

Core Content	Supporting Books
<p>MA-EP-1.1.1 Students will:</p> <ul style="list-style-type: none"> • apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to describe whole numbers (0 to 9,999): • apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths); • apply these numbers to represent real-world problems and • explain how the base 10 number system relates to place value. 	<p>Aker, S. (1990). <i>What comes in 2s, 3s, and 4s?</i> New York: Simon and Schuster.</p> <p>Appelt, K. (1998). <i>Bat jamboree</i>. New York: Harper Trophy.</p> <p>Chwast, S. (1993). <i>The 12 circus rings</i>. San Diego: Harcourt, Brace, & Co.</p> <p>Dobson, C. (2003). <i>Pizza counting</i>. Watertown, MA: Charlesbridge.</p> <p>Ehlert, L. , Martin, B., Sampson, M. (2004). <i>Chicka, chicka, 1, 2, 3</i>. New York: Scholastic.</p> <p>Enderle, J., & Tessler, S. (1997). <i>Six sandy sheep</i>. Honesdale, PA: Boyds Mills Press.</p> <p>Enderle, J., & Tessler, S. (1995). <i>Six snowy sheep</i>. Honesdale, PA: Boyds Mills Press.</p> <p>Faulkner, K. (2006). <i>Busy bee counting!</i> New York: Scholastic, Inc.</p> <p>Fleming, D. (1995). <i>Count!</i> New York: Henry Holt & Co.</p> <p>Gerth, M. (2000). <i>Ten little ladybugs</i>. Los Angeles, CA: Piggy Toes Press.</p> <p>Gigante, P. (1999). <i>Each orange had eight slices</i>. New York: HarperTrophy.</p> <p>Hamm, D. (1991). <i>How many feet in the bed?</i> New York: Simon & Schuster Books for Young Readers.</p> <p>Ledwon, P., & Mets, M. (2000). <i>Midnight math</i>. New York: Holiday House.</p>

	<p>LoPresti, A. (2003). <i>A place for Zero</i>. Watertown, MA: Charlesbridge.</p> <p>McMillan, B. (1991). <i>Eating fractions</i>. New York; Scholastic, Inc.</p> <p>Metzger, S. (2007). <i>The leaves are falling one by one</i>. New York: Scholastic, Inc.</p> <p>Michelson, R. (2000). <i>Ten times better</i>. Tarrytown, NY: Marshall Cavendish.</p> <p>Murphy, S. (1999). <i>Jump, kangaroo, jump!</i> New York: HarperCollins Publishers.</p> <p>Saul, C. (1998). <i>Barn cat</i>. Boston: Little, Brown & Co.</p> <p>Smith, M. (1995). <i>Counting our way to Maine</i>. New York: Orchard Books.</p>
<p><i>MA-EP-1.1.2</i> <i>Students will read, write and rename whole numbers (0 to 9,999) and apply to real-world and mathematical problems.</i></p>	<p>Anno, M. (1975). <i>Anno's counting book</i>. New York: Thomas Y. Crowell Co.</p> <p>Appelt, K. (1998). <i>Bat jamboree</i>. New York: Harper Trophy.</p> <p>Carle, E. (2005). <i>10 little rubber ducks</i>. New York: HarperCollins Publishers.</p> <p>Ehlert, L. (1990). <i>Fish eyes: A book you can count on</i>. Orlando: Harcourt, Brace & Co.</p> <p>Elya, S. (2000). <i>Eight animals on the town</i>. New York: G. P. Putnam's Sons. (This is an English story teaching Spanish numbers and vocabulary words.)</p> <p>Faulkner, K. (2006). <i>Busy bee counting!</i> New York: Scholastic, Inc.</p>

	<p>Fleming, D. (1995). <i>Count!</i> New York: Henry Holt & Co.</p> <p>Gerth, M. (2000). <i>Ten little ladybugs</i>. Los Angeles, CA: Piggy Toes Press.</p> <p>Pallotta, J. (1992). <i>The icky bug counting book</i>. New York: Scholastic, Inc.</p> <p>Metzger, S. (2007). <i>The leaves are falling one by one</i>. New York: Scholastic, Inc.</p> <p>Moncure, J. (2006). <i>My eight book</i>. Chanhassen, MN: The Child's World. (Note: these books are available for numbers 1 to 10. All of them are good.)</p> <p>Tudor, T. (1956). <i>I is one</i>. Chicago: Rand McNally & Co.</p>
<p>MA-EP-1.1.3 Students will compare (<, >, =) and order whole numbers to whole numbers, decimals to decimals (as money only) and fractions to fractions (limited to pictorial representations).</p>	<p>Adler, D. (1996). <i>Fraction fun</i>. New York: Holiday House.</p> <p>Dobson, C. (2003). <i>Pizza counting</i>. Watertown, MA: Charlesbridge.</p> <p>Gifford, S. (2003). <i>Piece=part=portion</i>. Berkely, CA: Tricycle Press.</p> <p>Ledwon, P., & Mets, M. (2000). <i>Midnight math</i>. New York: Holiday House.</p> <p>Leedy, L. (1994). <i>Fraction action</i>. New York: Holiday House.</p> <p>McMillan, B. (1991). <i>Eating fractions</i>. New York: Scholastic, Inc.</p> <p>Murphy, S. (1999). <i>Jump, kangaroo, jump!</i> New York: HarperCollins.</p> <p>Pinczes, E. (2001). <i>Inchworm and a half</i>. New York: Houghton Mifflin.</p> <p>Saul, C. (1998). <i>Barn cat</i>. Boston: Little, Brown & Co.</p>

	<p>Scholastic (1998). <i>Scholastic explains math homework</i>. New York: Scholastic, Inc.</p> <p>Schwartz, D. M. (1989) <i>If you made a million</i>. New York: HarperCollins Publishers.</p>
<p>MA-EP-1.2.1 Students will apply and describe appropriate strategies for estimating quantities of objects and computational results (limited to addition and subtraction).</p>	<p>Clement, R. (1991). <i>Counting on Frank</i>. Milwaukee, WI: Gareth Stevens, Inc.</p> <p>Goldstone, B. (2006). <i>Great estimations</i>. New York: Henry Holt & Co.</p> <p>Wingard-Nelson, R. (2005). <i>Addition made easy</i>. Berkely Heights, NJ: Enslow Publishers, Inc.</p>
<p>MA-EP-1.3.1 Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:</p> <ul style="list-style-type: none">• add and subtract whole numbers with three digits or less;• multiply whole numbers of 10 or less;• add and subtract fractions with like denominators less than or equal to four and• add and subtract decimals related to money.	<p>Adler, D. (1996). <i>Fraction fun</i>. New York: Holiday House.</p> <p>Adler, D. (2006). <i>You can, Toucan, math</i>. New York: Holiday House.</p> <p>Anno, M. (1985). <i>Anno's mysterious multiplying jar</i>. New York: Penguin Young Readers Group.</p> <p>Bauer, D. (2004). <i>Adding Arctic Animals</i>. Manakato, MN: Capstone Press.</p> <p>Cleary, B. (2006). <i>The action of subtraction</i>. Minneapolis: Millbrook Press.</p> <p>Dobson, C. (2003). <i>Pizza counting</i>. Watertown, MA: Charlesbridge.</p> <p>Fisher, V. (2006). <i>How high can a dinosaur count?</i> New York: Schwartz & Wade Books.</p> <p>Fuller, J. (2004). <i>Springtime addition</i>. New York: Scholastic, Inc.</p>

Ledwon, P., & Mets, M. (2000). *Midnight math*. New York: Holiday House.

Leedy, L. (2000). *Subtraction action*. New York: Holiday House.

Leedy, L. (1995). *2x2=boo!* New York: Holiday House.

Murphy, S. (1998). *The penny pot*. New York: HarperCollins Publishers.

Michelson, R. (2000). *Ten times better*. Tarrytown, NY: Marshall Cavendish.

Montague-Smith, A. (2005). *Adding and subtracting book 1*. Laguna Hills, CA: QEB Publishing.

Murphy, S. (1996). *Too many kangaroo things to do*. New York: HarperCollins Publishers.

Roy, G., & Roy, J. (2006). *Addition in the forest*. New York: Marshall Cavendish.

Scholastic (1998). *Scholastic explains math homework*. New York: Scholastic, Inc.

Tang, G. (2002). *The best of times*. New York: Scholastic, Inc.

Tang, G. (2002). *Math for all seasons*. New York: Scholastic, Inc.

Wingard-Nelson, R. (2005). *Addition made easy*. Berkely Heights, NJ: Enslow Publishers, Inc.

MA-EP-1.3.2

deRubertis, B. (1999). *Count on Pablo*. New York: The Kane Press.

<p><i>Students will skip-count forward and backward by 2s, 5s, 10s and 100s.</i></p>	<p>Hamm, D. (1991). <i>How many feet in the bed?</i> New York: Simon & Schuster Books for Young Readers.</p> <p>Jacobs, D. (2004). <i>Count your chickens.</i> Mankato, MN: Capstone Press.</p> <p>Murphy, S. (1999). <i>Spunky monkeys on parade.</i> New York: HarperCollins Publishers.</p> <p>Tang, G. (2002). <i>Math for all seasons.</i> New York: Scholastic.</p>
<p>MA-EP-1.3.3 <i>Students will divide two digit numbers by single digit divisors (with or without remainders) in real-world and mathematical problems.</i></p>	<p>Adler, D. (2006). <i>You can, Toucan, math.</i> New York: Holiday House.</p> <p>Hutchins, P. (1986). <i>The doorbell rang.</i> New York: Scholastic, Inc.</p> <p>Montague-Smith, A. (2005). <i>Dividing.</i> Laguna Hills, CA: QEB Publishing.</p> <p>Murphy, S. (1997). <i>Divide and ride.</i> New York: HarperCollins.</p> <p>Pinczes, E. (1993). <i>One hundred hungry ants.</i> New York: Houghton Mifflin.</p> <p>Pinczes, E. (2002). <i>A remainder of one.</i> New York: Houghton Mifflin.</p> <p>Scholastic (1998). <i>Scholastic explains math homework.</i> New York: Scholastic, Inc.</p>
<p>MA-EP-1.5.1 Students will identify and provide examples of odd numbers, even numbers and multiples of a number, and will apply these numbers to solve real-world problems.</p>	<p>Chrismer, M. (2005). <i>Odd and even socks.</i> New York: Scholastic, Inc.</p> <p>Cristaldi, K. (1996). <i>Even Steven and odd Todd.</i> New York: Scholastic, Inc.</p> <p>Murphy, S. (2001). <i>Missing mittens.</i> New York: HarperCollins.</p>

	<p>Tang, G. (2005). <i>Math potatoes</i>. New York: Scholastic, Inc.</p>
<p><i>MA-EP-1.5.2</i> <i>Students will use the commutative properties of addition and multiplication, the identity properties of addition and multiplication and the zero property of multiplication in written and mental computation.</i></p>	<p>Montague-Smith, A. (2005). <i>Adding and subtracting book 1</i>. Laguna Hills, CA: QEB Publishing.</p> <p>Roy, G. & Roy, J. (2006). <i>Addition in the forest</i>. New York: Marshall Cavendish.</p> <p>Wingard-Nelson, R. (2005). <i>Addition made easy</i>. Berkely Heights, NJ: Enslow Publishers, Inc.</p>
<p>MA-EP-2.1.1 Students will apply standard units to measure length (to the nearest half-inch or the nearest centimeter) and to determine:</p> <ul style="list-style-type: none"> • weight (nearest pound); • time (nearest quarter hour); and • money (identify coins and bills by value) and • temperature (Fahrenheit). 	<p>Abramowitz, J. (2007). <i>Hickory dickory dock</i>. New York: Scholastic, Inc.</p> <p>Applet, K. (2000). <i>Bats around the clock</i>. New York: HarperCollins Publishers.</p> <p>Cato, S. (1999). <i>Measuring</i>. Minneapolis: Carolrhoda Books.</p> <p>Leedy, L. (2002). <i>Follow the money</i>. New York: Holiday House.</p> <p>Leedy, L. (1997). <i>Measuring Penny</i>. New York: Henry Holt & Co., Inc.</p> <p>Loughran, D. (2004). <i>How long is it?</i> New York: Scholastic, Inc.</p> <p>Myller, R. (1991). <i>How big is a foot?</i> New York: Random House.</p> <p>Patilla, P. (2000). <i>Measuring</i>. Des Plaines, IL: Heinemann Library.</p> <p>Sargent, B. (2005). <i>How heavy is it?</i> New York: Scholastic, Inc.</p> <p>Scholastic (1998). <i>Scholastic explains math homework</i>. New York: Scholastic, Inc.</p> <p>Wells, R. E. (2002). <i>How do you know what time it is?</i> Morton Grove, IL: Albert Whitman & Co.</p>

	<p>Williams, R. (2004). <i>Learning about coins</i>. Milwaukee: Garth Stevens Publishing.</p>
<p><i>MA-EP-2.1.2</i> <i>Students will use standard units to measure temperature in Fahrenheit and Celsius to the nearest degree.</i></p>	<p>Challoner, J. (1997). <i>Hot and cold</i>. Austin, TX: Raintree Steck-Vaughn Publishers.</p> <p>Leedy, L. (1997). <i>Measuring Penny</i>. New York: Henry Holt & Co., Inc.</p>
<p><i>MA-EP-2.1.3</i> <i>Students will choose and use appropriate tools (e.g., thermometer, scales, balances, clock, ruler) for specific measurement tasks.</i></p>	<p>Cato, S. (1999). <i>Measuring</i>. Minneapolis: Carolrhoda Books.</p> <p>Leedy, L. (1997). <i>Measuring Penny</i>. New York: Henry Holt & Co., Inc.</p> <p>Patilla, P. (2000). <i>Measuring</i>. Des Plaines, IL: Heinemann Library.</p> <p>Sargent, B. (2005). <i>How heavy is it?</i> New York: Scholastic, Inc.</p> <p>Sweeney, J. (2001). <i>Me and the measure of things</i>. New York: Crown Publishers.</p>
<p><i>MA-EP-2.1.4</i> <i>Students will use nonstandard and standard units of measurement to identify measurable attributes of an object (length – in, cm; weight – oz, lb) and make an estimate using appropriate units of measurement.</i></p>	<p>Adler, D. (1999). <i>How tall, how short, how faraway</i>. New York: Holiday House, Inc.</p> <p>Cato, S. (1999). <i>Measuring</i>. Minneapolis: Carolrhoda Books.</p> <p>Leedy, L. (1997). <i>Measuring Penny</i>. New York: Henry Holt & Co., Inc.</p> <p>Lionni, L. (1960). <i>Inch by inch</i>. New York: Astor-Honor, Inc.</p> <p>Patilla, P. (2000). <i>Measuring</i>. Des Plaines, IL: Heinemann Library.</p> <p>Pinczes, E. (2001). <i>Inchworm and a half</i>. New York: Houghton Mifflin.</p>

	<p>Sargent, B. (2005). <i>How heavy is it?</i> New York: Scholastic, Inc.</p> <p>Schwartz, D. (1999). <i>If you hopped like a frog.</i> New York: Scholastic.</p>
<p><i>MA-EP-2.1.5</i> <i>Students will use units of measurement to describe and compare attributes of objects to include length (in, cm), width, height, money (cost), temperature (F) and weight (oz, lb), and sort objects and compare attributes by shape, size and color.</i></p>	<p>Adler, D. (1999). <i>How tall, how short, how faraway.</i> New York: Holiday House, Inc.</p> <p>Kross, V. (2005). <i>Equal shmequal.</i> Watertown, MA: Charlesbridge.</p> <p>Patilla, P. (2000). <i>Measuring.</i> Des Plaines, IL: Heinemann Library.</p> <p>Sweeney, J. (2001). <i>Me and the measure of things.</i> New York: Crown Publishers.</p>
<p><i>MA-EP-2.1.6</i> <i>Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.</i></p>	<p>Adler, D. (1999). <i>How tall, how short, how faraway.</i> New York: Holiday House, Inc.</p> <p>Belviso, M., & Pollack, P. (2002). <i>Chickens on the move.</i> New York: The Kane Press.</p> <p>Burns, M. (1997). <i>Spaghetti and meatballs for all.</i> New York: Scholastic Press.</p> <p>Scholastic (1998). <i>Scholastic explains math homework.</i> New York: Scholastic, Inc.</p>
<p><i>MA-EP-2.2.1</i> <i>Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement to include length (in., cm.), time, money, temperature (Fahrenheit) and weight (oz., lb).</i></p>	<p>Leedy, L. (1997). <i>Measuring Penny.</i> New York: Henry Holt & Co., Inc.</p> <p>Pinczes, E. (2001). <i>Inchworm and a half.</i> New York: Houghton Mifflin.</p> <p>Scholastic (1998). <i>Scholastic explains math homework.</i> New York: Scholastic, Inc.</p>

<p><i>MA-EP-2.2.2</i> <i>Students will determine elapsed time by half hours.</i></p>	
<p><i>MA-EP-2.2.3</i> <i>Students will convert units within the same measurement system including money (dollars, cents), time (minutes, hours, days, weeks, months), weight (ounce, pound) and length (inch, foot).</i></p>	<p>Adler, D. (1999). <i>How tall, how short, how faraway</i>. New York: Holiday House, Inc.</p> <p>Hutchins, H. (2004). <i>A second is a hiccup</i>. New York: Scholastic, Inc.</p> <p>Krensky, S. (1989). <i>Big time bears</i>. Boston: Little, Brown & Co.</p> <p>Schwartz, D.M. (1989). <i>If you made a million</i>. New York: HarperCollins.</p>
<p>MA-EP-3.1.1 Students will describe and provide examples of basic geometric elements and terms (sides, edges, faces, bases, vertices, angles) and will apply these elements to solve real-world and mathematical problems.</p>	<p>Adler, D. (1998). <i>Shape up!</i> New York: Holiday House.</p> <p>Scholastic (1998). <i>Scholastic explains math homework</i>. New York: Scholastic, Inc.</p>
<p>MA-EP-3.1.2 Students will describe and provide examples of basic two-dimensional shapes (circles, triangles, squares, rectangles, trapezoids, rhombuses, hexagons) and will apply these shapes to solve real-world and mathematical problems.</p>	<p>Burns, M. (1994). <i>The greedy triangle</i>. New York: Scholastic, Inc.</p> <p>Dotlich, K. (2000). <i>What is a triangle?</i> New York: HarperCollins Publishers.</p> <p>Dotlich, R. (1999). <i>What is round?</i> New York: HarperCollins Publishers.</p> <p>Dotlich, R. (1999). <i>What is square?</i> New York: HarperCollins Publishers.</p> <p>Hoban, T. (1998). <i>Shapes, shapes, shapes</i>. New York: Greenwillow Books.</p>

	<p>Hoban, T. (1998). <i>So many circles, so many squares</i>. New York: Greenwillow Books.</p> <p>Jacobs, D. (2004). <i>City shapes</i>. Mankato, MN: Capstone Press.</p> <p>MacKinnon, D. (2000). <i>Eye spy shapes</i>. Watertown, MA: Charlesbridge Publishing.</p> <p>Metropolitan Museum of Art. (2005). <i>Museum shapes</i>. New York: Little, Brown & Co.</p> <p>Tompert, A. (1997). <i>Grandfather Tang's story</i>. New York: Dragonfly Books.</p>
<p>MA-EP-3.1.3 Students will describe and provide examples of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes) and will apply the attributes to solve real-world and mathematical problems.</p>	<p>Friedman, M., & Weiss, E. (2001). <i>Kitten castle</i>. New York: The Kane Press.</p> <p>Murphy, S. (2001). <i>Captain Invincible and the space shapes</i>. New York: HarperCollins Publishers.</p> <p>Scholastic (1998). <i>Scholastic explains math homework</i>. New York: Scholastic, Inc.</p>
<p><i>MA-EP-3.1.5</i> <i>Students will identify and describe congruent figures in real-world and mathematical problems.</i></p>	<p>Scholastic (1998). <i>Scholastic explains math homework</i>. New York: Scholastic, Inc.</p>
<p>MA-EP-3.2.1 Students will describe and provide examples of line symmetry in real-world and mathematical problems or will apply one line of symmetry to construct a simple geometric design.</p>	<p>Murphy, S. (2000). <i>Let's fly a kite</i>. New York: HarperCollins Publishers.</p> <p>Scholastic (1998). <i>Scholastic explains math homework</i>. New York: Scholastic, Inc.</p>

<p><i>MA-EP-3.3.1</i> <i>Students will locate points on a grid representing a positive coordinate system.</i></p>	<p>Glass, J. (1998). <i>The fly on the ceiling</i>. New York: Random House Books for Young Readers.</p> <p>Penner, L. (2002). <i>X marks the spot</i>. New York: The Kane Press.</p> <p>Scholastic (1998). <i>Scholastic explains math homework</i>. New York: Scholastic, Inc.</p>
<p>MA-EP-4.1.1 Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).</p>	<p>Bader, B. (2003). <i>Graphs</i>. New York: Grosset & Dunlap.</p> <p>Nechaev, M. (1998). <i>Making graphs</i>. Milwaukee: Garth Stevens, Inc.</p> <p>Ribke, S. (2006). <i>Grouping at the dog show</i>. New York: Scholastic, Inc.</p> <p>Scholastic (1998). <i>Scholastic explains math homework</i>. New York: Scholastic, Inc.</p> <p>Trumbauer, L. (2004). <i>Let's graph</i>. Mankato, MN: Capstone Press.</p>
<p><i>MA-EP-4.1.2</i> <i>Students will collect data.</i></p>	<p>Bader, B. (2003). <i>Graphs</i>. New York: Grosset & Dunlap.</p> <p>Murphy, S. (1998). <i>Lemonade for sale</i>. New York: HarperCollins.</p> <p>Nechaev, M. (1998). <i>Making graphs</i>. Milwaukee: Garth Stevens, Inc.</p> <p>Trumbauer, L. (2004). <i>Let's graph</i>. Mankato, MN: Capstone Press.</p>
<p><i>MA-EP-4.1.3</i> <i>Students will organize and display data.</i></p>	<p>Bader, B. (2003). <i>Graphs</i>. New York: Grosset & Dunlap.</p> <p>Murphy, S. (1998). <i>Lemonade for sale</i>. New York: HarperCollins Publishers.</p> <p>Nechaev, M. (1998). <i>Making graphs</i>. Milwaukee: Garth Stevens, Inc.</p>

	<p>Trumbauer, L. (2004). <i>Let's graph</i>. Mankato, MN: Capstone Press.</p>
<p>MA-EP-4.2.1 <i>Students will determine the mode (of a set of data with no more than one mode) and the range of a set of data.</i></p>	
<p>MA-EP-4.3.1 <i>Students will pose questions that can be answered by collecting data.</i></p>	<p>Nechaev, M. (1998). <i>Making graphs</i>. Milwaukee: Garth Stevens, Inc.</p> <p>Trumbauer, L. (2004). <i>Let's graph</i>. Mankato, MN: Capstone Press.</p>
<p>MA-EP-4.4.3 <i>Students will describe and give examples of the probability of an unlikely event (near zero) and a likely event (near one).</i></p>	<p>Murphy, S. (2001). <i>Probably pistachio</i>. New York: HarperCollins Publishers.</p> <p>Murphy, S. (2005). <i>Same old horse</i>. New York: HarperCollins Publishers.</p>
<p>MA-EP-5.1.1 Students will extend simple patterns (e.g., 2,4,6,8, ...; $\diamond\Delta\diamond\Delta$...).</p>	<p>Dalton, J. (2005). <i>Patterns everywhere</i>. New York: Scholastic, Inc.</p> <p>Demi (1997). <i>One grain of rice</i>. New York: Scholastic, Inc.</p> <p>Enderle, J., & Tessler, S. (1997). <i>Six sandy sheep</i>. Honesdale, PA: Boyds Mills Press.</p> <p>Enderle, J., & Tessler, S. (1995). <i>Six snowy sheep</i>. Honesdale, PA: Boyds Mills Press.</p> <p>Murphy, S. (2001). <i>Probably pistachio</i>. New York: HarperCollins Publishers.</p> <p>Murphy, S. (2005). <i>Same old horse</i>. New York: HarperCollins Publishers.</p>

	Roy, G. & Roy, J. (2006). <i>Patterns in nature</i> . New York: Marshall Cavendish.
MA-EP-5.1.2 Students will describe functions (input-output) through pictures and words.	Griffith, H. (1999). <i>How many candles?</i> New York: Greenwillow Books. Hong, L. T. (1993). <i>Two of everything</i> . Morton Grove, IL: Albert Whitman & Co.
<i>MA-EP-5.1.3</i> <i>Students will determine the value of an output given a function rule and an input value.</i>	Allen, N.K. (1999). <i>Once upon a dime</i> . Watertown, MA: Charlesbridge.
MA-EP-5.3.1 Students will model real-world and mathematical problems with simple number sentences (equations and inequalities) with a missing value (e.g., $2 + ? = 7$, $___ < 6$) and apply simple number sentences to solve mathematical and real-world problems.	