|  | Operations and Algebraic Thinking |
| :---: | :---: |
| Interpret products of whole numbers. | $\begin{array}{\|lllllll\|} \hline \begin{array}{l} \text { Mondays } \end{array} & \text { p. } 1 \# 2 & \text { p. } 4 \# 4 & \text { p. } 10 \# 4 & \text { p. } 19 \# 4 & \text { p. } 28 \# 5 & \text { p. } 52 \# 3 \\ \text { p. 73\#2 } & & & & & \\ \text { Tuesdays } & \text { p. } 19 \# 5 & \text { p. } 73 \# 6 & & & \\ \hline \end{array}$ |
| Interpret whole-number quotients of whole numbers. | $\begin{array}{lllll}\text { Mondays } & \text { p. } 13 \text { \#4 } & \text { p. } 16 \# 1 & \text { p. } 28 \text { \#1 } & \text { p. } 31 \text { \#4 }\end{array}$ Tuesday p. 43 \#2 |
| Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. |  |
| Determine the unknown whole number in a multiplication or division equation relating three whole numbers. | Mondays <br> p. 1 \#3 <br> p. 46 \#5 <br> p. 52 \#5 <br> p. 55 \#4 <br> p. 58 \#3 <br> p. 73 \#3 |
| Apply properties of operations as strategies to multiply and divide. | Mondays p. $13 \# 1$ p. $28 \# 5$ p. $49 \# 1$ p. $52 \# 3$  <br> p. $82 \# 2$ p. $85 \# 3$ p. $88 \# 3$    <br> Tuesdays p. $25 \# 1$ p. $43 \# 2$ p. $52 \# 2$ p. $82 \# 4$ p. $85 \# 4$ <br> Brain Stretch p. 18     |
| Understand division as an unknown-factor problem. | Mondays $\text { p. } 16 \# 4$ <br> p. 64 \#4 |
| Fluently multiply and divide within 100, using strategies. Know from memory all products of two one-digit numbers. | Mondays p. $16 \# 5$ p. $22 \# 1$ p. $43 \# 2$ p. $49 \# 2$ p. $52 \# 2$ p. $55 \# 3$ <br> p. $58 \# 3$ p. $61 \# 2$ p. $64 \# 2-3$ p. $70 \# 2-3$ p. $76 \# 2$ p. $79 \# 2$ p. $82 \# 2$ <br> p. $85 \# 3$ p. $88 \# 2$      <br> Tuesdays p. $16 \# 2$ p. $58 \# 6$ p. $61 \# 1$ p. $64 \# 1-2$ p. $67 \# 3$ p. $70 \# 1$ <br> p. $73 \# 4$ p. $76 \# 1$ p. $79 \# 6$ p. $85 \# 3,6$ p. $88 \# 4$   <br> Brain Stretch p. 18 p. 75 p. 78 p. 84   |
| Solve two-step word problems and represent problems using equations. Assess reasonableness of answers using mental computation and estimation strategies. | Mondays $\begin{array}{llll}\text { p. } 61 \text { \#3 } & \text { p. } 67 \text { \#3 } & \text { p. } 73 \text { \#2 }\end{array}$ Brain Stretch p. 90 |
| Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. | Mondays p. $1 \# 4, \# 5$ p. $4 \# 5$ p. $7 \# 4$ p. $16 \# 5$ p. $22 \# 4$ p. $25 \# 4$ <br> p. $28 \# 4$ p. $34 \# 4$ p. $37 \# 1$ p. $40 \# 1,3-5$ p. $43 \# 5$ p. $46 \# 3$ p. $70 \# 4$ <br> p. $73 \# 4$ p. $76 \# 4-5$ p. $79 \# 1,4-5$ p. $82 \# 1,4-5$    <br> Tuesday p. $79 \# 3$      <br> Friday p. $39 \# 3$      |
|  | Number and Operations in Base 10 |
| Use place value understanding to round whole numbers to the nearest 10 or 100. | Tuesdays p. $1 \# 3$ p. $4 \# 3$ p. $22 \# 2$ p. $43 \# 3$ p. $49 \# 2$ p. $52 \# 1$ <br> p. $58 \# 2$ p. $61 \# 4$ p. $67 \# 2$ p. $76 \# 4$ p. $82 \# 2$ p. $88 \# 2$  |
| Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | Mondays $\begin{array}{llllll}\text { p. 1\#4-5 } & \text { p. } 4 \# 1-3 & \text { p. } 7 \# 2 & \text { p. } 10 \# 1-2 & \text { p. } 13 \# 1-3,5\end{array}$ <br> p. 16 \#2-3 <br> p. 19 \#2-3 <br> p. 22 \#2 <br> p. 25 \#1-2 <br> p. 28 \#2-3 p. 31 \#3, 5 <br> p. 34 \#1-2, 5 <br> p. 37 \#2-3 <br> p. 40 \# 2 <br> p. 46 \# 2 <br> p. 49 \#5 <br> p. 55 \#2-3 <br> p. 58 \#2 <br> p. 67 \#2 p. 85 \#2 <br>  <br> $\begin{array}{lllllll}\text { p. } 16 \# 2 & \text { p. } 19 \# 2,5 & \text { p. } 28 \# 6 & \text { p. } 31 \# 1 & \text { p. } 34 \# 1,3 & \text { pp. } 36 & \text { p. } 43 \# 1,5\end{array}$ <br> p. 48 p. 49 \#1 <br> p. 52 \#4-5 <br> p. 58 \#4 <br> p. 61 \#2, 5 <br> p. 64 \#3 <br> p. 67 \#4 <br> p. 73 \#1-3 <br> p. 79 \#1-2 <br> p. 82 \#1 <br> p. 85 \#1-2 <br> p. 88 \#1 <br> Thursdays $\quad$ p. 35 \#2 $\quad$ p. 65 \#3 $\quad$ p. 68 \#1 $\quad$ p. 71 \#1 $\quad$ p. 74 \#1 1 p. 77 \#2-3 <br> p. 80 \#4 p. 86 \#4 p. 89 \#4 <br> Fridays $\quad$ p. $15 \# 3-5$ p. 18 \#4 $\quad$ p. 24 \#2, 5 p. 27 \#2, $4 \quad$ p. $30 \# 1,3$ <br> $\begin{array}{llllll}\text { p. } 33 \# 1,3 & \text { p. } 36 \# 3,5 & \text { p. } 39 \# 4-5 & \text { p. } 42 \# 2-3 & \text { p. } 45 \# 1,3,5 & \text { p. } 60 \# 2,4\end{array}$ <br> p. 63 \#1 p. 66 \#4 p. 78 \#2, 4 <br> $\begin{array}{lllllllll}\text { Brain Stretch } & \text { p. } 3 & \text { p. } 6 & \text { p. } 24 & \text { p. } 39 & \text { p. } 42 & \text { p. } 72 & \text { p. } 81 & \text { p. } 90\end{array}$ |

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| Multiply one-digit whole numbers by multiples of 10 in the range 10-90, using strategies based on place value and properties of operations. | Tuesdays p. $46 \# 3$ p. 49 \#6 p. 52 \#6 p. $76 \# 1$ p. $79 \# 6$ p. $85 \# 6$ <br> p. $88 \# 4$       <br> Thursday p. $29 \# 4$      |
| :---: | :---: |
|  | Number and Operations-Fractions |
| Understand a fraction $1 / b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a / b$ as the quantity formed by a parts of size $1 / b$. |  |
| Understand a fraction as a number on the number line; represent fractions on a number line diagram. | Tuesdays $\begin{aligned} & \text { p. } 64 \text { \#5 }\end{aligned}$ |
| Explain equivalence of fractions, and compa fractions by reasoning about their size. | $\begin{array}{lllllll} \hline \begin{array}{l} \text { Tuesdays } \\ \text { p. } 85 \# 5 \end{array} & \text { p. } 37 \# 4 & \text { p. } 40 \# 3 & \text { p. } 61 \# 6 & \text { p. } 73 \# 5 & \text { p. } 76 \# 3 & \text { p. } 79 \# 5 \end{array}$ |
|  | Measurement and Data |
| Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. | Thursdays p. $2 \# 1$ p. $11 \# 4$ p. $14 \# 4$ p. $17 \# 2$ p. $20 \# 2$ p. $29 \# 2$ <br> p. $32 \# 4$ p. $35 \# 2$ p. $38 \# 1$ p. $41 \# 1$ p. $44 \# 1$ p. $50 \# 2$ p. $56 \# 2$ <br> p. $59 \# 1-2$ p. $62 \# 1,4$ p. $65 \# 1$ p. $68 \# 1,4$ p. $71 \# 1,4$ p. $74 \# 1,4$  <br> p. $77 \# 1-2$ p. $80 \# 2$ p. $83 \# 2$ p. $86 \# 5$ p. $89 \# 2$   |
| Measure and estimate liquid volumes and masses of objects using standard metric units. Solve related one-step word problems. | $\begin{array}{lllllll}\text { Thursdays } & \text { p. } 26 \# 1 & \text { p. } 29 \# 1 & \text { p. } 41 \# 3-4 & \text { p. } 44 \# 4 & \text { p. } 47 \# 4 & \text { p. } 50 \# 4\end{array}$ |
| Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. | Fridays $\quad$ p. $27 \# 2$ p. $36 \# 1,5$ p. $42 \# 2-3$ p. $63 \# 1 \quad$ p. $66 \# 1,4 \quad$ p. $69 \# 2$ $\begin{array}{lllll}\text { p. } 78 \# 1-2,4 & \text { p. } 81 \# 3-5 & \text { p. } 84 \# 2 & \text { p. } 87 & \text { all }\end{array}$ p. 90 all |
| Recognize area as an attribute of plane figures and understand concepts of area measurement. | Thursday <br> p. 2 \#3 |
| Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). | Thursdays p. $2 \# 2$ p. $5 \# 3$ p. $8 \# 3$ p. $11 \# 3$ p. $14 \# 3$ p. $17 \# 3$ p. $23 \# 4$ <br> p. $26 \# 3$ p. $29 \# 3$ p. $32 \# 3$ p. $35 \# 3$ p. $38 \# 2$ p. $41 \# 2$ p. $44 \# 2$ p. $47 \# 3$ <br> p. $50 \# 3$ p. $53 \# 3$ p. $56 \# 1$ p. $59 \# 3$ p. $62 \# 2$ p. $65 \# 4$ p. $68 \# 3$ p. $71 \# 3$ <br> p. $74 \# 3$ p. $77 \# 4$ p. $80 \# 3$ p. $86 \# 3$ p. $89 \# 3$    |
| Relate area to operations of multiplication and addition, using strategies such as tiling. Recognize area as additive and solve real world problems. | hursdaysp. 20 \#3 44 \#3 p. 47 \#2 p. $59 \# 4$ p. 83 \#1 p. 89 \#3 |
| Solve real world and mathematical problems involving perimeters of polygons, including finding perimeter given side lengths, finding an unknown side length. | Thursdays p. $2 \# 2$ p. $5 \# 3$ p. $8 \# 3$ p. $11 \# 3$ p. $14 \# 3$ p. $17 \# 3$ p. $23 \# 4$ <br> p. $26 \# 3$ p. $29 \# 3$ p. $32 \# 3$ p. $35 \# 3$ p. $38 \# 2$ p. $41 \# 2$ p. $44 \# 2$ p. $47 \# 3$ <br> p. $50 \# 3$ p. $53 \# 3$ p. $56 \# 1$ p. $59 \# 3$ p. $62 \# 2$ p. $65 \# 3$ p. $68 \# 3$ p. $71 \# 3$ <br> p. $74 \# 3$ p. $77 \# 3$ p. $80 \# 4$ p. $83 \# 3-4$ p. $86 \# 2,4$ p. $89 \# 4$   |
|  | eometry |
| Understand that shapes in different categories may share attributes, and that shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as quadrilaterals, and draw examples of quadrilaterals that do not belong to any subcategories. | Wednesdays p. $2 \# 2$ p. $5 \# 1$ p. $14 \# 1-2$ p. $17 \# 1-2$ p. $20 \# 2$ p. $23 \# 2$ <br> p. $26 \# 3$ p. $29 \# 1-2$ p. $32 \# 4$ p. $35 \# 1$ p. $38 \# 1$ p. $41 \# 1-2$ p. $44 \# 1$ <br> p. $47 \# 5$ p. $50 \# 2$ p. $53 \# 1$ p. $56 \# 2$ p. $59 \# 1,5$ p. $62 \# 5$ p. $68 \# 2-3,5$ <br> p. $71 \# 5$ p. $74 \# 1$ p. $77 \# 2,5$ p. $83 \# 5$ p. $86 \# 2,5$ p. $89 \# 2,4$  |
| Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. | Tuesdays $\begin{array}{lllll}\text { p. } 22 \# 4 & \text { p. } 25 \text { \#4 } & \text { p. } 28 \# 4 & \text { p. } 37 \text { \#2 }\end{array}$ |

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## Student Assessment

Customize page 92 to reflect the standards you are working on. Simply write the standard numbers in the columns across the top.

## NTOTDAS Patterning and Algebra

1 Use the array to find the product.

$$
6 \times 2=
$$

3 What is the missing number?

$$
7 \times
$$

$\qquad$ $=14$

4 What is the next number if the pattern rule is add 7 ?

14, $\qquad$

## THSDAT Number Sense and Operations

1472
$\begin{array}{r}+358 \\ \hline\end{array}$

2 Circle the greatest number.
$47 \quad 32 \quad 11$

4 What is the number?

$\qquad$

5 What is the value of the coins?


## DTMDTGSDAS Geometry

1 What is the name of this shape?


2 How many right angles does a square have?


4 Draw a line of symmetry.


## qPORSDET2 Measurement

1 The time is $4: 15$. What time will it be in 30 minutes? Use a clock model to help you.
$\qquad$ :

3 Write the area for each shape. Which shape has the greatest area?
B. C. $\qquad$

|  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | B |  |  |  |  | C |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

2 Find the perimeter and the area of the shaded shape.


The perimeter is $\qquad$ units.

The area is $\qquad$ square units.

4 How many days in a week?
A. 5 days
B. 6 days
C. 7 days

## 3RTDE3 Data Management

Here are the results of a survey on favorite colors.
Complete the chart and answer the questions about the results.

| Color | Tally | Number |
| :---: | :---: | :---: |
| Red | Ht \\| |  |
| Blue | Hf Ht \\|ll |  |
| Green | $\\|\\|$ |  |
| Purple | HH\\| \| |  |

1 What was the most popular color?
2 What was the least popular color?
3 How many people liked either green or purple? $\qquad$
4 How many people were surveyed?
5 Which colors did the same number of people like most? $\qquad$


Jane has 24 red beads and 52 blue beads.
How many beads does she have altogether?


## MONDAS Patterning and Algebra

1 What is the missing number?

$$
\ldots+5=11
$$

3 What is the next number if the pattern rule is subtract 4?

12, $\qquad$

5 Extend the pattern.
110, 120, 130, $\qquad$ , $\qquad$ ,

## TOTSTI Number Sense and Operations

1
891
$-457$

2 Circle the greatest number. $905 \quad 239 \quad 932$

4 The numeral for thirty is:
A. 80
B. 70
C. 30

## 以 TDTTHSDA2 Geometry

1 Which of these shapes is not a quadrilateral?
A. triangle
B. rhombus
C. rectangle
D. square

3 What is the name of this 3D shape?


5 Draw a rectangle.

## qPORSDST2 Measurement

1 How many cups in a pint?


3 Find the perimeter and the area of the shaded shape.


The perimeter is $\qquad$ units.

The area is $\qquad$ square units.
$\begin{array}{lll}\text { A. } 30 \text { hours } & \text { B. } 24 \text { hours } & \text { C. } 12 \text { hours }\end{array}$

4 What is the best unit of measure for the length of a shoe?
A. kilometers
B. meters
C. centimeters


## FRTIDA3 Data Management

Iris surveyed her classmates about their favorite meal.
1 Use the information from Iris's survey to complete the tally chart.
Favorite Meal Survey

| Name | Meal |
| :--- | :--- |
| Roy | lunch |
| Jody | dinner |
| Patrick | dinner |
| Timothy | dinner |
| Rachel | lunch |
| Sam | dinner |
| Kara | lunch |
| Kendra | breakfast |
| Jeremy | breakfast |
| Lisa | lunch |
| Juan | dinner |

Favorite Meal

| FaVorite Meal |  |
| :--- | :--- |
| Meal | Tally |
| breakfast |  |
| lunch |  |
| dinner |  |

2 Which meal did the most students choose?
3 Which meal did the fewest students choose? $\qquad$
4 How many students did Iris survey?

## BRATN SyR3mCH

178
2. $\begin{array}{r}89 \\ -\quad 45 \\ \hline\end{array}$

3
$\begin{array}{r}37 \\ +\quad 62 \\ \hline\end{array}$
4
54
$\begin{array}{r}-34 \\ \hline\end{array}$

## NTOTDAS Patterning and Algebra

1 What is the next number if the pattern rule is subtract 6 ?

30, $\qquad$

3 Barry wants to set 6 chairs around each of 4 tables. How many chairs will he need? Draw an array to find the product.
$6 \times 4=$ $\qquad$ <br> \section*{\section*{TOTSDAS Number Sense and Operations <br> \section*{\section*{TOTSDAS Number Sense and Operations <br> <br> TOTSDIT Number Sense and Operations} <br> <br> TOTSDIT Number Sense and Operations}
$1 \quad 168$
$+234$
2 Write the following numbers in expanded form.
A. 4,398 $\qquad$
B. 2,651 $\qquad$

3 What is the value of the underlined digit?
$\qquad$
B. 5,622

2 Which expression has the same difference as 5 - 2?
A. 4-2
B. $8-6$
C. 6-3

4 Extend the pattern. 11, 22, 33, $\qquad$ ,


4 Compare the numbers using $<,>$, or $=$. 345


## DTHDTHSDAS <br> Geometry

1 Describe the angle.

A. right angle
B. greater than a right angle
C. less than a right angle

2 What is the name of this 3D shape?


4 How many sides does a triangle have?

5 What 3D shape could be made from these pieces?
A. cylinder
B. rectangular prism
C. pyramid


## THETB Measurement

1 How many pints in 1 quart?
2 How many minutes in 1 hour?


3 Find the perimeter and the area of the shaded shape.


The perimeter is $\qquad$ units.
A. 30 mins
B. 60 mins
C. 100 mins

4 What is the best unit of measure for the length of an ant?
A. meters
B. centimeters
C. millimeters

The area is $\qquad$ square units.

