

# Cityview Elementary School State of the School Meeting

October 14, 2025



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# Agenda



## Cityview Elementary School: WHO WE ARE

- Mission and vision
- Strengths
- Challenges

## OUR SCHOOL IMPROVEMENT PLAN

- Goals and strategies
- Sharing student progress

## TITLE I

- Overview of Title I
- How we're using our Title I funds
- Title I and Family Engagement

## The Cityview Way



# Cityview Elementary School: Who We Are

## Mission

Cityview Elementary School exists to provide a high, quality, anti-racist, culturally responsive education for every Minneapolis student.

## Vision

All students regardless of their background, zip codes, and individual needs will receive an anti-racist, holistic education that builds essential knowledge to prepare them for future success.

## School Information:

- Cityview Elementary School is a Pre-K - 5th grade school located in the McKinley neighborhood of north Minneapolis. As a Turnaround Arts School, we make connections to academics through creativity, the arts, and artist residencies.
- We value: Equity, representation, & anti-racism; Physical and emotional safety, and well-being; Relationships, trust and communication; Shared decision making and voices heard; Transparency and accountability; and Implementation of Evidence-based strategies.
- To achieve our vision, we will intentionally focus and prioritize resources and actions to significantly improve the experiences and outcomes of Black students, Indigenous students, students of color and their families.

## Strengths

- After school Program- GEMS/GISE/Enrichment opportunities
- Well-trained, diverse staff members who participate in ongoing professional development
- Student participation in advanced learner programs for literacy and math
- Student literacy resources, including books to build their home libraries
- Student math at home resources at curriculum night
- Collaborative staff and families– It take a village to support the whole child!
- Family attendance at conferences and school events
- Strong partnership with parents, families, and community
- Many wonderful programs including High 5, ECFE, ECSE, ASD
- Dental and Vision services; pop-up vaccine clinics
- Community partnerships including: Kroening Nature Center, Be the Change MN, The Links, Assistance League, Minneapolis Institute of Arts, Minnesota Orchestra, the Vikings, the Timberwolves, Rockin' Readers, PALS, the Hennepin County Library, Tickets for Kids, and more!

## Challenges

- Continuing to bring new and different opportunities to our students at a faster rate
- Considering new ways to support daily attendance
- Making sure that we are meeting the needs of all students and families

# Our School Improvement Plan

# What's a School Improvement Plan?

## Our school improvement plan:

- Sets the **goals** that our school community is working to achieve
- Identifies the **strategies or activities** that will help us reach those goals together

*Every Minneapolis Public School is required to develop, implement, and monitor a school improvement plan.*



## **Strategic Plan Goal 1: Academic Achievement**

**Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.**



### **Strategy to achieve our goal:**

**We utilize the MTSS (Multi-Tiered Systems of Support) framework through collaborative planning cycles using the Minnesota State Standards as a staff. This process helps us to ensure that all students have access to an academically rigorous experience.**

## **Strategic Plan Goal 2: Student Well-being**

**Every student's physical and mental well-being is addressed as an integral part of their education.**



### **Strategy to achieve our goal:**

**To support student well-being, we incorporate morning meeting practices and closing circles in classrooms, have predictable daily agendas, and have varied student resources to meet student needs. We provide social emotional learning opportunities for all students throughout the week. We also partner with families to achieve this goal for our students.**

## **Strategic Plan Goal 3: Effective Staff**

**School and district staff approach all work centered on students and equity.**



### **Strategy to achieve our goal:**

**Our staff has weekly time for both cross-team and cross-specialist collaboration to support intentionality of instruction. On-site professional development opportunities are provided throughout the school year. Staff members participate in ongoing literacy training.**

## **Strategic Plan Goal 4: School and District Climate**

**MPS is known by our community as welcoming, responsive, and connected.**



**Strategy to achieve our goal:**

**We engage families throughout the school year by utilizing the family resource room and other school, district, and community resources. We provide in school and field trip opportunities connected to family feedback.**

# How We Measure Student Progress



We want to make sure our students are learning as much as possible, so we use state and district assessments to determine their strengths and areas for growth. The results of these assessments help us figure out how we can better support our students in the classroom.

## **Assessments help us answer questions such as:**

- *Are we teaching what we think we are teaching?*
- *Are students learning what we intend for them to be learning?*
- *Are all students improving and being appropriately challenged?*

## **Some of the assessments our students will take this year are:**

- FastBridge assessments for Literacy and Math (Fall, Winter, Spring)
- MCA assessments for grades 3, 4, and 5 (Spring)
- WIDA ACCESS testing for EL students (Winter)
- Classroom assessments

# How We'll Share Student Progress with You

Throughout the year, we'll share information with you about how your student is doing in the classroom.

We'll do it in the following ways:

- Family-Teacher conferences in October and February
- Quarterly report cards sent home with students at the beginning of the next quarter
- Informal conferences/conversations with families
- Scheduled appointments/meetings by request



# Title I

# What is Title I?



**Title I is a federal program that provides money to schools and districts to help them ensure all children have an equal opportunity to get a high-quality education and achieve proficiency on our state's academic standards and assessments.**

***Title I supports our School Improvement Plan, and the funding we receive helps us reach our goals.***

***Cityview Elementary School is a schoolwide Title I program, which means all our students are able to benefit from the services we provide with our Title I funding.***

For this school year, we received \$374,246 in Title I funding, which makes up 6% of our school budget.

*We are required to use Title I funding to improve the academic achievement of all students and engage YOU, our families, in that process! The funding supports High 5, a Literacy Interventionist, bilingual AE support, and general AE support.*



## Curriculum and Instruction Support

- Literacy intervention support
- High 5 classroom
- Associate educators to support students (bilingual and general classroom support)

## Family Engagement

- Family events throughout the year to support student learning

## As a family member in a Title I School, you have the right to...



- **Request information from the district** about whether your student's teacher meets State licensing approval for the grade and subject being taught, is teaching with a waiver, and/or has certification for the field being taught
- Request information about the qualifications of any paraprofessional providing instruction
- Know how your child's **school is rated** on its state test scores
- Expect **regular communication** with your school in a language that you can understand
- Work with other families and staff to develop a **compact** between our school and our families
- Help plan how **money for family involvement** should be spent
- Work with teachers, other families, and the school principal to develop a **family engagement plan**
- **Ask for a meeting** with your school principal or your child's teacher at any time

# Opportunities for Families to be Involved!



## We want your input on our:

- School Improvement Plan goals and strategies
- Family Engagement Plan
- School-Family Compact

*You can find all these documents on our school website!*

- **Participate in Site Council!** Meetings occur based upon what is convenient for families.
- **Visit** your child's classroom or **volunteer** at our school!
- Talk to your child's teacher about events and issues that may affect your child's work or behavior.

## We'd love to see you at the following school events:

- Cityview Open House- August 28, 2025
- Cityview Back to School Night- Sept. 23, 2025
- Family-Teacher Conferences on October 14-15, 2025
- Math and Literacy Curriculum Event and American Indian Family Involvement and Awareness Week Event: November 13, 2025
- National African American Parent Involvement Day (all families invited!)- February 9, 2026
- Family-Teacher Conferences on February 13, 2026.
- Science Night: May (date TBD)
- Coffee and Donuts meetings
- More events to come!

## Expectations (Our Compact):

### CITYVIEW COMMUNITY SCHOOL: FAMILY-SCHOOL COMPACT 2025-2026 School Year

The Family-School Compact is a joint agreement between school staff, families, and students that outlines how each group will share the responsibility for improved student academic achievement and the means by which the school and family members will build and develop a partnership.

This is our pledge to support student achievement:

#### STUDENT AGREEMENT

As a student, it is important to work to the best of my ability. I will abide by the four expectations of my school: Be Responsible, Be Respectful, Be Safe, and Be a Superstar.

Therefore, I pledge to do the following:

- Attend school daily.
- Come to school on time and prepared to learn.
- Complete and return homework assignments when due.
- Conform to the rules of student conduct.

#### FAMILY AGREEMENT

As a family member, I value my child's education and want my child to succeed. Therefore, I pledge to do the following:

- See that my child is punctual and attends school regularly.
- Ensure that my child receives adequate sleep.
- Establish a time and a space for homework and review homework regularly.
- Encourage my child's efforts and learning and be available for questions.
- Support the school's disciplinary policy.

#### STAFF AGREEMENT

As staff, we believe that it is important that all students achieve. Therefore, we pledge to do the following:

- Provide a caring and nurturing environment.
- Help students identify and reach their potential.
- Promote students' abilities to inquire, reason, and think logically and critically.
- Promote and support a feeling of respect for and between our students, faculty, and staff.
- Encourage students and parents by providing student's progress information and follow through with them.

#### PRINCIPAL AGREEMENT

As staff, we believe that it is important that the teacher, parent, and student operate as full partners to assure student success. Therefore, I pledge to do the following:

- Provide an environment that allows for positive communication between the teacher, parent, and student.
- Seek ways to maintain and develop professional excellence for all staff.

Date compact was discussed with parents and families: May 22, 2025

How is this compact being shared with parents and families?

Parent/Teacher Conferences on October 14-15, 2025

## School-wide Expectations:

### CITYVIEW COMMUNITY SCHOOL: SCHOOL-WIDE EXPECTATIONS

	Be Respectful	Be Responsible	Be Safe	Be a Superstar
<b>Arrival &amp; Dismissal</b>	<ul style="list-style-type: none"> <li>Walk quietly in and out of the building.</li> <li>Use a quiet indoor voice and appropriate language on school grounds.</li> <li>Go directly to get breakfast or to the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Arrive on time.</li> <li>Go straight to the cafeteria to pick up breakfast and then straight to class.</li> <li>Leave school grounds immediately after dismissal.</li> <li>Outside, walk only on sidewalks.</li> </ul>	<ul style="list-style-type: none"> <li>Walk to the bus with your class.</li> <li>If you are being picked up, wait in the gym patiently and stay seated in the assigned area.</li> <li>Keep hands, feet, and objects to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Get to class on time and come to school prepared and ready to learn.</li> <li>Follow directions the first time.</li> <li>Be positive, friendly, and helpful to adults and peers.</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>Avoid being a distraction to other classes.</li> <li>Use a quiet, indoor voice or whisper in the hallways.</li> <li>Open and close lockers quietly.</li> </ul>	<ul style="list-style-type: none"> <li>Always walk to the right side of the hallways and stairs.</li> <li>Be in the classroom during class time.</li> <li>Use a pass and go straight to your destination. "Out of class, show a pass."</li> </ul>	<ul style="list-style-type: none"> <li>Walk at all times.</li> <li>Keep hands, feet and objects to yourself.</li> <li>Keep appropriate distance from the person ahead of you in line.</li> </ul>	<ul style="list-style-type: none"> <li>Greet others nonverbally (wave, smile or thumbs up).</li> <li>Keep hallways clean. Pick up trash and throw it away.</li> <li>Follow staff directions the first time.</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Follow classroom expectations.</li> <li>Keep hands, feet, and objects to yourself.</li> <li>Follow staff directions the first time.</li> </ul>	<ul style="list-style-type: none"> <li>Take care of classroom and personal supplies.</li> <li>Take care of school devices.</li> <li>Use others to learn.</li> <li>Be on time and prepared to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to yourself.</li> <li>Walk quietly while entering, exiting, and moving around the classroom.</li> <li>Stay in your assigned area.</li> </ul>	<ul style="list-style-type: none"> <li>Do your best work and turn in work on time.</li> <li>Ask for help when needed.</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Follow staff directions the first time.</li> <li>Use proper manners.</li> <li>Use a quiet, indoor voice and kind words.</li> <li>If something is forgotten, raise your hand.</li> </ul>	<ul style="list-style-type: none"> <li>Clean up your area: Throw away garbage and put unwanted food on the sharing table.</li> <li>Take only what you need (food and supplies.)</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit in an orderly fashion.</li> <li>Stay seated at your table until dismissed.</li> <li>Keep hands, feet, and objects to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Eat healthy.</li> <li>Raise your hand for help.</li> <li>Help keep the entire lunchroom neat and orderly.</li> <li>Leave all food and drink in the cafeteria.</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>Respect others' privacy.</li> <li>Leave the bathroom clean.</li> <li>Save private conversations for another time and place.</li> </ul>	<ul style="list-style-type: none"> <li>Use bathroom during appropriate breaks.</li> <li>Conserve water, paper, and soap.</li> <li>Wait quietly for your turn.</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands with soap.</li> <li>Open and close stall doors slowly.</li> <li>Keep hands, feet, and objects to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind language.</li> <li>Keep the walls and stalls free of writing.</li> <li>Take your turn and get right back to class.</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>Follow bus driver's and other adults' directions.</li> <li>Use a quiet, indoor voice and kind words.</li> </ul>	<ul style="list-style-type: none"> <li>No eating or drinking.</li> <li>Keep the bus clean.</li> <li>Avoid being a distraction to the bus driver.</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated at all times.</li> <li>Safe hands, feet, and body at all times.</li> <li>Stay out of bus danger zones.</li> </ul>	<ul style="list-style-type: none"> <li>Offer assistance to others.</li> <li>Seek out help when needed.</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>Be kind to everyone.</li> <li>Listen and follow adult directions.</li> <li>Share playground equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Play safely.</li> <li>Stay in assigned playground area.</li> <li>Follow rules of games and sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>Report unsafe behavior, injury, or objects to an adult right away.</li> <li>Safe hands, feet, and body at all times.</li> <li>Line up quickly when called.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions.</li> <li>Ask others to play.</li> <li>Try to include everyone.</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>Pay attention to the speaker or performer(s) and stay quiet.</li> <li>Avoid being a distraction to others.</li> <li>Use restroom before the assembly.</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated and with your class.</li> <li>Listen to and follow adult directions the first time.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to yourself.</li> <li>Enter and exit quietly and orderly.</li> </ul>	<ul style="list-style-type: none"> <li>Be a good audience member.</li> <li>Applaud at the end of each performance.</li> </ul>

# Supporting Your Child with Literacy and Math at Home:

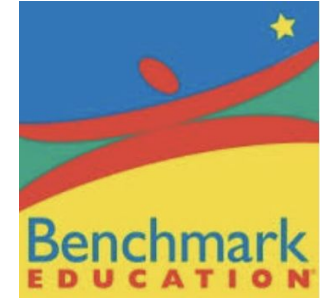


**Literacy:** MPS literacy instruction incorporates the five core components of literacy:

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

## Literacy Curriculum:

- **UFLI Foundations** for Foundational Skills in Phonemic Awareness and Phonics (Kindergarten through 3rd grade)
- **Advanced Word Study** (4th/5th grade) for Phonemic Awareness and Phonics
- **Benchmark Advance:** Reading Comprehension, Vocabulary, and Fluency



**Math:** All elementary MPS students receive math instruction using the Bridges in Mathematics and Number Corner curriculum from the Math Learning Center. Bridges prioritizes inquiry-based learning and student-centered approaches, while fostering mathematical reasoning in an inclusive and equitable learning environment.

## Math Curriculum:

- **Bridges Math and Number Corner** (K-5)





**Phonemic Awareness and Phonics learning occurs through direct instruction for 30 minutes each day. The other 90 minutes of literacy daily include work with comprehension, writing, and small group instruction.**

**Phonemic awareness:** This is the ability to notice, think about, and work with the individual sounds in spoken words. Students will blend words (hear the sounds and say them as a word) and segment (break apart a word into the individual sounds).


We develop alphabet knowledge and connect sounds in speech to letters. Alphabet knowledge includes identifying a letter by name, distinguishing it from others, forming the letter accurately in writing, and learning what sound(s) the letter represents.

**Phonics Instruction:** This teaches the relationships between the letters of written language and the sounds of spoken language. Students learn to decode (read) words; the process of seeing a word, recognizing the graphemes (letter or letters that represent a sound), connecting the letter with the sound, and then blending the sounds together to make the word. For example, “/b/ spells b.”

Progress is assessed every 5 days. Research has shown that if one can spell a word, one is more likely to be able to read the word.

**Fun Fact:** Humans have used spoken language for around 40,000 years, but have only used written language for about 5,000 years.

## First Grade Example:

 <b>Home Practice 41a</b>	<b>Word Work Chains</b> 1. cut → but → bet → met 2. had → hid → hit → hot
<b>New Concept and Sample Words</b> <b>short vowel review</b> has man ten six hot run	<b>Sample Word Work Chain Script</b> cut → but → bet → met 1. Make the word <b>cut</b> . [spelling] 2. Change the <b>c</b> to <b>b</b> . What word is this? [reading] 3. Change <b>but</b> to <b>bet</b> . [spelling] 4. Change the <b>b</b> to <b>m</b> . What word is this? [reading]
<b>Review Irregular Words</b> <u>look</u> *, <u>book</u> *, <u>are</u> , <u>was</u> , <u>you</u> *, <u>what</u> , <u>have</u> *	<b>Sentences</b> 1. What did you get? 2. Look at the dog and cat run!

**New Concept:** The Home Practice sheet will have the **new concept** listed at the top with a list of sample words for each concept. Instead of having your child memorize these words, use them to help your child practice what they have learned about letters and sounds. **To read words**, your child should say the sound for each letter or letter combination (d-i-sh) and then blend the sounds to read the word (dish). **To spell words**, your child should break the word into sounds and write the letter or letter combination for each sound.

**Word Work Chains:** You can guide your child’s practice by **asking them to spell or read a new word**. The Sample Word Work Chain Script shows how to alternate reading and spelling practice.

**Irregular Words:** Your child will also learn to read and spell irregular words. These words have a tricky part, and that part needs to be learned “by heart.” The rest of the word can be sounded out. An asterisk \* next to a word indicates that the word is temporarily irregular. This just means your child hasn’t yet learned all the letter-sound connections in the word.

**Sentences:** It is important for children to have opportunities to practice applying new letter-sound connections in connected text (sentences and books). **Have your child practice both reading and spelling the sentences provided.**

UFLI Parent Resource Hub:

<https://ufli.education.ufl.edu/resources/parent/>

# K-3 Learning Charts and Examples:



### Consonant Grid

	Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue Behind Top Teeth	Tongue Lifted	Tongue Pulled Back	Back of Throat
Stops							
Nasals							
Fricatives							
Affricates							
Glides							
Liquids							

### Vowel Valley

**Tight Smile**

**Puckered Lips**

**Diphthongs**

- oi
- oy
- ou
- ow

**Vowel-R**

- ar
- er
- ur
- or
- ar
- ore

**Low Open**

**High**

**Mid**

**Low**

### Lesson 41 Practice

Practice reading the heart words and then write them:

said	he	you	have	what	from
------	----	-----	------	------	------

Heart Words

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

### Roll and Read

Lesson 41a: short vowel review (1)

am	six	if	at	him	and
had	run	ran	got	man	but
is	big	get	did	cut	in

Reading Practice:

### The Fox and the Red Hen

The fox can not get up. He is in a pit. The red hen looks at the fox. "Oh no! You are in the pit." "Yes, I am in the pit. Can you help me?" asks the fox. "Yes, I can help, but do not jump on me!" said the red hen. The red hen helps the fox. The fox did not jump on the red hen. The red hen and the fox are glad the fox is not in the pit.

### Lesson 41a: short vowel review (CVC)

### The Fox and the Red Hen

Illustrate the story here:

The fox can not get up. He is in a pit. The red hen looks at the fox. "Oh no! You are in the pit." "Yes, I am in the pit. Can you help me?" asks the fox. "Yes, I can help, but do not jump on me!" said the red hen.

The red hen helps the fox. The fox did not jump on the red hen. The red hen and the fox are glad the fox is not in the pit.

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# Advanced Word Study (grades 4-5)



Students begin with a review of the syllable types and a short and long vowel review. They study prefixes and suffixes, spelling rules, affixes, and Greek and Latin roots. The Advanced Word Study curriculum has been developed within MPS to connect with UFLI Foundations.

Fun fact: About 60% of our English words have Greek and Latin roots.

Prefixes	Meaning	Examples	Suffixes	Meaning	Examples
Un-	Not	Unfriendly	-ful	notable for	woeful
Under-	Under	Understand	-er, -or	one who	the narrator
tri-	three	triangle	-ious, -ous	characterized	studious
therm-	heat	thermometer	-en	become	strengthen
sub-	under	submarine	-ize, -ise*	become	socialize
Sub-	Under	Subeditor	-ish	having quality	snobbish
semi-	half	semi-final	-ism	belief	skepticism
re-	again	return	-ness	state of being	rudeness
pre-	before	prefix	-ify, -fy	make	rectify

# Bridges Math and Number Corner



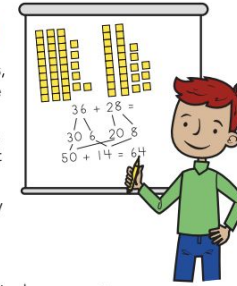
**Bridges Math** is a rigorous program designed to address the new math standards in a way that's enjoyable and accessible to all learners. The curriculum focuses on developing in students a deep understanding of math concepts, proficiency with key skills, and the ability to solve new and complex problems.

**Number Corner:** Number Corner is a skill-building program that revolves around the classroom calendar and gives students an active role. Students receive daily practice and review of broader mathematical concepts.

Dear Third Grade Families,

## Welcome back to school!

This year we are using Bridges in Mathematics, a K–5 math program that will help us meet the new standards and make math meaningful and exciting. In third grade, students focus on multiplication, fractions, and area. Throughout the year they:

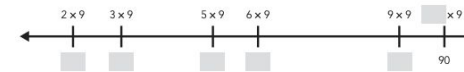


- Multiply numbers from 0 to 10 with fluency
- Multiply with numbers greater than 10
- Add and subtract with numbers to 1,000
- Work with unit fractions (fractions with a 1 in the numerator like  $\frac{1}{3}$  and  $\frac{1}{6}$ ) and add and subtract fractions
- Explore division

The math might sometimes seem unfamiliar or different than you remember, but there are many ways you can help!

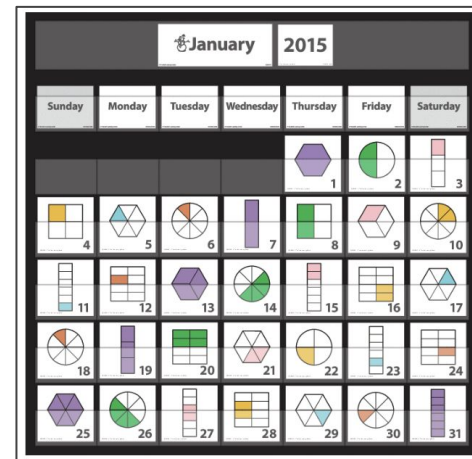
- Invite your child to talk about the math by asking questions like, "Did you do a problem like this at school? How did you think about it?"
- Focus on the pictures. Bridges uses visual models to make the mathematics accessible to all learners. Talking about the pictures is a great way to get started. Ask questions like, "Can we draw a picture of this problem? Now how can we use the picture to solve the problem?"

Complete the Number Line Puzzle below.



- Get more information and ideas about how to help your child by visiting this website for families: [www.mathlearningcenter.org/families](http://www.mathlearningcenter.org/families)

By being open to learning and talking with your child, you can help your child develop strong skills and a love of math.



Day	Amount Rolled	Time	Elapsed Time	Total Time

# Bridges Math Program Instruction and Homework:



**Problems & Investigations:** Problems & Investigations often **begin with a problem posed to the whole class.** Students think and work independently or talk in pairs before sharing and comparing strategies and solutions as a whole class. The teacher monitors and guides the **class discussion** to make sure that students understand important mathematical concepts.

**Work Places:** Work Places are **engaging math exploration activities that reinforce key skills.** The teacher observes and interacts to address students' need for support and enrichment.

**Homework:** Home Connections **assignments are sent home by your child's teacher.** The main role for parents is not to teach but to guide your student and take an interest in their work. You'll be receiving Unit Overviews throughout the year that explain the math concepts the class is currently focused on and suggest specific ways you may support your child.

[mathlearningcenter.org/families](http://mathlearningcenter.org/families)

Let's Look at How an Array Can Help Us Solve this Problem!

**Game Store Problem 1**

Rosa bought 32 marbles at the game shop. The marbles came in bags of 8. How many bags of marbles did she buy?

Unit 5 Module 1 | Session 3 All facts are plus more as needed, listed in the Work Place box

NAME: Jorge | DATE: \_\_\_\_\_

**5C Line 'Em Up Record Sheet**

Player 1: Jorge | Player 2: \_\_\_\_\_

		Round 1			
5	× 7 = 35				
35	+ 2 = 17	R 1		+ 2 =	R
35	+ 3 = 11	R 2		+ 3 =	R
35	+ 4 = 8	R 3		+ 4 =	R
35	+ 5 = 7	R		+ 5 =	R
35	+ 6 = 5	R 5		+ 6 =	R

Unit 5 Module 2 | Session 1

NAME: \_\_\_\_\_ | DATE: \_\_\_\_\_

**Multiplication & Division Review** page 1 of 2

**1** Complete the multiplication facts.

2	4	7	2	10	9	7
× 3	× 5	× 5	× 6	× 8	× 2	× 3

0	5	7	3	9	5	3
× 2	× 6	× 2	× 5	× 5	× 5	× 8

8	5	7	4	6	7	4
× 2	× 8	× 1	× 6	× 6	× 4	× 8

**2** Complete the division facts.

10 ÷ 5 = \_\_\_\_\_      9 ÷ 1 = \_\_\_\_\_      20 ÷ 10 = \_\_\_\_\_

50 ÷ 5 = \_\_\_\_\_      30 ÷ 5 = \_\_\_\_\_      18 ÷ 2 = \_\_\_\_\_

**3** Frank, Joe, and Carl went with their grandma to the bakery. She said that they could use the change she got back to buy mini-chip cookies to share equally. She bought a cake for \$11 and two loaves of bread for \$2.70 each. She paid with a \$20 bill. The mini-chip cookies cost 40¢ each. How many cookies did each boy get? Show all your work.

## **Principal**

- Renee Montague

## **Family Liaison**

- Terry Tyler

Contact our Main Office at 612-668-2270



We appreciate you!