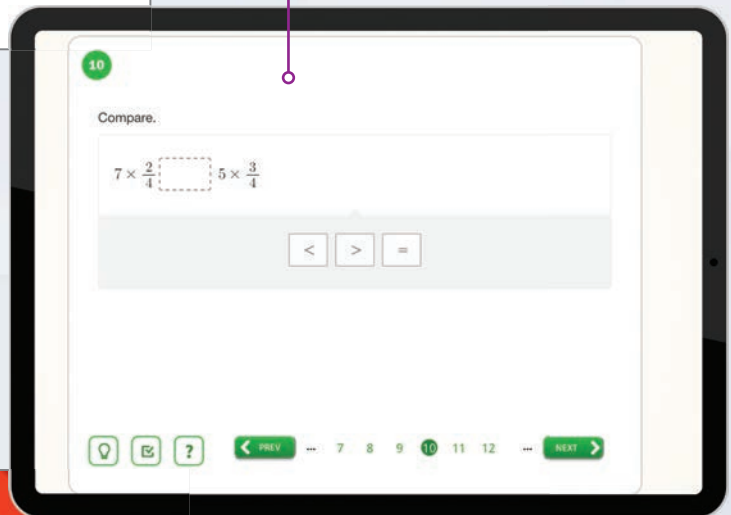
So,  $87 \times 64 = \underline{\hspace{2cm}}$ .

**Check:** Because  $\underline{\hspace{2cm}}$  is close to the estimate,  $\underline{\hspace{2cm}}$ , the answer is reasonable.

You will build on your conceptual understanding by learning standard algorithms to solve efficiently.

You will practice using standard algorithms to solve exercises in **Try It**, **In-Class Practice**, **Practice**, and **Review & Refresh**.

Starting in Grade 3, exercises in the **Building Fluency** feature no longer ask you to describe your method. You have proven that you can solve accurately and without assistance.



Name \_\_\_\_\_

## Building Fluency

# 6

Find the sum or difference.

1.  $91.865 - 27.034 = \underline{\hspace{2cm}}$

2.  $144.5 + 32.86 = \underline{\hspace{2cm}}$

3. 
$$\begin{array}{r} 8.09 \\ - 4.18 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 61.9 \\ + 87.3 \\ \hline \end{array}$$

# Embedded Mathematical Thinking

## Encouraging Mathematical Mindsets

Developing proficiency in the **Mathematical Thinking and Reasoning (MTR) Standards** is about becoming a mathematical thinker. Actively learn to ask why, and to reason and communicate with others as you learn. The labels shown in this guide are present in the Teaching Edition to engage mathematical discussion and are directly related to problems throughout the program.

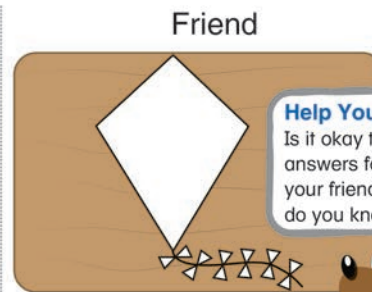
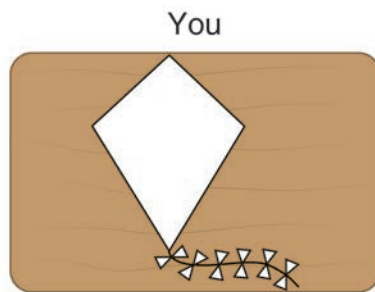
# 1

**Actively Participate in Effortful Learning** by staying engaged and maintaining a positive mindset when working to solve tasks. Ask questions and analyze the problem in a way that makes sense, persevering and modifying as needed, and support each other during challenging tasks or when attempting a new method or approach.

Look for labels such as:

- Analyze a Problem
- Ask a Question
- Keep Going
- Persevere
- Stay Positive
- Help Your Partner

You and your friend each design a kite. Your kite has 2 equal shares. Your friend's has 2 unequal shares. Draw to show the parts.



**Help Your Partner**

Is it okay to have different answers for your kite? your friend's kite? How do you know?

1  
MTR

4. **Analyze a Problem** You have 78 tokens. Your friend gives you 14 more. You use 35 tokens. Use the given numbers to find how many tokens you have now.

1  
MTR

|    |    |
|----|----|
| 14 | 35 |
| 57 | 92 |

Step 1:

$$\begin{array}{r} 78 \\ + \square \\ \hline \square \end{array}$$

Step 2:

$$\begin{array}{r} 92 \\ - \square \\ \hline \square \end{array}$$

## BUILDING TO FULL UNDERSTANDING

Throughout each course, you have opportunities to demonstrate specific aspects of the Mathematical Thinking and Reasoning Standards. Labels throughout the book indicate gateways to those aspects. Collectively, these opportunities will lead to a full understanding of each standard. Developing these mindsets and habits will give meaning to the mathematics you learn.

# and Reasoning Standards



# 2

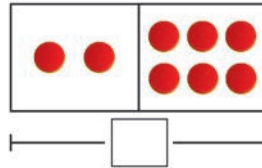
**Demonstrate Understanding by Representing Problems in Multiple Ways** through modeling and by using objects, drawings, tables, and graphs to represent solutions. Progress from choosing representations to using algorithms and equations to connect concepts with models.

Look for labels such as:

- Use Math Tools
- Model a Problem
- Another Way
- Make a Connection

**7. Make a Connection** Complete the model.

**2 MTR** Circle the equations that match.



$8 - 2 = 6$

$8 + 2 = 10$

$6 - 2 = 4$

$2 + 6 = 8$

**Use Math Tools**

How can you use a drawing to help organize the given information?

\_\_\_\_\_ more games



**11. DIG DEEPER** There are 63 people in the theater, 21 people in the lobby, and 10 people in the parking lot. How many more people are in the theater than in the lobby and the parking lot together?

| Weather |        |  |
|---------|--------|--|
|         | Sunny  |  |
|         | Cloudy |  |
|         | Rainy  |  |

How many sunny days are there? \_\_\_\_\_ days

Is the number of cloudy days greater than or less than the number of rainy days?

greater than      less than

**Reflect on Your Method**

Do you need to count the tally marks to compare? Explain.



When you **Complete Tasks with Mathematical Fluency**, you select efficient methods to complete tasks accurately and with confidence. You stay flexible, using feedback to improve efficiency and adapting procedures to new concepts.

Look for labels such as:

- Choose a Method
- Maintain Accuracy
- Adapt a Procedure
- Reflect on Your Method

# 3

**9. Maintain Accuracy** Find each sum. Write a related subtraction equation for each addition equation.

**3 MTR**

$4 + 9 = \underline{\quad}$

$7 + 5 = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

# Embedded Mathematical Thinking

4

When you **Engage in Discussions that Reflect on the Mathematical Thinking of Self and Others**, you analyze and compare your own mathematical ideas and thinking together with your peers. By recognizing errors and justifying results, you can construct possible arguments based on evidence.

Construct an Argument  
Why is it helpful to order the bills from greatest value to least value?

The total value is \$41.

**7. Communicate Clearly** Explain how to break apart 9 to find  $25 - 9$ . Then find the difference.




---



---

$25 - 9 = \underline{\quad}$

Look for labels such as:

- Communicate Clearly
- You Be the Teacher
- Compare Methods
- Construct an Argument
- Justify a Result

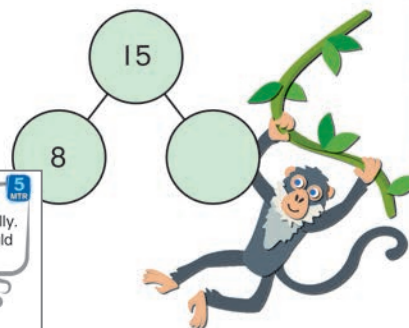
5

**Use Patterns and Structure to Help Understand and Connect Concepts** by focusing on details, finding logical order, or breaking down a problem into smaller parts. You often look for similarities between a new concept and something you learned before.

Look for labels such as:

- Make a Plan
- Use Another Concept
- Use a Similar Problem
- Patterns
- Structure

**16. Structure** Complete the number bond. Write related addition and subtraction equations.



|                      |   |                      |   |                      |
|----------------------|---|----------------------|---|----------------------|
| <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |
| <input type="text"/> | - | <input type="text"/> | = | <input type="text"/> |
| <input type="text"/> | - | <input type="text"/> | = | <input type="text"/> |

You have 6 presents. Newton and Descartes each have 3 presents. How many presents are there in all?

Addition equation:

         presents

**Make a Plan**  
Read the question carefully. How many addends should be in the equation?





# and Reasoning Standards (continued)



# 6

When you **Assess the Reasonableness of Solutions**, you are developing a habit of checking your calculations when solving problems. Estimate to determine possible solutions and use benchmarks to determine if a solution makes sense.

11. **DIG DEEPER** Circle the equations you can complete using doubles.

$\underline{\quad} + \underline{\quad} = 6$        $\underline{\quad} + \underline{\quad} = 5$   
 $\underline{\quad} + \underline{\quad} = 9$        $\underline{\quad} + \underline{\quad} = 2$

**Check Your Work**  
What must be true about the addends of your answers?



Look for labels such as:

- Estimate
- Use a Benchmark
- Check Your Work
- Is It Reasonable?
- Does It Make Sense?

7. **Is It Reasonable?** Your friend has a group of dimes. **6 MTR** She says she has a total of 65¢. How do you know your friend is incorrect?

# 7

When you **Apply Mathematics to Real-World Contexts**, you connect concepts to everyday experiences and use models and methods to understand, represent, and solve problems.

Look for labels such as:

- Connect to Everyday Life
- Model Real Life
- Investigate Real Life
- Gather Data

10. **Connect to Everyday Life** In which situation is a rounded number appropriate? Explain. **7 MTR**

The number of birds in a flock

The number of players on a football field during a game



20. Are there more students in first and second grade or in third and fourth grade?

| Students at School |                    |
|--------------------|--------------------|
| Grade              | Number of Students |
| First              | 37                 |
| Second             | 53                 |
| Third              | 49                 |
| Fourth             | 42                 |

**Gather Data**  
How would you find the total number of students in your grade? **7 MTR**



There are more students in \_\_\_\_\_ and \_\_\_\_\_ grade.

# Visible Learning Through Learning Targets,

## Making Learning Visible

Knowing the learning intention of a chapter or lesson helps you focus on the purpose of an activity, rather than simply completing it in isolation. This program supports visible learning through the consistent use of Learning Targets and Success Criteria to help you become successful.

Every chapter shows a **Learning Target** and four related **Success Criteria** to help guide you in your learning.

Name \_\_\_\_\_

**Learning Target:** Represent numbers in different ways.

**7.7**  
Represent Numbers in Different Ways

Every lesson shows a **Learning Target** that is purposefully integrated into each carefully written lesson.

**Chapter Learning Target:**  
Understand place value.

**Chapter Success Criteria:**

- ◆ I can round numbers.
- ◆ I can identify the value of a digit in a number.
- I can model, read, and write numbers.
- I can represent numbers in different ways.

◆ Surface ■ Deep

The **In-Class Practice** and **Chapter Review** remind you to rate your understanding of the Learning Targets. In the Chapter Review, you can review each lesson with a reminder of that lesson's Learning Target.

Name \_\_\_\_\_

**Chapter Learning Target:**  
Understand how to compare numbers.

**Chapter Success Criteria:**

- ◆ I can model two-digit numbers.
- ◆ I can use models to compare numbers.
- I can use place value to compare numbers.
- I can describe relationships between numbers.

◆ Surface ■ Deep

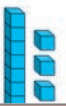
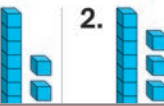
**Chapter Review**

Rate your understanding after each section.

👎 👉 👍

**7.1** Compare Numbers 11 to 19

📍 **Learning Target:** Compare two numbers between 11 and 19.

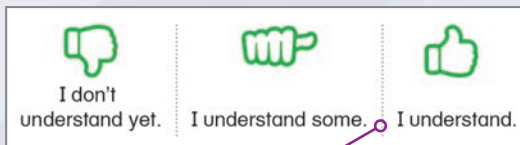
1.  2. 

## QUESTIONS FOR LEARNING

As you progress through a lesson, you should be able to answer the following questions.

- What am I learning?
- Why am I learning this?
- Where am I in my learning?
- How will I know when I have learned it?
- Where am I going next?

# Success Criteria, and Self-Assessment

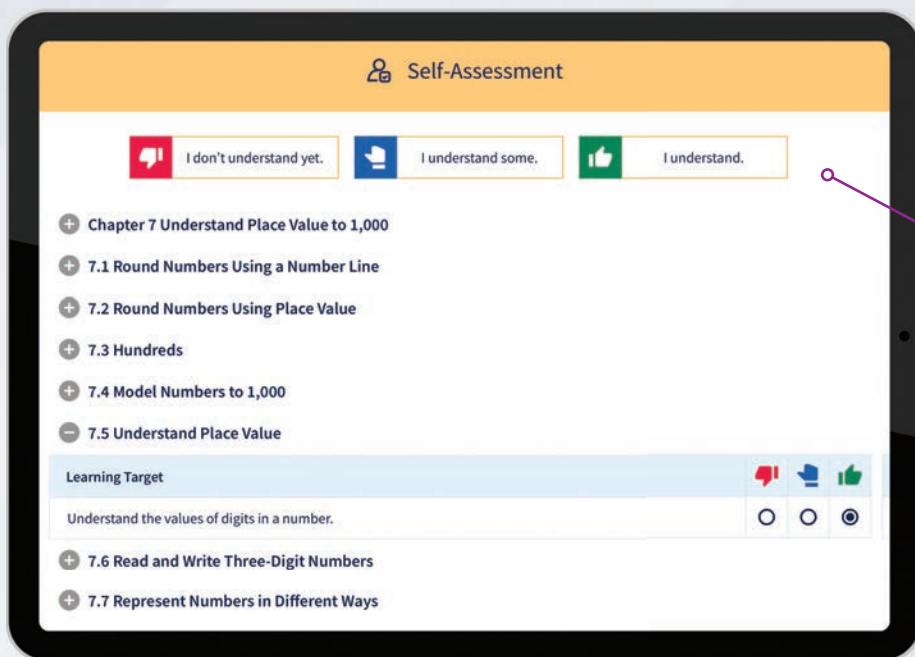


Use your thumb signals to rate your understanding of each success criterion. Your teacher will prompt you to self-assess throughout each lesson, and you can keep track of your learning online.

## Where Are We In Our Learning?

? "What are the numbers that get added together called? What is the final answer when you add called?"

- Have students indicate with their thumb signals how well they can write an addition equation from the story and find the sum.
- Have students turn and talk with a partner to explain all of the math vocabulary in an addition equation.



With **Self-Assessments**, you can:

- Access the **Learning Target** and **Success Criteria** on every page of the Dynamic Student Edition.
- Take ownership of your learning and think about where to go next.

## Ensuring Positive Outcomes

John Hattie's *Visible Learning* research consistently shows that using Learning Targets and Success Criteria can result in two years' growth in one year, ensuring positive outcomes for your learning and achievement.

Sophie Murphy, M.Ed., wrote the chapter-level Learning Targets and Success Criteria for this program. Sophie is currently completing her Ph.D. at the University of Melbourne in Australia with Professor John Hattie as her leading supervisor. Sophie completed her Master's thesis with Professor John Hattie in 2015. Sophie has over 20 years of experience as a teacher and school leader in private and public school settings in Australia.



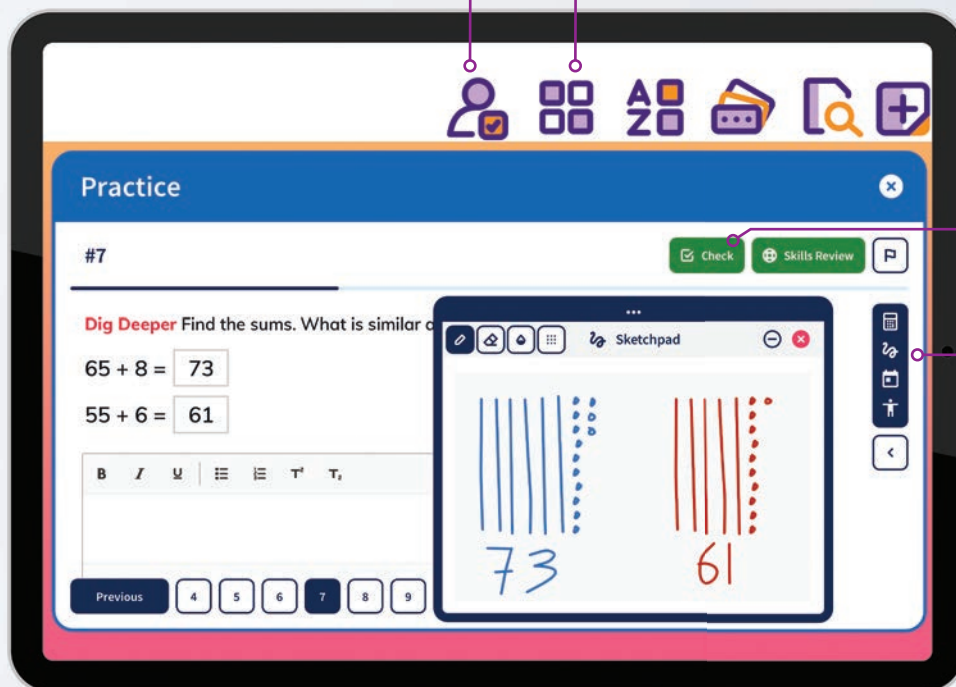
# Strategic Support for Online Learning

## Get the Support You Need, When You Need It

There will be times throughout this course when you may need help. Whether you missed a lesson, did not understand the content, or just want to review, take advantage of the resources provided in the Dynamic Student Edition.

Use the **Self-Assessment** tool to keep track of your understanding of the lesson's Learning Target and Success Criteria.

Choose **Math Tools** to engage with pattern blocks, digital number lines, linking cubes, and other tools to explore and understand math concepts.



**Check** your answers to selected exercises as you work through the lesson. Use the **Help** option to view the Digital Example videos.

Use **tools**, such as the calculator or sketchpad, to help clearly show your work and demonstrate your math knowledge.

## USE THESE QR CODES TO EXPLORE ADDITIONAL RESOURCES



### Multi-Language Glossary

View definitions and examples of vocabulary words



### Skills Trainer

Practice previously learned skills



### Interactive Tools

Visualize mathematical concepts



### Skills Review Handbook

A collection of review topics

# Learning with Newton and Descartes



## Who are Newton and Descartes?

Newton and Descartes are helpful math assistants who appear throughout your math book! They encourage you to think deeply about concepts and develop strong mathematical mindsets with Mathematical Thinking and Reasoning questions.

2  
MTR

**Another Way**

How else can you write the addition problem?

Newton

3  
MTR

**Reflect on Your Method**

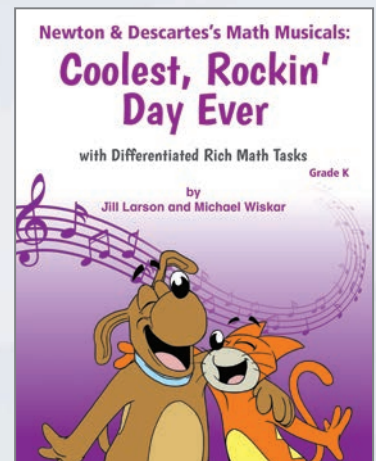
Describe another way to model  $37 + 14 + 23$ . Which way is more efficient? Why?

Descartes

## Newton & Descartes's Math Musicals with Differentiated Rich Math Tasks

*Math Musicals* offer an engaging connection between math, literature, and music! Newton and Descartes team up in these educational stories and songs to bring mathematics to life!

*Differentiated Rich Math Tasks* combine music and literature with math to create engaging activities and discussions that are directly tied to *Newton & Descartes's Math Musicals*.



Math Musicals animation and story

"How are you all doing today?" the dog behind the counter asked the squid. "Hey, those are some boards you have there. Are you from out of town or something?" the old dog wondered as he looked at Newton and Descartes's strange outfits.

"Yes, those two are definitely from out of town." And answered jokingly.

"If you are visiting, then you have to try the most famous food in the city! We have delicious spaghetti, colliflower, and 80 sandwiches, so how about a cone-igloo?" the old dog suggested.

"I think I'd just like to have the 5-pound gourmet bone with 8 ounces of baked potato salad!" Newton said, as he sniffed around the counter.

47

**THE TOP OF THE PYRAMID**

Write on Back or Blank Paper

210

Sheet Music

**Newton and Descartes's Math Tasks**

Name: \_\_\_\_\_

In Michael Wiskar's "Remember You Are It" (The Measurement Song), the vegetable stand orders items based on length, weight, and capacity.

"So here's how it works: Anything like meat or bones, I sell them by weight. That's pounds and ounces. Anything that's liquid, like a milk, is measured in quarts. Or quarts even! Now, something like a cucumber, that's measured in inches. Or feet, if you're really hungry!"

Write a data table for each vegetable. Use the measures of length, weight, and volume at least once each.

|            |  |
|------------|--|
| Newton:    |  |
| Descartes: |  |
| Daph:      |  |
| Ann:       |  |
| Soother:   |  |

84 Equivalent Measurements

Differentiated Rich Math Tasks

# 1

## Count and Write Numbers 0 to 5

|                   |                                    |    |
|-------------------|------------------------------------|----|
|                   | Share and Discuss .....            | 1  |
|                   | Vocabulary .....                   | 2  |
| <b>Lesson 1.1</b> | Model and Count 1 and 2 .....      | 3  |
| <b>Lesson 1.2</b> | Understand and Write 1 and 2 ..... | 9  |
| <b>Lesson 1.3</b> | Model and Count 3 and 4 .....      | 15 |
| <b>Lesson 1.4</b> | Understand and Write 3 and 4 ..... | 21 |
| <b>Lesson 1.5</b> | Model and Count 5 .....            | 27 |
| <b>Lesson 1.6</b> | Understand and Write 5 .....       | 33 |
| <b>Lesson 1.7</b> | The Concept of Zero .....          | 39 |
| <b>Lesson 1.8</b> | Count and Order Numbers to 5 ..... | 45 |
|                   | Performance Task .....             | 51 |
|                   | Game: Number Land .....            | 52 |
|                   | Chapter Review .....               | 53 |
|                   | Building Fluency .....             | 57 |

# 2

## Compare Numbers 0 to 5

|                   |                                       |    |
|-------------------|---------------------------------------|----|
|                   | Share and Discuss .....               | 59 |
|                   | Vocabulary .....                      | 60 |
| <b>Lesson 2.1</b> | Equal Groups .....                    | 61 |
| <b>Lesson 2.2</b> | Greater Than .....                    | 67 |
| <b>Lesson 2.3</b> | Less Than .....                       | 73 |
| <b>Lesson 2.4</b> | Compare Groups to 5 by Counting ..... | 79 |
| <b>Lesson 2.5</b> | Compare Numbers to 5 .....            | 85 |
|                   | Performance Task .....                | 91 |
|                   | Game: Toss and Compare .....          | 92 |
|                   | Chapter Review .....                  | 93 |
|                   | Building Fluency .....                | 97 |



# 3

## Count and Write Numbers 6 to 10

|                    |                                     |     |
|--------------------|-------------------------------------|-----|
|                    | Share and Discuss .....             | 99  |
|                    | Vocabulary .....                    | 100 |
| <b>Lesson 3.1</b>  | Model and Count 6 .....             | 101 |
| <b>Lesson 3.2</b>  | Understand and Write 6 .....        | 107 |
| <b>Lesson 3.3</b>  | Model and Count 7 .....             | 113 |
| <b>Lesson 3.4</b>  | Understand and Write 7 .....        | 119 |
| <b>Lesson 3.5</b>  | Model and Count 8 .....             | 125 |
| <b>Lesson 3.6</b>  | Understand and Write 8 .....        | 131 |
| <b>Lesson 3.7</b>  | Model and Count 9 .....             | 137 |
| <b>Lesson 3.8</b>  | Understand and Write 9 .....        | 143 |
| <b>Lesson 3.9</b>  | Model and Count 10 .....            | 149 |
| <b>Lesson 3.10</b> | Understand and Write 10 .....       | 155 |
| <b>Lesson 3.11</b> | Count and Order Numbers to 10 ..... | 161 |
|                    | Performance Task .....              | 167 |
|                    | Game: Number Land .....             | 168 |
|                    | Chapter Review .....                | 169 |
|                    | Building Fluency .....              | 173 |

3.5

### Model and Count 8

© Learning Target: Show and count the number 8.

5



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |



# 4

## Compare Numbers to 10

|                   |  |     |
|-------------------|--|-----|
|                   | Share and Discuss .....                | 175 |
|                   | Vocabulary .....                       | 176 |
| <b>Lesson 4.1</b> | Compare Groups to 10 by Matching ..... | 177 |
| <b>Lesson 4.2</b> | Compare Groups to 10 by Counting ..... | 183 |
| <b>Lesson 4.3</b> | Compare Numbers to 10 .....            | 189 |
| <b>Lesson 4.4</b> | Classify Objects into Categories ..... | 195 |
| <b>Lesson 4.5</b> | Classify and Compare by Counting ..... | 201 |
|                   | Performance Task .....                 | 207 |
|                   | Game: Toss and Compare .....           | 208 |
|                   | Chapter Review .....                   | 209 |
|                   | Building Fluency .....                 | 213 |
|                   | Cumulative Practice .....              | 215 |

# 5

## Compose and Decompose Numbers to 10

|                   |   |     |
|-------------------|---|-----|
|                   | Share and Discuss .....                             | 219 |
|                   | Vocabulary .....                                    | 220 |
| <b>Lesson 5.1</b> | Partner Numbers to 5 .....                          | 221 |
| <b>Lesson 5.2</b> | Use Number Bonds to Represent<br>Numbers to 5 ..... | 227 |
| <b>Lesson 5.3</b> | Compose and Decompose 6 .....                       | 233 |
| <b>Lesson 5.4</b> | Compose and Decompose 7 .....                       | 239 |
| <b>Lesson 5.5</b> | Compose and Decompose 8 .....                       | 245 |
| <b>Lesson 5.6</b> | Compose and Decompose 9 .....                       | 251 |
| <b>Lesson 5.7</b> | Compose and Decompose 10 .....                      | 257 |
| <b>Lesson 5.8</b> | Compose and Decompose Using<br>a Group of 5 .....   | 263 |
|                   | Performance Task .....                              | 269 |
|                   | Game: Number Bond Spin and Cover .....              | 270 |
|                   | Chapter Review .....                                | 271 |
|                   | Building Fluency .....                              | 275 |





# 6

## Add Numbers within 10

|                    |   |     |
|--------------------|---|-----|
|                    | Share and Discuss .....                   | 277 |
|                    | Vocabulary .....                          | 278 |
| <b>Lesson 6.1</b>  | Understand Addition .....                 | 279 |
| <b>Lesson 6.2</b>  | Addition: Add To .....                    | 285 |
| <b>Lesson 6.3</b>  | Addition: Put Together .....              | 291 |
| <b>Lesson 6.4</b>  | Addition: Partner Numbers .....           | 297 |
| <b>Lesson 6.5</b>  | Locate Numbers on a Number Line .....     | 303 |
| <b>Lesson 6.6</b>  | Addition: Count On .....                  | 309 |
| <b>Lesson 6.7</b>  | Addition Number Patterns .....            | 315 |
| <b>Lesson 6.8</b>  | Practice Addition .....                   | 321 |
| <b>Lesson 6.9</b>  | Use a Group of 5 to Add .....             | 327 |
| <b>Lesson 6.10</b> | Add to Make 10 .....                      | 333 |
| <b>Lesson 6.11</b> | Problem Solving: Addition within 10 ..... | 339 |
|                    | Performance Task .....                    | 345 |
|                    | Game: Add and Cover .....                 | 346 |
|                    | Chapter Review .....                      | 347 |
|                    | Building Fluency .....                    | 351 |

# 7

## Subtract Numbers within 10

|                   |  |     |
|-------------------|--|-----|
|                   | Share and Discuss .....                      | 353 |
|                   | Vocabulary .....                             | 354 |
| <b>Lesson 7.1</b> | Understand Subtraction .....                 | 355 |
| <b>Lesson 7.2</b> | Subtraction: Take From .....                 | 361 |
| <b>Lesson 7.3</b> | Subtraction: Take Apart .....                | 367 |
| <b>Lesson 7.4</b> | Subtraction: Count Back .....                | 373 |
| <b>Lesson 7.5</b> | Subtraction Number Patterns .....            | 379 |
| <b>Lesson 7.6</b> | Practice Subtraction .....                   | 385 |
| <b>Lesson 7.7</b> | Use a Group of 5 to Subtract .....           | 391 |
| <b>Lesson 7.8</b> | Related Facts .....                          | 397 |
| <b>Lesson 7.9</b> | Problem Solving: Subtraction within 10 ..... | 403 |
|                   | Performance Task .....                       | 409 |
|                   | Game: Losing Teeth .....                     | 410 |
|                   | Chapter Review .....                         | 411 |
|                   | Building Fluency .....                       | 415 |
|                   | Cumulative Practice .....                    | 417 |



# 8

## Represent Numbers 11 to 19

|                    |                                  |     |
|--------------------|----------------------------------|-----|
|                    | Share and Discuss .....          | 421 |
|                    | Vocabulary .....                 | 422 |
| <b>Lesson 8.1</b>  | Identify Groups of 10 .....      | 423 |
| <b>Lesson 8.2</b>  | Count and Write 11 and 12 .....  | 429 |
| <b>Lesson 8.3</b>  | Understand 11 and 12 .....       | 435 |
| <b>Lesson 8.4</b>  | Count and Write 13 and 14 .....  | 441 |
| <b>Lesson 8.5</b>  | Understand 13 and 14 .....       | 447 |
| <b>Lesson 8.6</b>  | Count and Write 15 .....         | 453 |
| <b>Lesson 8.7</b>  | Understand 15 .....              | 459 |
| <b>Lesson 8.8</b>  | Count and Write 16 and 17 .....  | 465 |
| <b>Lesson 8.9</b>  | Understand 16 and 17 .....       | 471 |
| <b>Lesson 8.10</b> | Count and Write 18 and 19 .....  | 477 |
| <b>Lesson 8.11</b> | Understand 18 and 19 .....       | 483 |
|                    | Performance Task .....           | 489 |
|                    | Game: Number Flip and Find ..... | 490 |
|                    | Chapter Review .....             | 491 |
|                    | Building Fluency .....           | 497 |

Name \_\_\_\_\_

**In-Class Practice**

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |

|       |   |       |   |       |
|-------|---|-------|---|-------|
| _____ | = | 10    | + | _____ |
| _____ |   | _____ |   | _____ |
| _____ |   | _____ |   | _____ |



# 9

## Count and Compare Numbers to 20

|                   |  |     |
|-------------------|--|-----|
|                   | Share and Discuss .....                            | 499 |
|                   | Vocabulary .....                                   | 500 |
| <b>Lesson 9.1</b> | Model and Count 20 .....                           | 501 |
| <b>Lesson 9.2</b> | Count and Write 20 .....                           | 507 |
| <b>Lesson 9.3</b> | Count to Find How Many .....                       | 513 |
| <b>Lesson 9.4</b> | Count Forward and Backward .....                   | 519 |
| <b>Lesson 9.5</b> | Compare Numbers to 20 .....                        | 525 |
| <b>Lesson 9.6</b> | Compare Numbers to 20 Using<br>a Number Line ..... | 531 |
| <b>Lesson 9.7</b> | Identify Positions of Objects .....                | 537 |
|                   | Performance Task .....                             | 543 |
|                   | Game: Number Boss .....                            | 544 |
|                   | Chapter Review .....                               | 545 |
|                   | Building Fluency .....                             | 549 |

# 10

## Count to 100

|                    |                                   |     |
|--------------------|-----------------------------------|-----|
|                    | Share and Discuss .....           | 551 |
|                    | Vocabulary .....                  | 552 |
| <b>Lesson 10.1</b> | Count to 30 by Ones .....         | 553 |
| <b>Lesson 10.2</b> | Count to 50 by Ones .....         | 559 |
| <b>Lesson 10.3</b> | Count to 100 by Ones .....        | 565 |
| <b>Lesson 10.4</b> | Count to 100 by Tens .....        | 571 |
| <b>Lesson 10.5</b> | Count by Tens and Ones .....      | 577 |
| <b>Lesson 10.6</b> | Count by Tens from a Number ..... | 583 |
|                    | Performance Task .....            | 589 |
|                    | Game: Hundred Chart Puzzle .....  | 590 |
|                    | Chapter Review .....              | 591 |
|                    | Building Fluency .....            | 595 |
|                    | Cumulative Practice .....         | 597 |



# 11

## Identify Two-Dimensional Shapes

|                    |                                       |     |
|--------------------|---------------------------------------|-----|
|                    | Share and Discuss .....               | 601 |
|                    | Vocabulary .....                      | 602 |
| <b>Lesson 11.1</b> | Describe Two-Dimensional Shapes ..... | 603 |
| <b>Lesson 11.2</b> | Triangles .....                       | 609 |
| <b>Lesson 11.3</b> | Rectangles .....                      | 615 |
| <b>Lesson 11.4</b> | Squares .....                         | 621 |
| <b>Lesson 11.5</b> | Circles .....                         | 627 |
| <b>Lesson 11.6</b> | Join Two-Dimensional Shapes .....     | 633 |
|                    | Performance Task .....                | 639 |
|                    | Game: Shape Flip and Find .....       | 640 |
|                    | Chapter Review .....                  | 641 |
|                    | Building Fluency .....                | 645 |

# 12

## Identify Three-Dimensional Shapes and Positions

|                    |   |     |
|--------------------|---|-----|
|                    | Share and Discuss .....                 | 647 |
|                    | Vocabulary .....                        | 648 |
| <b>Lesson 12.1</b> | Two- and Three-Dimensional Shapes ..... | 649 |
| <b>Lesson 12.2</b> | Describe Three-Dimensional Shapes ..... | 655 |
| <b>Lesson 12.3</b> | Cubes and Spheres .....                 | 661 |
| <b>Lesson 12.4</b> | Cones and Cylinders .....               | 667 |
| <b>Lesson 12.5</b> | Positions of Solids .....               | 673 |
|                    | Performance Task .....                  | 679 |
|                    | Game: Spin and Cover .....              | 680 |
|                    | Chapter Review .....                    | 681 |
|                    | Building Fluency .....                  | 685 |



# 13

## Measure and Compare Objects

|                    |                                      |     |
|--------------------|--------------------------------------|-----|
|                    | Share and Discuss .....              | 687 |
|                    | Vocabulary .....                     | 688 |
| <b>Lesson 13.1</b> | Compare Heights .....                | 689 |
| <b>Lesson 13.2</b> | Compare Lengths .....                | 695 |
| <b>Lesson 13.3</b> | Use Numbers to Compare Lengths ..... | 701 |
| <b>Lesson 13.4</b> | Measure Lengths .....                | 707 |
| <b>Lesson 13.5</b> | Compare Weights .....                | 713 |
| <b>Lesson 13.6</b> | Use Numbers to Compare Weights ..... | 719 |
| <b>Lesson 13.7</b> | Compare Volumes .....                | 725 |
| <b>Lesson 13.8</b> | Compare Amounts of Volume .....      | 731 |
|                    | Performance Task .....               | 737 |
|                    | Game: Measurement Boss .....         | 738 |
|                    | Chapter Review .....                 | 739 |
|                    | Building Fluency .....               | 743 |
|                    | Cumulative Practice .....            | 745 |
|                    | Glossary .....                       | A1  |
|                    | Index .....                          | A17 |

### Build Understanding

Takes up  
more space



Takes up  
less space



