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THE SUPER SOURCE®

The Super Source Correlated to North Carolina Standard Course of Study

Grade K–8

Super Source
Correlated to North Carolina Standard Course of Study
Grade K Mathematics

Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

Competency Goal 1
The learner will recognize, model, and write whole numbers through 30.

Objective	Title(s)
1.01 Develop number sense for whole numbers through 30. a) Connect model, number word (orally), and number, using a variety of representations. b) Count objects in a set. c) Read and write numerals. d) Compare and order sets and numbers. e) Use ordinals (1st-10th). f) Estimate quantities fewer than or equal to 10. g) Recognize equivalence in sets and numbers 1-10.	**Base Ten Blocks** Base Ten Block Bingo pg. 22 Build a Bug House pg. 26 Hide and Decide pg. 34 How Many Can You Hold? pg. 38 **Color Tiles** Creature Features pg. 26 Very Busy Animals pg. 78 What's In the Bag? pg. 82 **Cuisenaire Rods** Challenge Match pg. 30 Copy and Repeat pg. 34 **Geoboards** Farm Fences pg. 26 Four In a Row pg. 30 Inside Triangles pg. 38 Things That Fly pg. 74 Try For Triangles pg. 78 **Pattern Blocks** Antwalks pg. 18 Scoop and Sort pg. 62 **Snap Cubes** At the Crayon Factory pg. 18
1.02 Share equally (divide) between two people; explain.	**Snap Cubes** Dividing 24 pg. 26

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1.03 Solve problems and share solutions to problems in small groups.	**Base Ten Blocks** Build a Bug House pg. 26 Hide and Decide pg. 34 How Many Can You Hold? pg. 38 **Color Tiles** Explorations With Four Tiles pg.34 Frames of Ten pg. 42 Very Busy Animals pg. 78 What's In the Bag? pg. 82 **Cuisenaire Rods** Challenge Match pg. 30 Copy and Repeat pg. 34 **Geoboards** Farm Fences pg. 26 Four In a Row pg. 30 Inside Triangles pg. 38 Things That Fly pg. 74 Try For Triangles pg. 78 **Pattern Blocks** Antwalks pg. 18 Scoop and Sort pg. 62 **Snap Cubes** At the Crayon Factory pg. 18

Competency Goal 2
The learner will explore concepts of measurement.

Objective	Title(s)

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2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).	**Base Ten Blocks** Balance of Values pg. 18 Looking For Length pg. 42 **Color Tiles** Creature Features pg. 27 Explorations With Four Tiles pg. 34 **Cuisenaire Rods** Alike and Different pg. 18 Copy and Repeat pg. 34 Make a Match! pg. 54 **Geoboards** All About Squares pg. 18 Inside Triangles pg. 38 Path Finder pg. 50 Picture This pg. 54 Shape Puzzles pg. 58 Shapes From Four Squares pg. 62 What's the Same? What's Different pg. 86 **Pattern Blocks** Scoop and Sort pg. 62 Who Caught the Bigger Fish? pg. 86 **Snap Cubes** The Human Balance Scale pg. 82 Two-Color Patterns pg. 86
2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).	

Competency Goal 3
The learner will explore concepts of geometry.

Objective	Title(s)

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3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.	**Base Ten Blocks** Making Rectangles pg. 50 Color Tiles How Many Rectangles? pg. 50 **Cuisenaire Rods** Sides of a Triangle pg. 78 **Geoboards** All About Squares pg. 18 Circle Puzzles pg. 22 Farm Fences pg. 26 Inside Triangles pg. 38 Picture This pg. 54 Shape Puzzles pg. 58 Shapes from Four Squares pg. 62 Shapes from Right Triangles pg. 66 Tell Me About it pg. 70 Things That Fly pg. 74 Try For Triangles pg. 78 What's the Same? What's Different? pg. 86 **Pattern Blocks** Three In a Row pg. 78 Who Am I? pg. 82 **Tangrams** Rectangle Race pg. 42

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3.02 Compare geometric shapes (identify likenesses and differences).	**Base Ten Blocks** Making Rectangles pg. 50 Color Tiles How Many Rectangles? pg. 50 **Cuisenaire Rods** Sides of a Triangle pg. 78 **Geoboards** All About Squares pg. 18 Circle Puzzles pg. 22 Farm Fences pg. 26 Inside Triangles pg. 38 Picture This pg. 54 Shape Puzzles pg. 58 Shapes from Four Squares pg. 62 Shapes from Right Triangles pg. 66 Tell Me About it pg. 70 Things That Fly pg. 74 Try For Triangles pg. 78 What's the Same? What's Different? pg. 86 **Pattern Blocks** Three In a Row pg. 78 Who Am I? pg. 82 **Tangrams** Rectangle Race pg. 42
3.03 Model and use directional and positional vocabulary.	

3.04 Complete simple spatial visualization tasks and puzzles.	**Base Ten Blocks** Balance of Values pg. 18 Making Rectangles pg. 50 Color Tiles Creature Feature pg. 26 Explorations With Four Tiles pg. 34 Follow Me! Pg. 38 How Many Rectangles? Pg. 50 Line Up Four pg. 62 Mirror, Mirror On the Wall pg. 66 **Cuisenaire Rods** Alike and Different pg. 18 Cover the Giraffe pg. 38 Make a Match pg. 54 Mirror Monster pg. 58 Rod Lotto pg. 66 Rod Squeeze pg. 70 Rod Toys pg. 74 Sides of a Triangle pg. 78 Thirteen Is Out! pg. 82 **Geoboards** All About Squares pg. 18 Circle Puzzles pg. 22 Four In a Row pg. 30 From A to Z pg. 34

Competency Goal 4
The learner will collect, organize and display data.

Objective	Title(s)
4.01 Collect and organize data as a group activity.	**Color Tiles** Counting Colors pg. 18 Creating Patterns pg. 22 **Geoboards** Things That Can Fly pg. 74 **Pattern Blocks** Scoop and Sort pg. 62 Spin and Graph pg. 66 Things With Legs pg. 74 **Tangrams** Tan Designs pg. 66

4.02 Display and describe data with concrete and pictorial graphs as a group activity.	**Color Tiles** Counting Colors pg. 18 Creating Patterns pg. 22 **Geoboards** Things That Can Fly pg. 78 **Pattern Blocks** Scoop and Sort pg. 62 Spin and Graph pg. 66 Things With Legs pg. 74 **Tangrams** Tan Designs pg. 66

Competency Goal 5
The learner will model simple patterns and sort objects.

Objective	Title(s)
5.01 Sort and classify objects by one attribute.	**Color Tiles** Counting Colors pg. 18 **Geoboards** Farm Fences pg. 26

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5.02 Create and extend patterns with actions, words, and objects.	**Base Ten Blocks** Making Patterns pg. 46 **Color Tiles** Counting Colors pg. 18 Creating Patterns pg. 22 Mystery Patterns pg. 70 **Cuisenaire Rods** How Many Two-Car Trains? pg. 42 Jumping Frogs pg. 46 **Pattern Blocks** Cover the Caterpillar pg. 30 How Many Seats? pg. 34 Look How I'm Growing pg. 38 Pattern Block Walls pg. 54 **Snap Cubes** At the Crayon Factory pg. 18 Dividing 24 pg. 26 How Many Trains? pg. 34 Two Color Patterns pg. 86 **Tangrams** Making a Quilt pg. 18

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Grade 1 Mathematics

Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

Competency Goal 1
The learner will read, write, and model whole numbers through 99 and compute with whole numbers.

Objective	Title(s)
1.01 Develop number sense for whole numbers through 99. a) Connect the model, number word, and number using a variety of representations. b) Use efficient strategies to count the number of objects in a set. c) Read and write numbers. d) Compare and order sets and numbers. e) Build understanding of place value (ones, tens). f) Estimate quantities fewer than or equal to 100. g) Recognize equivalence in sets and numbers 1-99.	**Base Ten Blocks** Balance of Values pg. 18 Base Ten Block Bingo pg. 22 Build a Bug House pg. 26 Hide and Decide pg. 34 How Many Can You Hold? pg. 38 Number Builder pg. 54 Race For a Flat pg. 58 Race to Clear the Mat pg. 62 Subtraction Split pg. 66 Sum It Up pg. 70 Who's Got the Most? pg. 86 **Color Tiles** Creature Features pg. 26 Estimation Jars pg. 30 Frames of Ten pg. 42 Very Busy Animals pg. 78 What's In the Bag? pg. 82 **Cuisenaire Rod** Build a Boat pg. 26 Challenge Match pg. 30 Copy and Repeat pg. 34 What's In a Scoop? pg. 86 **Geoboards** Farm Fences pg. 26

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Grade 1 Mathematics

1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.	**Color Tiles** Estimation Jars pg. 30 **Snap Cubes** Closest To 100 pg. 22 Multiples of 10 pg. 46 **Cuisenaire Rods** Bank-5 pg. 22 Load the Trucks pg. 50 Rod Squeeze pg. 70 Sides of a Triangle pg. 78 Thirteen Is Out pg. 82 **Snap Cubes** Ten Towers of Ten pg. 74
1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.	**Base Ten Blocks** Feed the Birds pg. 30 Race For a Flat pg. 58 Race to Clear the Mat pg. 62 Subtraction Split pg. 66 Sum It Up pg. 70 Who's Got the Most? pg. 86 **Color Tiles** Frames of Ten pg. 42 Square By Square pg. 74 Very Busy Animals pg. 78 **Cuisenaire Rods** Bank-5 pg. 22 Build a Boat pg. 26 Challenge Match pg. 30 How Many Two-Car Trains? pg. 42 Sides of a Triangle pg. 78 **Pattern Blocks** Antwalks pg. 18 Pattern Block Toy Factory pg. 50 **Snap Cubes** Closest To 100 pg. 22 Some Sums pg. 70 Ten Towers of Ten pg. 74 The Disappearing Train pg. 78

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1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).	**Base Ten Blocks** Feed the Birds pg. 30 Race For a Flat pg. 58 Race to Clear the Mat pg. 62 Subtraction Split pg. 66 Sum It Up pg. 70 Who's Got the Most? pg. 86 **Color Tiles** Frames of Ten pg. 42 Square By Square pg. 74 Very Busy Animals pg. 78 **Cuisenaire Rods** Bank-5 pg. 22 Challenge Match pg. 30 How Many Two-Car Trains? pg. 42 **Pattern Blocks** Antwalks pg. 18 Pattern Block Toy Factory pg. 50 **Snap Cubes** Closest To 100 pg. 22 Dividing 24 pg. 26 Some Sums pg. 70 Ten Towers of Ten pg. 74 The Disappearing Train pg. 78 **Tangrams**

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Competency Goal 2
The learner will use non-standard units of measure and tell time.

Objective	Title(s)
2.01 For given objects: a) Select an attribute (length, capacity, mass) to measure (use non-standard units). b) Develop strategies to estimate size. c) Compare, using appropriate language, with respect to the attribute selected.	**Base Ten Blocks** Balance of Values pg. 18 Looking For Length pg. 42 **Color Tiles** Estimation Jars pg. 30 Half and Half pg. 46 Who's Got the Biggest Yard? Pg. 86 **Cuisenaire Rods** Build a Boat pg. 26 Cover the Giraffe pg. 38 How Many Two-Car Trains pg. 42 Load the Truck pg. 50 **Geoboards** All About Squares pg. 18 Inside Triangles pg. 38 Inside, Outside pg. 42 Path Finder pg. 50 Try For Triangles pg. 78 **Pattern Blocks** One Hundred pg. 42 Red, Green or Yellow pg. 58 **Snap Cubes** How Long Is It? pg. 30 On the Meter Mark pg. 50 Puzzles pg. 54
2.02 Develop an understanding of the concept of time. a) Tell time at the hour and half-hour. b) Solve problems involving applications of time (clock and calendar).	

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Competency Goal 3
The learner will identify, describe, draw, and build basic geometric figures.

Objective	Title(s)
3.01 Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.	**Base Ten Blocks** Making Rectangles pg. 50 **Color Tiles** Square By Square pg. 74 **Cuisenaire Rods** Alike and Different pg. 18 Make a Match pg. 54 **Geoboards** All About Squares pg. 18 Shape Puzzles pg. 58 **Tangrams** Rectangle Race pg. 42
3.02 Identify, build, and name cylinders, cones, and rectangular prisms.	**Geoboards** Circle Puzzles pg. 22 Farm Fences pg. 26 Shape Puzzles pg. 58 Shapes from Right Triangles pg. 66

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3.03 Compare and contrast geometric figures.	**Base Ten Blocks** Making Rectangles pg. 50 Color Tiles How Many Rectangles? pg. 50 **Cuisenaire Rods** Sides of a Triangle pg. 78 **Geoboards** All About Squares pg. 18 Circle Puzzles pg. 22 Farm Fences pg. 26 Inside Triangles pg. 38 Picture This pg. 54 Shape Puzzles pg. 58 Shapes from Four Squares pg. 62 Shapes from Right Triangles pg. 66 Tell Me About it pg. 70 Things That Fly pg. 74 Try For Triangles pg. 78 What's the Same? What's Different? pg. 86 **Pattern Blocks** Three In a Row pg. 78 Who Am I? pg. 82 **Tangrams** Rectangle Race pg. 42

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3.04 Solve problems involving spatial visualization.	**Base Ten Blocks** Balance of Values pg. 18 Making Rectangles pg. 50 **Color Tiles** Creature Feature pg. 26 Explorations With Four Tiles pg. 34 How Many Rectangles? Pg. 50 Mirror, Mirror On the Wall pg. 66 **Cuisenaire Rods** Alike and Different pg. 18 Cover the Giraffe pg. 38 Make a Match pg. 54 Mirror Monster pg. 58 **Geoboards** All About Squares pg. 18 Circle Puzzles pg. 22 Inside Triangles pg. 42 Make the Other Half pg. 46 Shapes From Squares pg. 62 What's the Same? What's Different? pg. 86 **Pattern Blocks** Copy Cat pg. 26 How Many Seats? pg. 34 Snap Cubes

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Competency Goal 4
The learner will understand and use data and simple probability concepts.

Objective	Title(s)
4.01 Collect, organize, describe and display data using line plots and tallies.	**Color Tiles** Counting Colors pg. 18 **Pattern Blocks** Scoop and Sort pg. 62 Spin and Graph pg. 66 **Snap Cubes** Red or Blue? Pg. 58 Sneak a Peek pgs. 66-69 The Disappearing Train pg. 78 **Tangrams** Tan Designs pg. 66
4.02 Describe events as certain, impossible, more likely or less likely to occur.	**Color Tiles** Counting Colors pg. 18 **Cuisenaire Rods** Bank-5 pg. 22 Load the Trucks! Pg. 50 **Pattern Blocks** Closest to the Finish Line pg. 22 Pattern Block Pizza pg. 46 Scoop and Sort pg. 62 Spin and Graph pg. 66 **Snap Cubes** On the Meter Mark pg. 50 Red or Blue? pg. 58 Sneak a Peak pg. 66 Some Sums pg. 70 Ten Towers of Ten pg.74 The Disappearing Train pg.78 **Tangrams** Rectangle Race pg. 42

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Grade 1 Mathematics

Competency Goal 5
The learner will demonstrate an understanding of classification and patterning.

Objective	Title(s)
5.01 Sort and classify objects by two attributes.	**Pattern Blocks** Who Am I? Pg. 82
5.02 Use Venn diagrams to illustrate similarities and differences in two sets.	
5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.	**Base Ten Blocks** Making Patterns pg. 46 **Color Tiles** Counting Colors pg. 18 Creating Patterns pg. 22 Explorations With Four Tiles pg. 34 Mystery Patterns pg. 70 **Cuisenaire Rods** How Many Two-Car Trains? pg. 42 Mirror Monster pg. 58 Pattern Blocks Cover the Caterpillar pg. 30 How Many Seats? pg. 34 Look How I'm Growing pg. 38 Pattern Block Walls pg. 54 **Geoboards** Shapes from Four Squares pg. 62 **Snap Cubes** At the Crayon Factory pg. 18 Dividing 24 pg. 26 How Many Trains? pg. 34 Two Color Patterns pg. 86 **Tangrams** Flying Flags pg. 26 Making a Quilt pg. 18

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Grade 2 Mathematics

Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

Competency Goal 1
The learner will read, write, model, and compute with whole numbers through 999.

Objective	Title(s)
1.01 Develop number sense for whole numbers through 999. a) Connect model, number word, and number using a variety of representations. b) Read and write numbers. c) Compare and order. d) Rename. e) Estimate. f) Use a variety of models to build understanding of place value (ones, tens, hundreds).	**Base Ten Blocks** Balance of Values pg. 18 Base Ten Block Bingo pg. 22 Build a Bug House pg. 26 Feed the Birds pg. 26 Hide and Decide pg. 34 How Many Can You Hold? pg. 38 Number Builder pg. 54 Race For a Flat pg. 58 Race to Clear the Mat pg. 62 Subtraction Split pg. 66 Sum It Up pg. 70 Way To Pay pg. 74 Who's Got the Most? pg. 86 **Color Tiles** Estimation Jars pg. 30 Frames of Ten pg. 42 Square By Square pg. 74 **Cuisenaire Rod** Bank-5 pg. 22 Build a Boat pg. 26 Challenge Match pg. 30 Copy and Repeat pg. 34 Rod Squeeze pg. 70 What's In a Scoop? pg. 86

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Grade 2 Mathematics

1.02 Use area or region models and set models of fractions to explore part-whole relationships in contexts. a) Represent fractions (halves, thirds, fourths) concretely and symbolically. b) Compare fractions (halves, thirds, fourths) using models. c) Make different representations of the same fraction. d) Combine fractions to describe parts of a whole.	**Color Tiles** Half and Half pg. 46 **Geoboards** Make the Other Half pg. 46 **Snap Cubes** Showing One Half pg. 62 **Tangrams** Half-Time Show pg. 30
1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).	**Base Ten Blocks** Feed the Birds pg. 30 Race For a Flat pg. 58 Race to Clear the Mat pg. 62 Subtraction Split pg. 66 Sum It Up pg. 70 Who's Got the Most? pg. 86 **Color Tiles** Frames of Ten pg. 42 Square By Square pg. 74 Very Busy Animals pg. 78 **Cuisenaire Rods** Bank-5 pg. 22 Build a Boat pg. 26 Challenge Match pg. 30 How Many Two-Car Trains? pg. 42 Sides of a Triangle pg. 78 **Pattern Blocks** Antwalks pg. 18 Pattern Block Toy Factory pg. 50 **Snap Cubes** Closest To 100 pg. 22 Some Sums pg. 70 Ten Towers of Ten pg. 74 The Disappearing Train pg. 78

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Grade 2 Mathematics

1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies. a) Strategies for adding and subtracting numbers. b) Estimation of sums and differences in appropriate situations. c) Relationships between operations.	**Base Ten Blocks** Feed the Birds pg. 30 Making triangles pg. 50 Race For a Flat pg. 58 Race to Clear the Mat pg. 62 Subtraction Split pg. 66 Sum It Up pg. 70 Who's Got the Most? pg. 86 **Color Tiles** Frames of Ten pg. 42 Square By Square pg. 74 Very Busy Animals pg. 78 **Cuisenaire Rods** Bank-5 pg. 22 Challenge Match pg. 30 How Many Two-Car Trains? pg. 42 **Pattern Blocks** Antwalks pg. 18 Pattern Block Toy Factory pg. 50 **Snap Cubes** Closest To 100 pg. 22 Dividing 24 pg. 26 Some Sums pg. 70 Ten Towers of Ten pg. 74 The Disappearing Train pg. 78

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1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.	**Base Ten Blocks** Race For a Flat pg. 58 Race to Clear the Mat pg. 62 Subtraction Split pg. 66 Sum It Up pg. 70 Who's Got the Most? pg. 86 **Color Tiles** Frames of Ten pg. 42 **Cuisenaire Rods** Bank-5 pg. 22Rod Squeeze pg.70 Thirteen Is Out! pg. 82 **Pattern Blocks** Antwalks pg. 18 Pattern Block Toy Factory pg. 50 **Snap Cubes** Closest To 100 pg. 22 Dividing 24 pg. 26 Some Sums pg. 70 Ten Towers of Ten pg. 74 The Disappearing Train pg. 78 **Tangrams** Cover and Count pg. 18 Tangrams Make Cents pg. 74
1.06 Define and recognize odd and even numbers.	

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Grade 2 Mathematics

Competency Goal 2
The learner will recognize and use standard units of metric and customary measurement.

Objective	Title(s)
2.01 Estimate and measure using appropriate units. a) Length (meters, centimeters, feet, inches, yards). b) Temperature (Fahrenheit).	**Base Ten Blocks** Balance of Values pg. 18 Looking For Length pg. 42 **Color Tiles** Half and Half pg. 46 Who's Got the Biggest Yard? Pg. 86 **Cuisenaire Rods** Build a Boat pg. 26 Cover the Giraffe pg. 38 How Many Two-Car Trains pg. 42 Load the Truck pg. 50 **Geoboards** All About Squares pg. 18 Inside Triangles pg. 38 Inside, Outside pg. 42 Path Finder pg. 50 Try For Triangles pg. 78 **Snap Cubes** How Long Is It? pg. 30 On the Meter Mark pg. 50 Puzzles pg. 54 The Human Balance Scale pg. 82
2.02 Tell time at the five-minute intervals.	

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Grade 2 Mathematics

Competency Goal 3
The learner will perform simple transformations.

Objective	Title(s)
3.01 Combine simple figures to create a given shape.	**Geoboards** Make the Other Half pg. 46 Shape Puzzles pg. 58 Shapes From Squares pg. 62 Shapes From Triangles pg. 66 Things That Can Fly pg. 74 Try For Triangles pg. 78 **Pattern Blocks** Pattern Block Toy Factory pg. 50 Things With Legs pg. 74 Three In a Row pg. 78 **Tangrams** Making Quilts pg. 34 Shape Morpher pg. 58 Shapes Within Shapes pg. 62 The Great Triangle Coverup pg. 78 Triangles Big and Small pg. 82
3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.	**Geoboards** Make the Other Half pg. 46 Shape Puzzles pg. 58 Shapes From Squares pg. 62 Shapes From Triangles pg. 66 Things That Can Fly pg. 74 Try For Triangles pg. 78 **Pattern Blocks** Pattern Block Toy Factory pg. 50 Things With Legs pg. 74 Three In a Row pg. 78 **Tangrams** Making Quilts pg. 34 Shape Morpher pg. 58 Shapes Within Shapes pg. 62 The Great Triangle Coverup pg. 78 Triangles Big and Small pg. 82

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3.03 Identify and make: a) Symmetric figures. b) Congruent figures.	**Color Tiles** Mirror, Mirror On the Wall pg. 66 **Cuisenaire Rods** Mirror Monster pg 58 Rod Lotto pg. 66 **Geoboards** Circle Puzzles pg. 22 From A To Z pg. 34 Inside Triangles pg. 38 Make the Other Half pg. 46 Shapes From Squares pg. 62 Shapes from Right Triangles pg. 66 Tell Me About It pg. 70 **Pattern Blocks** Copy Cat pg. 26 **Snap Cubes** Mirrored Images pg. 42 **Tangrams** Flying Flags pg. 26

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Grade 2 Mathematics

Competency Goal 4
The learner will understand and use data and simple probability concepts.

Objective	Title(s)
4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).	
4.02 Conduct simple probability experiments; describe the results and make predictions.	**Color Tiles** Counting Colors pg. 18 **Cuisenaire Rods** Bank-5! pg. 22 **Pattern Blocks** Spin and Graph pg. 66 **Snap Cubes** On the Meter Mark pg. 50 Red or Blue? pg. 58 Sneak a Peak pg. 66 The Disappearing Train pg. 78 **Tangrams** Rectangle Race pg. 42

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Grade 2 Mathematics

Competency Goal 5
The learner will recognize and represent patterns and simple mathematical relationships.

Objective	Title(s)
5.01 Identify, describe, translate, and extend repeating and growing patterns.	**Base Ten Blocks** Making Patterns pg. 46 **Color Tiles** Counting Colors pg. 18 Creating Patterns pg. 22 Explorations With Four Tiles pg. 34 Mystery Patterns pg. 70 **Cuisenaire Rods** How Many Two-Car Trains? pg. 42 Mirror Monster pg. 58 Pattern Blocks Cover the Caterpillar pg. 30 How Many Seats? pg. 34 Look How I'm Growing pg. 38 Pattern Block Walls pg. 54 **Geoboards** Shapes from Four Squares pg. 62 **Snap Cubes** At the Crayon Factory pg. 18 Dividing 24 pg. 26 How Many Trains? pg. 34 Two Color Patterns pg. 86 **Tangrams** Flying Flags pg. 26 Making a Quilt pg. 18

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5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.	**Base Ten Blocks** Feed the Birds pg. 30 Race To Clear the Mat pgs. 64-65 Sum It Up! Pgs. 70-73 What Price Lunch? Pgs. 78-81 What's the Difference? Pgs. 82-85 **Color Tiles** Frames of Ten pgs. 42-46 Half and Half pgs. 46-49 **Cuisenaire Rods** Challenge Match pg. 30 How Many Two-Car Trains? pg. 42 **Snap Cubes** The Disappearing Train pgs. 78-81

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Correlated to North Carolina Standard Course of Study
Grade 3 Mathematics

Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

Competency Goal 1
The learner will model, identify, and compute with whole numbers through 9,999.

Objective	Title(s)
1.01 Develop number sense for whole numbers through 9,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (ones through thousands). c) Compare and order.	**Base Ten Blocks** Clear the Mat pg. 26 How Many Ways? Pg. 38 1000, More Or Less pg. 58 Place It pg. 62 Riddle Me This pg. 66 Ten, Ten, Ten pg. 74 What Amounts? P. 82 What's In Between? Pg. 86
1.02 Develop fluency with multi-digit addition and subtraction through 9,999 using: a) Strategies for adding and subtracting numbers. b) Estimation of sums and differences in appropriate situations. c) Relationships between operations.	**Base Ten Blocks** Choose a Place pg. 22 Clear the Mat pg. 26 Nimble Numbers pg. 54 1,000, More Or Less pg. 58 Place It pg. 62 Ten, Ten, Ten pg. 74 Whadda Card! Pg. 78 What's In Between? Pg. 86 **Cuisenaire Rods** Writing Equations pg. 86 **Snap Cubes** Cleared For Take-Off pg. 22 Nim Stick Strategy Game pg. 42 **Tangrams** Shopping For Shapes pg. 66 The Tile Maker Company pg. 78

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Grade 3 Mathematics

1.03 Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers. b) Estimation of products and quotients in appropriate situations. c) Relationships between operations.	**Base Ten Blocks** Building Boxes pg. 18 Even It Up pg. 34 In a Row pg. 42 It's In the Bag pg. 46 Whadda Card! Pg. 78 **Color Tiles** Building a Wall pg. 26 Cover Up pg. 38 Eeny, Meeny, Miney, Mo! Pg. 42 Growing Rectangles pg. 50 Loose Links pg. 58 **Cuisenaire Rods** Rodtangles pg. 50 Pattern Blocks Boats and Boxes pg. 22 **Snap Cubes** Grab Bag Math pg. 30 Loose Caboose pg. 34 Trains and Boxcars pg. 78 **Tangrams** Shopping For Shapes pg. 66 The Tile Maker Company pg. 78
1.04 Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.	**Color Tiles** Cover Up pg. 38 **Cuisenaire Rods** Shorter Trains pgs. 58-61

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Grade 3 Mathematics

1.05 Use area or region models and set models of fractions to explore part-whole relationships. a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths). b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons. c) Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths. d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers. e) Understand and use mixed numbers and their equivalent fraction forms.	**Color Tiles** Coasting Along pg. 34 Fraction Bars pg. 46 Logic Riddles pg. 54 **Cuisenaire Rods** Fraction Pairs pg. 26 **Geoboards** Making Fourths pg. 62 The Cake Problem pg. 74 **Pattern Blocks** Wipe Out! Pg. 86 Snap Cubes Showing One-Third pg. 62 **Tangrams** Fraction Fill-Up pg. 34 Fraction Spin pg. 38
1.06 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	**Base Ten Blocks** Choose a Place pg. 22 Clear the Mat pg. 26 Nimble Numbers pg. 54 1,000, More Or Less pg. 58 Place It pg. 62 What's In Between pg. 86 **Cuisenaire Rods** Don't Slip On the Banana Peel pg. 22 RodTangles pg. 50 Squeeze Play pg. 66 Tour of the Islands pg. 82 **Snap Cubes** Nim Stick Strategy Game pg. 42 Take the Cake pg. 66

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Grade 3 Mathematics

Competency Goal 2
The learner will recognize and use standard units of metric and customary measurement.

Objective	Title(s)
2.01 Solve problems using measurement concepts and procedures involving: a) Elapsed time. b) Equivalent measures within the same measurement system.	
2.02 Estimate and measure using appropriate units. a) Capacity (cups, pints, quarts, gallons, liters). b) Length (miles, kilometers) c) Mass (ounces, pounds, grams, kilograms). d) Temperature (Fahrenheit, Celsius).	**Base Ten Blocks** Building Boxes pg.18 School Sizes pg. 70 Ben's Garden Plot pg. 22 Changing Areas pg. 30 **Cuisenaire Rods** Plots and Paths pg. 42 Rod Stamping pg. 46 Tiling With Rods pg. 78 Tour of the Island pg. 82 **Geoboards** Area of Four pg. 22 Area of Polygons pg. 26 Changes pg. 30 **Pattern Blocks** What's the Perimeter? pg. 82 Making Frames pg. 38 Wrap It Up pg. 86 **Tangrams** Changing Area of Units pg. 18 Fields and Fences pg. 26 How Much Bigger pg. 42 The Long and Short of It pg. 70

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Correlated to North Carolina Standard Course of Study
Grade 3 Mathematics

Competency Goal 3
The learner will recognize and use basic geometric properties of two- and three-dimensional figures.

Objective	Title(s)
3.01 Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.	**Base Ten Blocks** Modeling Rectangles pg. 50 **Color Tiles** Sides and Angles pg. 70 Squares In a Square pg. 74 **Cuisenaire Rods** Building To Spec pg. 18 Making Squares Grow pg. 38 **Geoboards** Add a Clue pg. 18 Complete the Squares pg. 34 Guess My Rule pg. 38 How Many Diagonals? pg 42 How Many Triangles? pg. 54 Square Off! pg. 66 3, 4, 5, and More pg. 78 What is a Quadrilateral? pg. 82 **Pattern Blocks** Blue and Green Triangles pg. 18 Make My Design pg. 38 Only Two Blocks pg. 42 Riddle Makers pg. 50 The Last Block pg. 62 Trapezoids 1-16 pg. 70 **Tangrams**
3.02 Use a rectangular coordinate system to solve problems. a) Graph and identify points with whole number and/or letter coordinates. b) Describe the path between given points on the plane.	**Geoboards** Make a Chain pg. 58

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Correlated to North Carolina Standard Course of Study
Grade 3 Mathematics

Competency Goal 4
The learner will understand and use data and simple probability concepts.

Objective	Title(s)
4.01 Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems.	**Color Blocks** Sides and Angles pg. 70 Take Your Pick pg. 78 **Pattern Blocks** Spiney and Other Creatures pg. 58 **Snap Cubes** Prize Inside pg. 58 The Staircase Problem pg. 74
4.02 Determine the number of permutations and combinations of up to three items.	**Color Tiles** Be a Logician! Pg. 18 **Snap Cubes** Two-Color Tetras pg. 82
4.03 Solve probability problems using permutations and combinations.	**Color Tiles** Be a Logician! Pg. 18 **Snap Cubes** Two-Color Tetras pg. 82

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Correlated to North Carolina Standard Course of Study
Grade 3 Mathematics

Competency Goal 5
The learner will recognize, determine, and represent patterns and simple mathematical relationships.

Objective	Title(s)
5.01 Describe and extend numeric and geometric patterns.	**Base Ten Blocks** How Many Ways? Pg. 38 In a Row pg. 42 **Cuisenaire Rods** Just Too Big pg. 34 Shorter Trains pg. 58 Staircases pg. 70 **Geoboards** Area of Polygons pg. 26 Pattern Blocks What's Next? Pg. 78 **Snap Cubes** A Tower of Squares pg. 18 Ordering the Tetras pg. 50 Take the Cake pg. 66 Pattern Recognition pg. 86 **Tangrams** Changing Area Units pg. 18 It Can Be Arranged pg. 46
5.02 Extend and find missing terms of repeating and growing patterns.	**Color Tiles** Growing Rectangles **Cuisenaire Rods** Making Squares grow pg. 38 Rod Stamping pg. 46 **Pattern Blocks** Spiney and Other Creatures pg. 58
5.03 Use symbols to represent unknown quantities in number sentences.	**Color Tiles** Be a Logician pgs. 18-21 **Cuisenaire Rods** Writing Equations pgs. 86-89
5.04 Find the value of the unknown in a number sentence.	**Color Tiles** Be a Logician pgs. 18-21 **Cuisenaire Rods** Writing Equations pgs. 86-89

Super Source
Correlated to North Carolina Standard Course of Study
Grade 4 Mathematics

Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

Competency Goal 1
The learner will read, write, model, and compute with nonnegative rational numbers.

Objective	Title(s)
1.01 Develop number sense for rational numbers 0.01 through 99,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (hundredths through ten thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.	**Base Ten Blocks** Clear the Mat pg. 26 Decimal Decisions pg. 30 How Many Ways? Pg. 38 1000, More Or Less pg. 58 Place It pg. 62 Riddle Me This pg. 66 Ten, Ten, Ten pg. 74 What Amounts? P. 82 What's In Between? Pg. 86 **Color Tiles** Fraction Bars pg. 47 **Cuisenaire Rods** Fraction Pairs pg. 26 **Geoboards** Making Fourths pg. 62 The Cake Problem pg. 74 **Pattern Blocks** Wipe Out! pg. 86 **Tangrams** Fraction Fill-Up pg. 34 Fraction Spin pg. 38

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Grade 4 Mathematics

1.02 Develop fluency with multiplication and division: a) Two-digit by two-digit multiplication (larger numbers with calculator). b) Up to three-digit by two-digit division (larger numbers with calculator). c) Strategies for multiplying and dividing numbers. d) Estimation of products and quotients in appropriate situations. e) Relationships between operations.	**Base Ten Blocks** Building Boxes pg. 18 Even It Up pg. 34 In a Row pg. 42 It's In the Bag pg. 46 Whadda Card! Pg. 78 **Color Tiles** Building a Wall pg. 26 Cover Up pg. 38 Eeny, Meeny, Miney, Mo! Pg. 42 Growing Rectangles pg. 50 Loose Links pg. 58 **Cuisenaire Rods** Rodtangles pg. 50 **Pattern Blocks** Boats and Boxes pg. 22 Snap Cubes Grab Bag Math pg. 30 Loose Caboose pg. 34 Trains and Boxcars pg. 78 **Tangrams** Shopping For Shapes pg. 66 The Tile Maker Company pg. 78
1.03 Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.	**Color Tiles** Coasting Along pg. 34 Fraction Bars pg. 46 Logic Riddles pg. 54 **Cuisenaire Rods** Fraction Pairs pg. 26 **Geoboards** Making Fourths pg. 62 The Cake Problem pg. 74 **Pattern Blocks** Wipe Out! Pg. 86 **Snap Cubes** Showing One-Third pg. 62 **Tangrams** Fraction Fill-Up pg. 34 Fraction Spin pg. 38

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Grade 4 Mathematics

1.04 Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.	**Color Tiles** Coasting Along pg. 34 Fraction Bars pg. 46 Logic Riddles pg. 54 **Cuisenaire Rods** Fraction Pairs pg. 26 **Geoboards** Making Fourths pg. 62 The Cake Problem pg. 74 Pattern Blocks Wipe Out! Pg. 86 **Snap Cubes** Showing One-Third pg. 62 **Tangrams** Fraction Fill-Up pg. 34 Fraction Spin pg. 38
1.05 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	**Base Ten Blocks** Choose a Place pg. 22 Clear the Mat pg. 26 Nimble Numbers pg. 54 1,000, More Or Less pg. 58 Place It pg. 62 Ten, Ten, Ten pg. 74 Whadda Card! Pg. 78 What's In Between? Pg. 86 **Cuisenaire Rods** Writing Equations pg. 86 **Snap Cubes** Cleared For Take-Off pg. 22 Nim Stick Strategy Game pg. 42 **Tangrams** Shopping For Shapes pg. 66 The Tile Maker Company pg. 78

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Correlated to North Carolina Standard Course of Study
Grade 4 Mathematics

Competency Goal 2
The learner will understand and use perimeter and area.

Objective	Title(s)
2.01 Develop strategies to determine the area of rectangles and the perimeter of plane figures.	**Base Ten Blocks** Modeling Rectangles pg. 50 School Sizes pg. 70 **Color Tiles** Ben's Garden Plot pg. 22 Changing Areas pg. 30 **Cuisenaire Rods** Plots and paths pg. 42 Tiling With Rods pg. 78 **Geoboards** Area Of Four pg. 22 Area of Polygons pg. 26 Changes pg. 30 Making Fourths pg. 62 **Pattern Blocks** Size Them Up! pg. 54 **Snap Cubes** Making Frames pg. 38 Take the Cake pg. 66 Wrap It Up pg. 86 **Tangrams** Changing Area Units Fields and Fences How Much Bigger? pg. 42 The Tile Maker Company pg. 78

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Grade 4 Mathematics

2.02 Solve problems involving perimeter of plane figures and areas of rectangles.	**Base Ten Blocks** Modeling Rectangles pg. 50 School Sizes pg. 70 **Color Tiles** Ben's Garden Plot pg. 22 Changing Areas pg. 30 **Cuisenaire Rods** Plots and paths pg. 42 Tiling With Rods pg. 78 **Geoboards** Area Of Four pg. 22 Area of Polygons pg. 26 Changes pg. 30 Making Fourths pg. 62 **Pattern Blocks** Size Them Up! pg. 54 **Snap Cubes** Making Frames pg. 38 Take the Cake pg. 66 Wrap It Up pg. 86 **Tangrams** Changing Area Units Fields and fences How Much Bigger? pg. 42 The Tile Maker Company pg. 78

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Grade 4 Mathematics

Competency Goal 3
The learner will recognize and use geometric properties

Objective	Title(s)
3.01 Use the coordinate system to describe the location and relative position of points and draw figures in the first quadrant.	**Geoboards** Make a Chain pg. 58
3.02 Describe the relative position of lines using concepts of parallelism and perpendicularity.	
3.03 Identify, predict, and describe the results of transformations of plane figures. a) Reflections. b) Translations. c) Rotations.	**Color Tiles** Patterns of Symmetry pg. 62 Pentominoes pg. 66 Tile Logic Puzzles pg. 82 **Cuisenaire Rods** Symmetry Search pg. 74 **Pattern Blocks** Hexiamonds pg. 34 Recover the Symmetry pg. 46 **Snap Cubes** Explorations With Four Cubes pg. 26 Tetra Fill-In pg. 70 Two-Color Tetras pg. 82 **Tangrams** Design It With Symmetry pg. 22 Flip-Flop Around pg. 30 One Change at a Time pg. 54

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Correlated to North Carolina Standard Course of Study
Grade 4 Mathematics

Competency Goal 4
The learner will understand and use graphs, probability, and data analysis.

Objective	Title(s)
4.01 Collect, organize, analyze, and display data (including line graphs and bar graphs) to solve problems.	Related Matter: **Color Blocks** Sides and Angles pg. 70 Take Your Pick pg. 78 **Geoboards** What's the Value? pg. 86 **Pattern Blocks** Spiney and Other Creatures pg. 58 **Snap Cubes** Prize Inside pg. 58 The Staircase Problem pg. 74
4.02 Describe the distribution of data using median, range and mode.	Related Matter: **Color Blocks** Sides and Angles pg. 70 Take Your Pick pg. 78 **Geoboards** What's the Value? pg. 86 **Pattern Blocks** Spiney and Other Creatures pg. 58 **Snap Cubes** Prize Inside pg. 58 The Staircase Problem pg. 74
4.03 Solve problems by comparing two sets of related data.	**Color Blocks** Sides and Angles pg. 70 Take Your Pick pg. 78 **Geoboards** What's the Value? pg. 86 **Pattern Blocks** Spiney and Other Creatures pg. 58 **Snap Cubes** Prize Inside pg. 58 The Staircase Problem pg. 74
4.04 Design experiments and list all possible outcomes and probabilities for an event.	**Snap Cubes** Cleared For Take-Off pg. 22

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Correlated to North Carolina Standard Course of Study
Grade 4 Mathematics

Competency Goal 5
The learner will demonstrate an understanding of mathematical relationships.

Objective	Title(s)
5.01 Identify, describe, and generalize relationships in which: a) Quantities change proportionally. b) Change in one quantity relates to change in a second quantity.	**Color Tiles** Coasting Along pg. 34 Loose Links pg. 58 **Cuisenaire Rods** Just Too Big pg. 34 Shopping For Rods pg. 54
5.02 Translate among symbolic, numeric, verbal, and pictorial representations of number relationships.	
5.03 Verify mathematical relationships using: a) Models, words, and numbers. b) Order of operations and the identity, commutative, associative, and distributive properties.	**Color Tiles** Cover Up pg. 38 **Cuisenaire Rods** Shorter Trains pgs. 58-61

Super Source
Correlated to North Carolina Standard Course of Study
Grade 5 Mathematics

Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

Competency Goal 1
The learner will understand and compute with nonnegative rational numbers.

Objective	
1.01 Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.	**Base Ten Blocks** Closest To 1 pg. 30 Decimal Mirrors pg. 34 Making and Writing Decimals pg. 50 Race For a Whole pg. 66 Tenths Or Hundredths pg. 74 What's 1? Pg. 86 **Color Tiles** Building Rectangles pg. 26 Making Flags pg. 46 The S-Shaped Figure pg. 74 Two-Thirds Blue pg. 78 **Cuisenaire Rods** Color Changes pg. 30 First To Finish pg. 38 Fraction Fracas pg. 42 Naming Rods pg. 58 **Geoboards** Forming Fractions pg. 34 **Pattern Blocks** Fraction Puzzles pg. 50 Pattern Block Riddles pg. 70 What's My Value? pg. 86 **Snap Cubes** Frac-Tangles pg. 26

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Grade 5 Mathematics

1.02 Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers). a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.	**Base Ten Blocks** Closest To 1 pg. 30 Making and Writing Decimals pg 50 Nearest ten pg. 58 Race For a Whole pg. 66 Tenths Or Hundredths pg. 74
1.03 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	**Base Ten Blocks** Fair Shares pg. 42 Paving Places pg. 62 Race For a Whole pg. 66 Tenths Or Hundredths pg. 74 What's 1? Pg. 86 **Cuisenaire Rods** Capture the Flag! pg. 26 First To Finish! pg. 38 Fraction Fracas pg. 42 The Apple Game pg. 78 **Pattern Blocks** All Possible Perimeters pg. 18 Pattern Block Angles pg. 66 **Snap Cubes** End Of My Rope pg. 22 Pyramid Numbers pgs. 70-73

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Grade 5 Mathematics

Competency Goal 2
The learner will recognize and use standard units of metric and customary measurement.

Objective	Title(s)
2.01 Estimate the measure of an object in one system given the measure of that object in another system.	
2.02 Identify, estimate, and measure the angles of plane figures using appropriate tools.	**Pattern Blocks** Angles of Polygons pg. 22 How Many Angles? pg. 54 Pattern Block Angles pg. 66 **Tangrams** What's Your Angle? Pg. 86

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Correlated to North Carolina Standard Course of Study
Grade 5 Mathematics

Competency Goal 3
The learner will understand and use properties and relationships of plane figures.

Objective	Title(s)
3.01 Identify, define, describe, and accurately represent triangles, quadrilaterals, and other polygons.	**Base Ten Blocks** "Hundreds" Of Rectangles pg. 46 **Cuisenaire Rods** Making Triangles pg. 54 **Geoboards** Constructing Polygons pg. 18 Do You Get the Picture? Pg. 26 Inscribed Triangles pg. 50 Possible/Improbable pg. 66 Shape Riddles pg. 70 Square Search pg. 74 Squares Around a Triangle pg. 78 Triangle Search pg. 82 What's Isosceles? pg. 86 **Pattern Blocks** Building Hexagons pg. 26 Don't Break the Wagon! pg. 38 How Many Angles? pg. 54 Pattern Block Riddles pg. 70 Reach Into the Bag pg. 74 **Tangrams** Hit Or Miss pg. 42 It's What's Inside That Counts pg. 46 Ready, Set, Go! pg. 50 Same Or Similar? pg. 54

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Grade 5 Mathematics

3.02 Make and test conjectures about polygons involving: a) Sum of the measures of interior angles. b) Lengths of sides and diagonals. c) Parallelism and perpendicularity of sides and diagonals.	**Geoboards** Constructing Polygons pg. 18 Possible/Improbable pg. 66 **Pattern Blocks** Building Hexagons pg. 26 **Tangrams** Hit Or Miss pg. 42 It's What's Inside That Counts pg. 46 Same Or Similar? pg. 54 Shape Shifter pg. 58 Tangram Recipe pg. 78 The More, The Better pg. 82 What's Your Angle? pg. 86
3.03 Classify plane figures according to types of symmetry (line, rotational).	**Color Tiles** Symmetry All Around pg. 70 **Cuisenaire Rods** Place the Mirror pg. 62 **Geoboards** Finding Shapes With Symmetry pg. 30 **Pattern Blocks** Looking For Symmetry pg. 62 **Tangrams** Around the Quad pg. 26
3.04 Solve problems involving the properties of triangles, quadrilaterals, and other polygons. a) Sum of the measures of interior angles. b) Lengths of sides and diagonals. c) Parallelism and perpendicularity of sides and diagonals.	**Color Tiles** How Does Your Garden grow? Pg. 34 Lisa's Dog Pen pg. 42 **Cuisenaire Rods** Planning Playgrounds pg. 66 **Pattern Blocks** How Many Can Sit? Pg. 58

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Grade 5 Mathematics

Competency Goal 4
The learner will understand and use graphs and data analysis.

Objective	Title(s)
4.01 Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems.	**Color Tiles** What's Your Prediction? pg. 86 **Snap Cubes** Greek Cross Numbers pgs. 30-33 Match/No Match pg. 38 Painted Cubes pg. 46 What's the Chance? Pg. 86
4.02 Compare and contrast different representations of the same data; discuss the effectiveness of each representation.	
4.03 Solve problems with data from a single set or multiple sets of data using median, range, and mode.	Related Matter: **Color Tiles** What's Your Prediction? pg. 86 **Snap Cubes** Greek Cross Numbers pgs. 30-33 Match/No Match pg. 38 Painted Cubes pg. 46 What's the Chance? Pg. 86

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Grade 5 Mathematics

Competency Goal 5
The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation.

Objective	Title(s)
5.01 Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols.	**Base Ten Blocks** Bigger and Bigger Cubes pg. 26 **Color Tiles** Border Tiles pg. 22 Patterns and Functions pg. 54 Small Square Tables pg. 58 Squares of Four pg. 62 Squares Within Squares pg. 66 **Cuisenaire Rods** Growing Every Day pg. 46 **Geoboards** How Many Paths? pg. 46 **Pattern Blocks** How Many Can Sit? pg. 58 Surround pg. 82 **Snap Cubes** Greek Cross Numbers pg. 30 Pyramid Numbers pg. 70 Squares and Staircases pg. 74 Triangular Number Sequence pg. 82

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Grade 5 Mathematics

5.02 Use algebraic expressions, patterns, and one-step equations and inequalities to solve problems.	**Base Ten Blocks** Bigger and Bigger Cubes pg. 26 "Hundreds' of Rectangles pg. 46 The Great Waffle Baffle pg. 78 **Color Tiles** A Logic Puzzle pg. 18 How Many Arrangements? pg. 38 Patterns and Functions pg. 54 What Happens To the Area? Pg. 82 **Cuisenaire Rods** Growing Every Day pg. 46 The Apple Game pg. 78 White Rod Stamping pg. 86 **Geoboards** Count-A-Round pg. 22 How Many Paths? pg. 46 Patterns In Area pg. 58 **Pattern Blocks** Angles Of Polygons pg. 22 Building Larger Shapes pg. 30 How Many Can Sit? pg. 58 Square and Triangular Numbers pg. 78 Pyramid Numbers pg. 70 Squares and Staircases pg. 74
5.03 Identify, describe, and analyze situations with constant or varying rates of change.	**Cuisenaire Rods** Hidden Rods pg. 50 **Geoboards** Peg Capture pg. 62

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Correlated to North Carolina Standard Course of Study
Grade 6 Mathematics

Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

Competency Goal 1
The learner will understand and compute with rational numbers.

Objective	Title(s)
1.01 Develop number sense for negative rational numbers. a) Connect the model, number word, and number using a variety of representations, including the number line. b) Compare and order. c) Make estimates in appropriate situations.	
1.02 Develop meaning for percents. a) Connect the model, number word, and number using a variety of representations. b) Make estimates in appropriate situations.	**Base Ten Blocks** Paving Places pg. 62 **Color Tiles** Building Rectangles pg. 26 Making Flags pg. 46 The S-Shaped Figure pg. 74 Two-Thirds Blue pg. 78 **Cuisenaire Rods** Color Changes pg. 30 **Pattern Blocks** Pattern Block Riddles pg. 70 **Snap Cubes** Frac-Tangles pg. 26 **Tangrams** Architan pg. 18 Crazy Darts pg. 34 Square Cover-Up pg. 62
1.03 Compare and order rational numbers.	**Color Tiles** Making Flags pg. 46 **Cuisenaire Rods** Naming Rods pg. 58 **Snap Cubes** Frac-Tangles pg. 26

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Grade 6 Mathematics

1.04 Develop fluency in addition, subtraction, multiplication, and division of nonnegative rational numbers. a) Analyze computational strategies. b) Describe the effect of operations on size. c) Estimate the results of computations. d) Judge the reasonableness of solutions.	**Base Ten Blocks** Fair Shares pg. 42 Paving Places pg. 62 Race For a Whole pg. 66 Tenths Or Hundredths pg. 74 What's 1? Pg. 86 **Cuisenaire Rods** Capture the Flag! pg. 26 First To Finish! pg. 38 Fraction Fracas pg. 42 The Apple Game pg. 78 **Pattern Blocks** All Possible Perimeters pg. 18 Pattern Block Angles pg. 66 **Snap Cubes** End Of My Rope pg. 22 Pyramid Numbers pgs. 70-73
1.05 Develop fluency in the use of factors, multiples, exponential notation, and prime factorization.	**Base Ten Block**s "Hundreds" Of Rectangles pg. 46 The Great Waffle Baffle pg. 78 Nearest Ten pg. 58 **Color Tiles** Building Rectangles pg. 26 How Many Arrangements? Pgs. 38-41 Patterns and Functions pgs. 54-57 Squares of Four pgs. 62-65 The S-Shaped Figure pgs. 74-77 **Cuisenaire Rods** Building Pyramids pgs. 22-25 **Snap Cubes** End of My Rope pg. 22 Greek Cross Numbers pgs. 30-33
1.06 Use exponential, scientific, and calculator notation to write very large and very small numbers.	**Color Tiles** Patterns and Functions pgs. 54-57 The S-Shaped Figure pgs. 74-77 Building Pyramids pgs. 22-25 **Geoboards** Squares Around a Triangle pgs. 78-81

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Correlated to North Carolina Standard Course of Study
Grade 6 Mathematics

1.07 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	**Base Ten Blocks** Fair Shares pg. 42 Paving Places pg. 62 Race For a Whole pg. 66 Tenths Or Hundredths pg. 74 What's 1? Pg. 86 Color Tiles Squares Within Squares pgs. 66-67 **Cuisenaire Rods** Capture the Flag! pg. 26 First To Finish! pg. 38 Fraction Fracas pg. 42 The Apple Game pg. 78 **Pattern Blocks** All Possible Perimeters pg. 18 Pattern Block Angles pg. 66 **Snap Cubes** End Of My Rope pg. 22 Pyramid Numbers pgs. 70-73

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Correlated to North Carolina Standard Course of Study
Grade 6 Mathematics

Competency Goal 2
The learner will select and use appropriate tools to measure two- and three-dimensional figures.

Objective	Title(s)
2.01 Estimate and measure length, perimeter, area, angles, weight, and mass of two- and three-dimensional figures, using appropriate tools.	**Base Ten Blocks** A Problem of Perimeter pg. 18 Approximating Area pg. 22 Double the Dimensions pg. 38 **Color Tiles** How Does Your Garden Grow? pg. 34 Lisa's Dog Pen pg. 42 Making Shapes pg. 50 Small Square Tables pg. 58 The S-Shaped Figure pg. 74 What Happens to the Area? pg. 82 **Cuisenaire Rods** Color Changes pg. 30 Filling Boxes pg. 34 Planning Playgrounds pg. 66 Possible Perimeters pg. 70 Sculptures Big and Small pg. 74 **Geoboards** Constructing Polygons pg. 18 How Many Line Segments? pg. 42 Making Eights pg. 54 Patterns in Area pg. 58 What's Isosceles? pg. 87 **Pattern Blocks** All Possible Perimeters pg. 18

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Grade 6 Mathematics

2.02 Solve problems involving perimeter/circumference and area of plane figures.	**Base Ten Blocks** Paving Places pg. 62 **Color Tiles** How Does Your Garden Grow? Pg. 34 Lisa's Dog Pen pg. 42 Small Square Tables pg. 58 **Cuisenaire Rods** Planning Playgrounds pg. 66 **Geoboards** Halving the Geoboard pg. 38 **Pattern Blocks** How Many Can Sit? pg. 58

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Correlated to North Carolina Standard Course of Study
Grade 6 Mathematics

Competency Goal 3
The learner will understand and use properties and relationships of geometric figures in the coordinate plane.

Objective	Title(s)
3.01 Identify and describe the intersection of figures in a plane.	Related matter: **Cuisenaire Rods** Hidden Rods pgs. 50-53 **Geoboards** Do You Get the Picture pgs. 26-29 Finding Shapes With Symmetry pgs. 30-33 Peg Capture pgs. 62-65
3.02 Identify the radius, diameter, chord, center, and circumference of a circle; determine the relationships among them.	
3.03 Transform figures in the coordinate plane and describe the transformation.	Related matter: **Geoboards** Finding Shapes With Symmetry pgs. 30-33
3.04 Solve problems involving geometric figures in the coordinate plane.	Related matter: **Cuisenaire Rods** Hidden Rods pgs. 50-53 **Geoboards** Do You Get the Picture pgs. 26-29 Finding Shapes With Symmetry pgs. 30-33 Peg Capture pgs. 62-65 **Tangrams** Hot Or Miss pgs. 42-45

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Grade 6 Mathematics

Competency Goal 4
The learner will understand and determine probabilities.

Objective	Title(s)
4.01 Develop fluency with counting strategies to determine the sample space for an event. Include lists, tree diagrams, frequency distribution tables, permutations, combinations, and the Fundamental Counting Principle.	**Base Ten Blocks** Closest To 1 pgs. 30-33 What's Your Prediction? Pgs. 86-89 **Cuisenaire Rods** First To Finish pgs. 38-41 **Color Tiles** How Many Arrangements? Pg. 38 **Geoboards** How Many Paths? pgs. 46-49 **Snap Cubes** Match/No Match pgs. 38-41 What's the Chance? Pgs. 86-89 **Tangrams** Crazy Darts pgs. 34-37 Hit Or Miss pgs. 42-45
4.02 Use a sample space to determine the probability of an event.	**Base Ten Blocks** Closest To 1 pgs. 30-33 What's Your Prediction? Pgs. 86-89 **Cuisenaire Rods** First To Finish pgs. 38-41 **Color Tiles** How Many Arrangements? Pg. 38 Two-Thirds Blue pgs. 78-81 **Geoboards** How Many Paths? pgs. 46-49 **Snap Cubes** Match/No Match pgs. 38-41 What's the Chance? Pgs. 86-89 **Tangrams** Crazy Darts pgs. 34-37 Hit Or Miss pgs. 42-45
4.03 Conduct experiments involving simple and compound events.	

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Grade 6 Mathematics

4.04 Determine and compare experimental and theoretical probabilities for simple and compound events.	**Color Tiles** Two-Thirds Blue pgs. 78-81 **Cuisenaire Rods** First To Finish pgs. 38-41
4.05 Determine and compare experimental and theoretical probabilities for independent and dependent events.	
4.06 Design and conduct experiments or surveys to solve problems; report and analyze results.	**Color Tiles** What's Your Prediction? Pg. 86 **Snap Cubes** Match/No Match pg. 38 What's the Chance pg. 86 **Tangrams** Crazy Darts pg. 34

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Grade 6 Mathematics

Competency Goal 5
The learner will demonstrate an understanding of simple algebraic expressions.

Objective	Title(s)
5.01 Simplify algebraic expressions and verify the results using the basic properties of rational numbers. a) Identity. b) Commutative. c) Associative. d) Distributive. e) Order of operations.	**Base Ten Cubes** "Hundreds" of Rectangles pgs. 46-49 The Great Waffle Baffle pgs. 78-81 **Color Tiles** Border Tiles pgs. 22-25 Patterns and Functions pgs. 54-57 Small Square Tables pgs. 58-61 Squares of Four pgs. 62- 65 Squares Within Squares pgs. 66-69 What Happens to the Area? pgs. 82-85 **Cuisenaire Rods** Building Pyramids pgs. 22-25 Growing Everyday pgs. 46-49 White-Rod Stamping pgs. 86-89 **Geoboards** How Many Paths? pgs. 46-50 Squares Around a Triangle pgs. 78-81 **Pattern Blocks** Surround pgs. 82-85 **Snap Cubes** Greek Cross Numbers pgs. 30-33 Painted Cubes pgs. 46-49 Pyramid Numbers pgs. 70-73 Squares and Staircases pgs. 74-77 Triangular Number Sequence pgs. 82-85
5.02 Use and evaluate algebraic expressions.	
5.03 Solve simple (one- and two-step) equations or inequalities.	
5.04 Use graphs, tables, and symbols to model and solve problems involving rates of change and ratios.	Related Matter: **Color Tiles** The S-Shaped Figure pg. 74 **Snap Cubes** Frac-Tangles pg. 26 **Tangrams** Crazy Darts pg. 34

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Correlated to North Carolina Standard Course of Study
Grade 7 Mathematics

Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

Competency Goal 1
The learner will understand and compute with rational numbers.

Objective	Title(s)
1.01 Develop and use ratios, proportions, and percents to solve problems.	**Geometry** Tan's House pg. 17 **Measurement** Stadium Flip Cards pg. 27 Puzzle In a Puzzle pg. 43 **Number** Pedro's Patio Plans pg. 18 Foreign Currency Exchange pg. 39 Farmer John pg. 48 Tangram Boomerang pg. 53 House Of Representatives pg. 58 Fill 'Em Up! pg. 64 From Head To Toe pg. 68 Ceiling Installations pg. 92
1.02 Develop fluency in addition, subtraction, multiplication, and division of rational numbers. a) Analyze computational strategies. b) Describe the effect of operations on size. c) Estimate the results of computations. d) Judge the reasonableness of solutions.	**Number** Yack On the Box pg. 29 Fill 'Em Up pg. 64 Rain Gear pg. 72 **Measurement** What's Inside pg. 86 **Probability and Statistics** Freeze Before Fifty pg. 66
1.03 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	**Number** House of Representatives pg. 58 Fill 'Em Up pg. 64 From Head To Toe pg. 68 Rain Gear pg. 72

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Grade 7 Mathematics

Competency Goal 2
The learner will understand and use measurement involving two- and three-dimensional figures.

Objective	Title(s)
2.01 Draw objects to scale and use scale drawings to solve problems.	**Geometry** Rooftop Triangles pg. 22 Shelf Brackets pg. 26 Sal's Similar Sails pg. 24 **Measurement** Greta's Garden pg. 9 Sandboxes pg. 17 Perimeter Search pg. 22 Bon Voyage pg. 32 Storage Boxes pg. 49 Wrapping Paper pg. 57 The Square Challenge pg. 63 Colorful Kites pg. 72 Interior/Exterior pg. 91 **Number** Peanut Brittle pg. 9 Playground Equipment pg. 34 Concrete Foundations pg. 87 **Patterns and Functions** Pythagoras Delivers the Mail pg. 40 Probability and Statistics How High? How Long pg. 56 Block Path pg. 74
2.02 Solve problems involving volume and surface area of cylinders, prisms, and composite shapes.	**Number** Rain Gear pg. 72 **Geometry** Slice and Dice Cubes pg. 78 **Measurement** Bon Voyage pg. 32 Storage Boxes pg. 49 Cube Sculptures pg. 53 Wrapping Paper pg. 57

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Competency Goal 3
The learner will understand and use properties and relationships in geometry.

Objective	Title(s)
3.01 Using three-dimensional figures: a) Identify, describe, and draw from various views (top, side, front, corner). b) Build from various views. c) Describe cross-sectional views.	**Geometry** Modular Seating Cubes pg. 70 Pentacube and Hexacube Twins pg. 74 Saving Paper pg. 83 **Measurement** Storage Boxes pg. 49 Cube Sculptures pg. 53 Wrapping Paper pg. 57 Patterns and Functions Carol's Kite Kits pg. 93
3.02 Identify, define, and describe similar and congruent polygons with respect to angle measures, length of sides, and proportionality of sides.	**Geometry** Cardboard Cartons pg. 9 Gulliver's Shapes pg. 13 Tan's House pg. 17 Geoboard Challenge pg. 39 Braille Puzzles pg. 43 **Measurement** The Square Challenge pg. 63 Nautical Flags pg. 77 Mathematical Mosaics pg. 82 What's Inside? pg. 86 Interior/Exterior pg. 91
3.03 Use scaling and proportional reasoning to solve problems related to similar and congruent polygons.	**Geometry** Gulliver's Shapes pg. 13 Tan's House pg. 17 **Measurement** Greta's Garden pg. 9 Stadium Flip Cards pg. 27 Bon Voyage pg. 32

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Competency Goal 4
The learner will understand and use graphs and data analysis.

Objective	Title(s)
4.01 Collect, organize, analyze, and display data (including box plots and histograms) to solve problems.	**Numbers** Food Pyramid, Square, Circle pgs. 23-27 **Probability and Statistics** Grab Bag pg. 46 Geo-Hoops pg. 51 How High? How Long? Pg. 56
4.02 Calculate, use, and interpret the mean, median, mode, range, frequency distribution, and inter-quartile range for a set of data.	**Probability and Statistics** Grab Bag pg. 46 Geo-Hoops pg. 51 How High? How Long? Pg. 56 Rocket Launch pg. 60
4.03 Describe how the mean, median, mode, range, frequency distribution, and inter-quartile range of a set of data	**Probability and Statistics** Rocket Launch pg. 60
4.04 Identify outliers and determine their effect on the mean, median, mode, and range of a set of data.	**Probability and Statistics** Rocket Launch pg. 60
4.05 Solve problems involving two or more sets of data using appropriate statistical measures.	**Probability and Statistics** Snapshot pg. 9 Color Draw pg. 13

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Competency Goal 5
The learner will demonstrate an understanding of linear relations and fundamental algebraic concepts.

Objective	Title(s)
5.01 Identify, analyze, and create linear relations, sequences, and functions using symbols, graphs, tables, diagrams, and written descriptions.	**Geometry** Gulliver's Shapes pg. 13 Star Search pg. 51 Slice and Dice Cubes pg. 78 Saving Paper pg. 83 **Measurement** Bon Voyage pg. 32 Interior/Exterior pg. 91 **Patterns and Functions** Backyard Improvements pg. 9 Marquetry pg. 19 The Pyramid Mystery pg. 24 Greek Border Designs pg. 63 Visual Effects pg. 78
5.02 Translate among different representations of algebraic expressions, equations and inequalities.	**Number** Exercises On the Uneven Bars pg. 44 **Patterns and Functions** Backyard Improvements pg. 9 Ripples pg. 15 Marquetry pg. 19 Bees In the Tree pg. 29 Napkins and Place Mats pg. 35 The Airline Connection pg. 48 Table For 63, Please pg. 68 Carol's Kite Kits pg. 93

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5.03 Use and evaluate algebraic expressions, linear equations or inequalities to solve problems.	**Patterns and Functions** Backyard Improvements pg. 9 Ripples pg. 15 Marquetry pg. 19 Bees In the Tree pg. 29 Napkins and Place Mats pg. 35 The Airline Connection pg. 48 Count Square and Countess Triangle pg. 58 Greek Border Designs pg. 63 Table For 63, Please pg. 68 Carol's Kite Kits pg. 93
5.04 Develop fluency in the use of formulas to solve problems.	**Geometry** Saving Paper pg. 83 **Measurement** The Squarea Challenge pg. 63 Glass Triangles pg. 67 Colorful Kites pg. 72

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Grade 8 Mathematics

Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

Competency Goal 1
The learner will understand and compute with real numbers.

Objective	Title(s)
1.01 Develop number sense for the real numbers. a) Define and use irrational numbers. b) Compare and order. c) Use estimates of irrational numbers in appropriate situations.	**Number** From Head To Toe pg. 68 **Measurement** The Square Challenge pgs. 63-66
1.02 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	**Measurement** The Square Challenge pg. 63 Glass Triangles pg. 67 **Number** Peanut Brittle pg. 9 Food Pyramid, Square Circle pg. 23 Tangram Boomerang pg. 53 House of Representatives pg. 58 From Head To Toe pg.68 Rain Gear pg. 72

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Grade 8 Mathematics

Competency Goal 2
The learner will understand and use measurement concepts.

Objective	Title(s)
2.01 Determine the effect on perimeter, area or volume when one or more dimensions of two- and three-dimensional figures are changed.	**Measurement** Greta's Garden pg. 9 Tiling Designs pg. 13 Sandboxes pg. 17 Perimeter Search pg. 22 Stadium Flip Cards pg. 27 Bon Voyage pg. 32 Wholes and Holes pg. 38 Puzzle In a Puzzle pg. 43 Storage Boxes pg. 49 Cube Sculptures pg. 53 Wrapping Paper pg. 57 The Squarea Challenge pg. 63 Glass Triangle pg. 67 Colorful Kites pg. 72
2.02 Apply and use concepts of indirect measurement.	**Measurement** Greta's Garden pg. 9 Tiling Designs pg. 13 Sandboxes pg. 17 Perimeter Search pg. 22 Stadium Flip Cards pg. 27 Bon Voyage pg. 32 Wholes and Holes pg. 38 Puzzle In a Puzzle pg. 43 Storage Boxes pg. 49 Cube Sculptures pg. 53 Wrapping Paper pg. 57 The Squarea Challenge pg. 63 Glass triangle pg. 67 Colorful Kites pg. 72

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Competency Goal 3
The learner will understand and use properties and relationships in geometry.

Objective	Title(s)
3.01 Represent problem situations with geometric models.	**Geometry** Cardboard Cartons pg. 9 Gulliver's Shapes pg. 13 Tan's House pg. 17 Rooftop Triangles pg. 22 Shelf Brackets pg. 26 Hydrophonics pg. 30 Sal's Similar Sails pg. 34 Geoboard Challenge pg. 39 Braille Puzzles pg. 43 Circuit Boards pg. 47 Star Search pg. 51 Spider Web Site pg. 56 Patangles pg. 60 M.C. and Me pg. 64 Modular Seating Cubes pg. 70 Pentacube and Hexacube Twins pg. 74 Slice 'N' Dice Cubes pg. 78 Saving Paper pg. 83
3.02 Apply geometric properties and relationships, including the Pythagorean theorem, to solve problems.	**Measurement** The Square Challenge pg. 63 **Number** House Of Representatives pg. 58 **Patterns and Functions** Pythagoras Delivers the Mail pg. 40 Polygons, Pegs, and Patterns pg. 44 The Airline Connection pg. 48 Greek Border Designs pg. 63
3.03 Identify, predict, and describe dilations in the coordinate plane.	Related Matter - **Geometry** Pentacube and Hexacube Twins pgs. 74-77

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Competency Goal 4
The learner will understand and use graphs and data analysis.

Objective	Title(s)
4.01 Collect, organize, analyze, and display data (including scatterplots) to solve problems.	**Numbers** Food Pyramid, Square, Circle pgs. 23-27 Playground Equipment pg. 34 **Probability and Statistics** Grab Bag pg. 46 Geo-Hoops pg. 51 How High? How Long? Pg. 56 Rocket Launch pg. 60
4.02 Approximate a line of best fit for a given scatterplot; explain the meaning of the line as it relates to the problem and make predictions.	
4.03 Identify misuses of statistical and numerical data.	

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Competency Goal 5
The learner will understand and use linear relations and functions.

Objective	Title(s)
5.01 Develop an understanding of function. a) Translate among verbal, tabular, graphic, and algebraic representations of functions. b) Identify relations and functions as linear or nonlinear. c) Find, identify, and interpret the slope (rate of change) and intercepts of a linear relation. d) Interpret and compare properties of linear functions from tables, graphs, or equations.	**Patterns and Functions** Backyard Improvement pg. 9 Ripples pg. 14 Marquetry pg. 19 Napkins and Placemats pg. 35 Inside Out, Outside In pg. 52 Greek Border Designs pg. 63 Table For 63, Please pg. 68 Carol's Kite Kit pg. 93
5.02 Write an equation of a linear relationship given: two points, the slope and one point on the line, or the slope and y-intercept.	**Number** Concrete Foundations pg. 87 Related Matter - **Patterns and Functions** Beehive Buzz pg. 88
5.03 Solve problems using linear equations and inequalities; justify symbolically and graphically.	**Patterns and Functions** Backyard Improvement pg. 9 Ripples pg. 14 Marquetry pg. 19 Napkins and Placemats pg. 35 Inside Out, Outside In pg. 52 Greek Border Designs pg. 63 Table For 63, Please pg. 68 Carol's Kite Kit pg. 93
5.04 Solve equations using the inverse relationships of addition and subtraction, multiplication and division, squares and square roots, and cubes and cube roots.	**Number** Concrete Foundations pg. 87 **Patterns and Functions** Backyard Improvements pg. 9 Napkins and Placemats pg. 35 Count Square and Countess Triangle pg. 58