



LISTENER

Sampler

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ABOUT THIS COURSE

COURSE DESCRIPTION

In this course, students will learn concrete and abstract math concepts presented in engaging and visually appealing lessons. The software makes learning math fun and easy by using audio, colorful computer animated visuals, and text. It provides ample opportunity to learn using as many real-life situations as possible and problem solving with step-by-step solutions. The program includes computerized lessons with automated graded interactive quizzes and printable worksheets and exams.

GRADING

Assessments for the math course include 14 chapter exams.

ALTERNATIVE ASSESSMENTS

Students may also complete the alternative assessments for each chapter located in the instructor guide. A math project rubric is available to score the alternative assessment projects. In its simplest form, a performance-based assessment is one that requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something. The alternative assessments for this course allow the student to combine math and art skills. The arts include many forms of creative expression. Visual arts include drawing, painting, ceramics, and sculpting. Media arts include photography and cinematography. Literature includes poetry, books, and short stories. Culinary arts include baking and chocolatiering. Performing arts include music, dance, and theatre. The student will have many opportunities to complete creative projects.

THE LEARNER - THE LISTENER

For auditory learners, information is processed more successfully when they hear and/or discuss the content. Helpful hints for promoting learning opportunities aligned with this learning style are presented throughout the guide.

WHO: They are learners who need to talk and listen.

WHAT: They need to learn by focusing on listening and speaking.

WHERE: They learn best in a space that limits distracting noises.

WHEN: They enjoy learning interactions that involve both the instructor and student.

HOW: They learn best through oral instruction, dialogue and debate, talking out ideas, interests, problems and possibilities.

RESOURCE LIST

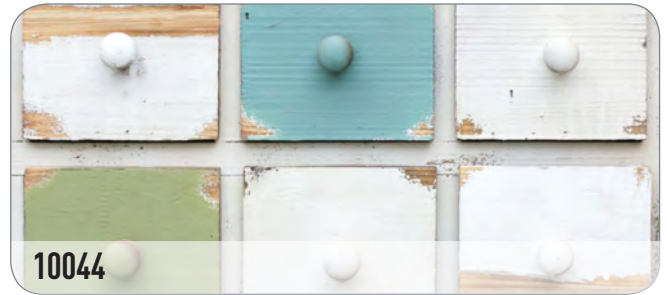
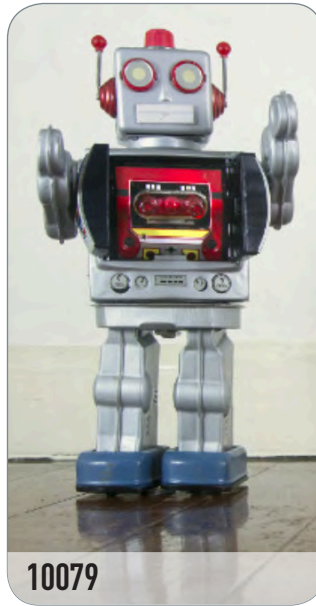
- Interactive Math Online Access
- Printable Worksheets and Assessments
- Alternative Assessments
- Elephango Resources
- Suggested Reading
- Suggested Pacing and **EXPLORE MORE** Activities

RESOURCES

The resources can be found throughout the instructor guide to supplement the course and help the student gain a deeper understanding of the content as well as provide variety in learning styles and expressions. Required and recommended extension activities are indicated in the suggested pacing of the instructor guide. Helpful references are also included for the course instructor.

RESOURCES

- 11680** Counting to 100
- 10045** Counting by 10s to 100
- 11699** Adding and Subtracting Zero
- 10038** Comparing Numbers Using Less Than, Greater Than, and the Same
- 11815** Know Your Signs (Addition and Subtraction)
- 11613** Adding to Five
- 11614** Addition Strategies (Drawing Pictures)
- 10044** Adding with Arrays
- 11617** Addition Strategies (Counting On)
- 11616** Addition Strategies (Number Lines)
- 10077** Subtraction with Pictures 1
- 10079** Subtraction with Pictures 2
- 10039** Subtraction with Single-Digit Numbers
- 10735** Graph It!
- 10564** Calendar Skills
- 11652** Days of the Week
- 10065** Comparing Objects by Length
- 10067** Measuring the Length of an Object
- 10511** Weather Tool - Thermometer
- 11080** Identifying Polygons
- 10745** Change My Direction
- 10252** Create and Describe Patterns 1
- 10618** What Does Equal Mean?



Day 1

On the Launch Pad: A Counting Book About Rockets by Michael Dahl

Skip Counting with Meerkats by Tracey Steffora

Curious George Learns to Count from 1 to 100 by H.A. Rey

Day 17

Even Steven and Odd Todd, Level 3 by Kathryn Cristaldi

Place Value by David A. Adler

A Place for Zero by Angela Sparagna Lopresti

Day 29

Just Enough Carrots by Stuart J. Murphy

Comparing with Cats by Tracey Steffora

Balancing Bears: Comparing Numbers by Megan Atwood

Day 45

The Mission of Addition by Brian P. Cleary

Mission: Addition by Loreen Leedy

If You Were a Plus Sign by Trisha Speed Shaskan

Day 58

Domino Addition by Lynette Long

Animals on Board by Stuart J. Murphy

Addition Annie by David Gisler

Day 66

Subtraction Action by Loreen Leedy

If You Were a Minus Sign by Trisha Speed Shaskan

The Action of Subtraction by Brian P. Cleary

Day 80

Elevator Magic by Stuart J. Murphy

The Shark Swimathon by Stuart J. Murphy

How Many Blue Birds Flew Away?: A Counting Book with a Difference by Paul Giganti

Day 88

A Fraction's Goal-Part of a Whole by Brian P. Cleary

Fraction Fun by David A. Adler

Full House: An Invitation to Fractions by Dayle Ann Dodds

Day 97

The Great Graph Contest by Loreen Leedy

Family Reunion by Bonnie Bader

Giraffe Graphs by Melissa Stewart

Day 106

A Second, a Minute, a Week with Days in It by Brian P. Cleary

Measuring Time with a Calendar by Darice Bailer

How Do You Measure Time? by Thomas K. and Heather Adamson

Day 121

Money Madness by David A. Adler

The Coin Counting Book by Rozanne Lanczak Williams

A Dollar, a Penny, How Much and How Many? by Brian P. Cleary

Day 129

How Long or How Wide?: A Measuring Guide by Brian P. Cleary

Measuring Penny by Loreen Leedy

Millions to Measure by David M. Schwartz

Day 140

Mummy Math: An Adventure in Geometry by Cindy Neuschwander

If You Were a Quadrilateral by Molly Blaisdell

Captain Invincible and the Space Shapes by Stuart J. Murphy

Day 151

I See a Pattern Here by Bruce Goldstone

Mystery Math: A First Book of Algebra by David A. Adler

Equal Shmequal by Virginia Kroll

RECOMMENDED READING

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TODAY'S ACTIVITIES

View and listen to Multimedia Lesson 4.7 Associative Property of Addition.

EXPLORE MORE

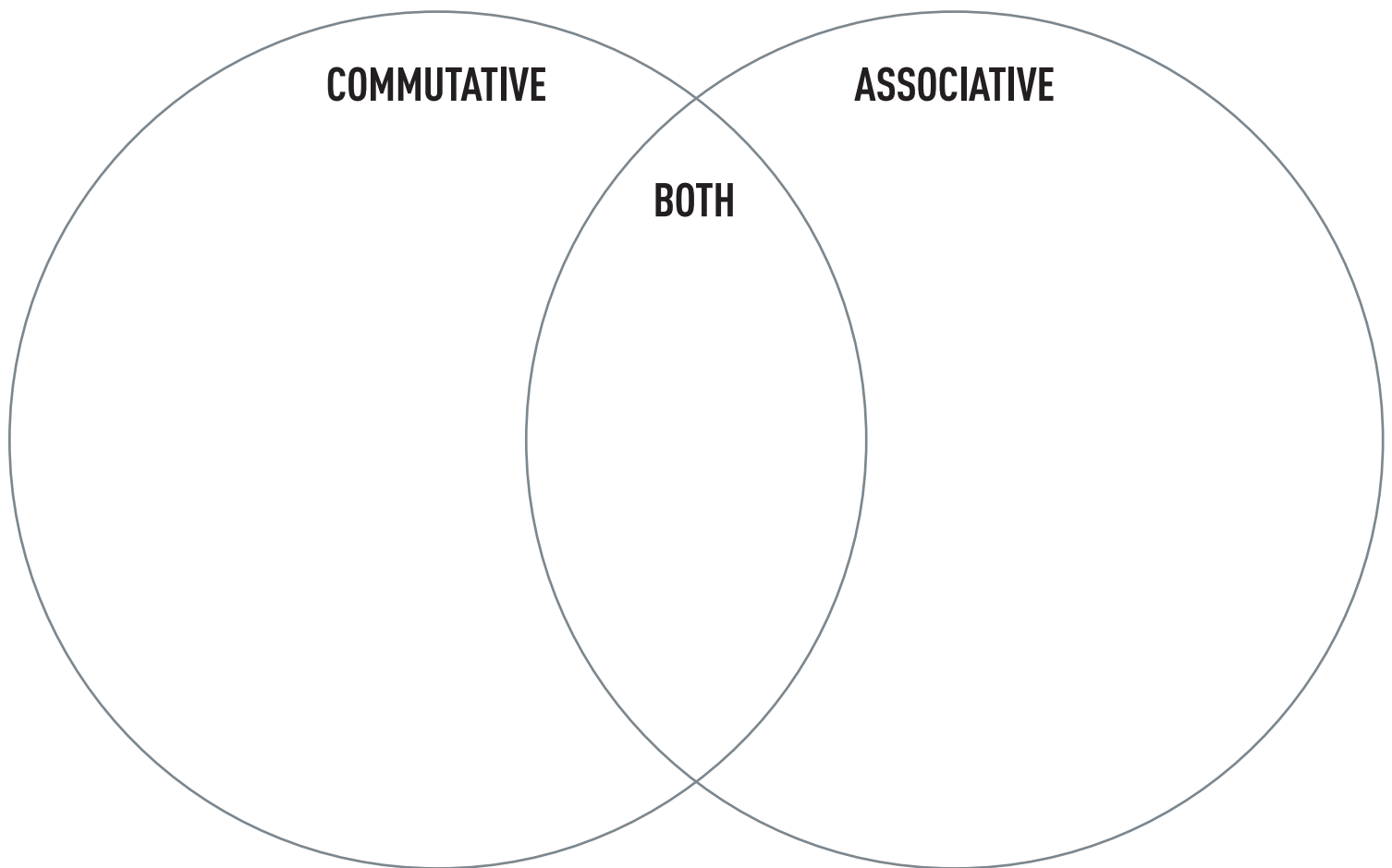
Listen to the **Interactive Q&A** for more review if necessary.

Complete the worksheet for Chapter 4.7 Associative Property of Addition.

Compare and contrast the commutative property of addition and the associative property of addition.

SUPPORT

LISTENERS may like to discuss the commutative and associative properties of addition.



Bonus Day



EXPLORE IT!

Add your parents' ages together.

WHAT DO I KNOW?

SOLVE IT!

WHAT DO I NEED TO FIND OUT?

ANSWER

WHAT OPERATION OR STRATEGY WILL I USE?



TODAY'S ACTIVITIES

View and listen to Multimedia Lesson 6.8 True or False.

EXPLORE MORE

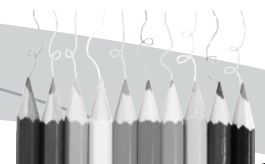
Listen to the **Interactive Q&A** for more review if necessary.

Complete the worksheet for Chapter 6.8 True or False.

Use the space below to show an example of the math you learned in this lesson.

SUPPORT

LISTENERS may like to write a poem about today's lesson. Help your student think of appropriate rhyming words about the concept.



PROJECT STEPS

1. Choose a performance-based assessment to show your understanding of the content from Unit A. There are 3 possible choices for completion.

PROJECT CRITERIA

- The project displays clear and concise information demonstrating knowledge of science content.
- The student accurately follows the RAFT technique (Role, Audience, Format, and Topic).
- The project is creative, well-constructed, and accurate.
- The project's description is accurate.

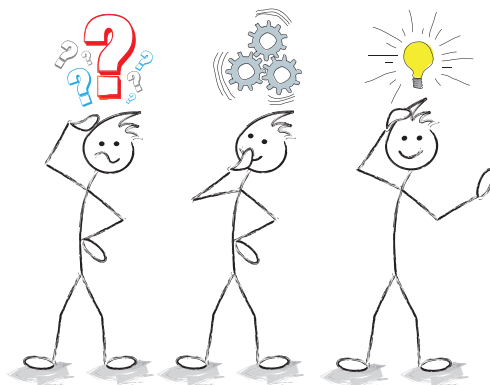
TRAVEL

Do your friends and community members travel to and from places in the community mostly by bus, car, or by walking? Make a hypothesis and then use a chart to collect data by surveying 10 or more individuals. Was your hypothesis correct?



DESIGN A SOLUTION

Think of a problem you want to solve. Plan and draw your solution in a notebook. Label your drawing. List the materials you would use. Share your design with a friend.



WRITE A SONG

Write a song about technology. Give your song a name and sing it to your family and friends.



Alternative Assessment Project Rubric

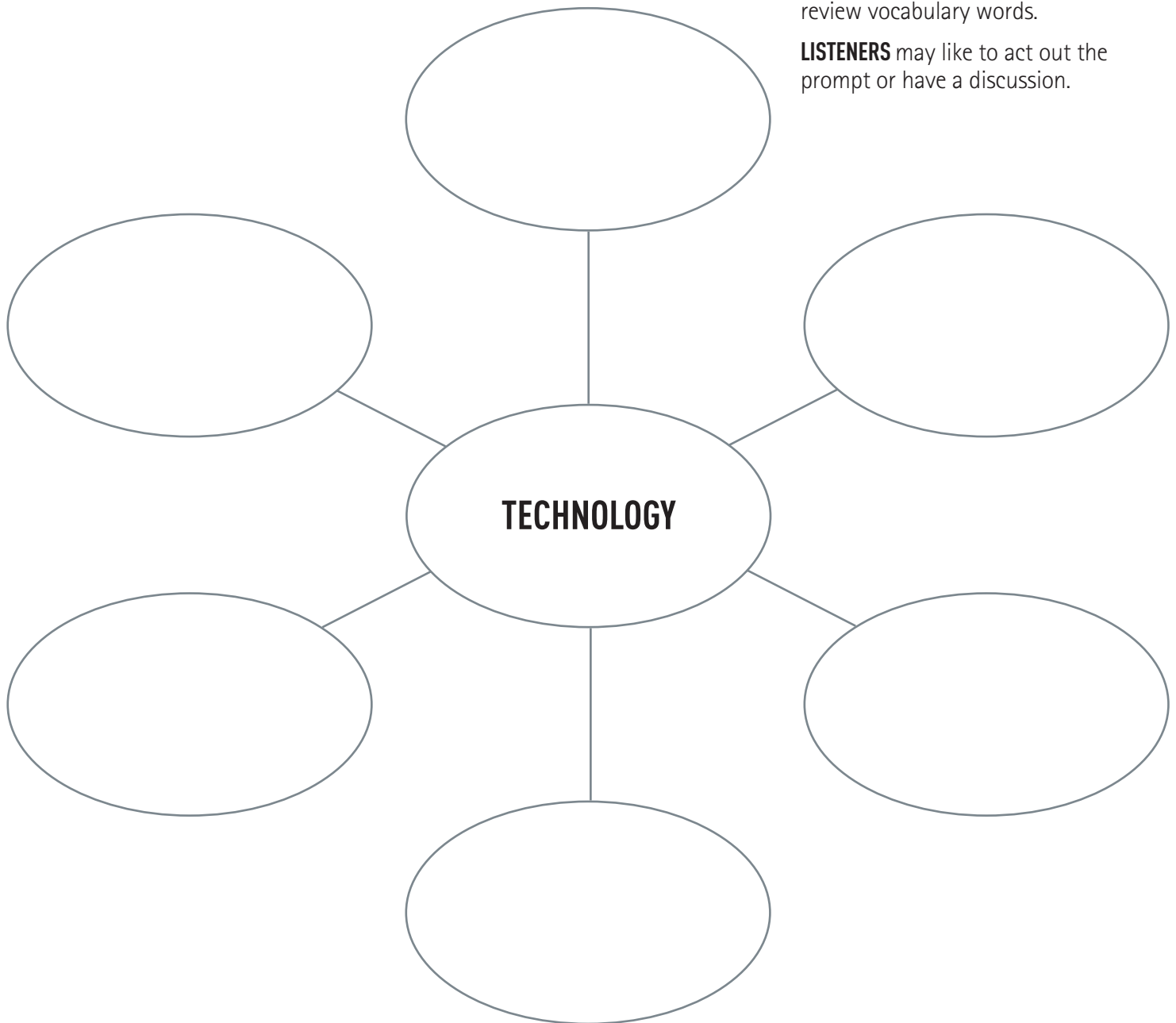
	4	3	2	1	Points
Required Elements	The project included all required elements as well as additional information.	All required elements were included in the project.	Some of the required elements were included in the project.	Several required elements were missing.	_____
Grammar and Mechanics	Excellent display of accurate grammar and mechanics throughout the project.	Some errors were noted with grammar and mechanics within the project.	Many errors were noted with grammar and mechanics within the project.	The grammar and mechanics errors interfered with the project message.	_____
Details	Excellent details related to the project theme were presented within the project.	The project contained some details related to the project theme.	Few details were included in the project related to the project theme.	The project lacked detail related to the project theme.	_____
Presentation of Project	The project was exceptionally attractive in terms of design, layout, and neatness.	The project was attractive in terms of design, layout, and neatness.	The presentation of the project lacked neatness and organization.	The project was messy and poorly designed.	_____
Total Points Earned _____					/16
Average Grade _____					

TODAY'S ACTIVITIES

Read and complete Unit A Chapter 2 Lesson 1 What is technology? on pages 40-41 of the textbook.

EXPLORE MORE

Use a bubble map to describe technology.



SUPPORT

Read pages 40-41 with your student and assist in the completion of the questions and writing prompts.

Have your student cut out the Vocabulary Smart Cards on pages 59-60 of the textbook. Use these throughout Chapter 2 to introduce and review vocabulary words.

LISTENERS may like to act out the prompt or have a discussion.

TODAY'S ACTIVITIES

Read and complete Unit A Chapter 2 Lesson 2 on pages 45-49 of the textbook.

EXPLORE MORE



elephango

Explore Elephango for fun activities to extend your learning.

- 10898 What Is Google?
- 11924 Sharing Scientific Data

Reflect on what you have learned about the way people design new things.

SUPPORT

Read pages 45-49 with your student and assist in the completion of the questions and writing prompts.

LISTENERS may like to record the prompt using a voice recording app.

Choose a suggested Elephango resource that best fits your student's learning style.

PROBLEM

SOLUTION

PROBLEM

SOLUTION

PROBLEM

SOLUTION

TODAY'S ACTIVITIES

Read and complete Unit A Chapter 2 Review on pages 62-63 or the Chapter 2 Test. You may choose to complete an alternative assessment for this chapter.

EXPLORE MORE

What science concepts would you like to learn about in more detail? Make a list of things you would like to study.

Use a concept map to organize key facts from this chapter. Relate the facts as answers to the following question. *How do scientists solve problems?*

SUPPORT

Use the **Got It?** questions to analyze what your student knows from the chapter and what concepts he or she might have missed. Review the missed concepts with your student.

LISTENERS may like to discuss one of the **EXPLORE MORE** activities.

Your student may enjoy choosing a project to complete to show learning from Unit A. Alternative Assessments are included in the front of this guide.

How do scientists solve problems?

1.

2.

3.

4.

DAY 39 ACTIVITIES

- Read Writing Paragraphs on pages 52-54 of *Write on Track: A Handbook for Young Writers, Thinkers, and Learners*.

EXPLORATION STATION



elephango

Explore Elephango for an activity to extend your learning.

- 10524 How to Write the Perfect Paragraph

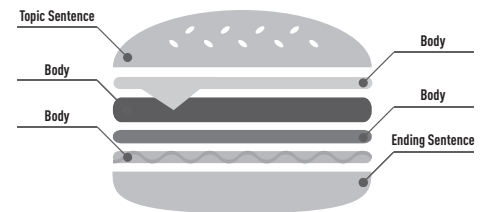
- A paragraph is like a cheeseburger. The top bun is the topic sentence and the bottom bun is the ending sentence. The buns hold the toppings and all the interesting parts of the burger together. Can you think of another food item that you can relate to paragraph writing? Draw a picture of the item and label it with *topic sentence*, *body*, and *ending sentence*.

SUPPORT

Show your student examples of paragraphs within a piece of literature. Assist your student in identifying the topic sentence, body, and ending sentence in each paragraph.

Examples of narrative paragraphs can be found on the Thoughtful Learning website.

LISTENERS may enjoy verbalizing the details included in each section of a paragraph.



From Locusts to Automobile Anti-Collision Systems

by Wil Mara

Enduring Understanding

The writer of nonfiction chooses structures, graphics, and text features to suit the purpose and audience.

Essential Questions

1. How does understanding the structure of the text help the reader understand the meaning?
2. What does the author want the reader to learn?
3. How do you know if the information is trustworthy?

Writing Skills

1. Informative or explanatory writing:
 - Name a topic
 - Supply facts about the topic
 - Closure
2. Recall information to answer a question.
3. Research writing

Reading Skills

1. Identify the main topic or purpose of the text.
2. Describe connections between people, events, ideas, or details.
3. Use text features.
4. Compare and contrast similar nonfiction.



DAY 3 ACTIVITIES

- Listen to or read Chapter 1 pages 19-22 and complete the review questions and narration exercises.

EXPLORATION STATION

- Learn more about the conquistadors.
- Write the words *conquistadors*, *quartz*, and *ingots* on index cards to keep as review word cards throughout this course. Create a symbol to help you remember what each word means and how it relates to your reading assignment.
- Choose another project for Chapter 1 from the activity book to complete.

SUPPORT


The projects included in the activity book provide your student with an opportunity to experience learning in other disciplines. Some projects may take more than a day to complete or experience.

Reviewing the text may mean rereading the entire chapter or having your student summarize the chapter aloud.

LISTENERS may like to have a discussion, role play, or listen to a read aloud of the content.

View an online resource for this activity with your student.

<p style="text-align: center;">DEFINITION</p>	<p style="text-align: center;">MEANINGFUL SENTENCE</p>
<p style="text-align: center;">PICTURE</p>	<p style="text-align: center;">SYNONYM</p>

LISTEN  **and LEARNED?**

DAY 6 ACTIVITIES

- Listen to or read Chapter 2 pages 25-28 and complete the review questions and narration exercises.

EXPLORATION STATION



elephango

Explore Elephango for an activity to extend your learning.

- 1236 Shhhhh, It's William the Silent!

- Choose a project for Chapter 2 from the activity book to complete.
- Write the words *provinces* and *dikes* on index cards to keep as review word cards throughout this course. Create a symbol to help you remember what each word means and how it relates to your reading assignment.

SUPPORT

All review questions and narration activities are found in the activity book.

Your student may enjoy viewing the online resources and Elephango extension lessons referenced throughout the guide.

LISTENERS may enjoy following along within the textbook reader while listening to the audio recording of the text. Highlighting the text during the question review and narration exercises may be helpful for your student.



DAY 10 ACTIVITIES

- Listen to or read Chapter 3 pages 35-38 and complete the review questions and narration exercises.

EXPLORATION STATION



elephango

Explore Elephango for an activity to extend your learning.

- 10153 Christopher Columbus

- Choose a project for Chapter 3 from the activity book to complete.
- Learn more about Christopher Columbus. Read about Columbus's first voyage. View a map of the voyage.

SUPPORT

View the online resources for this activity with your student.

LISTENERS may enjoy role playing the events or acts of historical people included in the lessons to confirm learning.

A large rectangular area with rounded corners, containing horizontal lines for writing or drawing.

DAY 11 ACTIVITIES

- Listen to or read Chapter 3 pages 39-41 and complete the review questions and narration exercises.

EXPLORATION STATION



elephango

Explore Elephango for an activity to extend your learning.

- 10858 The First Americans

- Choose another project for Chapter 3 from the activity book to complete.
- View a primary source of a map of early America. Compare it to a current map of the Americas. Do you notice any similarities or differences between the maps? Describe those similarities and differences on the Venn diagram below.

BOTH

SUPPORT

Obtain a resource for this activity to assist your student in comparing a map of early America to a map of America today.

LISTENERS may enjoy discussing the questions presented in the lesson.



DOER



WATCHER



LISTENER

INTERACTIVE LEARNING INSPIRES CURIOSITY WITH BRIDGEWAY'S LIVE ONLINE LEARNING LABS!

With Bridgeway's Learning Labs, the convenience, interaction, and skills gained are unlike any I have experienced.

-Janine

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