

Topic

1

Topic Overview

Place-Value Understandings

Lesson	Let's Build 1-1 Numbers Through One Billion 1 day	Let's Investigate 1-2 Place Value 1 day	Let's Build 1-3 Place-Value Relationships 1 day	Let's Build 1-4 Compare and Order Whole Numbers 1 day
Essential Understanding	Our number system is based on groups of ten. Whenever we get 10 in one place value, we move to the next greater place value.	As you move one place to the left on the place-value chart, the place value gets 10 times greater.	In a multi-digit whole number, a digit in one place represents ten times what it would represent in the place immediately to its right and is one-tenth of the value of the place to its left.	Place value can be used to compare and order numbers.
Mathematics Objective	Read and write numbers through one billion in expanded form, with numerals, and using number names.	Explore place-value relationships by thinking about what place-value blocks for 10,000 and 100,000 and 1,000,000 would look like. Students' prior knowledge includes reading and writing numbers up to one million and examining place-value relationships through the thousands.	Recognize the relationship between adjacent digits in a multi-digit number.	Use place value to compare and order multi-digit whole numbers.
Language Objective	Explain how to read and write numbers through one billion using numerals and words.	Explain how as you move one place to the left on a place-value chart, the place value gets 10 times greater.	Explain the relationship between the values of digits in multi-digit numbers.	Describe how to use comparative language (is greater than (>), is less than (<)) to compare and order multi-digit whole numbers.
Vocabulary	New Vocabulary billions, digit, expanded form, expanded notation, millions, periods, place value	Reinforce Vocabulary billions, millions, period, place value	Reinforce Vocabulary billions, digit, millions, period, place value	New Vocabulary "is greater than" (>), "is less than" (<), number line
Materials	Place-Value Blocks (or TT 37 and 38); Place-Value Charts (or TT 30) <i>TT = Teaching Tools on Savvas Realize®</i>	Place-Value Charts (or TT 30); Place-Value Blocks (or TT 37 and 38)	Place-Value Blocks (or TT 37); Place-Value Charts (or TT 30)	Place-Value Charts (or TT 30)
TEKS & ELPS	TEKS 4.2B Mathematical Process Standards 4.1A, 4.1D ELPS Listening 1C	TEKS 4.2A Mathematical Process Standards 4.1F, 4.1G ELPS Speaking 2E	TEKS 4.2A, 4.2B Mathematical Process Standards 4.1A, 4.1C, 4.1F, 4.1G ELPS Speaking 2B	TEKS 4.2C Mathematical Process Standards 4.1A, 4.1F, 4.1G ELPS Reading 3F

- Topic Readiness Assessment
- Topic Assessment
- Topic Performance Task

Notes

Math Background: Key Concepts

Place-Value Understandings

Identify Whole-Number Place Values

- **Represent Multi-Digit Whole Numbers** In Lesson 1-1, place-value understanding is developed for whole numbers to 1,000,000,000. New to this grade are place values above 100,000, so period names are introduced for the millions and billions periods. Students read and write multi-digit whole numbers using base-ten numerals, word form, and expanded form.

Standard form: 618,249

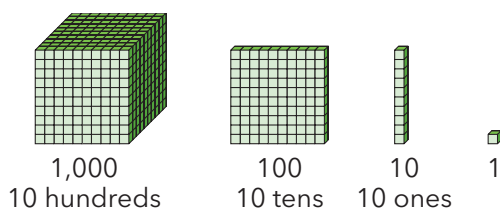
Word form: six hundred eighteen thousand, two hundred forty-nine

Expanded form: $600,000 + 10,000 + 8,000 + 200 + 40 + 9$

Relate Place Values

- **Look for Place-Value Relationships** Lesson 1-2 expands on these attributes of the Hindu-Arabic numeral system:
 - It is based on groups of 10.
 - Ten digits are used, 0 through 9.
 - The position of a digit within a number, called its *place value*, tells the value of the digit.
 - A digit in a place represents 10 times what that digit would represent in the place to the right.

Place-value blocks are used to develop this understanding because students can visualize the relationship between adjacent place values.



This understanding connects Lesson 1-2 to 1-3 and 1-4 where the relationships between place values are used to compare and order whole numbers.

- **Identify Relationships Among Place Values** In Lesson 1-3, students analyze the relationship between the digits of a number. Using place-value blocks, place-value charts, and other methods, students recognize that the value of each place is 10 times as great as the value to the right and one-tenth of the value of the place to its left.

The value of the 1 digit is multiplied by 10 each time it moves one place to the left.

1
10
100
1,000

Use Place Value to Compare Whole Numbers

- **Compare Multi-Digit Whole Numbers** In Lesson 1-4, students learn that the place values of digits in multi-digit whole numbers are used to compare numbers.

Use place value to compare 6,356 and 6,378. Start comparing from the left. If the place values of the leading digits are the same, then look for the first digit that is different. Both leading digits are in the thousands place, and they are the same. The next digits is in the hundreds place and is also the same for both.

6,356 6,378
5 < 7
50 < 70

So, $6,356 < 6,378$.

Use Place Value to Round Whole Numbers

- **Round Whole Numbers** In Lesson 1-5, students learn how to round multi-digit whole numbers to any place. Rounding involves finding the nearest multiple of a specified power of ten (10, 100, 1,000, 10,000, and so forth) for a given number. The rounding process involves knowing the halfway point between multiples of powers of tens.

To round 24,387 to the nearest thousand, first identify the halfway point between 24,000 and 25,000. The halfway point is 24,500. So, 24,387 rounds to 24,000 because 24,387 is less than 24,500.

For consistency, there is a mathematical agreement that numbers exactly halfway between two multiples are rounded to the greater number.

A shortcut is to just look at the digit to the right of the rounding place. If it is less than 5, leave the rounding digit alone. If it is 5 or greater, add 1 to the rounding digit.

181,376
 ↓ ↓ ↓ Since 7 > 5, the
 ↓ ↓ ↓ 3 becomes a 4.
181,400

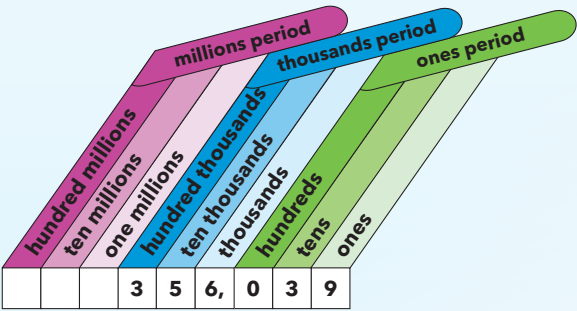
Use Place Value to Represent Multi-Digit Numbers

- **Model Multi-Digit Numbers** In Lesson 1-6, students use place-value relationships to compare and round multi-digit numbers. They then interpret and solve real-world problems.

 **Teacher Support Videos** Topic Overview Videos also present important information about the content of this topic.

Advanced Concepts for the Teacher

- **Explaining Periods for Place Value** Periods are groups of three digits separated by commas. Understanding periods is essential to not only naming numbers in different forms, but also using place value to compare, order, and round whole numbers.



Periods do not change the value of a number but help to make large numbers easier to read. Separating digits helps avoid errors, especially when working with real-world values.

2,738,542 is easier to read than 2738542

- **Word Form** Use the place-value periods to support writing large numbers in words.

Write numbers 21-99 Use a hyphen to split tens words from ones words.

39

The **tens** part is 30. The **ones** part is 9.

Write 39 as **thirty-nine**.

Write numbers 100-999 Write the hundreds part, then the tens and the ones parts.

452

The **hundreds** part is 400. The **tens** part is fifty.
The **ones** part is two.

Write 452 as **four hundred fifty-two**

Write Larger Numbers Continue with the same process to write larger numbers.

2,673,914

Write the millions period. two million
Write the thousands period. six hundred seventy-three thousand

Write the ones period. nine hundred fourteen
Write 2,673,914 as two million, six hundred seventy-three thousand, nine hundred fourteen.

Math Background: Coherence

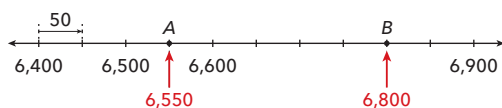
Place-Value Understandings

LOOK BACK

How does Topic 1 connect to what students learned earlier?

Grade 3

- **Place-Value Understanding** In Topic 6, students expanded their place-value understanding to numbers to 100,000. Place-value charts were used to represent numbers. Students read, wrote, and represented numbers by using standard form, word form, expanded form, and expanded notation (3.2A, 3.2B). Students explored place-value relationships and composed and decomposed numbers in different ways (3.2A, 3.2B). Additionally, students rounded numbers to the nearest ten and hundred (3.4B) and compared and ordered numbers (3.2D).
- **Number Lines** In Topic 6, students used their prior experiences with number lines to represent larger numbers on number lines (3.2C). They represented numbers as being between two consecutive multiples of 10, 100, 1,000, or 10,000 and identified the halfway mark between the consecutive multiples, ideas of which are important to understanding rounding (3.2C, 3.4B). Students also used number lines to help compare and order numbers (3.2D).



TOPIC 1

How is content connected within Topic 1?

- **Read and Write Multi-Digit Whole Numbers** In Lesson 1-1, students extend their knowledge of reading and writing multi-digit whole numbers to numbers up to 1,000,000,000 (4.2B). They recognize number periods and the pattern for the place values. They read and write numbers using base-ten numerals, word form, and expanded form (4.2B).
- **Place-Value Relationships and Comparison** In Lessons 1-2 and 1-3, students use place value to 1,000,000,000 to learn the generalization that the place value to the left of a given place is 10 times as great as the given place, and the place value to the right is one-tenth of the value of the given place (4.2A).

In Lesson 1-4, students use their understanding of place value to compare numbers (4.2C). They use greater than, equal, and less than symbols ($>$, $=$, $<$) to compare (4.2C).



- **Round Whole Numbers** In Lesson 1-5, students analyze the place values of digits to round whole numbers (4.2D).
- **Solve Problems with Whole Numbers** In Lesson 1-6, students analyze real-world problems involving comparing and rounding whole numbers (4.2C, 4.2D). They identify the information with the questions that need to be answered and choose and explain a strategy.

LOOK AHEAD

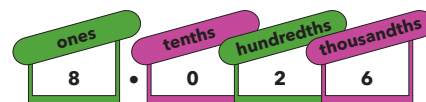
How does Topic 1 connect to what students will learn later?

Later in Grade 4

- **Multi-Digit Arithmetic** Students will use place-value ideas and properties to develop and use strategies for adding, subtracting, multiplying, and dividing multi-digit whole numbers (4.4A, 4.4C, 4.4D, 4.4E, 4.4F). They will use these strategies for doing calculations to solve real-world multi-step problems (4.5A).
- **Decimal Place Value** In Topic 8, students will extend their place-value understanding to decimals as they explore place-value relationships and compare and order decimals (4.2E, 4.2F).

Grade 5

- **Decimal Place Value** Students will extend place-value understandings of decimals to thousandths (5.2A) and will represent decimals through thousandths using expanded notation and numerals (5.2A). Students will also compare and order decimals using comparison symbols (5.2B) and round decimals to tenths or hundredths (5.2C).



$$8 + 2 \times \frac{1}{100} + 6 \times \frac{1}{1,000}$$

Topic 1

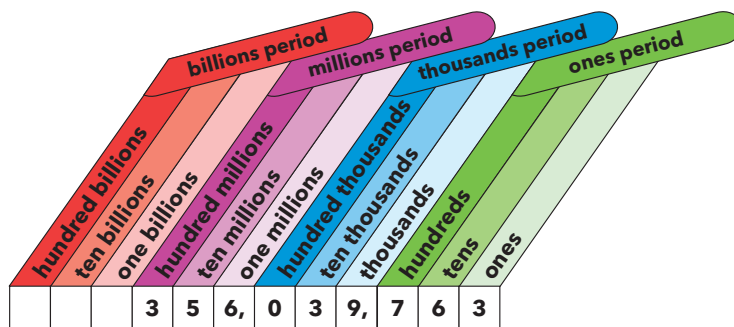
Math Background: Balance Place-Value Understandings

A balanced curriculum emphasizes conceptual understanding, procedural skills, and applications.

Conceptual Understanding

- Understand the Structure of Our Numeration System**

Lessons 1-1 and 1-2 extend students' understanding of the structure of our number system to numbers from 100,000 to 1,000,000,000 (4.2B). Students show this understanding by writing numbers in base-ten numerals, word form, and expanded form (4.2B). Periods are introduced to further show the structure of the Hindu-Arabic numeral system. Students see that hundreds, tens, and ones repeat in each period.



Procedural Skills

- Procedures for Comparing and Rounding Multi-Digit Whole Numbers**

Lessons 1-4 and 1-5 blend conceptual understanding and skills. The procedures for comparing and rounding numbers symbolically are developed in these lessons (4.2C, 4.2D), but the presentation of these rules is connected to the understanding of these rules.

The first place where the digits are different is the tens place.

Compare the tens.

6,356 5 tens < 7 tens,

6,378 so, 6,356 < 6,378.

Applications

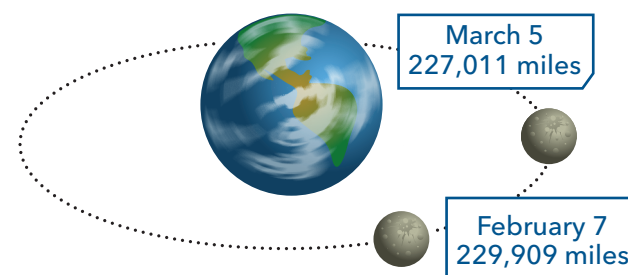
- Greater Numbers in Real-World Contexts**

Real-world contexts are used when introducing numbers to 1,000,000,000 (4.2B) and when exploring place-value relationships to help students develop a sense of large numbers (4.2A).

- Compare and Round in Real-World Problems**

Lesson 1-4 uses real-world problems that are solved by comparing multi-digit whole numbers (4.2C).

Which distance is greater: the moon's distance from Earth on February 7 or its distance from Earth on March 5?



Lesson 1-4 uses real-world contexts to show why rounding is an important way to represent data and how rounded data is often used when communicating numerical information. For example, a poster showing the estimated population of Arlington, Texas, might round 398,431 to 400,000 to provide a number that communicates the information in a more memorable way.

Topic
1

TEKS Mathematical Process Standards

Place-Value Understandings

The mathematical process standards describe the behaviors and thinking habits that mathematically proficient students demonstrate when actively engaged in mathematics work. Opportunities for engagement in all of the process standards and to develop expertise with these important behaviors and thinking habits exist throughout the topic and program. You may choose to focus on developing and assessing proficiency with process standards 4.1C and 4.1D.

As students investigate place value and compare, order, and round multi-digit numbers, look for these behaviors to assess and identify students who demonstrate proficiency with these standards.

Highlighted Mathematical Process Standards Within Topic 1 Lessons	
The student is expected to select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems (4.1C).	The student is expected to communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate (4.1D).
Mathematically proficient students:	Mathematically proficient students:
• Use tools to represent numbers in expanded form.	• Describe the relationships between place-value positions.
• Use tools to represent numbers using place value.	• Use place value to compare and order multi-digit numbers.
• Use tools to investigate patterns in number place values.	• Determine which place value is used to compare numbers.
• Determine an appropriate tool to use when representing numbers in expanded form.	• Use symbols to indicate the relationship between numbers being compared or ordered.
• Use number sense to help them round numbers.	• Reason about rounding by using a number line and determining which multiple of ten, hundred, thousand, ten thousand, or hundred thousand the number being rounded is closest to.

Provide opportunities for students to reflect on these mathematical process standards as they explore the place value of numbers, select tools and techniques to solve problems, and communicate mathematical ideas.

You can use these questioning strategies throughout the topic.

- What tool can you use to help you?
 - How could a place-value chart be helpful?
 - How does the place-value chart show the value of each digit in a number?
 - Can you use a number line to represent the problem? How?
 - Is there another strategy you could use?
- How can you use place value to help you solve the problem?
 - What symbols can you use to compare the numbers?
 - Is there another way to solve the problem?
 - Can you tell or show me your thinking?
 - Why did you choose to use that strategy?

Build G.R.I.T.

Place-Value Understandings

Cultivate grit while working on understanding and reading numbers through 1 million as students practice writing numbers in expanded form, using numerals and number names, and exploring place value relationships. Help embrace challenges with persistence when comparing and ordering numbers or rounding whole numbers, reminding students that understanding place value is key. Praise every small step and reinforce that with practice and resilience, they can master these concepts and apply them to solve increasingly complex problems.

Grow Confidence

Scaffold students into the practice of reading numbers with zeros, such as 1,050 or 30,000, to see how the digits still follow the same pattern. Guide them to see that even when things feel tricky, like recognizing place-value patterns with zeros in different places, they must keep going and grow confidence. Remind them that every time they try, they are getting closer to mastering their math skills.

Keep Trying (Resilience)

Have students practice reading large numbers with a partner, applying the place-value pattern from words to symbols. As they work together, they will gain confidence in recognizing the value of each digit and learn how to break down big numbers, which will help them feel more capable of solving similar problems on their own.

Trust Yourself (Self-Efficacy)

Encourage students to trust in their ability to apply the place-value pattern in words to symbols. Remind them that the more they practice, the more they will trust themselves in reading and writing large numbers. Have students work with a partner to practice reading numbers aloud to each other; this will boost their confidence and help them understand the place-value pattern even better.

Organize Your Work (Time Management)

Help students organize their work and manage their time as they represent the consistency of the place-value pattern in any number. Suggest that students write numbers in a place-value chart to clearly see the value of each digit and to simplify larger numbers. This will provide a visual that will allow them to better mentally organize the larger numbers.

Sample Classroom Conversation

Lybrya: I'm having trouble understanding place-value, especially with really big numbers. I don't get how the units, tens, hundreds, and so on all fit together.

Teacher: I hear you, Lybrya. Let's compare the sizes of different place-value blocks. Imagine you have 10 unit blocks. If you group them together, they make a tens block. Now, what do 10 tens blocks give you?

Lybrya: That would be 100, right?

Teacher: Exactly! Now, let's keep going. If you take 10 hundreds blocks, how many do you have?

Lybrya: 1,000, a thousand block!

Teacher: Yes! If you continue this pattern, you'll see that 10 thousand blocks make 1 ten thousand block, and 10 ten thousand blocks make 1 hundred thousand block. Last, 10 hundred thousand blocks make 1 million block.

Lybrya: Oh, I get it! Each time, it's like I'm multiplying by 10 to move up a place.

Teacher: Exactly! This is how the place-value system works. When you understand the pattern, you can see how big numbers are made up of smaller parts. Keep practicing with these blocks, and you'll master how numbers grow as we work through larger ones!

Connect to Real-Life Experiences

Connect to real-life examples by:

- finding and using large numbers, such as in a news article stating, "There were 124,062 people at the football game yesterday."
- exploring numbers like the population of their city or the number of books in a library.

Topic
1

Linguistic Accommodations

Place-Value Understandings

Language Accommodations and Oral/Written Discourse

There are many opportunities to interact with the topic’s vocabulary words: in Lessons, by using Vocabulary Cards, Vocabulary Review (of previously learned words and new topic words), and review of Vocabulary learned in the topic. Activities in this topic offer diverse and engaging experiences with math vocabulary to build confidence and support for all, but particularly for Emergent Bilingual (EB) students in developing both, their academic and language skills.

Topic Vocabulary Support

Topic Vocabulary	Place Value Millions Periods	Expanded Form Expanded Notation Billions Digit	Is Greater Than (>) Is Less Than (<) Number Line Round
Prior Terms	Resources		
Upcoming Terms	Algorithm Commutative Property of Addition Associative Property of Addition	Identity Property of Addition Counting Up Counting Down Compensation	Compatible Numbers Variable Inverse Operations Estimate Standard Algorithm

Vocabulary in Context

Word	Math Meaning	Other Meaning(s)
Period	A group of 3 digits grouped by place value, such as ones, tens, and hundreds	A length of time in the history
Round	To find the multiple of 10, 100, and so on closest to a given number	A shape like a circle or a ball; a stage in a competition
Relationship	The way in which two adjacent digits are connected	A loving friendship between people

Context Setting Vocabulary

Students will encounter the following terms in this topic, be sure they understand their meaning to make sense of the problem situation.

- Lesson 1** whole number, word form, round, place value, census
- Lesson 2** mold, spread, tenfold, spore, pouches, chests, crate
- Lesson 3** digit, ones, thousands, millions, billions, period

- Lesson 4** is greater than, is less than, number line, vendor, tamales
- Lesson 5** round, benchmark, odometer, Diwali, marigold
- Lesson 6** rounding, much bigger, bigger than

Metalinguistic Transfer to Spanish

- Transferrable Skills** Both English and Spanish use abbreviations for kilometer. North Pole: 980 km from center. *Polo Norte: 980 km desde el centro.*
- Non-Transferrable Skills** While some languages use a space between periods or a decimal point to indicate thousands and millions, English uses a comma. Methuselah is 4,852 years old. *Matusalén tiene 4.852 años.*

Cognates

- Cognates in this Topic**

Correct : Correcto

Organisms : Organismos

Aluminum : Aluminio

District : Distrito

Progressive : Progresivo
- False Cognates**

Can A metal container.

Can A dog.

Academic Vocabulary

- Recommended Terms** Although the academic vocabulary can be used anytime during the year, you may emphasize the terms below in written and oral opportunities:

Compare To see how numbers are similar and how they are different.

Round To increase or decrease a number to the next highest or lowest whole number.

English Language Proficiency Standards (ELPS)

Lesson	(1) Listening	(2) Speaking	(3) Reading	(4) Writing
Lesson 1	1C			
Lesson 2		2E		
Lesson 3		2B		
Lesson 4			3F	
Lesson 5			3F	
Lesson 6				

Topic 1

Topic Opener Place-Value Understandings

Place-Value Understandings

Topic 1

Topic Essential Questions

How are greater numbers written? How can whole numbers be compared?
How are place values related? How are whole numbers rounded?



Math Walk



TEKS Mathematical Process Standard 4.1A The student is expected to apply mathematics to problems arising in everyday life, society, and the workplace.

Donation Discovery

Let's visit a food drive and see what we notice and wonder.



B

A

Math Walk TEKS Mathematical Process

Standard 4.1A The student is expected to apply mathematics to problems arising in everyday life, society, and the workplace.

Math Walk Video Generate excitement about the topic by having students watch the Math Walk video about exploring a food drive.

Question in the Video

Which type of food was donated most?

Questions for Students

You might give students copies of these Math Walk questions or just project them and have students turn and talk to a partner followed by a whole-class discussion.

What did you notice?

What did you wonder?

What question in the video is the person trying to answer?

What did you see in the video that would help you answer the question?

What other information do you need to answer the question?

What math do you already know that can help you answer the question?

What math questions do you have about what you saw in the video?

Later in the Topic

Later in the topic, show the video again. Ask: *What math did you learn that could help you answer the question or find the answer in a different way?*

C Topic Essential Questions

How are greater numbers written? How can whole numbers be compared? How are place values related? How are whole numbers rounded?

Revisit the Topic Essential Questions throughout the topic. See the Topic Review for notes about answering the questions.

D Home-School Connection

At the start of this topic, send home the Home-School Connection letter to give families an overview of the content in the topic.

A

Review What You Know

Vocabulary

Choose the best term from the box. Write it on the blank.

- expanded form
- number line
- place value
- rounding
- whole numbers
- word form

- The numbers 0, 1, 2, 3, 4, and so on are called **whole numbers**.
- A number written using only words is written using **word form**.
- Replacing a number with a number that tells about how many or how much is called **rounding**.
- Place value** is the value given to the place of a digit in a number.

Comparing Numbers

Compare each set of numbers using $>$, $<$, or $=$.

- 201 $>$ 21
- 313 $=$ 313
- 289 $<$ 290
- 7 $<$ 70
- 3,725 $<$ 3,726
- 82 $=$ 82
- 614 $<$ 641
- 618 $=$ 618
- 84,260 $>$ 84,175

Place Value

Tell if the underlined digit is in the ones, tens, hundreds, thousands, or ten thousands place.

- 9,482 **Thousands**
- 8,000 **Tens**
- 1,506 **Tens**
- 89,005 **Ten thousands**
- 5,100 **Hundreds**
- 2,731 **Thousands**

In this topic, you will learn more about place value.



Rounding

- Communicate** Use the number line to describe how to round 450 to the nearest hundred.



Sample answer: If a number is halfway between two numbers, such as 400 and 500, round to the greater number. 450 rounds to 500.

2 Topic 1 | Review What You Know

Copyright © Savvas Learning Company LLC. All Rights Reserved.

B Vocabulary Words

- billions
- digit
- place value
- millions
- number line
- periods
- expanded form
- expanded notation
- "is greater than" ($>$)
- "is less than" ($<$)
- round

C Vocabulary Activity

Have students use Graphic Organizer: Frayer Model (or Teaching Tool 1) to analyze the meaning of the vocabulary words introduced in this topic.

For example, have students write the vocabulary word *millions* in the center of the Frayer Model. Then have them write the definition, characteristics, examples and non-examples of that word in the graphic organizer.

D Academic Vocabulary

Use the online Academic Vocabulary Activities to introduce or revisit the words below. Then use the words during the topic.

Argument: Explain that students will make math *arguments* to explain why their answers are correct.

Conjecture: Ask students to give examples of *conjectures* they could make for particular situations. When talking about given conjectures, ask students to use the word to restate as a sentence: "The *conjecture* is _____."

Describe: Explain that when students *describe* something, they are telling more about something. Ask students for examples, such as, "*Describe* how you can use place value to compare two numbers."

Recognize: Emphasize when students tell what they see or notice, they are saying what they *recognize*. Ask students to say what they *recognize* about multi-digit numbers.

E Item Analysis: Review What You Know

Item	IS	DOK	TEKS
1-4	F4 F5	1	3.2B, 3.2C
5-13	F7	1	3.2D
14-19	F9	1	3.2B
20	F12	2	3.2C

F Topic 1 Prep Personalized by SuccessMaker®

Reviews and remediates key prerequisite TEKS for the topic's content.

Topic 1

Differentiation Library Overview

This library includes opportunities to engage students with the topic’s content in various formats to allow for differentiation.

A

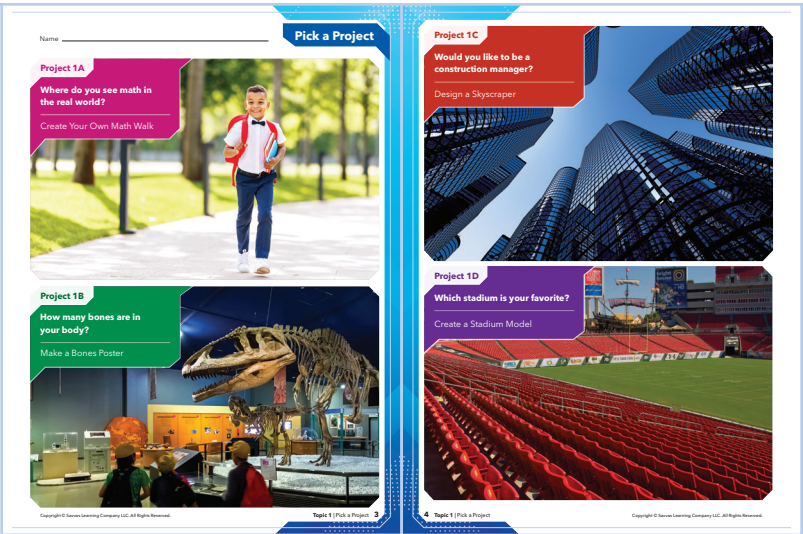
Pick a Project

Use anytime.

STEAM

DL

Project	Engaging Contexts	Activity Modalities	Final Products
1A	Real-world	Create	Math walk
1B	Bones	Find pictures	Poster
1C	Buildings	Write	Fact sheet
1D	Stadiums	Build	Model



Student Edition

B

Math and Literacy

STEAM

DL

Story 1 A Beautiful Language *Use anytime.*

Activity 1 What’s the Message? *Use anytime.*

Problem Solving 1A Comparing Numbers in ASL *Use any time after Lesson 1-4.*

Problem Solving 1B Sign Language Rounding *Use any time after Lesson 1-5.*

C

Amazing Contributions

DL

Cathleen Morawetz studies how waves move through water and air, helping scientists make planes safer. *Use anytime.*

D

Stand Up and Think

DL

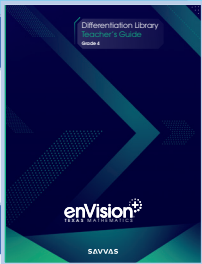
Problem 1A A Parade of Penguins *Use any time after Lesson 1-1.*

Problem 1B Deep Sea Diving *Use any time after Lesson 1-5.*



Math and Literacy Mat

Differentiation Library resources are available at Savvas Realize®. Additionally, resources with **DL** are available in print.



A

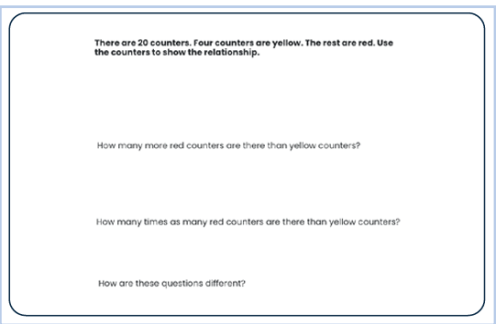
Digital Manipulative Activities



Available only at Savvas Realize®.

Compare Groups Students represent and use multiplication to compare quantities. *Use with Lesson 1-4.*

Area Splitting Students use an area model to represent and apply the Distributive Property to decompose multiplication facts. *Use anytime to revisit learned concepts.*



Digital Manipulative Activity

B

Lesson Resources

Use with each lesson.

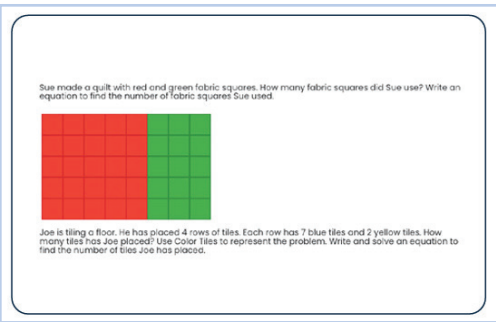
Available only at Savvas Realize®.

Spiral Review Daily opportunity for spaced and interleaved practice

Reteach to Build Understanding

Enrichment

Build Mathematical Literacy



Digital Manipulative Activity

C

Hands-On Games

DL

Multi-Digit Challenge Students compare 3-digit numbers. *Use any time after Lesson 1-4.*

X Marks the Spot Fluency Practice: Multiply 2-Digit by 1-Digit Numbers. *Use anytime.*

D

Digital Games



Available only at Savvas Realize®.

Fluency Games Practice to achieve and maintain fluency.

Vocabulary Games Practice to acquire mathematical terminology.

Escape Room Games Practice skills and concepts.

E

Fluency Practice

DL

Multiply 2-Digit by 1-Digit Numbers. *Use anytime.*



Hands-On Game Board