

Second Grade Math Curriculum Alignment

Timeline	Strand/Concept	Performance Objective	Resources	Lessons/Objectives	Technology
<p style="text-align: center;">August</p>	<p>Strand 1: Number Sense & Operations Concept 1: Number Sense</p>	<p>PO 1. Make a model to represent a given whole number 0 through 999.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p><u>Lessons:</u> Lesson 3-2, pp. 83–84, Ex. 1–5; Lesson 3-4, pp. 89–90, Ex. 1–4; Lesson 10-1, pp. 391–392, Ex. 1–8</p> <p><u>Additional Resources:</u> Diagnostic Checkpoint, p. 93, Ex. 3; Chapter Test, p. 131, Ex. 4; Diagnostic Checkpoint, p. 403, Ex. 1; Chapter Test, p. 423, Ex. 1, 5</p> <p><u>Lessons:</u> Lessons 1-12 Morning Message Board</p>	<p>AM ATI Star Math</p>
		<p>PO 2. Identify a whole number represented by a model with a word name and symbol 0 through 999.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p><u>Lessons:</u> Lesson 3-1, pp. 81–82, Ex. 1–4; Lesson 3-2, pp. 83–84, Ex. 1–5; Lesson 3-5, p. 91, Ex. 1–4; Lesson 10-2, pp. 393–394, Ex. 1–10; Lesson 10-3, pp. 395–396, Ex. 1–7</p> <p><u>Additional Resources:</u> Diagnostic Checkpoint, p. 93, Ex. 1–2; Chapter Test, p. 131, Ex. 1; Cumulative Review, p. 166, Ex. 4; Cumulative Review, p. 224, Ex. 2; Cumulative Review, p. 254, Ex. 2; Cumulative Review, p. 318, Ex. 1; Diagnostic Checkpoint, p. 403, Ex. 1–2, 5; Chapter Test, p. 423, Ex. 1–2, 5</p> <p><u>Lessons:</u> Lessons 1-12 Morning Message Board</p>	
		<p>PO 3. Count aloud, forward or backward, in consecutive order (0 through 999).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p><u>Lessons:</u> Lessons 1-12 Morning Message Board</p> <p><u>Lessons:</u> Reaching All Learners, Math and Social Studies, p. 81B; Think About It, p. 81; Investigating the Concept, p. 83A; Students with Special Needs, p. 83B</p> <p><u>Lessons:</u></p>	

		<p>PO 4. Identify whole numbers through 999 in or out of order.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons 1-12 Morning Message Board</p>	
		<p>PO 5. Write whole numbers through 999 in or out of order.</p>	<p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 3-1, pp. 81–82, Ex. 1–4; Reaching All Learners, Oral Language in Math, p. 81B; Lesson 3-3, pp. 85–86, Ex. 1–19</p> <p>Additional Resources: Diagnostic Checkpoint, p. 93, Ex. 4–5; Cumulative Review, p. 126, Ex. 5–6; Chapter Test, p. 131, Ex. 3</p>	
		<p>PO 10. Identify odd and even (including 0) whole numbers through 999.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lessons 1-12 Morning Message Board</p>	
			<p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 3-1, pp. 81–82, Ex. 1–6; Lesson 3-3, pp. 85–86, Ex. 1–19; Lesson 10-8, pp. 407–408, Ex. 1–14</p> <p>Additional Resources: Cumulative Review, p. 12, Ex. 2; Diagnostic Checkpoint, p. 93, Ex. 4–5; Chapter Test, p. 131, Ex. 1; Diagnostic Checkpoint, p. 417, Ex. 3–4; Chapter Test, pp. 423–424, Ex. 1–2, 5, 8–10</p>	
			<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lessons 1-12 Morning Message Board</p>	
			<p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 3-9, pp. 101–102, Ex. 1–12; Lesson 3-11, pp. 105–106, Ex. 2–3, 5</p> <p>Additional Resources: Diagnostic Checkpoint, p. 107, Ex. 2–5; Cumulative Review, p. 126, Ex. 1–2; Chapter Test, pp. 131–132, Ex. 7, 10</p>	
				<p>Lessons: Lessons 1-12</p>	

		PO 11. Compare two whole numbers through 999.	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Morning Message Board</p>	
		PO 12. Use ordinal numbers.	<p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lesson 3-5, pp. 91–92, Ex. 1–10; Lesson 3-15, pp. 115–116, Ex. 1–5; Lesson 3-19, pp. 123–124, Ex. 3; Enrichment, p. 203, Ex. 1–5; Lesson 10-5, pp. 399–400, Ex. 1–8; Lesson 10-11, p. 416, Ex. 5</p> <p>Additional Resources: Cumulative Review, p. 12, Ex. 4; Diagnostic Checkpoint, p. 93, Ex. 6–7; Cumulative Review, p. 108, Ex. 1; Diagnostic Checkpoint, p. 125, Ex. 2; Chapter Test, p. 131, Ex. 2; Cumulative Review, p. 172B, Ex. 12; Cumulative Review, p. 202, Ex. 3–4; Enrichment, p. 203, Ex. 1–5; Cumulative Review, p. 238, Ex. 1; Cumulative Review, p. 282, Ex. 4; Diagnostic Checkpoint, p. 403, Ex. 4; Chapter Test, p. 424, Ex. 7; Cumulative Review, p. 424A, Ex. 2–3; Cumulative Review, p. 498A, Ex. 1–2</p> <p>Lessons: Lessons 1-12 Morning Message Board</p>	
		PO 19. Compare two decimals using money, through hundredths, using models, illustrations, or symbols.	<p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 3-10, pp. 103–104, Ex. 1–17</p> <p>Additional Resources: Cumulative Review, p. 34, Ex. 2; Investigating the Concept, p. 103A; English Language Learners, p. 103B; Diagnostic Checkpoint, p. 107, Ex. 8; Chapter Test, p. 132, Ex. 12; Cumulative Review, p. 244A, Ex. 1; Cumulative Review, p. 282, Ex. 1; Diagnostic Checkpoint, p. 307, Ex. 7</p>	

		<p>PO 7. Select the grade-level appropriate operation to solve word problems.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>1, 3–6; Cumulative Review, p. 152, Ex. 2–3; Cumulative Review, p. 166, Ex. 1–2, 6–7; Cumulative Review, pp. 172A–172B, Ex. 1–4, 13–14; Cumulative Review, p. 184, Ex. 2–3, 5; Cumulative Review, p. 202, Ex. 1–2; Cumulative Review, p. 308, Ex. 1; Cumulative Review, p. 332, Ex. 1; Cumulative Review, p. 424A, Ex. 1; Cumulative Review, p. 498A, Ex. 3</p> <p>Lessons: Lessons 1-12 Morning Message Board</p>	
		<p>PO 12. Apply grade-level appropriate properties to assist in computation.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 1-7, pp. 19–20, Ex. 1–6; Lesson 1-12, pp. 31–32, Ex. 1, 4, 7; Lesson 2-12, pp. 69–70, Ex. 1, 3, 5; Lesson 4-12, p. 163, Ex. 2–3; Lesson 5-11, pp. 199–200, Ex. 1–3; Lesson 6-11, p. 235, Ex. 1–2; Lesson 8-17, p. 330, Ex. 7; Lesson 9-16, pp. 377–378, Ex. 1–6; Lesson 12-9, pp. 487–488, Ex. 1–5</p> <p>Additional Resources: Chapter Test, p. 40, Ex. 13; Test Talk, p. 129, Ex. 1–2</p>	
		<p>PO 14. Use grade-level appropriate mathematical terminology.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lessons 1-12 Morning Message Board</p>	

	<p>Strand 1: Number Sense & Operation Concept 3: Estimation</p>	<p>PO 4. Evaluate the reasonableness of an estimate.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 2-12, pp. 69–70, Ex. 1–2; Lesson 3-19, pp. 123–124, Ex. 1–3; Lesson 4-12, p.164, Ex. 5; Lesson 6-9, pp. 231–232, Ex. 1–10</p> <p>Additional Resources: Diagnostic Checkpoint, p. 59, Ex. 5; Cumulative Review, p. 60, Ex. 5; Diagnostic Checkpoint, p. 237, Ex. 4–5</p>	
	<p>Strand 2: Data Analysis, Probability, & Discrete Math Concept 1: Data Analysis (Statistics)</p>	<p>PO 1. Formulate questions to collect data in contextual situations.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lessons 1-12 Morning Message Board</p> <p>Lessons: Specific terminology is introduced and practiced in every lesson. New math words are listed at the beginning of each chapter.</p>	
		<p>PO 2. Make a simple pictograph or tally chart with appropriate labels from organized data.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lessons 1-12 Morning Message Board</p> <p>Lessons: Lesson 7-12, pp. 275–276, Ex. 1–8</p> <p>Additional Resources: Diagnostic Checkpoint, p. 281, Ex. 3–4; Chapter Test, p. 288, Ex. 9–10; Cumulative Review, p. 382, Ex. 1–2</p>	
				<p>Lessons: Lessons 1-12 Morning Message Board</p>	

				<p>Lessons: Lesson 8-10, p. 313, Ex. 1–3; Lesson 8-13, p. 322, Ex. 5</p> <p>Additional Resources: Investigating the Concept, p. 313A; Journal Idea, p. 314</p> <p>Lessons: Lessons 1-12 Morning Message Board</p> <p>Lessons: Lesson 3-16, pp. 117–118, Ex. 1–15; Lesson 8-9, pp. 311–312, Ex. 1; Lesson 8-10, p. 313, Ex. 1–3; Lesson 8-13, p. 322, Ex. 5</p> <p>Additional Resources: Discovery Channel, p. 38, Ex. 2; Diagnostic Checkpoint, p. 125, Ex. 3–5; Chapter Test, p. 132, Ex. 13–14; Discovery Channel, p. 386, Ex. 3</p> <p>Lessons: Lessons 1-12 Morning Message Board</p>	
September	Strand 1: Number Sense & Operation Concept 2: Numerical Operations	PO 15. Demonstrate addition of fractions with like denominators (halves and fourths) using models.	Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)	<p>Lessons: In Grade 2, children learn to identify and show fractional parts of a whole or a set. After children identify fractions, have them add fractions with like denominators using fraction strips. For example, show them one 1/4 strip and add two 1/4 strips. Have children count</p>	AM ATI Star Math

	<p>Strand 1: Number Sense & Operation Concept 1: Number Sense</p>	<p>PO 16. Demonstrate subtraction of fractions with like denominators (halves and fourths) using models.</p> <p>PO 13. Order three or more whole numbers through 999 (least to greatest or greatest to least).</p> <p>PO 14. Make models that represent given fractions (halves and fourths).</p>	<p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2</p>	<p>to find the total number of fourths and have them write an addition sentence with these fractions. Repeat the activity using halves. In Grade 3, children gain further experience adding fractions with like denominators.</p> <p>Lessons: Lessons 13-31 Morning Message Board</p> <p>Lessons: In Grade 2, children learn to identify and show fractional parts of a whole or a set. After children identify fractions, have them subtract fractions with like denominators using fraction strips. For example, show them three 1/4 strips and take away one strip. Have children count to find the total number of fourths left and have them write a subtraction sentence with these fractions. Repeat the activity using halves. In Grade 3, children gain further experience subtracting fractions with like denominators</p> <p>Lessons: Lessons 13-31 Morning Message Board</p> <p>Lessons: Lesson 10-9, pp. 409–410, Ex. 1–8; Enrichment, p. 419, Ex. 1–4</p> <p>Additional Resources: Diagnostic Checkpoint, p. 417, Ex. 5; Chapter Test, pp. 423–424, Ex. 4, 12</p> <p>Lessons: Lessons 13-31 Morning Message Board</p>	
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	<p>Strand 2: Data Analysis, Probability, & Discrete Math</p> <p>Concept 1: Data Analysis (Statistics)</p>	<p>PO 15. Identify in symbols and words a model that is divided into equal fractional parts (halves and fourths).</p> <p>PO 16. Count money through \$5.00 using manipulative and pictures of bills and coins.</p> <p>PO 3. Interpret pictographs using terms such as most, least, equal, more than, less than, and greatest.</p>	<p>Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 7-9, pp. 269–270, Ex. 1–2, 4–5, 7–10, 12–13; Lesson 7-10, pp. 271–272, Ex. 1, 3–5, 7, 9, 13, 15; Lesson 7-11, p. 274, Ex. 4, 10, 13–14</p> <p>Additional Resources: Diagnostic Checkpoint, p. 281, Ex. 1, 7, 9; Chapter Test, p. 288, Ex. 7, 13</p> <p>Lessons: Lessons 13-31 Morning Message Board</p> <p>Lessons: Lesson 7-9, pp. 269–270, Ex. 1–2, 4–5, 7–10, 12–13; Lesson 7-10, pp. 271–272, Ex. 1, 3–5, 7, 9, 13, 15; Lesson 7-11, p. 274, Ex. 4, 10, 13–14; Lesson 7-12, pp. 275–276, Ex. 1–3, 9, 11</p> <p>Additional Resources: Cumulative Review, p. 12, Ex. 3; Diagnostic Checkpoint, p. 281, Ex. 1, 3, 7, 9; Chapter Test, p. 288, Ex. 7, 9–10, 13; Cumulative Review, p. 332, Ex. 7; Cumulative Review, p. 372, Ex. 1; Cumulative Review, p. 404, Ex. 2</p> <p>Lessons: Lessons 13-31 Morning Message Board</p> <p>Lessons: Lesson 3-12, pp. 109–110, Ex. 1–6; Lesson 3-13, pp. 111–112, Ex. 1–5; Lesson 3-14, pp. 113–114, Ex. 1–5; Lesson 3-15, pp. 115–116, Ex. 1–5; Lesson 3-18, p. 122, Ex. 4–7; Lesson 3-19, p. 124, Ex. 3; Enrichment, p. 127, Ex. 1–4</p> <p>Additional Resources: Cumulative Review, p. 12, Ex. 1; Cumulative Review, p. 22, Ex. 2; Diagnostic Checkpoint, p. 125, Ex. 1–2; Chapter Test, p. 132, Ex. 16; Cumulative Review, p. 166, Ex. 5; Cumulative Review, p. 184, Ex. 6; Cumulative Review, p. 318, Ex. 2; Cumulative Review, p. 372, Ex. 5; Cumulative Review, p. 424A, Ex. 4;</p>	
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	<p>Strand 2: Data Analysis, Probability, & Discrete Math Concept 2:Probability</p>	<p>PO 4. Answer questions about a pictograph using terms such as most, least, equal, more than, less than, and greatest.</p> <p>PO 6. Solve problems using graphs, charts, and tables.</p> <p>PO 4. Record the data from performing a grade-level appropriate probability experiment.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001</p>	<p>Cumulative Review, p. 442, Ex. 3</p> <p>Lessons: Lessons 13-31 Morning Message Board</p> <p>Lessons: Lesson 8-12, pp. 319–320, Ex. 1–10</p> <p>Additional Resources: Diagnostic Checkpoint, p. 331, Ex. 1</p> <p>Lessons: Lessons 13-31 Morning Message Board</p> <p>Lessons: Lesson 8-12, pp. 319–320, Ex. 1–10</p> <p>Additional Resources: Chapter Test, p. 338, Ex. 9</p> <p>Lessons: Lessons 13-31 Morning Message Board</p> <p>Lessons: Lesson 3-4, pp. 89–90, Ex. 1–4; Lesson 5-7, pp. 189–190, Ex. 1–5; Lesson 8-9, pp. 311–312, Ex. 1–7; Lesson 8-10, pp. 313–314, Ex. 1–10; Lesson 8-13, pp. 321–322, Ex. 1–9; Lesson 8-16, pp. 327–328, Ex. 1–11; Lesson 10-7, pp. 405–406, Ex. 1–12</p> <p>Additional Resources: Diagnostic Checkpoint, p. 201, Ex. 5–6; Chapter Test, p. 208, Ex. 9–10; Reading for Math Success, p. 309, Ex. 1–9; Diagnostic Checkpoint, p. 317, Ex. 1–5; Diagnostic Checkpoint, p. 331, Ex. 1–2; Test Talk, p. 335, Ex. 1–3; Chapter Test, pp. 337–338, Ex. 7–10; Diagnostic Checkpoint, p. 417, Ex. 1; Chapter Test, p. 463, Ex. 9; Cumulative Review, p. 492, Ex. 4–5</p>	
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	<p>Strand 2: Data Analysis, Probability, & Discrete Math Concept 4: Vertex-Edge Graphs</p>	<p>PO 1. Color pictures with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels).</p>	<p>(Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lessons 13-31 Morning Message Board</p> <p>Lessons: Lesson 9-15, p. 375, Ex. 3</p> <p>Additional Resources: Practice Game, p. 340</p> <p>Lessons: Lessons 13-31 Morning Message Board</p> <p>Lessons: In Grade 2, children learn to use logical reasoning and try, check, and revise to solve problems. After children discuss and practice these problem-solving strategies, give them a map of a few states or counties in your region. Have children color sections using the least number of colors possible, making sure that no common edges share the same color. Give children multiple copies of the same picture so they can try, check, and revise their coloring strategies as needed. You might suggest they plan their coloring strategies in advance using a pencil write in color names in sections. Children practice this coloring strategy using more complex pictures in Grade 4.</p> <p>Lessons: Lessons 13-31 Morning Message Board</p>	
	<p>Strand 3: Patterns, Algebra, & Functions Concept 1: Patterns</p>	<p>PO 1. Communicate a grade-level appropriate pattern, using symbols or numbers (e.g., ∇, O, Δ, ∇, O, Δ, ∇, ____, ____, ____).</p> <p>PO 2. Extend a grade-level appropriate repetitive pattern (e.g., 12, 22, 32, ____, ____, ____).</p>			

				<p>Lessons 13-31 Morning Message Board</p> <p>Lessons: In Grade 2, children use logical reasoning to solve problems involving geometric properties. Modify Lesson 7-8 to include clues that use the terms some, every, and many. For example, you can use the clue “some of my sides are longer than other sides.” In Grades 3–6, children gain further experience using logical reasoning to solve problems and draw conclusions.</p> <p>Lessons: Lessons 13-31 Morning Message Board</p>	
October	Strand 1: Number Sense and Operation Concept 1: Number Sense	<p>PO 7. State verbally whole numbers, through 999, using correct place value (e.g., A student will read <u>528</u> as five hundreds, two tens, and eight ones.).</p> <p>PO 8. Construct models to represent place value concepts for the one’s, ten’s, and hundred’s places.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Oral Language in Math, p. 81B; English Language Learners, Reteaching, p. 83B; English Language Learners, p. 85B</p> <p>Lessons: Lessons 32-45 Morning Message Board</p> <p>Lessons: Lesson 3-2, p. 83, Ex. 1–3; Lesson 3-4, pp. 89–90, Ex. 1–4; Lesson 10-1, pp. 391–392, Ex. 1–8; Lesson 10-2, pp. 393–394, Ex. 1–10</p> <p>Additional Resources:</p>	AM ATI Star Math

	<p>Strand 5: Structure and Logic Concept 1: Algorithms and Algorithmic Thinking</p>	<p>PO 4. Determine the passage of time using units of days and weeks within a month using a calendar.</p> <p>PO 6. Measure a given object using the appropriate unit of measure:</p> <ul style="list-style-type: none"> • length – inches, miles, • capacity/volume – pints, quarts, and • mass/weight – ounces. <p>PO 1. Create contextual problems that require addition or subtraction with one- or two-digit numbers.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lesson 7-7, p. 261, Ex. 1–4</p> <p>Additional Resources: Diagnostic Checkpoint, p. 267, Ex. 3–5; Cumulative Review, p. 332, Ex. 2</p> <p>Lessons: Lessons 32-45 Morning Message Board</p> <p>Lessons: Lesson 9-17, p. 380, Ex. 6; Enrichment, p. 383, Ex. 1–5</p> <p>Lessons: Lessons 32-45 Morning Message Board</p> <p>Lessons: Lesson 8-7, pp. 303–304, Ex. 1–8</p> <p>Additional Resources: Diagnostic Checkpoint, p. 307, Ex. 6–8</p> <p>Lessons: Lessons 32-45 Morning Message Board</p> <p>Lessons: Lesson 9-2, pp. 343–344, Ex. 1–6; Lesson 9-3, pp. 345–346, Ex. 1–6; Lesson 9-17, p. 379, Ex. 1–2</p> <p>Additional Resources: Discovery Channel, p. 242, Ex. 1; Discovery Channel, p. 386, Ex. 1–3</p> <p>Lessons:</p>	
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	<p>Strand 5: Structure and Logic Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof</p>	<p>PO 2. Identify the concepts <i>all</i> and <i>none</i> within the context of logical reasoning.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons 32-45 Morning Message Board</p> <p>Lessons: Lesson 1-2, pp. 5-6, Ex. 1-9, Think About It; Lesson 1-3, pp. 9-10, Ex. 1-8; Lesson 1-5, p. 16, Ex. 9; Lesson 1-6, pp. 17-18, Ex. 1-6; Lesson 1-12, pp. 31-32, Ex. 1-7; Lesson 5-7, p. 189, Think About It; Lesson 5-11, pp. 199-200, Ex. 1-3, 5</p> <p>Additional Resources: Reading for Math Success, pp. 7-8, Ex. 3-4, 7; Diagnostic Checkpoint, p. 11, Ex. 3-6; Chapter Test, pp. 39-40, Ex. 3-4, 8-9, 13-14; Reading for Math Success, pp. 55-56, Think About It, Ex. 7; Cumulative Review, pp. 78A-78B, Ex. 1, 10; Cumulative Review, p. 94, Ex. 7; Cumulative Review, p. 152, Ex. 7; Cumulative Review, p. 244B, Ex. 12; Cumulative Review, p. 458, Ex. 8; Cumulative Review, p. 498B, Ex. 12</p> <p>Lessons: Lessons 32-45 Morning Message Board</p> <p>Lessons: In Grade 2, children use logical reasoning to solve problems involving geometric properties. Modify Lesson 7-8 to include clues that use the terms all or none. For example, you can use the clue “all my sides are the same length.” In Grades 3-6, children gain further experience using logical reasoning to solve problems and draw conclusions.</p> <p>Lessons: Lessons 32-45 Morning Message Board</p>	
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	<p>Strand 4: Geometry and Measurement Concept 1: Geometric Properties</p>	<p>non-standard units of measurement.</p> <p>PO 1. Compare attributes of 2-dimensional shapes (square, rectangle, triangle, and circle).</p> <p>PO 2. Recognize congruent shapes.</p>	<p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 9-1, pp. 341–342, Ex. 1–6; Lesson 9-2, pp. 343–344, Ex. 1–9; Lesson 9-3, pp. 345–346, Ex. 1–9; Lesson 9-10, pp. 363–364, Ex. 1–8; Lesson 9-11, pp. 365–366, Ex. 1–14; Lesson 9-12, pp. 367–368, Ex. 1–11; Lesson 9-17, pp. 379–380, Ex. 1–5</p> <p>Additional Resources: Diagnostic Checkpoint, p. 361, Ex. 1–3, 6–7; Chapter Test, p. 387, Ex. 1, 3–4, 7–10; Cumulative Review, p. 418, Ex. 4</p> <p>Lessons: Lessons 46-54 Morning Message Board</p> <p>Lessons: Lesson 7-8, pp. 265–266, Ex. 1–5</p> <p>Additional Resources: English Language Learners, p. 249B</p> <p>Lessons: Lessons 46-54 Morning Message Board</p> <p>Lessons: Lesson 7-5, pp. 257–258, Ex. 1–3, 10–12; Lesson 7-8, p. 266, Ex. 2</p> <p>Additional Resources: Diagnostic Checkpoint, p. 267, Ex. 6; Chapter Test, p. 287, Ex. 4; Cumulative Review, p. 308, Ex. 4; Cumulative Review, p. 362, Ex. 5–6; Cumulative Review, p. 424B, Ex. 13</p>	
	<p>Strand 4: Geometry and Measurement Concept 4: Measurement - Units of Measure - Geometric Objects</p>	<p>PO 5. Select the appropriate tool to measure the given characteristic of an object.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001</p>	<p>Lessons: Lessons 46-54 Morning Message Board</p>	

			(Big Park)	<p>Lessons: Lesson 9-1, pp. 341–342, Ex. 1–6; Enrichment, p. 383, Ex. 1–5</p> <p>Lessons: Lessons 46-54 Morning Message Board</p>	
December	Strand 1: Number Sense and Operation Concept 3: Estimation	PO 3. Compare an estimate to the actual measure.	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 9-2, pp. 343–344, Ex. 1–6; Lesson 9-3, pp. 345–346, Ex. 1–6; Lesson 9-4, pp. 347–348, Ex. 1–5; Lesson 9-6, p. 353, Ex. 1–3; Lesson 9-10, p. 363, Ex. 1–3; Lesson 9-17, p. 379, Ex. 1–2</p> <p>Additional Resources: Chapter Test, p. 387, Ex. 1; Investigating the Concept, p. 343A; Reteaching, p. 343B; Investigating the Concept, p. 345A; Investigating the Concept, p. 363A</p> <p>Lessons: Lessons 55-72 Morning Message Board</p>	AM ATI Star Math
	Strand 3: Patterns, Algebra, & Functions Concept 4: Analysis of Change	PO 1. Identify the change in a variable over time (e.g., an object gets taller, colder, heavier).	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 8-17, pp. 329–330, Ex. 1–4, 8</p>	
	Strand 4: Geometry and Measurement	PO 2. Select the appropriate U.S. customary measure of accuracy:	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lessons 55-72 Morning Message Board</p>	

	<p>Concept 4: Measurement - Units of Measure - Geometric Objects</p>	<ul style="list-style-type: none"> length – inches, feet, yards, miles, capacity/volume – pints, quarts, and mass/weight – ounces. 	<p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 9-2, p. 344, Ex. 7–9; Lesson 9-3, p. 346, Ex. 7–9</p> <p>Additional Resources: Diagnostic Checkpoint, p. 361, Ex. 1; Diagnostic Checkpoint, p. 371, Ex. 3–4</p> <p>Lessons: Lessons 55-72 Morning Message Board</p>	
<p>January</p>	<p>Strand 1: Number Sense and Operation Concept 1: Number Sense</p>	<p>PO 6. State equivalent forms of whole numbers using multiples of 10 through 1,000 ($430 + 200 = 600 + 30$).</p> <p>PO 9. Apply expanded notation to model place value through 999 (e.g., $378 = 3 \text{ hundreds} + 7 \text{ tens} + 8 \text{ ones}$).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 3-1, pp. 81–82, Ex. 1–6; Lesson 3-3, pp. 85–86, Ex. 1–17; Lesson 10-3, pp. 395–396, Ex. 1–7</p> <p>Additional Resources: Diagnostic Checkpoint, p. 93, Ex. 1–5; Cumulative Review, p. 126, Ex. 5–6; Chapter Test, p. 131, Ex. 1, 3–4; Cumulative Review, p. 172A, Ex. 5–6; Cumulative Review, p. 172B, Ex. 15; Diagnostic Checkpoint, p. 403, Ex. 2; Diagnostic Checkpoint, p. 417, Ex. 2; Chapter Test, p. 423, Ex. 2</p> <p>Lessons: Lessons 73-97 Morning Message Board</p> <p>Lessons: Lesson 3-1, pp. 81–82, Ex. 1–6; Lesson 10-3, pp. 395–396, Ex. 1–7</p> <p>Additional Resources: Diagnostic Checkpoint, p. 92, Ex. 1–2; Chapter Test, p. 131, Ex. 1; Diagnostic Checkpoint, p. 403, Ex. 2; Diagnostic Checkpoint, p. 417, Ex. 2; Chapter Test, p. 423, Ex. 2</p>	<p>AM ATI Star Math</p>

	<p>Strand 4: Geometry and Measurement Concept 2: Transformation of Shapes</p> <p>Strand 4: Geometry and Measurement Concept 4: Measurement - Units of Measure - Geometric Objects</p>	<p>using manipulatives and paper and pencil, through \$5.00.</p> <p>PO 1. Recognize same shape in different positions (flip/reflection).</p> <p>PO 7. State equivalent relationships:</p> <ul style="list-style-type: none"> • 12 inches = 1 foot, • 60 minutes = 1 hour, • 24 hours = 1 day, • 7 days = 1 week, • 12 months = 1 year, • 100 pennies = 1 dollar, • 10 dimes = 1 dollar, and • 4 quarters = 1 dollar. 	<p>Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Diagnostic Checkpoint, p. 21, Ex. 4–6; Chapter Test, p. 39, Ex. 3–4, 8–9, 13; Diagnostic Checkpoint, p. 125, Ex. 2; Chapter Test, p. 131, Ex. 2; Diagnostic Checkpoint, p. 403, Ex. 4; Chapter Test, p. 424, Ex. 7; Cumulative Review, p. 424A, Ex. 2–3</p> <p>Lessons: Lessons 73-97 Morning Message Board</p> <p>Lessons: Lesson 5-5, pp. 185–186, Ex. 1–6; Lesson 6-6, pp. 225–226, Ex. 1–5; Enrichment, p. 459, Ex. 1</p> <p>Additional Resources: Cumulative Review, p. 238, Ex. 4–5; Cumulative Review, p. 254, Ex. 3, 5, 7</p> <p>Lessons: Lessons 73-97 Morning Message Board</p> <p>Lessons: Lesson 7-6, pp. 259–260, Ex. 1–10</p> <p>Additional Resources: Diagnostic Checkpoint, p. 267, Ex. 7; Cumulative Review, p. 424A, Ex. 7</p> <p>Lessons: Lessons 73-97 Morning Message Board</p> <p>Lessons: Lesson 3-18, pp. 121–122, Ex. 2–4, 7; Lesson 8-8, p. 305, Ex. 1–4, Think About It; Lesson 9-7, pp. 355–356, Ex. 1–8</p> <p>Additional Resources: Diagnostic Checkpoint, p. 125, Ex. 3–5; Learning with Technology, p. 128, Ex. 1–4, Think About It; Discovery Channel, p. 130, Ex. 1–3; Chapter Test, p. 132, Ex. 13–14; Chapter Story, pp. 4C–4D;</p>	
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February	Strand 1: Number Sense and Operation Concept 1: Number Sense	PO 17. Identify the value of a collection of money using the symbols ϕ and $\$$ through \$5.00.	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 3-12, pp. 109–110, Ex. 1–6; Lesson 3-13, pp. 111–112, Ex. 1–5; Lesson 3-14, pp. 113–114, Ex. 1–5; Enrichment, p. 127, Ex. 1–8</p> <p>Additional Resources: Diagnostic Checkpoint, p. 125, Ex. 1–5; Chapter Test, p. 132, Ex. 16</p> <p>Lessons: Lessons 98-113 Morning Message Board</p>	AM ATI Star Math
	Strand 1: Number Sense and Operation Concept 2: Numerical Operations	PO 2. Demonstrate the process of subtraction using manipulatives with two-digit whole numbers.	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 1-4, pp. 13–14, Ex. 1–10; Lesson 1-5, pp. 15–16, Ex. 1–8; Lesson 1-6, pp. 17–18, Ex. 1–6; Lesson 4-5, pp. 145–146, Ex. 1–10; Lesson 4-6, pp. 147–148, Ex. 1–12; Lesson 6-1, pp. 211–212, Ex. 1–10; Lesson 6-2, pp. 213–214, Ex. 1–4; Lesson 6-3, p. 215, Ex. 1</p> <p>Additional Resources: Diagnostic Checkpoint, p. 21, Ex. 1–3, 5–6; Chapter Test, p. 39–40, Ex. 2, 7; Cumulative Review, p. 144, Ex. 2; Diagnostic Checkpoint, p. 151, Ex. 1–6; Diagnostic Checkpoint, p. 223, Ex. 1–2; Chapter Test, p. 243, Ex. 1–2; Cumulative Review, p. 244A, Ex. 5–6</p>	
		PO 10. State multiplication facts: 2s, 5s and 10s.	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: Lessons 98-113 Morning Message Board</p> <p>Lessons: Lesson 12-2, pp. 469–470, Ex. 1–2, 4–6, 9; Lesson 12-3, pp. 471–472, Ex. 2–3, 5, 7, 10; Lesson 12-4, pp. 473–474, Ex. 3–5; Lesson 12-5, pp. 475–476, Ex. 1–2, 4–</p>	

	<p>Strand 1: Number Sense and Operation Concept 3: Estimation</p>	<p>PO 1. Solve problems using a variety of mental computations and reasonable estimation.</p>	<p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>6, 9; Lesson 12-6, pp. 479–480, Ex. 1, 3, 5; Lesson 12-10, p. 490, Ex. 6</p> <p>Additional Resources: Diagnostic Checkpoint, p. 481, Ex. 1, 3–8; Diagnostic Checkpoint, p. 491, Ex. 2; Discovery Channel, p. 496, Ex. 1–2; Chapter Test, p. 497, Ex. 2, 4–10</p> <p>Lessons: Lessons 98-113 Morning Message Board</p> <p>Lessons: Lesson 4-4, pp. 141–142, Ex. 1–7; Lesson 4-7, pp. 149–150, Ex. 1–13; Lesson 5-8, pp. 191–192, Ex. 1–5; Lesson 6-8, pp. 229–230, Ex. 1–6; Lesson 6-11, p. 236, Ex. 6; Lesson 8-4, pp. 297–298, Ex. 1–10</p> <p>Additional Resources: Diagnostic Checkpoint, p. 143, Ex. 7; Diagnostic Checkpoint, p. 151, Ex. 7–10; Test Talk, p. 169, Ex. 1–2; Discovery Channel, p. 170, Ex. 1–3; Chapter Test, pp. 171–172, Ex. 9; Diagnostic Checkpoint, p. 201, Ex. 2; Diagnostic Checkpoint, p. 237, Ex. 6; Chapter Test, p. 244, Ex. 11; Cumulative Review, p. 244B, Ex. 10; Cumulative Review, p. 362, Ex. 7; Diagnostic Checkpoint, p. 371, Ex. 3–6; Diagnostic Checkpoint, p. 457, Ex. 7</p> <p>Lessons: Lessons 98-113 Morning Message Board</p> <p>Lessons: Enrichment, p. 167, Ex. 4–5</p> <p>Lessons: Lessons 98-113 Morning Message Board</p>	
	<p>Strand 3: Patterns, Algebra, & Functions Concept 2: Functions and Relationships</p>	<p>PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model, and frames and arrows).</p>	<p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>		

<p>March</p>	<p>Strand 2: Data Analysis, Probability, and Discrete Math Concept 2: Probability</p> <p>Strand 3: Patterns, Algebra, & Functions Concept 3: Algebraic Representations</p> <p>Strand 4: Geometry and Measurement Concept 4: Measurement - Units of Measure - Geometric Objects</p>	<p>PO 2. Predict the most likely or least likely outcome in probability experiments (e.g., Predict the chance of spinning one of the 2 colors on a 2-colored spinner.).</p> <p>PO 1. Use variables in contextual situations.</p> <p>PO 3. Tell time to the quarter hour using analog and digital clocks.</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lesson 9-14, pp. 373–374, Ex. 1–11</p> <p>Additional Resources: Practice Game, p. 340; Diagnostic Checkpoint, p. 381, Ex. 1–4; Chapter Test, p. 388, Ex. 14–15</p> <p>Lessons: Lessons 127-135 Morning Message Board</p> <p>Lessons: Lesson 1-9, pp. 25–26, Ex. 1–19; Lesson 1-11, pp. 29–30, Ex. 1–7; Enrichment, p. 35, Ex. 1–9; Lesson 2-10, pp. 65–66, Ex. 1–6; Lesson 2-11, pp. 67–68, Ex. 1–7; Lesson 4-10, pp. 159–160, Ex. 1–16</p> <p>Additional Resources: Diagnostic Checkpoint, p. 33, Ex. 5–9; Chapter Test, p. 40, Ex. 11–12, 14; Diagnostic Checkpoint, p. 59, Ex. 2; Diagnostic Checkpoint, p. 71, Ex. 4–5; Cumulative Review, p. 72, Ex. 3; Chapter Test, p. 78, Ex. 8–14; Cumulative Review, p. 78A, Ex. 7; Cumulative Review, p. 78B, Ex. 11; Diagnostic Checkpoint, p. 143, Ex. 1–2; Diagnostic Checkpoint, p. 151, Ex. 1–4; Diagnostic Checkpoint, p. 165, Ex. 4–5; Cumulative Review, p. 166, Ex. 3; Chapter Test, pp. 171–172, Ex. 7–8</p> <p>Lessons: Lessons 127-135 Morning Message Board</p> <p>Lessons: Lesson 8-1, pp. 291–292, Ex. 2, 7, 10, 12; Lesson 8-2, pp. 293–294, Ex. 1–3, 5–6, 8; Lesson 8-3, pp. 295–296, Ex. 2, 5, 7; Lesson 8-8, p. 306, Ex. 9</p> <p>Additional Resources: Cumulative Review, p. 34, Ex. 3; Chapter Story, pp. 8A–8F; Cumulative Review, p. 318, Ex. 6; Chapter Test, p. 337, Ex. 1; Cumulative Review, p. 458, Ex. 6</p>	<p>AM ATI Star Math</p>
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April	<p>Strand 1: Number Sense and Operation Concept 1: Number Sense</p>	<p>PO 20. Distinguish the equivalency among decimals, fractions and percents (e.g., half-dollar = 50¢ = 50%).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p>	<p>Lessons: In Grade 2, children identify and show fractional parts of a whole or a set and write money amounts in decimals. After children have had practice writing fractions and decimals, point out the relationship between some common fractions and decimals using money. For example, explain that two half-dollars equal one whole dollar. One half-dollar is the same as 1/2 of a dollar and is the same as 50¢. Introduce the concept of percents by explaining that 100% is the same as one whole. Have children use money to show 100% of a dollar (i.e. 1 dollar, 2 half-dollars, 4 quarters, and so on). Make the connection that 50% is the same as 1/2 of a whole or one half-dollar or 50¢. Children gain further experience showing equivalent fractions and decimals in Grades 3–4 and showing equivalent fractions, decimals, and percents in Grade 5.</p>	<p>AM ATI Star Math</p>
	<p>Strand 2: Data Analysis, Probability, and Discrete Math Concept 2: Probability</p>	<p>PO 1. Name the possible outcomes for a probability experiment.</p>	<p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Lessons 127-135 Morning Message Board</p> <p>Lessons: In Grade 2, children predict outcomes of simple probability experiments, perform the experiments, and record and analyze the results. They use the terms more likely, less likely, equally likely, certain, and impossible to describe probabilities. Before children conduct a probability experiment, discuss all of the possible outcomes. Ask leading questions to help children find all the outcomes. Children</p>	

				<p>Ex. 2, Think About It</p> <p>Lessons: Lessons 127-135 Morning Message Board</p>	
<p>May</p>	<p>Strand 2: Data Analysis, Probability, and Discrete Math Concept 2: Probability</p> <p>Strand 2: Data Analysis, Probability, and Discrete Math Concept 3: Discrete Mathematics – Systematic Listing and Counting</p>	<p>PO 6. Compare the results of two repetitions of the same grade-level appropriate probability experiment.</p> <p>PO 1. Make arrangements that represent the number of combinations that can be formed by pairing items taken from 2 sets, using manipulatives (e.g., How many types of sandwiches can one make with 3 different types of fillings and 2 types of bread if only one type of bread and 1 kind of filling is used for each sandwich?).</p>	<p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p> <p>Arizona Mathematics Scott Foresman/ Addison Wesley ©2004 (West Sedona)</p> <p>Saxon Math 2 Second Edition ©2001 (Big Park)</p>	<p>Lessons: Practice: Early Finishers, p. 376</p> <p>Lessons: Lessons Review/Enrichment</p> <p>Lessons: Lesson 3-4, pp. 89–90, Ex. 1–4</p> <p>Additional Resources: Diagnostic Checkpoint, p. 93, Ex. 3; Chapter Test, p. 131, Ex. 4</p> <p>Lessons: Lessons Review/Enrichment</p>	<p>AM ATI Star Math</p>

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