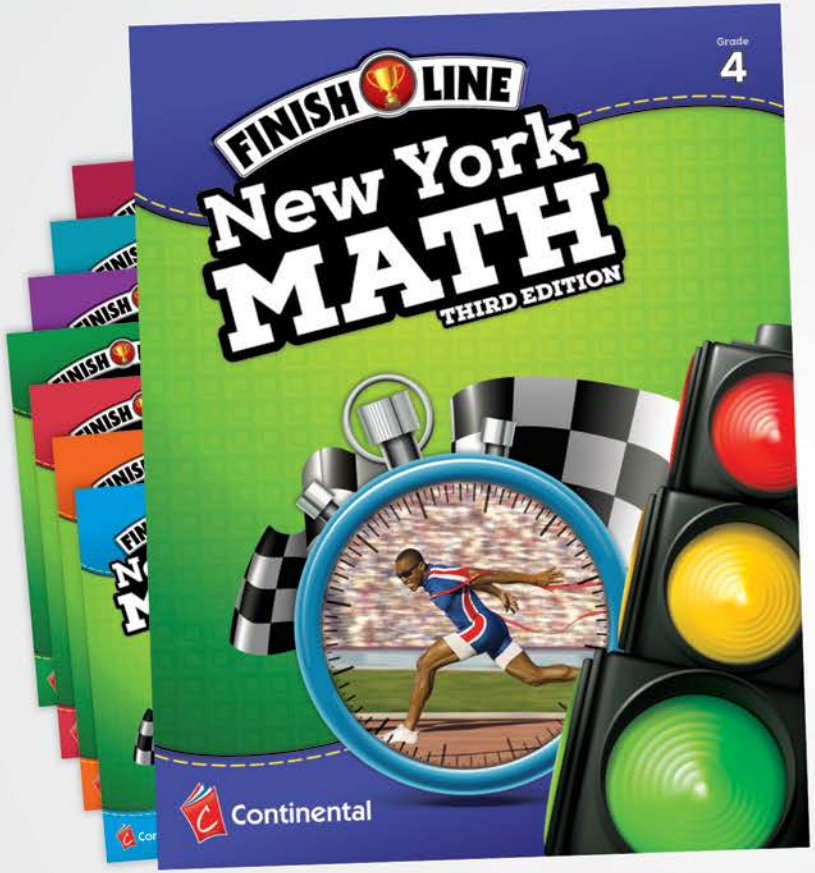

Grades 1–8

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CONTENTS

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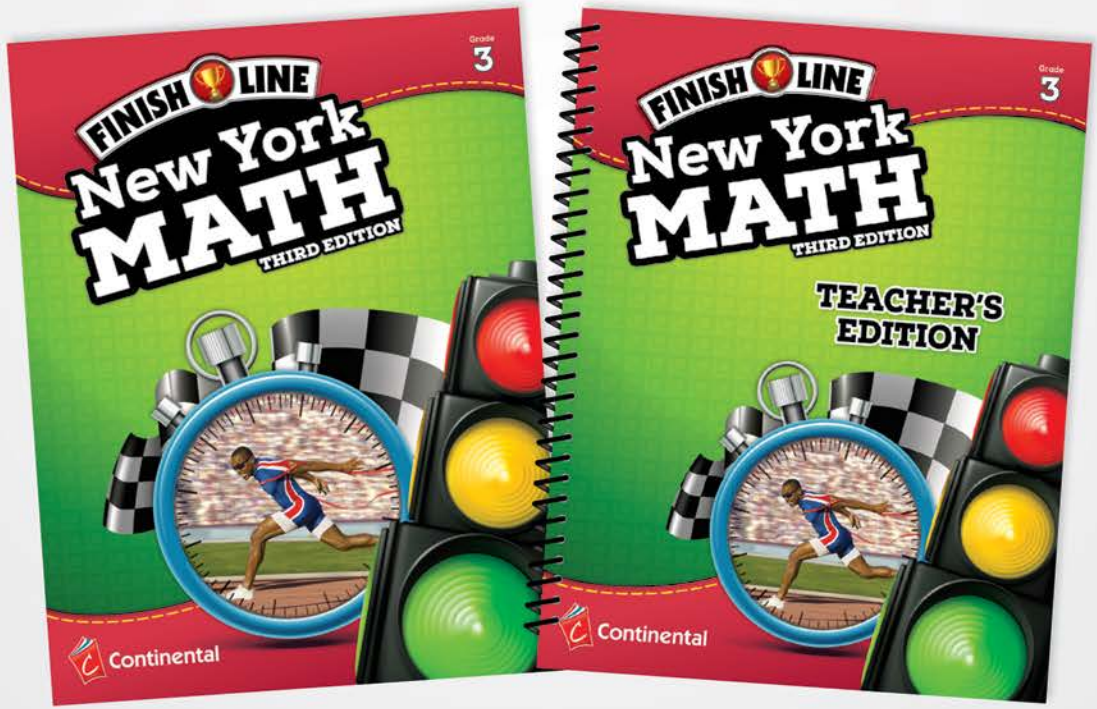
What does this series do?

Finish Line New York Math, Third Edition gives students comprehensive instruction and practice to build understanding of New York's Mathematics Common Core Learning Standards (CCLS). To help you apply the CCLS to today's Next Generation, New York Next Generation Learning Standards Crosswalks are available on our website. Components include student workbooks and annotated teacher's editions in print and eBook formats.



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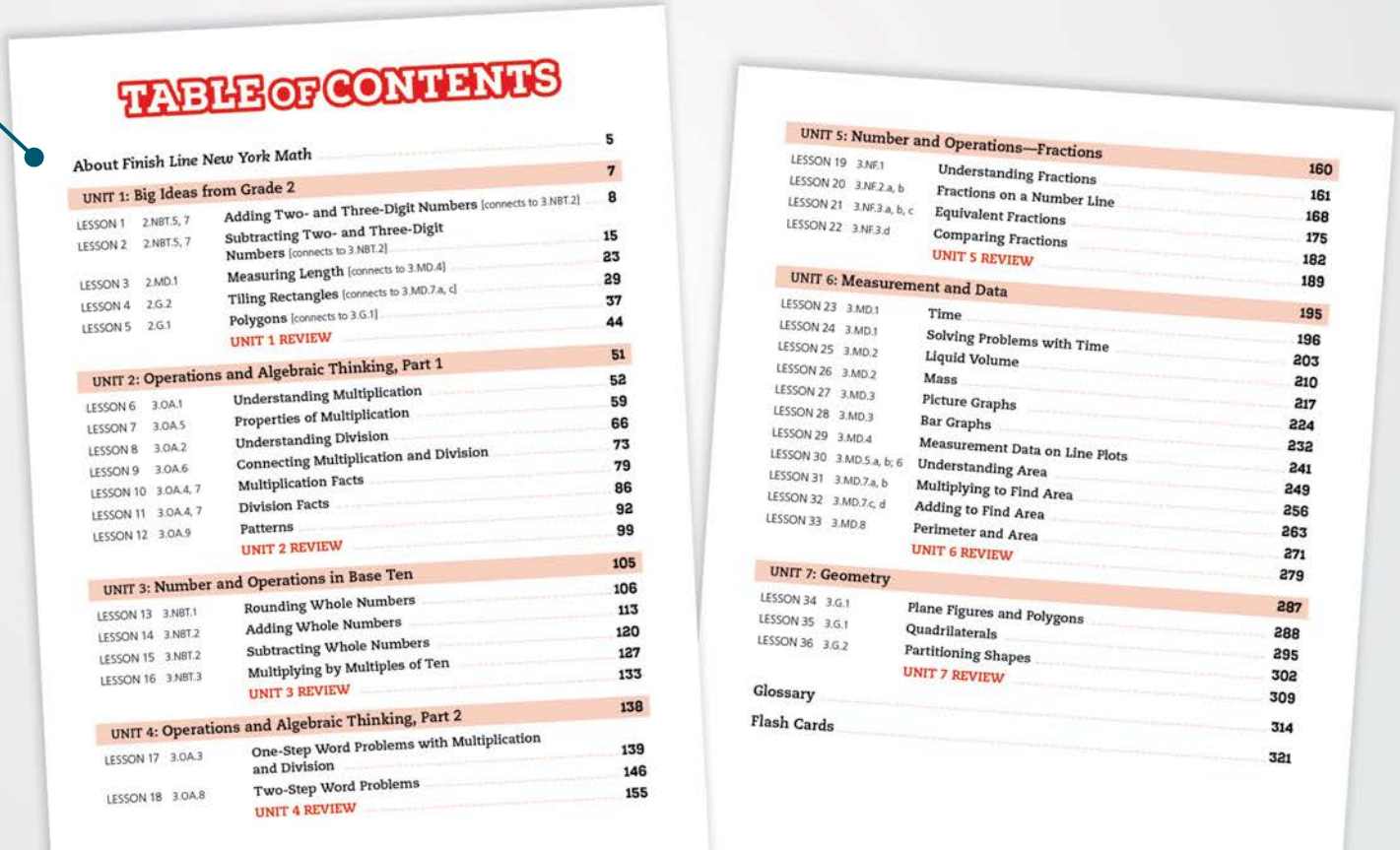
Units parallel the domains of the Common Core Learning Standards (CCLS). New York CCLS/Next Generation Standards Crosswalks are available on our website.

300+ pages of instruction and practice



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Get Ready to Learn

The first unit reviews big ideas from the previous grade with four-to-five topics that are key to new concepts in the current grade. This allows students to refresh their skills in these areas before building on them to learn new ideas.

UNIT 1
Big Ideas from Grade 2

In grade 2, you learned how to compare numbers. You also solved word problems, measured length, and recognized shapes. Now you can use what you know about numbers and shapes to work with two- and three-digit numbers, measure objects, and understand polygons.

LESSON 1 **Adding Two- and Three-Digit Numbers** In this lesson, you will add numbers with two or three digits.

LESSON 2 **Subtracting Two- and Three-Digit Numbers** In this lesson, you will subtract numbers with two or three digits, using regrouping when necessary.

LESSON 3 **Measuring Length** In this lesson, you will measure or estimate length using different measuring instruments and units, such as inches, feet, or yards.

LESSON 4 **Tiling Rectangles** In this lesson, you will use tiling to find the area of rectangles.

LESSON 5 **Polygons** In this lesson, you will identify different types of polygons and practice drawing these shapes.

LESSON 1
Adding Two- and Three-Digit Numbers
CCLS: 2.NBT.5, 7

Introduction

To **add** means to combine to find a total. You can add in different ways. One way is to use place value.

A worker is stacking boxes. He has stacked 23 boxes. He needs to add 14 more boxes. How many will he stack in all?

Use place-value blocks to show 23.

Use place-value blocks to show 14.

Then combine the blocks. There are 3 tens blocks and 7 ones blocks. There is 37 in all.

You can stack numbers to add them. Line up the numbers by place value. Add the ones, then the tens. Then add the hundreds.

Hundreds	Tens	Ones
	5	13
+	2	46
	7	59

Sometimes the digits in

LESSON 2
Subtracting Two- and Three-Digit Numbers
CCLS: 2.NBT.5, 7

Introduction

called

btract

5 − 3 = 2
↑
Difference

Addition and subtraction are **inverse operations**. That means they are opposites. Use addition to check subtraction.

You can also

LESSON 3
Measuring Length
CCLS: 2.MD.1

Introduction

rt length, ball field.

e same th are **inches** **system** of

(yd)

untertop is ard high.

in this r than a

measure zero-end of bject.

Longer lengths are measured with yardsticks, meter sticks, and measuring tapes.

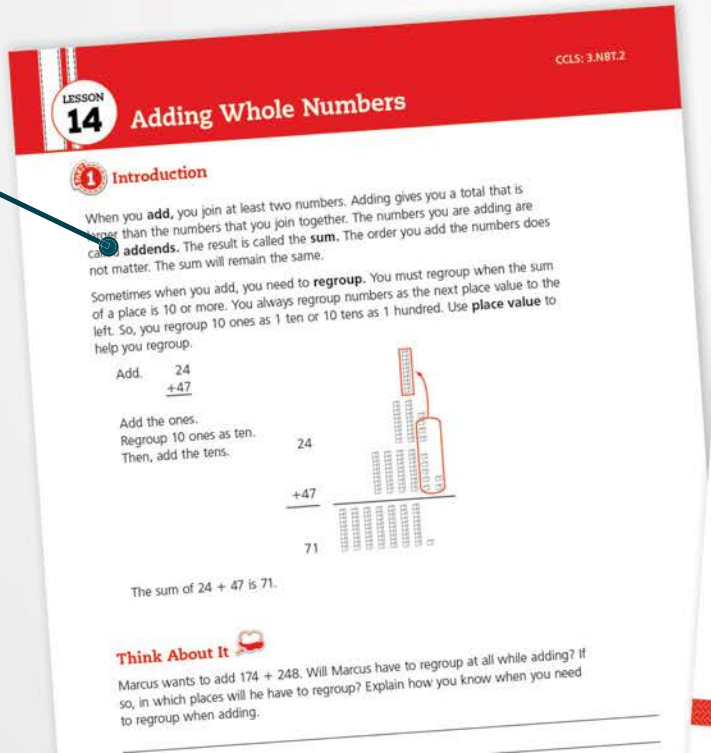
Ideas from Grade 2 23

Gradual Release Model

Part #1: Introduction

Each lesson begins with a brief explanation of the focus skill or concept with examples to illustrate. An open-ended *Think About It* question requires students to use critical thinking to work through an answer.

Vocabulary



LESSON 14 Adding Whole Numbers

CCLS: 3.NBT.2

1 Introduction

When you **add**, you join at least two numbers. Adding gives you a total that is larger than the numbers that you join together. The numbers you are adding are called **addends**. The result is called the **sum**. The order you add the numbers does not matter. The sum will remain the same.

Sometimes when you add, you need to **regroup**. You must regroup when the sum of a place is 10 or more. You always regroup numbers as the next place value to the left. So, you regroup 10 ones as 1 ten or 10 tens as 1 hundred. Use **place value** to help you regroup.

Add. 24 +47

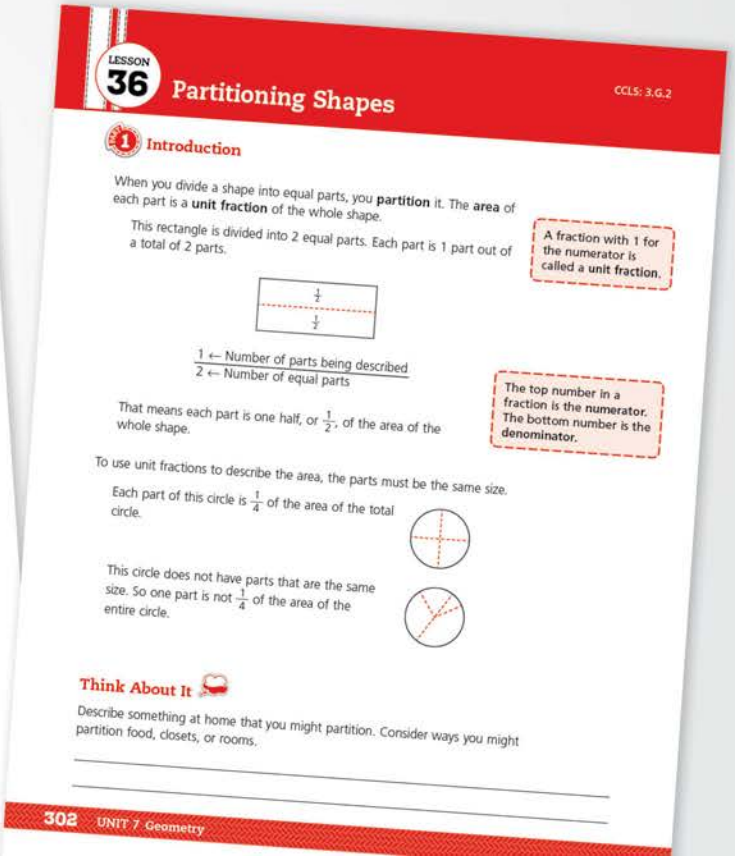
Add the ones.
Regroup 10 ones as ten.
Then, add the tens.

24
+47
71

The sum of 24 + 47 is 71.

Think About It

Marcus wants to add 174 + 248. Will Marcus have to regroup at all while adding? If so, in which places will he have to regroup? Explain how you know when you need to regroup when adding.



LESSON 36 Partitioning Shapes

CCLS: 3.G.2

1 Introduction

When you divide a shape into equal parts, you **partition** it. The **area** of each part is a **unit fraction** of the whole shape.

This rectangle is divided into 2 equal parts. Each part is 1 part out of a total of 2 parts.

A fraction with 1 for the numerator is called a **unit fraction**.

$\frac{1}{2}$

$\frac{1}{2}$

$\frac{1}{2}$ ← Number of parts being described
← Number of equal parts

The top number in a fraction is the **numerator**. The bottom number is the **denominator**.

That means each part is one half, or $\frac{1}{2}$, of the area of the whole shape.

To use unit fractions to describe the area, the parts must be the same size.

Each part of this circle is $\frac{1}{4}$ of the area of the total circle.

This circle does not have parts that are the same size. So one part is not $\frac{1}{4}$ of the area of the entire circle.

Think About It

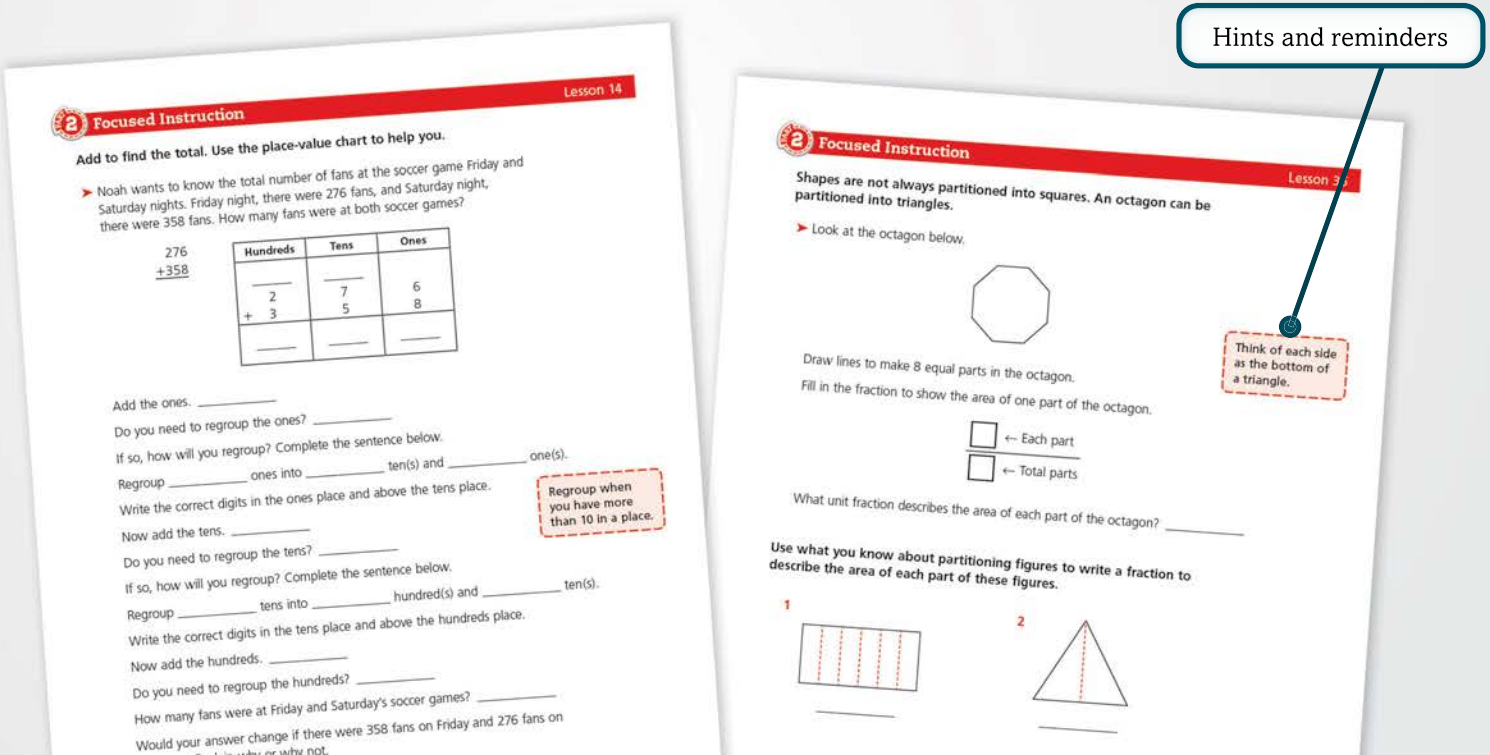
Describe something at home that you might partition. Consider ways you might partition food, closets, or rooms.

302 UNIT 7 Geometry

Gradual Release Model

Part #2: Focused Instruction

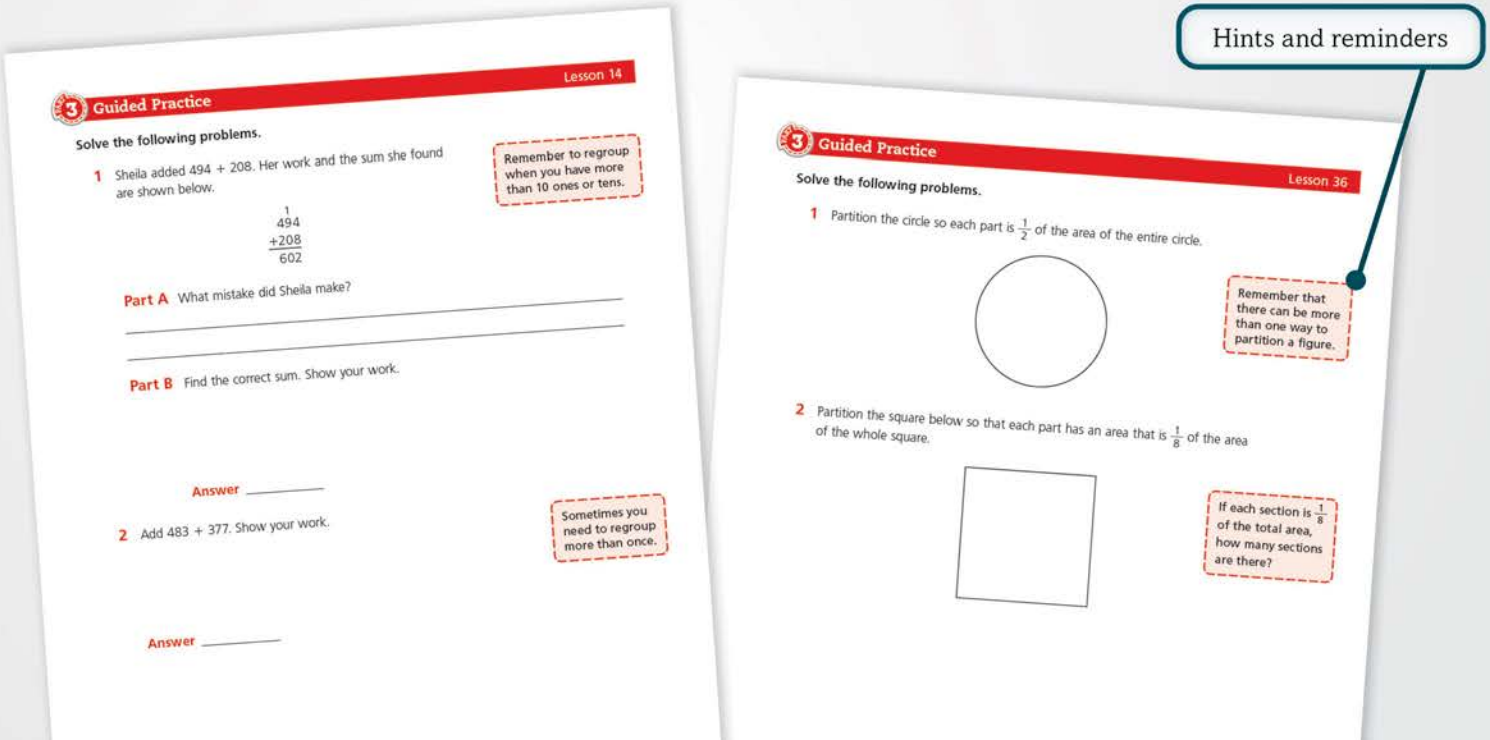
Students are guided through two or more practice problems. Each problem includes a series of questions to help them work through the right answer. This practice helps build the skills needed to understand the main idea of the lesson. Focused Instruction is ideal for collaborative learning.



Gradual Release Model

Part #3: Guided Practice

It's time to apply the strategies learned in part #2. In this section, open-ended problems require students to show their work, make a graph, draw a diagram, or do other mathematical tasks to answer questions.



Student Book
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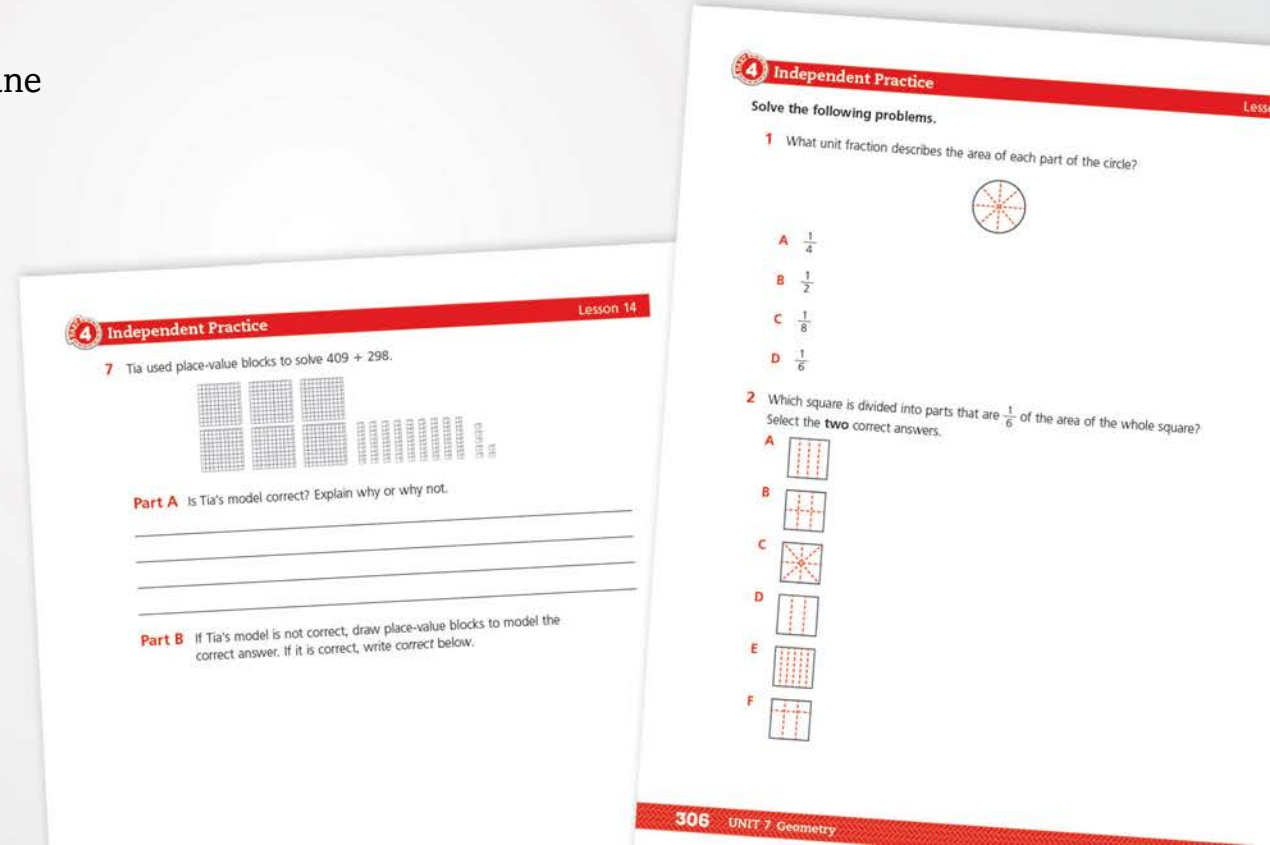
Gradual Release Model

Part #4: Independent Practice

Students are ready to answer questions on their own without any help or hints. They will answer multiple-choice and open-ended questions and:

- Perform computations
- Plot points on a coordinate plane
- Answer questions with more than one right answer
- Complete a table
- Measure or draw a figure



4 Independent Practice — Lesson 14

7 Tia used place-value blocks to solve 409 + 298.

Part A Is Tia's model correct? Explain why or why not.

Part B If Tia's model is not correct, draw place-value blocks to model the correct answer. If it is correct, write *correct* below.

4 Independent Practice — Less

Solve the following problems.

1 What unit fraction describes the area of each part of the circle?

A $\frac{1}{4}$

B $\frac{1}{2}$

C $\frac{1}{8}$

D $\frac{1}{6}$

2 Which square is divided into parts that are $\frac{1}{6}$ of the area of the whole square? Select the **two** correct answers.

A

B

C

D

E

F

306 UNIT 7 Geometry

Reviews

Each unit concludes with a review to test all skills covered in the unit.

Student Book
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UNIT 4 REVIEW

Operations and Algebraic Thinking, Part 2

CCLS: 3.OA.3, 8

Solve the following problems.

1 Inez hung 20 paintings. She put them in 5 rows. Write a multiplication equation to show how many paintings Inez hung in each row. Use *n* for the unknown.

Answer _____

2 A baseball team has 9 players. King School has 36 baseball players. How many teams are there? Use this equation to solve the problem: $36 \div p = 9$.

Answer _____ teams

3 Manuel placed 28 bottles on a store's shelves. He put an equal number on each of 4 shelves. How many bottles are on each shelf? Use this equation to solve the problem: $4 \times c = 28$.

A 4
B 7
C 20
D 24

4 Juanita is 10 years old. Her father is 4 times older than her. When Juanita is 30, how old will her father be? Explain how you got your answer.

_____
_____
_____

5 Tony received a gift card worth $25. He bought a book for $8. He bought another book for $11. Write an equation to show how much money Tony had left. Use *n* for the unknown.

Answer _____

6 A pet store puts 8 white mice in each cage. There are a total of 40 mice. Which equations can be used to find *c*, the number of cages of mice? Select the **three** correct answers.

A $8 \times c = 40$
B $8 + 8 + 8 + 8 + c = 40$
C $40 \div c = 8$
D $40 - c = 8$
E $c \div 8 = 40$
F $40 \div 8 = c$

7 A baker wants to bake 60 cookies. He can fit 12 cookies on each baking pan.

Part A Write a multiplication equation and a division equation that could each be used to find out how many trays the baker needs. Use *t* for the unknown.

Multiplication Equation _____
Division Equation _____

Part B Solve one of your equations from Part A for *t*.

Answer _____ trays

14 Shen planted tomato plants in his garden. This array shows how they are planted.

Part A Write and solve an equation to show how many tomato plants Shen planted.

Answer _____

Part B Next year, Shen plans to plant twice as many tomato plants as he did this year. He will plant them at different times so he will have tomatoes all summer. He will plant some in May, some in June, and some in July. He will plant the same number each month. Write and solve an equation to show how many tomato plants Shen will plant each month.

Answer _____

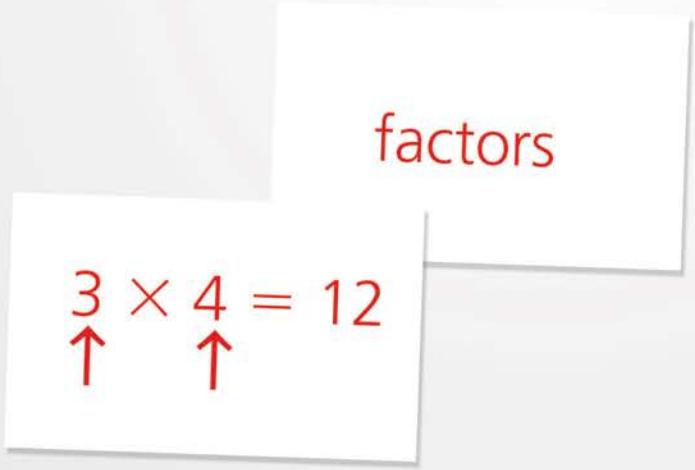
Resources

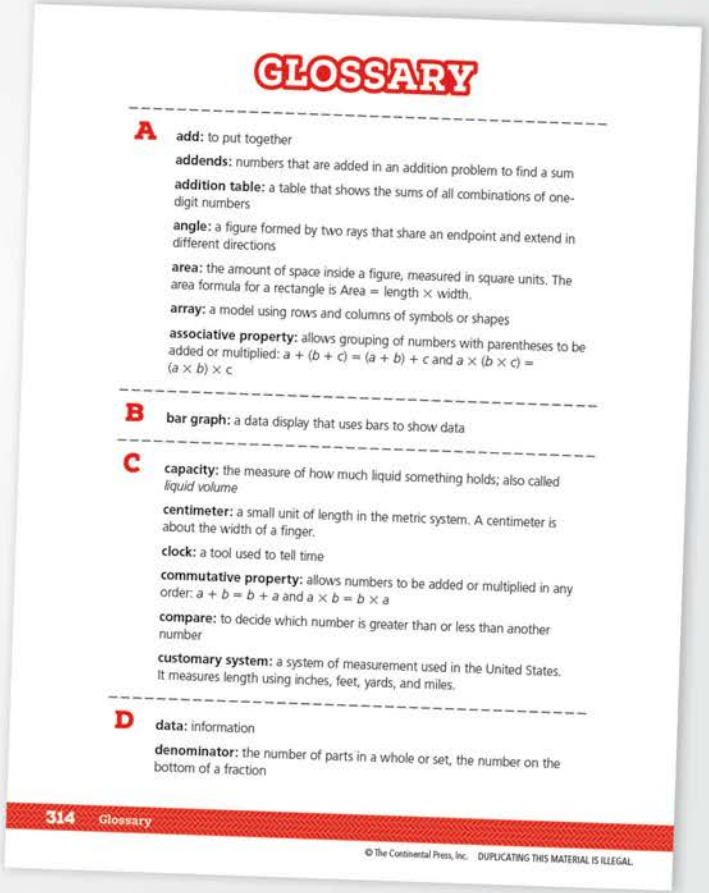
Glossary

A glossary includes words and terms that appear in boldface throughout the book, along with their definitions.

Flashcards

Students can cut out the flashcards to practice important ideas, formulas, and symbols from the book. They can make their own using the blank cards provided.





GLOSSARY

A

add: to put together

addends: numbers that are added in an addition problem to find a sum

addition table: a table that shows the sums of all combinations of one-digit numbers

angle: a figure formed by two rays that share an endpoint and extend in different directions

area: the amount of space inside a figure, measured in square units. The area formula for a rectangle is Area = length × width.

array: a model using rows and columns of symbols or shapes

associative property: allows grouping of numbers with parentheses to be added or multiplied: $a + (b + c) = (a + b) + c$ and $a \times (b \times c) = (a \times b) \times c$

B

bar graph: a data display that uses bars to show data

C

capacity: the measure of how much liquid something holds; also called *liquid volume*

centimeter: a small unit of length in the metric system. A centimeter is about the width of a finger.

clock: a tool used to tell time

commutative property: allows numbers to be added or multiplied in any order: $a + b = b + a$ and $a \times b = b \times a$

compare: to decide which number is greater than or less than another number

customary system: a system of measurement used in the United States. It measures length using inches, feet, yards, and miles.

D

data: information

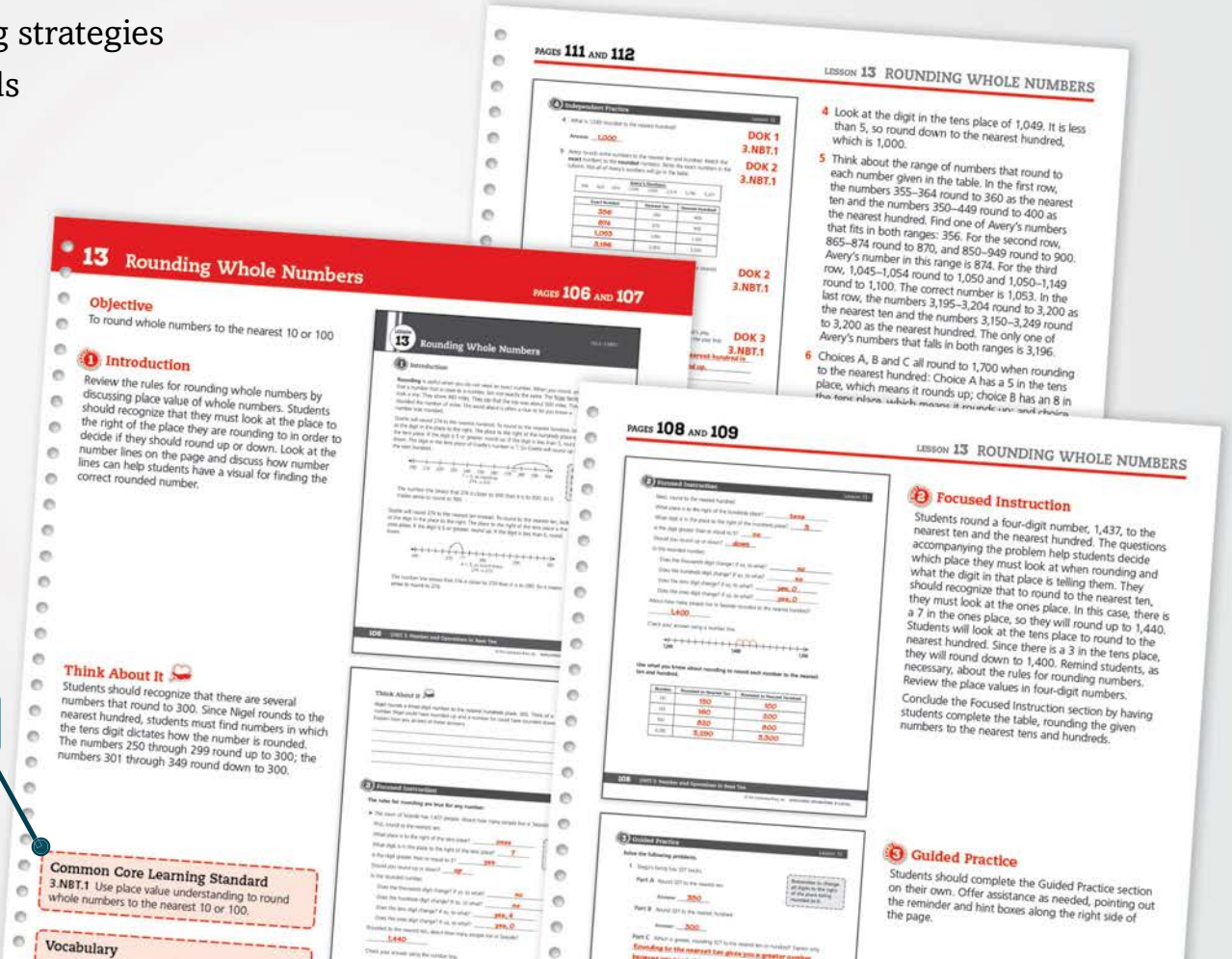
denominator: the number of parts in a whole or set, the number on the bottom of a fraction

Teaching Support

Annotated teacher's editions include:

- Suggestions for use/teaching strategies
- Connections to the Standards for Mathematical Practice
- Common Core Learning Standards correlations
- Depth of Knowledge (DOK) for each item
- Annotated student pages and answer rationales
- Hands-on extension activities

Common Core Learning Standards
Next Generation Crosswalks available



eBooks

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Student Tools and Notifications

With the easy-to-use tools and notifications, students can:

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- See teacher notifications for assignments and feedback for their answers from the lessons.
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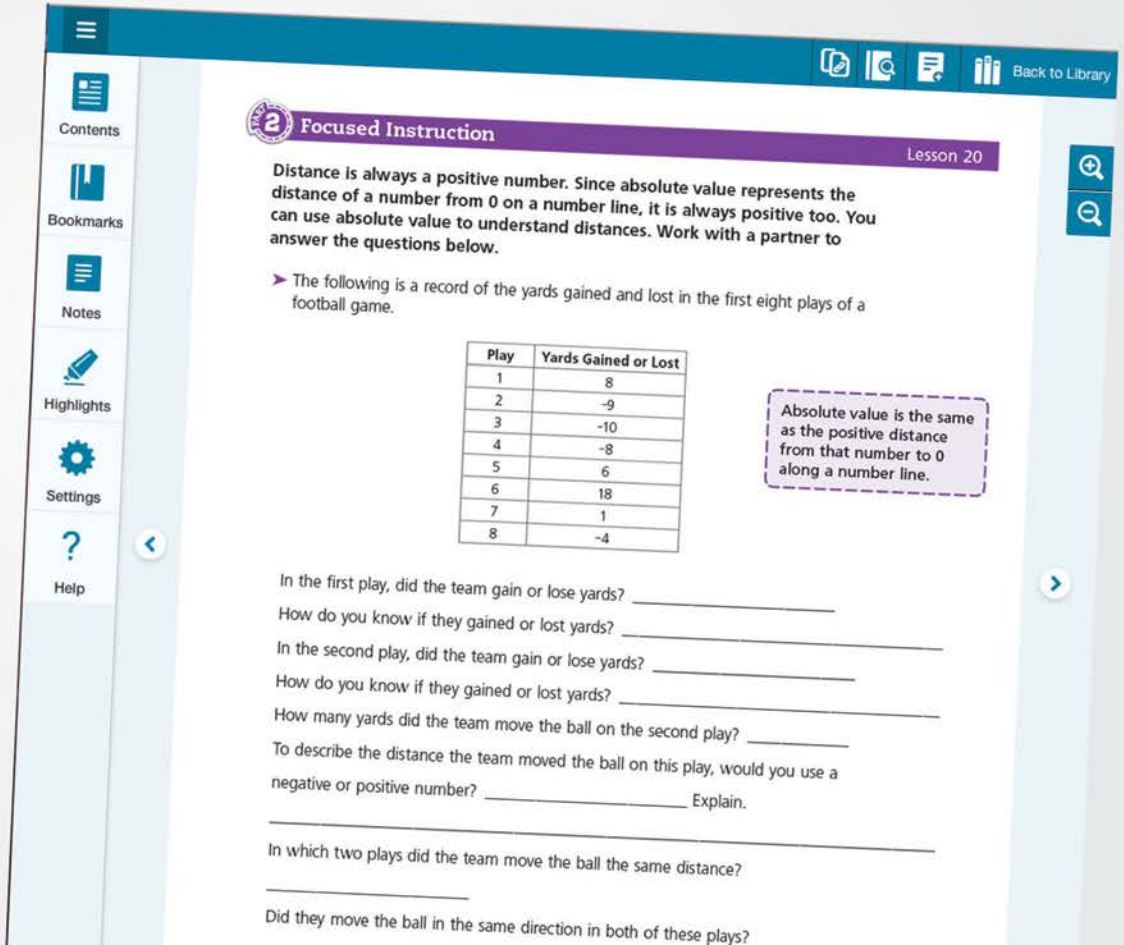

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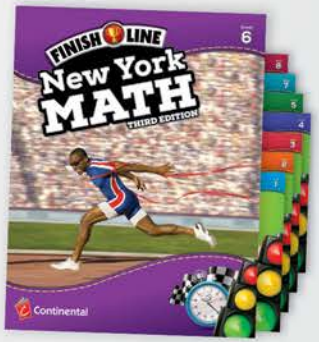

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