Ready Mathematics, a rigorous instruction and practice program, supports a rich classroom environment in which mathematical reasoning, mathematical discourse, and a range of mathematical practices all thrive. Its comprehensive teacher support makes it powerfully simple for teachers to implement.
Purposeful Design

At Curriculum Associates, we understand the dynamic changes affecting the education landscape, its challenges and complexities around new standards, current research, and best practices in teaching.

Ready Mathematics reflects the connection between the latest research and practical classroom application. Guidance from our program authors ensures that it is rigorous for students yet manageable for teachers to implement.

Meet Our Ready Mathematics Authors

Mark Ellis, Ph.D.

AWARDS AND KEY POSITIONS
• Board of Directors, Executive Committee, NCTM
• Department Chair and Professor, Education, CSU Fullerton
• National Board Certified Teacher

KNOWN FOR RESEARCH ON
• Mathematics teaching and learning
• Equity, discourse, and technology in mathematics education
• Preparation of teachers of mathematics

Gladis Kersaint, Ph.D.

AWARDS AND KEY POSITIONS
• Board of Directors, Executive Committee, NCTM
• Board of Directors, Association of Mathematics Teacher Educators
• Dean, Neag School of Education, University of Connecticut

KNOWN FOR RESEARCH ON
• Equity in mathematics education
• Mathematics teaching and learning
• Preparation of teachers of mathematics
Results That Matter

*Ready Mathematics* for Grades K–8 received a near-perfect rating from EdReports.org, an independent nonprofit that delivers evidence-based reviews of instructional materials.

After an extensive review by expert educators, *Ready Mathematics* met all criteria at every grade level with a “green” rating and high scores across EdReports.org’s three gateways.

### GATEWAY 1
**Focus and Coherence**
How the program addresses the standards and makes connections to previous learning and future learning.

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### GATEWAY 2
**Rigor and Mathematical Practices**
The balance of conceptual understanding, procedural fluency, and application as well as the integration of the Practice Standards.

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### GATEWAY 3
**Usability**
The program’s design of student materials, resources available to support instruction, and support for teachers.

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Student Instruction Book

Rigor That’s Reachable

Ready Mathematics develops conceptual understanding through reasoning, modeling, and discussion, while also developing students’ procedural fluency. The Think–Share–Compare discourse-based instructional routine supports teachers in facilitating meaningful mathematical discourse in a manageable way that engages all learners.

• Develops mathematical reasoning through lessons that use real-world problem solving as instruction
• Provides ongoing opportunities for cooperative dialogue and mathematical discourse
• Embeds Standards for Mathematical Practice to help students develop strong habits of mind
• Strengthens students’ ability to use higher-order thinking and complex reasoning through questions that focus on higher DOK levels

Practice and Problem Solving

Practice Beyond the Classroom

Ready Mathematics Practice and Problem Solving book accelerates your students’ understanding of concepts and skills and can be used for independent practice in class, after school, or at home.

• Helps parents or caregivers understand the content and participate in the lesson activity with a family letter for every lesson
• Includes Unit Games as an engaging way for students to work collaboratively as they build fluency and deepen conceptual understanding
• Encourages students to explain their thinking with increasingly difficult problems that require greater levels of higher-order thinking
• Integrates concepts and skills from multiple standards within the unit to solve a multi-step problem with rigorous performance tasks
Add and Subtract Fractions
Lesson 16
Learn About Adding Fractions

Read the problem. Then explore different ways to understand adding fractions.

Josie and Margo are painting a fence green. Josie starts at one end and paints \( \frac{3}{10} \) of the fence. Margo starts at the other end and paints \( \frac{4}{10} \) of it. What fraction of the fence do they paint?

**Picture It** You can use a picture to help understand the problem.

Think what the fence might look like. It has \( 10 \) equal-sized parts.

Each part is \( \frac{1}{10} \) of the whole.

The girls paint \( 3 \) tenths and \( 4 \) tenths of the fence.

**Model It** You can use a number line to help understand the problem.

The number line below is divided into tenths, with a point at \( \frac{3}{10} \).

Start at \( \frac{3}{10} \) and count \( 4 \) tenths to the right to add \( \frac{4}{10} \).

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**Connect It**

Now you will solve the problem from the previous page using equations.

1. How do you know that each section of fence is \( \frac{1}{10} \) of the total fence?
2. What do the numerators, 3 and 4, tell you?
3. How many sections of the fence did Josie and Margo paint altogether?
4. Complete the equations to show what fraction of the fence Josie and Margo painted altogether.

   Use words: \( \frac{3}{10} \) tenths + \( \frac{4}{10} \) tenths = \( \square \) tenths

   Use fractions: \( \frac{3}{10} + \frac{4}{10} = \frac{\square}{10} \)

5. Explain how you add fractions that have the same denominator.

**Subtract Fractions**

Study the example showing one way to subtract fractions. Then solve problems 1–7.

**Example**

Ali bought a carton of eggs. He used \( \frac{3}{12} \) of the eggs to cook breakfast. He used another \( \frac{4}{12} \) to make a dessert for dinner. What fraction of the carton is left?

\[ \frac{3}{12} - \frac{4}{12} = \frac{9}{12} - \frac{2}{12} = \frac{7}{12} \]

So, \( \frac{7}{12} \) of the carton is left.

Keisha is going to her friend’s house \( \frac{2}{10} \) mile from home. Her mother drives her partway, then she walks the last \( \frac{3}{10} \) mile.
The Ready Mathematics Teacher Resource Book was designed to help facilitate rich mathematical conversations that make students feel empowered to actively participate in their learning and deepen their mathematical understanding. Embedded, point-of-use professional learning in every lesson strengthens and expands teaching strategies for an immediate, sustained impact on the classroom.

- Delivers critical background knowledge with professional development at point of use
- Embeds best practice teaching tips in every lesson, such as EL support, Error Alerts, and Concept Extensions
- Provides step-by-step, expert guidance on how to best teach a skill, including suggested language
- Integrates ongoing opportunities to monitor student progress and check understanding

Lesson 16
Add and Subtract Fractions

At a Glance
Page 166 Students use models and number lines to review adding fractions.
Page 167 Students review the problem on the previous page to learn how to add fractions using equations. Then, students solve addition word problems.

Step By Step
Read the problem at the top of the page as a claim.

SWMP Tip Look for Structure. Help students generalize that adding fractions is like adding whole numbers. (SWMP 1)

Picture It You can use a number line to help understand the problem.

Modell It You can use a number line to help understand the problem.

Lesson 16 Small Group Rotation Teacher-Toolbox.com

Student-led Small group work on lessons center the fourth break above.

Math Center Activities 45–60 min
For games and hands-on, practice, and vocabulary activities for each standard
Grade 3
• 3.2.1 Write the Fraction
• 3.2.2 Show Fractions
• 3.2.3 Use Fraction Vocabulary
• 3.2.4 Identify Fractions on a Number Line
Grade 4
• 4.2.1 Different Ways to Show Fractions

Teacher-led Small group work to enhance or enrich skills

Ready Instruction Lessons 45–60 min
From a depth instruction on content from previous grade level.

Grade 3
• Grade 3 Understand What a Fraction Is
• Lesson 13, Understand Fractions on a Number Line

Tools for Instruction 45–60 min
For targeted guided activities

Level 6
• Fraction as sum
The easy-to-use Ready Teacher Toolbox is a virtual filing cabinet of instructional resources that are designed to address the needs of all learners and to differentiate instruction. The Toolbox features the following resources:

- Hands-on activities flexible enough to use as centers, reinforce concepts, and encourage mathematical discourse
- Interactive whiteboard lessons that provide students with engaging online instruction and practice that’s so much fun, they’ll forget they’re learning!
- Tools for Instruction that provide teachers with additional teaching strategies for students who might benefit from an alternative approach to instruction
- Assessment resources available at the lesson and unit level that make it easy for teachers to evaluate for student understanding of grade-level content standards
Build upon your Ready program by adding i-Ready!

i-Ready, through its valid and reliable adaptive diagnostic, generates data that provide both teacher-led and personalized student online instruction, supporting students on, below, or above grade level. Together with Ready, i-Ready can be used for whole class, small group, or individualized instruction—making differentiated instruction a reality!

See it in action!
Visit i-Ready.com/Tour or call (800) 225-0248 today.