

SCHOLASTIC

PRIME

Mathematics **New Edition**

For Grade 1 - 6

Proven to be the world's best practice

Teaching Mathematics via the 21st century skills



Completely aligned to the
Cambridge Curriculum
and flexible to cover different
curricula with NEW
digital practice and
assessment hub available!

What people are saying about PR1ME



PR1ME Mathematics books are colorful and inviting. The instructions are clean and easy to follow.

The children enjoy math!

Lana Gergisak, Director, Central Point International Elementary School, Czech Republic



The concepts in this book are arranged in order of difficulty so that teachers **can scaffold the ideas progressively**. Also, I like the pages that are related to real life events, which help students to understand the **importance of learning Math**.

Avery Cheng, Elementary Mathematics Coordinator, Victoria Academy (International School), Taiwan



PR1ME Mathematics has allowed me to approach problem solving in a different way and in a more practical sense. **My students have embraced it!**

Myrtle Clarke, Principal, Ardenne Preparatory School, Jamaica



PR1ME Mathematics has given teachers and students a different perspective on the **meaning of and enjoyment** surrounding the world of **mathematics**.

Elaine von Hoesslin, Head of Mathematics, Kingsmead College, South Africa



PR1ME Mathematics has a unique framework with a focus on **building skills and in-depth understanding** of essential math skills.

Martha Murillo, 4th Grade Teacher, Saint Paul Primary School, Costa Rica

What is PR1ME Mathematics?

PR1ME Mathematics New Edition is an innovative, robust, and comprehensive mathematics curriculum that teaches essential concepts while developing skills important for success in the global workforce.

PR1ME incorporates these four "Cs": **CRITICAL THINKING**, **COLLABORATION**, **COMMUNICATION** and **CREATIVITY** to build a deep conceptual understanding of mathematics. Its unique lesson structure introduces a fifth C: **CONFIDENCE**. Confidence keeps students and teachers motivated to learn and teach and to continue challenging themselves to grow.

Developed by **combining research based methodology with 21st century skills development**, **PR1ME** provides users a sense of flexibility, and connects mathematical concepts to the real world.

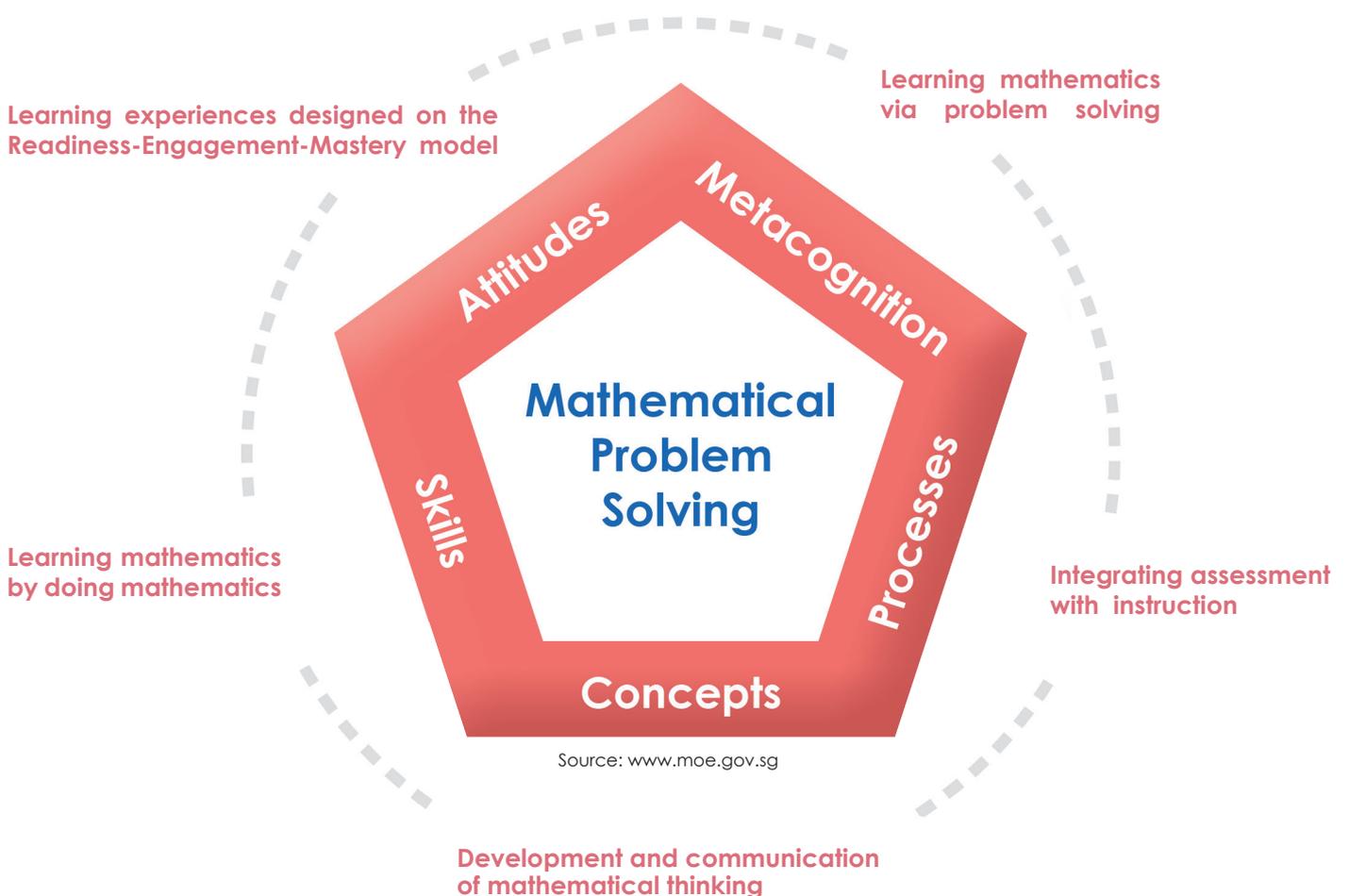
PR1ME is easy to teach, fun to use, and fosters a lifelong love of math!



Why PR1ME Mathematics works?

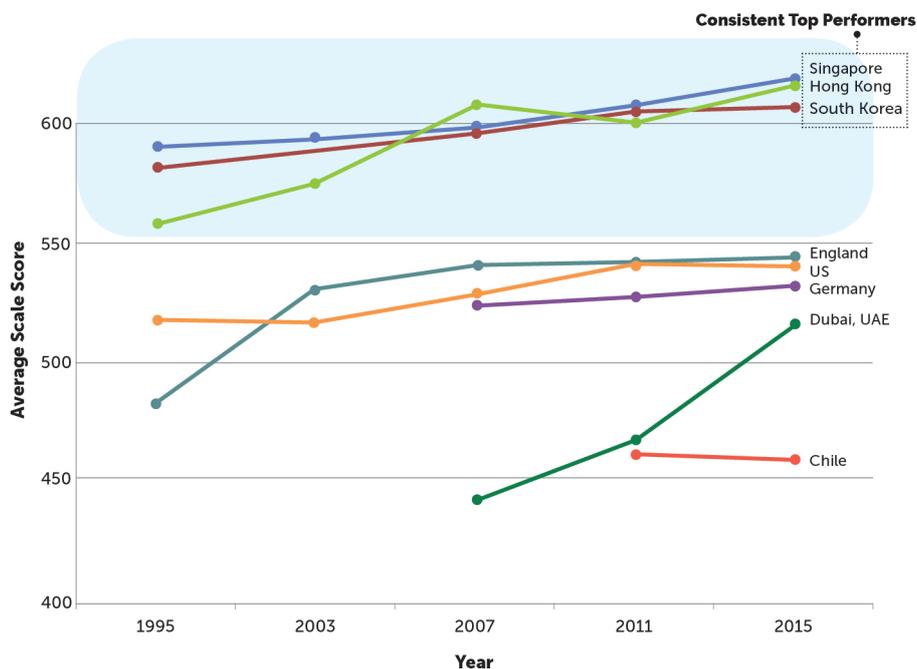
Based on Proven Pedagogy Used by the Global Top Performers

- **Following Singapore's Mathematics Curriculum Framework** and the **Cambridge Primary Mathematics curriculum**
- **Incorporates best teaching and learning practices** from the consistent global top performers in international studies such as TIMSS and PISA: **Singapore, Hong Kong** and the **Republic of South Korea**
- **Supports learning to mastery of all students** with a pedagogical framework and instructional design based on proven teaching and learning practices
- **Integrates assessment for learning** so that every child can succeed
- Offers a **comprehensive, accessible suite of teaching and learning resources** for flexibility in planning and instruction, and learning



PR1ME creates a powerful environment for premier instruction and performance leading to mathematical success

TIMSS GRADE 4 TRENDS IN MATHEMATICS ACHIEVEMENT



Support learning to mastery for all students

The instructional design of each chapter comprises learning experiences that consistently involve three phases of learning: **Readiness, Engagement and Mastery**, so that teaching and learning mathematics is effective, measurable and diagnostic.

READINESS

Checking prior knowledge and taking ownership of learning.



ENGAGEMENT

This is the main phase of learning for which **Mathematics** principally incorporates three pedagogical approaches to engage students in learning new concepts and skills.

MASTERY

There are multiple opportunities in each lesson for students to consolidate and deepen their learning.



The **Concrete-Pictorial-Abstract** method is a systematic approach requiring students to think critically about the best representation to use when solving a new problem.

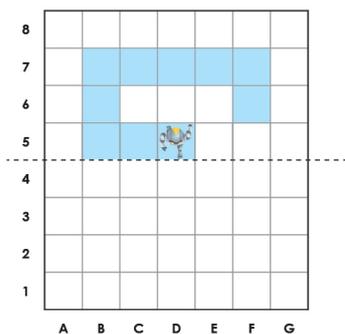
Concrete: Hands-on activities with everyday materials build conceptual understanding.

Pictorial: Pictures representing physical objects previously used in a problem help students construct mental representations of a problem.

Abstract: Concepts are modeled using numbers and symbols so students can relate physical and pictorial representations to this final stage.

MISSION POSSIBLE

Tucker has half of a symmetric figure drawn on a grid as shown below. He wants to program a bot to help him complete the figure. The bot will color the squares that it lands on.



Help Tucker complete the instructions for the bot. The bot should not return to a colored grid square. Use grid references and words such as **turn right** and **turn left**.

Start at (D, 5).
Move forward _____ unit(s) to (_____, _____).

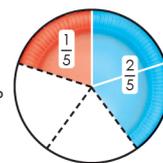
End at _____.

Adding fractions with the same denominator

Let's Learn

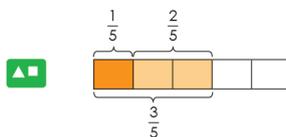
- a) Pedro colors $\frac{1}{5}$ of a paper plate red. Then, he colors $\frac{2}{5}$ of it blue.

What fraction of the paper plate does he color?



$\frac{1}{5}$ and $\frac{2}{5}$ are **like fractions**.

The denominators are the same.



2+2

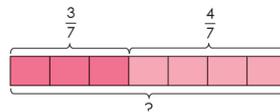
$$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$$

He colors $\frac{3}{5}$ of the paper plate.

1 fifth and 2 fifths make 3 fifths.



- b) Add $\frac{3}{7}$ and $\frac{4}{7}$.



$$\frac{3}{7} + \frac{4}{7} = \square$$

$$= \square$$

3 sevenths and 4 sevenths make 1 whole.



Students develop the **ability to be flexible** by exploring and practicing additional ways and representations to solve problems.

NEW! Mission Possible activities provide practice with the 4 pillars of computational thinking - Decomposition, Pattern Recognition, Abstraction, and Algorithms - taking students through the thinking process.



Build Understanding & Comprehension through Teamwork

PRIME New Edition's unique structure inspires students to work with one another through collaborative discussions to solve problems. Collaboration requires students to be flexible and open to new ideas, exposing them to various problem-solving strategies.

Coursebook 2A, PRIME Mathematics

Let's Learn and **Let's Do** activities present guided practice, encouraging collaboration and enhancing understanding of concepts.

Duration: 2 h 40 min

Let's Learn Finding the number of things in each group

Objective:

- To use objects and manipulatives to illustrate the sharing concept of division

Materials:

- 4 paper plates per group
- Counters
- Magnetic counters

Resources:

- CB: pp. 131–134
- PB: pp. 103–106

Vocabulary:

- divide

(a)



Have students get into groups of four. Distribute a set of counters and 4 paper plates to each group.

Have students participate in the activity. Stick 12 magnetic circles on the board. **Say:** We are going to share 12 apples equally. Let us share 12 apples equally on 4 plates. Place one apple on each plate. **Ask:** Are there 4 plates? Place any more apples on the plates. **Say:** There are 3 apples on each plate. **Ask:** How many apples are placed on each plate? Have a student count the circles on the board. **Say:** By dividing 12 by 4, we get 3. There are 3 counters in each group.

2+2

Say: Each plate represents a group. When we divide 12 counters into 4 groups, there are 3 counters in each group. We use the word 'divide' when we share objects into equal groups.

7 Division

Lesson 1 Sharing and Grouping

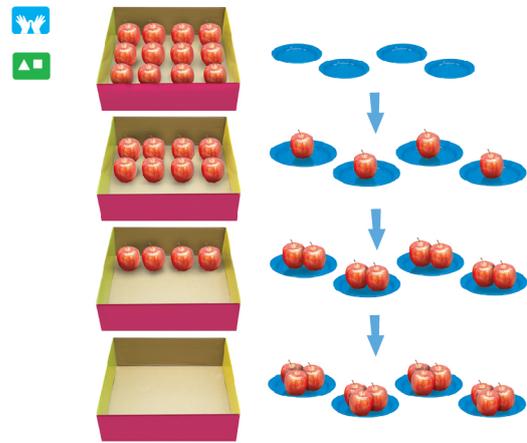
You will learn to...

- understand sharing equally as division
- understand finding the number of equal groups as division
- tell division stories

Finding the number of things in each group

Let's Learn

a) Put 12 apples equally on 4 plates.



There are 3 apples on each plate.

2+2

Divide 12 apples into 4 groups. There are 3 apples in each group.

Teacher's Guide 2A, PRIME Mathematics

Teacher's Guides provide collaborative activities for better understanding of math concepts.



EXPLORE

A teenager spends $\frac{1}{6}$ of her time each day working and $\frac{2}{6}$ of the time studying in school. What fraction of her time each day does the teenager spend on both activities?



How can we solve this problem?

Discuss in your group and fill in Columns 1 and 2.

1. What I already know that will help me solve the problem

2. What I need to find out and learn

3. What I have learned

NEW! Explore allows students the opportunity to **work together to complete exercises** and find solutions to new problems in familiar contexts.

Think About It presents opportunities to **work together to discuss common misconceptions** and errors.

Students learn how to identify mistakes and **relate mathematical situations** to every day life.

THINK ABOUT IT

Sarah and David solve this problem in different ways.

$$\frac{5}{8} + \frac{1}{8} = ?$$



Sarah

$5 + 1 = 6$
 $8 + 8 = 16$
 My answer is $\frac{6}{16}$.

$5 + 1 = 6$
 My answer is $\frac{6}{8}$.



David

Who is correct?
 Why do you say so?

Who is wrong?
 Why do you say so?

What did you learn about adding fractions?

Think of a time in your daily life when you need to add fractions.

cake recipe
 3 cups flour
 1 cup sugar
 1 cup cream
 1 cup water





Develop Metacognition & Effective Expression of Ideas

PRIME New Edition encourages students to describe and reflect upon their problem-solving approaches, which develops an awareness of their own thought processes. This metacognition enables them to monitor, direct and communicate their mathematical thinking and, in doing so, become proficient problem solvers.

Mind Stretcher develops higher-order thinking skills and metacognitive ability.

Thought Bubbles model the thinking process and train students to communicate their mathematical thinking so they become proficient problem solvers.

Math Journal

1. Do you think a proper fraction or a mixed number is greater? **Explain** your answer.
2. **Give** two examples of items that are packed in half dozen.
3. **Explain** what it means for two fractions to be equivalent.



Math Journal

NEW! The Math Journal feature provides students a place to **reflect on their own thinking to enhance and extend the learning process**, and further develop communication and metacognition skills.

Coursebook 3A, PRIME Mathematics

What is the **difference** between 4 and 7?

$$7 - 4 = \square$$

To find the difference, we subtract the smaller number from the greater number.



The difference between 4 and 7 is \square .

3.1 Mind stretcher

Let's Learn



On Sunday, Sarah folds 1 paper crane.
On Monday, she folds 3 paper cranes.
Each day, Sarah folds 2 more paper cranes than the day before.
In the same week, how many paper cranes will Sarah fold on Saturday?

1 Understand the problem.

How many paper cranes does Sarah fold on Sunday?
How many paper cranes does she fold on Monday?
How many more paper cranes does she fold each day?
What do I have to find?



2 Plan what to do.

I can **make a list** of the number of paper cranes to help me solve the problem.



3 Work out the Answer.

Sun Mon Tue Wed Thu Fri Sat
↓ +2 ↓ +2 ↓ +2 ↓ +2 ↓ +2 ↓
1, 3, 5, 7, 9, 11, 13

Sarah will fold 13 paper cranes on Saturday.

4 Check if your answer is correct.

Each day, Sarah folds 2 more paper cranes than the day before.
My answer is correct.



5 + Plus Solve the problem in another way.

Look for a pattern.
There are 7 days from Sunday to Saturday.

Day	Number of paper cranes
1	1
2	$1 + 2 = 3$
3	$1 + 2 + 2 = 5$
4	$1 + 2 + 2 + 2 = 7$

Day 1: 1 plus 0 twos
Day 2: 1 plus 1 two
Day 3: 1 plus 2 twos
Day 4: 1 plus 3 twos
The number of twos is 1 less than the day number.
Day 7: 1 plus 6 twos



On day 7, Sarah will fold $1 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 13$ paper cranes.
 $1 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 13$
Sarah will fold 13 paper cranes on Saturday.

Compare the methods in steps 3 and 5.
Which method do you prefer? Why?

1. Understand ✓ 2. Plan ✓ 3. Answer ✓ 4. Check ✓ 5. Plus

Coursebook 1, PRIME Mathematics New Edition

Speech Bubbles introduce mathematical language.



Improve Understanding & Mastery through Creative Thinking

PR1ME New Edition cultivates student creativity with opportunities to create their own mathematical problems, brainstorm solutions, and think outside of the box. Students practice using different problem-solving techniques, evaluate and apply new ideas, while developing a deeper understanding of the concepts.

Create Your Own activities develop deep conceptual understanding by challenging students to create their own word problems that are realistic and solvable.

CREATE YOUR OWN

Tank A can hold 34 liters of water.
Tank B can hold 12 liters of water less than tank A.
What is the capacity of tank B?

Read the word problem.
Change the word problem so that the answer is 14 liters.
How did you decide what to change in the word problem?

Next, solve the word problem. Show your work clearly.
What did you learn?

Coursebook 2, PR1ME Mathematics New Edition

UPAC* provides students with the opportunity to think **outside of the box** prescribed by the **UPAC** problem solving process and **explore new and creative ways to find solutions** to the same problem.

6.1 Word problems

Let's Learn

Nathan had $\frac{9}{10}$ of a pie at first. He ate $\frac{6}{10}$ of the pie.
What fraction of the pie did he have left?

1 Understand
the problem.



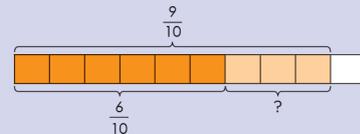
What fraction of the pie did Nathan have at first?
What fraction of the pie did he eat?
What do I have to find?

2 Plan
what to do.

I can **draw a fraction bar model** to help me solve the problem.



3 Work out the Answer.



$$\frac{9}{10} - \frac{6}{10} = \frac{3}{10}$$

Nathan had $\frac{3}{10}$ of the pie left.

4 Check
if your answer is correct.

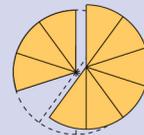
$$\frac{3}{10} + \frac{6}{10} = \frac{9}{10}$$

My answer is correct.



5 + Plus
Solve the problem in another way.

Draw a circle on a piece of paper and cut it out. Divide it into 10 equal parts to represent the pie. Color 9 parts to represent Nathan's share. Cut out and remove 6 of the colored parts to represent the fraction of the pie that Nathan ate.



There are 3 out of 10 equal parts left.
So, Nathan had $\frac{3}{10}$ of the pie left.

Compare the methods in Steps 3 and 5.
Which is better? Why do you think so?

✓ 1. Understand ✓ 2. Plan ✓ 3. Answer ✓ 4. Check ✓ 5. Plus

Coursebook 3, PR1ME Mathematics New Edition



Provide a focused and coherent curriculum based on learning progression principles

PR1ME Mathematics has a focused and coherent content framework and developmental continuum in which higher concepts and skills are built upon the more foundational ones. This spiral approach is expressed as four **Learning Progression Principles** that are a composite of the successful practices of the top performing nations.

The framework stresses conceptual understanding, skills proficiency and mathematical processes and duly emphasizes metacognition and attitudes. It also reflects the 21st century competencies.

Learning Progression Principle 1

Deep focus on fewer topics builds a strong foundation.

Learning Progression Principle 2

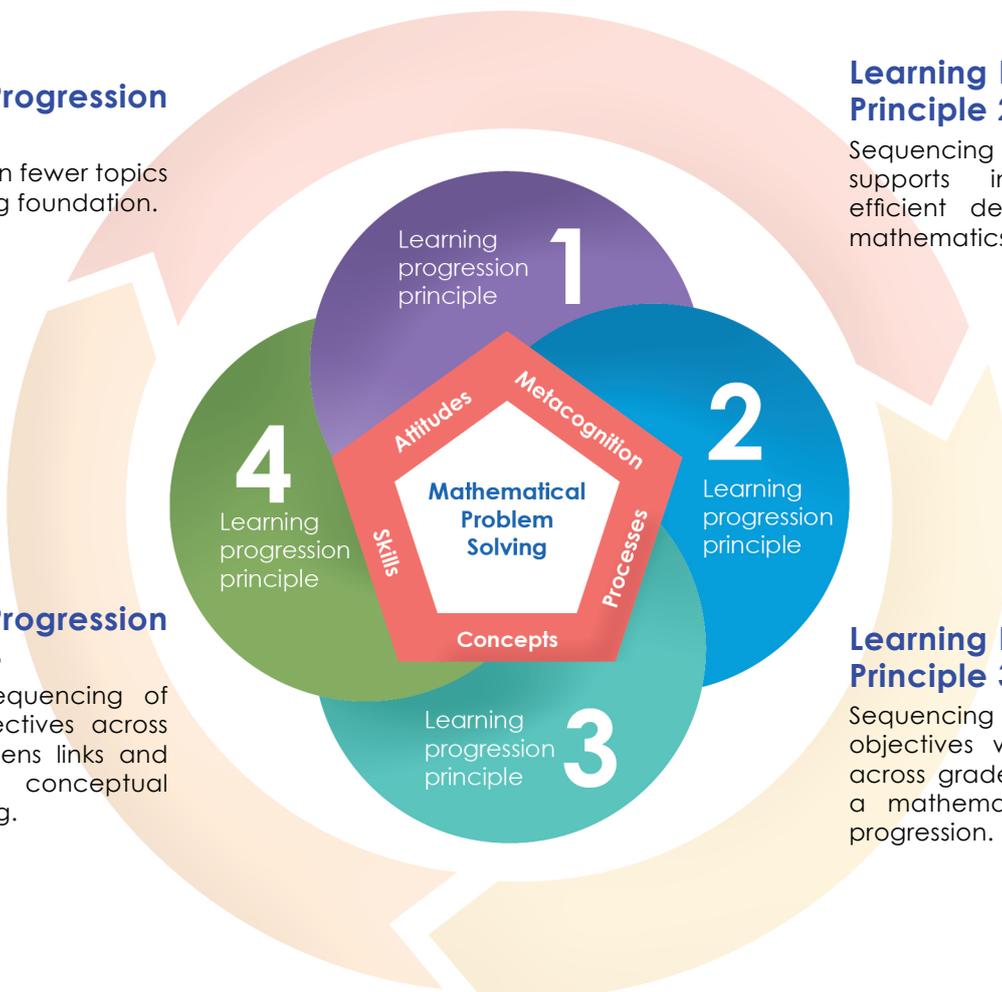
Sequencing within strands supports in-depth and efficient development of mathematics content.

Learning Progression Principle 4

Purposeful sequencing of learning objectives across strands deepens links and strengthens conceptual understanding.

Learning Progression Principle 3

Sequencing of learning objectives within a topic across grades is based on a mathematically logical progression.



Read Me!

Discover more on the Learning Progression Principle by scanning this QR code





Increase Student Confidence with Powerful Instructional Design

PR1ME New Edition's scaffolded curriculum provides learners with all the tools necessary to create confident problem solvers; the **Understand-Plan-Answer-Check+** (UPAC+) method for problem solving, the **Concrete-Pictorial-Abstract** (CPA) representations, and the **ALL-NEW Digital Practice & Assessment Hub**. These systematic, guided approaches develop a deep understanding of problem solving, while online components provide additional practice and opportunities for student mastery.

The five-step **Understand-Plan-Answer-Check+** (UPAC+) method is a scaffolded problem solving process that provides the basis of and builds good habits for approaching mathematical problems at all levels of difficulty.

See UPAC+ under Creativity

Let's Learn

A shop has 253 neckties.
It has 67 fewer belts.
How many neckties and belts are there altogether?

1 Understand the problem.

How many neckties are there?
Are there more neckties or more belts?
How many fewer belts are there?
What do I have to find?

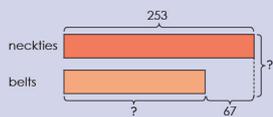


2 Plan what to do.

I can draw a bar model to compare the number of neckties and belts.



3 Work out the Answer.



$$253 - 67 = 186$$

There are 186 belts.

$$253 + 186 = 439$$

There are 439 neckties and belts altogether.

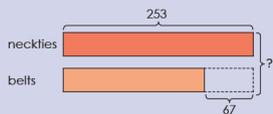
$$\begin{array}{r} 1\ 4\ 1 \\ 2\ 5\ 3 \\ -\ 6\ 7 \\ \hline 1\ 8\ 6 \\ \hline 1 \\ 2\ 5\ 3 \\ +\ 1\ 8\ 6 \\ \hline 4\ 3\ 9 \end{array}$$

4 Check if your answer is correct.

$186 + 67 = 253$
There are 253 neckties.
 $439 - 186 = 253$
There are 253 neckties.
My answer is correct.



5 + Plus Solve the problem in another way.



The number of belts is 67 less than 253.
We can first add 253 and 253.
Then, we subtract 67.

$$253 + 253 = 506$$

$$506 - 67 = 439$$

$$\begin{array}{r} 1 \\ 2\ 5\ 3 \\ +\ 2\ 5\ 3 \\ \hline 5\ 0\ 6 \\ \hline 4\ 9\ 1 \\ 8\ 0\ 6 \\ -\ 6\ 7 \\ \hline 4\ 3\ 9 \end{array}$$

There are 439 neckties and belts altogether.
Compare the methods in steps 3 and 5.
Which method do you prefer? Why?

✓1. Understand ✓2. Plan ✓3. Answer ✓4. Check ✓5. Plus

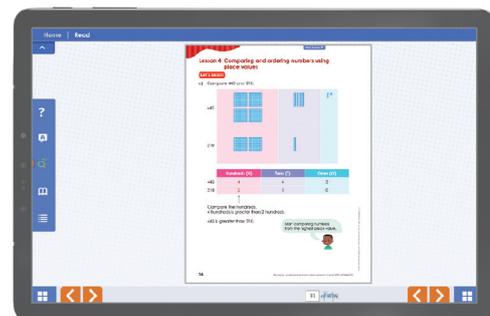
Let's Remember

- The circle is divided into 2 equal parts.
Each part is a half ($\frac{1}{2}$) of the circle.
___ halves make a whole.

- Each circle is divided into equal parts.

Fraction	Read as	Fraction	Read as
$\frac{1}{2}$	one-half	___	three-eighths
$\frac{1}{3}$	one-third	___	two-ninths
$\frac{1}{4}$	one-quarter or one-fourth	___	seven-tenths
$\frac{2}{5}$	two-fifths	___	five-elevenths
$\frac{5}{6}$	five-sixths	___	one-twelfth
$\frac{4}{7}$	four-sevenths		

Let's Remember and **Recap** sections require students to recall previously learned information, creating a robust knowledge when approaching increasingly difficult problems.



Student Hub

Coursebook in on-line format with embedded videos to ensure that learning never stops.



Enables every child to succeed by integrating formative and summative assessments with instruction

Detailed teaching materials and professional development resources make it easy for all educators to deliver effective instruction with confidence.

This task assesses students' understanding at the pictorial and abstract levels.

Let's Do

- Divide. Use the related multiplication facts to help you.
 - $4 \times 5 = 20$
 $20 \div 5 = \underline{\quad}$
 - $7 \times 5 = 35$
 $35 \div 5 = \underline{\quad}$
- Complete the related multiplication and division facts.
 - $\underline{\quad} \times 5 = 10$
 $10 \div 5 = \underline{\quad}$
 - $\underline{\quad} \times 5 = 40$
 $40 \div 5 = \underline{\quad}$

Let's Do

Let's Do at each step of concept development are formative and diagnostic assessments. They assess the student's learning and level of conceptual understanding to provide timely feedback to teachers.

This task assesses students' understanding at the abstract level.

Recap provides a pictorial and abstract representation of the concrete activity carried out in the class.

Practice

Purposeful **Practice** tasks in print and digital formats complement and extend learning. They encourage students to develop deep conceptual understanding and confidence to work independently. Practice tasks also serve as formative and diagnostic assessment providing essential information to students and teachers on learning progress.

Exercise 5.1 Dividing by 5

Recap
Put 20 tomatoes equally into 5 baskets.

$5 \times 4 = 20$
 $20 \div 5 = 4$

$20 \div 5 = 4$
There are 4 tomatoes in each basket.

- Divide. Use the related multiplication facts to help you.
 - $8 \times 5 = 40$
 $40 \div 5 = \underline{\quad}$
 - $9 \times 5 = 45$
 $45 \div 5 = \underline{\quad}$
- Complete the related multiplication and division facts.
 -
 -
- Divide.
 - $5 \div 5 = \underline{\quad}$
 - $20 \div 5 = \underline{\quad}$
 - $10 \div 5 = \underline{\quad}$
 - $40 \div 5 = \underline{\quad}$
 - $25 \div 5 = \underline{\quad}$
 - $50 \div 5 = \underline{\quad}$
 - $15 \div 5 = \underline{\quad}$
 - $35 \div 5 = \underline{\quad}$
 - $45 \div 5 = \underline{\quad}$
 - $30 \div 5 = \underline{\quad}$

© 2015 Education Queensland. Formative and Summative Assessment. Chapter 5: Practice 5.1



Summative assessments enable teachers to assess student learning at the end of each chapter and beyond.

Reviews

Reviews provide summative assessment and enable consolidation of concepts and skills learned across various topics.

Review 2

- Write the missing numerals or numbers in words.

Numeral	Number in words
50	
	forty-nine
68	
	one hundred
- Count the tens and ones. Then, write the missing numbers.

Tens	Ones

_____ tens _____ ones = _____
- Arrange the numbers in order. Begin with the greatest.

39	99	96	69	93
----	----	----	----	----

- Complete the number patterns.
 - 66, _____, 76, _____, 86, _____
 - _____, _____, 44, _____, 36, 32
 - 37, _____, _____, 67, 77, _____
 - _____, 85, _____, 79, 76, _____

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Digital Assessment provides topical, cumulative and progress monitoring assessments for evaluating fluency, proficiency and for benchmarking throughout the year.

Student	Score
Alex Apple	100%
Billy Boon	84%
Dave Deans	100%
Eddie Evans	100%

Ch 16 Practice 2.1: Naming and describing 2D shapes

1 of 5

Move the correct numbers to the boxes.

A square has line segment(s) and curve(s).

Hint

This is a line segment. This is a curve.

NEW! The **Digital Practice & Assessment Hub** is an innovative online portal that includes **additional learning opportunities and continued practice** that students can use to **self-assess and reaffirm learned skills**.

Easy to assign and with instant access, **Digital Practice** includes hints to support students and provides immediate feedback to teachers on students' learning.

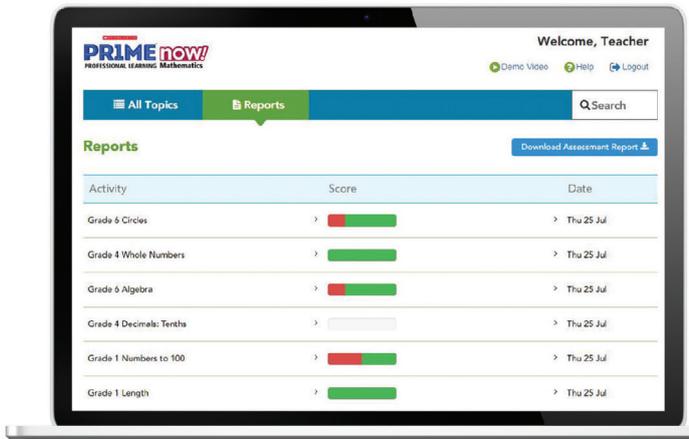
CONFIDENCE



Increase Teacher Confidence with Premier Support

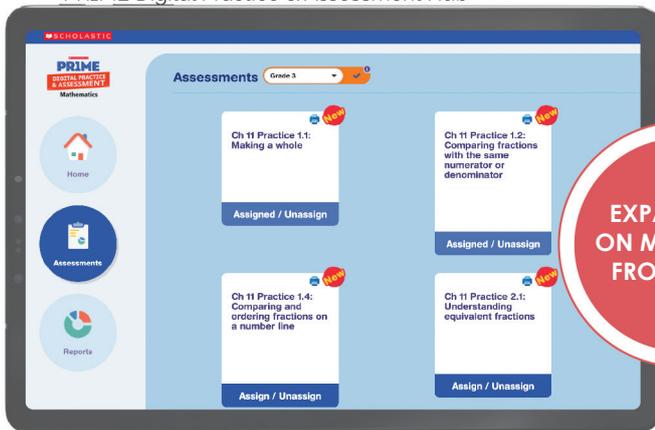
Formative assessment is a vital part of the ongoing, interactive process by which teachers gather immediate insight about students' learning to inform and support their teaching.

PRIME Professional Learning Now!



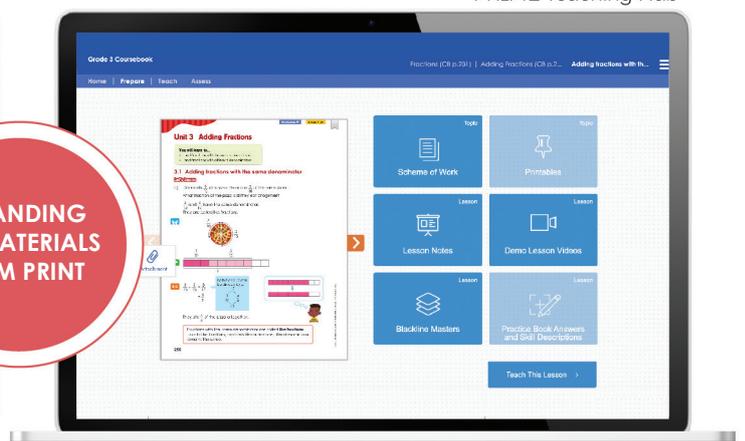
PRIME Professional Learning Now! includes 50 videos and assessments covering the concepts of PRIME Mathematics, providing teachers with 24/7, on-demand professional learning resources to ensure pedagogical mastery.

PRIME Digital Practice & Assessment Hub



EXPANDING ON MATERIALS FROM PRINT

PRIME Teaching Hub



NEW! The Digital Practice & Assessment Hub for teachers provides a view of students results from assigned materials giving additional insight into class and individual progress.

NEW! The Teaching Hub consists of 3 modes: Prepare, Teach, Follow-Up, and includes all of the print resources from PRIME plus additional materials like links to extra lessons and activities, and downloadables.

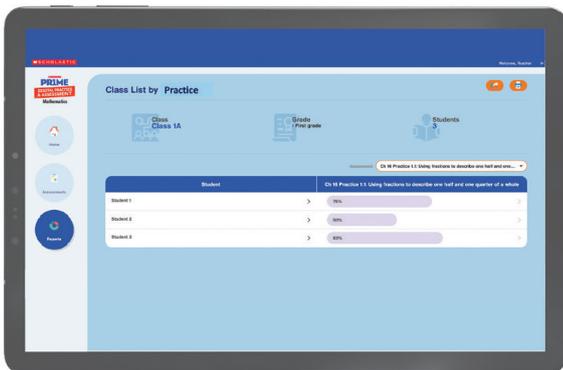


Meaningful insight to help every teacher help each student succeed

Auto-generated reports for **Digital Practice** and **Digital Assessment** make data easily accessible and actionable to support every teacher's instructional goals. Teachers can review high level reports at class level or dive into the details of each student, chapter, topic, concept and practice or assessment item.

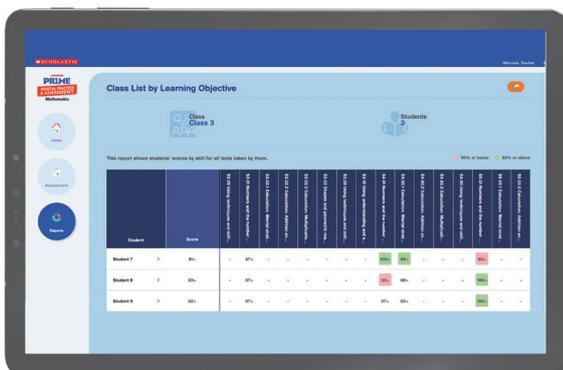
Reports for Practice

Reports for Practice provide timely formative and diagnostic data on student learning that teachers can act on immediately to adjust instructional practices in an effort to address and maximize individual students' learning.



Monitor students' learning

Class Performance by Practice Report shows student performance on each practice.



Identify students' strengths and weaknesses

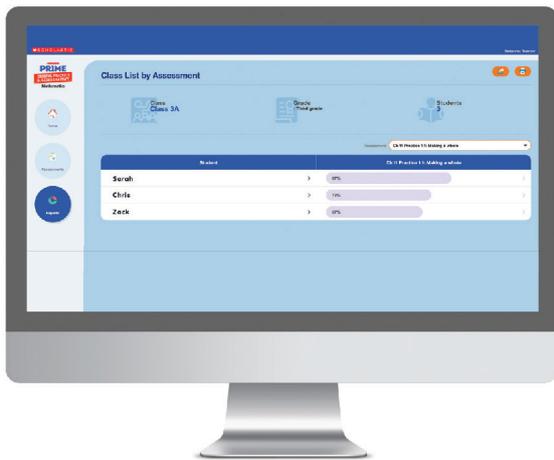
Class Performance by Learning Objective for Practices Report shows student performance against learning objectives.

CONFIDENCE



Reports for Assessments

Reports for Assessments provide in-depth mastery analysis in an easy to access and view format.

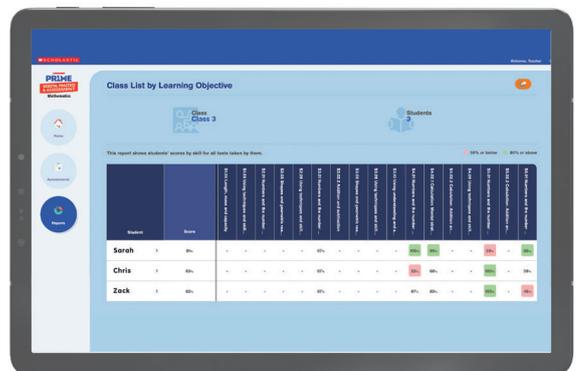


Monitor progress

Class Performance by Assessment Report shows student performance on each assessment.

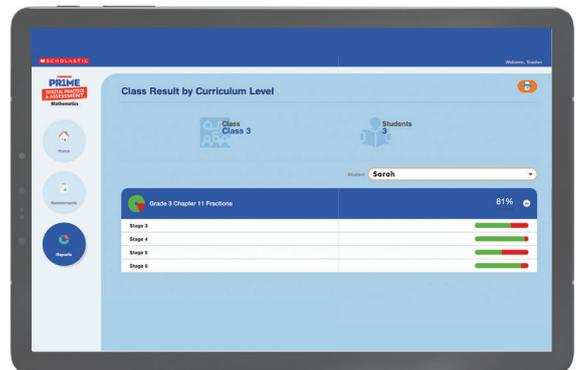
Identify students' strengths and weaknesses

Class List by Learning Objective Report shows student performance against a topic or learning objective by aggregating the results for it across multiple assessments.



Benchmark performance

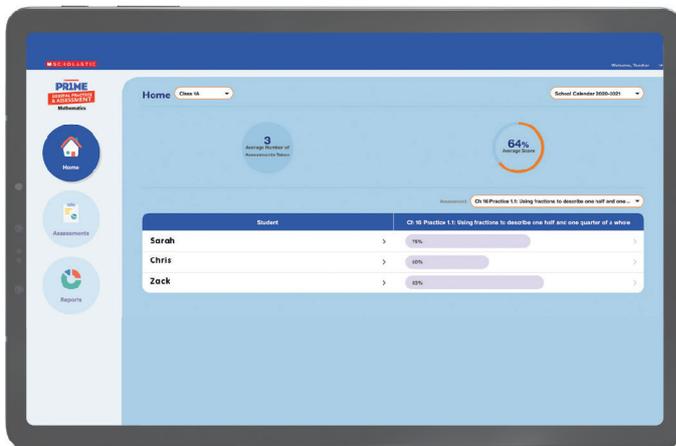
Class Result by Curriculum Stage Report shows student performance in assessments by chapter and curriculum stage, for teachers to compare students' progress against the curriculum for each level. All class reports can be drilled down to the individual student level.



CONFIDENCE

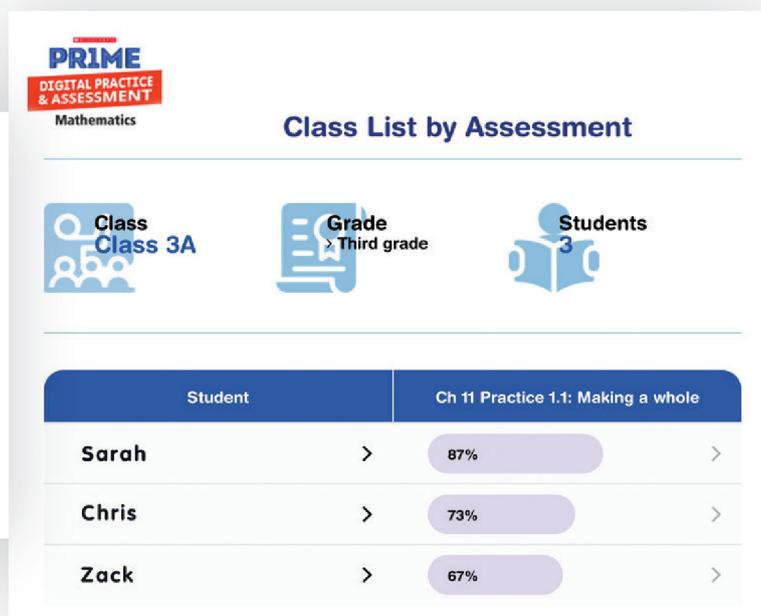


Actionable, real-time reports accessible on the **Teacher's Dashboard** help to monitor student progress and make timely instructional decisions.



class_list_by_assessment

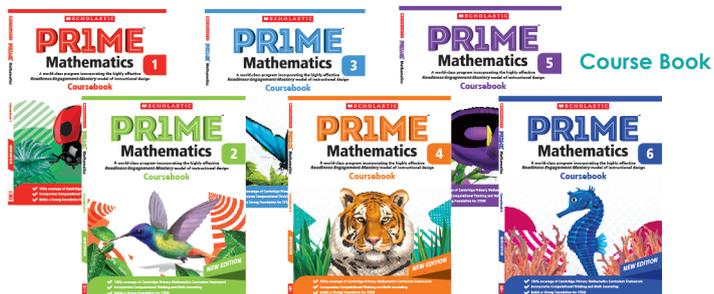
FirstName	LastName	Score
Sarah	Nicks	87%
Chris	Cone	73%
Zack	Phillips	67%



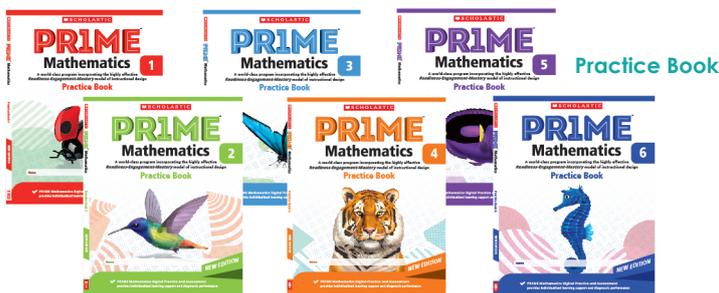
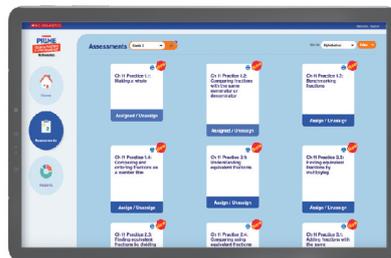
All reports in Digital Practice and Digital Assessment can be printed for reporting by school administrators.

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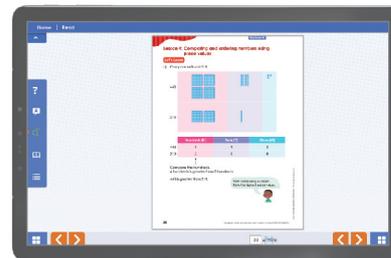
STUDENT MATERIALS



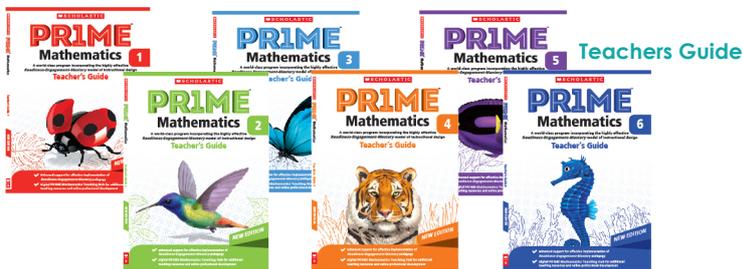
Digital Practice & Assessment



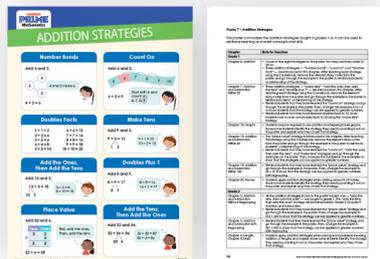
Student Hub



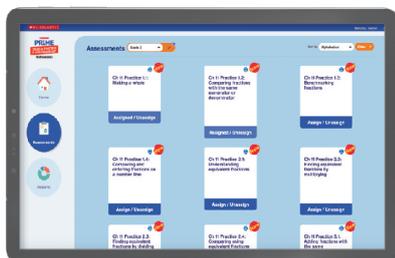
COMPREHENSIVE TEACHER SUPPORT



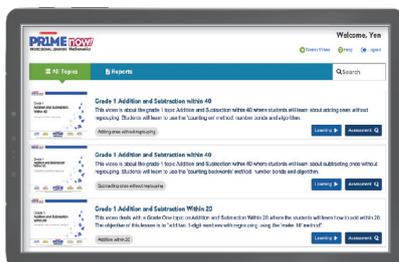
Classroom Poster



Teaching Hub



Digital Practice and Digital Assessment



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