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

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Made with a Strong K-8 Foundation

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

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

**My Chapter Projects**

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

**Chapter Performance Tasks**

prepare students for college and career readiness through in-depth, real world problems requiring multi-step, critical thinking and integration of mathematical concepts.

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**Flight School Contest**

**Day 1**

1. Work together to make a paper airplane. Search your library or the Internet to get ideas on different airplane designs. Build your airplane so it flies as far as possible.

2. Test your airplane. Make changes in your airplane design until your group is happy with its performance.

3. Think of an addition or subtraction question about the contest that the class can answer. Sample questions: What is the difference between the longest and shortest flight distance? What is the total distance flown by all the planes?

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**Day 2**

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

   **Largest Distance**

2. Answer the class questions designated by your teacher.

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**Performance Task**

**Triathlon Training**

Math and Pj are training for a triathlon that involves swimming, biking, and running. They spend a week training for each event. Show all your work to receive full credit.

**Part A**

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Mile</th>
<th>Mile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Tuesday</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Thursday</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Friday</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

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**Performance Task**

Performance Task 496B
Real World Problem Solving Questions
promote student exploration of mathematical concepts through connections to real-world situations.

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

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

Problem Solving
15. Terri painted \(\frac{7}{12}\) of a fence. Rey painted \(\frac{4}{12}\) of the fence. How much of the fence did they paint altogether?
16. Meagan ate \(\frac{2}{10}\) more pizza than Cody. Cody ate \(\frac{1}{10}\) less pizza than Matt. Matt ate \(\frac{3}{10}\) of the pizza. How much of the pizza was eaten?

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

<table>
<thead>
<tr>
<th>Type of Parade Float</th>
<th>Fraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Team</td>
<td>(\frac{4}{18})</td>
</tr>
<tr>
<td>Radio Station</td>
<td>(\frac{5}{18})</td>
</tr>
<tr>
<td>High School</td>
<td>(\frac{3}{18})</td>
</tr>
<tr>
<td>Dance Group</td>
<td>(\frac{4}{18})</td>
</tr>
</tbody>
</table>

7. What fraction of the floats were from either a dance group or a radio station? Write in simplest form.
8. What fraction of the floats were not from a sports team? Write in simplest form.

Vocabulary Check
Complete the sentence with the correct vocabulary word(s).
Both fractions in the expression \(\frac{1}{4} + \frac{1}{3}\) are examples of

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

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

\(\text{A} \frac{2}{5} \quad \text{B} \frac{3}{5} \quad \text{C} \frac{2}{10} \quad \text{D} \frac{3}{10}\)
Preparing for Rigorous Assessments

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

Online Assessments

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

Technology-Enhanced Questions (TEQ)

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

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

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

Renee R., K-12 District Math Curriculum Coordinator
No two *students* learn alike and no two *teachers* teach alike

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

Interactive Presentations
Interactive pre-made lesson presentations include embedded eTools and can be rearranged and customized to make them your own.

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

Data Driven Instruction
Know exactly where your students are with the McGraw-Hill My Math Data Dashboard. Drawing on performance data from student assessments and activities, the Data Dashboard:

- Enables immediate, leveled re-teaching and targeted activities.
- Groups students automatically and recommends differentiated lessons.
- Reports results at the individual, class, and district levels.
- Tracks progress in content standards.
Individualized Learning

My Learning Stations

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

Math & Literacy Connections

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

Differentiated Instruction

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

Targeted Strategic Intervention

The Targeted Strategic Intervention guide offers alternative lessons, providing another approach to each mathematical concept for RtI students. Available in ConnectED.
Our district includes students from 27 different countries. The vocabulary cards are a tremendous help for the ELL students to understand the lessons. I love how it has room on the page to work a problem, take notes, etc. It’s great because they don’t have to flip back and forth.

Teresa G., 5th Grade Math Teacher
Inspire a lifelong love of math

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

Communicate Using Mathematical Language

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

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

**Geometer’s Sketchpad®**

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

**Games Powered by Redbird Mathematics**

Developed by Stanford University, Games Powered by Redbird Mathematics provide students with engaging practice and opportunities to develop fluency.

**Essential Question**

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

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

School to Home Resources

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

All of these resources can be accessed anywhere by a student or family member from the Student Center and Student eBook.

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

Amy S., District Math Coordinator
Continuous Learning

Professional Development

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

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

Deanne L., Director of Instruction
Request a 30-DAY TRIAL

Go to: mheonline.com/onlinesamples