



# International Program Overview



**GRADES K-8**

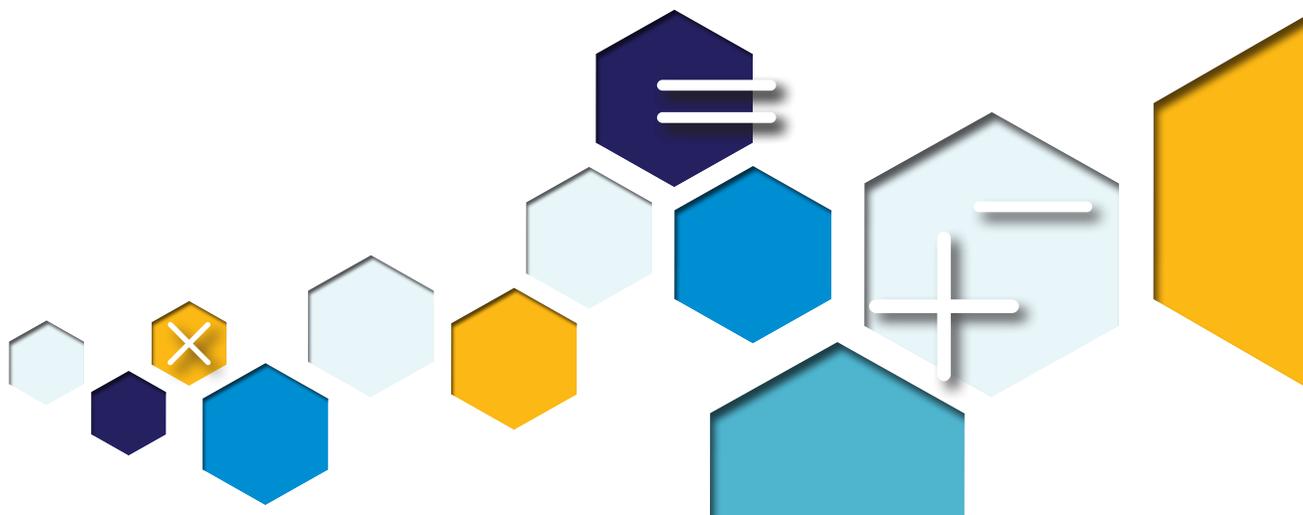


# Connected Teaching and Learning

The world has changed. And we know that you are now being challenged to deliver the same quality instruction whether you are in a classroom or are delivering that instruction through remote learning.

We have been listening to you, and we understand you want a partner who delivers quality instruction, supports social and emotional learning, and allows you to pivot and provide distance learning as needed while still keeping a strong sense of your school community.

**Our goal at HMH is simple.** It is to support you the teacher in your goals and the inspirational work you do to create an unstoppable math classroom within and beyond its walls.





## Foster a Culture of Growth

Build a learning culture where all embrace learning mathematics by using the research and support of Mindset Works® and social-emotional learning, combined with powerful data analytics and dynamic teacher supports.

## Create Fearless Problem Solvers

Intentionally designed lessons and high-quality mathematical tasks help students develop productive perseverance in problem solving and apply knowledge to higher-level mathematics and beyond.



## Invest in You

Embedded tools and technology ensure you have the time you need to focus on facilitating the mathematical discourse and differentiated instruction required to support students in reaching proficiency.





# Transform Mathematics Fear **into Enthusiasm**

What separates a toddler's attempt to reach a favorite toy from your students' attempts to make sense of fractions? The toddler tackles the problem without fear. Your students are natural problem solvers. What they often lack is a set of strategies for overcoming fear and tapping into their innate perseverance.

*Into Math*<sup>®</sup> emphasizes effort in learning to reignite your students' beliefs that they're unstoppable. From embedded growth mindset tasks and explicit social-emotional instruction that support students in building critical thinking skills, to independent learning activities that encourage productive perseverance, *Into Math* transforms mathematics fear into mathematics enthusiasm.





### Harness the Power of Mindset with HMH's Exclusive Partnership

Embedded mindset tasks that emphasize effort in learning and reignite a sense of curiosity combine with independent learning tasks that encourage students to collaborate with their peers to solve complex problems. **The result? Mathematics fear transforms into mathematics enthusiasm.**

 **I'm in a Learning Mindset!**

What can I do to become a better learner?

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**Learning Mindset** 

**Bounce Back Notices Others**

Remind children they can learn from the teacher and also from the other children in the class. *Did you notice classmates who solved a problem differently than you did? Remember, there are many ways you can learn from others. You can listen to a classmate's reasoning, see another's models and drawings, and ask others questions*

Grade 1

**Learning Mindset**  
Perseverance Getting Unstuck



Everyone gets stuck sometimes. You try to solve a maze the way you think it should be done and it doesn't work. So what do you do? Do you try the same way again? Do you know if you haven't followed the directions accurately or if the directions haven't been written clearly? Since getting stuck happens to everyone, it's important to develop ways to get yourself unstuck. Here are a few strategies to help you get unstuck in the STEM Task.

- When writing the directions, move your counter along as you write each step.
- When following directions, work your way backward to see where you made a mistake. You may even decide to start over.

**Reflect**

- 🗨 Describe a time you got stuck drawing your map or writing the directions to get from START to END.
- 🗨 What strategies did you use to make sure the directions were clear?

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Grade 4

The research-based tasks and strategies from Mindset Works within each lesson allow students to see firsthand what they've learned and reflect on their progress.

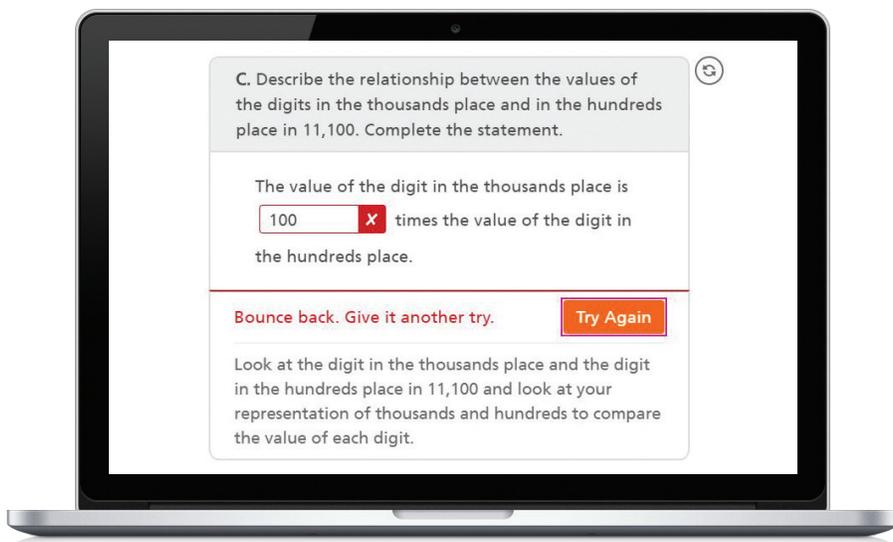


# Inspire Students to Understand Their Effort Matters

What dictates motivation? Why are some students persistent at problem solving while others are quick to give up? The answer lies in mindset and each student's belief in the power of effort.

A growth mindset guides students to understand that with perseverance they can be successful. As students put forth effort and witness their own success, they'll **WANT** to continue to challenge themselves as learners. Through our exclusive partnership with Mindset Works, *Into Math* helps teachers put strategies for developing a growth mindset into action.

How do we help students monitor their own learning with the appropriate supports?



**Interactive lessons** on *HMH Global Learning Platform* provide students with meaningful feedback and promote perseverance, using learning aids such as

- Helpful hints
- Multiple attempts
- Corrective feedback
- Correct answers



## I Can

The scale below can help you and your students understand their progress on a learning goal.

4

I can explain how to draw visual models and write equations to add fractions to solve a problem.

3

I can use visual representations to add fractions. I can write equations to model a given number line or word problem.

2

I can add fractions when the equation is given. I can draw a visual representation to show the situation.

1

I can add fractions when given a visual representation or an equation.

**Exit Tickets** and **"I Can" scales** provide your students with tangible ways to monitor and celebrate their growth.

## Exit Ticket

Carlo's family picks 50 oranges and grapefruits. 20 are oranges. How many grapefruits does his family pick? Show how to solve this problem using any method you know.

## Put It in Writing

Explain the strategies you could use to show  $\frac{2}{10} + \frac{4}{10} = \frac{6}{10}$ .  
Tell which strategy is your favorite and why.

**Put It in Writing** provides opportunities for self-reflection and critical analysis.

## ANCHOR-CHART OPTION

As you progress through the module, build and display an anchor chart.

**CONNECT MATH IDEAS, REASONING, AND LANGUAGE** **Collect and Display**

Have students build their own anchor chart in their Practice and Homework Journal.

A completed chart for the module is shown here.

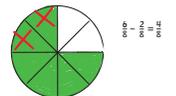
### Represent and Model Addition of Fractions

- Break apart fractions into two fractions with like denominators.
- Join two fractions that have the same denominator.



### Represent and Model Subtraction of Fractions

- Compare fractions to determine how much more.
- Take away a fraction of a whole from a greater fraction of the same whole.



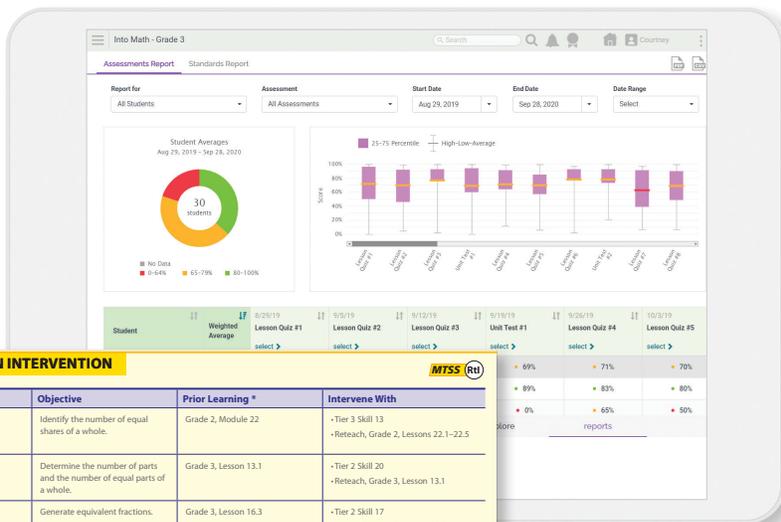
Build **anchor charts** with your class or use the pre made options provided.

*Into Math* is . . . a solution designed  
**TO HELP STUDENTS PERSEVERE AND  
KNOW THEY CAN DO MATHEMATICS**  
in your classroom and beyond.



# Keep Your Finger on the Pulse of Student Progress

In order to help students grow, you need to be able to understand where they are academically and what they need. Assessment tools, embedded throughout, monitor individual student progress and provide you with valuable insights every step of the way. Monitoring student progress and providing the appropriate student supports is streamlined for your preferred instructional delivery method: face-to-face, blended, or virtual instructional delivery.



**DATA-DRIVEN INTERVENTION** MTSS (RI)

Concept/Skill	Objective	Prior Learning *	Intervene With
Equal Shares	Identify the number of equal shares of a whole.	Grade 2, Module 22	-Tier 3 Skill 13 -Reteach, Grade 2, Lessons 22.1–22.5
Fractions of a Whole	Determine the number of parts and the number of equal parts of a whole.	Grade 3, Lesson 13.1	-Tier 2 Skill 20 -Reteach, Grade 3, Lesson 13.1
Equivalent Fractions	Generate equivalent fractions.	Grade 3, Lesson 16.3	-Tier 2 Skill 17 -Reteach, Grade 3, Lesson 16.3

\* Your digital materials include access to resources from Grades 2–6. The lessons referenced here contain a variety of resources you can use with students who need support with this content.

**Are You Ready?** diagnostic assessments help you pinpoint students' gaps in skills needed for success in the upcoming module. They are available in the Student Edition or as an interactive online assessment.

The **Module Opener** embedded within the Student Edition is a game-like diagnostic used to assess concept readiness for the upcoming module.

The page is for '14 Understand Addition and Subtraction of Fractions with Like Denominators'. It features a 'Which squares show equal parts?' task with visual models of squares divided into different parts. Below the task are sections for 'Engage Students', 'Guide Student Discussion', 'COMMON ERRORS', and 'Extend the Task'. The 'COMMON ERRORS' section lists: 'In these problems, students should be reminded that any shape divided into parts with equal area can be used to represent fractions. If students struggle with these problems, it may help them to increase their patterns on square pieces of paper and label each part.' and 'Watch for students who think that only Squares A and D can be used as fraction models because they are the only shapes in which the parts line up in a row or can be stacked. Ask: How would you draw a circle model for fourths? How does this shape compare to Square B?'. The 'Extend the Task' section includes: 'Have students create many visual models as they can think of that show a square divided into four parts having equal area.' and 'Have students create visual models for each of the following fractions:  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{3}{4}$ '.



# Diagnostic, Summative, and Formative Assessments are easily accessible for teachers and students

**Check Understanding** Math Board

1 Dee went fishing for  $\frac{3}{6}$  hour on Monday and  $\frac{2}{6}$  hour on Tuesday. How much longer did she fish on Monday than on Tuesday? Use the number lines to write an equation and solve the problem.  
Possible equation:  $\frac{3}{6} - \frac{2}{6} = \frac{1}{6}$  hour longer

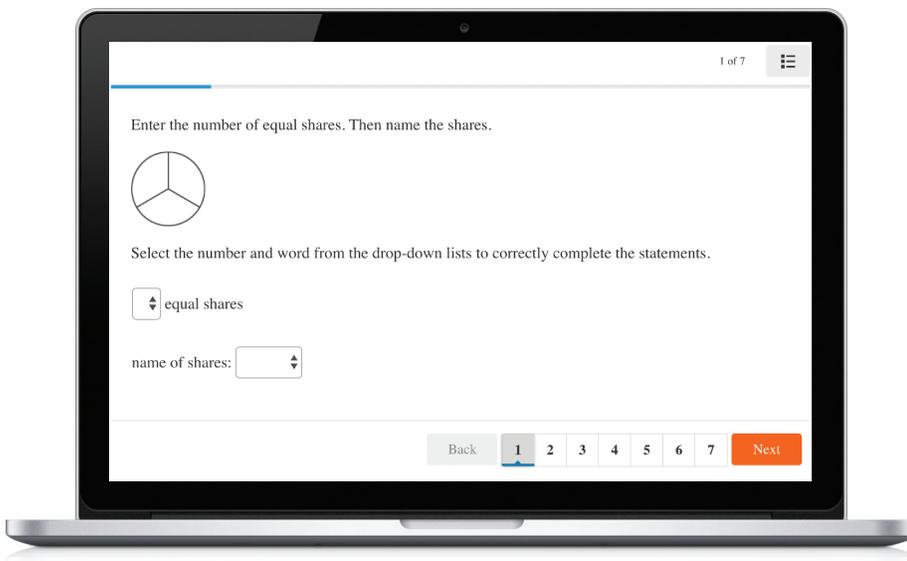
Find the difference.

2  $\frac{7}{8} - \frac{1}{8} = \frac{6}{8}$       3  $\frac{4}{6} - \frac{2}{6} = \frac{2}{6}$



**Check Understanding** formative assessments are just one way teachers and students can monitor progress within the lesson.

**Module and Unit Assessments** have multiple forms that can be edited. The **High-Stakes Assessment** book provides sample tests, standards-based lessons, and more.



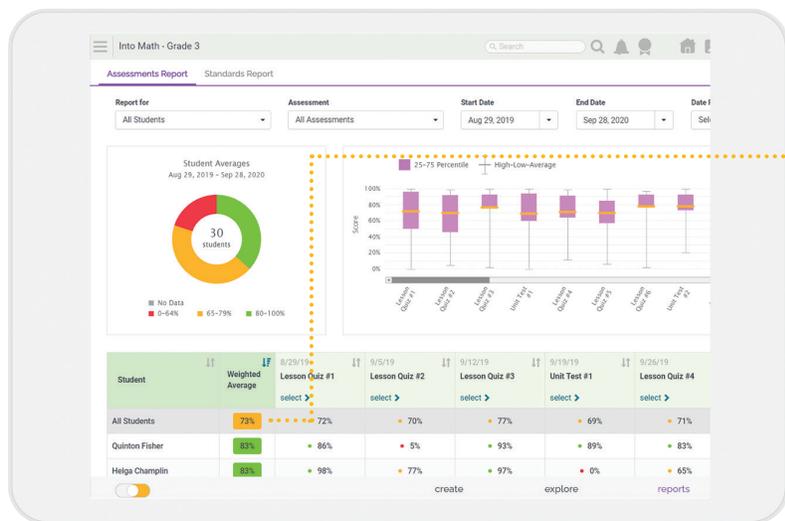
**All assessments, including Benchmark Assessments, are assignable and autoscored online** (also available in print) with multiple item-types, mirroring what students will encounter on high-stakes assessments.



# Differentiate Learning and Assemble **Flexible Groups**

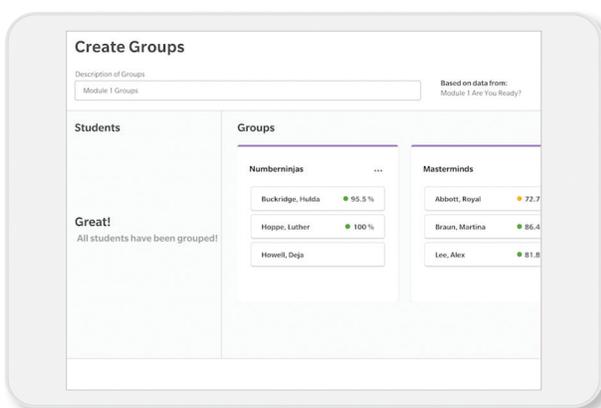
The data provided by our assessment tools help teachers identify the resources they can use to differentiate instruction in order to support student learning. Depending on their individual needs, students can move flexibly in and out of groups all year long. This equitable approach can be used when and where it is needed to ensure students thrive.



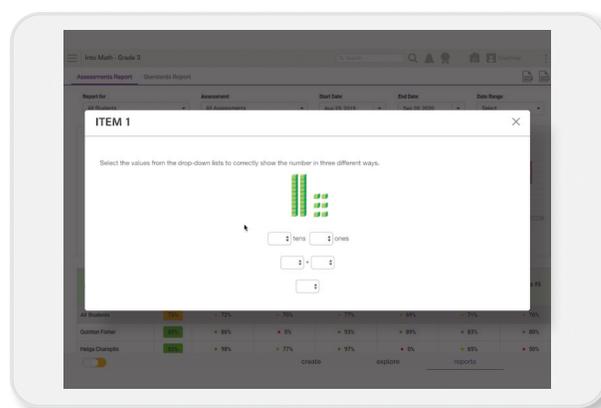


The average test score for the class is 73%. Mr. Baxter wants to see which students are ready to be challenged more, which students have mastered the concepts and skills, and which students need more targeted support.

After administering any assessment, Mr. Baxter can immediately review the class performance on *HMH GLP*. He can quickly see a class-level breakdown of performance, as well as which items he should review with his students. From here, he can use the grouping function in *HMH GLP* to sort the students into performance groups. **Item Analysis**, **Assessment Reports**, and **Standards Reports**, are just a click away for Mr. Baxter.



Groups can be made based on student performance on assessments. Teachers can then modify these to form mixed-ability and other groupings.



Drilling down into the data, teachers can analyze which items students have answered incorrectly or correctly. The items can be reviewed as a class, in groups, or one-on-one.



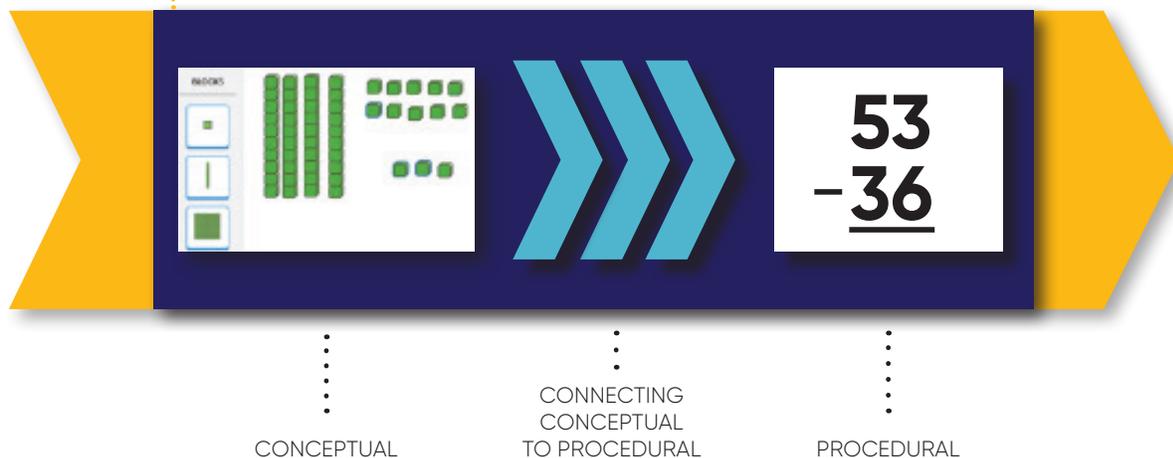
# Success You Can Measure and Celebrate

*Into Math's* unique lesson design provides a purposeful path to conceptual understanding and procedural fluency. This is achieved because *Into Math*

- Emphasizes the importance of the “why” behind the “how”
- Allows students to build a deep understanding of mathematical concepts
- Connects conceptual to procedural lessons in a purposeful way
- Ensures students develop the ability to effectively apply understanding to higher level mathematical thinking
- Provides actionable data to identify gaps in knowledge with resources for teachers to target and repair these gaps

● **A New Approach to Building Conceptual Understanding and Procedural Fluency**

*Into Math's* unique learning progression intentionally links the conceptual with the procedural to boost students' mathematical thinking skills.





## Lessons Build Off One Another to Make Learning Second Nature

Students are guided through lessons that build off one another to support students in developing the ability to apply what they're learning in your mathematics classroom to new situations.

During lessons, students are doing more than using manipulatives, drawings, or algorithms to solve a problem. Students are

- Analyzing how and why they're using a model or strategy
- Explaining their thinking to their peers
- Making sense of problems in ways that allow easier application to new situations
- Critiquing the thinking of others, constructing viable arguments, and persevering





# Unique Lessons Designed for Rigor Right from the Start



## SPARK YOUR LEARNING

5-10 minutes

Teachers guide student discussions, help students persevere as they work together on a mathematical task, and build shared understanding by selecting students to explain their reasoning.

Join Parts of the Same Whole

1 Callout

I can use fraction models to solve problems and describe joining fractions with like denominators.

Spark Your Learning

Terrell is making berry muffins using the recipe shown. How many cups of berries does Terrell need?

**MIXED BERRY MUFFINS**

$\frac{1}{2}$ cup strawberries	$\frac{1}{2}$ cup sugar
$\frac{1}{2}$ cup blueberries	2 Tbs oil
$\frac{1}{2}$ cup milk	1 egg
2 cups biscuit mix	



## LEARN TOGETHER

5-10 minutes per task

Teachers facilitate learning during whole-group instruction, which ensures that students continue to play an active role in sharing their reasoning and understanding. In *Step It Out* students connect important processes and procedures to mathematical concepts.

Join Parts of the Same Whole

Step It Out

2. A recipe calls for milk and oil. Terrell measures the milk and the oil as shown. He then pours both into a mixing bowl. How many cups of liquid ingredients does Terrell now have in the bowl?

A. Complete an equation to model the situation. Use  $c$  for the total cups of liquid in the bowl.



## CHECK UNDERSTANDING

5 minutes

Teachers utilize this quick formative assessment to determine whether students have mastered lesson content and to identify which differentiation resources will be most useful for each student.

Directions: Use this information to answer Parts A and B.

Lora walks  $\frac{1}{4}$  mile on the first day and  $\frac{1}{8}$  mile on the next. How far does she walk during the two days?

Part A

Use a fraction model to solve.

Click parts of the fraction model to shade the total distance of a mile Lora walks.

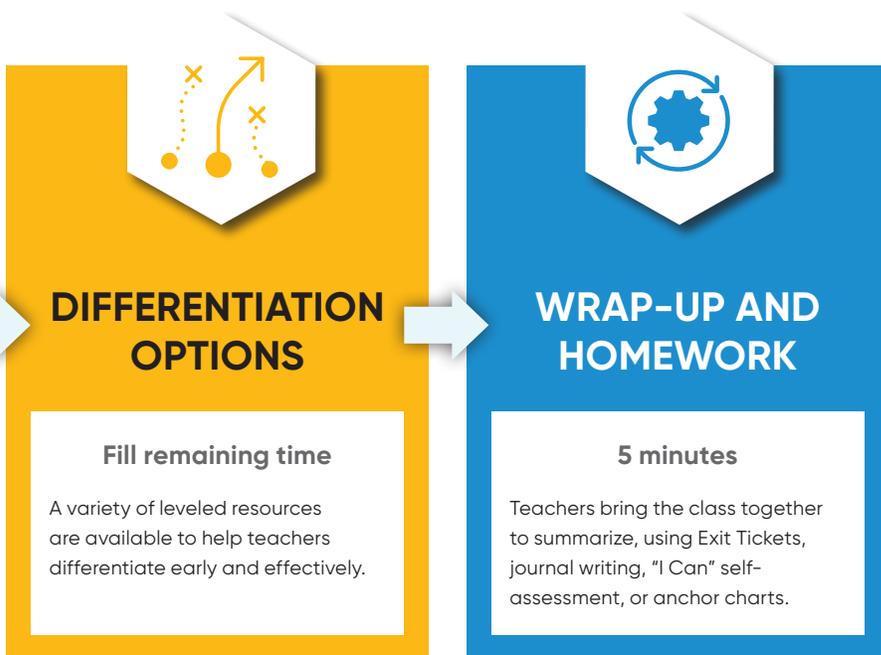
Part B

Enter the correct number in the box.

Lora walks  mile.

7	8	9	+	-
4	5	6	-	+
1	2	3	×	÷
0	-	-	-	-





- Small Groups** Teachers use the Tabletop Flipchart activity to guide small groups of students.
- Independent Practice** Students can continue to the *On Your Own* portion of the lesson.
- Math Centers** Print and digital games, readers, and activities can be used to set up centers.
- Waggle** *Waggle*® complements *Into Math* with personalized learning that supports students at all proficiency levels.\*

\*separate purchase required

**Every *Into Math* lesson provides ample opportunities for teachers to**

- Engage students
- Check students' understanding as it develops

**And for students to**

- Practice what they are learning
- Refine their problem-solving skills
- Showcase their growing positive mathematical mindset



# Give Students an Empowering Solution That Motivates

As your students embark on their mathematics journey, they need the right supports at the right time. With *Into Math*, high-quality mathematical tasks, opportunities for collaboration and mathematical discourse, digital tools, and games work together to deliver an equitable learning experience that keeps students engaged from beginning to end.

The screenshot shows a lesson page with a blue sidebar on the left and a white main area on the right. The sidebar contains the text 'Spark Your Learning' and 'Students choose strategies and develop reasoning to make sense of problems.' The main area has a header 'Connect Concepts and Skills Lesson 5' and a 'Name' field. The main title is 'Represent Subtraction of Fractions'. Below it is an 'I Can' statement: 'write equations and find the difference of fractions with like denominators.' A 'Spark Your Learning' section describes a game 'Measure Your Strength' where Marcy and Lindsey hit a puck up a board. A diagram shows two boards with pucks at different heights. Marcy's puck is higher than Lindsey's. Below the diagram is the instruction 'Show your thinking.' A yellow box contains a 'Turn and Talk' prompt: 'Compare your work with a classmate. Did you get the same answer? Did you use the same method to solve the problem?' The page also features a 'SMALL GROUPS' icon and navigation arrows.

**Spark Your Learning** tasks build a shared understanding and allow learners to engage in the task at their own level. These tasks develop students' productive problem-solving habits and critical mathematical language.

For English learners, embedded **Turn and Talk** activities, designed by our experts at Math Solutions®, build proficiency and confidence while promoting mathematical discourse opportunities.



**Lesson 5** **Represent Subtraction of Fractions**

**Spark Your Learning**  
Mary and Lindsey are playing games at a local carnival. They play the game "Measure Your Strength," and their results are shown. Find how much farther Mary hit the puck up the board than Lindsey.

**Support Sense-Making - Three Reads**

1. **MOTIVATE**  
Introduce the problem. Ask students: What do you know about carnival games such as "Measure Your Strength"? Students may want to share how math is represented within different carnival games. Tell students to discuss in a small group.

2. **PERSEVERE**  
If students need support, guide them by asking:  
 • **Assessing** Into how many equal sections is the board divided? What kind of number can represent something divided into equal sections? **a fraction**  
 • **Advancing** How can you decide what fraction to write to represent each girl's result of playing the game? Possible answer: Mary's puck moved up 6 of the 8 sections. Lindsey's puck moved up 4 of the 8 sections. I could use  $\frac{6}{8}$  for Mary's puck's distance and  $\frac{4}{8}$  for Lindsey's puck's distance.  
 • **Advancing - Use Tools** Which tool could you use to solve the problem? Why is this tool more strategic? Students' choices of strategies or tools will vary.

3. **BUILD SHARED UNDERSTANDING**  
CONNECT MATH IDEAS, REASONING, AND LANGUAGE Compare and Connect Select students who have used various strategies and tools to share with the class how they solved the problem. Have students discuss why they chose a specific strategy or tool.

**Spark Your Learning • Student Samples**

During the Spark Your Learning, listen and watch for strategies students use. See samples of student work on this page.

**Strategy 1: Use an Equation**

$\frac{6}{8} - \frac{4}{8} = \frac{2}{8}$   
 Marcy hit the puck  $\frac{2}{8}$  of the way farther than Lindsey.

**Strategy 2: Use a Visual Representation**

Marcy hit the puck up  $\frac{2}{8}$  of the way farther than Lindsey.

**COMMON ERROR: Misinterpret Fractions**

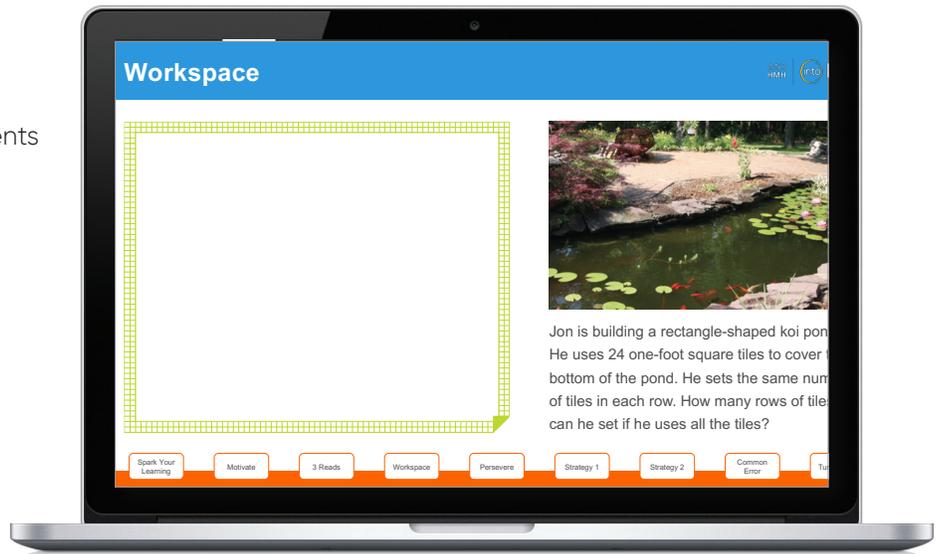
$\frac{6}{8} - \frac{4}{8} = \frac{2}{0}$   
 Marcy hit the puck 2 marks farther than Lindsey.

**Teacher Notes:**  
 If students... use an equation to represent the difference, then students have a strong grasp of how to convert visual information, such as a vertical fraction strip, into fraction equations that model the situation.  
 Have these students... relate to the class how they knew what values to use in the numerator and denominator of the two fractions that represent the two measurements, and then explain how they determined their difference. Ask:  
 • Why is it important that Marcy and Lindsey played the game on the same device in order to compare their results?  
 If students... use a visual model such as a fraction circle or a fraction strip to represent the situation, students may have determined the correct answer but may not know how to represent the situation with a subtraction equation.  
 Activate prior knowledge... by having these students write an subtraction equation to represent their fraction model. Ask:  
 • How are the parts of the subtraction equation shown in your representation?  
 If students... attempt to subtract the fractions but do not express the whole in the difference correctly, they may not understand what a fraction represents in the context of the problem.  
 Then intervene... by telling students that the fractions still represent parts of the same whole which was divided into eighths. That is true of the difference as well. The denominator in the answer must reflect this fact. Ask:  
 • What fraction does each segment of the game represent?  
 • How many additional segments must you go above Lindsey's result in order to reach Marcy's result?  
 • How can you express the answers to these two questions as fractions?

The **Teacher Edition** provides you with guiding questions to help students persevere with the tasks and supportive questions for your EL students.

**Corrective Feedback** for common errors supports teachers at every step.

**Spark Your Learning PowerPoint®** slides support teachers and students through each Spark Task.





# Ensure Growth with Handy Resources

*Into Math* supports the potential growth within each and every student by providing

- English and mathematical language development embedded into every lesson
- Research-based routines that engage all students in listening, speaking, reading, and writing about mathematics
- English proficiency Level supports that keep the rigor intact while students are mastering the language
- Ongoing assessments that enable teachers to offer targeted and specific instruction for every student's needs (also available in Spanish)

**Three Reads** Lessons 1.1–1.5  
Students read a problem three times with a specific focus each time.

**1st Read** What is the situation about?  
**2nd Read** What are the quantities in the situation?  
**3rd Read** What are possible mathematical questions that you could ask for the situation?

**Stronger and Clearer Each Time** Lesson 1.4  
Students write their reasoning to a problem, share, explain their reasoning, listen to and respond to feedback, and then write again to refine their reasoning.

**Compare and Connect** Lessons 1.1, 1.2, and 1.3  
Students listen to a partners' solution strategy and then identify, compare, and contrast this mathematical strategy.

**Critique, Correct, and Clarify** Lesson 1.5  
Students correct the work in a flawed explanation, argument, or solution method; share with a partner; refine the sample work.

Embedded into every lesson, **Language Development Routines** guide you through the steps you need to take to ensure all learners succeed.

**Integrating Talk Moves into Instruction** Grade K-2, Purpose 1

**A Look in the Classroom**  
Every morning Mr. C's kindergarten classes gather on the rug to look at an attendance chart for the day. On this day, the completed chart looked like this.

Present	Claudia	Turning	Adrian	Olivia	Molly
	Sean	Amber	Mia	Timothy	RJ
	Christy	Raul	Charles	Autumn	
Absent	Kelly	Adrian	Kyle	Ben	Kyle
	Lily				

Mr. C asks students to turn and talk to their partner about what they notice about the chart.

**Mr. C:** During Turn and Talk, I saw each of you to have the opportunity to talk. I know the different ways each one person talks and the other ways. At the end of the three seconds, you will watch roles, at the first table home and the first home table. Remember to talk to you and the

**Mr. C:** How can you tell us more about how you know that an is an students absent?

**Red:** Well, I use the student names in the first row and the name in the second row. First and the name in the third row. Because of the routine, students are getting used to the routine, so they are getting used to the routine, so they are getting used to the routine.

**Integrating Talk Moves into Instruction**

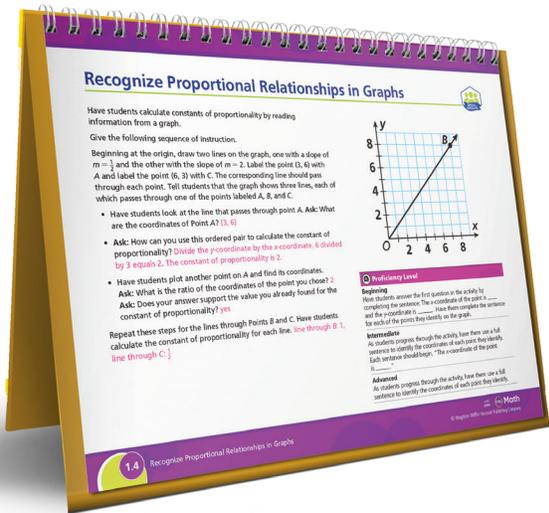
Student's mathematical thinking is supported by hearing what their classmates are thinking. There are four main purposes for using Classroom Talk. Talk moves—tools used by teachers and students—help students achieve these purposes and, as a result, deepen their understanding.

**Purpose 1: Helping Individual Students Clarify and Share Their Own Thinking** Grade K-2, Purpose 1

The talk moves below help students get better at saying what they are thinking so they can be understood by you and their peers.

Talk Move	Intended Use	Example	Why it works
<b>Wait Time</b>	This first move involves the teacher pausing for a moment after they ask a question and after calling on a student.	Teacher: How many are protesting that this is their year? Student: I'm not sure. I'm going to ask you for your class. How many about what you want to say?	Wait time gives students time to formulate their thoughts. Waiting communicates that you and your class care about what a student has to say and clearly communicate thinking.
<b>Turn and Talk</b>	In this talk move, the teacher gives students time to think to themselves and then give their thoughts to their partner. The teacher should check in with their partner.	Teacher: How many are protesting that this is their year? Student: I'm not sure. I'm going to ask you for your class. How many about what you want to say?	This talk move gives students a brief moment of time to think and share their thoughts with a partner before adding them to the class. This move works best when students who struggle with language have to talk at all in a small talk setting.
<b>Revealing</b>	This talk move involves the teacher asking a question that has multiple possible responses and then asking the student to explain their thinking to their partner.	Teacher: How many are protesting that this is their year? Student: I'm not sure. I'm going to ask you for your class. How many about what you want to say?	The revealing move gives students time to think about what the student is saying and what they are thinking. In addition, it shows other students a way to think about the same problem in a clearer way.
<b>Say More...</b>	This move is used to help students who are struggling to explain their thinking more clearly. The teacher should ask the student to share their thinking more thoroughly.	Teacher: How many are protesting that this is their year? Student: I'm not sure. I'm going to ask you for your class. How many about what you want to say?	The Say More... move is used when the teacher wants to help the student to share their thinking more thoroughly.





**Teacher Tabletop Flipcharts** provide teachers with pulled small-group, teacher-led tasks for every lesson within *Into Math*.

**Teacher Directed Small-Group Mini-Lessons** give students the chance to work directly on the skills they need to learn with teacher guidance.

**English Language Proficiency Level** supports keep the rigor intact for all of your learners of the language of mathematics.

**Just-Right Questions** stretch student thinking and help them work through challenges. Guided discussion questions offer opportunities for teachers to prompt conversations that build understanding.

Leveled question suggestions with associated Depth of Knowledge (DOK) levels within the Teacher Edition further support the strengthening of student understanding.

### 2 Learn Together

#### Build Understanding

**Task 1** **MP Use Structure** Encourage students to use the table structure to look for patterns that describe the relationship between jars of salsa and ounces of salsa.

**Sample Guided Discussion:**

**Q** How can you use the patterns you found in the table to extend the table? **For the next number in the top row, I can add 4 to 16 to get 20. For the next number in the bottom row, I can add 32 to 96 to get 128, and so on.**

**Q** How can you find the unit rate for ounces of salsa per jar of salsa? **Possible answer: I can take one of the ratios of ounces per jar and divide the ounces by the number of jars. Then the second quantity in the ratio will be 1 jar.**

**Turn and Talk** Encourage students to compare the relationship shown in the table with the relationship shown by the diagram. **Possible answer: The relationship in the table represents a smaller number of ounces per jar, 8 oz per jar, than the number of ounces per jar in the diagram, 12 oz per jar.**

#### Build Understanding

**1** The table shows how many ounces of salsa you get when buying small jars of salsa.

Small jars of salsa	4	8	12	16	20
Ounces of salsa	32	64	96	128	160

**A** Describe a pattern you see in the rows of the table. **Each number of small jars increases by 4; each number of ounces increases by 32.**

**B** Describe a pattern you see in the columns of the table. **The number of ounces of salsa is always 8 times the number of small jars of salsa.**

**C** Use your patterns to extend the table.

**D** You previously learned that a **unit rate** is a rate in which the second quantity in the comparison is one unit, such as 4 ounces per 1 serving. Describe the relationship between ounces of salsa and small jars of salsa using a unit rate. **There are 8 ounces of salsa per small jar.**

**E** The diagram shows how many ounces of salsa you get when buying medium jars of salsa. Describe the relationship using a unit rate.

48 ounces

**There are 48 ounces in 4 medium jars, so there are 12 ounces per medium jar.**

**Turn and Talk** Is the relationship represented in the table the same as the relationship represented in the diagram in Part E? Why or why not? **See possible answer at the left.**



# More Resources When You Need Them

**PLAN FOR DIFFERENTIATED INSTRUCTION** MTSS

**Small-Group Options**  
Use these teacher-guided activities with pulled small groups at the teacher table.

On Track	Almost There	Ready for More
<p><b>Materials:</b> fraction circles</p> <p>Give each pair four copies of the eighths fraction circle. Have them show <math>\frac{1}{8}</math> and <math>\frac{2}{8}</math> on the circles.</p> <ul style="list-style-type: none"> <li>Ask them to shuffle the circles. One student takes two of the circles. The student identifies the fractions shown and explains what the sum of the two fractions is.</li> <li>The two fraction circles are returned to the pile, and the other student takes a turn.</li> <li>Repeat until each student has had three turns.</li> <li>If time permits, repeat with tenths, having students make visual models for <math>\frac{1}{10}</math>, <math>\frac{2}{10}</math>, and <math>\frac{3}{10}</math>.</li> </ul>	<p><b>Materials:</b> fraction strips</p> <p>Use this Tabletop Flipchart Mini-Lesson to guide students in using fraction strips to help them understand how to combine two fractions in order to determine their sum. Students are shown how the parts of the different fractions can be combined because they represent the same whole.</p> <p>Tabletop Flipchart: Lesson 14.2 Mini-Lesson</p>	<p><b>Materials:</b> fraction strips (tenths), number cube</p> <p>Using fraction strips, have students make visual models of <math>\frac{1}{10}</math>, <math>\frac{1}{10}</math>, <math>\frac{1}{10}</math>, <math>\frac{1}{10}</math>, <math>\frac{1}{10}</math>, and <math>\frac{1}{10}</math>. Place <math>\frac{1}{10}</math> and <math>\frac{1}{10}</math> in one pile facedown.</p> <ul style="list-style-type: none"> <li>A student randomly selects <math>\frac{1}{10}</math>, <math>\frac{1}{10}</math>, or <math>\frac{1}{10}</math>. The student tosses the number cube and then finds the fraction strip that has the number shown as the numerator. For example, if 5 is tossed, the student finds the <math>\frac{5}{10}</math> fraction strip.</li> <li>The student then identifies the fraction that needs to be added to the lesser fraction to get the greater fraction.</li> <li>All fraction strips are replaced, and each of the other students takes a turn.</li> </ul>

**Math Center Options**  
Use these student self-directed activities at centers or stations. Key: • Print Resources • Online Resources

On Track	Almost There	Ready for More
<ul style="list-style-type: none"> <li>• More Practice/Homework 14.2</li> <li>• Fluency Builder: Addition Level 3</li> <li>• Poggles MX: Operations, Level 9</li> <li>• Poggles MX: Real Numbers, Level 17</li> </ul>	<ul style="list-style-type: none"> <li>• Reteach 14.2</li> <li>• Interactive Reteach 14.2</li> <li>• Hit Tier 2 Skill 20: Fractions of a Whole</li> <li>• Reader: A Melody in Fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge 14.2</li> <li>• Interactive Challenge 14.2</li> </ul>

ONLINE Use data-driven grouping recommendations and target differentiation resources.  
Lesson 14.2

**Differentiate** for every student with embedded recommendations and resource suggestions.

**Have Spanish-speaking students?** Engage with them using Spanish Unit Project Cards or Game and Activity Cards to engage them in their native language while they practice English with their peers.

With **Math Readers** for grades K-5, teachers can integrate literature into math instruction to help students build abstract models and strengthen students' reasoning and conceptual understanding.

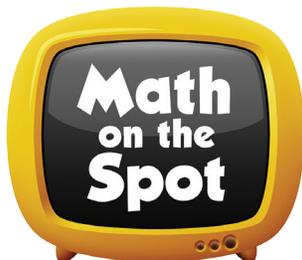
Broken out by lesson type, color-coded **Planning and Pacing Guides** walk you through each lesson, module, and unit by spotlighting the mathematics standards you'll be addressing, guiding you in determining the pace of your instruction, and calling out additional resources.

**Math Task Center Stations** provide opportunities for students to work together on games and activities that reinforce lessons, communication between peers, and the Mathematical Processes and Practices.

**REMAINDER OR NOT?** On Your Mark! 2, 3, or 4 players  
On Goal: • Spinner and divided cards • 2 different coins

**Get:**

- Place the divisor cards (2-8 only) and divided card face-down in two stacks.
- Each player selects a coin and places the coin on 10K1.
- Take turns. The first player chooses one and flips each coin. The player finds the quotient.
- If a dividend has a remainder, the player moves one space. If there is no remainder, the player does not move.
- The other player should check the dividend before play continues.
- The first player to reach FINISH wins the quotient.



**Math on the Spot** provides students with videos and interactive experiences that help with homework.





**Waggle** goes beyond adaptive learning to truly personalize practice and instruction—complementing *Into Math* to support students at all proficiency levels. Combine *Waggle's* supplemental practice, instruction, and formative assessment with *Into Math*.\*

**Waggle™**

**Contextualized Learning** gives students the opportunity to see that mathematics has purpose. Each unit is tied to a career theme and offers related problems that link students' career aspirations to mathematics.

**Concert Calculations**

**Unit 1**

**Step 1:** Look at the Concert Tour Info Sheet. Find cities that have a total of over 1,000,000 in stadium capacity.

**Step 2:** Add all the costs for each individual city.

**Step 3:** Add to find the total cost for all the cities you choose.

**Step 4:** If the cost is greater than \$300,000, try new combinations of cities until the attendance is high enough and the cost is low enough.

**Materials**

If you are having a hard time figuring out what cities to choose, try the **Learning Mindset** activity on the back.

## Make Math Enthusiasm a Family Activity

**Language Supports for Home** empower parents to share in the excitement of their child's math success.

- An English/Spanish **Interactive Glossary** provides students with the space to make sense of key vocabulary terms with their own words and illustrations.
- **A Multilingual eGlossary** translates English vocabulary into nine additional languages.
- **School-Home Letters** highlight what students are learning in the classroom and provide practical applications for parents to join their child on the learning journey.

*\*separate purchase required*



# A Seamless Digital Experience

## Everything you need, organized in one simple place.

On the HMH GLP, the teacher and student experiences are very much the same. Content tagged with the teacher-only badge will not show in the student view.

### Table of Contents

Navigate and easily reorganize course content using the traditional table of contents. The TOC is typically closed to increase the size of the learning window.

### Explore Carousel

Students and teachers love to explore the course content with the visual navigation carousel, which presents itself when you hover over the explore bar.

### Create Content

Allows you to create and add content as an administrator at the school level before distribution, or as a teacher in your classroom. Not visible in the student view.





### Home

Takes you to your personal school dashboard where you can quickly access all your courses.



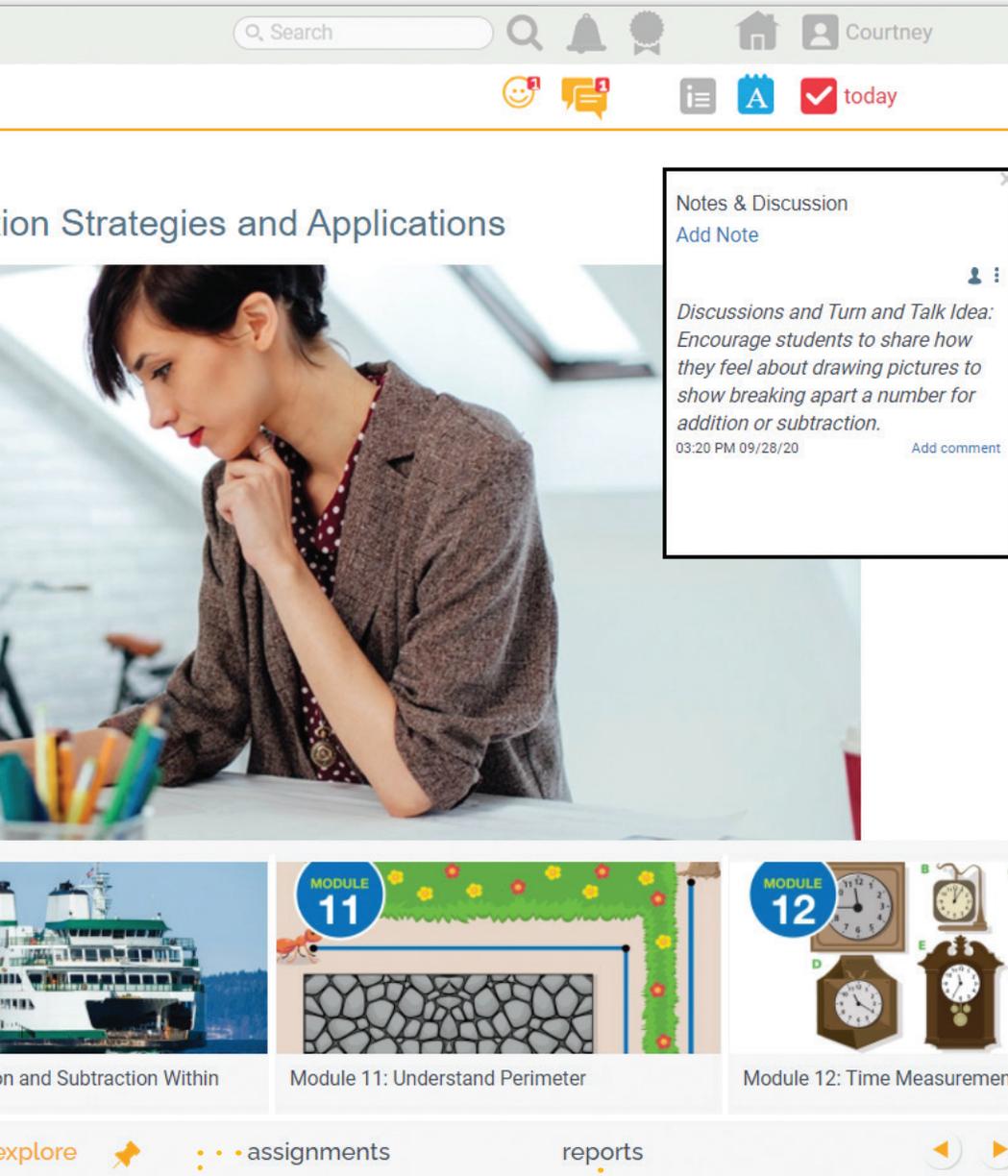
### Gradebook

Fully integrated course gradebook allows teachers to create custom categories and weights for graded assignments and student participation.



### Assign

Teachers can browse content—and then assign the material with written instructions—directly from the content page. Assigned content immediately appears in the Assignments Overview and activates the icons.



**Assignments Overview**  
tracks all assigned assessments and progress.

**Reports Dashboard**  
Shows flexible view of assessment proficiency of students, groups, and class.



### Assignment Status

Students can see their assignment status while viewing the content. They get satisfaction from checking DONE! when they feel they have covered the material. This action puts marker badges within their navigation and within the Assignments Overview that the teacher can also see.



### Notes & Online Discussions

Teachers and students can take notes on the page. Teachers are also able to moderate class discussions.



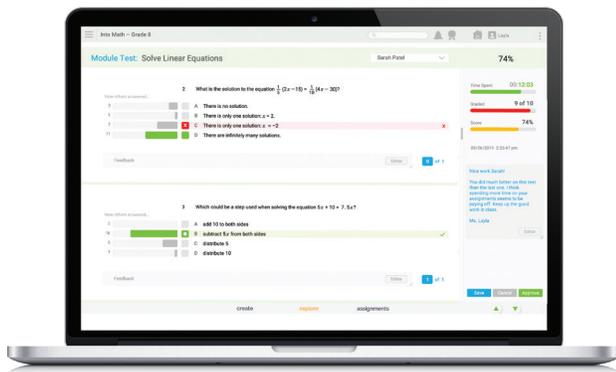
### Emoji

While not always required, emoji help students express how they feel about the learning material and can provide teachers a guide for early intervention.



# Empowered Decisions through Assessment & Reporting

- Customizable print and digital assessments
- Intuitive data reports and growth tracking
- Time-saving analysis of mathematics skills and standards mastery



## Feedback

Provide students with automated and/or custom feedback for each question, as well personalized feedback on assessments or graded assignments.

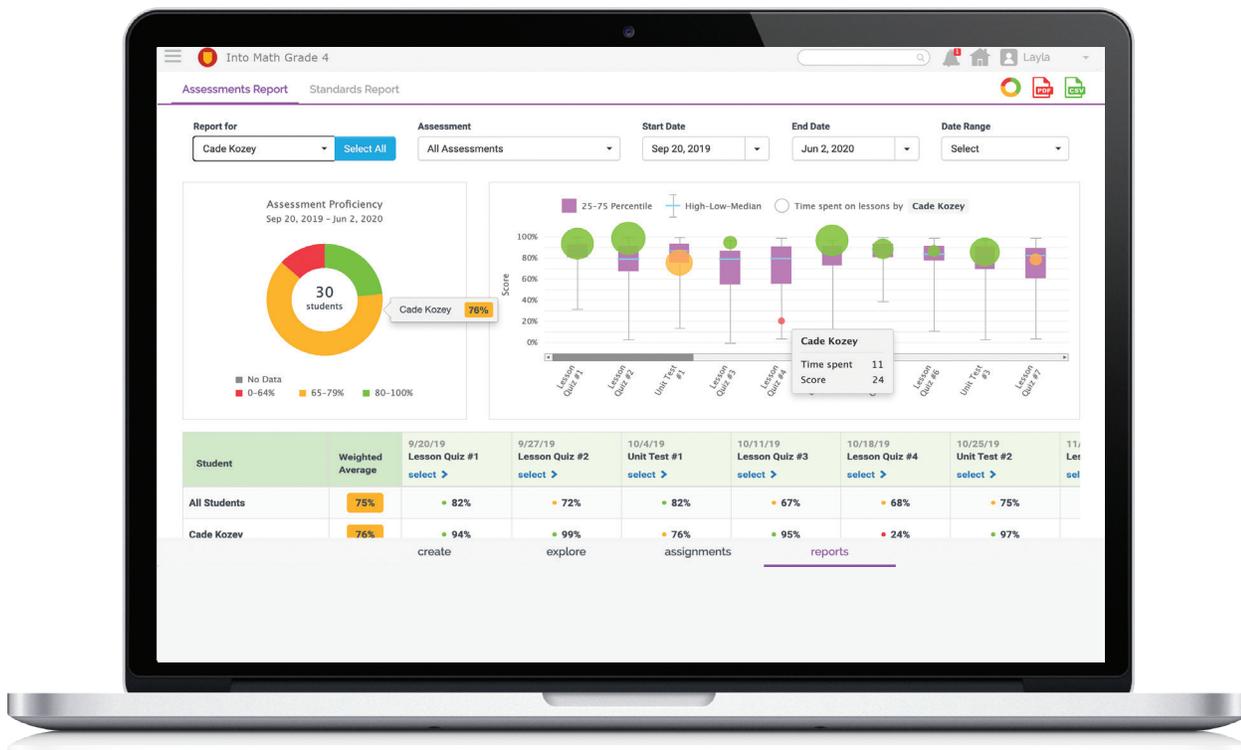
## Assessment Settings

- **Set time limits**—and number of attempts.
- **Maintain question pool integrity** for exams by creating quizzes with a random set of questions.
- **Define review parameters**—from only showing questions as correct/incorrect to graphically showing students their results versus peers.

## Gradebook and Grading

- **Create preset assessment categories** with weights that automatically apply to the assessments results in the gradebook.
- **Set participation scores** for ungraded activities.
- **Manually add offline assessment** and participation scores.

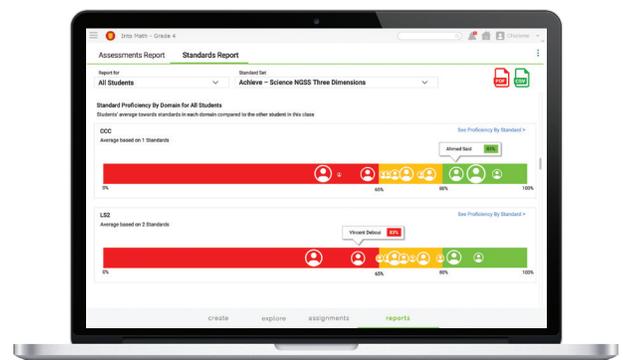




## Actionable Data to Guide Instruction

The **Assessment Report Dashboard** provides a flexible view of the proficiency of an entire class. Designed to allow fluid movement between selected student's and groups' performance to gain the insights needed for the implementation of differentiation and reteach strategies, as well as to keep all students and the class schedule on track.

- **Easily compare** individual student's or group scores against the backdrop of the class high-low-median and average.
- **Time-Spent bubbles** represent a student's cumulative time spent in online assessments, indicating level of effort and engagement.
- **Colored score ranges**, set to local standards, provide a quick visual on student performance throughout the report's grading tables.
- **PDF and CSV report generation** GLP Reports function to easily keep parents and school administrators up to date.
- **Standards Report** allows teachers to view student performance against Common Core standards and easily compare against class performance to standards.
- **View results** by skills and standard.





# Assignments Overview

Due Date	Title	Time Spent	Not Started	In Progress	Done
6 days ago Mar 31, 2020	Module Opener: Real Numbers and Real-World Quantities	0	0	6	
4 days ago Apr 02, 2020	Spark Your Learning: Simplify Expressions Involving Radicals and Rational Exponents	0	0	6	
3 days ago Apr 03, 2020	Module Opener: Interpret and Solve Problem Situations	1	1	4	
Today Apr 06, 2020	Module Opener: Interpret and Solve Problem Situations	2	1	3	



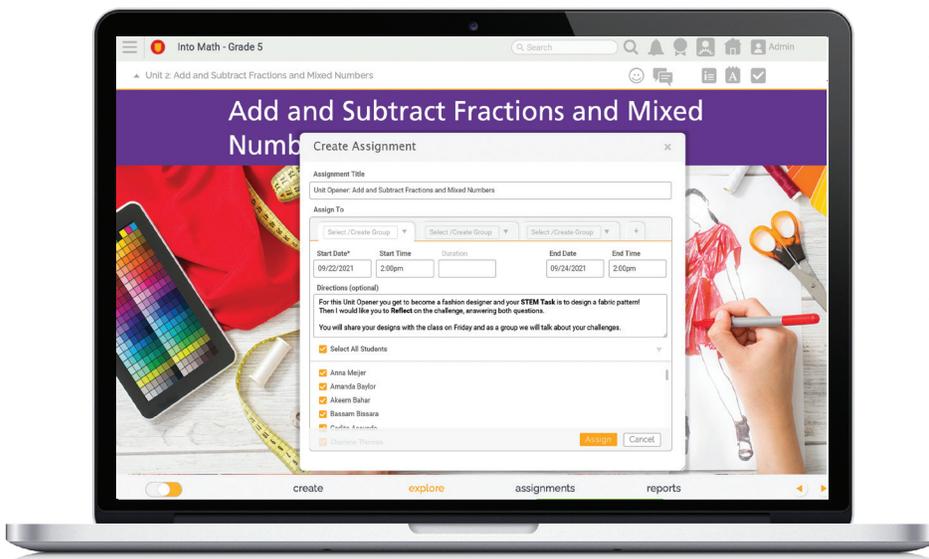
Plan activities and monitor progress with an easy-to-follow learning sequence.

**Assign** any lesson or assessment directly from the material or from the content search and filter dashboard to any student, groups of students, or the entire class.

**Assignment Overview** provides the ability to track aggregate and individual student performance, such as time spent, progress, and scores.

**Allows students to easily see what they need to work on next** and monitor their own progress.

**Flexible, ready to fit different instructional approaches.** HMH GLP makes it easy to plan how to implement the *Into Math* program. –whether broadly before the students are rostered, over the coming week, in groups of students, or on their own.



The ability to monitor student progress begins when you assign a resource.



# Customize HMH Courses and Create New Content

Built-in authoring capabilities allow you to add new material and to customize any course at the country, school, and classroom level.

License your custom versions from year to year while still receiving all the publisher updates. If your needs grow, group repositories to manage and share master versions of your own custom content are available.

## Question Pools & Assessments

Modify provided assessments or create your own. Select a variety of parameters and choose from your own preset weights and categories.

For printed assessments not done online, assessment scores and participation grades can be added manually.



## Go Mobile

- *HMH Global*, the app for iOS® mobile devices, allows students to take any material, including interactive lessons, offline.
- Provides a seamless experience between multiple devices and between school and home.



# Continuous Support at Your Fingertips

We're committed to ensuring your success with *Into Math* throughout the year. You don't expect your students to master all their skills within the first week of school, and the same shouldn't be expected of you. That's why we've designed our professional learning to be ongoing, flexible, and actionable.

Whether you're a first-year mathematics teacher or a teaching veteran, *Into Math* was designed to place learning opportunities at your fingertips every step of the way. From embedded professional learning to job-embedded coaching, experts from Math Solutions take the guesswork out of your implementation and ensure you and your students are successful with *Into Math*.

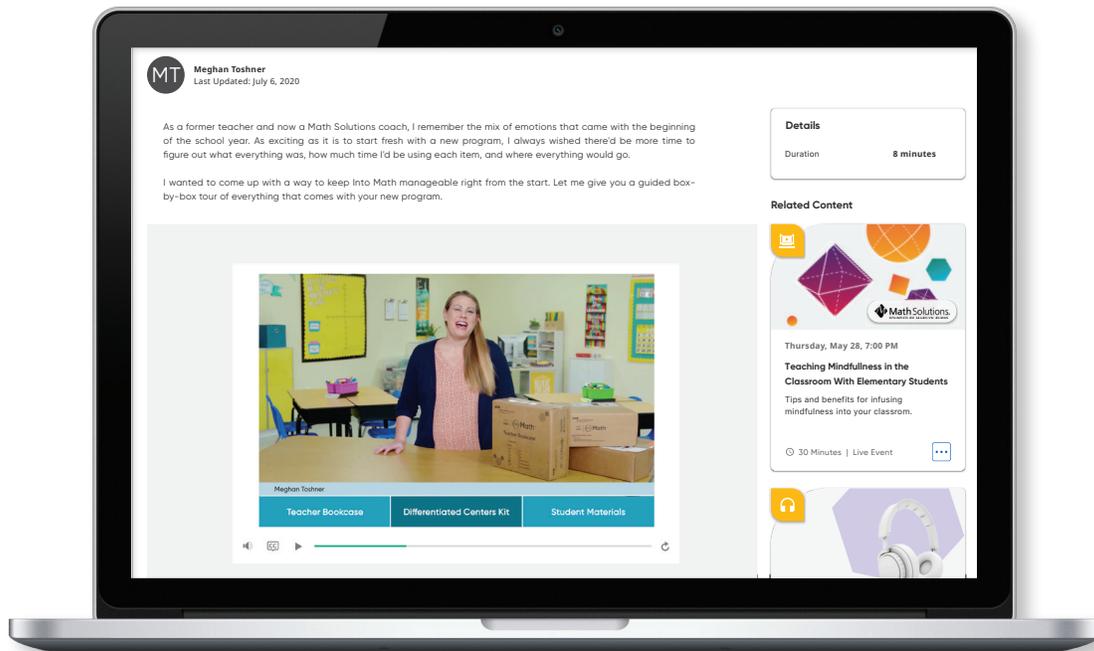


## Follow-Up Tailored To Your

**Needs:** Once you begin teaching, you'll have more questions and need more support. That's why we provide additional opportunities for you to connect with a Math Solutions coach throughout the year.

Follow-up topics range from support with instructional routines to differentiating instruction. These shorter sessions allow you to stay engaged and build your expertise in a manageable way.





## Extend Your Professional Learning

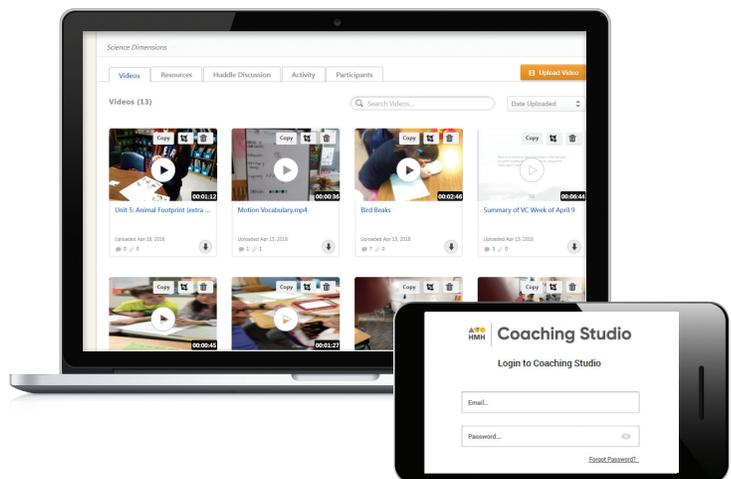
Whether you are interested in focusing on instructional best practices, deepening your content knowledge at each grade level, or closing the achievement gap, Math Solutions can provide the support you need to grow your practice with online coaching, courses, and professional learning communities.

### **Coaching Studio**

Award-winning **HMH Coaching Studio** platform allows you to stay connected with your coach and your colleagues, share and upload resources, and access a library of on-demand lesson-modeling videos.



**//CODiE//**  
2019 SIIA CODiE FINALIST



# Extend Fearless Problem Solving **beyond the Classroom**

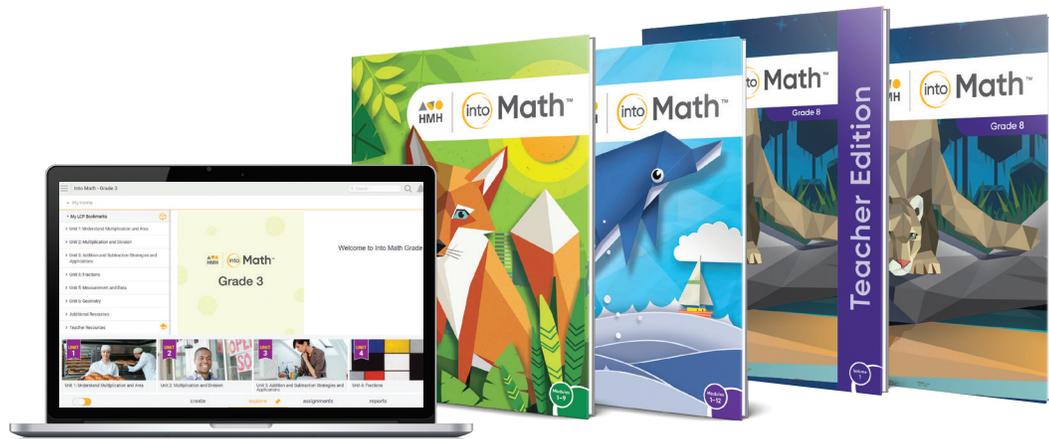
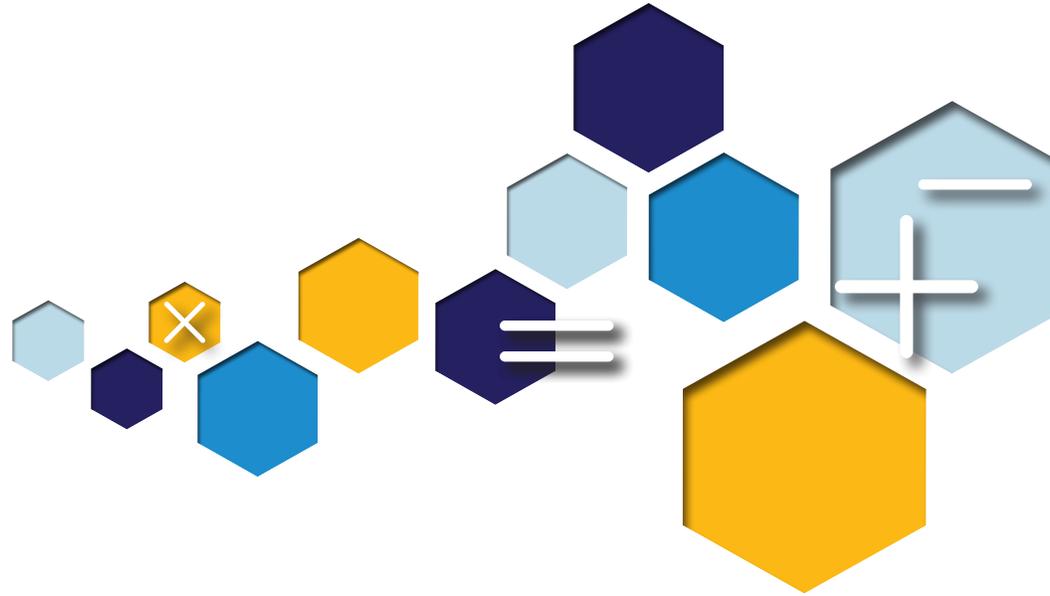
As our world increasingly depends on STEM careers and competition builds for future jobs, we are focused on the bigger picture: extending fearless problem solving beyond the classroom.

Preparing our students to tackle the challenges ahead starts with a continual investment in you, their educators. *Into Math* provides you with the tools you need to save time, simplify planning, and expand your ability to inspire young minds. You'll see learners become engaged as they master mathematical concepts and skills and discover the power of perseverance.

## **Let's get *Into Math!***







# A Vision for **Student Growth**

Contact us to learn more and request a preview

[learning.hmhco.com/into-math-international](https://learning.hmhco.com/into-math-international)

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