Compatibility Check

McGraw-Hill Education’s programs are built to run on most operating systems and devices, yet we recommend that you do a quick compatibility check with your specific system.

Go to: http://connected.mcgraw-hill.com

Click on: Minimum System Requirements (bottom of the page)

This will automatically test your system and let you know what updates you might need to get the full utilization of McGraw-Hill Education’s product lines.
## Minimum System Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Minimum Requirements (PC)</th>
<th>Minimum Requirements (Mac)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Adobe Flash</td>
<td>Flash 11.8+</td>
<td>Flash 11.8+</td>
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<tr>
<td>Adobe AIR</td>
<td>AIR 14.0+</td>
<td>AIR 14.0+</td>
</tr>
<tr>
<td>Unity Web Player</td>
<td>Unity Web Player 3.5+</td>
<td>Unity Web Player 3.5+</td>
</tr>
<tr>
<td>Internet Browser</td>
<td>Internet Explorer 9+</td>
<td>Safari 5.1.9+</td>
</tr>
<tr>
<td></td>
<td>Firefox 23+</td>
<td>Firefox 23+</td>
</tr>
<tr>
<td></td>
<td>Safari 5.1.9+</td>
<td>Chrome 33+</td>
</tr>
<tr>
<td></td>
<td>Chrome 33+</td>
<td></td>
</tr>
<tr>
<td>Operating System</td>
<td>Windows XP+</td>
<td>OS 10.6+</td>
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## Mobile Minimum System Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Minimum Requirements (ConnectED Web for iPad)</th>
<th>Minimum Requirements (ConnectED Web for Android Tablets)</th>
<th>Minimum Requirements (ConnectED Mobile App for iPad)</th>
<th>Minimum Requirements (ConnectED Mobile App for Android Tablets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Browser</td>
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<td>Default</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating System</td>
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<td>Android 2.2+</td>
<td>iOS 5.0+</td>
<td>Android 2.2+</td>
</tr>
<tr>
<td>Screen Resolution</td>
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<td>1024x768</td>
<td>All</td>
<td>7 inch screen or larger</td>
</tr>
</tbody>
</table>
Welcome to ConnectED

ConnectED is your gateway to your online curriculum resources. This document explains how to access ConnectED and what certain features do.

Logging In

To log in to your content, you will need a Username and Password. Your teacher will be able to provide these to you:


2. Enter your Username and Password and click Login to display your Books and Content page.

To Do: Click this to see what the teacher has assigned.
3. Your Student Center lets you open your class information, as well as other materials.

My Files: Click to see specific homework or worksheets.

Messages: Click for important notes or announcements from the teacher.

Resources: The online tools that are connected to the lesson.

Collaborate: Place for students to have online discussion to solve problems collaboratively

Homework: Your latest assignment.

Find your place: Drop down menus guide you to the lesson pages.

Messages: Important notes or announcements from the teacher.
Online Resources
Information Sheet – Grades 3-5

Online: www.ConnectED.mcgraw-hill.com
UN: mhecamath   PW:mheca2014

Click on the cover of the book to access the Student Center.

If you need to add an online book and have received a code from your teacher, click the Add button.

1. Any homework assigned or messages from your teacher.
2. Homework tab will show you more information about your homework.
3. Resources tab will show you ALL of the online resources arranged by chapter and lesson.
4. Clicking on the eBook will open your online Student Edition.

Need help from our technical staff?
1. Go to www.epgtech.com. Portal offers a wealth of resources seeking technical support, and/or
2. Dial 1(800) 437 – 3715 (Monday – Friday 8:00 am – 8 pm EST) to talk directly with a representative.
Example 2

In a recent year, the population of Vermont was 621,760. The population of North Dakota was 646,844. Compare these two populations. Use <, >, or =.

Use a place-value chart.

1. Write the numbers on the place-value chart.

The speaker icon at the top of the pages provides an audio read.

The English/Spanish Glossary is in the back of the Student Edition.

Dynamic resources can be found by clicking on the icons at the bottom of the pages.

Helpful Tools for PD & Training Support
Using the System Links:
System Links are located in the upper right corner of the screen.

Click ConnectED to return to your Books and the Content page.

Click Logout to log out of ConnectED.

Using the Help:
You can see more information on the ConnectED Help page. This page has tutorials and user guides to help you understand how to use ConnectED.

New Users
Use your access code to create a new account.

Create a new account  Get ConnectED Help

Click Get ConnectED Help on the ConnectED Welcome page.
### CORE Lesson

**1. Get Ready:** Developing Vocabulary  
*ELL happens concurrently as needed*  
5 minutes

**2. Investigate & Model:** Problem of the Day,  
Common Core Quick Check, Investigate the Math (LP Slides), Model the Math  
*Teachers may choose some or all features from Part 2, as needed*  
10-15 minutes

**3. Teach:** Math In My World, Guided Practice, Talk Math  
15-20 minutes

**4. Practice & Apply:** Independent Practice, Problem Solving, Formative Assessment  
*Differentiated Instruction happens concurrently as needed*  
15-20 minutes

**5. Wrap It Up:** My Homework, Formative Assessment  
15 minutes*  
*If you choose to include Homework in math instructional time, adjust your pacing accordingly. See suggested time spans and modify instruction to allow shorter time range.*

**Total Suggested Pacing:** 60 minutes

### Problem Solving Lesson

**1. Get Ready:** Developing the Strategy,  
Review (Problem of the Day), Prepare  
*Teachers may choose some or all features from Part 1, as needed*  
5-10 minutes

**2. Teach:** Learn the Strategy,  
Practice the Strategy  
20-25 minutes

**3. Practice & Apply:** Apply the Strategy,  
Review the Strategies, Formative Assessment  
*Differentiated Instruction happens concurrently as needed*  
20-25 minutes

**4. Wrap It Up:** My Homework, Formative Assessment  
15 minutes*  
*If you choose to include Homework in your math instructional time, adjust your pacing accordingly. See suggested time spans and modify instruction to allow shorter time range.*

**Total Suggested Pacing:** 60 minutes
### Grades 3-5 Lesson Pacing

<table>
<thead>
<tr>
<th>Hands On Lesson</th>
<th>Suggested Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Get Ready:</strong> Problem of the Day</td>
<td>5 minutes</td>
</tr>
<tr>
<td><em>Teachers can utilize this time to distribute manipulatives, charts, or diagrams to prepare students for lesson.</em></td>
<td></td>
</tr>
<tr>
<td><strong>2. Teach:</strong> Draw It/Build It, Try It, Talk About It</td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>3. Practice &amp; Apply:</strong> Practice It, Apply It</td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>4. Wrap It Up:</strong> Reflect and Clarify</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**Total Suggested Pacing: 30 minutes**
Chapter 4 Understand Multiplication

What’s the Math in This Chapter?

Mathematical Practice 3: Construct viable arguments and critique the reasoning of others

Distribute 15 connecting cubes and write-on/wipe-off boards to students. Ask students to make 5 trains of 3 cubes using their connecting cubes. Ask, What addition sentence could we write to show this problem? Write it on your board. $3 + 3 + 3 + 3 + 3 = 15$

Say, When putting together equal groups, repeated addition can be used to help us find the total. Another way to show repeated addition is to multiply. Discuss there are 5 groups of 3, so this problem can be represented as $5 \times 3 = 15$. Have students write the multiplication sentence.

Have students model 6 groups of 2 with their connecting cubes and write the addition sentence. Write $4 \times 2 = 8$ on the board and ask, Does this multiplication sentence represent your new addition sentence? Turn and talk with a friend. Discuss as a group. The goal of the discussion is for students to critique your reasoning. They should construct viable arguments as to why your multiplication sentence is incorrect and present the equivalent multiplication problem $6 \times 2 = 12$. Be sure to have students explain and reason how they used the model and repeated addition to identify the multiplication problem.

Display a chart with Mathematical Practice 3. Restate Mathematical Practice 3 and have students assist in rewriting it as an “I can” statement, for example: I can critique the reasoning of others based on what I know. Post the new “I can” statement.

Inquiry of the Essential Question:

What does multiplication mean?

Inquiry Activity Target: Students come to a conclusion that they can use models to solve multiplication problems.

As an introduction to the chapter, present the Essential Question to students. The inquiry graphic organizer will offer opportunities for students to observe, make inferences, and apply prior knowledge of using models representing the Essential Question. As they investigate, encourage students to draw, write, and collaborate with peers to demonstrate their observations and thinking. Then have students present additional questions they may have to a peer to extend discussions.

Regroup students and restate Mathematical Practice 3 and the Essential Question. Pose questions to reflect on what has been learned to guide students in making connections between the Mathematical Practice and the Essential Question.
Chapter 4 Understand Multiplication

Inquiry of the Essential Question:
What does multiplication mean?

Read the Essential Question. Describe your observations (I see...), inferences (I think...), and prior knowledge (I know...) of each math example. Write additional questions you have below. Then share your ideas and questions with a classmate.

\[ \begin{array}{c}
\text{I see} \\
\hline
\end{array} \]

\[ \begin{array}{c}
\text{I think...} \\
\hline
\end{array} \]

\[ \begin{array}{c}
\text{I know...} \\
\hline
\end{array} \]

\[ \begin{array}{c}
2 + 2 + 2 + 2 + 2 + 2 = 12 \\
6 \times 2 = 12 \\
\hline
\end{array} \]

\[ \begin{array}{c}
8 \times 3 = 24 \\
3 \times 8 = 24 \\
\hline
\end{array} \]

Two trays each have five salads on them. How many salads are there in all?

\[ \begin{array}{c}
2 \times 5 = 10 \text{ salads} \\
5 \times 2 = 10 \text{ salads} \\
\hline
\end{array} \]

Questions I have...

__________________________
__________________________
__________________________

26  Grade 3 • Chapter 4 Understand Multiplication
Countdown: 20 Weeks

1. In a game, the person who spins the lowest three digit number wins. After using a spinner 3 times, you have the numbers 7, 4, and 1. 3.NBT.1

Part A: Use the table to write all the possible combinations of numbers in order from least to greatest.

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Least</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greatest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part B: Round each number to the nearest 10. How does this compare to the order you used?

2. Jean read 1275 pages and Haley read 1257 pages. Use two different models to show that 1257 < 1275. 3.NBT.1
3. How can a number line help you when rounding? Use an example to explain. 3.NBT.1

4. While adding totals for raffle ticket sales, Andreas decided to round first. 3.NBT.1

   Part A: Round the following numbers to the nearest 10 and 100: 12, 864, 917.

   Part B: If two numbers round to the same number, does that mean the numbers are equal? Explain.

5. Complete the table by providing a number that will round to the desired number. 3.NBT.1

<table>
<thead>
<tr>
<th>Round</th>
<th>Result</th>
<th>Possible Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>nearest tens</td>
<td>1320</td>
<td></td>
</tr>
<tr>
<td>nearest tens</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>nearest hundreds</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Performance Task

Rolling the Dice

Tianyu and Anthony are playing a game where a pair of dice is rolled for each player’s turn. Each player receives a certain amount of points for each roll depending on what numbers are rolled.

Write your answers on another piece of paper. Show all your work to receive full credit.

Part A

To play the game, each player rolls the dice. The players take turns rolling and each player has four turns. To keep track of the score of each player, the score at the end of each roll is rounded to the nearest ten. Complete the table by rounding the scores at the end of each player’s turn to the nearest ten.

<table>
<thead>
<tr>
<th></th>
<th>Tianyu’s Score</th>
<th>Tianyu’s Rounded Score</th>
<th>Anthony’s Score</th>
<th>Anthony’s Rounded Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn 1</td>
<td>57</td>
<td>60</td>
<td>54</td>
<td>50</td>
</tr>
<tr>
<td>Turn 2</td>
<td>46</td>
<td>40</td>
<td>64</td>
<td>60</td>
</tr>
<tr>
<td>Turn 3</td>
<td>65</td>
<td>60</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>Turn 4</td>
<td>50</td>
<td>50</td>
<td>62</td>
<td>60</td>
</tr>
</tbody>
</table>

Part B

Think about the difficulty of adding the scores that are rounded and adding the scores that are not rounded. Give a reason for why rounding the scores to the nearest ten after each turn is helpful.

3.NBT.1
Performance Task  (continued)

Part C
Find each player’s total score when they round after each turn and when they do not round after each turn. Does rounding the scores to the nearest ten after each turn change the outcome of the game?

Part D
Tianyu and Anthony decide to play the game again. The results are shown in the table. This time they decide to round their scores to the nearest ten at the very end of the game. Find each player’s total score and then round the scores to the nearest ten. Who wins the game?

<table>
<thead>
<tr>
<th></th>
<th>Tianyu</th>
<th>Anthony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn 1</td>
<td>47</td>
<td>61</td>
</tr>
<tr>
<td>Turn 2</td>
<td>72</td>
<td>56</td>
</tr>
<tr>
<td>Turn 3</td>
<td>55</td>
<td>49</td>
</tr>
<tr>
<td>Turn 4</td>
<td>57</td>
<td>68</td>
</tr>
</tbody>
</table>

Part E
In the first game, Anthony scored more points without rounding but still lost the game. For the second game, they wait to round the scores until the end. In the second game, is it possible for Anthony to score more points than Tianyu before rounding and still lose? Explain your answer.
Directions to Download My Math Teacher Edition

Step 1:
Go to www.connected.mcgraw-hill.com
Username: mhecamath
Password: mheca2014

Find your grade level and click on the cover page of the Teacher Edition

Step 2:
Click on the Resources tab and choose from the drop down menu 2014 Teacher Edition PDF
Step 3:

Choose Chapter One from the drop down menu shown below

Step 4:

Click on the cog wheel to open this resources.
Step 5:

This is a PDF document you can now Save As, name, and place in a folder of your choosing or on your desktop.
LAUSD - McGraw-Hill’s
My Math K -5
Materials Check List

School: ________________________________
ESC: ________________________________
Principal: ____________________________
PO Number: __________________________

*NOTE: THIS CHECK LIST IS NOT INTENDED TO RECEIVE PALLETIZED MATERIALS AT THE SCHOOL SITE. THIS LIST IS TO VERIFY CLASSROOM MATERIALS BY GRADE LEVEL FOR IMPLEMENTATION OF MY MATH.

<table>
<thead>
<tr>
<th>My Math Student Materials</th>
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<tbody>
<tr>
<td>My Math Student Editions Volume 1 *</td>
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<tr>
<td>My Math Student Editions Volume 2 *</td>
<td></td>
</tr>
<tr>
<td>My Math Interactive Guide – Student Edition *</td>
<td></td>
</tr>
<tr>
<td>eStudent Edition CD Rom *</td>
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</tr>
</tbody>
</table>

* For Grades K, 1 and 2 - each teacher receives 25 student editions
* For Grades 3, 4 and 5 - each teacher receives 30 student editions

<table>
<thead>
<tr>
<th>My Math Teacher Materials</th>
<th>QTY Received</th>
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</thead>
<tbody>
<tr>
<td>My Math Teacher Edition Volume 1 (1)</td>
<td></td>
</tr>
</tbody>
</table>
LAUSD - McGraw-Hill’s  
My Math K -5  
Materials Check List

School : ________________________________
ESC: _________________________________
Principal: ____________________________
PO Number: __________________________

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<table>
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<td>Assessment Masters (1)</td>
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<tr>
<td>Response to Intervention Guide (1)</td>
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</table>
LAUSD - McGraw-Hill’s
My Math K -5
Materials Check List

School : __________________________________________
ESC: ____________________________________________
Principal: _______________________________________
PO Number: _________________________________

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<table>
<thead>
<tr>
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<tr>
<td>Countdown to Common Core Performance Tasks (1) (1st-5th G)</td>
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<tr>
<td>eTeacher Edition CD Rom ( 1 )</td>
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<tr>
<td>Real World Problem Solving Readers Teacher Guide ( 1 )</td>
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<tr>
<td>Real World Problem Solving Readers - On Level ( 6 of each title)</td>
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<td>![Image]</td>
</tr>
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</table>
School : ____________________________________________
ESC: ______________________________________________
Principal: __________________________________________
PO Number: __________________________________________

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<table>
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<tr>
<th>Item</th>
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<th>Notes</th>
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<tr>
<td>Real World Problem Solving Readers - Beyond Level (1 of each title)</td>
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<tr>
<td>Manipulative Kits - Kit A</td>
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<tr>
<td>Kit B</td>
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</tr>
<tr>
<td>Learning Station</td>
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<td></td>
</tr>
<tr>
<td>** Online codes for teacher and students will be distributed by ESC’s</td>
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</tr>
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</table>