

Bridges Grade 5 Correlations to NCTM Curriculum Focal Points

NUMBER AND OPERATIONS AND ALGEBRA

Developing an understanding of and fluency with division of whole numbers

Students use their understanding of models for division, place value, properties, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select appropriate methods and apply them accurately to estimate quotients or calculate them mentally, depending on the context and numbers involved. They develop fluency with efficient procedures, including the standard algorithm, for dividing whole numbers, understand why the procedures work (on the basis of place value and properties of operation), and use them to solve problems. They consider the context in which a problem is situated to select the most useful form of the quotient for the solution, and they interpret it appropriately.

Focal Points	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
Apply understanding of models for division (e.g., equal-sized groups, arrays, area models, equal intervals on the number line) and the relationship of division to multiplication to solve problems.	Unit 1, Sessions 7-8 Unit 2, Sessions 13-18 Unit 4, Session 2, 4-10 Unit 6, Session 2	Home Connections, Vol. 1: HC's 19, 21, 34, 41	February Computational Fluency	Bridges Practice Book, pages 22, 61, 79, 81, 85, 91, 99, 131	Informal Unit 2, Sessions 17 & 20 (Work Samples) Bridges Practice Book, pages 22, 61, 79, 81, 85, 91, 99, 131 Formal Unit 2, Sessions 4 & 21 (Unit Pre- and Post-Assessment, and Student Reflection Sheet)
Apply concepts of place value and the properties of operations to solve problems involving division.	Unit 2, Sessions 13–19 Unit 4, Sessions 2, 4–10	Home Connections, Vol. 1: HC's 19, 21, 34, 41	February Computational Fluency	Bridges Practice Book, pages 36, 67, 68, 82 90	Informal Unit 2, Sessions 17 & 20 (Work Samples) Formal Unit 2, Sessions 4 & 21 (Unit Pre- and Post-Assessment, and Student Reflection Sheet)
Select and use appropriate estimation strategies for division (e.g., use benchmarks, overestimate, underestimate, round) to calculate mentally based on the problem situation when computing with whole numbers.	Unit 2, Sessions 14–17 Unit 4, Sessions 2, 4–10	Home Connections, Vol. 1: HC's 19, 32, 35, 36, 41	May Computational Fluency	Set A3 Number & Operations: Estimating to Multiply & Divide, Independent Worksheets 1, 2 & 3 Set A4 Number & Operations: Long Division, Activities 1 & 2 Bridges Practice Book, pages 1, 37, 38, 39, 72, 91, 131	Informal Bridges Practice Book, pages 1, 37, 38, 39, 72, 91, 131 Formal Unit 4, Sessions 1 & 21 (Unit Post-Assessment, and Student Reflection Sheet)

Bridges Grade 5 Correlations to NCTM Curriculum Focal Points (cont.)

NUMBER AND OPERATIONS AND ALGEBRA

Developing an understanding of and fluency with division of whole numbers

Students use their understanding of models for division, place value, properties, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select appropriate methods and apply them accurately to estimate quotients or calculate them mentally, depending on the context and numbers involved. They develop fluency with efficient procedures, including the standard algorithm, for dividing whole numbers, understand why the procedures work (on the basis of place value and properties of operation), and use them to solve problems. They consider the context in which a problem is situated to select the most useful form of the quotient for the solution, and they interpret it appropriately.

Focal Points	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
Develop and use accurate, efficient, and generalizable methods to find quotients for multi-digit division problems.	Unit 4, Sessions 4-10	Home Connections, Vol. 1: HC's 34, Home Connections, Vol. 2: HC's 42, 47–49, 52, 60–61	February Computational Fluency May Computational Fluency	Set A4 Number & Operations: Long Division, Activities 1 & 2 Bridges Practice Book, pages 85, 91, 99, 131	Informal Bridges Practice Book, pages 85, 91, 99, 131
					Formal Unit 4, Session 21 (Unit Post-Assessment, and Student Reflection Sheet)
Develop fluency with efficient procedures for dividing whole numbers, including the standard algorithm, and justify why the procedures work on the basis of place value and number properties.	Unit 4, Sessions 6-10	Home Connections, Vol. 2: HC's 42, 47–49, 52, 60–61	February Computational Fluency May Computational Fluency	Set A4 Number & Operations: Long Division, Activities 1 & 2	Formal Unit 4, Session 21 (Unit Post-Assessment, and Student Reflection Sheet)
Determine the most appropriate form of the quotient and interpret the remainder in a problem situation.	Unit 2, Session 14 Unit 4, Sessions 5, 7 Unit 4, pages 548-550 (Work Place 4B) Unit 6, Session 2	Home Connections, Vol. 2: HC 49			Formal Unit 2, Sessions 4 & 21 (Unit Pre- and Post-Assessments)

Bridges Grade 5 Correlations to NCTM Curriculum Focal Points (cont.)

NUMBER AND OPERATIONS					
Developing an understanding of and fluency with addition and subtraction of fractions and decimals					
Students apply their understandings of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They apply their understandings of decimal models, place value, and properties to add and subtract decimals. They develop fluency with standard procedures for adding and subtracting fractions and decimals. They make reasonable estimates of fraction and decimal sums and differences. Students add and subtract fractions and decimals to solve problems, including problems involving measurement.					
Focal Points	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
Use fraction models to represent the addition and subtraction of fractions with unlike denominators.	Unit 4, Sessions 12, 13, 15, 19, 20, 22 Unit 4, pages 617-619, 894-895 (Work Places 4E, 4G) Unit 6, Sessions 5–7	Home Connections, Vol. 1: HC's 23, 40, 41 Home Connections, Vol. 2: HC 51	November Calendar Grid November Calendar Collector March Computational Fluency Number Corner Student Book, page 58	Bridges Practice Book, pages 76, 77, 107, 109	Informal Unit 4, Sessions 15–16 (Work Samples) Unit 6, Session 6 (Work Sample)
					Formal Unit 4, Sessions 1 & 23 (Unit Pre- and Post-Assessments And Student Reflection Sheet)
Use decimal models, place value, and properties to add and subtract decimals.	(Grade 4, Unit 6, Sessions 15–17) Unit 6, Session 14 Unit 6, pages 887-890 and 894-895 (Work Place 6C)		November Calendar Grid March Computational Fluency Grade 5 Number Corner Blacklines, pages S33.1-S33.5, S34.1-S34.5, S35.1-S35.7 (Support Activities 33, 34, 35)	Bridges Practice Book, pages 112, 113, 130	Informal Bridges Practice Book, pages 112, 113, 130
Develop fluency with standard procedures for adding and subtracting fractions and decimals and justify why the procedures work.	Unit 6, Sessions 5–7, 14 Unit 6, pages 887–890 and 894–895 (Work Place 6C) Unit 6, page 890 (Challenge) Unit 6, page 895 (Challenge)	Home Connections, Vol. 2: HC's 51, 55, 56, 58	November Calendar Collector March Computational Fluency April Computational Fluency Number Corner Student Book pages 167, 175	Set A5 Number & Operations: Adding & Subtracting Fractions, Independent Worksheets 1, 2 & 3 Set A6 Number & Operations: Fraction Concepts, Activity 2 and Independent Worksheets 2 & 3 Bridges Practice Book, pages 103, 107, 108, 109, 110, 114, 115, 118, 127, 129, 133, 134, 137	Informal Unit 6, Sessions 6 & 14 (Work Samples) Bridges Practice Book, pages 103, 107, 108, 109, 110, 114, 115, 118, 127, 129, 133, 134, 137
					Formal Unit 6, Sessions 1 & 19 (Unit Pre- and Post-Assessments and Student Reflection Sheet) Number Corner Teacher's Guide, pages 57–60, 320–324, 400–404 (Baseline Assessment, Checkups 3 & 4)

Bridges Grade 5 Correlations to NCTM Curriculum Focal Points (cont.)

NUMBER AND OPERATIONS					
Developing an understanding of and fluency with addition and subtraction of fractions and decimals					
Students apply their understandings of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They apply their understandings of decimal models, place value, and properties to add and subtract decimals. They develop fluency with standard procedures for adding and subtracting fractions and decimals. They make reasonable estimates of fraction and decimal sums and differences. Students add and subtract fractions and decimals to solve problems, including problems involving measurement.					
Focal Points	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
Select and use appropriate strategies to estimate fraction and decimal sums and differences.	Unit 4, Sessions 12, 20 Unit 4, pages 623-624 (Work Place 4G) Unit 6, Session 14		April Computational Fluency Grade 5 Number Corner Blacklines, pages S35.1-S35.7 (Support Activity 35)	Set A6 Number & Operations: Fraction Concepts, Activity 2 and Independent Worksheets 2 & 3 Bridges Practice Book, pages 113, 114, 118	Informal Bridges Practice Book, pages 113, 114, 118 Formal Unit 4, Sessions 1 & 23 (Unit Pre- and Post-Assessments)
Solve problems, including measurement, involving the addition and subtraction of fractions and decimals.	Unit 4, Sessions 13, 20 Unit 6, Sessions 5–6, 14	Home Connections, Vol. 2: HC 52, 55, 56, 58	March Computational Fluency April Problem Solving Number Corner Student Book pages 50, 151–153, 158–159, 188, 193, 196	Set A5 Number & Operations: Adding & Subtracting Fractions, Independent Worksheets 1, 2 & 3 Set A6 Number & Operations: Fraction Concepts, Activity 2 and Independent Worksheets 2 & 3 Bridges Practice Book, pages 78, 80, 116, 119, 120, 138	Informal Unit 4, Session 20 (Work Sample) Unit 6, Sessions 5, 6, 14 (Work Samples) Bridges Practice Book, pages 78, 80, 116, 119, 120, 138 Formal Unit 4, Sessions 1 & 23 (Unit Pre- and Post-Assessments and Student Reflection Sheet) Unit 6, Sessions 1 & 19 (Unit Pre- and Post-Assessments and Student Reflection Sheet) Number Corner Teacher's Guide, pages 320–324, 400–404 (Checkups 3 & 4)

Bridges Grade 5 Correlations to NCTM Curriculum Focal Points (cont.)

GEOMETRY AND MEASUREMENT AND ALGEBRA					
Describing three-dimensional shapes and analyzing their properties, including volume and surface area					
Students relate two-dimensional shapes to three-dimensional shapes and analyze properties of polyhedral solids, describing them by the number of edges, faces, or vertices as well as the types of faces. Students recognize volume as an attribute of three-dimensional space. They understand that they can quantify volume by finding the total number of same sized units of volume that they need to fill the space without gaps or overlaps. They understand that a cube that is 1 unit on an edge is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating or measuring volume. They decompose three-dimensional shapes and find surface areas and volumes of prisms. As they work with surface area, they find and justify relationships among the formulas for the areas of different polygons. They measure necessary attributes of shapes to use area formulas to solve problems.					
Focal Points	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
Describe three-dimensional shapes (triangular and-rectangular prisms, cube, triangular- and square-based pyramids, cylinder, cone, and sphere) by the number of edges, faces, and/or vertices as well as types of faces.	(Grade 4, Unit 4, Sessions 13-14, 17, 19) Unit 3, Sessions 18, 19	Home Connections, Vol. 1: HC 30	January Calendar Grid	Set C3 Geometry: 3-Dimensional Shapes, Activities 1 & 2 and Independent Worksheet 1 Set D2 Measurement: Volume, Activity 1 Bridges Practice Book, page 56	
Recognize volume as an attribute of three-dimensional space.	Unit 3, Session 20	Home Connections, Vol. 1: HC 31	January Calendar Grid April Calendar Grid	Set D2 Measurement: Volume, Activities 1 & 2, and Independent Worksheets 1 & 2	
Determine volume by finding the total number of same-sized units of volume that fill a three-dimensional shape without gaps or overlaps.	Unit 3, Session 20	Home Connections, Vol. 1: HC 31	January Calendar Grid April Calendar Grid	Set D2 Measurement: Volume, Activities 1 & 2, and Independent Worksheets 1 & 2 Bridges Practice Book, page 57	
Recognize a cube that is one unit on an edge as the standard unit for measuring volume.	Unit 3, Session 20	Home Connections, Vol. 1: HC 31	January Calendar Grid April Calendar Grid	Set D2 Measurement: Volume, Activities 1 & 2, and Independent Worksheets 1 & 2 Bridges Practice Book, page 57	
Determine the appropriate units, strategies, and tools for solving problems that involve estimating or measuring volume.	Unit 3, Sessions 19-20	Home Connections, Vol. 1: HC 31	January Calendar Grid April Calendar Grid Number Corner Student Book pages 89, 97, 154, 162	Set D2 Measurement: Volume, Activities 1 & 2, and Independent Worksheets 1 & 2	Formal Unit 3, Session 22 (Unit Post-Assessment and Student Reflection Sheet) Number Corner Teacher's Guide, pages 232–236, 400–404 (Checkups 2 and 4)

Bridges Grade 5 Correlations to NCTM Curriculum Focal Points (cont.)

GEOMETRY AND MEASUREMENT AND ALGEBRA					
Describing three-dimensional shapes and analyzing their properties, including volume and surface area					
Students relate two-dimensional shapes to three-dimensional shapes and analyze properties of polyhedral solids, describing them by the number of edges, faces, or vertices as well as the types of faces. Students recognize volume as an attribute of three-dimensional space. They understand that they can quantify volume by finding the total number of same sized units of volume that they need to fill the space without gaps or overlaps. They understand that a cube that is 1 unit on an edge is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating or measuring volume. They decompose three-dimensional shapes and find surface areas and volumes of prisms. As they work with surface area, they find and justify relationships among the formulas for the areas of different polygons. They measure necessary attributes of shapes to use area formulas to solve problems.					
Focal Points	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
Decompose three-dimensional shapes and find surface areas and volumes of triangular and rectangular prisms.	(Grade 4, Unit 4, Sessions 15, 16, 18, 20) Unit 3, Sessions 19-21		January Calendar Grid April Calendar Grid	Set D2 Measurement: Volume, Activities 1 & 2, and Independent Worksheets 1 & 2 Bridges Practice Book, pages 57, 59, 69	Informal Bridges Practice Book, pages 57, 59, 69
					Formal Unit 3, Session 22 (Unit Post-Assessment and Student Reflection Sheet) Number Corner Teacher's Guide, pages 232–236, 400–404 (Checkups 2 and 4)
Find and justify relationships among the formulas for the areas of triangles and parallelograms.	Unit 3, Sessions 1, 4, 16 Unit 3, page 336 (Challenge)	Home Connections, Vol. 1: HC's 23, 28, 34	September Problem Solving October Calendar Grid January Problem Solving March Problem Solving Number Corner Student Book pages 8, 14, 27, 34, 86, 94, 139–141	Set C1 Geometry: Triangles & Quadrilaterals, Activities 3 & 4 and Independent Worksheets 5 & 6 Bridges Practice Book, pages 45, 46, 47, 51, 52, 53, 54, 58	Informal Bridges Practice Book, pages 45, 46, 47, 51, 52, 53, 54, 58
					Formal Unit 3, Session 22 (Unit Post-Assessment and Student Reflection Sheet) Number Corner Teacher's Guide, pages 110–114, 232–236, 320–324, 400–404 (Checkups 1, 2, 3, and 4)
Identify and measure necessary attributes of shapes to use area, surface area, and volume formulas to solve problems.	(Grade 4, Unit 4, Sessions 15, 16, 18, 20) Unit 3, Sessions 19-21 Unit 7, page 993 (Situations Challenge Sheet)	Home Connections, Vol. 1: HC 20	January Problem Solving March Problem Solving Number Corner Student Book pages 14, 86, 139–140, 164, 166, 185	Set C1 Geometry: Triangles & Quadrilaterals, Independent Worksheet 5 & 6 Set D2 Measurement: Volume, Independent Worksheets 1 & 2 Bridges Practice Book, pages 40, 46, 47, 48, 52, 54, 60, 65	Informal Bridges Practice Book, pages 40, 46, 47, 48, 52, 54, 60, 65

Bridges Grade 5 Correlations to Focal Points Connections

ALGEBRA

Students use patterns, models and relationship as contexts for writing and solving simple equations and inequalities. They create graphs of simple equations. They explore prime and composite numbers and discover concepts related to the addition and subtraction of fractions as they use factors and multiples, including applications of common factors and common multiples. They develop an understanding of the order of operations and use it for all operations.

Connections	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
Use patterns, models and relationship as contexts for writing and solving simple equations and inequalities.	Unit 1, Session 5–6, 16–18 Unit 3, Session 6 Unit 7, Sessions 2, 4–13	Home Connections, Vol. 1: HC 2, 3, 8, 25 Home Connections, Vol. 2: HC's 60–64	November Problem Solving Number Corner Student Book pages 36	Set B1Algebra: Diagrams & Equations, Activity 1 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 125, 126, 128	Informal Unit 1, Session 18 (Work Sample) Unit 7, Session 12 (Work Sample) Bridges Practice Book, pages 125, 126, 128
					Formal Unit 1, Sessions 4 & 21 (Unit Pre- and Post-Assessment) Unit 7, Sessions 3 & 16 (Unit Pre- and Post-Assessments and Student Reflection Sheet)
Create graphs of simple equations.	Unit 1, Session 18 Unit 7, Sessions 4–7	Home Connections, Vol. 1: HC 29 Home Connections, Vol. 2: HC 64			Informal Unit 1, Session 18 (Work Sample) Unit 7, Session 5 (Work Sample)
					Formal Unit 7, Session 16 (Unit Post-Assessment and Student Reflection Sheet)
Explore prime and composite numbers.	Unit 1, Sessions 9, 11–12	Home Connection, Vol. 1: HC 5,	September Computational Fluency March Problem Solving Number Corner Student Book, pages 10, 136–137, 139–140	Bridges Practice Book, pages 3, 13, 15, 19, 89	Informal Bridges Practice Book, pages 3, 13, 15, 19, 89
					Formal Unit 1, Sessions 4 & 21 (Unit Pre- and Post-Assessment)

Bridges Grade 5 Correlations to Focal Points Connections (cont.)

ALGEBRA					
Students use patterns, models and relationship as contexts for writing and solving simple equations and inequalities. They create graphs of simple equations. They explore prime and composite numbers and discover concepts related to the addition and subtraction of fractions as they use factors and multiples, including applications of common factors and common multiples. They develop an understanding of the order of operations and use it for all operations.					
Connections	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
Discover concepts related to the addition and subtraction of fractions as factors and multiples, including applications of common factors and common multiples are used.	Unit 4, Sessions 18–19 Unit 6, Sessions 3–7 Unit 6, Sessions 3–7	Home Connections, Vol. 2: HC 51	February Calendar Grid April Computational Fluency	Set A6 Number & Operations: Fraction Concepts, Activities 1 & 2 and Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 101, 102, 103, 104, 105, 106, 108, 117, 127, 135	Informal Bridges Practice Book, pages 101, 102, 103, 104, 105, 106, 108, 117, 127, 135
Develop an understanding of the order of operations and use it for all operations.	Unit 1, Sessions 13–15 Unit 7, Sessions 1–2	Home Connections, Vol. 1: HC's 6, 7, 8 Home Connections, Vol. 2: HC's 52, 59, 60, 61		Bridges Practice Book, pages 11, 12, 121, 122	Informal Bridges Practice Book, pages 11, 12, 121, 122
					Formal Unit 1, Sessions 4 & 21 (Unit Pre- and Post-Assessment) Unit 7, Sessions 3 & 16 (Unit Pre- and Post Assessment and Student Reflection Sheet)

MEASUREMENT					
Students' experiences connect their work with solids and volume to their earlier work with capacity and weight or mass. They solve problems that require attention to both approximation and precision of measurement.					
Connections	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
Connect solids and volume to capacity and weight or mass		Home Connections, Vol. 1: HC's 15	November Calendar Collector December Calendar Collector	Grade 4 Set D1 Measurement: Weight & Mass, Activities 1, 2, 3, 4, 5 & 6 Grade 4 Set D2 Measurement: Capacity in U.S. Customary Units, Activities 1 & 2 and Independent Worksheet 1 Grade 4 Set D3 Measurement: Capacity in Metric Units, Activities 1 & 2 and Independent Worksheet 1	

Bridges Grade 5 Correlations to Focal Points Connections (cont.)

MEASUREMENT					
Students' experiences connect their work with solids and volume to their earlier work with capacity and weight or mass. They solve problems that require attention to both approximation and precision of measurement.					
Connections	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
Solve problems that require attention to both approximation and precision of measurement	Unit 1, Session 1 Unit 2, Session 2 Unit 3, Session 1 Unit 4, Sessions 21-22 Unit 7, Session 15	Home Connections, Vol. 1: HC's 11, 15, 18	November Calendar Collector December Calendar Collector	Set C1 Geometry: Triangles & Quadrilaterals, Activity 1 and Independent Worksheets 1, 2 & 3 Bridges Practice Book, page 48	

DATA ANALYSIS					
Students apply their understanding of whole numbers, fractions, and decimals as they construct and analyze double-bar and line graphs, and use ordered pairs on coordinate grids.					
Connections	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
Construct and analyze double bar, line, and circle graphs to solve problems involving whole numbers, fractions and decimals.	Unit 5, Sessions 1, 3-5, 14-15 Unit 7, Session 7	Home Connections, Vol. 2: HC's 42, 43, 45, 47, 48, 52, 58, 64	December Calendar Collector January Calendar Collector March Calendar Collector Number Corner Student Book, pages 67, 76-77, 100-101, 134, 141	Set E1 Data Analysis: Probability & Technology, Activities 1 & 2 and Independent Worksheet 1 Bridges Practice Book, pages 87, 88, 93, 94, 95, 96, 136	Informal Bridges Practice Book, pages 87, 88, 93, 94, 95, 96, 136
					Formal Unit 5, Sessions 2 & 19 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, pages 232-236 (Checkup 2)
Use ordered pairs on coordinate graphs to specify locations and describe paths.	Unit 1, Session 18 Unit 7, Sessions 4-7	Home Connections, Vol. 1: HC 29 Home Connections, Vol. 2: HC 64	March Calendar Grid Number Corner Student Book, pages 131, 133	Bridges Practice Book, pages 55, 98	Informal Unit 1, Session 18 (Work Sample) Unit 7, Session 5 (Work Sample)
					Formal Unit 7, Sessions 3 & 16 (Unit Pre- and Post-Assessments and Student Reflection Sheet)

Bridges Grade 5 Correlations to Focal Points Connections (cont.)

NUMBER AND OPERATIONS					
Building on their work in grade 4, students extend their understand of place value to numbers through millions and millionths in various contexts. They apply what they know about multiplication of whole numbers to larger numbers. Students also explore contexts that they can describe with negative numbers (e.g., situations of owing money or measuring elevations above and below sea level).					
Connections	Bridges	Home Connections	Number Corner	Bridges Supplement	Assessment
Write, compare, and order whole numbers to at least one million; extend place value understandings to numbers through millions and millionths in various contexts	Unit 2, Session 1 Unit 6, Sessions 8, 9, 11 Unit 7, Session 8	Home Connections, Vol. 2: HC's 53, 54, 55, 58, 62	April Calendar Collector	Set A7 Number & Operations: Place Value to Billions, Independent Worksheets 1, 2 & 3 See also: Grade 4 Set A3 Number & Operations: Place Value to Millions, Activities 1, 2 & 3 and Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 14, 111	
Apply multiplication of whole numbers to larger numbers	Unit 7, Session 8	Home Connections, Vol. 1: HC's 12, 17	January Computational Fluency	Set A7 Number & Operations: Place Value to Billions, Independent Worksheet 3 Bridges Practice Book, pages 22, 23	
Explore contexts to describe negative numbers (such as owing money or measuring elevations above and below sea level)	Not addressed in Bridges.				