

CONTENTS

BOOK A		
MODULE 1		
1.1	Number: Reading and writing two-digit numbers	6
1.2	Number: Writing two-digit numbers and number names	8
1.3	Number: Comparing and ordering two-digit numbers	12
1.4	Number: Exploring the properties of odd and even numbers	14
1.5	Number: Working with hundreds	18
1.6	Number: Reading and writing three-digit numbers	20
1.7	Number: Writing three-digit number names	24
1.8	Number: Writing three-digit numbers	26
1.9	Addition: Reviewing concepts	30
1.10	Addition: Reviewing the count-on strategy	32
1.11	Addition: Reinforcing the count-on strategy	36
1.12	Addition: Using the commutative property (count-on facts)	38
MODULE 2		
2.1	Number: Exploring position on a number track	44
2.2	Number: Introducing number lines and representing numbers as lengths from zero	46
2.3	Number: Exploring position on a number line	50
2.4	Number: Identifying nearby multiples of ten on a number line	52
2.5	Number: Comparing two-digit numbers on a number line	56
2.6	Number: Introducing empty number lines	58
2.7	Time: Reviewing on the hour	62
2.8	Time: Reviewing half-past the hour	64
2.9	Time: Reinforcing on the hour and half-past the hour	68
2.10	Addition: Reviewing the doubles strategy	70
2.11	Addition: Reinforcing the doubles strategy	74
2.12	Addition: Reinforcing strategies (count-on and doubles)	76
MODULE 3		
3.1	Number: Representing three-digit numbers (with zeros)	82
3.2	Number: Representing three-digit numbers (with teens and zeros)	84
3.3	Number: Writing three-digit numbers and number names	88
3.4	Number: Writing three-digit numbers in expanded form	90
3.5	Number: Identifying three-digit numbers on a number line	94
3.6	Number: Comparing three-digit numbers	96
3.7	Number: Comparing to order three-digit numbers	100
3.8	Number: Solving puzzles (three-digit numbers)	102
3.9	Addition: Reviewing the make-ten strategy	106
3.10	Addition: Reinforcing the make-ten strategy	108
3.11	Addition: Working with all strategies	112
3.12	Addition: Developing fact fluency	114
MODULE 4		
4.1	Subtraction: Reviewing concepts	120
4.2	Subtraction: Reviewing the count-back strategy	122
4.3	Subtraction: Reviewing the think-addition strategy (count-on facts)	126
4.4	Subtraction: Reinforcing the think-addition strategy (count-on facts)	128
4.5	Subtraction: Writing fact families (count-on facts)	132
4.6	Length: Measuring with uniform non-standard units	134
4.7	Length: Introducing inches	138
4.8	Length: Measuring in inches	140
4.9	Length: Introducing feet	144
4.10	Length: Working with feet and inches	146
4.11	Length: Introducing yards	150
4.12	Length: Working with customary units	152
MODULE 5		
5.1	Addition: Two-digit numbers (hundred chart)	158
5.2	Addition: Skip counting by five or ten (number line)	160
5.3	Addition: Two-digit numbers (number line)	164
5.4	Addition: Extending the make-ten strategy (number line)	166
5.5	Addition: Two-digit numbers bridging tens (number line)	170
5.6	Addition: Two-digit numbers bridging hundreds (number line)	172
5.7	Addition: Two-digit numbers (empty number line)	176
5.8	Subtraction: Reviewing the think-addition strategy (doubles facts)	178
5.9	Subtraction: Reinforcing the think-addition strategy (doubles facts)	182
5.10	Subtraction: Reviewing the think-addition strategy (make-ten facts)	184
5.11	Subtraction: Reinforcing the think-addition strategy (make-ten facts)	188
5.12	Subtraction: Writing fact families (doubles and make-ten)	190
MODULE 6		
6.1	Addition: Two-digit numbers (base-10 blocks)	196
6.2	Addition: Extending the doubles strategy	198
6.3	Addition: Reviewing two-digit numbers (composing tens)	202
6.4	Addition: Reinforcing two-digit numbers (composing tens)	204
6.5	Addition: Estimating to solve problems	208
6.6	Addition: Using the associative property	210
6.7	Addition: Multiples of ten with two-digit numbers (composing hundreds)	214
6.8	Addition: Two-digit numbers (composing hundreds)	216
6.9	Addition: Two-digit numbers (composing tens and hundreds)	220
6.10	Data: Introducing picture graphs	222
6.11	Data: Introducing horizontal bar graphs	226
6.12	Data: Introducing vertical bar graphs	228
STUDENT GLOSSARY AND TEACHER INDEX		234

CONTENTS

BOOK B

MODULE 7

7.1	Subtraction: Reviewing two-digit numbers (hundred chart)	244
7.2	Subtraction: Two-digit numbers (number line)	246
7.3	Subtraction: One-digit numbers from two-digit numbers bridging tens (number line)	250
7.4	Subtraction: Counting back to subtract two-digit numbers bridging tens (number line)	252
7.5	Subtraction: Counting on to subtract two-digit numbers bridging tens (number line)	256
7.6	Subtraction: Reinforcing the count-on strategy bridging tens	258
7.7	Subtraction: Two-digit numbers from three-digit numbers (bridging 100)	262
7.8	Subtraction: Solving word problems	264
7.9	2D shapes: Identifying polygons	268
7.10	2D shapes: Identifying quadrilaterals	270
7.11	2D shapes: Working with polygons	274
7.12	2D shapes: Drawing polygons	276

MODULE 8

8.1	Subtraction: Composing and decomposing two-digit numbers	282
8.2	Subtraction: Two-digit numbers (base-10 blocks)	284
8.3	Subtraction: Two-digit numbers (decomposing tens)	288
8.4	Subtraction: Reinforcing two-digit numbers (decomposing tens)	290
8.5	Subtraction: Estimating to solve problems	294
8.6	Subtraction: Two-digit numbers from three-digit numbers (decomposing tens)	296
8.7	Subtraction: Two-digit multiples of ten from three-digit numbers (decomposing hundreds)	300
8.8	Subtraction: Two-digit numbers from three-digit numbers (decomposing hundreds)	302
8.9	Time: Identifying five-minute intervals	306
8.10	Time: Working with five-minute intervals	308
8.11	Time: Introducing quarter-past the hour	312
8.12	Time: Identifying and recording time using a.m. and p.m.	314

MODULE 9

9.1	Addition: Extending the count-on strategy to three-digit numbers	320
9.2	Addition: Two- and three-digit numbers	322
9.3	Addition: Three-digit numbers	326
9.4	Addition: Composing three-digit numbers	328
9.5	Addition: One- and three-digit numbers (composing tens)	332
9.6	Addition: Two- and three-digit numbers (composing tens and hundreds)	334
9.7	Addition: Three-digit numbers (composing tens and hundreds)	338
9.8	Addition: Reinforcing three-digit numbers	340
9.9	Length: Introducing centimeters	344
9.10	Length: Working with centimeters	346
9.11	Length: Introducing meters	350
9.12	Length/data: Using line plots to record length	352

MODULE 10

10.1	Subtraction: Two-digit multiples of ten from three-digit numbers (number line)	358
10.2	Subtraction: Two-digit numbers from three-digit numbers beyond 200	360
10.3	Subtraction: Three-digit numbers	364
10.4	Subtraction: Reinforcing two- and three-digit numbers	366
10.5	Subtraction: Counting on or back with three-digit numbers	370
10.6	Subtraction: Decomposing three-digit numbers	372
10.7	Subtraction: One-digit numbers from three-digit numbers (decomposing tens)	376
10.8	Subtraction: Two-digit numbers from three-digit numbers (decomposing tens and hundreds)	378
10.9	Subtraction: Reinforcing two-digit numbers from three-digit numbers (decomposing tens and hundreds)	382
10.10	Subtraction: Three-digit numbers (decomposing tens and hundreds)	384
10.11	Subtraction: Reinforcing three-digit numbers (decomposing tens and hundreds)	388
10.12	Subtraction: Reinforcing two- and three-digit numbers (decomposing tens and hundreds)	390

MODULE 11

11.1	Multiplication: Adding jumps of two and five	396
11.2	Multiplication: Describing equal groups	398
11.3	Multiplication: Adding equal groups	402
11.4	Multiplication: Describing arrays	404
11.5	Multiplication: Adding equal rows	408
11.6	3D objects: Identifying polyhedrons	410
11.7	3D objects: Identifying pyramids	414
11.8	3D objects: Analyzing attributes	416
11.9	3D objects: Drawing prisms	420
11.10	Money: Identifying amounts of money	422
11.11	Money: Working with dollars and cents	426
11.12	Money: Solving word problems	428

MODULE 12

12.1	Division: Developing language (sharing)	434
12.2	Division: Developing language (grouping)	436
12.3	Common fractions: Identifying one-half, one-fourth, and one-third	440
12.4	Common fractions: Working with parts of a whole (equal size)	442
12.5	Common fractions: Showing the same fraction with wholes of different size	446
12.6	Common fractions: Representing the same fraction in different ways	448
12.7	Area: Counting unit squares	452
12.8	Area: Drawing unit squares to determine area	454
12.9	Mass: Introducing pounds	458
12.10	Mass: Introducing kilograms	460
12.11	Capacity: Introducing cups, pints, and quarts	464
12.12	Capacity: Introducing liters	466

STUDENT GLOSSARY AND TEACHER INDEX

474