



# Oregon Math

Grades K-5

 **Big Ideas** Learning

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## Built for Oregon From a Single-Authorship Team

*Oregon Math* by Big Ideas Learning is a comprehensive math program aligned to the **Oregon Mathematics Standards** that empowers teachers and promotes student ownership so that all learners can succeed in math.

Written by renowned authors, Dr. Ron Larson and Dr. Laurie Boswell, *Oregon Math* provides a cohesive, coherent, and rigorous mathematics curriculum for students in Kindergarten through Grade 8, successfully preparing students for Big Ideas Learning's Oregon high school math curriculum. Program resources, both digital and print, are thoughtfully designed to have the highest impact on learning for all students in any setting.



**Ron Larson, Ph.D.**



**Laurie Boswell, Ed.D.**

### Big Ideas Learning provides:



**Meaningful coherence from one authorship team**



**Integrated Mathematical Practices**

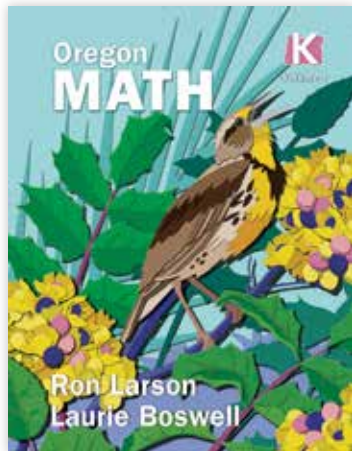


**Highest-impact teaching strategies**

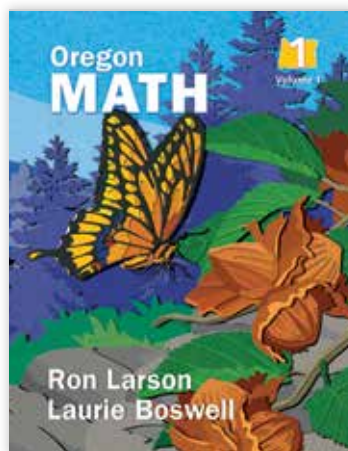


**Supportive and engaging learning tools**

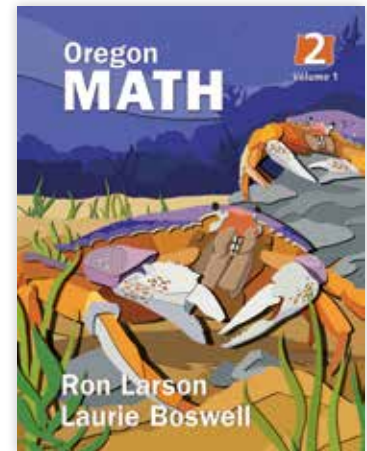
# Elementary Math



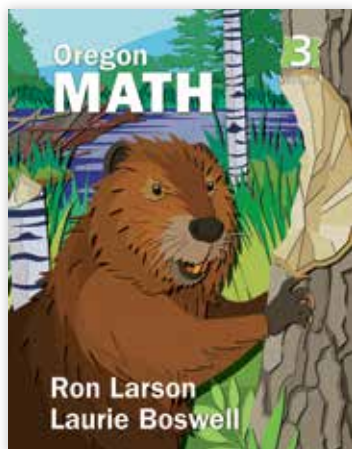
GRADE K



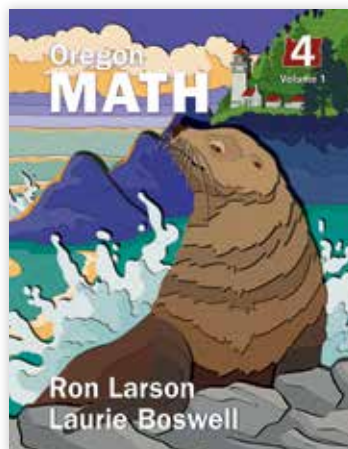
GRADE 1



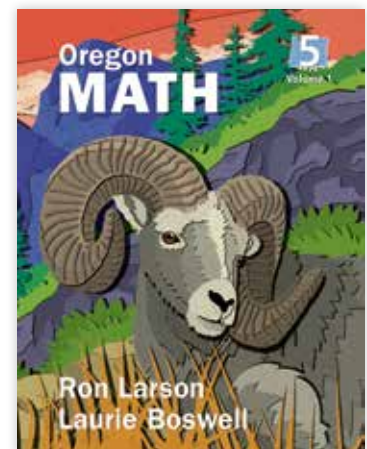
GRADE 2



GRADE 3



GRADE 4



GRADE 5



## Oregon Math

*Oregon Math* is built on a foundation of the most widely accepted research, including pedagogical components of Professor John Hattie's *Visible Learning* research. This pedagogical foundation helps form a clear, concise, and comprehensive vertically aligned solution.

## Focus and Coherence From a Single-Authorship Team

From Kindergarten through Algebra 2, Ron Larson and Laurie Boswell developed a logical and comprehensive progression of focused math topics that results in meaningful coherence from course to course.

### Focus

*Oregon Math* features rich lessons, activities, and assessments aligned to grade-level standards, while simultaneously supporting and engaging students in the major work of the course.

**Learning Target:** Write capacities using equivalent customary measures.

**Success Criteria:**

- I can compare sizes of customary units of capacity.
- I can write customary capacities using smaller customary units.
- I can make tables of equivalent customary capacities.

### Learning Targets and Success Criteria

A **Learning Target** and **Success Criteria** provide students with a focus for each lesson and are visibly shaped by the grade-level standards, which give clarity around lesson goals. These are periodically referenced throughout the lessons, reminding students to reflect on their learning.



Name \_\_\_\_\_

**Capacity in Customary Units 11.5**

**Learning Target:** Write capacities using equivalent customary measures.

**Success Criteria:**

- I can compare sizes of customary units of capacity.
- I can write customary capacities using smaller customary units.
- I can make tables of equivalent customary capacities.

**Explore and Grow**

Use the diagram to complete each statement.

1 gallon							
1 quart		1 quart		1 quart		1 quart	
1 pint	1 pint	1 pint	1 pint	1 pint	1 pint	1 pint	1 pint
1 cup	1 cup	1 cup	1 cup	1 cup	1 cup	1 cup	1 cup

1 gallon is \_\_\_\_\_ times as much as 1 quart.  
1 quart is \_\_\_\_\_ times as much as 1 pint.  
1 pint is \_\_\_\_\_ times as much as 1 cup.  
1 gallon is \_\_\_\_\_ times as much as 1 cup.

**MP Check Your Work** How can you check your answers using a gallon measurement set?

**MP Structure** You know the capacity of a container in pints. Without measuring, how can you find its capacity in cups?

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Chapter 11 | Lesson 5

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### Laurie's Notes: Preparing to Teach

At the beginning of each lesson, the **Preparing to Teach** feature in **Laurie's Notes** makes connections to the threads of major topics for the course. This reminds teachers of students' prior knowledge and helps focus each lesson on the current topics.

## Coherence

A single-authorship team ensures a coherent program with an intentional progression of content within and between grade levels. Students build new understanding on foundations from prior grades and connect concepts throughout the year.

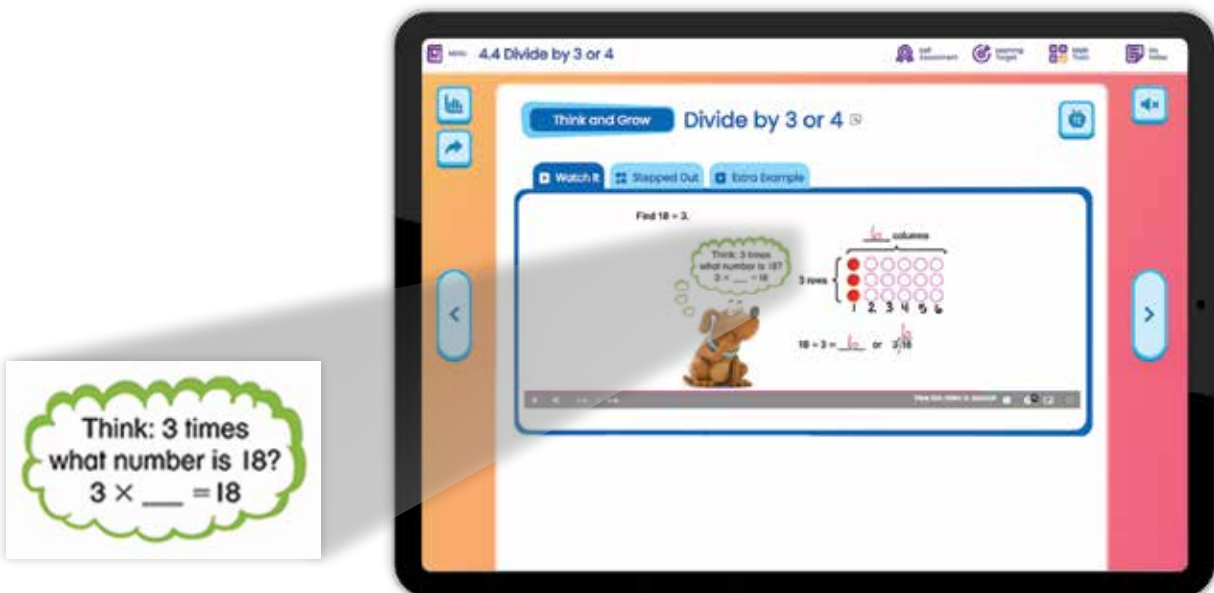
## Progressions Through the Grades Chart

Teachers gain insight into where their students have come from and where they are going next with the **Progressions Through the Grades** chart. With this information, teachers are assured that what they are teaching has a purpose and meaning for that particular point in the curriculum.

Through the Grades		
Grade 2	Grade 3	Grade 4
<ul style="list-style-type: none"> <li>Solve addition and subtraction word problems within 100.</li> <li>Solve one- and two-step word problems.</li> <li>Represent whole numbers as lengths from 0 on a number line.</li> <li>Represent sums and differences within 100 on a number line.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a scaled bar graph or picture graph to show data with several categories.</li> <li>Use a scaled bar graph to solve word problems.</li> <li>Explain what fractions represent using a number line.</li> <li>Measure the length of an object to the nearest quarter inch.</li> <li>Draw a line plot to show data.</li> </ul>	<ul style="list-style-type: none"> <li>Use all four operations to solve multi-step word problems.</li> <li>Use variables to represent unknown numbers.</li> <li>Multiply a fraction by a counting number.</li> <li>Describe a fraction as the sum of unit fractions.</li> <li>Show a data set of measurements in fractions on a line plot.</li> <li>Use a line plot to solve fraction word problems with addition and subtraction.</li> </ul>

## Seamless Progressions Between Grades

One author team thoughtfully wrote each course, creating a seamless progression of content from Kindergarten through Algebra 2. The intentional progression of content results in coherence within the grade. Each lesson builds on prior learning as new concepts are introduced, providing an easy way for students to form connections.



## Rigor Through a Balanced Approach

### Conceptual Understanding and Procedural Fluency

A truly rigorous program provides a balance of the three aspects of rigor: conceptual understanding, procedural fluency, and application. Every lesson in the *Oregon Math* program was intentionally written with the following elements to support this balance.



### Conceptual Understanding

Each lesson contains a **Dig In** from **Laurie's Notes** to help teachers launch the lesson. These **Dig Ins** help build conceptual understanding and connect students' prior knowledge to the concepts in the lesson.

In each **Explore and Grow**, students develop conceptual understanding as they investigate new topics. Students achieve a deeper level of understanding through discovery learning, using manipulatives, and mathematical conversations.

#### Dig In (Circle Time)

Students will interpret a picture graph that is missing its key.

- ? "Who can tell us what a picture graph is?" [Look for responses describing a way to show data using symbols or pictures.](#)
- Post the favorite color picture graph shown on the board.

- ? **MP1 Make Sense of Problems and Persevere in Solving Them:** "These are the results of a survey for what color to use for a new school logo. Is there anything unusual about the graph?" [Probe for how the symbols do not match the numbers.](#)

Favorite Color	Votes
Red	9
Blue	12
Green	6

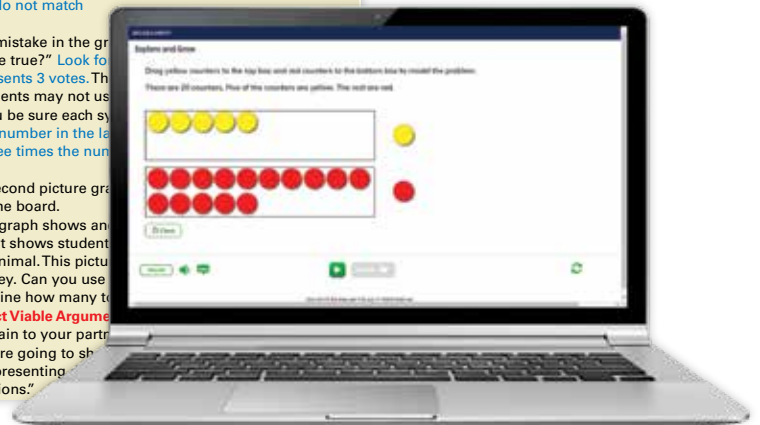
- ? "There is no mistake in the graph. The last column is the graph's key. Each symbol represents 3 votes. The although students may not use the key, they can use the numbers to determine how many votes each color has." [Look for symbol represents 3 votes.](#)

- ? "How can you be sure each symbol represents 3 votes?" [Each number in the last column is three times the number of symbols.](#)

- Display the second picture graph on the board.

- ? "This picture graph shows a class survey. It shows student favorite zoo animal. This picture graph has a key. Can you use the key to determine how many times each animal was chosen?"

- **MP3 Construct Viable Arguments:** "Explain to your partner how you know." [Today, you are going to show your partner how you know with a key representing answer questions."](#)



### Math Tools

Teachers and students can use the point-of-use **Math Tools** to support students' conceptual development.

## Procedural Fluency

Following the Explore and Grow, students solidify their learning with clear, stepped-out teaching through **Key Ideas** and **Think and Grow** examples.

**Think and Grow: Make Line Plots**

$\frac{1}{8}$	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{1}{2}$	$\frac{3}{8}$
$\frac{1}{2}$	$\frac{3}{8}$	$\frac{1}{2}$	$\frac{5}{8}$	$\frac{3}{4}$

**Example** You plant 10 seeds. After 6 days, you measure the height of each plant. Make a line plot to display the data.

**Step 1:** Write the data values as fractions with the same denominator.

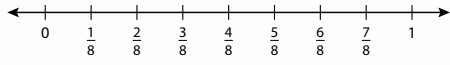
The denominators of the data values are 2, 4, and 8.  
Because 2 and 4 are factors of 8, use a denominator of 8.

$$\frac{1}{2} = \frac{1 \times 4}{2 \times 4} = \frac{\quad}{\quad} \qquad \frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{\quad}{\quad}$$

**Step 2:** Use a scale on a number line that shows all of the data values.


**Step 3:** Mark an X for each data value.

**Plant Height**



Height (inch)

Remember: When making a line plot, write a title and label the scale.



Which plant height is the most common?

## Scaffolding and Differentiating

Students demonstrate what they have learned in the **Show and Grow**, allowing teachers to determine how to scaffold and differentiate during the **Apply and Grow**. During the Apply and Grow, students will complete both conceptual and procedural questions and exercises.



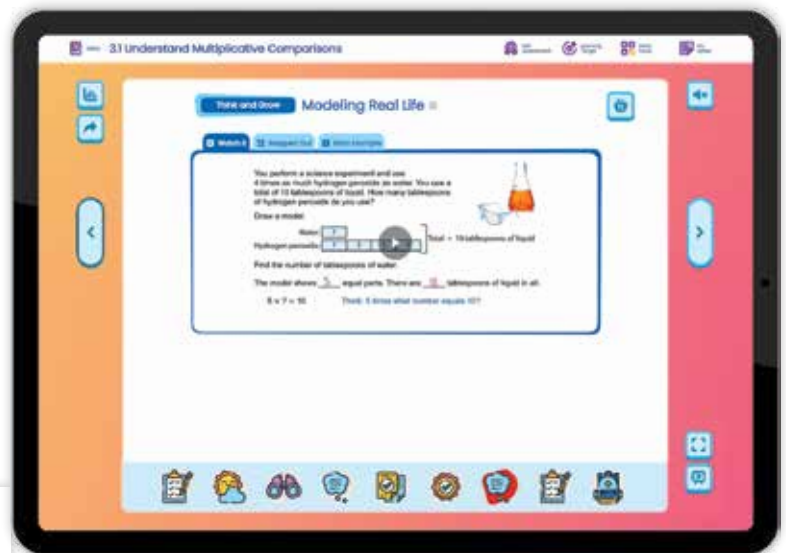
## Rigor Through a Balanced Approach

### Real-Life Application

*Oregon Math* emphasizes real-life application, effectively balancing the three aspects of rigor.

### Modeling Real Life

Every lesson contains a **Think and Grow: Modeling Real Life** example. This provides students with a relevant real-world problem that brings together their conceptual understanding and procedural fluency as they seek to apply and transfer their knowledge.



3. You run 5 laps around a track. Each lap is 400 meters. How many total kilometers do you run?

4. Two hotel workers have a total of 30 bags of luggage each weighing 50 pounds. One worker weighs 150 pounds, and the other weighs 210 pounds. Can they transport themselves and all of the bags on the elevator at once? Explain.

**ELEVATOR WEIGHT LIMIT: 2.5 tons**

5. **DIG DEEPER!** You have 84 feet of streamers. You cut 24 pieces that are each  $\frac{1}{2}$  yard long. How many feet of streamers do you have left?

6. **Writing** Write and solve a word problem involving unit measure.

7. **MP Modeling Real Life** You want to hang a wallpaper border around the perimeter of the rectangular bathroom shown. How many yards of wallpaper border do you need?

8. **DIG DEEPER!** You need  $\frac{1}{2}$  gallon of fertilizer to cover a lawn. What is the least amount of money that you can pay and have enough fertilizer?

**Review & Refresh**

Divide. Then check your answer.

9.  $25 \overline{)5,343}$       10.  $24 \overline{)2,064}$

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### Grow Independent Problem Solvers

Students will then continue practicing through nonroutine problems, such as **Modeling Real Life** and **Dig Deeper**, which help students apply surface-level skills to gain a deeper understanding. These problems lead students to become independent problem solvers.

## Problem-Solving Plan

Through an emphasis on the **Problem-Solving Plan**, all Oregon students can be successful with application problems. Featured in many of the **Think and Grow: Modeling Real Life** examples, students become familiar with the problem-solving process, helping them make sense of the problem and grow their confidence.

### THE PROBLEM-SOLVING PLAN

#### 1. Understand the Problem

Think about what the problem is asking, what information you know, and how you might begin to solve.

#### 2. Make a Plan

Plan your solution pathway before jumping in to solve. Identify any relationships and decide on a problem-solving strategy.

#### 3. Solve and Check

As you solve the problem, be sure to evaluate your progress and check your answers. Throughout the problem-solving process, you must continually ask, "Does this make sense?" and be willing to change course if necessary.

## Connecting to Real Life

Teachers can launch every chapter by having students think about their world. After the chapter, teachers can use the related **Performance Task** to connect students to what they just learned.

# 11

## Convert and Display Units of Measure

- Passenger airliners fly people and cargo all over the world. What types of cargo do you think are flown on an airplane?
- An airliner can hold at most 30 tons of weight from passengers and cargo. Why might it be important for the pilot of an airliner to be able to convert between units of measure?

**Chapter Learning Target:**  
Understand measurement.

**Chapter Success Criteria:**

- I can identify length in metric units.
- I can describe mass and capacity in metric units.
- I can solve a problem using different ways to measure items.
- I can compare the values of two different forms of measurement.



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# 11

## Performance Task


Name \_\_\_\_\_

Passenger airliners come in many different sizes. Plane A and Plane B are two different types of wide-body jet airliners.

**1. The table shows some facts about Plane A.**

a. The length of Plane B is 80 yards. Which is longer, Plane A or Plane B? How much longer?

b. The wingspan of Plane B is  $37\frac{1}{12}$  feet longer than the wingspan of the Plane A. What is the wingspan of Plane B?



Plane A	
Length	250 ft 2 in.
Wingspan	224 ft 7 in.
Maximum takeoff weight	493.5 tons

**2. Before an airliner can take off, the pilot has to make sure it weighs less than the maximum takeoff weight.**

a. Plane A weighs 404,600 pounds and can carry at most 422,000 pounds of fuel. How many pounds can the airliner hold in passengers and cargo?


b. **WP Construct an Argument** The maximum landing weight of Plane A is 300,000 pounds less than the maximum takeoff weight. Why does an airliner weigh less at the end of a flight than at the beginning?

c. Plane A uses 20 quarts of fuel for each mile it flies. How many gallons of fuel does the plane use during a 3,200-mile flight?

**3. Plane B can hold 544 passengers. Plane A can hold  $\frac{3}{4}$  of passengers that Plane B can hold.**

a. How many passengers can Plane A hold?

b. An airline estimator that each passenger weighs \_\_\_\_\_ page. \_\_\_\_\_ does \_\_\_\_\_



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## STEAM Videos

Starting in Grade 3, students can watch STEAM Videos online and complete the corresponding STEAM Performance Task, giving them further opportunities to connect to real life through varying interests and scenarios.



## Integrated Mathematical Practices

Developing proficiency in the Mathematical Practices is about becoming a mathematical thinker. Newton and Descartes, student-friendly math guides integrated throughout the program and in our **Math Musicals** series, help students use the Mathematical Practices by posing questions for students to consider as they learn to reason and communicate.

**MP** labels throughout the book indicate gateways to those aspects. Collectively, these opportunities lead students to a full understanding of each Mathematical Practice.

**MP**

### Make Sense of Problems and Persevere in Solving Them

One way to **Make Sense of Problems and Persevere in Solving Them** is to use the Problem-Solving Plan. Students should take time to analyze the given information and what the problem is asking to help them plan a solution pathway.

### Think and Grow: Problem Solving: Time Intervals

**Example** A dinosaur museum closes in  $1\frac{1}{2}$  hours. Do you have enough time to spend 20 minutes at each of 4 exhibits in the museum?

#### Understand the Problem

**What do you know?**

- The museum closes in  $1\frac{1}{2}$  hours.
- You want to spend 20 minutes at each of 4 exhibits.

**What do you need to find?**

- You need to find whether you have enough time to spend 20 minutes at each of 4 exhibits before the museum closes.

#### Make a Plan

**How will you solve?**

- Find the number of minutes until the museum closes.
- Find the total number of minutes it takes to visit the exhibits.

#### Solve

**Step 1:** Find the number of minutes until the museum closes.

There are \_\_\_\_\_ minutes in 1 hour.

$1\frac{1}{2} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

There are \_\_\_\_\_ minutes until the museum closes.

**Step 2:** Find how many minutes it takes to visit the exhibits.

20 min

20 min

20 min

20 min

It takes \_\_\_\_\_ minutes to visit the exhibits, which is \_\_\_\_\_ than 90 minutes.

You \_\_\_\_\_ have enough time to visit the exhibits.

**3.** **MP Reasoning**

Which sentences are correct?  
You survey 30 students.  
11 students chose whale.  
4 more students chose seal than penguin.

Favorite Antarctic Animal	
Penguin	
Whale	
Seal	

**MP**

### Reason Abstractly and Quantitatively

Students **Reason Abstractly** when they explore an example using numbers and models to represent the problem. Other times, students **Reason Quantitatively** when they see relationships in numbers or models and draw conclusions about the problem.

**MP**

### Construct Viable Arguments and Critique the Reasoning of Others

When students **Construct Viable Arguments and Critique the Reasoning of Others**, they make and justify conclusions and decide whether others' arguments are correct or flawed.

**3.** **MP YOU BE THE TEACHER**

Is Newton correct? Explain.

$31 - 9 \stackrel{?}{=} 32$

Regroup?

Yes

No

Tens	Ones

Tens	Ones
3 tens 2 ones	

**7.** **MP Modeling Real Life**

A family attends a family expo from 1:30 P.M. to 5:15 P.M. They spend an equal amount of time at each activity. How many minutes do they spend at each activity?

#### Family Expo Activities

- Costumed Characters
- Dog Show
- Foam Pit
- Giant Slide
- Magician

**MP**

### Model With Mathematics

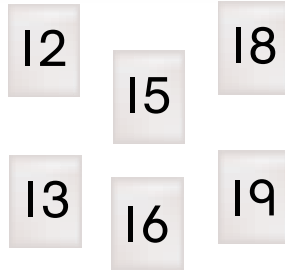
To **Model With Mathematics**, students apply the math they have learned to a real-life problem and interpret mathematical results in the context of the situation.

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## MP Use Appropriate Tools Strategically

To **Use Appropriate Tools Strategically**, students need to know what tools are available and think about how each tool might help them solve a mathematical problem. When students choose a tool to use, remind them that it may have limitations.

9. **DIG DEEPER!** Choose two numbers to complete the sentences.



**MP Use Math Tools**  
How can you use base ten blocks to check your answers?



\_\_\_\_\_ is greater than \_\_\_\_\_.

\_\_\_\_\_ is less than \_\_\_\_\_.

Show 123 two ways.

**MP Communicate Clearly**  
Explain why 1 hundred, 2 tens, and 3 ones has the same value as 12 tens and 3 ones.



Hundreds	Tens	Ones
1	2	3

Hundreds	Tens	Ones
0	12	3

## MP Attend to Precision

When students **Attend to Precision**, they are developing a habit of being careful in how they talk about concepts, label their work, and write their answers.

## MP Look for and Make Use of Structure

Students **Look for and Make Use of Structure** by looking closely to see structure within a mathematical statement or stepping back for an overview to see how individual parts make one single object.

5. **MP Structure** Write a number that is greater than 78 but less than 82. Show how you know.

14. **DIG DEEPER!** Which measurements are greater than 5 gallons?

92 cups

36 pints

15 quarts

10 gallons

80 cups

41 pints

**MP Repeated Reasoning**  
How can you convert cups to gallons or gallons to cups?



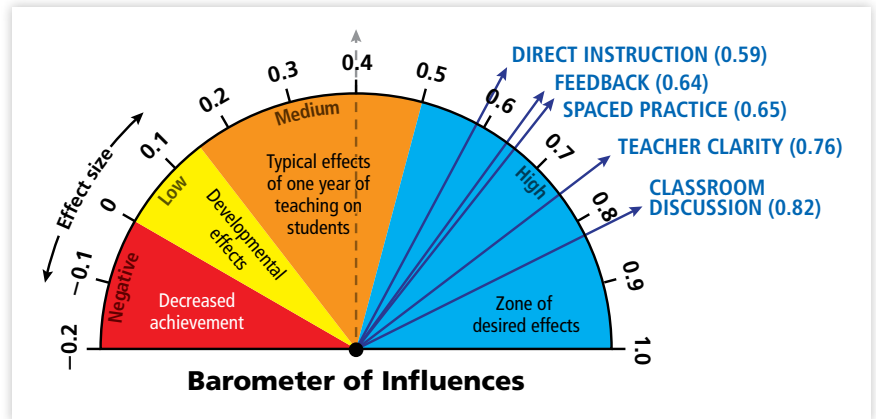
## MP Look for and Express Regularity in Repeated Reasoning

When students **Look for and Express Regularity in Repeated Reasoning**, they can notice patterns and make generalizations. Remind students to keep in mind the goal of a problem, which will help them evaluate reasonableness of answers along the way.

## Accelerating Learning for All Students

### Five Highest-Impact Teaching Strategies

*Oregon Math* incorporates the highest-impact teaching strategies from Professor John Hattie's *Visible Learning* research. Reinforced throughout the program, these five strategies are proven to have the greatest impact on student achievement, giving all students the opportunity to be successful.



**Learning Target:** Write capacities using equivalent customary measures.

**Success Criteria:**

- I can compare sizes of customary units of capacity.
- I can write customary capacities using smaller customary units.
- I can make tables of equivalent customary capacities.

### Teacher Clarity

**Learning Targets** and **Success Criteria** are incorporated into every chapter and lesson, and visibly reflect the **Oregon Mathematics Standards**, allowing teachers to clearly communicate learning expectations.

### Feedback

Providing timely and relevant feedback is crucial for students to make connections and further their understanding. Feedback helps students determine what they are learning, where they are in the learning, and where they are going next. In turn, students can also provide teachers with feedback using the **Self-Assessment** tool.

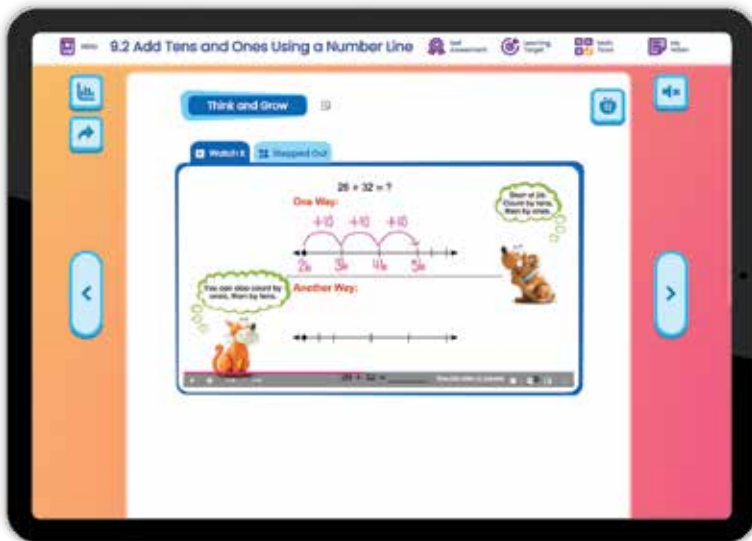
- "You have modeled multiplying by 2 and found the product. Sometimes the number of groups is 2, sometimes the size of the group is 2. Tell your partner what you learned today about multiplying a number by 2."

## Classroom Discussion

When students participate in mathematical discourse, they hone their ability to reason, construct arguments, and critique each other's reasoning. **Turn and Talk**, found in **Laurie's Notes**, allows students to frequently analyze each other's mathematical thinking.

## Explore and Grow

- **Turn and Talk:** "Describe the relationship between the number of red counters and yellow counters." Discuss and record valid statements:
  - There are many more red counters than yellow counters.
  - There are 10 more red counters than yellow counters.
  - There are 3 times as many red counters as yellow counters.



## Direct Instruction

Every investigative **Explore and Grow** is followed by explicit instruction, allowing students to build their procedural fluency. **Think and Grow** examples have been carefully designed to ensure students meet the Success Criteria of each lesson.

## Spaced Practice

Students must revisit concepts over time so deeper learning occurs. The **Review & Refresh** exercises in every lesson provide ongoing practice so students continue to focus on the major topics.

### Review & Refresh

9. Make a quick sketch to complete the sentence.

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Tens	Ones

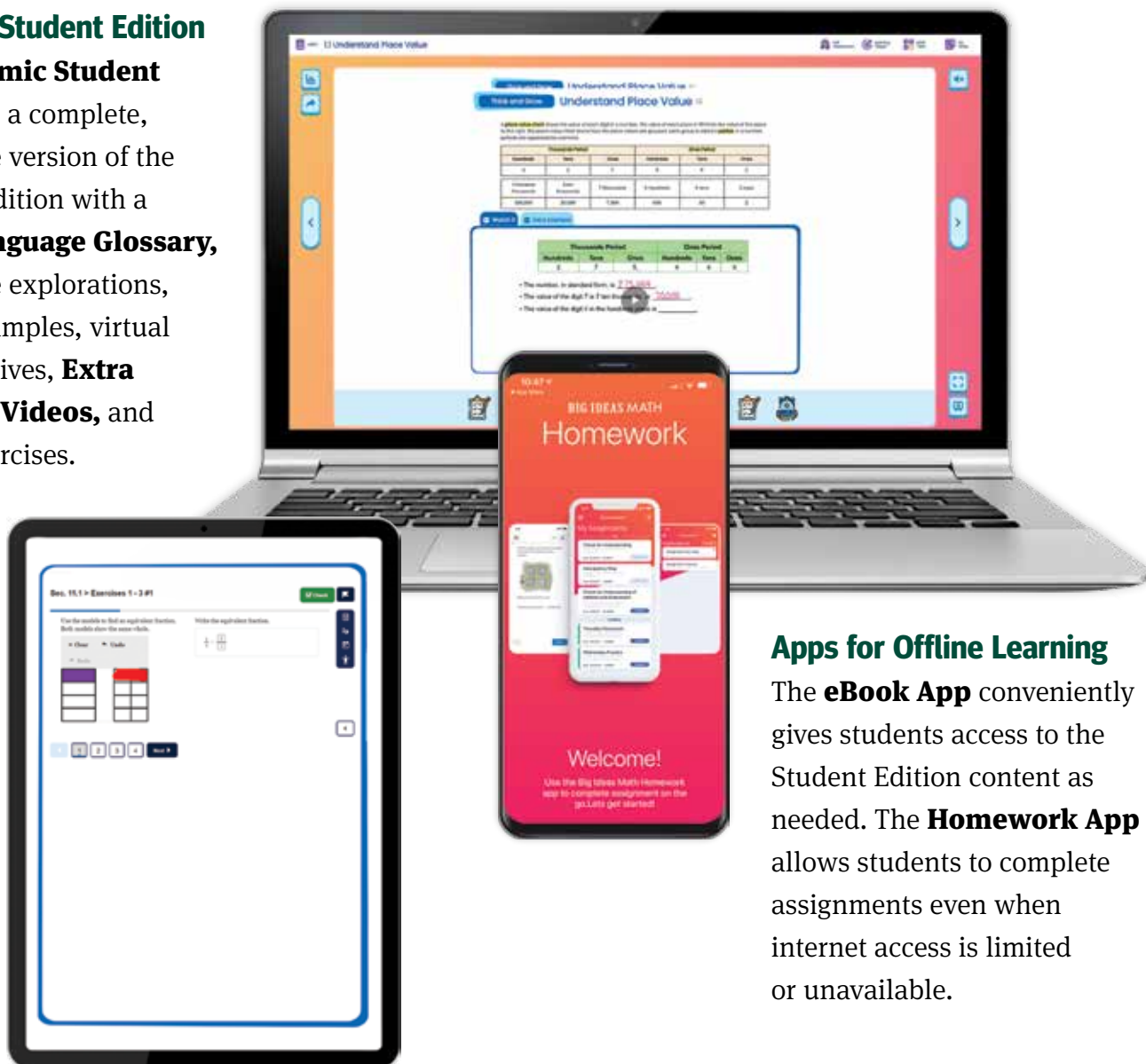
\_\_\_\_\_ is \_\_\_\_\_ tens and \_\_\_\_\_ ones.

## Flexible Resources Accessible Anywhere

*Oregon Math* is powered by a robust technology platform that enhances instruction and includes interactive resources for facilitating and completing lessons, assessment options, and video support for both students and teachers while meeting **Oregon Mathematics Standards**.

### Dynamic Student Edition

The **Dynamic Student Edition** is a complete, interactive version of the Student Edition with a **Multi-Language Glossary**, interactive explorations, digital examples, virtual manipulatives, **Extra Example Videos**, and digital exercises.



### Apps for Offline Learning

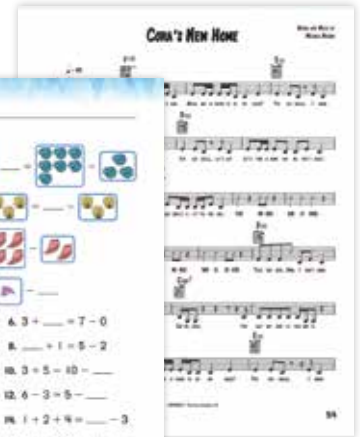
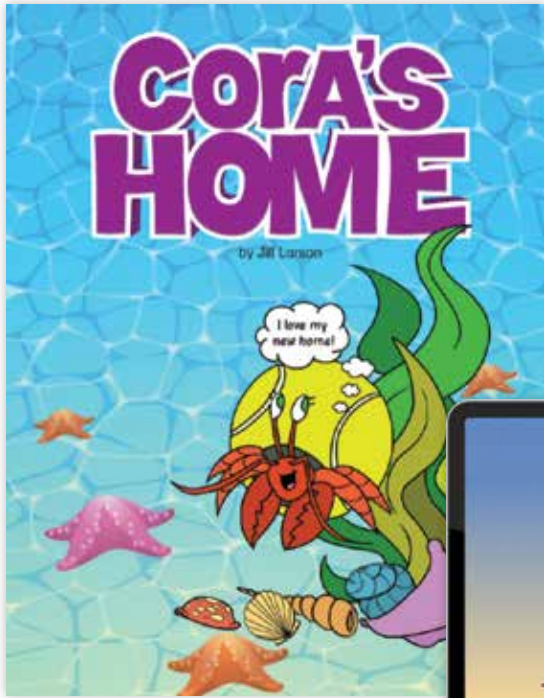
The **eBook App** conveniently gives students access to the Student Edition content as needed. The **Homework App** allows students to complete assignments even when internet access is limited or unavailable.

### Assignment Builder

The **Assignment Builder** gives teachers the flexibility to create digital assignments and assessments that match the print resources or develop their own questions. The parity between the print and digital ensures teachers can provide equitable access to course content for all students. The embedded tools in the assignments provide students with optional support so that all students can be successful.

## Newton and Descartes's Math Musicals With Differentiated Rich Math Tasks

**Math Musicals** offer elementary students a fun and engaging connection between math, music, and literature. Two furry friends, Newton and Descartes, team up in these educational stories and songs to bring mathematics to life!



### Differentiated Rich Math Tasks

**Differentiated Rich Math Tasks** encourage students to make sense of and extend the math concepts presented in **Math Musicals**. Each task includes three different levels so students can complete tasks that are designed to challenge them.

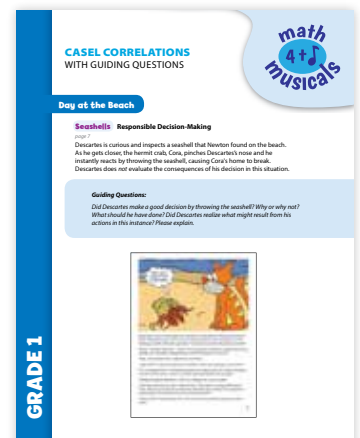
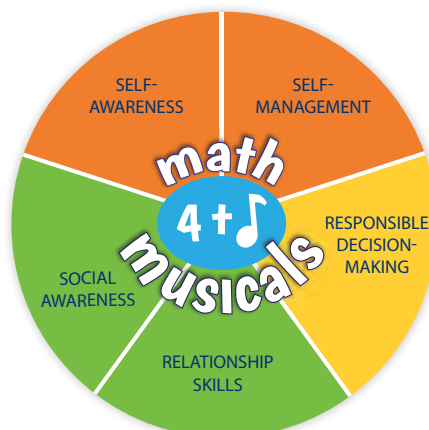


**Explore  
Math Musicals!**

MathMusicals.com

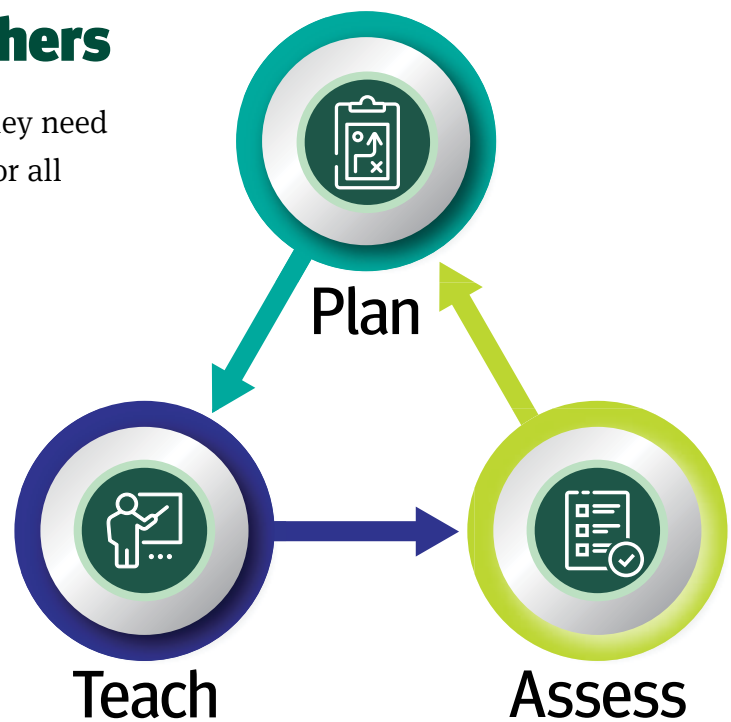
## Support for Social and Emotional Learning (SEL) with Newton and Descartes

Students tap into rich characters, relationships, and emotions with **Math Musicals**, providing a landscape for developing SEL skills. Use the **SEL Guiding Questions for Math Musicals** found online for additional SEL support!



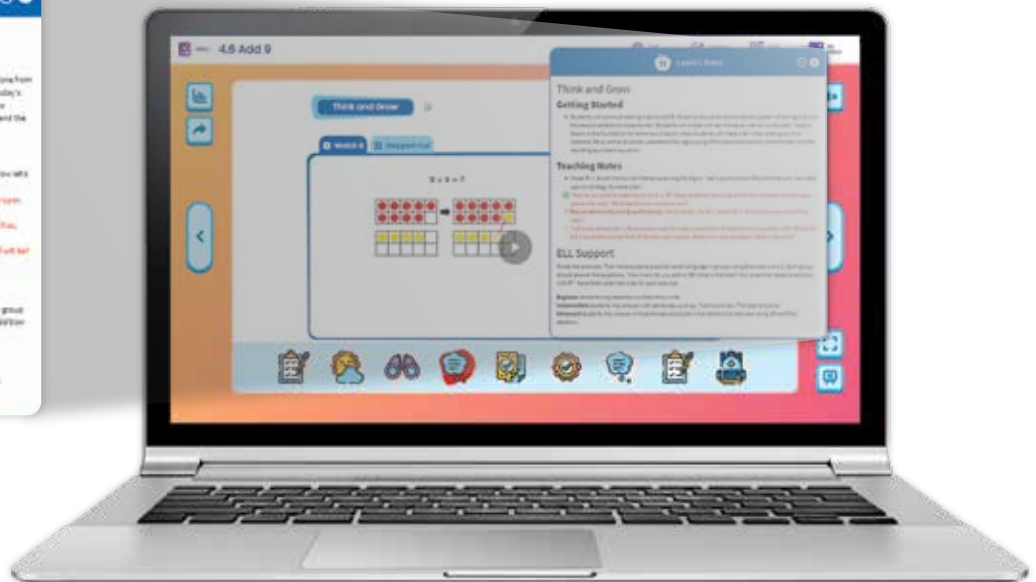
## Support to Empower Teachers

*Oregon Math* provides teachers with everything they need to plan, teach, and assess to accelerate learning for all students.



## Plan Efficiently

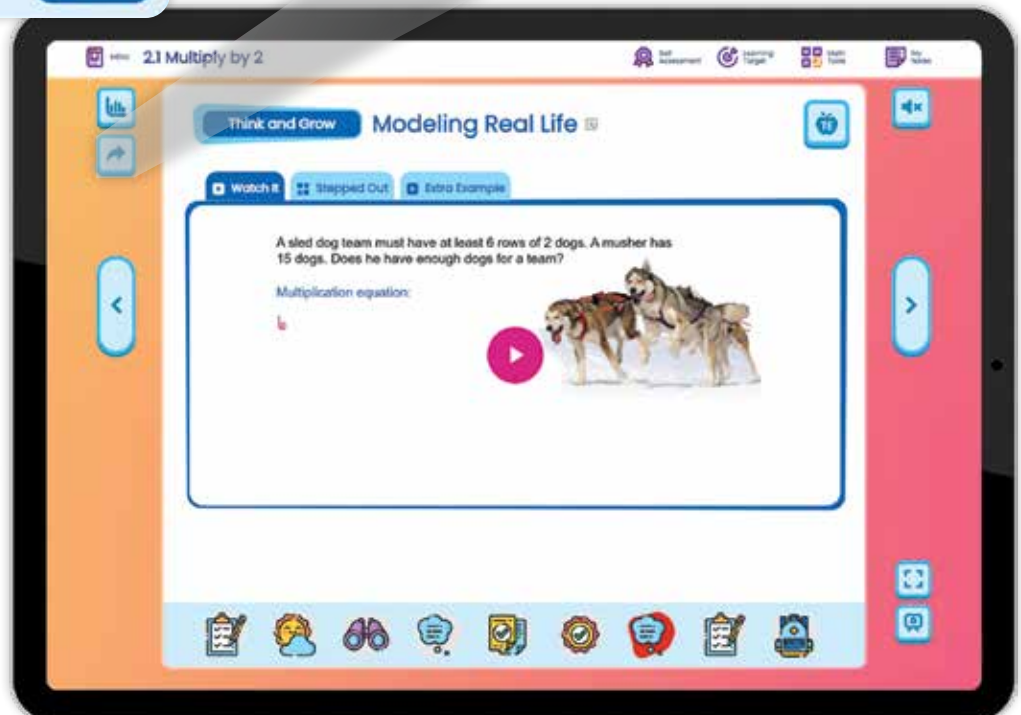
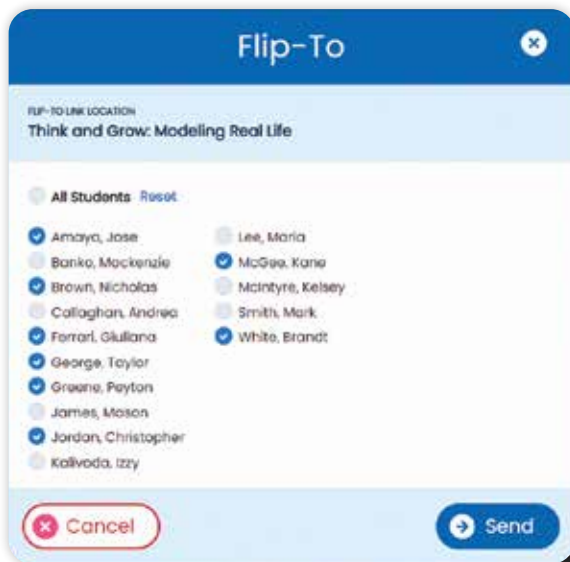
Written by master educator and author Dr. Laurie Boswell, **Laurie's Notes** offer teachers point-of-use support through content overviews, motivation techniques, teaching strategies, questions to ask students for discussion, closures, and more! Laurie's Notes also include specific support for the Mathematical Practices, so teachers can ensure students are using them on a daily basis.





## Teach Effectively

Teachers use the **Dynamic Classroom** to facilitate lessons using the engaging explorations, digital examples, and interactive practice all at their fingertips. They can even use the **Flip-To** feature to send students directly to a specific place in their **Dynamic Student Edition**, which makes managing a classroom full of devices a breeze.



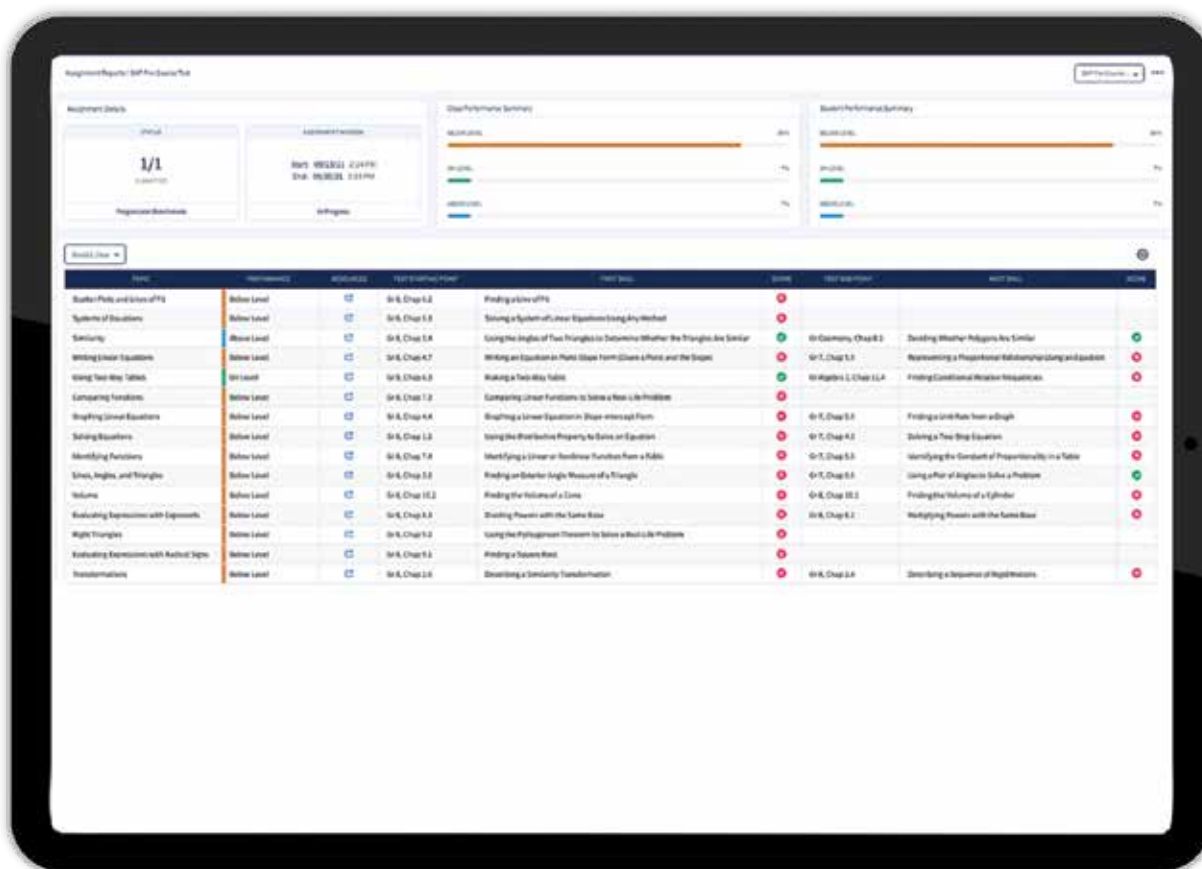


## Rich Assessments

*Improving Student Outcomes*

*Oregon Math* is supported by a rich collection of assessment tools for diagnostic, formative, and summative assessment. Consistent and frequent checkpoints allow teachers to evaluate where students are in their learning, while real-time results and progressive reporting are easily accessible on the digital platform.

## Diagnostic Assessment



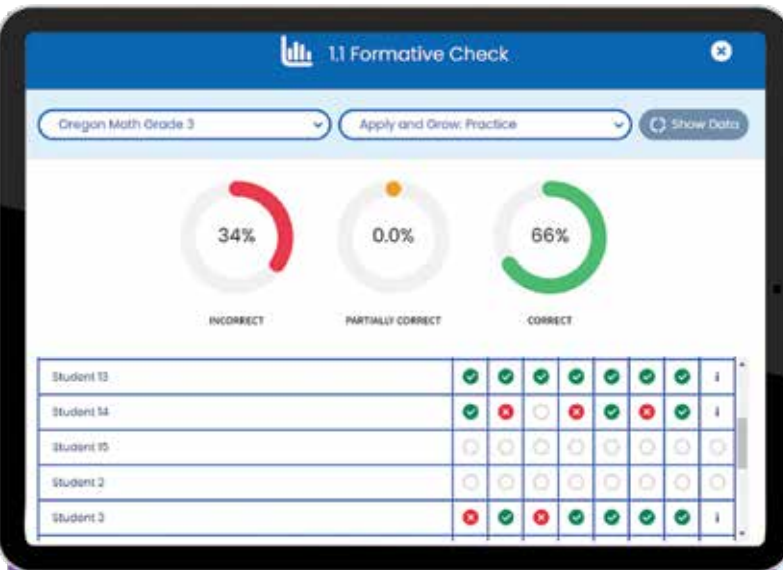
## DAP Assessment

The **DAP (Diagnostic Adaptive Progression)** **Assessment** measures learning across grades and gives teachers full insight into where students fall on the continuum of skills. With this cohesive and effective test, questions adapt based on student responses. The detailed report suggests resources to use with students who need support, empowering teachers with information to become even more effective in their instruction.

## Prerequisite Skills Practice

With the **Prerequisite Skills Practice**, teachers can identify prior skills where students may need more support before starting grade-level content.

## Formative Assessment

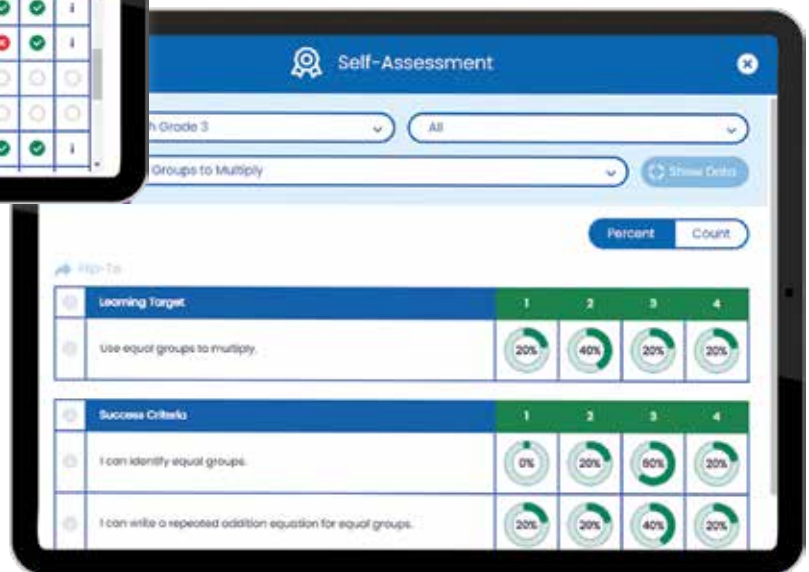


### Oregon Math Test Prep and Practice Workbook

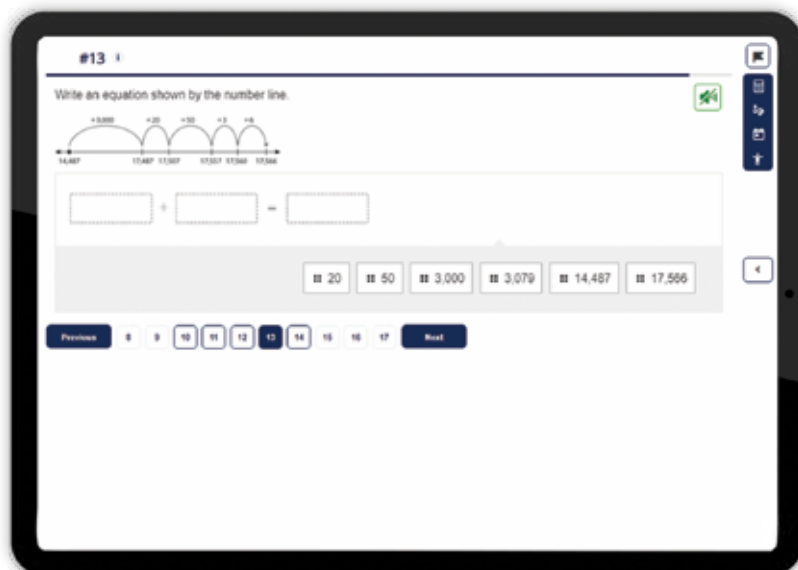
Assess student learning of the Oregon Mathematics Standards with the **Oregon Math Test Prep and Practice Workbook**. This includes Extra Practice, Chapter Tests, Course Benchmark Tests, and Post-Course Tests.

### Formative Check and Self-Assessment

Teachers can formatively assess students using the **Formative Check** and encourage students to use the **Self-Assessment**. Both tools provide data and insight into student progress, as well as how the students perceive their learning progress as they rate themselves on the Success Criteria.



## Summative Assessment



### Dynamic Assessment System

Teachers can assign practice and assessments aligned to course content or create their own assignments, including writing their own questions. Assignments are automatically scored and provide detailed reports on performance and standards.

### Assessment Book

Chapter Tests, Pre- and Post-Course Tests, and Course Benchmark Tests from the **Assessment Book** assess students' understanding of course content and can be assigned periodically throughout the year to show growth. Digital versions can be customized online in the Assignment Builder.

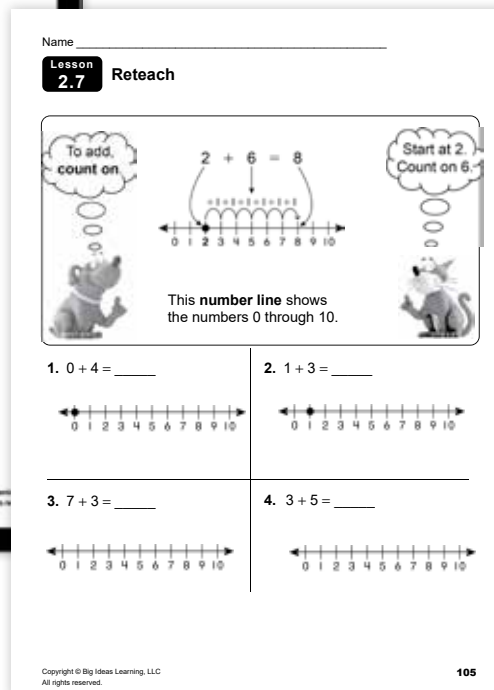
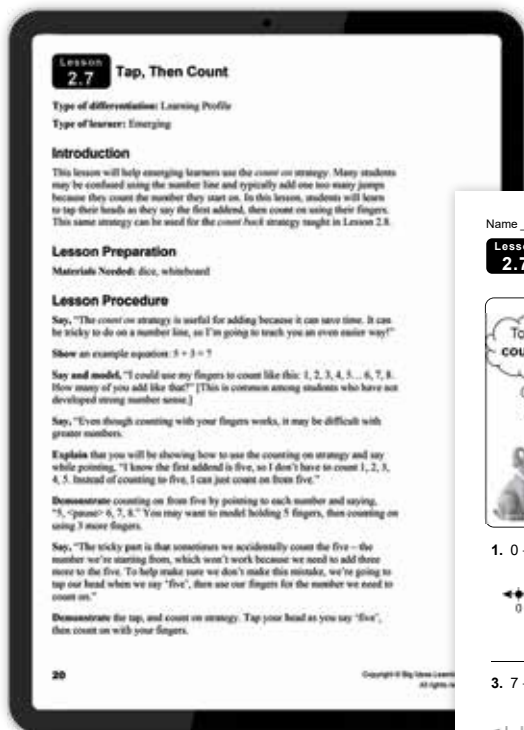
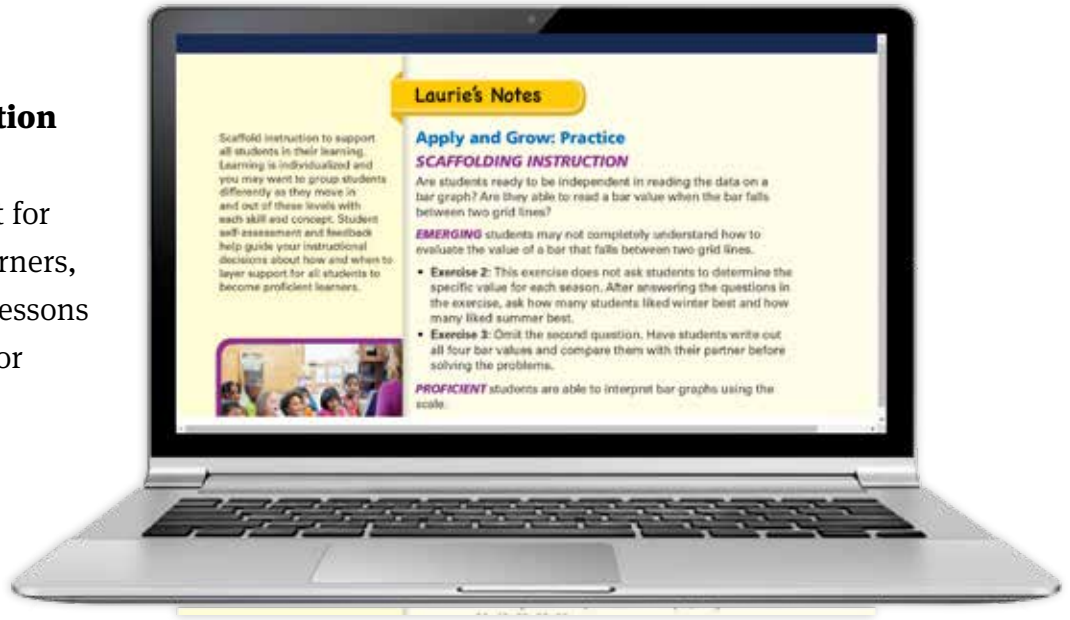
# Elementary Math

## Reach All Learners

*Oregon Math* ensures teachers can easily meet the needs of all learners through differentiation and intervention strategies and resources.

### Scaffolding Instruction

Using **Scaffolding Instruction** in **Laurie's Notes**, teachers can provide specific support for Emerging and Proficient learners, with options for extending lessons by adding even more rigor for Advanced students.



### Built-In Differentiation

Resources found online and in the **Resources by Chapter**, such as Reteach, Extra Practice, and Enrichment and Extension, as well as Differentiating the Lesson, provide multiple paths for teachers to reach their students. Materials are directly related to the lesson goals but also targeted to students' needs.

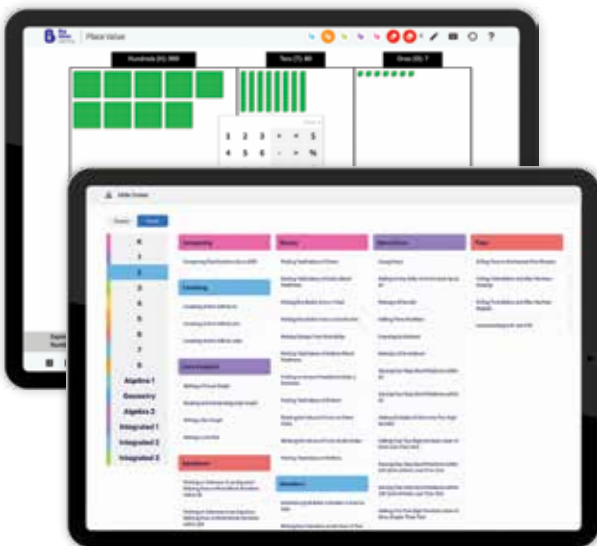
## Timely Intervention Support

Through a multitude of print and digital resources, *Oregon Math* completely supports the Response to Intervention and Multi-Tiered System of Supports models. With resources for Oregon students at every tier, including access to the entire K–12 curriculum online, teachers can target students with specific support to get them back on track at any point.

**Tier 3: Individualized Interventions** \_\_\_\_\_

**Tier 2: Supplemental Interventions** \_\_\_\_\_

**Tier 1: Core Instruction** \_\_\_\_\_

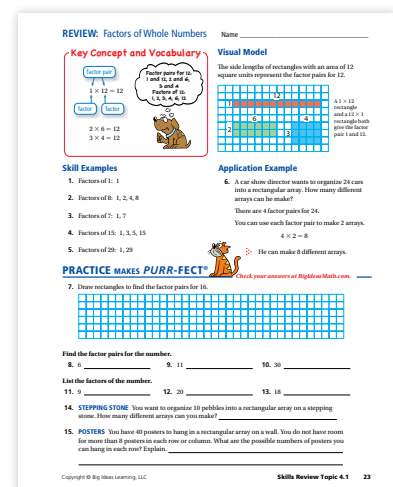


## Digital Opportunities for Reinforcement and Enrichment

*Oregon Math* offers a variety of digital resources for skill development, review, and enrichment. The **Skills Trainer** provides opportunities for students to review or extend skills from Kindergarten through Algebra 2. **Interactive Tools**, such as base ten blocks, linking cubes, and fraction models, help students make connections by visualizing key concepts.

## Skills Review for Success

The **Skills Review Handbook** includes examples and practice to review concepts from Kindergarten through Grade 8. It can be used for remediation, enrichment, and differentiation. Available in print or digitally, the handbook provides students with an additional opportunity for review and practice.



## Ensure Success for English Language Learners

In the *Oregon Math Teaching Edition*, teachers will find leveled **ELL Support** for Beginner, Intermediate, and Advanced ELL students for every lesson, which is in addition to the leveled Scaffolding Instruction notes.

### Support for Spanish-Speaking Students

The Spanish Student Edition, in both print and digital, is a carefully developed translation of the complete student program. In addition, a full assessment suite in Spanish ensures formative and summative assessment can be delivered effectively.

#### ELL Support

After completing the example, have students work in pairs to complete Exercises 1–3. Have one student ask another, “How many jumps of five do you make? What is the answer?” Have them alternate roles for each exercise.

**Beginner** students may answer using numbers.

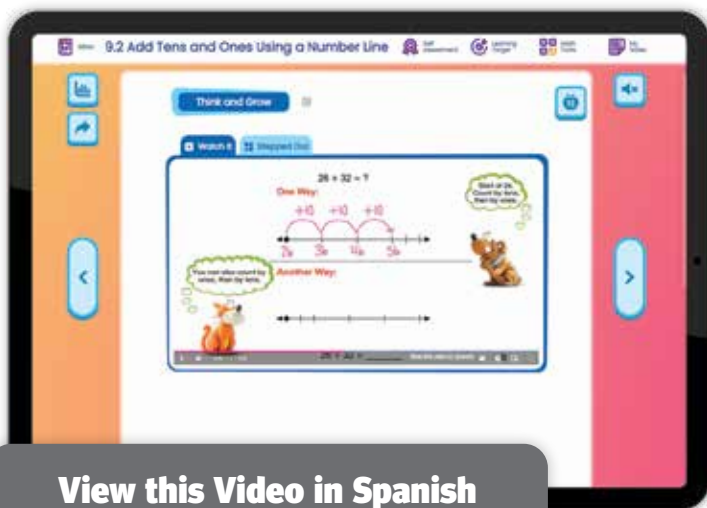
**Intermediate** students may answer using phrases, such as, “eight times.”

**Advanced** students may answer with sentences, such as, “I make eight jumps of five.”



### School-to-Home Connections

**Family Letters** and the **Multi-Language Glossary** are available in 16 languages, including Spanish, providing parents with the information and tools they need to help their students succeed. The **Game Library** contains English and Spanish interactive games with audio, making math fun at home!



View this Video in Spanish

### Digital Language Support

**Spanish audio** is also available in the **Dynamic Classroom** to enhance the Digital Examples, Extra Example Videos, practice, assessments, and more!

# Program Resources

*Oregon Math* provides all teachers and students with access to all materials on one digital platform in addition to easily accessible print resources.

## Student Resources

### Student Edition\*

#### Practice Workbook (K-2)

#### Test Prep and Practice Workbook (3-5)

Extra Practice  
Chapter Tests♦  
Course Benchmark Tests♦  
Post-Course Tests♦

### Dynamic Student Edition

Interactive Tools  
Interactive Explorations  
Digital Examples  
Tutorial Extra Example Videos♦  
Self-Assessments

### Additional Resources

Vocabulary Flash Cards\*  
Graphic Organizers  
Math Tool Paper

### Skills Trainer

### Skills Review Handbook

### Game Library\*

### Multi-Language Glossary\*

### STEAM Videos♦

### eBook App

### Homework App

## Teacher Resources

### Teaching Edition

#### Resources by Chapter

Family Letter\*  
Warm-Ups  
Extra Practice  
Reteach  
Enrichment and Extension  
Chapter Self-Assessment♦

### Assessment Book

Prerequisite Skills Practice\*  
Pre- and Post-Course Tests\*  
Course Benchmark Tests\*  
Chapter Tests\*

### Instructional Resources

Vocabulary Cards  
Activities  
Blackline Masters

### Skills Review Handbook

### Newton and Descartes's Math Musicals with Differentiated Rich Math Tasks

### Manipulative Kit

### Literature Kit

### Dynamic Classroom

Laurie's Notes  
Interactive Tools  
Interactive Explorations  
Digital Examples with PowerPoints  
Formative Check  
Self-Assessment  
Flip-To  
Digital Warm-Ups and Closures

### Dynamic Assessment System

Practice  
Assessments  
DAP Assessment  
Performance and Standard Reports

### Answer Presentation Tool

#### Additional Resources

Lesson Plans  
Differentiating the Lesson  
Pacing Guides  
Worked-Out Solutions Key♦  
Family Letters\*

### Video Support for Teacher

Life on Earth Videos  
Professional Development Videos  
Concepts and Tools Videos



Written by a renowned, single-authorship team, these programs encourage students to become strategic thinkers as they prepare for college- and career-readiness.

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