

# Grade 3 Unit 5 Bridges Preparation List

## Module 1-4

### Multiplication, Division & Area

#### Unit 5 Module 1:

#### Linking Multiplication & Division

#### Module 1 Session 1 Unit 5 Pre-Assessment Preparation:

##### Materials

Copies	Kit Materials	Classroom Materials
<b>Assessment</b> Unit 5 Post-Assessment		
<b>TM T5–T8</b> Unit 5 Post-Assessment	<ul style="list-style-type: none"> <li>• colored tiles (see Preparation)</li> <li>• red linear pieces</li> </ul>	<ul style="list-style-type: none"> <li>• scratch paper (optional)</li> </ul>
<b>Work Places in Use</b>		
<b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) <b>5B</b> Scout Them Out (introduced in Unit 5, Module 2, Session 2) <b>5C</b> Line 'Em Up (introduced in Unit 5, Module 3, Session 3) <b>5D</b> Division Capture (introduced in Module 3, Session 4)		
<b>Daily Practice</b>		
<b>SB 186</b> Fractions Revisited		

##### Vocabulary

*An asterisk [\*] identifies those terms for which Word Resource Cards are available.*

area\*  
 array\*  
 dimension\*  
 divide\*  
 equal\*  
 equation\*  
 fact family  
 group  
 measure  
 multiply\*  
 rectangle\*  
 story problem

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master  
 Copy instructions are located at the top of each teacher master.

- Organize your colored tiles and red linear pieces for use by students at their tables or desks during the assessment. All students will need tiles to solve problem 8.
- With the paper oriented the long way (so the length of 36" runs across the top and bottom), fold the butcher paper into 7, 8, or 9 rows, depending on the size of your class. A class of 21 or fewer will need 7 rows; between 21 and 28 will need 8 rows; over 28 will need 9 rows. The rows shouldn't be less than 5" high, and they may be higher if you have a small class.
- Note that you will need to score the Unit 5 Pre-Assessment before Session 3. If you cannot mark the pre-assessment by Session 3, make room for reflection time in another session in this module.

\*As students finish their drawings, have them bring their papers up to the butcher paper chart you've prepared. Help them glue their drawings onto the chart in rows that increase by 1, as shown in the illustration.

\* If you're not going to have enough drawings to complete the last row, ask a few of the students to make extras and glue them to the chart to finish the display. Bridges in Mathematics Grade 3 Teachers Guide 6 © The Math Learning Center | mathlearningcenter.org Unit 5 Module 1 Session 1

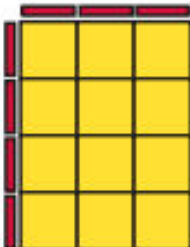


## Materials

Copies	Kit Materials	Classroom Materials
<b>Assessment</b> Reflecting on the Unit 5 Pre-Assessment		
<b>TM 5</b> Unit 5 Pre-Assessment Student Reflection Sheet		• scored Unit 5 Pre-Assessments (completed in Session 1)
<b>Problems &amp; Investigations</b> Multiplication & Division Arrays		
	• colored tiles (see Preparation) • red linear units (see Preparation) • Magic Wall (see Preparation) • magnetic tiles (see Preparation)	• student math journals • Fours Chart from the previous session (see Preparation)
<b>Work Places in Use</b>		
<b>3C</b> Round Ball Hundreds (introduced in Unit 3, Module 1, Session 4) <b>3D</b> Round & Add Hundreds (introduced in Unit 3, Module 3, Session 1) <b>4A</b> Tic-Tac-Tock (introduced in Unit 4, Module 1, Session 2) <b>4B</b> Measurement Scavenger Hunt (introduced in Unit 4, Module 2, Session 2) <b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3)		
<b>Home Connection</b>		
<b>HC 83–84</b> Multiply & Divide by 4 & 8		
<b>Daily Practice</b>		
<b>SB 147</b> Multiplication Arrays		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
Copy instructions are located at the top of each teacher master.

- Organize your colored tiles and red linear units so each student pair has access to at least 36 tiles and 20 linear units. You will need a set of tiles and linear units for display as well. If you want to display tile arrangements on the whiteboard or Magic Wall, you can use the foam magnetic tiles from your kit and draw the linear units around them.



- Decide whether you will have students work in the discussion area or at their seats during the first part of the session and post the Fours Chart where everyone can see it easily.
- Write a list of Workplaces from which students can choose today. You can just write the numbers (3C–4D) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)

## Module 1 Session 4 Game Store Story Problems, Part 1 Preparation:

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

array\*  
column  
dimension\*  
divide\*  
equation\*  
expression\*  
group  
multiply\*  
row

## Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Introducing the Game Store		
<b>TM T6–T7</b> Game Store Problems 1 & 2	<ul style="list-style-type: none"> <li>colored tiles (see Preparation)</li> <li>red linear pieces (see Preparation)</li> <li>Magic Wall (see Preparation)</li> <li>magnetic tiles (see Preparation)</li> <li>base ten pieces</li> </ul>	<ul style="list-style-type: none"> <li>student math journals</li> <li>piece of copy paper to mask portions of the teacher master</li> <li>overhead transparencies (if you are using an overhead projector; see Preparation)</li> </ul>
<b>Work Places in Use</b>		
<b>3C</b> Round Ball Hundreds (introduced in Unit 3, Module 1, Session 4) <b>3D</b> Round & Add Hundreds (introduced in Unit 3, Module 3, Session 1) <b>4A</b> Tic-Tac-Tock (introduced in Unit 4, Module 1, Session 2) <b>4B</b> Measurement Scavenger Hunt (introduced in Unit 4, Module 2, Session 2) <b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3)		
<b>Daily Practice</b>		
<b>SB 148</b> Flowers, Shells & Cards		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
 Copy instructions are located at the top of each teacher master.

- Organize your colored tiles and red linear units so each student has easy access to these materials. You will need a set of tiles and linear units for display as well. If you want to display tile arrangements on the whiteboard or Magic Wall, you can use the foam magnetic tiles and draw the linear units around them.
  - If you are working with an overhead projector instead of a document camera, you will need several overhead transparencies as well as overhead pens for the second problem in the session.
  - Write a list of Workplaces from which students can choose today. You can just write the numbers (3C–4D) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

array\*  
 column  
 dimension\*  
 divide\*  
 equation\*  
 expression\*  
 group  
 multiply\*  
 row

## Module 1 Session 5 Game Store Story Problems, Part 2 Preparation:

## Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Solving & Posing Game Store Problems		
<b>TM T8–T9</b> Game Store Problems 3 & 4 <b>TM T10</b> Game Store Problem Template	see Preparation: • colored tiles • red linear pieces • Magic Wall • magnetic tiles • base ten pieces	• Game Store Problem 1 and Game Store Problem 2 Teacher Masters (from Session 4) • student math journals • chart paper or whiteboard • colored pencils or crayons for student use
<b>Home Connection</b>		
<b>HC 85–86</b> Telling Time to the Minute		
<b>Daily Practice</b>		
<b>SB 149</b> Cats & Kittens		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
 Copy instructions are located at the top of each teacher master.

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

array\*  
 column  
 dimension\*  
 divide\*  
 equation\*  
 expression\*  
 group  
 multiply\*  
 row  
 share

Organize your colored tiles, red linear units, and base ten pieces so students who want to use these materials have easy access to them. Keep a supply available for display as well. If you want to display tile arrangements on the whiteboard or Magic Wall, you can use the foam magnetic tiles and draw the linear units around them.

Record these ideas and guidelines on a piece of chart or poster paper.

Guidelines for Writing Story Problems

1. Make an interesting, challenging problem.
  - More than one step.
  - More than one operation.
  - Division with grouping.
  - Extraneous information.
2. Don't give away the answer.
3. Use factors between 3 and 15.
4. Products or dividends should be under 125.
5. Give the reader enough information to solve your problem.

Remember: If it takes less than a minute to solve, it's probably too easy. If you can't solve it yourself, it's too hard.

## Module 1 Session 6 Game Store Story Problems, Part 3 Preparation:

## Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Recording Our Strategies & Solutions		
<b>TM T11</b> Game Store Problem 5 <b>SB 150*</b> Solving Game Store Problems	<ul style="list-style-type: none"> <li>• colored tiles</li> <li>• red linear pieces</li> <li>• base ten pieces</li> </ul>	<ul style="list-style-type: none"> <li>• chart paper</li> <li>• markers</li> </ul>
<b>Work Places</b> Introducing Work Place 5A Solving Game Store Problems		
<b>TM T12</b> Work Place Guide 5A Solving Game Store Problems <b>TM T13</b> 5A Solving Game Store Problems <b>SB 151**</b> Work Place Instructions 5A Solving Game Store Problems		
<b>Daily Practice</b>		
<b>SB 152</b> Undersea Adventures		

HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

\* Run 1 copy of this page for display.

\*\* Run 1 copy of this page for use by the teacher and other adult helpers during Work Place time.

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

divide\*  
 equation\*  
 estimate\*  
 expression\*  
 multiply\*  
 reasonable answer

- Organize your colored tiles and red linear units so each student has easy access to them.
- In today's session, you'll introduce Workplace 5A Solving Game Store Problems, which replaces 3C Round Ball Hundreds. Before this session, you should review the Workplace Guide and Workplace Instructions and assemble the bin for Workplace 5A, using the materials listed on the guide. The Workplace Guide also includes suggestions for differentiating the activity to meet students' needs.

Work with students to establish class guidelines for writing effective solutions.

## \*Unit 5 Module 2: Multiplication & Division Families



## Unit 5 Module 2 Session 1 Division Story Problems & Fact Families: Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Division Story Problems & Fact Families		
<b>TM T1</b> Division Story Problems	<ul style="list-style-type: none"> <li>colored tiles (see Preparation)</li> <li>red linear pieces (see Preparation)</li> </ul>	<ul style="list-style-type: none"> <li>student math journals</li> <li>piece of copy paper to mask portions of the teacher master</li> </ul>
<b>TM T2</b> Division Forum Planner	<ul style="list-style-type: none"> <li>Magic Wall (see Preparation)</li> <li>magnetic tiles (see Preparation)</li> </ul>	<ul style="list-style-type: none"> <li>chart paper, labeled "Division Strategies"</li> <li>markers</li> </ul>
<b>Work Places in Use</b>		
<b>3D</b> Round & Add Hundreds (introduced in Unit 3, Module 3, Session 1) <b>4A</b> Tic-Tac-Tock (introduced in Unit 4, Module 1, Session 2) <b>4B</b> Measurement Scavenger Hunt (introduced in Unit 4, Module 2, Session 2) <b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6)		
<b>Daily Practice</b>		
<b>SB 153</b> An Array of Fact Families		
<b>Home Connection</b>		
<b>HC 87–88</b> Multiplication & Division Review		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
Copy instructions are located at the top of each teacher master.

### Vocabulary

An asterisk [\*] indicates those terms for which Word Resource Cards are available.

array\*  
dividend\*  
divisor\*  
factor\*  
product\*  
quotient\*

## Module 2 Session 1 Preparation:

### Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Division Story Problems & Fact Families		
<b>TM T1</b> Division Story Problems	<ul style="list-style-type: none"> <li>colored tiles (see Preparation)</li> <li>red linear pieces (see Preparation)</li> </ul>	<ul style="list-style-type: none"> <li>student math journals</li> <li>piece of copy paper to mask portions of the teacher master</li> </ul>
<b>TM T2</b> Division Forum Planner	<ul style="list-style-type: none"> <li>Magic Wall (see Preparation)</li> <li>magnetic tiles (see Preparation)</li> </ul>	<ul style="list-style-type: none"> <li>chart paper, labeled "Division Strategies"</li> <li>markers</li> </ul>
<b>Work Places in Use</b>		
<b>3D</b> Round & Add Hundreds (introduced in Unit 3, Module 3, Session 1) <b>4A</b> Tic-Tac-Tock (introduced in Unit 4, Module 1, Session 2) <b>4B</b> Measurement Scavenger Hunt (introduced in Unit 4, Module 2, Session 2) <b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6)		
<b>Daily Practice</b>		
<b>SB 153</b> An Array of Fact Families		
<b>Home Connection</b>		
<b>HC 87–88</b> Multiplication & Division Review		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
Copy instructions are located at the top of each teacher master.

### Vocabulary

An asterisk [\*] indicates those terms for which Word Resource Cards are available.

array\*  
dividend\*  
divisor\*  
factor\*  
product\*  
quotient\*

- Organize your colored tiles and red linear units so each student has easy access to these materials. You will need a set of tile and linear units for display as well. If you want to display tile arrangements on the whiteboard or Magic Wall, you can use the foam magnetic tiles from your kit and draw the linear units around them.

- Write a list of Workplaces from which students can choose today. You can just write the numbers (3D–5A) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)
- Read Session 2 to see how students might share their work from today’s session. Before tomorrow’s forum, use the Division Forum Planner to help select students to share their work.

## Module 2 Session 2 Division Story Problems Forum Preparation:

### Materials

Copies	Kit Materials	Classroom Materials
<b>Math Forum</b> Division Story Problems Forum		
<b>TM T1</b> Division Story Problems (from Session 1)	<ul style="list-style-type: none"> <li>• colored tiles (see Preparation)</li> <li>• red linear pieces (see Preparation)</li> <li>• magnetic tiles (see Preparation)</li> <li>• Magic Wall (see Preparation)</li> </ul>	<ul style="list-style-type: none"> <li>• student math journals with work on Division Story Problems (from Session 1)</li> <li>• Division Forum Planner (completed during and after Session 1)</li> </ul>
<b>Work Places</b> Introducing 5B Scout Them Out		
<b>TM T3</b> Work Place Guide 5B Scout Them Out  <b>TM T4–T11</b> 5B Scout Them Out Record Sheets A–H  <b>TM T12</b> Unit 5 Work Place Log (see Preparation)  <b>SB 154*</b> Work Place Instructions 5B Scout Them Out		<ul style="list-style-type: none"> <li>• 2 colored pencils, crayons, or fine-tipped markers, one red and one blue</li> </ul>
<b>Work Places in Use</b>		
<b>4A</b> Tic-Tac-Tock (introduced in Unit 4, Module 1, Session 2) <b>4B</b> Measurement Scavenger Hunt (introduced in Unit 4, Module 2, Session 2) <b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) <b>5B</b> Scout Them Out (introduced in this session)		
<b>Daily Practice</b>		
<b>SB 155</b> Fact Families & Missing Numbers		

### Vocabulary

An asterisk [\*] indicates those terms for which Word Resource Cards are available.

array\*  
column  
divide\*  
dividend\*  
divisor\*  
group  
quotient\*  
row  
share

HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

\* Run 1 copy of this page for use by the teacher and other adult helpers during Work Place time.

- If you want to display tile arrangements on the whiteboard or Magic Wall, you can use the foam magnetic tiles from your kit and draw the linear units around them.
- In today’s session, you’ll introduce Workplace 5B Scout Them Out, which replaces 3D Round & Add Hundreds. Before this session, you should review the Workplace Guide, as well as the Workplace Instructions. Make a copy of the first 5B Scout Them Out Sheet for use today in introducing the activity and store the rest in the Workplace 5B Scout Them Out bin. The World Place Guide includes suggestions for differentiating the game to meet students’ needs.



- Remove the Unit 3 Workplace Log from the front of each student's Workplace folder and replace it with a copy of the Unit 5 Workplace Log, stapled at all four corners. Leave the Unit 4 Workplace Log stapled to the back of each folder. This will allow students to keep track of the number of times they have visited the Unit 4 Workplaces that will remain in use during Unit 5, and also track their progress through the new Workplaces as they're introduced, starting today.
- Write the list of Workplaces from which students can choose today. You can just write the numbers (4A – 5B) or write out the full names if you have time. (See the list in the Workplaces in Use row of the Materials Chart for the complete list of Workplaces used today.)

**Module 2 Session 3 What's Missing? Bingo Preparation:**

## Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> What's Missing? Bingo		
<b>TM T13</b> What's Missing? Bingo Boards <b>TM T14–T15</b> What's Missing Bingo Cards (see Preparation) <b>TM T16</b> Small Number Charts <b>SB 156–157*</b> What's Missing? Bingo Boards A and B <b>SB 158*</b> Fact Families & More	<ul style="list-style-type: none"> <li>• game markers, 10 per student and 10 for display</li> <li>• magnetic tiles</li> <li>• Magic Wall</li> <li>• colored tiles</li> <li>• red linear pieces</li> </ul>	<ul style="list-style-type: none"> <li>• a small envelope (see Preparation)</li> </ul>
<b>Work Places in Use</b>		
<b>4A</b> Tic-Tac-Tock (introduced in Unit 4, Module 1, Session 2) <b>4B</b> Measurement Scavenger Hunt (introduced in Unit 4, Module 2, Session 2) <b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) <b>5B</b> Scout Them Out (introduced in this session)		
<b>Home Connection</b>		
<b>HC 89–90</b> Multiplying by 2, 3, 4 & 8		
<b>Daily Practice</b>		
<b>SB 159</b> More Missing Numbers & Fact Families		

HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

\* Run 1 copy of these pages for display.

- Run 1 copy of each of the What's Missing? Bingo Cards Teacher Masters. Cut the 16 cards apart and store them in an envelope for use during today's game.
- Write a list of Workplaces from which students can choose today. You can just write the numbers (4A–5B) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

divide\*  
 equation\*  
 multiply\*

## Module 2 Session 4 True or False? Preparation:

## Materials

Copies	Kit Materials	Classroom Materials
<b>Assessment</b> Multiplication & Division Checkpoint		
<b>TM T17</b> Multiplication & Division Checkpoint	<ul style="list-style-type: none"> <li>colored tiles (see Preparation)</li> <li>red linear pieces (see Preparation)</li> </ul>	
<b>Problems &amp; Investigations</b> True or False?		
<b>TM T18</b> True or False? <b>SB 160–161*</b> Number Puzzles		<ul style="list-style-type: none"> <li>student math journals</li> <li>a piece of paper to mask portions of the teacher master</li> </ul>
<b>Work Places in Use</b>		
<b>4A</b> Tic-Tac-Tock (introduced in Unit 4, Module 1, Session 2) <b>4B</b> Measurement Scavenger Hunt (introduced in Unit 4, Module 2, Session 2) <b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) <b>5B</b> Scout Them Out (introduced in Unit 5, Module 2, Session 2)		
<b>Daily Practice</b>		
<b>SB 162</b> Fact Family Triangles		

HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

\* Run 1 copy of these pages for display.

- Organize your colored tiles and red linear pieces so students who want to use these manipulatives to help solve problems on today's checkpoint have easy access to them.
- Write a list of Workplaces from which students can choose today. You can just write the numbers (4A–5B) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)

## \*Unit 5 Module 3 Division Practice

### Unit 5 Module 3 Session 1 Sharing & Grouping Problems Preparation: Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Sharing & Grouping Problems		
<b>TM T1</b> Sharing & Grouping Forum Planner <b>SB 163*–164</b> More Story Problems	<ul style="list-style-type: none"> <li>colored tiles</li> <li>red linear pieces</li> <li>magnetic tiles</li> <li>Magic Wall</li> </ul>	<ul style="list-style-type: none"> <li>student math journals</li> <li>piece of paper to mask portions of the Student Book page</li> <li>class guidelines for writing and answering story problems (from Module 1, Sessions 5 and 6; see Preparation)</li> </ul>
<b>Home Connection</b>		
<b>HC 91–92</b> More Number Puzzles		
<b>Daily Practice</b>		
<b>SB 165</b> Division Practice		

HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

\* Run 1 copy of this page for display.

- Organize your colored tiles and red linear units so each student pair has easy access to these materials. You will need a set of tiles and linear units for display as well. If you want to

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

divide\*  
equation\*  
equal sign  
expression\*  
multiply\*

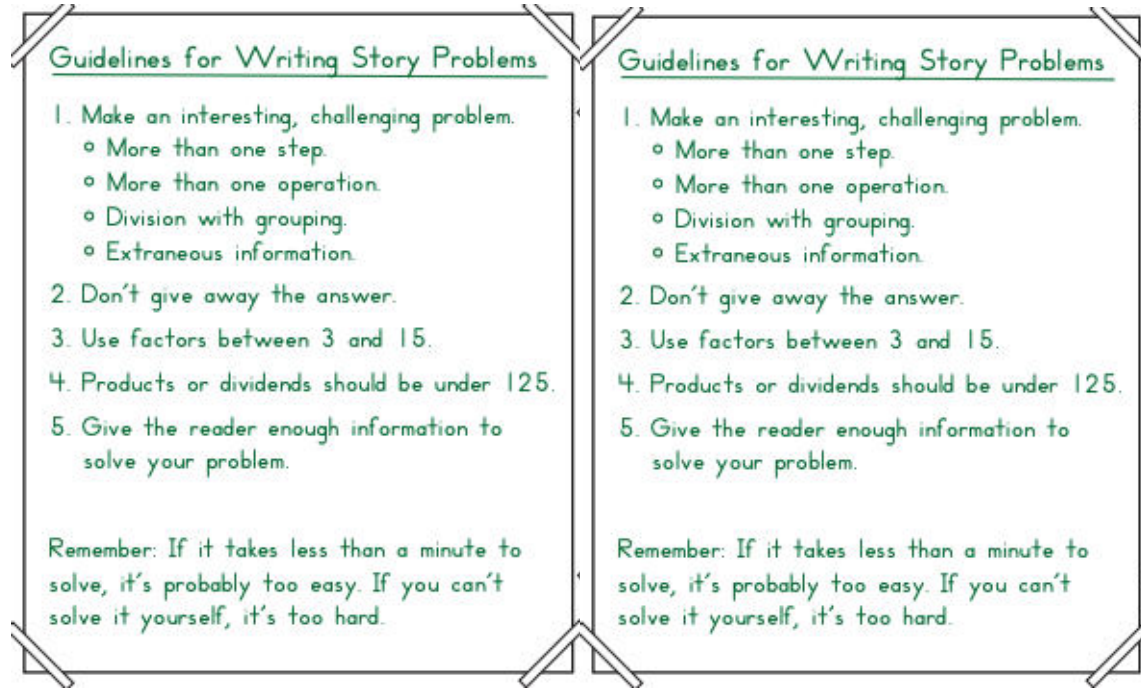
## Vocabulary

An asterisk [\*] indicates those terms for which Word Resource Cards are available.

array\*  
column  
dividend\*  
division  
divisor\*  
group  
quotient\*  
row  
share

display tile arrangements on the whiteboard or Magic Wall, you can use the foam magnetic tiles from your kit and draw the linear units around them.

- Be sure the guidelines for writing and answering story problems that students established in Module 1, Sessions 5 and 6 are displayed where everyone can see them.
- Read Session 2 to see how students might share their work from today's session. Before tomorrow's forum, use the Sharing & Grouping Forum Planner to help select students to share their work.



### Module 3 Session 2 Sharing & Grouping Forum Preparation:

## Materials

Copies	Kit Materials	Classroom Materials
<b>Math Forum</b> Sharing & Grouping Forum		
<b>TM T3</b> Two Different Ways to Look at an Array <b>SB 166*–167</b> More Arrays	<ul style="list-style-type: none"> <li>• colored tiles</li> <li>• red linear pieces</li> <li>• magnetic tiles</li> <li>• Magic Wall</li> </ul>	<ul style="list-style-type: none"> <li>• More Story Problems Student Book pages (from Session 1)</li> <li>• student math journals with work on More Story Problems (from Session 1)</li> <li>• Sharing &amp; Grouping Forum Planner (TM T1, completed during and after Session 1)</li> <li>• piece of copy paper to mask portions of the teacher master</li> </ul>
<b>Work Places in Use</b>		
<b>4A</b> Tic-Tac-Tock (introduced in Unit 4, Module 1, Session 2) <b>4B</b> Measurement Scavenger Hunt (introduced in Unit 4, Module 2, Session 2) <b>4C</b> Target One Thousand(introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) <b>5B</b> Scout Them Out (introduced in Unit 5, Module 2, Session 2)		
<b>Daily Practice</b>		
<b>SB 168</b> Mixed Operations & Story Problems		

**HC** – Home Connection, **SB** – Student Book, **TM** – Teacher Master  
 Copy instructions are located at the top of each teacher master.

\* Run 1 copy of this page for display.

- Write a list of Workplaces from which students can choose today. You can just write the numbers (4A–5B) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)
- Have some colored tiles and linear pieces (or magnetic tiles and the Magic Wall, if needed) available for students to use to show their thinking during today’s forum.

### Module 3 Session 3 Line 'Em Up Preparation:



## Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Line 'Em Up		
<b>TM T3</b> Introducing Line 'Em Up	<ul style="list-style-type: none"> <li>• 2 dice, one numbered 1–6 and one numbered 4–9</li> <li>• colored tiles (class set, see Preparation)</li> <li>• red linear units (class set, see Preparation)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>One Hundred Hungry Ants</i> by Elinor J. Pinczes (optional, see Preparation)</li> </ul>
<b>Work Places</b> Introducing Work Place 5C Line 'Em Up		
<b>TM T4</b> Work Place Guide 5C Line 'Em Up <b>TM T5</b> 5C Line 'Em Up Record Sheet <b>SB 169–170*</b> Work Place Instructions 5C Line 'Em Up		
<b>Work Places in Use</b>		
<b>4B</b> Measurement Scavenger Hunt (introduced in Unit 4, Module 2, Session 2) <b>4C</b> Target 1,000 (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) <b>5B</b> Scout Them Out (introduced in Unit 5, Module 2, Session 2) <b>5C</b> Line 'Em Up (introduced in this session)		
<b>Home Connection</b>		
<b>HC 93–94</b> More Division Practice		
<b>Daily Practice</b>		
<b>SB 171</b> Multiplication Review		

HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

\* Run 1 copy of these pages for use by the teacher and other adult helpers during Work Place time.

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

array\*  
divide\*  
equation\*  
expression\*  
multiply\*  
product\*  
quotient\*  
remainder\*

- If you can borrow a copy of *One Hundred Hungry Ants*, by Elinor J. Pinczes, from your school library (or from one of the second-grade teachers in your building), you might want to read it to your class before conducting this session. This is optional, and some of the students might remember hearing the story read in conjunction with one of the Bridges sessions last year. Nevertheless, it's a short, whimsical treatment of division, and a story most children enjoy hearing more than once.
- Organize your colored tiles and red linear pieces so each student pair has access to at least 80 tiles and 6 linear pieces.
- In today's session, you'll introduce Workplace 5C Line 'Em Up, which replaces 4A TicTac-Tock. Before this session, you should review the Workplace Guide and Workplace Instructions and assemble the bin for Workplace 5C, using the materials listed on the guide. The Workplace Guide also includes suggestions for differentiating the game to meet students' needs.
- Write a list of Workplaces from which students can choose today. You can just write the numbers (4B–5C) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)

## Module 3 Session 4 Division Capture Preparation: Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Division Capture		
<b>TM T6</b> Introducing Division Capture	<ul style="list-style-type: none"> <li>1 clear spinner overlay</li> <li>colored tiles</li> <li>red linear units (see Preparation)</li> </ul>	<ul style="list-style-type: none"> <li>students' completed Multiplication Tables Student Book page (from Unit 2, Module 3, Session 1)</li> </ul>
<b>Work Places</b> Introducing Work Place 5D Division Capture		
<b>TM T7</b> Work Place Guide 5D Division Capture <b>TM T8–T12</b> 5D Division Capture Record Sheets A–E <b>SB 172–173*</b> Work Place Instructions 5D Division Capture		
<b>Work Places in Use</b>		
<b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) <b>5B</b> Scout Them Out (introduced in Unit 5, Module 2, Session 2) <b>5C</b> Line 'Em Up (introduced in Unit 5, Module 3, Session 3) <b>5D</b> Division Capture (introduced in this session)		
<b>Daily Practice</b>		
<b>SB 174</b> All in the Family		

HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

\* Run 1 copy of these pages for use by the teacher and other adult helpers during Work Place time.

- Organize your color tile and red linear pieces so students who need or want to use these materials for support during the first activity will be able to access them easily.
- In today's session, you'll introduce Workplace 5D Division Capture. Before this session, you should review the Workplace Guide and Workplace Instructions and assemble the bin for Workplace 5D, using the materials listed on the guide. The Workplace Guide also includes suggestions for differentiating the game to meet students' needs.
- Write a list of Workplaces from which students can choose today. You can just write the numbers (4C–5D) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)

## \*Unit 5 Module 4 Introducing Area

### Module 4 Session 1 Paper Rectangles Preparation:

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

divide\*  
equation\*  
multiply\*  
product\*  
quotient\*

## Materials

Copies	Kit Materials	Classroom Materials
<b>Assessment</b> Division Checkpoint		
<b>TM T1</b> Division Checkpoint	<ul style="list-style-type: none"> <li>colored tiles</li> <li>red linear pieces</li> </ul>	
<b>Problems &amp; Investigations</b> Paper Rectangles		
<b>TM T2</b> Rectangles (see Preparation) <b>TM T3</b> Rectangle Z <b>SB 175</b> Grid Paper	<ul style="list-style-type: none"> <li>colored tiles (about 30 per student pair, as well as a set for display)</li> <li>Word Resource Card for <i>area</i></li> <li>tangrams (3 sets, optional for challenge suggestion)</li> </ul>	<ul style="list-style-type: none"> <li>scissors (class set)</li> <li>rulers (class set)</li> <li>crayons or colored pencils (class set)</li> </ul>
<b>Home Connection</b>		
<b>HC 95–96</b> Division & Fraction Review		
<b>Daily Practice</b>		
<b>SB 176</b> More Multiplication Arrays		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
 Copy instructions are located at the top of each teacher master.

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

area\*  
 dimension\*  
 divide\*  
 equation\*  
 estimate\*  
 measure  
 multiply\*  
 rectangle\*  
 square\*  
 square unit\*

- Run a half-class set of the Rectangles Teacher Master on 3 or 4 different colors of copy paper. This will make it easier for the students to keep their work separate from the work of others nearby.
- Organize your colored tiles so each student pair will have easy access to about 30, and you'll also have a set for display. (Students will also need to be able to access colored tiles and red linear pieces if they choose to use them to help with the problems on the Division Checkpoint.)

## Module 4 Session 2 Finding Areas Large & Small Preparation:

## Materials

Copies	Kit Materials	Classroom Materials
<b>Assessment</b> Division Checkpoint		
<b>TM T1</b> Division Checkpoint	<ul style="list-style-type: none"> <li>colored tiles</li> <li>red linear pieces</li> </ul>	
<b>Problems &amp; Investigations</b> Paper Rectangles		
<b>TM T2</b> Rectangles (see Preparation) <b>TM T3</b> Rectangle Z <b>SB 175</b> Grid Paper	<ul style="list-style-type: none"> <li>colored tiles (about 30 per student pair, as well as a set for display)</li> <li>Word Resource Card for <i>area</i></li> <li>tangrams (3 sets, optional for challenge suggestion)</li> </ul>	<ul style="list-style-type: none"> <li>scissors (class set)</li> <li>rulers (class set)</li> <li>crayons or colored pencils (class set)</li> </ul>
<b>Home Connection</b>		
<b>HC 95–96</b> Division & Fraction Review		
<b>Daily Practice</b>		
<b>SB 176</b> More Multiplication Arrays		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
 Copy instructions are located at the top of each teacher master.

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

area\*  
 dimension\*  
 divide\*  
 equation\*  
 estimate\*  
 measure  
 multiply\*  
 rectangle\*  
 square\*  
 square unit\*

- Each student pair needs 32 four-inch squares of construction paper for today’s activity. A sheet of 12” × 18” construction paper will produce 12 four-inch squares, so you would need 8 such sheets for every 6 students. It’s best if each set of 32 squares are all of one color.
  - » You can cut three-inch squares (which cut nicely from 9" × 12" paper) if you prefer, but in this case each student pair will need 48 squares.
- Students will need these squares to complete the Finding More Areas Daily Practice Sheet in their Student Books, so be sure to save them.
- Write a list of Workplaces from which students can choose today. You can just write the numbers (4C–5D) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)

## Module 4 Session 3 Measuring Area in Customary Units Preparation:

## Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Measuring Area In Customary Units		
<b>SB 181*</b> Measuring My Math Journal	<ul style="list-style-type: none"> <li>colored tiles (at least 80 per student pair)</li> <li>Word Resource Card for <i>area</i></li> </ul>	<ul style="list-style-type: none"> <li>12" × 12" piece of construction paper in a light color</li> <li>36" × 36" piece of butcher paper in a different light color</li> <li>rulers (class set)</li> <li>yardstick or measuring tape</li> <li>blue masking tape</li> </ul>
<b>Work Places in Use</b>		
<b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) <b>5B</b> Scout Them Out (introduced in Unit 5, Module 2, Session 2) <b>5C</b> Line 'Em Up (introduced in Unit 5, Module 3, Session 3) <b>5D</b> Division Capture (introduced in Module 3, Session 4)		
<b>Home Connection</b>		
<b>HC 97–98</b> Unit 5 Review		
<b>Daily Practice</b>		
<b>SB 182</b> Areas to Find		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
 Copy instructions are located at the top of each teacher master.

\* Run 1 copy of this page for display.

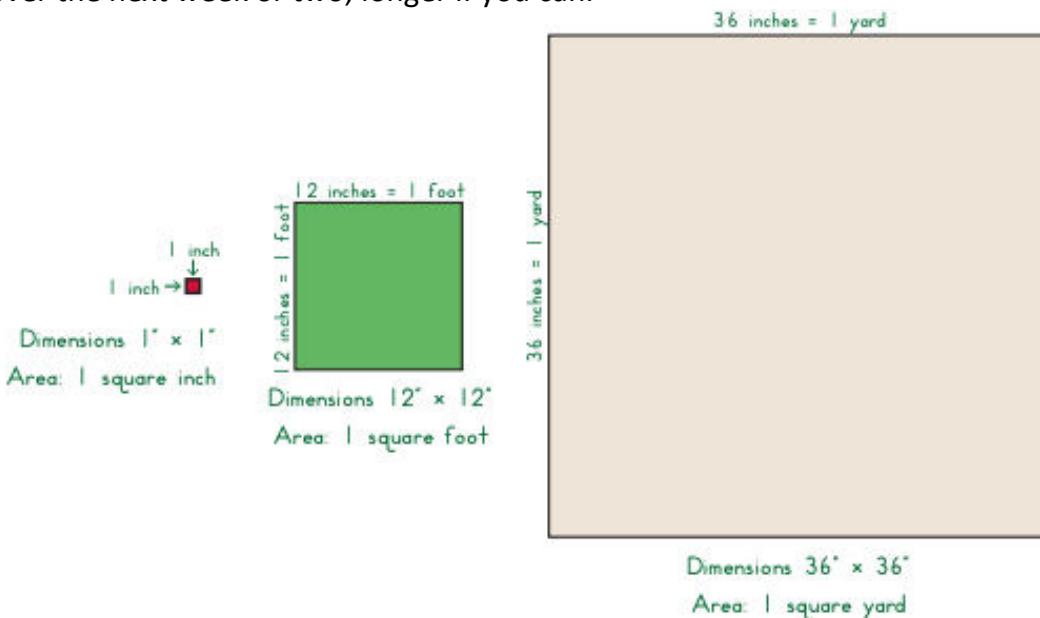
## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

area\*  
 customary system\*  
 dimension\*  
 estimate\*  
 measure  
 rectangle\*  
 square\*  
 square inch (in.)\*  
 square foot (ft.)\*  
 square yard (yd.)\*

Write a list of Workplaces from which students can choose today. You can just write the numbers (4C–5D) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)

The display on the board will look something like this when you finish. If possible, find a place in the classroom to recreate this display later, and leave it up for students' reference over the next week or two; longer if you can.



## Module 4 Session 4 Rainbow Rectangles Preparation:



## Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Rainbow Rectangles		
<b>SB 183*</b> Rainbow Rectangles	• colored tiles (at least 80 per student pair)	• construction paper rectangles (see Preparation) • rulers (class set) • tape
<b>Work Places in Use</b>		
<b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) <b>5B</b> Scout Them Out (introduced in Unit 5, Module 2, Session 2) <b>5C</b> Line 'Em Up (introduced in Unit 5, Module 3, Session 3) <b>5D</b> Division Capture (introduced in Module 3, Session 4)		
<b>Daily Practice</b>		
<b>SB 184</b> Estimating & Measuring Area in Square Inches		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
 Copy instructions are located at the top of each teacher master.

\* Run 1 copy of this page for display.

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

- area\*
- customary system\*
- dimension\*
- estimate\*
- measure
- multiply\*
- rectangle\*
- square inch (in.)\*

- You will need a set of 6 construction paper rectangles in the following colors and sizes for each group of 4 students: 6" × 9" (blue), 7" × 8" (green), 9" × 9" (yellow), 8" × 10" (red), 10" × 12" (purple), 12" × 12" (orange).
- Write a list of Workplaces from which students can choose today. You can just write the numbers (4C–5D) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)

## Module 4 Session 5 Adding Areas Preparation:

## Materials

Copies	Kit Materials	Classroom Materials
<b>Problems &amp; Investigations</b> Adding Areas		
<b>TM T4</b> Areas for Chickens	<ul style="list-style-type: none"> <li>• colored tiles (see Preparation)</li> <li>• red linear pieces (see Preparation)</li> <li>• magnetic tiles (see Preparation)</li> <li>• Magic Wall (see Preparation)</li> </ul>	<ul style="list-style-type: none"> <li>• student math journals</li> </ul>
<b>Work Places in Use</b>		
<b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) <b>5B</b> Scout Them Out (introduced in Unit 5, Module 2, Session 2) <b>5C</b> Line 'Em Up (introduced in Unit 5, Module 3, Session 3) <b>5D</b> Division Capture (introduced in Module 3, Session 4)		
<b>Home Connection</b>		
<b>HC 99–100</b> Playing with Area		
<b>Daily Practice</b>		
<b>SB 185</b> Finding More Small Areas		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
 Copy instructions are located at the top of each teacher master.

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

area\*  
 dimension\*  
 factor\*  
 length  
 multiply\*  
 product\*  
 side length  
 square unit\*  
 width

- Write a list of Workplaces from which students can choose today. You can just write the numbers (4C–5D) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)
- Organize your colored tiles and red linear units so each student has easy access to these materials. You will need a set of tiles and linear units for display as well. If you want to display tile arrangements on the whiteboard or Magic Wall, you can use the foam magnetic tiles from your kit and draw the linear units around them.

## Module 4 Session 6 Unit 5 Post-Assessment Preparation:

## Materials

Copies	Kit Materials	Classroom Materials
<b>Assessment</b> Unit 5 Post-Assessment		
<b>TM T5–T8</b> Unit 5 Post-Assessment	<ul style="list-style-type: none"> <li>colored tiles (see Preparation)</li> <li>red linear pieces</li> </ul>	<ul style="list-style-type: none"> <li>scratch paper (optional)</li> </ul>
<b>Work Places in Use</b>		
<b>4C</b> Target One Thousand (introduced in Unit 4, Module 2, Session 3) <b>4D</b> Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) <b>5A</b> Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) <b>5B</b> Scout Them Out (introduced in Unit 5, Module 2, Session 2) <b>5C</b> Line 'Em Up (introduced in Unit 5, Module 3, Session 3) <b>5D</b> Division Capture (introduced in Module 3, Session 4)		
<b>Daily Practice</b>		
<b>SB 186</b> Fractions Revisited		

HC – Home Connection, SB – Student Book, TM – Teacher Master  
 Copy instructions are located at the top of each teacher master.

## Vocabulary

An asterisk [\*] identifies those terms for which Word Resource Cards are available.

area\*  
 array\*  
 dimension\*  
 divide\*  
 equal\*  
 equation\*  
 fact family  
 group  
 measure  
 multiply\*  
 rectangle\*  
 story problem

- Look around the room and think about what you want to take down or cover before students take the post-assessment.
- Organize your colored tiles and red linear pieces for use by students at their tables or desks during the assessment. All students will need tile to solve problem 8.
- Write a list of Workplaces from which students can choose today. You can just write the numbers (4C–5D) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)