

McGraw-Hill

# My Math

K-5 OVERVIEW BROCHURE



Mc  
Graw  
Hill  
Education

# Made For You

Customizable to fit your teaching style, McGraw-Hill My Math challenges and engages your students as they build their skills to communicate mathematically

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# Made with a Strong K-8 Foundation



Students gain a progression of knowledge in *McGraw-Hill My Math* and *Glencoe Math*, thanks to the K-8 Math authorship team that created the programs using **Understanding by Design** – a research-proven approach to learning that identifies the desired outcome first and tailors learning to meet the objective. This framework is the perfect foundation for rigorous standards, resulting in a *McGraw-Hill My Math* program that provides the conceptual understanding, key areas of focus, and connection to prior concepts and skills.



# Challenge and Engage Your Students

What is challenging is also engaging.

*McGraw-Hill My Math* can help you challenge your students in a way that inspires them to embrace the power of mathematics through real-world applications and experience just how fun math success can be. By weaving the three components of rigor throughout the student edition and program, *McGraw-Hill My Math* enables your students to progress toward a higher level of achievement and steadily grow their math confidence.



## My Chapter Projects

provides students with an opportunity to apply mathematical thinking to a real life situation.

Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

## MY Chapter Project

### Flight School Contest

**Day 1**

1. Work together to make a paper airplane. Search your library or the Internet to get ideas on different airplane designs. Build your airplane so it flies as far as possible.
2. Test your airplane. Make changes to your airplane's design until your group is happy with its performance.
3. Think of an addition or subtraction question about the contest that the class can answer. Sample questions: What is the difference between the longest and shortest flight distance? What is the total distance flown by all the planes?

Question: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Day 2**

1. Each team will have three chances to fly their airplane, measure the largest distance flown, and record the distance using mixed numbers below.

**Largest distance:** \_\_\_\_\_

2. Answer the class questions designated by your teacher.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Chapter Performance Tasks

measure students' abilities to integrate knowledge and skills across multiple standards.

Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

## Performance Task

### Triathlon Training

Minh and PJ are training for a triathlon that involves swimming, biking, and running. They spend a week training for each event.

**Show all your work to receive full credit.**

**Part A**

In Week 1 the two athletes are concentrating on swimming. The table shows how many miles each person swam on the given day.

Day	Minh	PJ
Monday	$\frac{1}{3}$ mile	$\frac{1}{4}$ mile
Tuesday	$\frac{1}{2}$ mile	$\frac{1}{2}$ mile
Wednesday	$\frac{2}{3}$ mile	1 mile
Thursday	1 mile	$\frac{2}{3}$ mile
Friday	$\frac{1}{4}$ mile	$\frac{1}{4}$ mile

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## Real World Problem Solving Questions

allow students an opportunity to apply mathematical thinking to real life situations.



### Problem Solving

15. Terri painted  $\frac{5}{12}$  of a fence. Rey painted  $\frac{4}{12}$  of the fence. How much of the fence did they paint altogether?
16. Meagan ate  $\frac{2}{10}$  more pizza than Cody. Cody ate  $\frac{1}{10}$  less pizza than Matt. Matt ate  $\frac{3}{10}$  of the pizza. How much of the pizza was eaten?



### Problem Solving

The table gives the fraction of each type of parade float used in a recent parade. Use the table to answer Exercises 7 and 8.

7. What fraction of the floats were from either a dance group or a radio station? Write in simplest form.

8. What fraction of the floats were not from a sports team? Write in simplest form.

Type of Parade Float	Fraction
Sports Team	$\frac{6}{18}$
Radio Station	$\frac{5}{18}$
High School	$\frac{3}{18}$
Dance Group	$\frac{4}{18}$


9. **Vocabulary Check** 

Complete the sentence with the correct vocabulary word(s).

Both fractions in the expression  $\frac{1}{3} + \frac{1}{3}$  are examples of \_\_\_\_\_.



### Brain Builders

10. **Mathematical PRACTICE**  **Draw a Conclusion** Sherry was in charge of distributing 25 food items that were donated to the local food pantry. On Monday, she distributed 8 items. On Tuesday, she distributed 7 items. Five more items were distributed on Wednesday. What fraction of the food items were distributed by the end of the day on Wednesday?

11. **Test Practice** Gina is working on a jigsaw puzzle. She completed  $\frac{1}{10}$  of the puzzle yesterday and  $\frac{3}{10}$  of the puzzle today. In simplest form, what fraction of the puzzle remains to be completed?

- (A)  $\frac{2}{5}$       (B)  $\frac{3}{5}$       (C)  $\frac{2}{10}$       (D)  $\frac{3}{10}$

## Brain Builder Questions

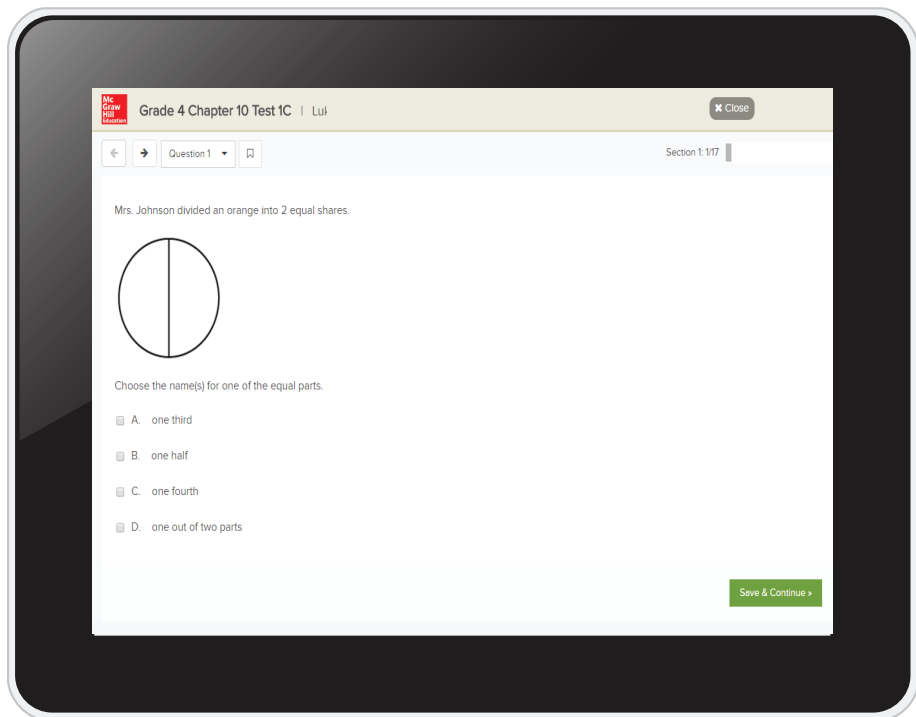
provide students an opportunity to extend their knowledge and critical thinking skills by answering multi-step, complex question sets.

## Test Practice Questions

allow students to familiarize themselves with question types they may experience while taking rigorous assessments.

# Preparing for Rigorous Assessments

By providing questions and activities modeled after state assessment questions, students will have the experience and confidence needed to perform when it counts.

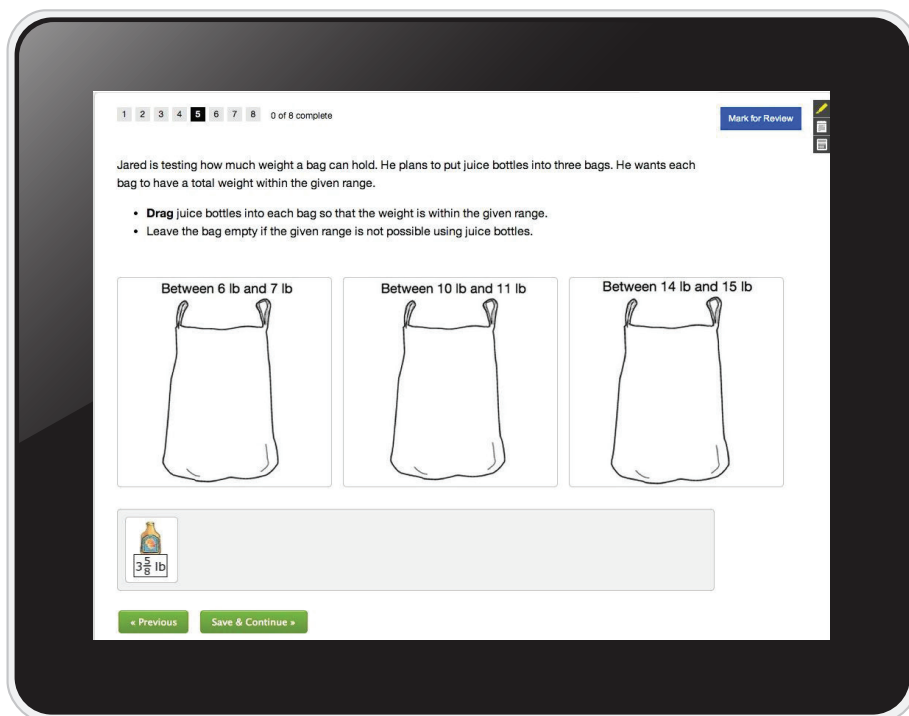


## Online Assessments

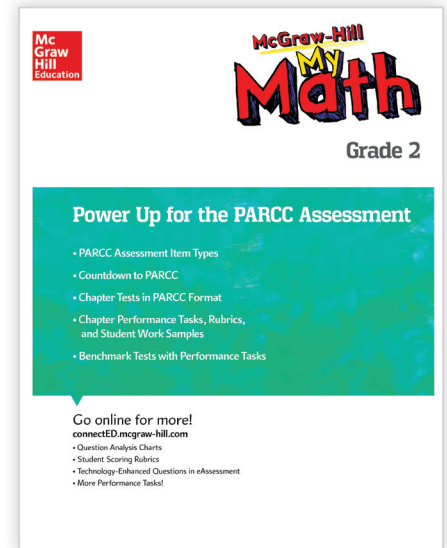
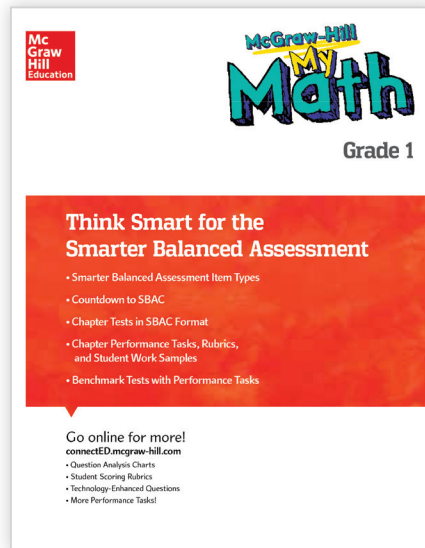
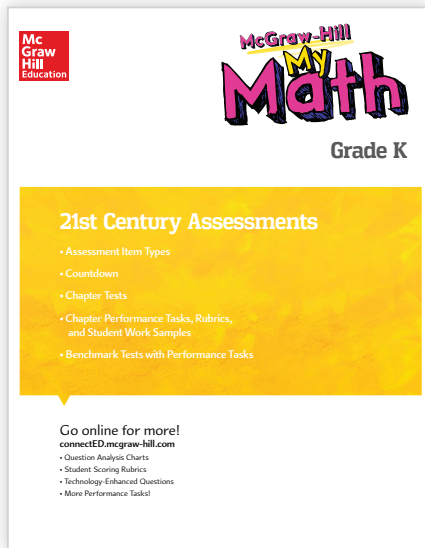
Create assessments that align with state standards with ease. Using the intuitive online assessment system you can quickly build and customize assessments to fit the needs of your classroom.

## Technology-Enhanced Questions (TEQ)

TEQs allow your students to practice both the rigor and functionality that is required for state assessments.







## Assessment Preparation

Print assessment books provide additional assessment questions and performance tasks along with a 20 week countdown to the state test.



“Assessments are available in the form of readiness checks, pre-tests, check your progress, many chapter tests, and benchmark assessments covering multiple chapters. We also like the performance tasks that provide excellent practice for new testing.

*Renee R., K-12 District Math Curriculum Coordinator*

# Customize to Your Teaching Style

## No two *students* learn alike and no two *teachers* teach alike

You will be reminded how *McGraw-Hill My Math* is made for you and your students every time you log in to the ConnectED Teacher Center and see the multiple ways you can optimize, customize – and, yes individualize – your classroom planning, presentations, and differentiated instruction for every student. Or if you're happy with everything just as it comes, that's fine too. The choice is yours!

Use **Assignment Tracker** to assign homework and track progress

Explore **Resources** for easy access to all resources for your lessons

Build your classes by using **Class Management**

Navigate to your chapter and lesson

Launch whiteboard-ready **Presentations**

**Plan and Present** to make your custom lesson plans

Assign tests or customize your own online **Assessments**

Access **Professional Development** for deeper program knowledge

Send **Messages** and reminders to your students and their care-givers





# Customized Instruction

**Math in My World**

**One Way Use models.**  
Place two sets of five  $\frac{1}{6}$ -tiles side by side.

There are  $\frac{1}{6}$ -tiles altogether.  
This shows the fraction  $\frac{10}{6}$ , or  $1\frac{2}{3}$ .

The combined length would be  $\frac{10}{6}$  feet.

**Another Way Add the numerators. Keep the denominator.**

$$\frac{5}{6} + \frac{5}{6} = \frac{5+5}{6}$$

$$= \frac{10}{6}$$

$$= 1\frac{2}{3}$$

5 + 5 = 10  
Write as a mixed number in simplest form.

So,  $\frac{5}{6} + \frac{5}{6} = \frac{10}{6}$ .

## Interactive Presentations

Pre-made lesson presentations are provided at your convenience, but you can also rearrange and customize to make them your own.

## eTools

Digital eTools are embedded at point-of-use to allow for an interactive presentation.

Grade 1

- Tangrams
- Connecting Cubes
- Counter
- Steps Explorer
- Dice
- Pattern Blocks
- Fact Triangles - -
- Fraction Circles
- GeoBoard
- Money
- Money - Small Bills
- Number Grid
- Number Line
- Pin Balance

GeoBoard

Board Size: 5 pegs

Band Options: Delete Band

Activity Report

09/02/2015 - Today

ALL STUDENTS UNIT 2, WEEK 1 SKILLS

Recent Activities	Average Score	Last Result Date	# Students Submitted	Skills Covered	Average Time Spent
Unit 2 Week 1 Weekly Assessment	74.9%	10/19/15	7	3	14 min
Unit 1 Week 5 Weekly Assessment	72.7%	10/12/15	12	5	15 min
Unit 1 Week 4 Weekly Assessment	90.7%	10/05/15	19	6	12 min
Unit 1 Week 3 Weekly Assessment	92.0%	9/26/15	20	2	17 min
Unit 1 Week 2 Weekly Assessment	69.7%	9/19/15	17	4	12 min
Unit 1 Week 1 Weekly Assessment	83.8%	9/12/15	19	3	17 min

## Data Driven Instruction

Know exactly where your students are with *McGraw-Hill My Math Online Assessments*. Reports provide you with important data on student progress.

# Individualized Learning



## My Learning Stations

My Learning Stations are filled with fun, ready-made math activities, games, and Real-World Problem Solving readers, offering all learners the chance to access the text and gain appropriate understanding.



## Math & Literacy Connections

The *Real-World Problem Solving Readers* offer all learners the chance to access the text and gain appropriate understanding for Approaching, On-level, Beyond level, and Spanish language students.

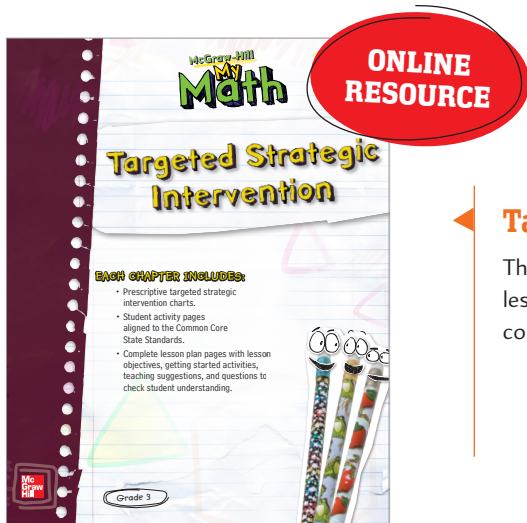
**Approaching Level**  
TIER 2: Strategic Intervention

**On Level**  
TIER 1

**Beyond Level**  
Extend

## Differentiated Instruction

Three levels of differentiated instruction exist at **every lesson** in the Teacher Edition for Response to Intervention (RtI) Tiers 1 and 2 and Extend and Enrich for Beyond Level students. Tier 3 support is provided in the *Number Worlds* intensive intervention program.



## Targeted Strategic Intervention

The Targeted Strategic Intervention guide offers alternative lessons, providing another approach to each mathematical concept for RtI students. Available in ConnectED.



# Language Support

## Spanish Language Support

McGraw-Hill My Math includes robust support for the Spanish speaking population. Spanish resources available include Spanish Student and Teacher Editions, Lesson Presentations, Vocabulary Cards, Dinah Zike's Foldables®, Personal Tutors, Real-World Problem-Solving Readers, Visual Glossary, and a Multilingual Glossary in 13 languages.



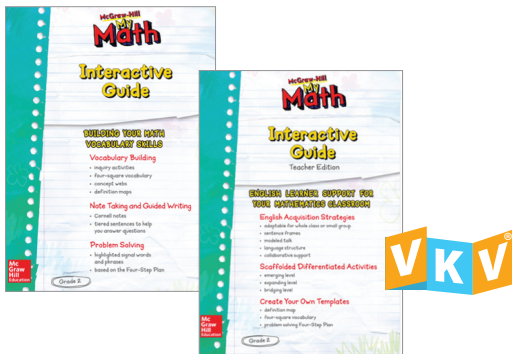
Emerging Level

Expanding Level

Bridging Level

## Building English Language Skills

Three levels of differentiation for English Language Learners – Emerging, Expanding, and Bridging – are at every lesson, so that students thrive through immersion.



## Vocabulary Building Graphic Organizers

The Interactive Guide for English Learners provides added support and more work with English/Spanish cognates in Dinah Zike's Visual Kinesthetic Vocabulary®.

“Our district includes students from 27 different countries. The vocabulary cards are a tremendous help for the ELL students to understand the lessons. I love how it has room on the page to work a problem, take notes etc. It’s great because they don’t have to flip back and forth.”

Teresa G., 5th Grade Math Teacher



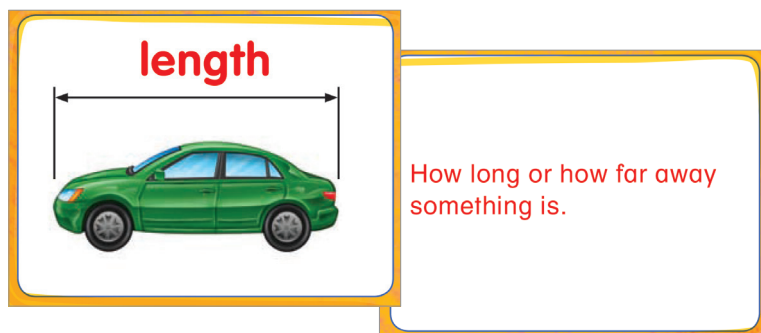
# Communicate Mathematically

## Inspire a lifelong love of math

*McGraw-Hill My Math* is made for you and your students by offering meaningful vocabulary opportunities allowing for powerful student engagement with mathematics. Providing you with a wide array of vocabulary resource types, students are given the tools necessary to develop their language skills—a crucial element for conceptual development.

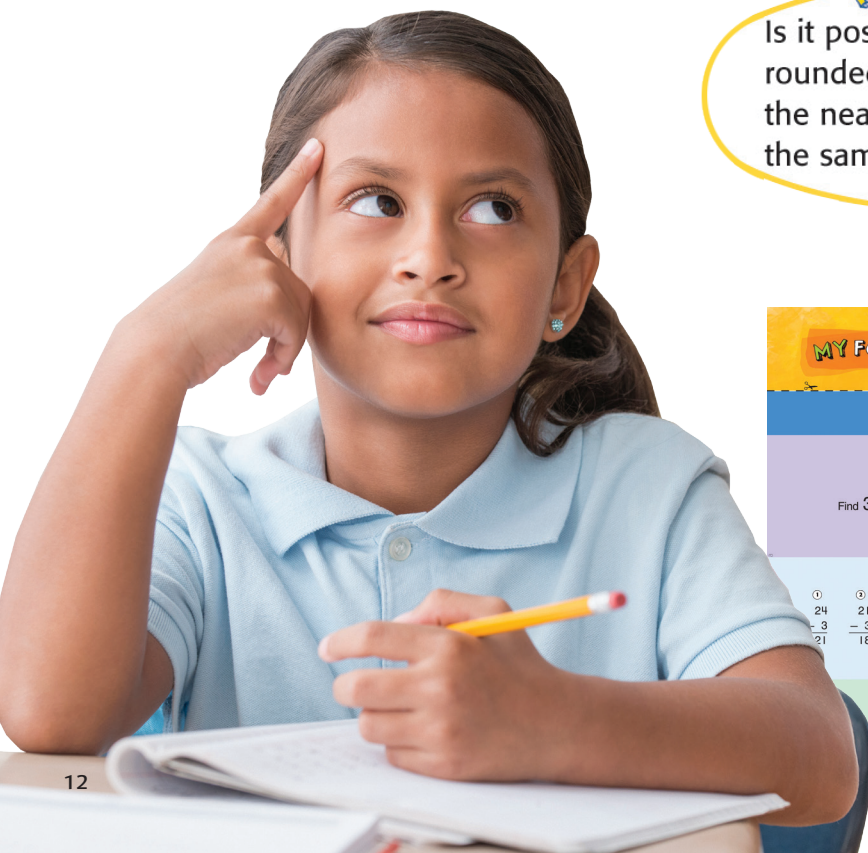
### Communicate Using Mathematical Language

Students begin each chapter with a hands-on understanding of the chapter content with visual vocabulary cards, Talk Math opportunities, and Dinah Zike's Foldables® (kinesthetic graphic organizers) right in their own book.



### Talk MATH

Is it possible for a number to be rounded to the nearest ten and to the nearest hundred and result in the same rounded number?



A "MY Foldable" study organizer for the problem "Divide 24 by 3". The organizer is divided into several sections:

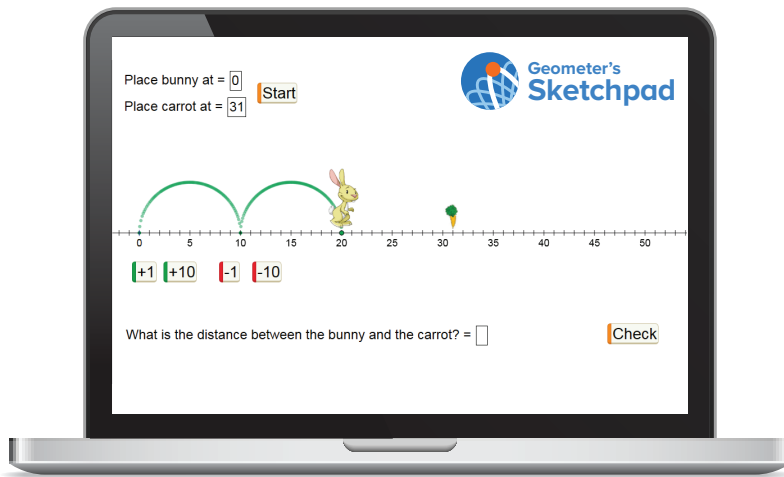
- MY Foldable:** A title for the study organizer.
- FOLDABLES:** Instructions: "Follow the steps on the back to make your Foldable."
- Divide 24 by 3:** The main problem to solve.
- Find  $\square$   $\times 3 = 24$ :** A related multiplication fact to find the unknown.
- Three Ways to divide 24 by 3:** A section with three strategies:
  - Use a related multiplication fact:** Indicated by a yellow 'X'.
  - Use repeated subtraction:** Indicated by a yellow minus sign.
  - Skip count backwards on a number line:** Indicated by a yellow arrow.
- Long Division:** A grid for showing the steps of long division:

①	②	③	④	⑤	⑥	⑦	⑧
24	21	18	15	12			
-3	-3		-3				
21	18						
- Number Line:** A number line from 3 to 24 with arrows indicating skip counting backwards.



## Math that Makes Sense

Your students can engage with math through multiple modalities. *McGraw-Hill My Math* offers visual/spatial, kinesthetic, aural, verbal, and social learning opportunities. The links between each medium help students relate to math in the learning style that makes sense to them.



### Geometer's Sketchpad®

Digital Websketch activities allow students to explore and manipulate dynamic models and relationships of number and geometry concepts through multiple representations.

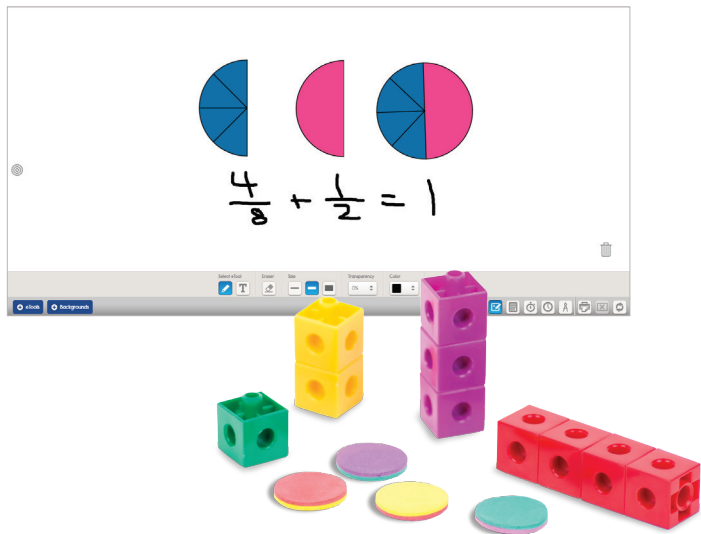


### Essential Question

Each chapter provides a consistent Essential Question tied to a chapter video, giving students the context they need for collaborative discussion and each step of the learning.

## Manipulatives in the Classroom

Let your students explore and connect to the chapter's Essential Question with digital eTools and concrete manipulatives.



Personal Tutor - Microsoft Internet Explorer

Bob Rupert

TRAVEL It is 2,781 miles from Los Angeles to the Statue of Liberty in New York City. Write 2,781 in three ways.

2,781

Thousands	Hundreds	Tens	Ones
2	7	8	1

$2 \times 1,000$     $7 \times 100 = 700$     $8 \times 10 = 80$   
 $2,000 + 700 + 80 + 1$     $1 \times 1 = 1$

## School to Home Resources

Giving your students the at-home support they need, Student Center resources like Personal Tutors helps strengthen skills with modeled lesson examples, while Math at Home Letters (available in English and Spanish) inform parents and guardians of math concepts being taught.

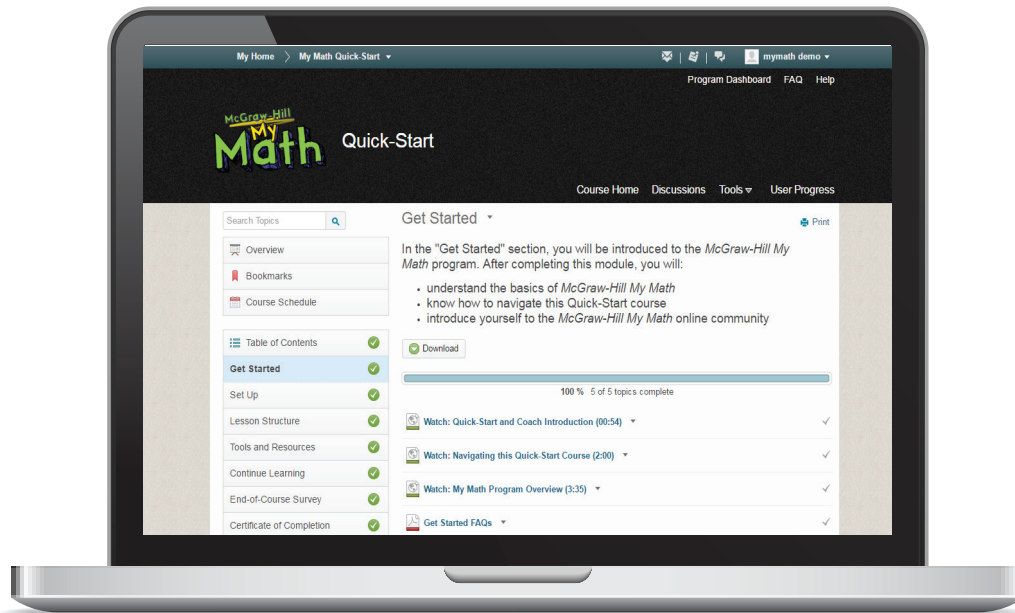
All of these resources can be accessed anywhere by a student or care-giver from the Student Center and Student eBook.

“They love how engaging it is. The kids say, ‘It’s colorful. It’s fun. Math is fun again!’”

Amy S., District Math Coordinator



# Continuous Learning



## Professional Development

Providing you 24/7 access to relevant, practical support for McGraw-Hill My Math, the McGraw-Hill Education Professional Learning Environment (PLE) for grades K-12 enables you to view videos of the program’s teaching models, ask questions and get answers on the discussion board, or even share research and instructional ideas with other McGraw-Hill My Math teachers. It was made for you, so you can make it your own.




“ I am excited to participate in the Quick-Start Course in order to learn more about the *McGraw-Hill My Math* series and many of the online resources available. ”

Deanne L., *Director of Instruction*



McGraw-Hill

# My Math



Request a

**30-DAY TRIAL**

Go to:

[mheonline.com/onlinesamples](http://mheonline.com/onlinesamples)