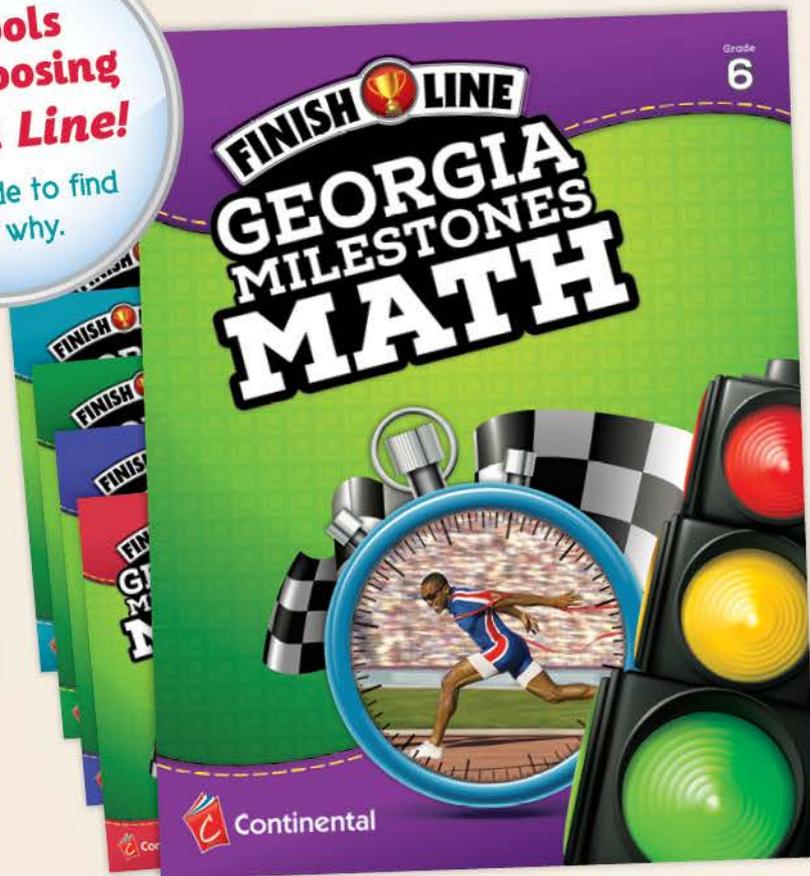


Schools
are choosing
Finish Line!

See inside to find
out why.



Grades 3–8

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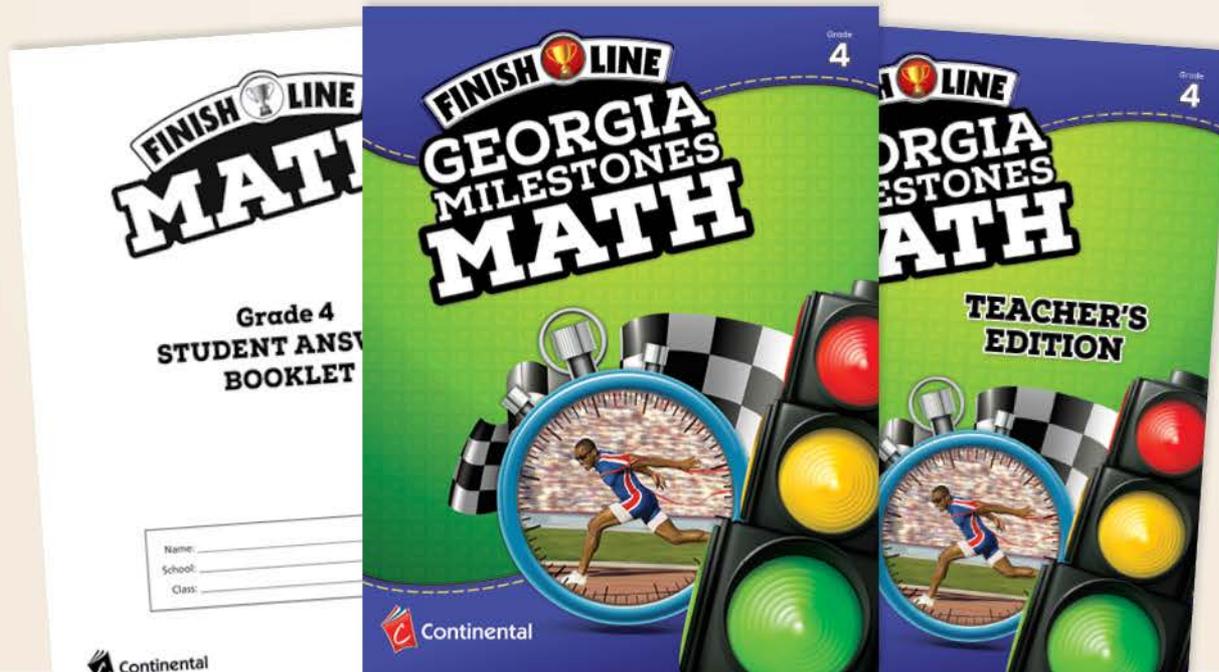
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Continental
inspire every learner

What does this series do?

Finish Line Georgia Milestones Math provides instruction and practice to help students learn Georgia's Standards of Excellence (GSEs) and prepare for the Milestones exams. Concise, simply-presented lessons keep students focused and on task. Components include student workbooks, student answer booklets, and annotated teacher's editions.



Standards Connection

Units parallel the domains of Georgia's Standards of Excellence (GSEs).

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.

Schools love this foundational review!

UNIT 1
Big Ideas from Grade 3

In grade 3, you learned about adding, subtracting, multiplying, and dividing with two- and three-digit numbers. You also learned how to identify and write fractions as well as how to find the area and perimeter of figures. Now you can use what you know about operations, fractions, and measurement to review your skills, compare fractions, and measure area in new ways.

LESSON 1 Adding and Subtracting In this lesson, you will add and subtract within 1,000 using the commutative and associative properties, regrouping, and place-value models.

LESSON 2 Multiplying and Dividing In this lesson, you will multiply and divide within 100 using the zero and identity properties, unit cubes, and fact families.

LESSON 3 Understanding Fractions In this lesson, you will compare fractions using the greater-than and less-than symbols, number lines, and circular or rectangular models.

LESSON 4 Understanding Area In this lesson, you will measure area in square units by counting squares. You will interpret a key to find the areas of rectangles and irregular figures, compare areas, and draw figures with given areas.

LESSON 4 Understanding Area MGSE3.MD.5a, 5b, 6

1 Introduction

LESSON 3 Understanding Fractions MGSE3.NF.1, 2a, 2b, 3a–3d

1 Introduction

LESSON 1 Adding and Subtracting MGSE3.NBT.2

1 Introduction

When you add numbers, you find a **sum**, or total.

Lincoln Elementary School has 217 students in third grade, 189 students in fourth grade, and 231 students in fifth grade. How many students in all are in grades 3, 4, and 5?

Set up a vertical problem. First add the ones. Then add the tens. Finally, add the hundreds. Regroup when the sum of a place is 10 or more.

1 217 189 +231 <hr/> 7	11 217 189 +231 <hr/> 37	11 217 189 +231 <hr/> 637
------------------------------------	--------------------------------------	---------------------------------------

So, there are 637 students in third, fourth, and fifth grades at the school.

When you subtract, you find a **difference**.

Ms. Davis's fourth-grade class has a goal of collecting 250 cans of food. So far the students have collected 138 cans. How many more cans do they need to collect to meet their goal?

Set up a problem. There are no ones to subtract from. Regroup the tens. Then subtract the ones, the tens, and the hundreds.

Check subtraction

3 ← Numerator
4 ← Denominator

A whole number is equivalent to a fraction with a denominator of 1.
 $5 = \frac{5}{1}$

A key tells you whether the unit square stands for a square inch, square centimeter, or another square unit.

A plane figure is a flat shape, such as a triangle or rectangle.

> means "is greater than"
< means "is less than"

Ideas from Grade 3 29

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.

Schools love this critical thinking practice!

LESSON 2 Multiplying and Dividing MGSE3.OA.7

1 Introduction

Multiplication and division are related. They are **inverse operations**, or opposites. So if you know a multiplication fact, you also know the related division fact.

What facts does this fact triangle show?

There are three numbers. When you multiply 5 and 3, you get 15. When you divide 15 by 5, you get 3. If you divide by 3, you get 5. The fact triangle shows four facts.

$$5 \times 3 = 15 \qquad 3 \times 5 = 15$$

$$15 \div 3 = 5 \qquad 15 \div 5 = 3$$

Note that the three numbers are exactly the same in each of the facts. If you know one fact, then you know four facts.

Special rules called properties can help you multiply and divide.

- Commutative property:** Numbers can be multiplied in any order and the product remains the same.

$$6 \times 7 = 42 \qquad 7 \times 6 = 42$$
- Associative property:** Three or more numbers can be grouped in any way and the product remains the same.

$$(2 \times 3) \times 7 = 6 \times 7 = 42 \qquad 2 \times (3 \times 7) = 2 \times 21 = 42$$
- Zero property:** A number multiplied by 0 is 0.

$$3 \times 0 = 0 \qquad 0 \times 10 = 0$$
- Identity property:** A number multiplied by 1 is itself.

Callouts:

- Multiply to combine equal groups. Divide to break a group into equal groups.
- Factors are the numbers you multiply to get a product. A dividend is the number you divide by a divisor to get a quotient.
- The number 0 divided by another number equals 0. A number cannot be divided by 0.

LESSON 10 Prime and Composite Numbers MGSE4.OA.4

1 Introduction

Whole numbers can be classified as either prime numbers or composite numbers.

A **prime number** has only two factors: 1 and the number itself.

A **composite number** has more than two factors.

Which numbers from 2 to 10 are prime? Which are composite?

Find the factor pairs of each number.

2: 1×2	7: 1×7
3: 1×3	8: $1 \times 8, 2 \times 4$
4: $1 \times 4, 2 \times 2$	9: $1 \times 9, 3 \times 3$
5: 1×5	10: $1 \times 10, 2 \times 5$
6: $1 \times 6, 2 \times 3$	

Find the numbers that have no more than two factors: 2, 3, 5, and 7. Each of these numbers has only 1 and itself for factors. These numbers are prime.

Find the numbers that have at least three factors: 4, 6, 8, 9, and 10. These numbers are composite.

There are two numbers that are not classified as either prime or composite. These numbers are 0 and 1. Neither number has at least two factors.

All even numbers except 2 have at least three factors: 1, 2, and the number itself.

Callouts:

- A prime number has only one factor pair. A composite number has more than one factor pair.
- All even numbers greater than 2 are composite numbers.

Think About It

If all even numbers greater than 2 are composite numbers, what must be true of the prime numbers greater than 2?

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 develop critical thinking strategies as opposed to simple memorization of mathematical processes. Focused Instruction is ideal for collaborative learning.

Schools love leading questions that promote active participation in learning!

Hints and reminders

2 Focused Instruction Lesson 10

Use what you know about factors to find which numbers in a range are prime and which are composite.

► Which numbers from 45 to 55 are prime numbers and which are composite numbers?
List the numbers in the range. _____

Which numbers are even? _____
Are even numbers greater than 2 composite or prime? Explain why. _____

What are the odd numbers? _____
Which odd numbers have 3 as a factor? _____
Which numbers are left? _____
Which of these numbers have 5 as a factor? _____
Which numbers are left? _____
Only one of these numbers has a factor other than 1 and itself. Which number is it, and what is the factor? _____
The prime numbers in this range are _____
The composite numbers in this range are _____

Use the rules of divisibility to help you decide if a number is prime.

► Is 97 a prime number?
Is 97 an odd number? _____
Does this mean it could be a prime number? Why or why not? _____

A number is divisible by 3 if the sum of its digits can be divided by 3.

2 Focused Instruction Lesson 32

How much would it cost to buy at least 50 yards of yarn? _____
Would you have yarn left over? If so, how much? _____
Which is the better deal, option 1 or option 2? Explain. _____

You may need to convert units in a problem before you can solve it.

► A group of 8 friends are practicing soccer. They have a container holding 9.2 liters of water. How many milliliters of water will each friend get if each person drinks the same amount?
What information do you have that will help you solve the problem?

What do you need to find to solve the problem?

How can you solve the problem?

How many milliliters of water are in the container? _____
Write and solve an expression to find how much water each friend can drink: _____
How many milliliters of water can each friend drink? _____

Think about the steps that you need to take to solve this real-world problem.

What operation do you need to use to solve this?

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.

Schools love hints and reminders that offer just-right support!

3 Guided Practice Lesson 10

Solve the following problems.

1 Nobu needs to find the prime numbers in a 10-number range. The numbers are all greater than 10.

Part A Describe the step that Nobu can take first to rule out half of the numbers.

Part B Can Nobu rule out the numbers ending in 5? Explain.

Part C Which factors does Nobu still have to look for?

Answer _____

2 Are there more composite numbers or more prime numbers between 1 and 100? Explain.

3 Deepak has a large prime number of marbles. He wants to share them equally among 3 friends. Explain why he cannot do this.

Try the odd numbers one by one.

What is the rule about even numbers?

What is the only factor pair a prime number can have?

3 Guided Practice Lesson 32

Solve the following problems.

1 Liam has \$25. A 4-ounce bag of cashews costs \$3. Does Liam have enough money to buy 2 pounds of cashews in bags of this size? Explain.

How many 4-ounce bags of cashews will Liam have to buy to get 2 pounds of cashews?

2 A punch recipe calls for 350 milliliters of orange juice. If the recipe is tripled, will a 1-liter bottle of orange juice be enough? Explain.

How can you use estimation to help you solve this problem?

3 Mr. Nakagawa walked his dog $\frac{3}{10}$ mile and later walked $\frac{7}{10}$ mile on his own. How much farther did he walk on his own than with his dog?

Answer _____ mile

What operation do you need to use to solve this problem?

Gradual Release Model

Part #4: Independent Practice

Students are ready to answer questions on their own without any help or hints.

Item types include those found on the Milestones to provide test day practice.

- Selected response
- Constructed response
- Extended constructed response
- Technology enhanced

4 Independent Practice Lesson 32

Solve the following problems.

1 What is the missing number in this pattern?
1, 2, 4, 7, ____, 16, 22, 29, 37

A 9
B 10
C 11
D 12

2 Tucker builds a pattern using the rule "add 5." He starts with the number 4. What will be true of the numbers in the pattern? Explain why the pattern has that feature.

3 What is the rule?
10, 20, 30, 40, 50, 60

A Add 2.
B Add 10.
C Multiply by 2.
D Multiply by 10.

4 The rule is "subtract 6." The starting number is 70. What are the first 7 numbers in the pattern? Show your work.

4 Independent Practice Lesson 32

4 There are 3 bags of broccoli. Each bag weighs $\frac{7}{8}$ pound. There are 4 bags of green beans. Each bag weighs $\frac{5}{8}$ pound. How many pounds of broccoli and green beans are there in all? Show your work.

Answer _____ pounds

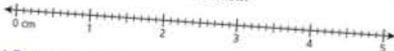
5 Mrs. Coffey bought this container of spring water. She used 4 quarts of water. How many quarts of water does Mrs. Coffey have left? Show your work.



Answer _____ quarts

6 Marla is conducting an experiment for science class. She grows seedlings and gives them different amounts of sunlight. She records how much the seedlings grow each day.

Part A Marla observed that one seedling grew 1.1 centimeters on Monday, 1.8 centimeters on Tuesday, and 1.5 centimeters on Wednesday. Record the total number of centimeters the seedling grew during the 3 days on the number line below.



Part B Marla uses 1.8 liters of water for the seedlings each week. She uses the same amount of water each day and only waters the seedlings 3 times a week. Marla says that since 1.8 liters = 180 milliliters, she uses 60 milliliters of water each day she waters the seedlings. Is she correct? Explain.

Reviews

Each unit concludes with a review to test all skills covered in the unit. It includes a mix of item types, including those on the Milestones, in the same way as the Independent Practice section.

MG5E4.NBT.1-6

UNIT 3 REVIEW
Number and Operations in Base Ten

Solve the following problems.

- In which number does the 7 on the left have a value 100 times greater than the 7 on the right?
 - A 17,047
 - B 24,771
 - C 40,177
 - D 72,701
- Zanna rounded these numbers.
7,494 7,540 7,452
First, she rounded them to the tens place. Then, she rounded them to the hundreds place. Finally, she rounded them to the thousands place. At which place were the rounded numbers all the same? What was the rounded number?
Answer _____
- There are fifteen thousand, seven hundred five fish in a school of fish living in a coral reef.
Part A Write this number in expanded form.
Answer _____
Part B Write this number in standard form.
Answer _____

4 Danielle wants to multiply 76×94 using an area model.

Part A Fill in the area model to show 76×94 . Then solve.

Part B Explain how this model shows the multiplication problem in Part A.

5 What is the sum of 224 and 573?
A 697
B 778
C 787
D 797

6 José took out 26 chairs from the storage room and arranged them in rows of exactly 6 each. The leftover chairs he put back in the storage room.

Part A Draw a model to show how José arranged the chairs and how many he put back in storage.

Part B Fill in the blanks in this equation to show the division problem the model represents.

_____ + _____ = _____ R _____

7 Which of these comparisons are correct? Select the three correct answers.
A $5,205 < 1,204$
B $7,210 > 7,905$
C $18,249 < 18,250$
D $23,989 > 24,005$
E $55,459 < 56,001$
F $187,901 > 178,958$

Resources

Glossary

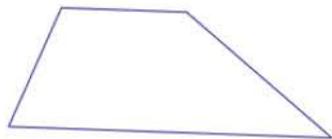
A glossary includes words and terms that appear in boldface throughout the book, along with their definitions.

Flash Cards

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

Schools love the
extra support!

trapezoid



GLOSSARY

- A**
- acute angle:** an angle that measures less than 90°
- acute triangle:** a triangle with three acute angles
- addends:** numbers that are added in an addition problem to find a sum
- alternate:** to arrange in order by turns
- 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
- 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**
- benchmark fractions:** familiar fractions that are easy to work with, such as $\frac{1}{2}$ and $\frac{3}{4}$
-
- C**
- capacity:** the measure of how much liquid something holds; volume
- common denominator:** a number that is a multiple of every denominator of the fractions in a set
- 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
- comparison:** an equation or statement that compares two amounts using an operation
- composite number:** a whole number that has more than two factors
- congruent:** equal in length, measure, or shape
- convert:** to change from one unit of measure to another
- customary system:** a system of measurement used in the United States. It includes units of
- length—inch, foot, yard, mile
 - capacity—cup, pint, quart, gallon
 - weight—ounce, pound, ton

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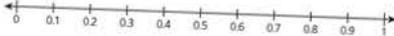
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Independent Practice

3 _____

4 Ⓐ Ⓑ Ⓒ Ⓓ

5 Part A 

Part B _____ mile

6 True False

<input type="checkbox"/>	<input type="checkbox"/>

PAGES 206–212 Lesson 29: Comparing Decimals

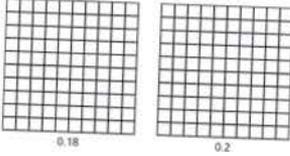
Introduction, Think About It

Focused Instruction

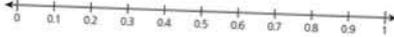
► Compare 0.41 and 0.38.

Focused Instruction

► Fred buys a bag of nuts that weighs 0.18 pound. Franny buys a bag of nuts that weighs 0.2 pound. Did Fred buy a greater or a lesser amount than Franny?



► List the decimals 0.82, 0.53, and 0.69 in order from least to greatest.



1 0.37 0.29 0.48 0.5 0.6 0.60

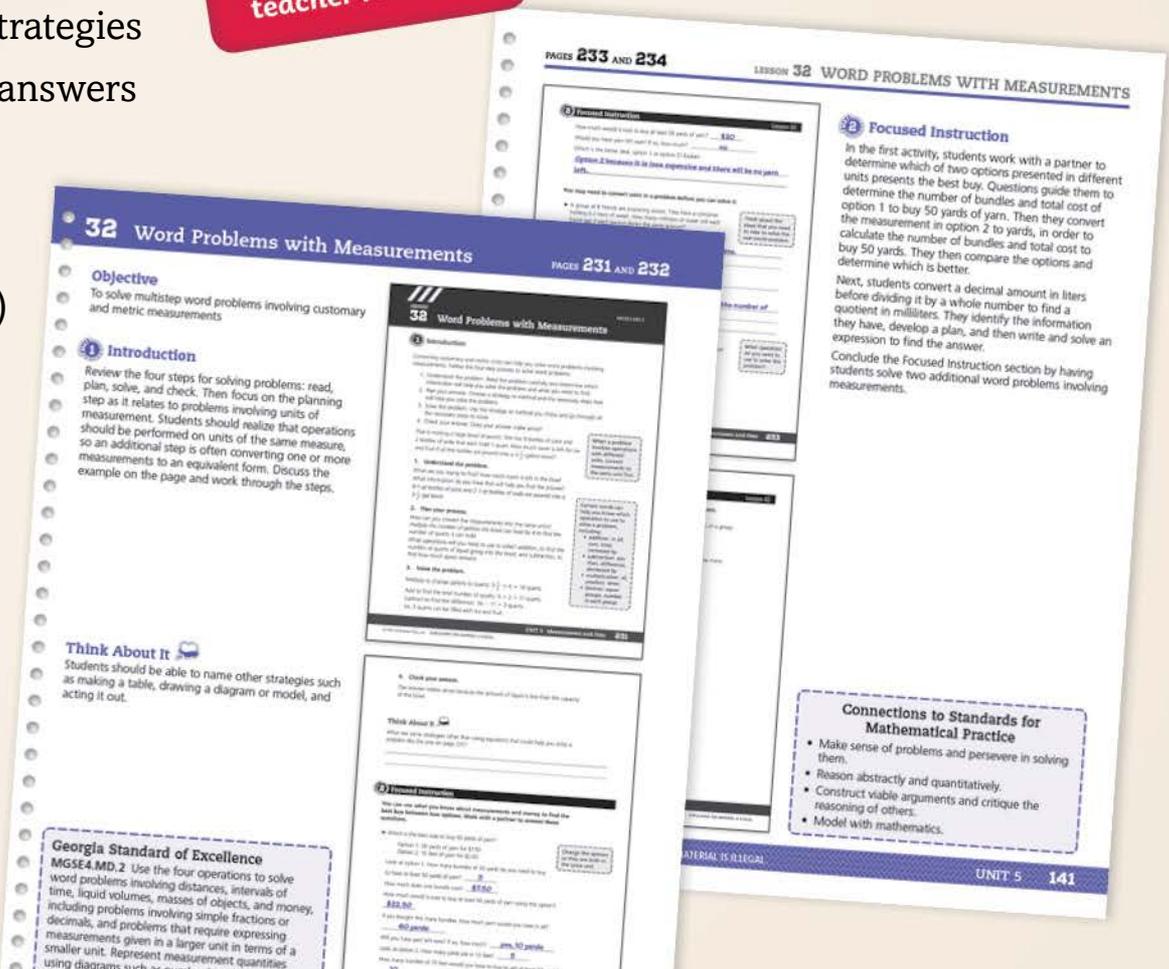
2 _____

Teaching Support

Annotated teacher's editions include:

- Suggestions for use/teaching strategies
- Annotated student pages with answers
- Connections to the Standards for Mathematical Practice
- Correlations to the Georgia Standards of Excellence (GSEs)
- Hands-on extension activities
- Vocabulary support

Schools love this comprehensive teacher resource!



Teaching Support (cont.)

- Depth of Knowledge (DOK) levels
- Answer rationales

Highlights where students commonly make mistakes

LESSON 32 WORD PROBLEMS WITH MEASUREMENTS PAGES 235 AND 236

32 Guided Practice
Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the remainder and hint boxes along the right side of the page.

32 Independent Practice Answer Rationales

1 There are 100 centimeters in 1 meter, so the centimeters in 2.5 meters can be found by multiplying 2.5 by 100 or by moving the decimal point two places to the right: 250 . To find the length of the individual portions, divide by 10 : $250 \div 10 = 25$ centimeters; choice B is correct. Choice A is incorrect; it shows the number of meters in the whole sandwich. Choice C is incorrect; it shows the length of the entire sandwich in centimeters, but not the individual portions. Choice D is incorrect; it shows the number of centimeters in the sandwich multiplied rather than divided by the number of friends.

2 To find the total amounts of cheese and turkey, multiply each amount by 52, the number of weeks in a year: $52 \times \frac{1}{2} = 26$ pounds, and $52 \times \frac{3}{4} = 39$ pounds. Choice D is correct. Choice A is incorrect; it shows the weekly amounts multiplied by 4, the average number of weeks in a month. Choice B is incorrect; it shows the weekly amounts multiplied by 12, the number of months in a year. Choice C is incorrect; it shows the weekly amounts multiplied first by 4 for 4 weeks in an average month, and then by 12 for 12 months in a year.

3 To find the total time, first find the time, in minutes, for the three different parts of the day: regular period, lunch period, and time between periods. There are 44 minutes in a regular period and 6 regular periods: $6 \times 44 = 264$ minutes. Convert the lunch period of 1 hour 10 minutes to 70 minutes. There are 6 periods + 1 lunch period, so in between there are six 3-minute breaks: $3 \times 6 = 18$ minutes. Add the times: $264 + 70 + 18 = 352$ minutes. Subtract 60 repeatedly to find the number of hours in 352: there are 5 hours. The remainder is the number of minutes. So the total time is 5 hours 52 minutes.

32 Guided Practice
Solve the following problems.

1 Jan has \$24. A friend says if she receives \$10, then she has three times as much as she had at the start of the year. How much money did she have at the start of the year?
She has 100 dollars in 1 year, and 2 pounds in 2 years. It is 10 or 20 dollars. The answer is 10 dollars. If she has 10 dollars at the start of the year, then she will have 30 dollars at the end of the year. If she has 20 dollars at the start of the year, then she will have 60 dollars at the end of the year.

2 A school made 100 sandwiches for a picnic. The school has 100 students. How many sandwiches should each student get?
The school made 100 sandwiches for 100 students. There are 1000 sandwiches in 1000, and the school made 1000 sandwiches. The answer is 1000.

3 Mr. Nguyen asked his class to solve a problem. The problem was: A number multiplied by 10 is 100. What is the number?
The answer is 10.

32 Independent Practice
Solve the following problems.

1 Express a number in standard form. The number is 100. Express the number in standard form.
A. 100
B. 1000
C. 10000
D. 100000
MGSE4.MD.2

2 The number 100 is 100 times as much as 1. How many times as much as 100 is 1000?
A. 10 times as much as 100
B. 100 times as much as 100
C. 1000 times as much as 100
D. 10000 times as much as 100
MGSE4.MD.2

3 A number is 100 times as much as 1. How many times as much as 100 is 1000?
A. 10 times as much as 100
B. 100 times as much as 100
C. 1000 times as much as 100
D. 10000 times as much as 100
MGSE4.MD.2

4 A number is 100 times as much as 1. How many times as much as 100 is 1000?
A. 10 times as much as 100
B. 100 times as much as 100
C. 1000 times as much as 100
D. 10000 times as much as 100
MGSE4.MD.2

142 UNIT 5

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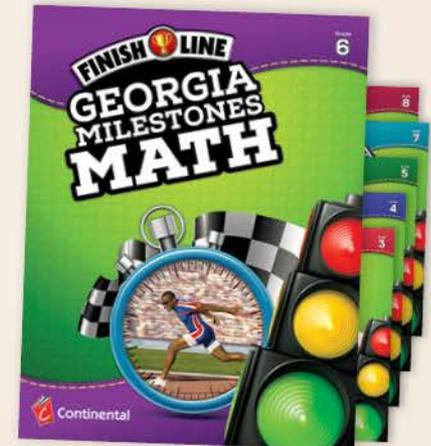


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