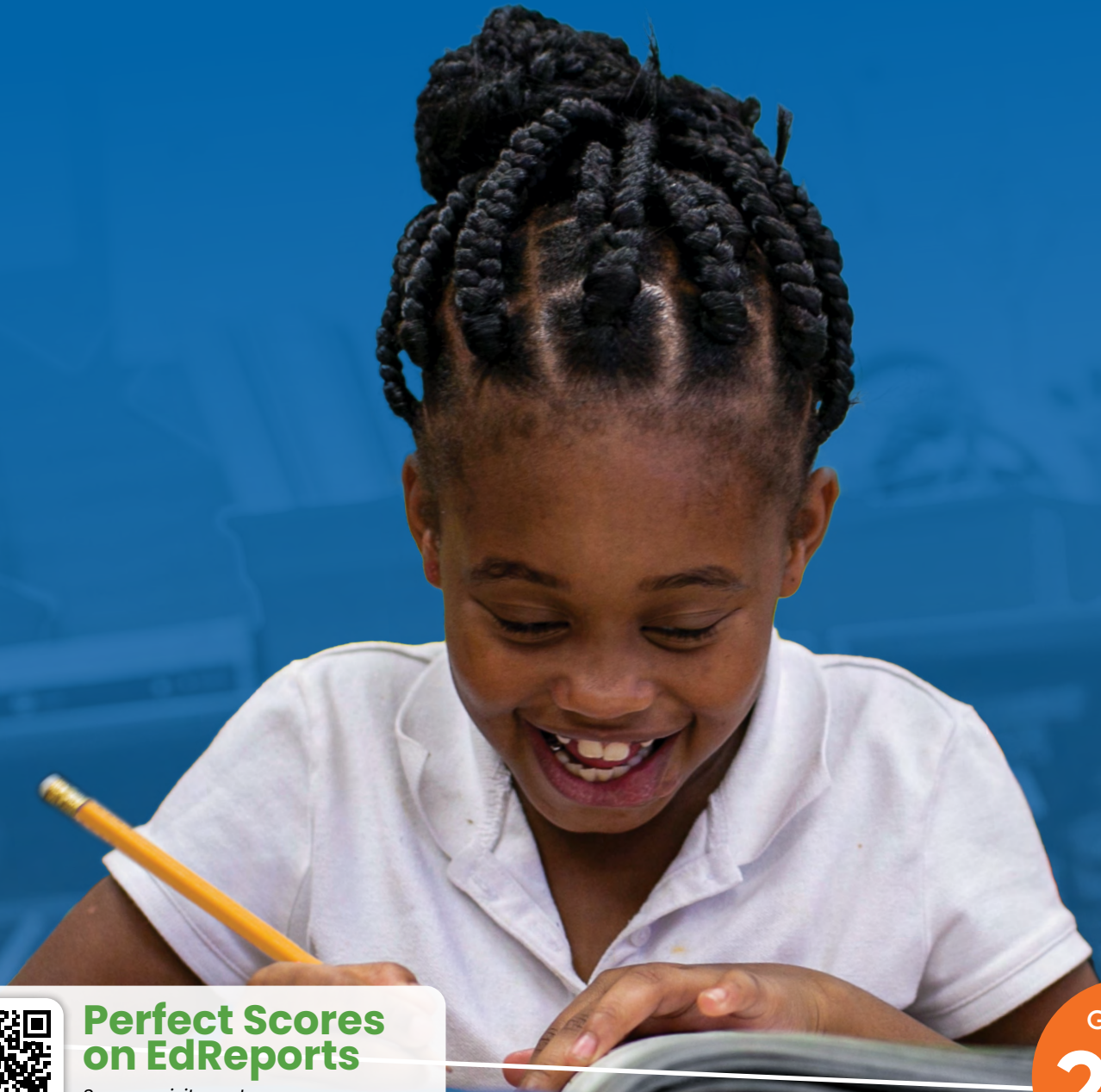


Program Overview



**Perfect Scores
on EdReports**

Scan or visit us at
CurriculumAssociates.com/EdReports
to learn more.

Grades

2-5



Focus on High-Impact Teaching Strategies 4

Use the most impactful, research-based teaching strategies to help students become independent, mathematical thinkers.



Turn Data into Action 14

Accelerate students' learning by combining powerful insights from data with thoughtfully curated resources to scaffold instruction.



Put Students at the Heart of Learning 20

Foster the joy of learning with a classroom environment that's focused on students' creativity, critical thinking, communication, and collaboration.



Support Teachers Every Step of the Way 26

Thoughtful service, support, and resources are available to make your job a little easier, so you have time to focus on what matters most—your students.



Impact EdReports: All Green. All Perfect. All Grades K–8.

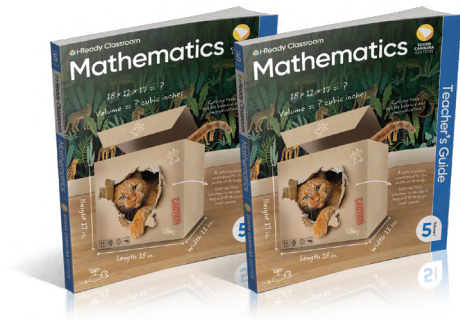
i-Ready Classroom Mathematics ©2024, the basis of *i-Ready Classroom Mathematics, South Carolina Edition*, is the first mathematics program to receive perfect scores for all Grades K–8 from EdReports. Scan the QR code to read the review, or visit CurriculumAssociates.com/EdReports.



i-Ready Classroom Mathematics, South Carolina Edition is a comprehensive math curriculum for Grades K–8 designed to help you create those “aha!” moments every day for every student. Here’s how . . .

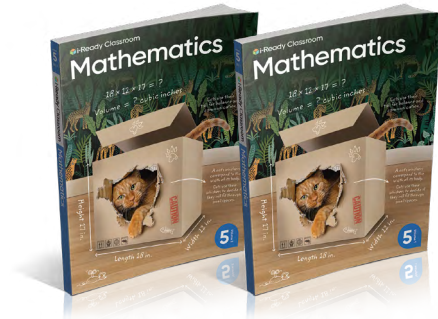
South Carolina Teacher’s Guide

Notes the language of the South Carolina College- and Career-Ready Standards (SC CCRS) for Mathematics at point of use. Includes discourse-based instructional support, math background, and embedded professional learning.



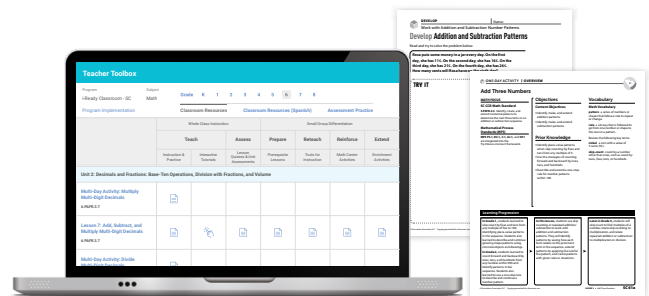
Student Worktext and South Carolina Student Companion

Students take ownership of their learning as they work through the rich tasks and practice new skills in each lesson. The South Carolina Student Companion contains printed Enhancement Activities, which are additional lessons and activities to ensure all the SC CCRS for Mathematics are addressed.



South Carolina Teacher Toolbox

A digital, one-stop spot to find engaging, on-level, and differentiated instruction. Teacher Toolbox provides easy access to a curated collection of research-based resources aligned to the SC CCRS for Mathematics, including South Carolina Enhancement Activities and customized assessments.



Example of Grade 3 One-Day Activity

For a full list of program components available in English and Spanish, see [pages 34–35](#).



Promote Meaningful Math Learning with a Purposeful Plan

Make the best use of instructional time. The lessons in *i-Ready Classroom Mathematics, South Carolina Edition* span multiple days and integrate standards to help students make connections and develop a deep conceptual understanding of the mathematics.

Three Types of Lessons

Strategy Lessons

Majority of Lessons in the Program

Help students make important connections and deepen their understanding while they acquire and develop mathematical skills and strategies.

Understand Lessons

Lessons That Begin with "Understand"

Dedicate time to introduce students to new ideas conceptually before they use those ideas in problem situations.

Math in Action Lessons

Lesson at the End of Each Unit

Review and apply unit content and teach students how to develop complete responses to multistep performance tasks.

Structure of a Lesson

Within a lesson, each session (or "day") plays a different role in supporting students' understanding. This provides students with a variety of experiences and gives them the time they need to develop conceptual understanding, build procedural fluency, and apply the mathematics to novel situations.

Day 1	Day 2	Day 3	Day 4	Day 5
Explore Session	Develop Sessions			Refine Session
Review prerequisites to address unfinished learning and activate prior knowledge that relates to the lesson.	Build multidimensional understanding of grade-level content through problem solving, discourse, practice, and application of new learning.			Strengthen skills and understanding with in-class time for practice and differentiation.



Lessons in *i-Ready Classroom Mathematics, South Carolina Edition* Make It All Possible

- ✓ **Address the SC CCRS for Mathematics** with rigorous, student-centered discourse and practice.
- ✓ **Develop mathematical processes** authentically through problem solving and discussion.
- ✓ **Incorporate the National Council of Teachers of Mathematics (NCTM)'s Effective Mathematics Teaching Practices naturally into instruction.**
- ✓ **Engage *all* learners** by encouraging all students' voices, perspectives, and experiences.
- ✓ **Support English Learners** so all students can engage with the language of mathematics.
- ✓ **Integrate technology** to enhance students' understanding of the mathematics.
- ✓ **Assess understanding** formally, informally, and holistically.
- ✓ **Differentiate with ease** in real time with a wide range of resources.
- ✓ **Encourage positive learning habits** that promote and maintain healthy learning environments.
- ✓ **Implement the Universal Design for Learning (UDL)** to the benefit of all students.





Spark Curiosity: *Explore Session*

1 Day

Explore
Session

1–3 Days
Develop
Sessions

1 Day
Refine
Session

Engage students and help them build upon the schema they have already developed with problem-based lessons. Each lesson starts by activating students' prior knowledge to set a foundation upon which they can place the new facts, ideas, and concepts of the lesson.

Effective Math Teaching Practices

NCTM's Effective Mathematics Teaching Practices (EMTPs) are woven into each session.

NCTM EMTP

Look for this text to see how these best practices are seamlessly incorporated into instruction.

NCTM EMTPs: Effective mathematics educators . . .

1. Establish mathematics goals that focus on learning.
2. Implement tasks that promote reasoning and problem solving.
3. Use and connect mathematical representations.
4. Facilitate meaningful mathematical discourse.
5. Pose purposeful questions.
6. Build procedural fluency from conceptual understanding.
7. Support productive struggle in learning mathematics.
8. Elicit and use evidence of student thinking.

(NCTM, 2014)



Activate and Assess Prior Knowledge

Students are introduced to lesson concepts with a problem they can solve using previously learned models and strategies that are relevant to the new content of the lesson.

NCTM EMT P 2

Build a Bridge to New Lesson Content

Look Back/Look Ahead prompts prepare students for the new content they will learn in the rest of the lesson.


NCTM EMT P 5

LESSON 6
Explore Adding Two-Digit Numbers

SESSION 1 ● ○ ○ ○ ○

You know how to add one-digit numbers. Use what you know to try to solve the problem below.

Kelvin recycles 27 cans on Thursday. He recycles 15 cans on Friday. How many cans does Kelvin recycle in all?



TRY IT

Math Toolkit

- base-ten blocks
- open number lines
- tens place-value mats

DISCUSS IT

Ask your partner:
Why did you choose that strategy?

Tell your partner:
I started by . . .

Learning Targets

- Add two-digit numbers by adding tens and adding ones.
- Add two-digit numbers by making a ten.
- Explain how to add two-digit numbers.


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LESSON 6 EXPLORE
SESSION 1 ● ○ ○ ○ ○

CONNECT IT

1 LOOK BACK
How many cans does Kelvin find in all?

2 LOOK AHEAD
Here are some ways to find $27 + 15$.
Use base-ten blocks.

a. 

2 tens and 7 ones 1 ten and 5 ones tens and ones

Go to the next ten.

b. $27 + 3 = \dots\dots\dots$
 $30 + 10 = \dots\dots\dots$
 $40 + 2 = \dots\dots\dots$

Add tens, then ones.

c.
$$\begin{array}{r} 20 & 7 \\ + 10 & + 5 \\ \hline \dots & + \dots = 42 \end{array}$$

3 REFLECT
Why is adding 3, 10, and 2 the same as adding 15?

Vocabulary Development

To build on their vocabulary, students use a graphic organizer to review a previously learned term that plays a key role in the upcoming lesson. This helps students reflect on concepts they know and will build upon throughout the lesson.


Name: _____ LESSON 6 SESSION _____

Prepare for Adding Two-Digit Numbers

1 Think about what you know about adding numbers. Fill in each box. Use words, numbers, and pictures. Show as many ideas as you can.

What Is It?

What I Know About It



regroup

Examples

Examples

Examples

2 Why is adding 6, 10, and 5 to a number the same as adding 21 to that number?

i-Ready Classroom Mathematics | 7



Build Understanding: *Develop Sessions*

1 Day
Explore
Session

1–3 Days

Develop
Sessions

1 Day
Refine
Session

Help students make sense of math by making connections across multiple representations. Each lesson includes several sessions devoted to helping students integrate new concepts into their existing understanding of related mathematical ideas, patterns, and procedures.

A Powerful Framework for Instruction

The **Try–Discuss–Connect instructional framework** seamlessly incorporates multiple routines, math processes, and effective teaching practices into instruction.

LESSON 6

SESSION 2 ● ● ● ● ●

Develop Different Ways to Show Addition

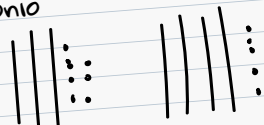
Read and try to solve the problem below.

Maria reads for 38 minutes. Then she reads for 45 minutes. How many total minutes does Maria read?



TRY IT

Antonio



$$\begin{aligned} 38 + 2 &= 40 \\ 40 + 43 &= 83 \\ 83 \text{ minutes} \end{aligned}$$



Math Toolkit

- base-ten blocks
- open number lines

Kayla

$$3 \text{ tens} + 4 \text{ tens} = 7 \text{ tens}$$

$$8 \text{ ones} + 5 \text{ ones} = 13 \text{ ones}$$

$$7 \text{ tens} + 13 \text{ ones} = 8 \text{ tens and } 3 \text{ ones}$$

Maria reads for 83 minutes

DISCUSS IT

Ask your partner:
How did you get started?

Tell your partner:
The strategy I used to find the answer was...

Try It

Students make sense of the problem and persevere in solving and supporting their thinking. [NCTM EMTP 7](#)

By having time to think through the problem as a class and then try it on their own first, students learn to tap into their existing knowledge and develop perseverance.

Discuss It

Students share their thinking with a partner and compare their strategies. [NCTM EMTP 2](#)

By engaging in peer-to-peer discourse, students build confidence and learn from one another.

CONNECT IT

Now you will use the **Try It** to help you understand how to add tens and ones.

- Look at **Picture It**. What is the total number of tens and ones?
..... tens + ones
- How many tens and ones are in 13?
 $13 = \dots$ ten and ones, or + 3.
- Add both tens. Then add the ones.
 $70 + 10 + 3 = \dots + \dots$
 $= \dots$
- Explain how you would find $38 + 45$.

REFLECT

Look back at your **Try It**, strategies by classmates, and **Picture It** and **Model Its**. Which models or strategies do you like best for showing addition? Explain.

.....

.....

.....

APPLY IT

Use what you just learned to solve these problems.

- Enrico reads books in braille. He reads 17 books in May. He reads 37 books in June. How many total books does Enrico read? Show your work.

**Solution**

- Explain how to go to the next ten to add $36 + 18$. Show your work.

- What is the

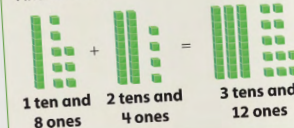
- Ⓐ 76
Ⓑ 79
Ⓒ 86
Ⓓ 89

Practice Different Ways to Show Addition

Study the **Example** showing how to use base-ten blocks to add two-digit numbers. Then solve problems 1–7.

EXAMPLE

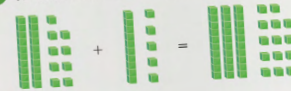
Find $18 + 24$.



$$\begin{aligned} 3 \text{ tens } 12 \text{ ones} &= 30 + 10 + 2 \\ &= 40 + 2 \\ &= 42 \end{aligned}$$

Noe makes 29 pita breads. Then he bakes 15 more.

- Write the tens and ones. Then add the tens and ones.



$$\dots \text{ tens } \dots \text{ ones} + \dots \text{ ten } \dots \text{ ones} = \dots \text{ tens } \dots \text{ ones}$$

- How many tens and ones are in 14?
 $14 = \dots$ ten and ones, or $10 + \dots$
 - Add the tens. Then add the ones.
 $30 + 10 + 4 = \dots + \dots$, or
- Noe makes pita breads.

Connect It

Students make connections between strategies, reflect on what they have learned, and apply that learning to new problems.

NCTM EMTPs 4, 5, and 8

This helps students deepen their understanding, build flexibility in their thinking, and better retain what they have learned.

Daily Practice

Students solidify their conceptual understanding and build procedural fluency from that understanding. **NCTM EMTP 6**



Make Learning Stick: *Refine Session*

1 Day
Explore
Session

1-3 Days
Develop
Sessions

1 Day

Refine
Session

Give students time to practice and cement their learning from the lesson. Each lesson ends with dedicated class time for practice and options for one-on-one or small group differentiation activities.

Dedicated Class Time for Practice and Differentiation



Monitor students' work on the Start activity and initial problem set.



Assess students' understanding using the Error Analysis guide and observations of students' work.
NCTM EMTP 8



Provide differentiated options for additional practice and to support students' needs.



Reteach, Reinforce, or Extend Learning

Approaching Proficiency:

Provide additional support with the Reteach activity in the South Carolina Teacher's Guide.

NCTM EMTPs 2 and 3

RETEACH



Hands-On Activity

Use a hundred chart to add two-digit numbers.

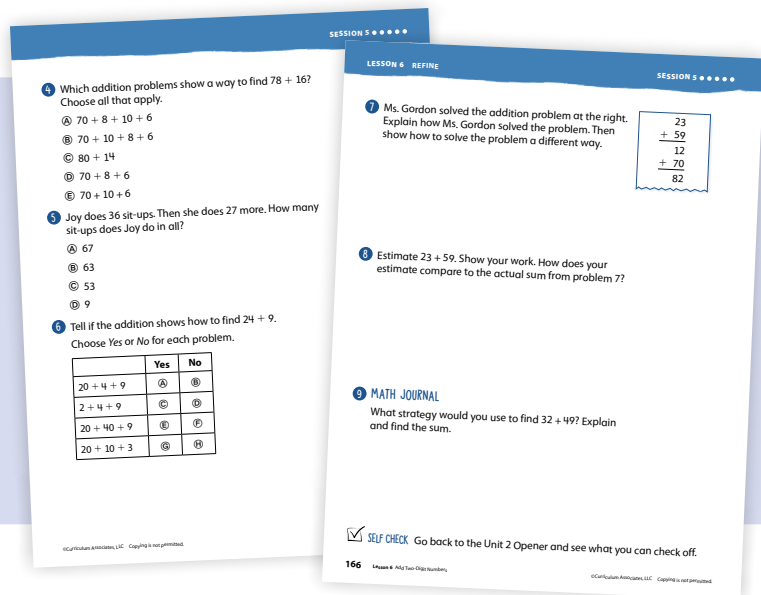
Students approaching proficiency with adding two-digit numbers will benefit from additional work using a number model to add two-digit numbers.

- Materials** For each student: 1 counter, Activity Sheet *Hundred Chart*
- Write the addition problem $36 + 27$ on the board.
 - Tell students to find 36 on the chart and place the counter on it.
 - Prompt students to see that in the hundred chart, moving down vertically adds 10. They can add 20 by moving the counter vertically down the chart from 36 to 46 and from 46 to 56 and then count on the additional 7 by moving the counter horizontally 7 spaces.
 - Write other problems such as $45 + 38$, $57 + 36$, and $68 + 26$ on the board for students to model using the hundreds chart and counters.

Meeting Proficiency:

Reinforce learning with additional practice problems in the Student Worktext.

NCTM EMTP 6



Extending Proficiency:

Deepen students' understanding with the Challenge Activity in the South Carolina Teacher's Guide.

NCTM EMTPs 2 and 3

EXTEND



Challenge Activity

Add three two-digit numbers.

Students extending beyond proficiency will benefit from deepening understanding of adding two-digit numbers.

- Write $23 + 34 + 16$ on the board. Challenge students to solve the problem using any strategy they want.
- Have students share their strategies.
- Ask: *How did knowing strategies for adding 2 two-digit numbers help you add 3 two-digit numbers?*
- Write other problems on the board for students to solve, such as $41 + 24 + 17$, $35 + 25 + 14$, and $15 + 32 + 47$.



Practice That's Just Right

Reinforce students' mathematical understanding with a variety of rich practice opportunities. The print and digital practice in *i-Ready Classroom Mathematics, South Carolina Edition* solidifies students' conceptual understanding first then provides fluency practice and opportunities for students to apply their learning to new problems. [NCTM EMT 6](#)

Name: _____ LESSON 20 SESSION 2

Practice Adding Fractions

Study the Example showing one way to add fractions. Then solve problems 1-9.

EXAMPLE
Clara has a muffin pan that holds 12 muffins. She fills $\frac{3}{12}$ of the pan with carrot muffin batter. Then she fills $\frac{6}{12}$ with pumpkin muffin batter. What fraction of the pan does she fill?
 $\frac{3}{12} + \frac{6}{12} = \frac{9}{12}$
So, she fills $\frac{9}{12}$ of the pan.

1 Owen fills $\frac{2}{12}$ of another muffin pan with carrot muffin batter. Shade $\frac{2}{12}$ of the pan.

2 Then Owen fills $\frac{6}{12}$ of the pan with pumpkin muffin batter. Shade $\frac{6}{12}$ of the pan.

3 In problem 2, what fraction of the pan does Owen fill? Write an equation to solve the problem.

Additional Practice in Student Worktext

In every session, students build proficiency with the strategies learned in class and apply those ideas to answer critical-thinking questions and new problems.

FLUENCY AND SKILLS PRACTICE | Name: _____
LESSON 20

Adding Fractions

Write the missing numbers in the boxes to make each addition problem true.

1 $\frac{1}{6} + \frac{4}{6} = \frac{\square}{6}$ 2 $\frac{1}{8} + \frac{4}{8} = \frac{\square}{8}$ 3 $\frac{1}{10} + \frac{4}{10} = \frac{\square}{10}$

4 $\frac{4}{12} + \frac{\square}{12} = \frac{7}{12}$ 5 $\frac{4}{6} + \frac{\square}{6} = \frac{7}{6}$ 6 $\frac{4}{3} + \frac{\square}{3} = \frac{7}{3}$

7 $\frac{\square}{10} + \frac{4}{10} = \frac{7}{10}$

8 $\frac{4}{10} + \frac{\square}{10} = \frac{7}{10}$

9 _____ problem is true.

GRADE 4 • LESSON 20

Fluency and Skills Practice

Optional targeted practice uses patterns and repeated reasoning to build mathematics skills. Available as a student workbook or as PDFs on the South Carolina Teacher Toolbox.

UNIT 2
Cumulative Practice | Name: _____

Set 1: Place Value

Fill in the blanks to make each statement true.

1 The value of the 4 in 54,298 is _____.

2 The value of the 2 in 490,200 is _____ times the value of the 2 in 649,120.

3 In the number 88,845, the value of the 8 in the thousands place is 10 times the value of the 8 in the _____ place.

Set 2: Read and Write Whole Numbers

Write each number in standard form in problems 1-4.

1 Eight hundred thousand, eight 2 Forty-five thousand, twelve

3 2,000 + 200 + 2 4 10,000 + 800

Write the numbers in word form in problems 5 and 6.

5 20,490 = _____

6 48,016 = _____

Set 3: Compare Whole Numbers

Write <, >, or = in each circle to compare the numbers.

1 15,076 ○ 9,628 2 7,648 ○ 7,648 3 66,666 ○ 666,666

4 11,154 ○ 101,114 5 520,605 ○ 520,650 6 22,004 ○ 21,998

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Digital Learning Games

Fun fluency practice allows students to explore essential skills in a low-stakes environment. In-depth reports offer teachers real-time snapshots of skills progress and growth mindset. Students can toggle to play games in Spanish.



Google Classroom

Easily assign resources to Google Classroom.

Student resources, including the digital Student Worktext and PDFs, work with most learning management systems.

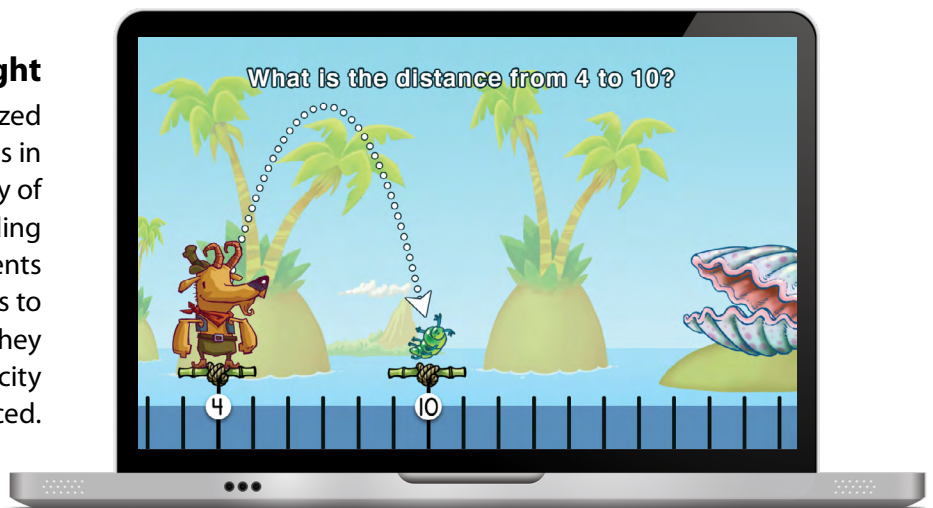


Interactive Practice with Technology-Enhanced Items

This assignable and auto-graded digital practice reinforces understanding. Teachers receive performance reports, while students receive immediate, meaningful feedback to keep them on track.

Fluency Flight

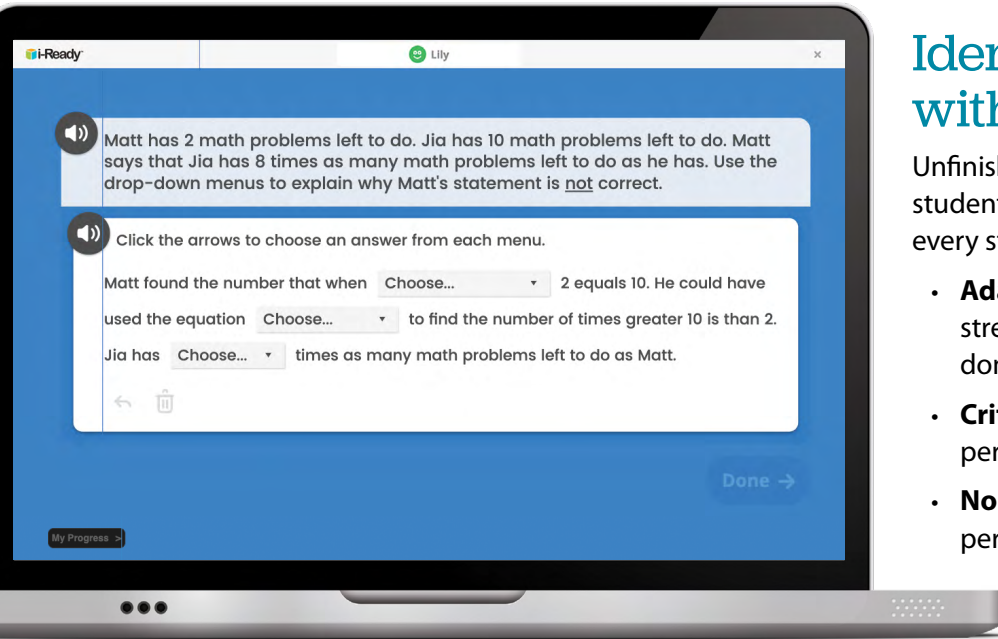
Fluency Flight is a suite of personalized digital activities that help students in Grades 2–5 achieve automaticity of essential math facts with understanding and without speed anxiety. Students will have continuous opportunities to practice facts they have mastered so they can maintain accuracy and automaticity as new fact sets are introduced.





Plan for Success

When students are lifelong learners, data is a roadmap—not a destination. Valid, reliable, and timely data lets you know where your students are so you can meet them there and give them the right resources and support to continue their journey.



Identify Students' Needs with the Diagnostic

Unfinished learning can lead to challenges as students work on grade-level standards. Knowing every student's needs is critical for success.

- **Adaptive (Grades K–12):** Pinpoint students' strengths and needs across all skills and domains.
- **Criterion referenced:** Compare students' performance against the standards.
- **Norm referenced:** Compare students' performance to other students.

State and Nationally Recognized

Numerous third parties have deemed the Diagnostic as a valid and reliable academic screener and progress monitoring tool.



Received a positive review in *The Twentieth Mental Measurements Yearbook* (published by the Buros Center for Testing)



Received high ratings from the National Center on Intensive Intervention

To see evidence that the Diagnostic is proven to work, visit CurriculumAssociates.com/Research-and-Efficacy.

Accelerate Learning with a Custom Plan

Based on results from the Diagnostic, the Grade-Level Planning (Prerequisites) report helps you understand each student's needs in relation to upcoming grade-level lessons in *i-Ready Classroom Mathematics, South Carolina Edition*.

- 1 Learning Progression:** Understand the progression of standards going back two-plus years.
- 2 Gain better insight into class-level prerequisite needs:** Access tips on how to maximize whole class, grade-level instruction in *i-Ready Classroom Mathematics, South Carolina Edition*.
- 3 Small Group Resources:** Understand students' needs for prerequisite skills for *i-Ready Classroom Mathematics, South Carolina Edition* lessons, and access embedded teacher-led, small group, and independent resources for individual skills at point of use.

Grade-Level Planning (Prerequisites)

Subject: Math | Class/Report Group: I. Graves - Grade 4, S... | Grade: 4

Unit: Unit 3 (Lessons 14-16)

Know the Math: i-Ready Classroom Mathematics Unit Overview

Unit 3: Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area

In Lessons 14-16 of this unit, students use what they know about place value, multiplication, and division to divide three- and four-digit numbers by one-digit divisors. They will also build on the...

1 Learning Progression

2 Identify Class Prerequisite Needs

3 6 8 3

Group A Group B Group C Group D

Unit Group A: Understand Grouping (3 Students)
Unit Group B: Understand Grouping (6 Students)
Unit Group C: Understand Grouping (8 Students)
Unit Group D: Understand Grouping (3 Students)

3 Understand the relationship between multiplication and division (Priority Prerequisite Skill)

3 6 8 3

Group A Group B Group C Group D

Example of Grade 4 Report





Make a Difference Every Day

Math class goes by quickly. You need a thoughtful approach to effectively differentiate in that short amount of time. Whether it's addressing unfinished learning or responding in the moment to unlock a tricky concept or address a misconception, *i-Ready Classroom Mathematics, South Carolina Edition* has the plan and resources for efficient differentiation.

Grade-Level Planning (Prerequisites)

Subject: Math | Class/Report Group: I. Graves - Grade 4, S... | Grade: 4

Unit: Unit 3 (Lessons 14–16)

Know the Math: i-Ready Classroom Mathematics
Unit Overview

Unit 3: Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area
 In Lessons 14–16 of this unit, students use what they know about place value, multiplication, and division to divide three- and four-digit numbers by one-digit divisors. They will also build on the...

Identify Class Prerequisite Needs

3 6 8 3

Group A | Group B | Group C | Group D

Unit Group A: Understand Grouping (3 Students)
 Unit Group B: Understand Grouping (6 Students)
 Unit Group C: Understand Grouping (8 Students)
 Unit Group D: Understand Grouping (3 Students)

Maximize Whole Class Instruction
 Focus on grade-level instruction, integrating On-the-Spot Teaching Tips to support students' connections to prerequisite skills. As needed, use the Recommended Resources to provide additional support for addressing prerequisite content ahead of upcoming lessons.

Unit and Lesson Support (On-the-Spot Teaching Tips)
 Yearly Pacing for Prerequisites

Proactively Address Prerequisite Skills during Instruction

Yearly Pacing for Prerequisites provides guidance on when and how to use Prerequisite Lessons to address unfinished learning throughout the year.

Grade-Level Planning (Prerequisites)

Recommended Resources for Prerequisite Skill:
Understand the relationship between multiplication and division (Priority Prerequisite Skill)

Supporting: Lesson 14: Divide Three-Digit Numbers, Lesson 15: Divide Four-Digit Numbers, (Grade 4, Unit 3)

View Resources: All Students

3 6 8 3
 Group A | Group B | Group C | Group D

Focus on grade-level instruction, emphasizing connections to prerequisite skills. Consider small group instruction as time permits.

Prerequisite skill learning progression for Lessons 14, 15

Grade 3: Understand the Meaning of Division (Lesson 10) → Grade 3: Understand How Multiplication and Division Are Connected (Lesson 11) (Priority Prerequisite Skill)

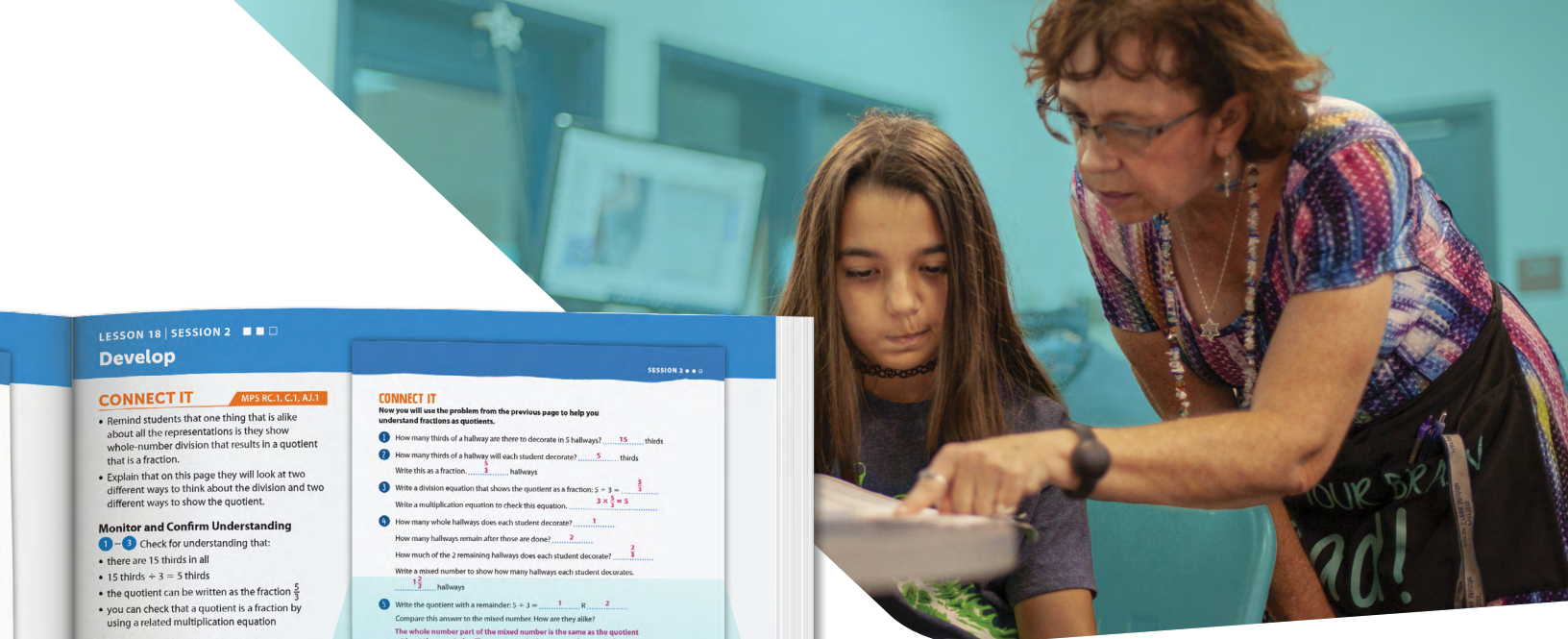
Teacher-Led Small Groups

Tools for Instruction: Solve Problems Involving Equal Shares | Relate Multiplication and Division | Understand How Multiplication and Division Are Connected

Student-Led Small Groups

Center Activity: Use Related Fact | Find the Missing Number

Embedded Recommended Resources
Save time searching for small group resources to maintain pace with on-grade level instruction.



LESSON 18 | SESSION 2 ■ ■ ■

Develop

CONNECT IT MPS RC.1.C.1.AJ.1

- Remind students that one thing that is alike about all the representations is they show whole-number division that results in a quotient that is a fraction.
- Explain that on this page they will look at two different ways to think about the division and two different ways to show the quotient.

Monitor and Confirm Understanding

1–3 Check for understanding that:

- there are 15 thirds in all
- 15 thirds \div 3 = 5 thirds
- the quotient can be written as the fraction $\frac{5}{3}$
- you can check that a quotient is a fraction by using a related multiplication equation

Facilitate Whole Class Discussion

4–5 Have students think about modeling the way of dividing up the work described in problem 4. Guide them to connect writing the quotient with a remainder and as a mixed number.

ASK How would you change the fraction model in Picture 1 to show this way of dividing up the work? What would a number line model of this way look like?

LISTEN FOR In Picture 1t, each of the first three rectangles would be labeled with a single letter, J, M, and H. On a number line, you could label from 0 to 1 with J, from 1 to 2 with M, and from 2 to 3 with H. For the other two sections, label $\frac{1}{3}$ of each section with J, $\frac{1}{3}$ with M, and $\frac{1}{3}$ with H.

ASK Does the mixed number or the quotient with a remainder better represent the solution?

LISTEN FOR The mixed number gives an exact amount each person decorates. The quotient with a remainder shows that each decorates 1 full hallway and some of the remaining 2 hallways.

6 Look for the idea that the bar in a fraction can be interpreted as meaning *divided by*—the numerator is divided by the denominator—just as the division symbol in an expression does.

7 **Reflect**
Have all students focus on solve this problem. If time share their preferences with

381 Lesson 18 fra

SESSION 2 ■ ■ ■

CONNECT IT
Now you will use the problem from the previous page to help you understand fractions as quotients.

1 How many thirds of a hallway are there to decorate in 5 hallways? $\frac{15}{3}$ thirds

2 How many thirds of a hallway will each student decorate? $\frac{5}{3}$ thirds
Write this as a fraction $\frac{5}{3}$ hallways

3 Write a division equation that shows the quotient as a fraction: $5 \div 3 = \frac{5}{3}$
Write a multiplication equation to check this equation: $3 \times \frac{5}{3} = 5$

4 How many whole hallways does each student decorate? $1\frac{2}{3}$
How many hallways remain after those are done? $\frac{2}{3}$
How much of the 2 remaining hallways does each student decorate? $\frac{2}{3}$
Write a mixed number to show how many hallways each student decorates: $1\frac{2}{3}$ hallways

5 Write the quotient with a remainder: $5 \div 3 = 1\frac{2}{3}$
Compare this answer to the mixed number. How are they alike?
The whole number part of the mixed number is the same as the quotient without the remainder. The numerator is the same as the remainder.

6 How does the bar in a fraction represent division?
The bar means that the numerator is divided by the denominator.

7 **REFLECT**
Look back at your Try It, strategies by classmates, and Picture 1t and Model It. Which models or strategies do you like best for finding fraction quotients? Explain.
Students may respond that they like using fraction models or number lines to visualize dividing an amount into equal shares, or that they like representing a problem as a division equation that shows the quotient as a fraction.

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DIFFERENTIATION | RETEACH or REINFORCE

Hands-On Activity
Connect fractions to equivalent division expressions.

If students are unsure about how to interpret a fraction as division, then use this activity to rewrite fractions as equivalent division expressions.

Materials For each student: base-ten blocks (1 tens rod, 2 ones units), Activity Sheet Digit Cards (3, 4, 5)

- Distribute materials to students. Have students use the digit cards and base-ten blocks to "build" the fraction used to solve the Try It problem, $\frac{5}{3}$, using the rod as the fraction bar and placing a digit card for 5 above the rod and a digit card for 3 below it.
- Ask students to alter the fraction they built to show the division expression used to represent the problem, $5 \div 3$, moving the digit cards and using the ones units along with the rod to make a division symbol (\div). Discuss where students placed the numerator and denominator to make the expression.

without the remainder. The numerator is the same as the remainder.

6 How does the bar in a fraction represent division?
The bar means that the numerator is divided by the denominator.

7 **REFLECT**
Look back at your Try It, strategies by classmates, and Picture 1t and Model It. Which models or strategies do you like best for finding fraction quotients? Explain.
Students may respond that they like using fraction models or number lines to visualize dividing an amount into equal shares, or that they like representing a problem as a division equation that shows the quotient as a fraction.

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- Repeat the activity, using the situation from Explore Try It: 4 fluid ounces of paint shared equally by 5 students. This time, have students first show the division expression and then turn it into the fraction quotient.

Authentically Respond to Students in the Moment

Monitor Understanding

Throughout each session, there are opportunities to observe students' understanding and multiple options to differentiate.

Just-in-Time Supports

Reteach, reinforce, or extend learning using the activities provided in the yellow differentiation boxes in the South Carolina Teacher's Guide. The line points to where these activities can be used during instruction to support students' needs.

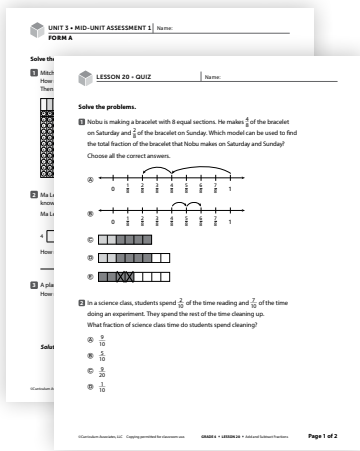


Track, Support, and Celebrate Students' Growth

Know what your students know. *i-Ready Classroom Mathematics, South Carolina Edition* includes print and digital assessments and a wealth of resources to meet all students' learning needs. Reports are in depth yet intuitive, so you can easily plan the next steps for instruction.

Assess Students' Understanding and Monitor Progress

Choose how you want to gather data on students' strengths and dig deeper into their individual needs.

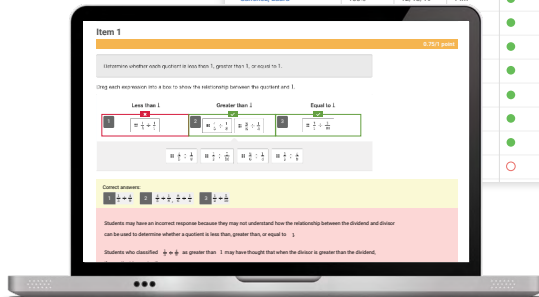
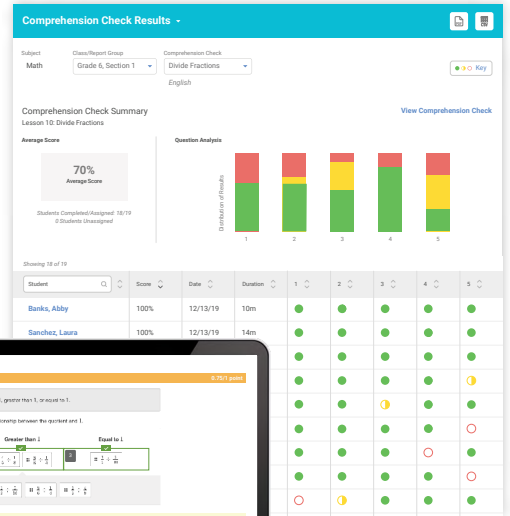


Paper/Pencil Assessment

To check students' understanding with a print-based option, use the editable Lesson Quizzes and Mid-Unit and Unit Assessments.

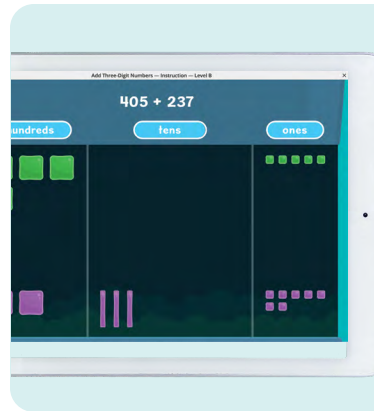
Digital Assessments

Comparable to the paper/pencil options, digital Comprehension Checks provide in-depth reports analyzing students' understanding of concepts.



Differentiation Resources for Each Lesson

Once you identify instructional needs, choose the resource that will help students grow and succeed.



Unfinished Learning:

Prerequisite Lessons and Interactive Tutorials can address skills to help students access grade-level content.

Tools for Instruction

Add and Subtract Fractions

Objective: Add and subtract fractions using number lines. **Materials:** Blank page protector, dry erase marker, Blank Number Line (page 3)

Students have previously used fraction models to add and subtract fractions with like denominators. Adding and subtracting fractions can sometimes be difficult for students because they do not have a strong understanding of fractions in general. This activity will have students solving problems involving fractions by having them add and subtract fractions on number lines. This will prepare students for solving problems involving fractions with unlike denominators.

Step by Step 15–30 minutes

1 Add using a number line.

- Provide the student with a copy of **Blank Number Line** (page 3) in a plastic page protector and a dry erase marker.
- Say: *Ray and Holden are pointing a mouse. Ray points $\frac{1}{4}$ of the mouse, and Holden points $\frac{2}{4}$ of the mouse. How much of the mouse are they pointing to?* Tell the student that they will model solving this problem using a number line.
- Have the student identify that the addition problem $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$ can be used to solve this problem.
- Discuss with the student that the two addends have 10 as the denominator. Have the student label the number line by tenths.
- Point out that the student must start at $\frac{1}{10}$ on the number line and make five jumps to the right. Then have the student identify the sum to solve the problem. ($\frac{3}{10}$ of the mouse)

Suggest English learners: The student may have difficulty identifying the directions right and left. Have the student label the ends of the number line right and left until they feel comfortable without the labels.

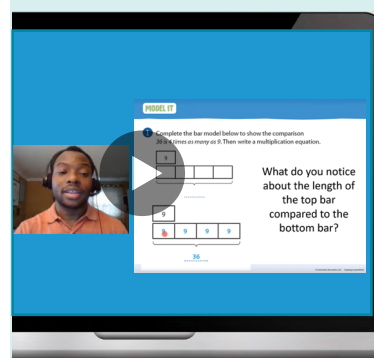
2 Subtract using a number line.

- Tell the student that they will model solving another problem using a number line. Say: *A recipe calls for $\frac{3}{4}$ of a cup of flour. You have $\frac{1}{4}$ of a cup of flour. How much more flour do you need?*
- Have the student identify that the subtraction problem $\frac{3}{4} - \frac{1}{4} = \frac{2}{4} = \frac{1}{2}$ can be used to solve this problem.
- Ask: *How can you use the number line to solve? (Sample answer: Divide the number line into eighths. Start at $\frac{3}{8}$ and jump two to the left.)*
- Have the student use the process to find the difference to solve the problem. ($\frac{1}{2}$ of a cup of flour)

3 Solve problems using a number line.

- Have the student solve more problems using the number line.
- Say: *Review 5.1 of your textbook. The word *sum* was used 3. How much of the book did you read?*

Reteach: Tools for Instruction are mini-lessons for reteaching lesson concepts.



Out-of-Class Support:

The Develop Session Video Library provides instructional videos for remote learning, homework supports, or reteaching concepts.

CENTER ACTIVITY | Name: _____

LESSON 20

Different Ways to Show Sums

What You Need

- number cube (1–6)
- 15 game markers in one color
- 15 game markers in a different color
- Game Board

What You Do

- Take turns. Roll the number cube. Find the fraction sum next to that sum in the table.
- Find one expression on the **Game Board** that has that sum. Your partner checks your expression.
- If you are correct, place your game marker on that expression. If you are not correct or if there are no uncovered expressions with that sum, your turn ends.
- Continue until all the expressions on the **Game Board** have been covered.
- The player with the greater number of game markers on the **Game Board** wins.

Toss	Sum
1	$\frac{1}{2}$
2	$\frac{1}{3}$
3	$\frac{1}{4}$
4	$\frac{1}{5}$
5	$\frac{1}{6}$
6	$\frac{1}{6}$

Check Understanding

Use twelfths to write three different addition expressions that equal $\frac{1}{2}$.

Student-Led Small Groups: Leveled Math Center Activities are collaborative games to reinforce concepts and skills.

ENRICHMENT ACTIVITY | Name: _____

LESSON 9

Line Slide

Your Challenge

When a linear equation has the form $y = mx + b$, how does changing m or b affect its graph?

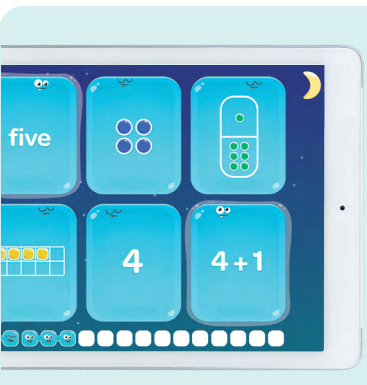
Use graphing technology to explore the effect of changing the values of m and b on the graph of a line.

- Open the graphing technology program.
- Type $y = -mx + b$ in the field where equations are entered. Then create sliders for m and b .
- Move each slider bar to see how changing the values for m and b affects the graph of the equation.
- Investigate how changing m in the equation $y = -mx + b$ changes the graph of the equation.

- What is the overall effect on the graph when the value of m changes?
 - How does the graph change when the value of m changes from positive to negative?
- How does the graph change as positive m increases? How does it change as negative m decreases?

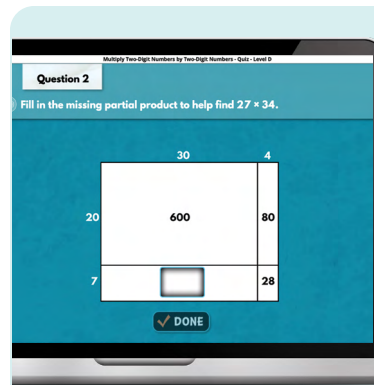
Extension:

Enrichment Activities challenge students with higher-order thinking tasks.



Independent Reinforcement:

Learning Games offer fun, challenging, and personalized practice and help students develop a growth mindset.



Personalized Instruction:

This optional add-on provides lessons designed to accelerate growth and grade-level learning.



Embrace Students as Individuals

Allow students to explore the world through the lens of mathematics. *i-Ready Classroom Mathematics, South Carolina Edition* incorporates features of the UDL to ensure that instruction is flexible, equitable, and accessible to all students.

Celebrate and Inspire

STEM Stories spotlight the lives and STEM contributions of people with diverse backgrounds and provide a real-life instance of mathematical processes in action.

STEM Stories Spotlight On...

Argelia Velez-Rodriguez
Argelia Velez-Rodriguez led a National Science Foundation program that helps students succeed in math and science.

Argelia was born in 1936 in Cuba. Even when she was very young, she loved solving math problems.

When Argelia was 9 years old, she won a class math contest on fractions.

Argelia kept studying math in college. She liked it so much that she earned a Ph.D., the highest degree possible. She was the first Black woman to earn a Ph.D. at her university.

When a new leader took over Cuba, Argelia worried her children might not get the same chances at school she had. They moved to the United States.

Argelia got a job teaching math at Bishop College. She became the leader of the math department.

I want all students to succeed!

Argelia was sometimes treated unfairly because she was a Black woman. She saw the same unfairness in some of her students' lives. She wanted all students to have a right to a good education.

Because of Argelia, many students today study math and science and hope to get jobs in these fields.

The National Science Foundation asked her to lead its program to help all students get the same chances at school. The program also helped them get jobs in math and science.

Math Practice 3 Connection

As the leader of the math department at Bishop College, Argelia had to make her ideas heard. She also had to listen to other people's ideas. When she led the National Science Foundation program, she had to get other leaders to listen to her ideas so she could help students.

Reflection Questions

- 1 Argelia was a leader. What would you like to be the leader of?
- 2 Argelia had to make her ideas clear to others. How do you explain ideas to others?

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Real-World Connections

STEM-focused connections show how mathematics is used in everyday life.




REAL-WORLD CONNECTION

Construction site managers direct other workers on a project about what needs to be done. There can be multiple crews of people working at the same time, such as plumbers and electricians. The manager may need to add to know how many people are working each day. They also make sure that all the crews are safe. Everyone working needs to wear the right safety equipment on the job site. Usually this includes a hard hat and safety glasses. Other types of safety equipment, such as yellow vests, may be needed on road construction projects. The construction site manager may need to add to find the total number of each kind of safety equipment. Ask students to think of other real-world examples when adding two-digit numbers might be useful.



Create a Community of Interconnected Learners

Supports for Community: Try–Discuss–Connect incorporates UDL principles to give every student a voice and the opportunity to engage with the content in a way that is meaningful to them.

 Try It	 Discuss It	 Connect It
<p>Action and Expression: Students make sense of the problem in a way that engages their identity and honors their prior experience, community, and individuality.</p>	<p>Representation: Partner and whole class discussion place value on students' ideas and contributions.</p>	<p>Engagement: Students make connections to strategies, the underlying mathematics, and each others' thinking and ideas.</p>

Connect to Context

► Use these activities to provide background on selected problem contexts. Engage students in sharing what they know about contexts before you add the information given here.

Session 2 Use with Apply It problem 9.

A Tsikuri (see KOO ree) is made by weaving string or yarn across two crossed sticks. The design originated with the Huichol (wee CHOHL) peoples in northwestern Mexico and symbolizes *the power to see and understand things unknown*. The four points represent earth, air, fire, and water. Ask students if they have ever made or seen a Tsikuri.

Session 3 Use with Try It.

Pho (fuh) is a popular Vietnamese soup that dates back over 100 years. Today, it is considered to be the national dish of Vietnam. Although there are many variations, pho has a tasty broth, rice noodles, and meat

tofu, or chicken. It can be served with lime and ginger or it may include a variety of spices, bean sprouts, or herbs. Ask students to describe some of their favorite soups and what makes them so delicious.

Session 5 Use with Apply It problem 5.

Explain to students that a Spanish tortilla is different than a corn or flour tortilla. It is a dish, popular in Spain, made with eggs and potatoes. There are many versions of similar egg dishes throughout the world, including frittatas from Italy, omelettes from France, and kuku sabzi from Iran. Have students share some of their favorite egg dishes.

Make Connections

Connect to Context provides background information to build on students' experiences and enhance their learning.

Protocols for Engagement	Where in Lesson
<p>Shout Out Students shout out one-word (or very short) answers at the same time.</p>	<p>Session 1 Discuss It: Facilitate Whole Class Discussion</p>
<p>Teacher Read Teacher reads aloud while students follow along.</p>	<p>Session 2 Try It: Make Sense of the Problem</p>
<p>Quick Write/Quick Draw Students individually make notes or sketches before beginning a partner or whole-class discussion.</p>	<p>Session 4 Discuss It: Support Partner Discussion</p>





Integrate Language and Mathematics

Math class is the perfect place for Multilingual Learners to develop academic language while also building content knowledge. *i-Ready Classroom Mathematics, South Carolina Edition* includes the resources to support both of these goals as students engage in reading, writing, speaking, and listening.

Increase Student Engagement

Try It	Discuss It	Connect It
<p>Language Routines</p> <ul style="list-style-type: none"> • Three Reads • Co-Craft Questions • Notice and Wonder • Say It Another Way <p>Teacher Moves</p> <ul style="list-style-type: none"> • Turn and Talk • Individual Think Time 	<p>Language Routines</p> <ul style="list-style-type: none"> • Compare and Connect • Collect and Display <p>Teacher Moves</p> <ul style="list-style-type: none"> • Turn and Talk • Individual Think Time • Four Rs <p>Conversation Tips</p>	<p>Language Routines</p> <ul style="list-style-type: none"> • Collect and Display • Compare and Connect <p>Teacher Moves</p> <ul style="list-style-type: none"> • Turn and Talk • Individual Think Time • Four Rs

Differentiation for English Learners

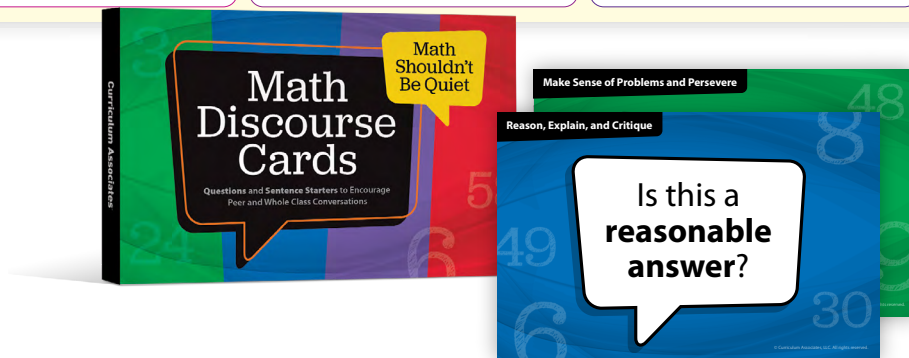
Scaffolds for each session suggest ways to help English Learners access and engage with rigorous mathematics.

DIFFERENTIATION | ENGLISH LEARNERS Use with **Session 1 Model It**

Levels 1–3: Reading/Speaking	Levels 2–4: Reading/Speaking	Levels 3–5: Reading/Speaking
<p>Help students read exponents comfortably and accurately in Model It problems 3 and 4. Tell students that mathematicians read exponents using the phrase <i>to the power of</i>. Model an example. Write a few powers of 10 on the board and read them chorally as a class using the sentence frame:</p> <ul style="list-style-type: none"> • <i>Ten to the power of</i> ____. <p>Then have students take turns accurately reading the exponents in Model It problems 3 and 4 as they discuss and compare their answers. Provide the sentence frame:</p> <ul style="list-style-type: none"> • <i>Three times</i> ____ <i>to the power of</i> ____. <p>Circulate and listen for precise reading of exponents. Reword student responses as needed.</p>	<p>Help students read exponents comfortably and accurately in Model It problems 3 and 4. Tell students that mathematicians read exponents using the phrase <i>to the power of</i>. Model an example. Invite partners to take turns practicing writing and saying powers of 10. Have one partner say a power of ten and then the other partner writes it down. Switch roles and repeat a few more times. Next, invite students to discuss their answers to Model It problems 3 and 4, reading exponents accurately and using other precise math vocabulary, such as <i>exponent</i> and <i>base</i>. Circulate and listen for precise reading of exponents. Reword student responses as needed.</p>	<p>Help students read exponents comfortably and accurately in Model It problems 3 and 4. Tell students that mathematicians read exponents using the phrase <i>to the power of</i>. Make a sketch of a square and a cube. Explain that 10^2 and 10^3 can also be read as <i>ten squared</i> and <i>ten cubed</i>, respectively. Ask partners to discuss why that way of reading the exponents makes sense. Then have partners take turns writing and saying powers of 10. One partner can say a power of ten and the other partner can write it. Switch roles and repeat a few more times. As students discuss their answers to Model It problems 3 and 4, circulate and support precise reading of exponents and math vocabulary as needed.</p>

Additional Language and Discourse Supports

Resources like the Discourse Cards and Multilingual Glossaries help students talk through their ideas using academic language.



Teach Academic Language

Academic Vocabulary Activities and Routine

Engage students in rigorous mathematics and encourage effective communication.

UNIT 2
Build Your Vocabulary

Math Vocabulary
Complete the blank boxes with the corresponding vocabulary terms.

ones
hundredths
tenths

4, 5 6 5 . 8 2

Write the number above in expanded form.

Write the word form of the number.

Academic Vocabulary
Place a check next to the academic words you know. Then use the words to complete the sentences.

approximate partially completed previous related

- When you don't need an exact answer, an _____ answer is enough.
- Sometimes it is important to finish what you start, rather than leaving a task _____.
- In STEM classes, you can examine the _____ between science, technology, engineering, and math.
- In a _____ grade, you learned how to add whole numbers.

118 UNIT 2 Decimals and Fractions ©Curriculum Associates

Academic Vocabulary Routine

Use with *Build Your Vocabulary*.

1 Assess prior knowledge.

- Assess prior knowledge by asking students to place a check mark next to any vocabulary words they know or are familiar with.
- Have students work in pairs to briefly discuss how and when they have used the words. Listen to assess if perceived knowledge is correct.
- If you have Spanish speakers or speakers of other Latin-based languages, use the *Cognate Support* routine.

2 Pronounce the words.

- Review the *Academic Vocabulary*.
- Say each of the words aloud and then have students repeat to ensure correct pronunciation.

3 Define the words.

- Call on volunteer pairs to provide meanings of the words they know.
- Note which word(s) need more direct instruction and modeling.
- Model the usage of the word(s) in context, using topics that connect with students in a meaningful way.
- Provide the meaning of the word(s). See *Academic Vocabulary Glossary on the South Carolina Teacher Toolbox*.

4 Use the words.

- Have students write the word(s), their own descriptions or examples, and a picture, symbol, or graphic representation in their math journal.
- Review the activity as a whole class and remediate where needed.

Support at the Word, Sentence, and Discourse Levels

Prompts help students ask and answer questions, express ideas, and unpack complex sentences.

DEVELOP ACADEMIC LANGUAGE

WHY? Support students as they justify their strategies using pictures or models.

HOW? Prompt students to use definitions, diagrams, models, and what they already know as they justify their strategies and solutions. During whole class discussion, ask: *Where do you see that in the diagram or model?* Encourage students to point and refer to specific parts of their diagrams and place value charts in order to justify their answers during Discuss It.

LESSON 7 | SESSION 2

Develop

Purpose

- Develop the idea that there are patterns in the placement of the decimal point when multiplying and dividing by powers of 10.
- Understand how to find the value of a multiplication or division expression involving a power of 10.

START | CONNECT TO PRIOR KNOWLEDGE

Which One Doesn't Belong?

Possible Solutions:

- A is the only one with an exponent.
- B is the only one with a value of 30.
- C is the only one written as a product of tens.

WHY? Support students' understanding of powers of 10.

DEVELOP ACADEMIC LANGUAGE

WHY? Support students as they justify their strategies using pictures or models.

HOW? Prompt students to use definitions, diagrams, models, and what they already know as they justify their strategies and solutions. During whole class discussion, ask: *Where do you see that in the diagram or model?* Encourage students to point and refer to specific parts of their diagrams and place value charts in order to justify their answers during Discuss It.

MODEL IT

As students complete the problems, have them identify that they are being asked to look for and use patterns in the placement of the decimal point when multiplying and dividing by powers of 10.

Common Misconception: If students write $0.5 \times 100 = 0.500$ by inserting zeros without changing the placement of the decimal point, when have them write the original number and their answer as fractions to see that the value did not change ($\frac{5}{10} = \frac{500}{1,000}$).

LESSON 7 | SESSION 2 | UNDERSTANDING OF POWERS OF 10

MODEL IT: DECIMAL POINT PATTERNS

Try these two problems.

The diagrams below show patterns in the placement of the decimal point each time you multiply or divide a decimal by 10. Complete the missing numbers in each diagram. The decimal point for each missing number is already written for you.

Use the decimal point pattern diagrams above to help you find each product or quotient.

DISCUSS IT

What happens to the value of a number when you multiply it by a power of 10? How does the placement of the decimal point help you multiply by 1,000? How...

Support Partner Discussion

Encourage students to look for the pattern in the placement of the decimal point. Support as needed with questions such as:

- Did you use the diagrams to help you find the products and quotients?
- How did the values of the digits 5, 2, and 7 change as you multiplied and divided?

Facilitate Whole Class Discussion

For each problem, have volunteers share complete tables and equations. Ask students to refer to their tables and equations to justify their solutions.

ASK: How is multiplying by a power of 10 similar to dividing by that same power of 10? How is it different?

LISTEN FOR: The number of places the digits move is equal to the exponent of the power of 10, whether you multiply or divide. They move to the left when multiplying and to the right when dividing.

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Cultivate a Mindset for Learning

Create a community of interconnected learners. By developing the whole child, encouraging collaboration, and making time to reflect on their thinking, students not only become good mathematicians, but they also develop important life skills.

Support Student Agency

Self Check

Let students check off skills they already know before starting a unit, and then reflect on their progress at the end of a unit.

UNIT 3 More Decimals and Fractions

Unit Themes

This unit introduces students to multiplication and division of decimals and fractions. Students preview the skills they will be learning in this unit and assess what they know and do not know about them. Students record their progress after completing each lesson and reflect on their learning at the end of the unit.

The major themes of this unit are:

- You can use what you know about multiplying whole numbers to help you multiply decimals and fractions.
- You can think of fractions as division expressions where the numerator is divided by the denominator.
- Reasoning about the size of the factors helps you reason about the size of a product: how does a factor greater or less than 1 affect a product?
- You can use relationships between multiplication and division to help you divide whole numbers by unit fractions and unit fractions by whole numbers.

SELF CHECK

- Take a few minutes to have each student independently read through the list of skills. Ask students to consider each skill and check the box if it is a skill they think they already have.
- Remind students that these skills are likely to all be new to them and that over time, they will be able to check off more and more skills.

Facilitate Whole Class Discussion

Engage students in a discussion about the skills with questions such as:

- Which skills seem related to something you already know?
- Which skills do you think you would use in your everyday life? Why?

Support Positive Learning Habits

At the beginning of the unit, share the individual and social responsibility goal **Make Connections**. At the end of the unit, support growth mindset by having students discuss the prompts and review the skills on the **Self Reflection** page.

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UNIT 3 More Decimals and Fractions

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UNIT 3
3
More Decimals and Fractions
Multiplication and Division

SELF CHECK
Before starting this unit, check off the skills you know below. As you complete each lesson, use how many more skills you can check off!

I can ...	Before	After
Multiply decimals, for example: $7.25 \times 9.4 = 68.15$.	<input type="checkbox"/>	<input type="checkbox"/>
Divide decimals, for example: $1.2 \div 0.6 = 2$.	<input type="checkbox"/>	<input type="checkbox"/>
Understand fractions as division, for example: $\frac{3}{4} = 3 \div 4$.	<input type="checkbox"/>	<input type="checkbox"/>
Multiply fractions, for example: $\frac{2}{3} \times \frac{5}{6} = \frac{10}{18}$ or $\frac{5}{9}$.	<input type="checkbox"/>	<input type="checkbox"/>
Find the area of a rectangle with fractional side lengths by tiling and by multiplying.	<input type="checkbox"/>	<input type="checkbox"/>
Understand multiplication as scaling.	<input type="checkbox"/>	<input type="checkbox"/>
Multiply fractions and divide with unit fractions in word problems.	<input type="checkbox"/>	<input type="checkbox"/>
Divide with unit fractions, for example: $4 \div \frac{1}{7} = 28$.	<input type="checkbox"/>	<input type="checkbox"/>
Agree or disagree with ideas in discussions about multiplying and dividing with decimals and fractions and explain why.	<input type="checkbox"/>	<input type="checkbox"/>

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Unit Skills	Lesson
Multiply decimals, for example: $7.25 \times 9.4 = 68.15$.	15, 16
Divide decimals, for example: $1.2 \div 0.6 = 2$.	17
Understand fractions as division, for example: $\frac{3}{4} = 3 \div 4$.	18
Multiply fractions, for example: $\frac{2}{3} \times \frac{5}{6} = \frac{10}{18}$ or $\frac{5}{9}$.	19
Find the area of a rectangle with fractional side lengths by tiling and by multiplying.	
Understand multiplication as scaling.	
Multiply fractions and divide with unit fractions in word problems.	
Divide with unit fractions, for example: $4 \div \frac{1}{7} = 28$.	
Agree or disagree with ideas in discussions about multiplying and dividing with decimals and fractions and explain why.	

UNIT 3 Self Reflection

Support Positive Learning Habits

Growth Mindset

Have students review the skills on the **Self Reflection** page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson in order to help develop growth mindset.

- Remind students that this is the same list of skills that they saw on the Student Worktext **Self Check** page at the beginning of the unit.
- Tell them that revisiting the list is an opportunity for them to reflect on their learning and progress during the unit.
- Have students read through the list independently and then work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson as they think about how to respond to the prompts.

- Discuss students' responses to the prompts as a class if time permits. Tell students that they will build on these skills in later lessons during the year and/or in other grade levels.

Individual and Social Responsibility

ASK You have learned a lot about multiplying and dividing with fractions and decimals. How can you connect that new math learning to what you already know?

LISTEN FOR Students may describe connecting multiplication and division with fractions and decimals to prior learning related to place value, fractions, and rules and strategies that apply to the operations of multiplication and division.

ASK How did other students' ideas help you with new math learning?

LISTEN FOR Students may describe learning a new strategy from a classmate or understanding something better after a classmate explained it.

UNIT 3 Self Reflection

In this unit you learned to ...

Skill	Lesson
Multiply decimals, for example: $7.25 \times 9.4 = 68.15$.	15, 16
Divide decimals, for example: $1.2 \div 0.6 = 2$.	17
Understand fractions as division, for example: $\frac{3}{4} = 3 \div 4$.	18
Multiply fractions, for example: $\frac{2}{3} \times \frac{5}{6} = \frac{10}{18}$ or $\frac{5}{9}$.	19
Find the area of a rectangle with fractional side lengths by tiling and by multiplying.	20
Understand multiplication as scaling.	21
Multiply fractions and divide with unit fractions in word problems.	22, 24
Divide with unit fractions, for example: $4 \div \frac{1}{7} = 28$.	23, 24
Agree or disagree with ideas in discussions about multiplying and dividing with decimals and fractions and explain why.	15–24

Think about what you have learned.

Use words, numbers, and drawings.

- I am proud that I can ...
- I worked hardest to learn how to ...
- One thing I am still confused about is ...



491

Support Positive Learning Habits

Embedded support helps teachers promote and maintain healthy learning environments.

Encourage Individual and Social Responsibility

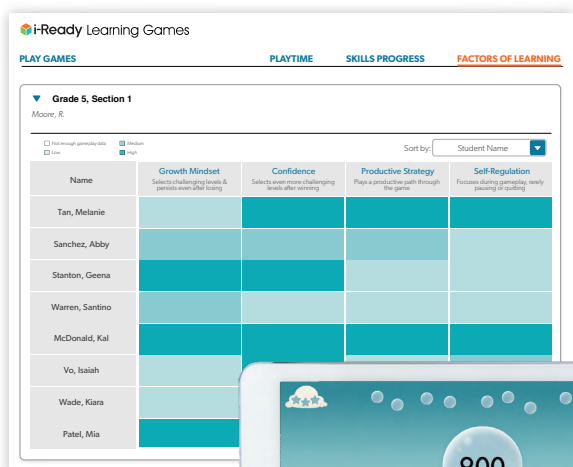
Students reflect on their understanding and develop self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Develop Persistent Problem Solvers

Supports for Growth Mindset: The Try–Discuss–Connect framework provides a structure to help students embrace challenge, collaborate with others, and reflect on what they have learned.

 Try It	 Discuss It	 Connect It
Students persevere through a novel problem independently.	Students share their thinking and learn how to agree or disagree respectfully.	Students evaluate methods and consider the merits of different solution strategies.

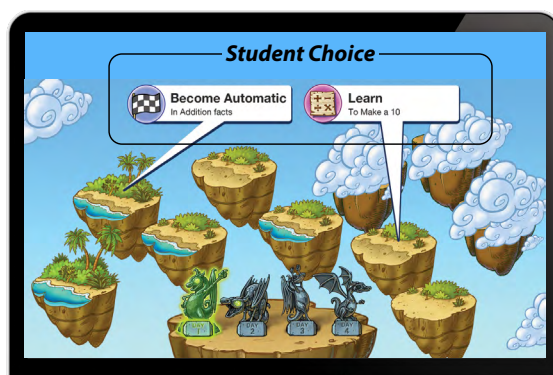
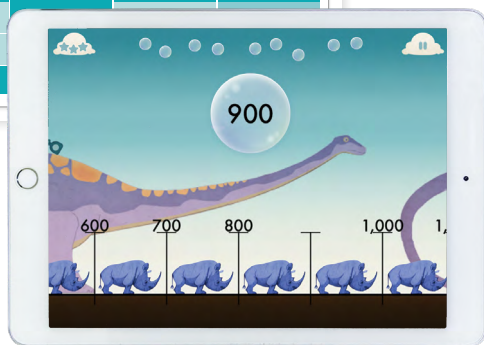
Promote Student Choice



Name	Growth Mindset	Confidence	Productive Strategy	Self-Regulation
Tan, Melanie				
Sanchez, Abby				
Stanton, Geena				
Warren, Santino				
McDonald, Kal				
Vo, Isalah				
Wade, Kiara				
Patel, Mia				

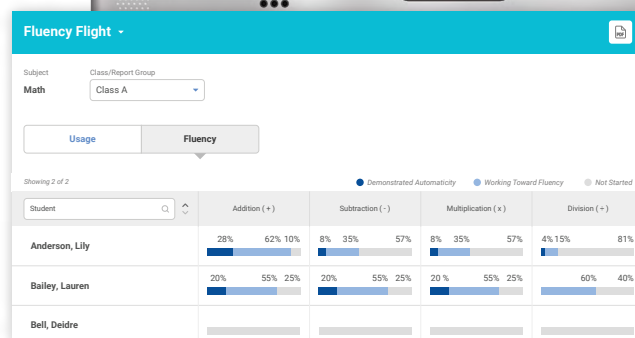
Learning Games

Learning Games give students immediate feedback they can use to test strategies. After completing a level, students can choose whether the next round is harder or not, giving them agency over their learning.



Fluency Flight

Fluency Flight provides personalized recommendations and opportunities for choice to engage students and help them monitor their progress.



Student	Addition (+)	Subtraction (-)	Multiplication (x)	Division (÷)
Anderson, Lily	28% 62% 10%	8% 35% 57%	8% 35% 57%	4% 15% 81%
Bailey, Lauren	20% 55% 25%	20% 55% 25%	20% 55% 25%	60% 40%
Bell, Deirdre				

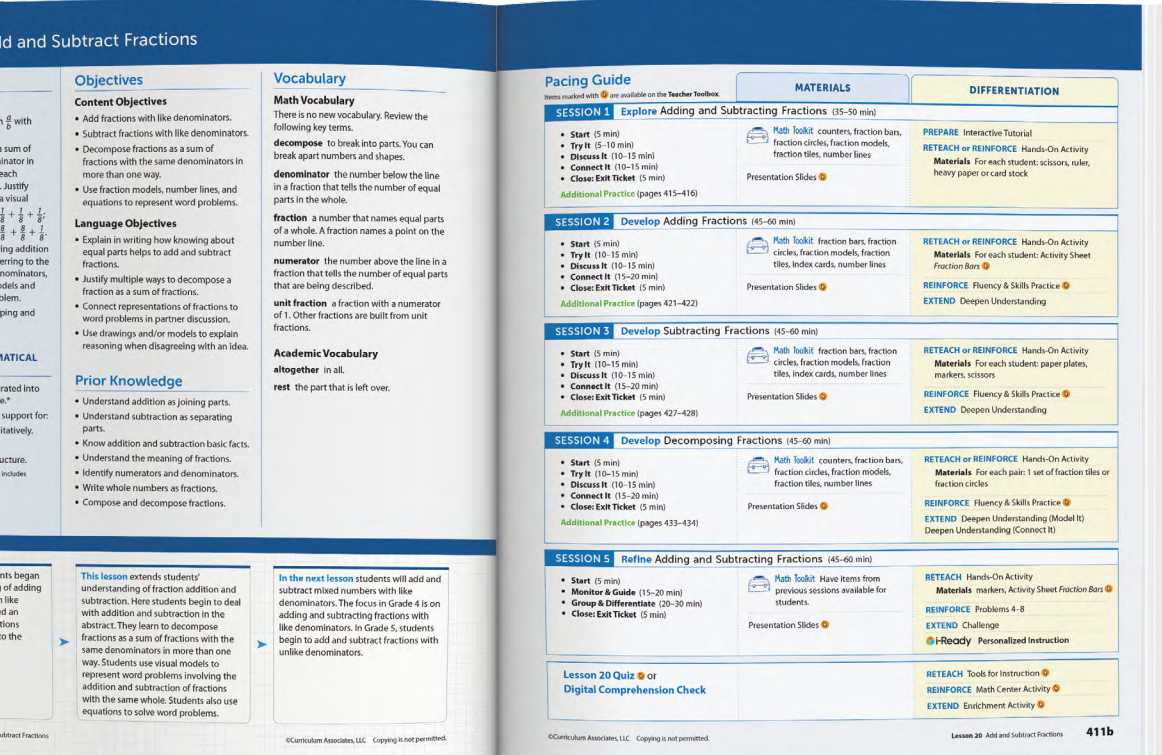


Get What You Need, When You Need It

Whether you're a 30-year veteran refining your craft or a first-year teacher exploring your new profession, our time-saving resources and support enable you to build your expertise. Choose from our wealth of resources to get what you need, when you need it.

Support That Works for You

An abundance of resources and support are available to meet the unique needs of each teacher.



Plan Lessons with Ease

Lesson Overview pages cover everything you need to quickly and effectively plan instruction.

Embedded Support

Strategies, prompts, and in-the-moment guidance are available in the South Carolina Teacher's Guide.

Common Misconception Look for students who accurately model the problem but have difficulty identifying what constitutes one equal share from all the equal parts represented. As students present solutions, ask them to identify Jade's share in the model.

Select and Sequence Student Strategies

One possible order for whole class discussion:

- physical parts showing tenths
- drawings representing tenths
- whole-number solutions showing that 7 out of 10 parts are painted ($\frac{7}{10}$)
- number lines marked in tenths

Facilitate Whole Class Discussion

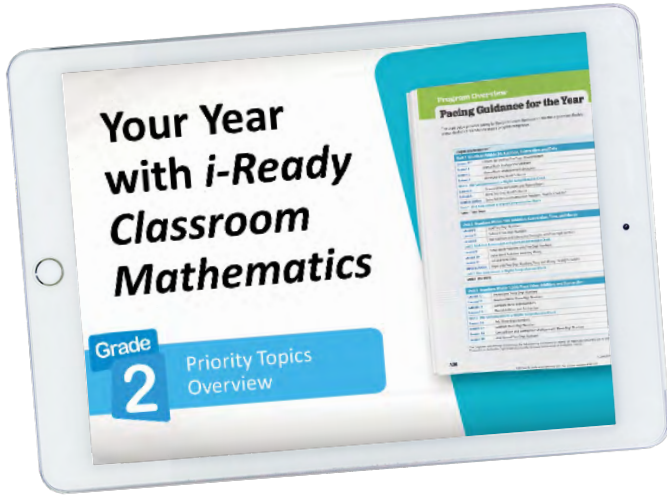
4 – 5 Have students think about modeling the way of dividing up the work described in problem 4. Guide them to connect writing the quotient with a remainder and as a mixed number.

ASK How would you change the fraction model in Picture It to show this way of dividing up the work? What would a number line model of this way look like?

LISTEN FOR In Picture It, each of the first three rectangles would be labeled with a single letter, J, M, and H. On a number line, you could label from 0 to 1 with J, from 1 to 2 with M, and from 2 to 3 with H. For the other two sections, label $\frac{1}{3}$ of each section with J, $\frac{1}{3}$ with M, and $\frac{1}{3}$ with H.

Professional Learning (PL) That Empowers

Teacher support designed to enhance the art and science of teaching mathematics



Math Background

See how the models and strategies used in the unit fit into the learning progression.

Pacing Video Series

Stay on track to deliver all grade-level content by the end of the year.

Implementation Guidance and More

From how-to tips to planning tools, get on-demand access to everything teachers need on *i-Ready Success Central*.

Dividing Whole Numbers

Insights on: Modeling Division

- ✓ One way to divide is to make equal groups. When working with larger dividends, it helps to use base-ten blocks.
- ✓ Another way to divide is to use an area model in which students take out equal-size groups. Students have experience with using this model and should make the connection between multiplication and division.
- ✓ When students use the area model, observe the size of the parts they are removing each time. As they gain confidence, encourage students to use what they know about multiplying by tens to help them choose larger groups. Thinking about powers of ten will help students remove larger groups and make the division more efficient. Example: If a student knows that $3 \times 4 = 12$, then they also know that $3 \times 40 = 120$.

Model division with base-ten blocks making equal groups of ...

$$78 \div 3 = 26$$

26 in each group

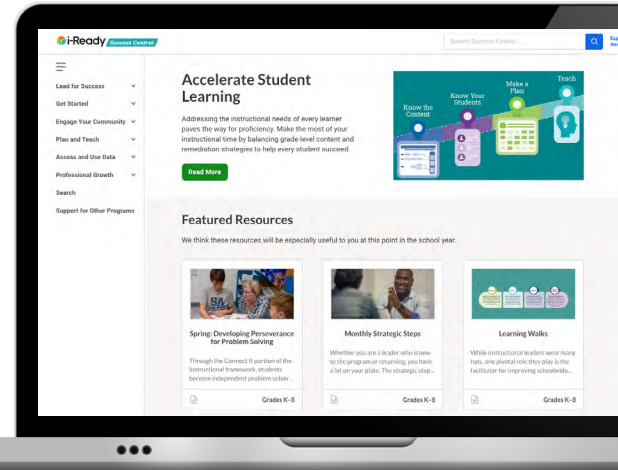
... an area model to show "taking out" partial quotients.

$$136 \div 4 = 34$$

Part 1	Part 2	Part 3	Part 4
10	+ 10	+ 10	+ 4
<hr/>			
$(4 \times 10 = 40)$	$(4 \times 10 = 40)$	$(4 \times 10 = 40)$	$(4 \times 4 = 16)$

$\begin{array}{r} 136 \\ - 40 \\ \hline 96 \end{array}$	$\begin{array}{r} 96 \\ - 40 \\ \hline 56 \end{array}$	$\begin{array}{r} 56 \\ - 40 \\ \hline 16 \end{array}$	$\begin{array}{r} 16 \\ - 16 \\ \hline 0 \end{array}$
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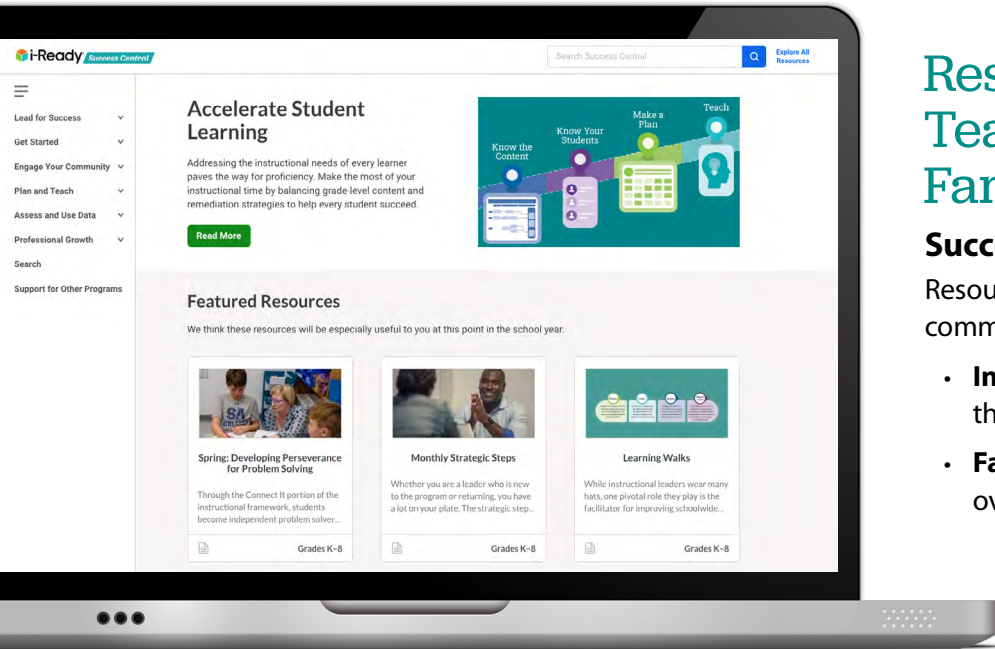
Onsite, Online, and On-Demand Professional Learning

Our ongoing, classroom-focused PL supports teachers in using students' thinking and mathematical processes to transform mathematics classrooms.



Bring Classrooms and Communities Together

Extend learning beyond the classroom. *i-Ready Classroom Mathematics, South Carolina Edition* has a wealth of resources families can use at home to support their students' mathematical growth.

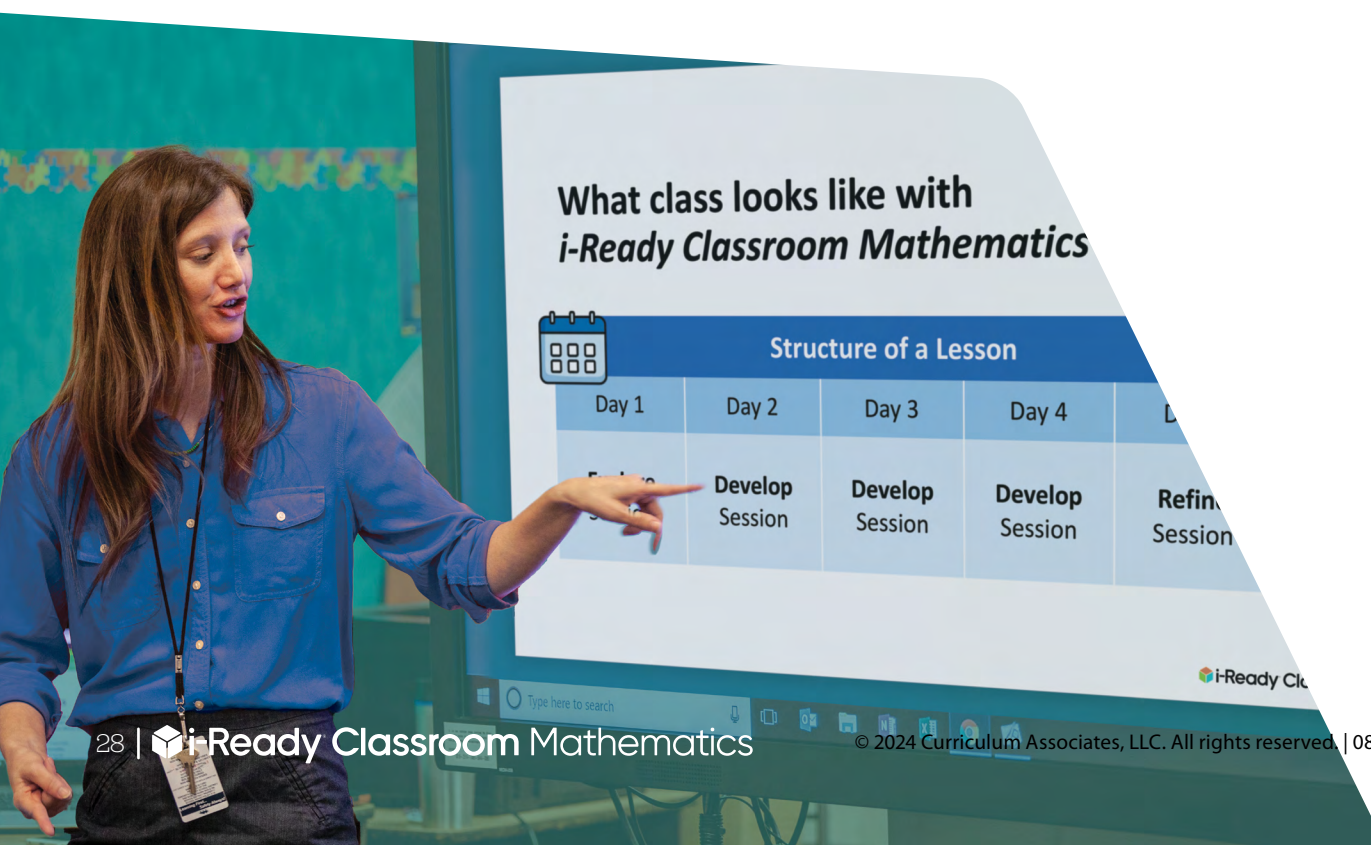


Resources to Help Teachers Engage Families

Success Central

Resources for teachers to use to make family communication easier, including:

- **Introduction Letter:** Introduce families to the curriculum.
- **Family Night Presentation:** Give families an overview of the program.



What class looks like with *i-Ready Classroom Mathematics*



Structure of a Lesson

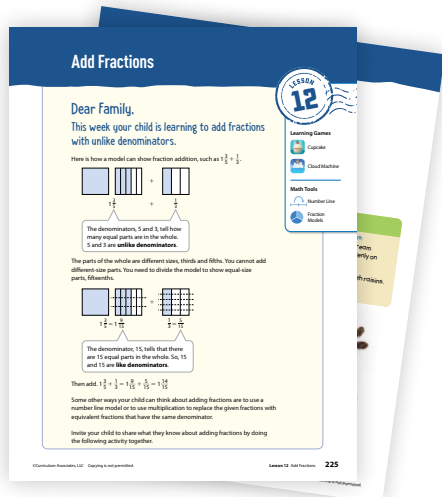
	Day 1	Day 2	Day 3	Day 4	Day 5
Engage					
Develop		Develop Session	Develop Session	Develop Session	Refine Session
Assess					

Resources for Families

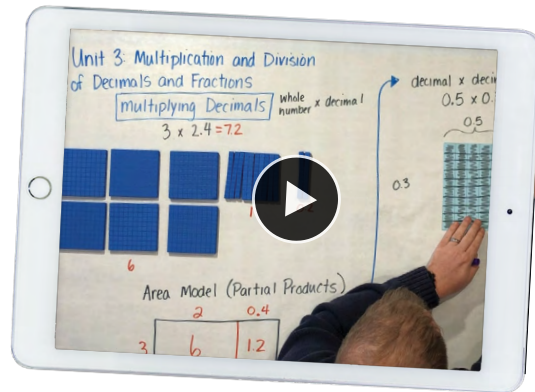


Resources Families Can Use to Understand Math Ideas

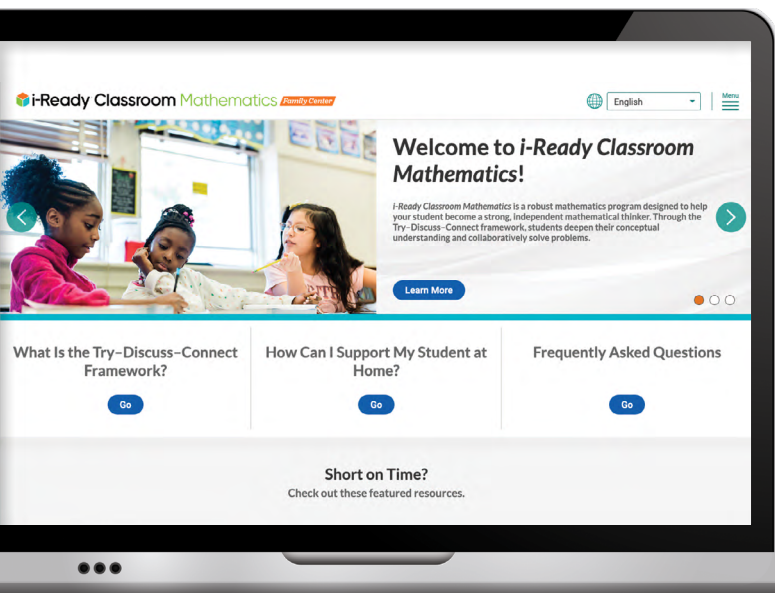
The Student Bookshelf provides access to the Student Worktext in a digital format and other Family Resources.



Family Letters, available in 11 languages for every lesson, provide math background and an activity related to the lesson.



Unit Flow & Progression Videos help families support their student with the ideas and concepts taught in the curriculum. Closed captioning is available in English and Spanish.



Support Website Dedicated to Families

The [Family Center](#), available in English and Spanish, helps families explore the program and provide support at home.



Need Help? We're Here for You!

No matter how big or small your school is, you have an *i-Ready* partner dedicated to your account. We're experts in our product, so if you have a question or a problem, we can give you the answer—so you can get back to your students.



“i-Ready Classroom Mathematics resources provide teachers with routines and structures that support the implementation of the effective teaching practices. This allows students to build a deep understanding of mathematical concepts, and it creates a seamless connection that supports both students and teachers.”

—**Marsha Burkholder**
Elementary Curriculum Specialist
Columbus City Schools

*“Curriculum Associates . . . developed the tools and customer support systems that provide us with real-time information so we may **maximize the skillset of our staff to do what’s in the best interest of our students.**”*

—**Josh Almeida**
Curriculum, Data, and Assessment Manager for Mathematics
New Bedford Public Schools





The Data Speaks for Itself

To help students thrive, teachers need high-quality instructional materials that make an impact. Our programs are designed, tested, and refined to maximize students' success. Don't take our word for it. Check out our proven results and top ratings from third parties.



Ready® Mathematics receives a **perfect score and an exemplary rating** during the Oregon Instructional Materials Evaluation Process.

2015



Ready Mathematics was the **only program approved** for Grades K–5 and 6–8 by the Idaho State Department of Education's mathematics review.

2016



Louisiana rates *Ready Mathematics* for Grades K–5 as Tier 1, signifying that the program **“meets all non-negotiable criteria and meets all required indicators of superior quality.”**
In 2019, *Ready Mathematics* for Grades 6–8 was also rated as Tier 1.

2018

2019

Ready Mathematics for Grades K–8 received **all-green ratings from EdReports.**



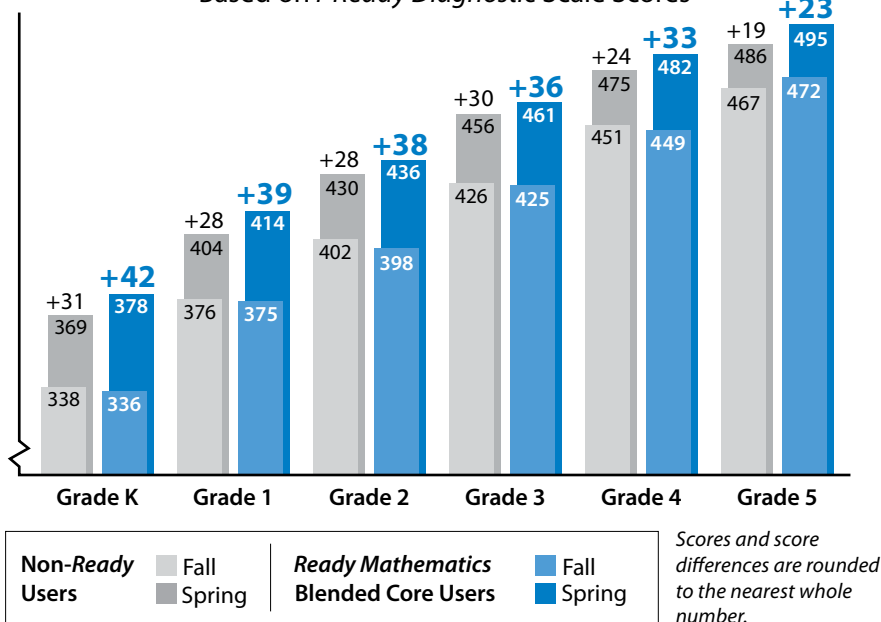
Third-party research conducted in three states, with 32 schools and 21,000 students, provides evidence of *Ready Mathematics*' success.

Read the full report: CurriculumAssociates.com/Ready-Math-Blended-ESSA

Because our program has been top rated from the beginning, **educators have had time to teach with and see real results from our blended instructional approach.**

Growth in Student Performance

Based on *i-Ready Diagnostic Scale Scores*



2020

i-Ready Classroom Mathematics ©2020 for Grades K–8—the next evolution of *Ready Mathematics*—received **all-green ratings from EdReports.**

2021

2022

2023

2024

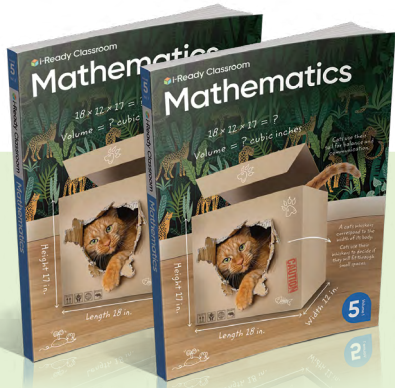
i-Ready Classroom Mathematics ©2024 received **all-green ratings and a perfect score for all Grades K–8 from EdReports.**

Perfect Scores on EdReports

Scan to learn more!

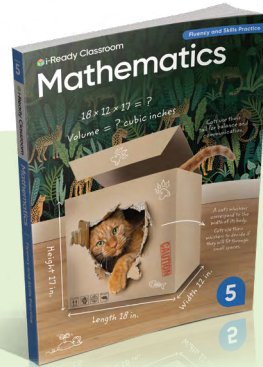


Student Materials



Student Worktext ^{E/S} and South Carolina Student Companion

Students take ownership of their learning as they work through the rich tasks and practice new skills in each lesson. The South Carolina Student Companion contains additional lessons and activities to ensure all the new SC CCRS for Mathematics are addressed.



Fluency and Skills Practice Book

Targeted fluency practice for every lesson



South Carolina Manipulative Kits

Engage students in hands-on learning.

Student Digital Experience

The Student Digital Experience, accessible through [i-ReadyConnect.com](https://www.iredyconnect.com), provides access to all student components of *i-Ready Classroom Mathematics, South Carolina Edition*.

Student Bookshelf provides online access to student resources, including:

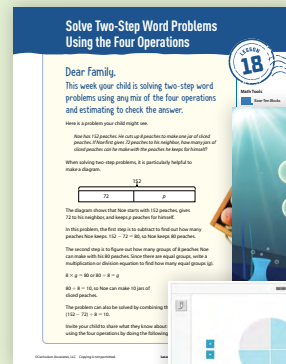
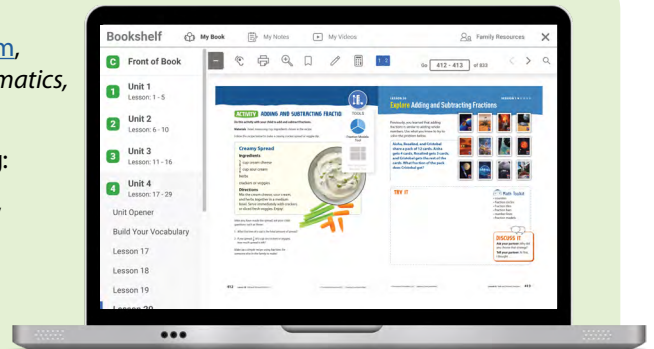
- **Digital Student Worktext ^{E/S}** includes tools, such as note-taking, text-to-speech, highlighting, and a calculator.
- **Family Resources ^{E/S}** include a Family Letter for every lesson and Unit Flow & Progression Videos.
- **Multilingual Glossary ^{E/S}** available in 11 languages
- **Student Handbook ^{E/S}** with a guide to the Mathematical Habits, a mathematical language reference tool, and 100 Mathematical Discourse Questions
- **Develop Session Video Library** offers instructional videos for remote learning, homework support, or reteaching concepts.

Digital Math Tools provide virtual representations of various models.

Interactive Learning Games ^{E/S} develop conceptual understanding, improve fluency, and build a positive relationship to challenge.

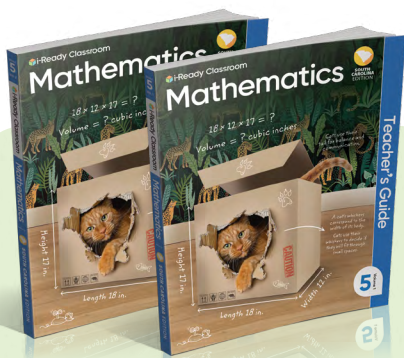
Interactive Practice ^{E/S} helps students build procedural fluency and skills by providing immediate, meaningful feedback.

Fluency Flight develops both accuracy and automaticity with key addition, subtraction, multiplication, and division facts.



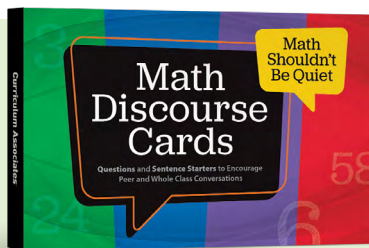
^{E/S} = Available in English and Spanish

Teacher Materials



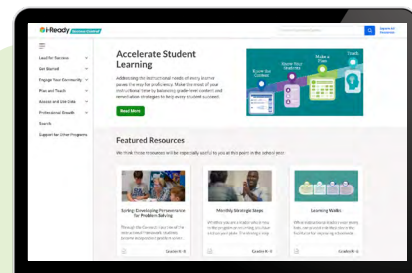
South Carolina Teacher's Guide ^{E/S}

Two volumes include discourse-based instructional support, math background, and embedded PL.
Available in print and online



Discourse Cards ^{E/S}

This resource provides questions and sentence starters to get students talking about mathematics.
Available in print and online



Success Central

Online teacher portal provides on-demand access to tips and resources for a successful implementation.

Teacher Digital Experience

The Teacher Digital Experience, accessible through i-ReadyConnect.com, provides access to all teacher components of *i-Ready Classroom Mathematics, South Carolina Edition*.

South Carolina Teacher Toolbox provides access to all Grades K–8 resources in one convenient location. A few highlights include:

- **South Carolina Enhancement Activities**
- Interactive Tutorials ^{E/S}
- Digital Math Tools
- Lesson PowerPoint® Slides ^{E/S}
- Fluency and Skills Practice ^{E/S}
- Center Activities ^{E/S}
- Enrichment Activities ^{E/S}
- Assessment Resources ^{E/S}
- Unit Flow & Progression Videos*
- Literacy Connections ^{E/S}
- Unit Games ^{E/S}
- Develop Session Video Library

Digital Practice Resources

- Learning Games ^{E/S}
- Fluency Flight
- Interactive Practice ^{E/S}

South Carolina Assessment Resources

- South Carolina Lesson Quizzes
- South Carolina Unit Assessments—Forms A and B
- Diagnostic ^{E/S}
- Comprehension Checks ^{E/S}

Reports

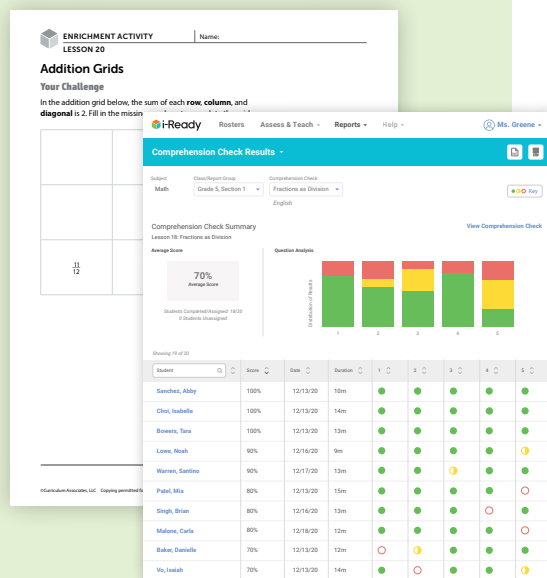
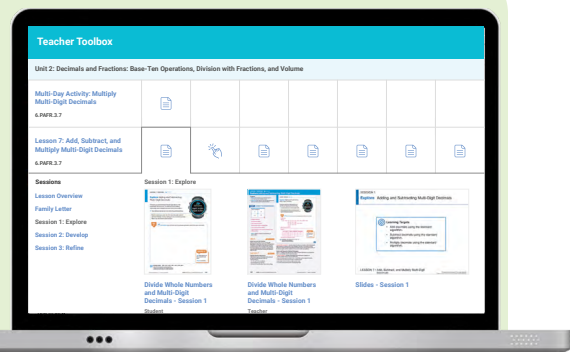
- Diagnostic Results
- Comprehension Check Results
- Grade-Level Planning (Prerequisites)
- Learning Games
- Fluency Flight

Professional Learning

- Online Educator Learning

Optional Add-On

- *i-Ready Personalized Instruction* ^{E/S}



*Closed captioned in English and Spanish. Microsoft PowerPoint® is a registered trademark of Microsoft Corporation.

Learn More at
i-ReadyClassroomMathematics.com/SouthCarolina

**To see how other educators are maximizing their
i-Ready Classroom Mathematics, South Carolina Edition experience,
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