

Houghton Mifflin *MATHEMATICS* © 2002
 Grade 1
 correlated to
 Kentucky Core Content for Mathematics Assessment
 Grades Primary through Grade 5 with Assessment at Grade 5

Kentucky Core Content

Houghton Mifflin *MATHEMATICS*

| NUMBER/COMPUTATION | |
|---|--|
| Concepts – Students will describe properties of, give examples of, and apply to real-world or mathematical situations: | |
| MA-E-1.1.1 Whole numbers (0 to 100,000,000), fractions, mixed numbers, and decimals through thousandths | <p>These pages provide opportunities for students to use whole numbers (to 100) and fractions:</p> <p>TE: 9B, 9–10, 11B, 11–12, 13B, 13–14, 17B, 17–18, 27B, 27–28, 29B, 29–30, 33B, 33–34, 57B, 57–58, 59B, 59–60, 61B, 61–62, 63B, 63–64, 71B, 71–72, 73B, 73–74, 75B, 75–76, 97B, 97–98, 99B, 99–100, 191B, 191–192, 197B, 197–198, 201B, 201–202, 203B, 203–204, 371B, 371–372, 373B, 373–374, 375B, 375–376</p> <p>PE: 9–10, 11–12, 13–14, 17–18, 27–28, 29–30, 33–34, 57–58, 59–60, 61–62, 63–64, 71–72, 73–74, 75–76, 97–98, 99–100, 191–192, 197–198, 201–202, 203–204, 371–372, 373–376</p> |
| MA-E-1.1.2 The operations of addition, subtraction, multiplication, and division | <p>These pages provide the opportunity for students to add and subtract:</p> <p>PE: 9–18, 25–32, 55–64, 71–76, 97–108, 111–118, 125–130, 251–260, 267–272, 275–282, 399–408, 411–418, 425–430, 547–556, 563–572, 575–580</p> <p>TE: 9B, 9–10, 11B, 11–12, 13B, 13–14, 15B, 15–16, 17B, 17–18, 25B, 25–26, 27B, 27–28, 29B, 29–30, 31B, 31–32, 55B, 55–56, 57B, 57–58, 59B, 59–60, 61B, 61–62, 63B, 63–64, 71B, 71–72, 73B, 73–74, 75B, 75–76, 97B, 97–98, 99B, 99–100, 101B, 101–102, 103B, 103–104, 105B, 105–106, 107B, 107–108, 111B, 111–112, 113B, 113–114, 115B, 115–116, 117B, 117–118, 125B, 125–126, 127B, 127–128, 129B, 129–130, 251B, 251–252, 253B, 253–254, 255B, 255–256, 257B, 257–258, 259B, 259–260, 267B, 267–268, 269B, 269–270, 271B, 271–272, 275B, 275–276, 277B, 277–278, 279B, 279–280, 281B, 281–282, 399B, 399–400, 401B, 401–402, 403B, 403–404, 405B, 405–406, 407B, 407–408, 411B, 411–412, 413B, 413–414, 415B, 415–416, 417B, 417–418, 425B, 425–426, 427B, 427–428, 429B, 429–430, 549B, 549–550, 551B, 551–552, 553B, 553–554, 555B, 555–556, 563B, 563–564, 565B, 565–566, 567B, 567–568, 569B, 569–570, 571B, 571–572, 575B, 575–576, 577B, 577–578, 579B, 579–580</p> |
| MA-E-1.1.3 Odd and even numbers, composite and prime numbers, | These pages provide the opportunity for students to count by twos: |

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| multiples, and factors | PE: 209–210 TE: 303A, 369A, 503A, 581A |
| MA-E-1.1.4 Place value, expanded form, number magnitude (order, compare) to 100,000,000, and decimals through thousandths | <p>These pages provide opportunities for students use whole numbers through 100:</p> <p>PE: 9–10, 11–12, 13–14, 15–16, 17–18, 19–20, 25–26, 27–28, 29–30, 31–32, 33–34, 55–56, 57–58, 59–60, 61–62, 63–64, 65–67, 71–72, 73, 75–76, 77–79, 97–98, 99–100, 101–102, 103–104, 105–106, 107–108, 111–112, 113–114, 115–116, 117–118, 119–120, 125–126, 127, 129–130, 191–192, 193–194, 195, 197–198, 201–202, 203–204, 205–206, 209–210, 211–212, 213–214, 215–216, 225–226, 227–228, 229–230, 251–252, 253–254, 255–256, 257, 259–260, 261–262, 267–268, 269–270, 271, 277, 303–304, 305–306, 307–308, 309–310, 311–312, 315–316, 317–318, 319–320, 325–326, 327–328, 329, 401–402, 403–404, 405–406, 411–412, 413–414, 415–416, 417–418, 427, 515–516, 547–548, 549, 551, 563, 565–566, 567–568, 569, 579–580</p> <p>TE: 9A–9B, 9–10, 11A–11B, 11–12, 13A, 13–14, 15B, 15–16, 17A–17B, 17–18, 19B, 19–20, 25B, 25–26, 27B, 27–28, 29B, 29–30, 31B, 31–32, 33–34, 55A–55B, 55–56, 57A–57B, 57–58, 59A–59B, 59–60, 61B, 61–62, 63–64, 65A–65B, 65–67, 71–72, 73B, 73, 75A, 75–76, 77B, 77–79, 97A–97B, 97–98, 99A–99B, 99–100, 101A–101B, 101–102, 103B, 103–104, 105B, 105–106, 107–108, 111A–111B, 111–112, 113A–113B, 113–114, 115A–115B, 115–116, 117B, 117–118, 119B, 119–120, 125–126, 127B, 127, 129A, 129–130, 191A–191B, 191–192, 193–194, 195B, 195, 197B, 197–198, 201A–201B, 201–202, 203B, 203–204, 205B, 205–206, 209B, 209–210, 211B, 211–212, 213A–213B, 213–214, 215A–215B, 215–216, 225–226, 227–228, 229A–229B, 229–230, 251A–251B, 251–252, 253B, 253–254, 255B, 255–256, 257A–257B, 257, 259B, 259–260, 261A–261B, 261–262, 267B, 267–268, 269–270, 271, 277, 303–304, 305–306, 307B, 307–308, 309A–309B, 309–310, 311B, 311–312, 315B, 315–316, 317B, 317–318, 319A–319B, 319–320, 325A–325B, 325–326, 327B, 327–328, 329, 401B, 401–402, 403B, 403–404, 405–406, 411–412, 413–414, 415B, 415–416, 417–418, 427B, 427, 515B, 515–516 525B, 547A, 547–548, 549, 551, 563, 565B, 565–566,</p> |

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| | 567–568, 569B, 569, 579B, 579–580 |
| MA-E-1.1.5 Multiple representations of numbers (e.g., drawings, manipulative, symbols) | PE: 191–192, 193–194, 195–196, 197–198, 205–206, 225–226, 227–228, 371–372, 373–374, 375–376, 547–548, 549–550, 551–552, 563–564, 565–566, 567–568 TE: 191B, 191–192, 193B, 193–194, 195B, 195–196, 197B, 197–198, 205B, 205–206, 225B, 225–226, 227B, 227–228, 371B, 371–372, 373B, 373–374, 375B, 375–376, 547B, 547–548, 549B, 549–550, 551–552, 563B, 563–564, 565B, 565–566, 567B, 567–568, 569B |
| Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to: | |
| MA-E-1.2.1 Read, write, and rename whole numbers | PE: 9–18, 25–32, 55–58, 71–76, 97–108, 113–116, 117–118, 119–121, 125–126, 129, 132–133, 191–206, 209–210, 211–212, 213–214, 223–229, 251–256, 267–269, 271, 277–278, 399–406, 411–418, 547–553, 555, 563B, 563–564, 565–570, 579–580 TE: 9B, 9–10, 11B, 11–12, 13–14, 15B, 15–16, 17–18, 25B, 25–26, 27B, 27–28, 29B, 29–30, 31B, 31–32, 33B, 33–34, 55B, 55–56, 57A, 57B, 57–58, 59A, 59–60, 61B, 61–62, 63B, 63–64, 65B, 65–67, 71B, 71–72, 73B, 73–74, 75B, 75–76, 97B, 97–98, 99B, 99–100, 101B, 101–102, 103B, 103, 105B, 105–106, 107B, 107, 113B, 113, 115B, 115–116, 117B, 117–118, 119B, 119–121, 125–126, 127B, 129, 132–133, 191B, 191–192, 193B, 193–194, 195B, 195–196, 197B, 197–199, 201B, 201–202, 203B, 203–204, 205B, 205–207, 209B, 209–210, 211B, 211–212, 213B, 213–214, 223B, 223–224, 225B, 225–226, 227B, 227–228, 229B, 229, 251B, 251–252, 253B, 253–254, 255B, 255–256, 257B, 267B, 267–268, 269B, 269, 271B, 271, 275B, 277B, 277–278, 399B, 399–400, 401B, 401, 403B, 403, 405B, 405–406, 411B, 411, 413B, 413–414, 415B, 415–416, 417B, 417, 547B, 547–548, 549B, 549–550, 551B, 551–552, 553B, 553, 555B, 555, 563B, 563–564, 565B, 565–566, 567B, 567–568, 569B, 569–570, 571B, 579B, 579–580 |
| MA-E-1.2.2 Add, subtract, multiply, and divide whole numbers using a variety of methods (e.g., mental, paper and pencil, calculator) | These pages provide opportunities for students to add and subtract: PE: 9–10, 11–12, 13–14, 15–16, 17, 19, 25–26, 27–28, 29–30, 31–32, 33–34, 35, 55, 57–58, 59, 61, 63, 65, 71, 73–74, 75, 77, 97, 99, 105, |

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| | <p>107, 117, 119, 127, 129, 131, 191–192, 193–194, 195–196, 197–198, 201, 203, 205, 213, 223, 225, 227–228, 253–254, 255, 257, 259–260, 267, 269, 271, 275, 277, 279, 281, 283, 399, 401–402, 403–404, 405–406, 407, 411–412, 413, 415, 419, 425, 427, 547–548, 549–550, 551–552, 553, 563–564, 565–566, 567–568, 569</p> <p>TE: 9B, 9–10, 11B, 11–12, 13B, 13–14, 15B, 15–16, 17, 19, 25–26, 27–28, 29B, 29–30, 31–32, 33–34, 35, 55, 57B, 57–58, 59, 61B, 61, 63, 65, 71, 73–74, 75, 77, 97, 99B, 99, 105, 107, 117, 119B, 119, 127B, 127, 129, 131, 191B, 191–192, 193B, 193–194, 195B, 195–196, 197B, 197–198, 201, 203B, 203, 205, 209B, 213, 223, 225, 227–228, 253–254, 255, 257, 259–260, 267B, 267, 269, 271, 275, 277, 279, 281, 283, 399B, 399, 401B, 401–402, 403B, 403–404, 405–406, 407, 411–412, 413, 415, 419, 425, 427B, 427, 547–548, 549–550, 551–552, 553B, 553, 563–564, 565–566, 567–568, 569</p> |
| <p>MA-E-1.2.3 Add and subtract fractions with like denominators; add and subtract decimals through hundredths</p> | <p>These pages provide opportunities for students to identify fractions: PE: 371–372, 373–374, 375–376 TE: 371B, 371–372, 373B, 373–374, 375B, 375–376</p> |
| <p>MA-E-1.2.4 Skip-count forward and backward</p> | <p>PE: 193–194, 209–212, 307–308, 311–312 TE: 193B, 193–194, 209B, 209–212, 307B, 307–308, 311B, 311–312, 453A, 465A, 469A, 551A</p> |
| <p>MA-E-1.2.5 Estimate quantities of objects</p> | <p>PE: 213–214, 225–226 TE: 213–214, 225B, 225–226</p> |
| <p>MA-E-1.2.6 Estimate computational results using an appropriate strategy</p> | <p>PE: 142 TE: 142</p> |
| <p>MA-E-1.2.7 Use factors to determine prime and composite numbers</p> | <p>See Grade 4.</p> |
| <p>MA-E-1.2.8 Determine least common multiple (LCM)</p> | <p>See Grade 4.</p> |
| <p>MA-E-1.2.9 Order and compare ($>$, $<$, $=$) whole numbers and fractions</p> | <p>These pages provide opportunities for students to order and compare whole numbers: PE: 215–216, 229–230</p> |

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| | <p>TE: TE: 9A, 11A, 13A, 19A, 25A, 27A, 29A, 31A, 33A, 35A, 55A, 57A, 59A, 61A, 63A, 71A, 73A, 75A, 77A, 97A, 99A, 101A, 103A, 105A, 107A, 111A, 113A, 115A, 117A, 119A, 125A, 127A, 129A, 131A, 151A, 153A, 155A, 157A, 159A, 165A, 167A, 169A, 171A, 191A, 193A, 195A, 197A, 201A, 203A, 205A, 207A, 213A, 215A, 215B, 215–216, 217A, 223A, 225A, 227A, 229A, 229B, 229–230 231A, 251A, 253A, 257A, 259A, 267A, 269A, 271A, 277A, 279A, 303A, 305A, 309A, 311A, 315A, 317A, 319A, 325A, 327A, 349A, 351A, 355A, 359A, 363A, 369A, 377A, 379A, 403A, 405A, 407A, 413A, 417A, 419A, 425A, 427A, 429A, 451A, 455A, 459A, 467A, 473A, 477A, 499A, 505A513A, 515A, 523, 525A, 525, 527A, 557A, 563A, 565A, 569A, 581A</p> |
| <p>Relationships – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics in meaningful ways by showing:</p> | |
| <p>MA-E-1.3.1 How fractions, decimals, and whole numbers relate (equivalence, order)</p> | <p>PE: 191–192, 193–194, 195–196, 197–198, 205–206, 225–226, 227–228, 371–372, 373–374, 375–376, 547–548, 549–550, 551–552, 563–564, 565–566, 567–568 TE: 191B, 191–192, 193B, 193–194, 195B, 195–196, 197B, 197–198, 205B, 205–206, 225B, 225–226, 227B, 227–228, 371B, 371–372, 373B, 373–374, 375B, 375–376, 547B, 547–548, 549B, 549–550, 551–552, 563B, 563–564, 565B, 565–566, 567B, 567–568, 569B</p> |
| <p>MA-E-1.3.2 How properties (commutative, associative, identity properties of addition and multiplication, zero property of multiplication) are used in computation</p> | <p>PE: 17–18, 31–32, 63–64, 99–100, 125–128, 257–258, 275–276, 407–408 TE: 17B, 17–18, 31–32, 63B, 63–64, 99B, 99–100, 125B, 125–128, 257B, 257–258, 275–276, 407B, 407–408</p> |
| <p>MA-E-1.3.3 How the base 10 number system relates to place value (e.g., ten tens make one hundred, ten hundredths make one-tenth)</p> | <p>PE: 9–18, 25–32, 55–58, 71–76, 97–108, 113–116, 117–118, 119–121, 125–126, 129, 132–133, 191–206, 209–210, 211–212, 213–214, 223–229, 251–256, 267–269, 271, 277–278, 399–406, 411–418, 547–553, 555, 563B, 563–564, 565–570, 579–580 TE: 9B, 9–10, 11B, 11–12, 13–14, 15B, 15–16, 17–18, 25B, 25–26, 27B, 27–28, 29B, 29–30, 31B, 31–32, 33B, 33–34, 55B, 55–56, 57A, 57B, 57–58, 59A, 59–60, 61B, 61–62, 63B, 63–64, 65B, 65–67, 71B, 71–72, 73B, 73–74, 75B, 75–76, 97B, 97–98, 99B, 99–100, 101B,</p> |

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| | 101–102, 103B, 103, 105B, 105–106, 107B, 107, 113B, 113, 115B, 115–116, 117B, 117–118, 119B, 119–121, 125–126, 127B, 129, 132–133, 191B, 191–192, 193B, 193–194, 195B, 195–196, 197B, 197–199, 201B, 201–202, 203B, 203–204, 205B, 205–207, 209B, 209–210, 211B, 211–212, 213B, 213–214, 223B, 223–224, 225B, 225–226, 227B, 227–228, 229B, 229, 251B, 251–252, 253B, 253–254, 255B, 255–256, 257B, 267B, 267–268, 269B, 269, 271B, 271, 275B, 277B, 277–278, 399B, 399–400, 401B, 401, 403B, 403, 405B, 405–406, 411B, 411, 413B, 413–414, 415B, 415–416, 417B, 417, 547B, 547–548, 549B, 549–550, 551B, 551–552, 553B, 553, 555B, 555, 563B, 563–564, 565B, 565–566, 567B, 567–568, 569B, 569–570, 571B, 579B, 579–580 |
| GEOMETRY/MEASUREMENT | |
| Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations: | |
| MA-E-2.1.1 Basic geometric elements and terms including points, rays, lines (perpendicular, parallel, intersecting), segments, sides, edges, faces, vertices, radius, diameter, and angles (acute, right, obtuse) | These pages provide opportunities for students to practice identifying faces: PE: 361–362 TE: 361B, 361–362 |
| MA-E-2.1.2 Basic two-dimensional shapes including circles, triangles (right, equilateral), all quadrilaterals, pentagons, hexagons, and octagons | These pages provide opportunities for students to practice circles, triangles, and quadrilaterals: PE: 353–356, 370, 374 TE: 353B, 353–354, 355B, 355–356, 370, 374 |
| MA-E-2.1.3 Basic three-dimensional shapes including spheres, cones, cylinders, pyramids, cubes, and triangular and rectangular prisms | These pages provide opportunities for students to practice spheres, cones, cylinders, pyramids, cubes, and rectangular prisms: PE: 359–360 TE: 359B, 359–360 |
| MA-E-2.1.4 Symmetry, congruence, and similar figures | These pages provide opportunities to explore symmetry: PE: 369–370 TE: 369B, 369–370 |

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| MA-E-2.1.5 | Nonstandard and standard (U.S. Customary, metric) units of measurement | PE: 451–452, 453–454, 455–456, 465–466, 467–468, 469–470, 473–474, 475–476, 477–478, 479–480 TE: 451B, 451–452, 453B, 453–454, 455B, 455–456, 465B, 465–466, 467B, 467–468, 469B, 469–470, 473B, 473–474, 475B, 475–476, 477B, 477–478, 479B, 479–480 |
| Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to: | | |
| MA-E-2.2.1 | Sort objects and compare attributes | PE: 151–152, 153–154, 157–158, 167–168, 169–170 TE: 151B, 151–152, 153B, 153–154, 157B, 157–158, 167B, 167–168, 169B, 169–170 |
| MA-E-2.2.2 | Use symmetry to construct a geometric design | These pages provide opportunities for students to use symmetry: PE: 369–370 TE: 369B, 369–370 |
| MA-E-2.2.3 | Identify and draw basic two-dimensional shapes in different orientations using rotations (turns), reflections (flips), and translations (slides) | PE: 354, 359–360, 365 TE: 354, 359B, 359–360, 365 |
| MA-E-2.2.4 | Identify basic three-dimensional shapes by appearance | PE: 359–360 TE: 359B, 359–360 |
| MA-E-2.2.5 | Use nonstandard and standard units to measure weight, length, perimeter, area (figures that can be divided into rectangular shapes), and angles | These pages provide opportunities for students to practice weight, and length: PE: 451–452, 453–454, 455–456, 465–466, 467–468, 469–470, 479–480 TE: 451B, 451–452, 453B, 453–454, 455B, 455–456, 465B, 465–466, 467B, 467–468, 469B, 469–470, 479B, 479–480 |
| MA-E-2.2.6 | Use standard units to measure volume of rectangular prisms, liquid capacity, money, time, and temperature (e.g., above and below zero) | These pages provide opportunities for students to practice capacity, money, and time: PE: 303–304, 309–310, 315–316, 325–326, 327–328, 473–474, 475–476, 477–478, 479–480, 503–504, 505–506, 509–510, 511–512, 513–514, 515–516, 577–578 TE: 303–304B, 309B, 309–310, 315B, 315–316, 325B, 325–326, 327B, 327–328, 473–474, 475B, 475–476, 477B, 477–478, 479B, |

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| | 479–480, 503B, 503–504, 505B, 505–506, 509B, 509–510, 511B, 511–512, 513B, 513–514, 515B, 515–516, 577B, 577–578 |
| MA-E-2.2.7 Choose appropriate tools (e.g., protractors, meter sticks, rulers) for specific measurement tasks | PE: 455–456, 457–458, 465–466, 469–470, 475–476 TE: 455B, 455–456, 457B, 457–458, 465–466, 469–470, 475B, 475–476 |
| MA-E-2.2.8 Identify measurable attributes of an object and make an estimate using appropriate units of measurement | PE: 453–454 TE: 453B, 453–454 |
| MA-E-2.2.9 Use measurements to describe and compare attributes of objects | PE: 451–452, 453–454, 455–456, 457–458, 459–460, 465–466, 467–468, 469–470, 473–474, 477–478, 479–481, 515–516 TE: 451B, 451–452, 453B, 453–454, 455B, 455–456, 457B, 457–458, 459–460, 465B, 465–466, 467B, 467–468, 469B, 469–470, 473B, 473–474, 477B, 477–478, 479–481, 515B, 515–516 |
| Relationships – Students will make connections between concepts and skills, explain how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing: | |
| MA-E-2.3.1 How two-dimensional shapes are alike or different | PE: 354, 355–356, 360, 362, 369–370 TE: 354, 355B, 355–356, 360, 362, 369B, 369–370 |
| MA-E-2.3.2 How three-dimensional shapes are alike or different | PE: 359–360, 361–362 TE: 359B, 359–360, 361B, 361–362 |
| MA-E-2.3.3 How units within the <u>same</u> measurement system (U.S. Customary or metric) are related | PE: 475–476 TE: 475B, 475–476 |
| MA-E-2.3.4 How lines of symmetry relate to shapes | PE: 369–370 TE: 369B, 369–370 |
| PROBABILITY/STATISTICS | |
| Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations: | |
| MA-E-3.1.1 Mean, median, mode, and range of a set of data | These pages provide opportunities for students to practice mode: PE: 153–154, 155, 157–158, 165, 167–168, 169–170 TE: 151A, 153B, 153–154, 155A-155B, 155, 157A-157B, 157–158, 165A-165B, 165, 167A-167B, 167–168, 169B, 169–170 |

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| MA-E-3.1.2 Probability of an unlikely event (near zero) and likely event (near one) | PE: 377–378 TE: 377B, 377–378 |
| MA-E-3.1.3 The process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer question) | PE: 16, 151–152, 153–154, 155–156, 157–158, 165–166, 167–168, 169–170, 171–172, 224, 329–331, 377–378, 379–381, 408, 476, 504, 564 TE: 16, 151B, 151–152, 153B, 153–154, 155B, 155–156, 157B, 157–158, 165B, 165–166, 167B, 167–168, 169B, 169–170, 171B, 171–172, 224, 329–331, 377B, 377–378, 379B, 379–381, 408, 476, 504, 564 |
| Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to: | |
| MA-E-3.2.1 Pose questions that can be answered by collecting data | PE: 153, 167 TE: 153, 167 |
| MA-E-3.2.2 Collect, organize, and describe data (e.g., drawings, tables, charts) | PE: 16, 151–152, 153–154, 155–156, 157–158, 165–166, 167–168, 169–170, 171–172, 224, 329–331, 377–378, 379–381, 408, 476, 504, 564 TE: 16, 151B, 151–152, 153B, 153–154, 155B, 155–156, 157B, 157–158, 165B, 165–166, 167B, 167–168, 169B, 169–170, 171B, 171–172, 224, 329–331, 377B, 377–378, 379B, 379–381, 408, 476, 504, 564 |
| MA-E-3.2.3 Construct and interpret displays of data (e.g., line graph, bar graph, pictograph, line plot, simple Venn diagram, table) | PE: 157–158, 167–168, 169–170 TE: 157B, 157–158, 165B, 167B, 167–168, 169B, 169–170 |
| MA-E-3.2.4 Interpret circle graphs | See Grade 4. |
| MA-E-3.2.5 Make predictions and draw conclusions based on data | PE: 377–378 TE: 377B, 377–378 |
| MA-E-3.2.6 Find mean, median, mode, and range of a set of data | These pages provide opportunities for students to practice mode: PE: 153–154, 155, 157–158, 165, 167–168, 169–170 |

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|--|---|
| | TE: 151A, 153B, 153–154, 155A-155B, 155, 157A-157B, 157–158, 165A-165B, 165, 167A-167B, 167–168, 169B, 169–170 |
| MA-E-3.2.7 Generate all possible outcomes in simple probability activities | PE: 377–378 TE: 377B, 377–378 |
| MA-E-3.2.8 Determine the fairness of games using simple probability activities | PE: 377–378 TE: 377B, 377–378 |
| Relationships – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing: | |
| MA-E-3.3.1 How data are used to draw conclusions | PE: 153–154, 155–156, 157–158, 165–166, 167–168, 169–170, 171–172, 379–380 TE: 153B, 153–154, 155B, 155–156, 157B, 157–158, 165B, 165–166, 167B, 167–168, 169B, 169–170, 171B, 171–172, 379–380 |
| MA-E-3.3.2 How predictions can be based on probability data | PE: 377–378 TE: 377B, 377–378 |
| MA-E-3.3.3 How the type of display is related to data (appropriateness of graphs) | PE: 169–170 TE: 169B, 169–170 |
| ALGEBRAIC THINKING | |
| Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations: | |
| MA-E-4.1.1 Functions (input-output) through pictures, tables, and words | PE: 26, 272 TE: 26, 272 |
| MA-E-4.1.2 Number sentences with a missing value or variable | PE: 34, 152, 192, 193–194, 198, 209–212, 213–214, 217–218, 282, 307–308, 311–312, 363–365, 367, 374 TE: 34, 152, 192, 193B, 193–194, 198, 209B, 209–210, 211B, 211–212, 213B, 213–214, 217B, 217–218, 282, 307B, 307–308, 311B, 311–312, 363B, 363–365, 367, 374 |

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|--|---|
| MA-E-4.1.3 A positive coordinate system of graphing using ordered pairs | See Grade 4. |
| Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to: | |
| MA-E-4.2.1 Find rules for, extend, and create patterns | PE: 34, 152, 192, 198, 210, 212, 213–214, 215, 217–218, 282, 363–365, 367, 374 TE: 34, 152, 192, 198, 209A, 210, 211B, 212, 213B, 213–214, 215B, 215, 217B, 217–218, 282, 363B, 363–365, 367, 374 |
| MA-E-4.2.2 Create tables to analyze patterns/functions | PE: 26, 272 TE: 26, 272 |
| MA-E-4.2.3 Find solutions to number sentences with a missing value (e.g., $7 + N = 10$, $N + 5 > 14$) | PE: 34, 152, 192, 193–194, 198, 209–212, 213–214, 217–218, 282, 307–308, 311–312, 363–365, 367, 374 TE: 34, 152, 192, 193B, 193–194, 198, 209B, 209–210, 211B, 211–212, 213B, 213–214, 217B, 217–218, 282, 307B, 307–308, 311B, 311–312, 363B, 363–365, 367, 374 |
| MA-E-4.2.4 Locate whole numbers, fractions, and decimals on a number line | These pages provide students the opportunity to locate whole numbers on a number line: PE: 101–102, 113–114, 251–252, 267–268 TE: 101B, 101–102, 113B, 113–114, 251B, 251–252, 267B, 267–268 |
| MA-E-4.2.5 Graph ordered pairs on a positive coordinate grid | See Grade 4. |
| Relationships – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing: | |
| MA-E-4.3.1 How patterns (e.g., numbers, pictures, words) are alike and different | PE: 34, 152, 192, 198, 210, 212, 213–214, 215, 217–218, 282, 363–365, 367, 374 TE: 34, 152, 192, 198, 209A, 210, 211B, 212, 213B, 213–214, 215B, 215, 217B, 217–218, 282, 363B, 363–365, 367, 374 |
| MA-E-4.3.2 How rules involving number patterns can be explained | PE: 193–194, 209–212, 307–308, 311–312 TE: 193B, 193–194, 209B, 209–212, 307B, 307–308, 311B, 311–312, 453A, 465A, 469A, 551A |