Instructional Guide

Grade Level Second Grade Subject Math School System Pickens County

School Year 2011-2012

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment	Mapping Comments (What works what needs adjustment)
			Curricular Alignment	(Pacing – how well)	aujustinenty
1st six		2.1.a Demonstrate	Reinforce vocabulary: greater than, greater,		
weeks		number sense by	greatest, less than, least, and may use		
		comparing whole numbers	symbols <, >, =.		
		up to a 1000.			
		2.1.B.1 Identifying a	SAXON MATH 2 – Lesson $\#$ s – 1, 4, 8, 14,		
		number that is 100 more	38, 67, 76, 77, 78, 81, 95-2		
		or 100 less than a given	materials for mastery. Use publisher		
		2 1 B 4 Using estimation	materials and teacher developed materials		
		to compare sets of objects	materials and teacher developed materials.		
		when the quantity of one	Math Meeting Board, hands-on		
		set is known.	manipulatives, pre-teach vocabulary for		
			students that need accommodations.		
			MacMillian/McGraw- Hill pg #s 43, 44, 77-		
			78, 79-86, 429, 433-434,44, 449-450		
			Appropriate level but needs more practice		
			materials for mastery. Use publisher		
			materials and teacher developed materials.		
1			Mountain Math Board and Skills Tutor		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st six weeks		2.1.b Demonstrate number sense by ordering whole numbers up to 1000.2.1.B.2 Counting forward in multiples from a given number.	Reinforce vocabulary: ordinal number words, skip-counting, odd, even, least, greatest SAXON MATH 2 – Lesson #s – 4, 7, 13, 14, 38, 49, 74, 78, 81, 93, 106 Appropriate level but needs more practice materials for mastery MacMillian/McGraw- Hill pg #s 19-20, 33- 34, 40, 97-100, 105-106, 421-424, Other resources is needed for skill mastery Mountain Math Board and Skills Tutor Use teacher developed materials		

Time Period	State	Standards/ Components	Resources/	Date of	Mapping
(Pacing –	Assessment		Activities	Common	Comments (What
when)	Correlations	(Pacing – what)	(Pacing – how)	Assessment	works what needs
			Curricular Alignment	(Pacing – how well)	adjustment)
1 st six		2.1.c Demonstrate	Reinforce vocabulary: expanded notation,		
weeks		number sense by	digit		
		expanding whole numbers	Prerequisite: place value of ones, tens,		
		up to 1000.	hundreds and written number words		
		Example: expanding—			
		recognizing 251 as being	SAXON MATH 2 – LESSON #s –84		
		represented by two	Very little practice is provided for mastery		
		hundred fifty-one, by 2	Additional practice is needed		
		hundreds $+ 5 \text{ tens} + 1 \text{ one},$	Mountain Math Board, Skills Tutor		
		and by $200 + 50 + 1$	Use teacher developed materials		
		2.1.B.3.a Indentifying			
		zero as a placeholder in	Math Meeting Board, hands-on		
		two-digit numbers.	manipulatives, pre-teach vocabulary for		
		2.1.B.3.b Indentifying zero	students that need accommodations.		
		as a placeholder in three-			
		digit numbers.	MacMillian/McGraw- Hill pg #s -p. 76-80, 110, 397-409, 464		
			Very little practice is provided for mastery		
			Additional practice is needed		
			Mountain Math Board, Skills Tutor		
			Use teacher developed materials		
			-		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st six weeks		 2.1.d Determining the place value of a digit in a number through 999. Example: expanding—recognizing 251 as being represented by two hundred fifty-one, by 2 hundreds + 5 tens + 1 one, and by 200 + 50 + 1 2.1.B.3.a Indentifying zero as a placeholder in two-digit numbers. 2.1.B.3.b Indentifying zero as a placeholder in three-digit numbers. 	 Prerequisite: position of ones, tens, and hundreds and numerical representation of written number words Reinforce vocabulary: digit and expanding notation SAXON MATH 2 – LESSON #s –38, 76 Very little practice is provided for mastery- additional practice is needed Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw- Hill pg #s 76-82, 91, 396-402, 437-445, 453-456 Additional Practice is needed Mountain Math Board, Skills Tutor Use teacher developed materials 		

(Pacing - when)Assessment Correlations(Pacing - what)Activities (Pacing - how)Common Formative Assessment (Pacing - how)18" six weeks2.1.e. Determining a number when given the value of ones, tens, and hundreds.Prerequisite: position of ones, tens, and hundreds and numerical representation of written number words Reinforce vocabulary: digit and expanding notationCommonts (Wh works what need adjustment)18" six weeks2.1.B.3.a. Indentifying zero as a placeholder in two-digit numbers.SAXON MATH 2 - LESSON #s -38, 76 Appropriate level but very little practice is needed Mountain Math Board, Skills Tutor Use teacher developed materialsCommon common manipulatives, pre-teach vocabulary for students that need accommodations.Common MacMillian/McGraw- Hill pg #s 76-82, 91,396-402, 437-445, 453-456Common to Assessment to adjustment)	Time Period	State	Standards/ Components	Resources/	Date of	Mapping
when)Correlations(Pacing – what)(Pacing – how)Formative Assessment (Pacing – how)works what need adjustment)1*1*2.1.e. Determining a number when given the value of ones, tens, and hundreds.Prerequisite: position of ones, tens, and hundreds and numerical representation of written number words Reinforce vocabulary: digit and expanding notationWorks what need adjustment)1*2.1.e. Determining a number when given the value of ones, tens, and hundreds.Prerequisite: position of ones, tens, and hundreds and numerical representation of written number words Reinforce vocabulary: digit and expanding notationWorks what need adjustment)2.1.B.3.a. Indentifying zero as a placeholder in two-digit numbers.SAXON MATH 2 – LESSON #s –38, 76 Appropriate level but very little practice is neededMountain Math Board, Skills Tutor Use teacher developed materialsMath Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations.Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations.	(Pacing –	Assessment	_	Activities	Common	Comments (What
Image: Problem in the set of the set o	when)	Correlations	(Pacing – what)	(Pacing – how)	Formative	works what needs
1st x2.1.e. Determining a number when given the value of ones, tens, and hundreds.Prerequisite: position of ones, tens, and hundreds and numerical representation of written number words Reinforce vocabulary: digit and expanding notationExample: expanding— recognizing 251 as being represented by two hundred fifty-one, by 2 hundreds + 5 tens + 1 one, and by 200 + 50 + 1 2.1.B.3.a Indentifying zero as a placeholder in two-digit numbers.SAXON MATH 2 - LESSON #s -38, 76 Appropriate level but very little practice is provided for mastery- additional practice is needed0.1				Curricular Alignment	(Pacing – how well)	adjustment)
Additional Practice is needed Mountain Math Board, Skills Tutor Use teacher developed materials	1 st six weeks		2.1.e. Determining a number when given the value of ones, tens, and hundreds. Example: expanding— recognizing 251 as being represented by two hundred fifty-one, by 2 hundreds + 5 tens + 1 one, and by 200 + 50 + 1 2.1.B.3.a Indentifying zero as a placeholder in two-digit numbers. 2.1.B.3.b. Indentifying zero as a placeholder in three-digit numbers.	Prerequisite: position of ones, tens, and hundreds and numerical representation of written number words Reinforce vocabulary: digit and expanding notationSAXON MATH 2 – LESSON #s –38, 76 Appropriate level but very little practice is provided for mastery- additional practice is needed Mountain Math Board, Skills Tutor Use teacher developed materialsMath Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations.MacMillian/McGraw- Hill pg #s 76-82, 91,396-402, 437-445, 453-456 Additional Practice is needed Mountain Math Board, Skills Tutor Use teacher developed materials	well)	

Time Period	State	Standards/ Components	Resources/	Date of	Mapping
(Pacing –	Assessment	(Pacing what)	Activities (Paging bow)	Formative	Comments (What
when	Correlations	(Facing – what)	(Facing – now)	Assessment	adjustment)
			Curricular Alignment	(Pacing – how well)	
1 st six		2.2.a Solve two-digit	Reinforce Vocabulary: addends, sum		
weeks		addition problems without			
		regrouping using multiple	SAXON MATH 2 – LESSON#s – 8, 11, 12,		
		strategies.	22 53, 54, 61-64, 68, 73, 79		
		Examples: strategies –			
		using concrete objects,	Math Meeting Board, hands-on		
		mental calculations, paper-	manipulatives, pre-teach vocabulary for		
		and-pencils activities	students that need accommodations.		
		2.2.B.1a. Solving			
		multistep addition	MacMillian/McGraw- Hill pg #s 48, 87-88,		
		problems using authentic	107-108,217-218, 231-236, 248, 263-264,		
		situations	141-142, 313, 459-460, 470,		
		2.2.B.2.b. Justifying the			
		strategy used to solve			
		addition problems			
		2.2.B.3.c Using			
		estimation to determine if			
		an answer is reasonable			

Time Period	State	Standards/ Components	Resources/	Date of	Mapping
(Pacing –	Assessment		Activities	Common	Comments (What
when)	Correlations	(Pacing – what)	(Pacing – how)	Assessment	works what needs
			Curricular Alignment	(Pacing – how well)	aujusimentj
1 st six		2.2.b Solve two-digit	Reinforce Vocabulary: addends, sum,		
weeks		addition problems with regrouping using multiple	regrouping		
		strategies.	SAXON MATH 2 – LESSON #s – 2, 8, 11,		
		Examples: strategies – using concrete objects,	22, 58, 61, 62, 64,		
		mental calculations, paper- and-pencils activities	Difficult skill to master- much additional practice is needed for mastery		
		2.2.B.1a Solving			
		multistep addition	Math Meeting Board, hands-on		
		problems using authentic	manipulatives, pre-teach vocabulary for		
		situations	students that need accommodations.		
		2.2.B.2.b Justifying the			
		strategy used to solve	MacMillian/McGraw-Hill pg #s - 237-249,		
		addition problems	388, 470, 543-544, 248-249, 259-260, 267,		
		2.2.B.3.c Using	444, 457		
		an answer is reasonable	Difficult skill to master, much additional		
		an answer is reasonable	practice is needed for mastery		
			Material does not provide enough		
			opportunities for generalization to apply to		
			authentic situations for most students		
			Additional Materials-		
			Mountain Math Board, Skills Tutor		
			Use teacher developed materials		

Time Period	State	Standards/ Components	Resources/	Date of	Mapping
(Pacing –	Assessment	(Decing what)	Activities	Formative	Comments (What
when)	Correlations	(Pacing – what)	(Pacing – now)	Assessment	adjustment)
			Curricular Alignment	(Pacing – how well)	adjuotinonty
1^{st} six		2.3.a Demonstrating	Reinforce vocabulary: addends, sum,		
weeks		computational fluency,			
		including recall, of	SAXON MATH 2 – LESSON #s –5, 10,15,		
		addition facts with sum	20, 25, 30, 35, 40, 45, 50, 55		
		through 20	Math Meeting Board hands-on		
			manipulatives pre-teach vocabulary for		
			students that need accommodations.		
			MacMillian/McGraw-Hill pg #s - 7-50, 53-		
			73		
1 st six		2.7. Describe a pattern in a	SAXON MATH 2 – LESSON #s – 130-2,		
weeks		number sequence.	Very little practice is provided for mastery-		
			additional practice is needed, use teacher		
			developed materials		
			main Meeting Board, nands-on		
			provide small group instruction for students		
			that need accommodations.		
			MacMillian/McGraw-Hill pg #s - 21, 22,		
			217, 218, 417, 418, 537, 538		
			Appropriate level but need more practice		
			materials - Mountain Math Board, Skills		
			Tutor, Use teacher developed materials		

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1 st six weeks		2.8. Recognize the associative property of addition.	Reinforce vocabulary: addends, sum SAXON MATH 2 – LESSON #s – 10-1, 58		
			Skill is not very complex thus not much additional practice is needed		
			Math Meeting Board, hands-on manipulatives, pre-teach vocabulary, and provide small group instruction for students that need accommodations.		
			MacMillian/McGraw-Hill pg #s - 23, 24, 261, 262, 264		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd six weeks		2.2.c Solve two-digit subtraction problems without regrouping using multiple strategies. Examples: strategies – using concrete objects, mental calculations, paper-and-pencils activities	 Reinforce vocabulary: minuends, differences SAXON MATH 2 – LESSON #s – 2, 8, 11, 22, 36, 71, 87-89, 91 Additional practice materials are needed Skills Tutor, Use teacher developed materials Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 271- 278 Additional Materials-Mountain Math Board, Skills Tutor, Use teacher developed materials 		
		2.3.b Demonstrating computational fluency, including recall, of subtraction facts with differences with minuends through 20.	Reinforce vocabulary: subtrahend, minuend, difference SAXON MATH 2 – LESSON #s – 60-1, 65-1, 70-1, 75-1, 80-1, 85-1, 90-1, 95-1, 100-1, 105-1 Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 7-13, 17-50, 53-73		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment	Mapping Comments (What works what needs adjustment)
		(racing – what)	Curricular Alignment	(Pacing – how well)	aujustinenty
2 nd six weeks		 2.2.d Solve two-digit subtraction problems with regrouping using multiple strategies. Examples: strategies – using concrete objects, mental calculations, paper-and-pencils activities. 2.2.B.1a Solving multistep subtraction problems using authentic situations . 2.2.B.2.b Justifying the strategy used to solve subtraction problems. 2.2.B.3.c Using estimation to determine if an answer is reasonable. 	Reinforce vocabulary: minuends, differences, regrouping SAXON MATH 2 – LESSON #s –11, 22, 87- 89, 91 Difficult skill to master- much additional practice is needed for mastery Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 279-298, 301-307, 459-460 Appropriate level Difficult skill to master- much additional practice is needed for mastery-Mountain Math Board, Skills Tutor, and teacher developed materials		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
2 nd six weeks		2.9 Describe change over time in observable (qualitative) and measurable (quantitative) terms. Examples: observable— recognizing that a plant grew taller measurable —determining that a plant grew three inches.	 Reinforce vocabulary: observable(qualitative) and measurable (quantitative) SAXON MATH 2 – LESSON #s – 2, 17, 82, 105, 126 Graphs are taught frequently throughout the year via Meeting Board Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s -515, 516 Not enough practice materials provided, additional resources needed for supplementation -Mountain Math Board, Skills Tutor use teacher developed materials 		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3 ^{ra} six weeks		 2.6 Determine the monetary value of like and unlike sets of coins and bills up to \$2.00. 2.6.B.1 Identifying sets of coins of equivalent value 2.6.B.2 Selecting coins to make equivalent sets 2.6.B.3 Applying monetary symbols, including dollar (\$), cent (¢), and decimal point (.) 2.6.B.4 Recognizing decimal numbers .10, .25, .50, and .75 as related to money 	 Reinforce vocabulary: value, dollar, cent, decimal, and symbols for each (\$),(¢), and (.) SAXON MATH 2 – LESSON #s –28, 46, 51, 86, 93, 107, 127 Much practice materials are needed for mastery Math Meeting Board, hands-on manipulatives, pre-teach vocabulary, and provide small group instruction for students that need accommodations. MacMillian/McGraw-Hill pg #s -115-130, 133-143, 176, 274, 457-458 Additional practice materials are needed Mountain Math Board, Skills Tutor, and use teacher developed materials 		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment (Pacing – how	Mapping Comments (What works what needs adjustment)
			Curricular Alighment	well)	
3 rd six		2.11 Describe the route	Reinforce vocabulary: left, right, north, south,		
weeks		from one location to	east, west		
		another by applying concepts of direction and distance.	SAXON MATH 2 – LESSON #s – 126		
		Example: direction: left, right, north, south,	Very little practice is provided, much additional practice is needed for mastery. Additional		
		east, west;	resources are also needed for supplementation.		
		*nonstandard distance-	Use MacMillian/McGraw-Hill Social Studies		
		*standard - ten feet	text.		
			Math Meeting Board, hands-on manipulatives,		
		2.11.B.1 Following multistep directions to	pre-teach vocabulary for students that need accommodations.		
		locate objects			
		2.11.B.2 Using grids for determining	MacMillian/McGraw-Hill pg #s - 309, 310, 513, 514		
		movement between			
		points	Appropriate level but not enough practice material provided		
			Additional resources are needed - use teacher		
			developed materials, Mountain Math Board, and Skills Tutor		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3 rd six		2.12 Measure length in	Reinforce vocabulary: centimeter, inches, feet,		
weeks		standard units,	yards, meters, Fahrenheit		
weeks		including inches, feet, and yards. 2.12.B.1 Measuring length using metric units, including centimeter and meter 2.12.B.2 Measuring temperature in degrees Fahrenheit 2.12.B.3 Using measurement tools, including rulers, yardsticks meter sticks	 SAXON MATH 2 – LESSON #s – 40-2, 43, 55-2, 56, 72, 99, 102 Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 39, 323, 325-329, 339-344, 379, 380 Appropriate level but not enough practice material provided. Additional resources are needed- Mountain 		
		tape measures, or	Math Board, Skills Tutor, and use teacher		
		thermometers	developed materials		
		2.12.B.4 Estimating			
		length to the nearest			
		unit			

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
3 rd six		2.13 Measure weight and volume of familiar	Reinforce vocabulary: capacity		
WCCKS		objects with nonstandard units.	SAXON MATH 2 – LESSON #s – 35, 110, 134		
		2.13. B.1 Estimating weight and volume using nonstandard units	Nonstandard units ONLY - standard units may be introduced but not taught to mastery		
		Example: estimating how many buckets of sand it will take to fill a	Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations.		
		tub	MacMillian/McGraw-Hill pg #s - 323-342, 345, 346, 349		
			Appropriate level but not enough practice material provided. Additional resources are needed- Mountain Math Board, Skills Tutor, and use teacher developed materials		

when) Corre	elations (Pacing –	ents Activities (Pacing – how) what) Curricular Alignment	Common Formative Assessment (Pacing – how well)	Comments (What works what needs adjustment)
3 rd six	2.14 Determi	e time to Reinforce vocabulary: digital, analog, hour		
weeks	and analog cl 2.14.B.1 Inter	a digital hand, minute hand, a.m., p.m., quarter past, bcks. quarter of, half past, hour ago, hour from preting		
	time to the mi part of an hou	SAXON MATH 2 – LESSON #s 3, 12, 26, 67, 78, 106, 123	47,	
		Additional practice may be needed for mast	ery	
		Math Meeting Board, hands-on manipulativ pre-teach vocabulary for students that need accommodations.	es,	
		MacMillian/McGraw-Hill pg #s - 155-168, 170-176, 179-180, 183, 185, 362 Additional resources are needed- Mountain Math Board, Skills Tutor, and use teacher developed materials		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment	Mapping Comments (What works what needs
		(Pacing – what)	Curricular Alignment	(Pacing – how well)	adjustmentj
4 th six		2.5 Illustrate fractions	Reinforce vocabulary: numerator, denominator,		
weeks		with multiple	equal, whole, half, third, fourth, sixth, eighth,		
		representations,	etc		
		including			
		manipulatives,	SAXON MATH 2 – LESSON #s – 19, 23, 24,		
		drawings, and verbal	34, 41, 59, 83, 96, 97		
		descriptions.	Additional practice materials are needed		
		2.5.B.1 Recognizing			
		that fractions such as	Math Meeting Board, hands-on manipulatives,		
		$\frac{1}{1}, \frac{2}{2}, \frac{3}{3}, \text{ and } \frac{4}{4}$	pre-teach vocabulary for students that need accommodations.		
		are equivalent to one			
		whole	MacMillian/McGraw-Hill pg #s - 473-490		
		2.5.B.2 Using the			
		terms numerator and	Additional practice materials are needed		
		denominator to label	Mountain Math Board, Skills Tutor, and		
		parts of a fraction	use teacher developed materials		
		2.5.B.3 Recognizing			
		that one-half of an			
		object is not always the			
		same as one-half of a			
		different object.			

Time Period (Pacing –	State Assessment	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What
when)	Correlations		(Pacing – how)	Formative Assessment	works what needs
		(Pacing – what)	Curricular Alignment	(Pacing – how well)	adjustment)
4 th six weeks		2.15a Interpret data using graphs, including bar, line, and circle graphs.2.15.B.1 Using labels and a title to complete a graph	Reinforce vocabulary: label, title, horizontal, vertical SAXON MATH 2 – LESSON #s – 2, 17, 31, 39, 48, 66, 82, 105, 113, 125, 125-2, 134 Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 189, 205, 228, 497, 498, 513, 522		
4 th six weeks		2.15.b Interpret data using Venn diagrams. 2.15.B.1 Using labels and a title to complete a graph	Prerequisite: must be able to understand how to solve story problems of how many and how many more Reinforce vocabulary: headings SAXON MATH 2 – LESSON #s - 120-2, 135 Additional resources needed – Scott Foreman Reading program, Math Meeting Board, hands- on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 189, 205, 228, 497, 498, 513, 522		

Time Period	State	Standards/	Resources/	Date of Common	Mapping
when)	Correlations	components	(Pacing – how)	Formative	works what needs
		(Pacing – what)		Assessment (Pacing – how	adjustment)
			Curricular Alignment	well)	
5^{th} six		2.10 Describe	Reinforce vocabulary: cubes, cylinders, cones,		
weeks		attributes of	pyramids, spheres, and rectangular prisms,		
		three-dimensional	faces, sides, vertices, surfaces, edges, and		
		(solid) figures,	angles, lines of symmetry, position		
		including cubes,	(transformation), sliding (translating), turning		
		cylinders, cones,	(rotating), and flipping (reflecting)		
		pyramids, spheres, and			
		rectangular prisms	SAXON MATH $2 - LESSON #s - 52, 60-2,$		
		according to faces,	101, 114, 124		
		sides, vertices,			
		surfaces, edges, and	Math Meeting Board, hands-on manipulatives,		
		angles.	pre-teach vocabulary for students that need		
		2.10.B.1 Identifying	accommodations.		
		lines of symmetry in			
		triangles, uadrilaterals,	MacMillian/McGraw-Hill pg #s - 353, 354,		
		pentagons, hexagons,	357, 358, 360, 365, 368, 369, 375- 378, 392,		
		heptagons, and	452		
		octagons			
		2.10.B.2. Recognizing	Appropriate level but not enough practice		
		results of changing the	material provided.		
		position	Additional resources are needed -Mountain		
		(transformation) of	Math Board, Skills Tutor, use teacher developed		
		objects or shapes by	materials.		
		sliding (translating),			
		turning (rotating), and			
		flipping (reflecting)			

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5 th six		2.16 Determine if one event related to	Reinforce vocabulary: probability		
WEEKS		everyday life is more likely or less likely to	SAXON MATH 2 – LESSON #s – 20-2, 35		
		occur than another	Additional practice may be needed for mastery		
		event.	More resources are needed to give more opportunities for generalizations		
			Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations.		
			MacMillian/McGraw-Hill pg #s -492-498, 505 Appropriate level but not enough practice material provided.		
			Math Board, Skills Tutor, and use teacher developed materials		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 th six weeks		2.4.a. Demonstrate conceptual understanding of multiplication by solving authentic problems	 Reinforce vocabulary: multiplicand, multiplier, product SAXON MATH 2 – LESSON #s – 92, 103, 110, 115, 116, 117, 120, 125, 130, 132 Difficult skill to master- much additional practice is needed for mastery Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 525-531, 541, 546-548 Appropriate level but needs more practice materials for mastery. Additional Materials-Mountain Math Board, Skills Tutor and teacher developed materials 		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
6 th six weeks		2.4.b Demonstrate conceptual understanding of division by solving authentic problems	Reinforce vocabulary: dividend, divisor, quotient, remainder SAXON MATH 2 – LESSON #s –128, 133 Begins at appropriate level- need more resources and practice materials, Use teacher developed materials Difficult skill to master- much additional practice is needed for mastery Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 533-536, 541-542, 546-548 Begins at appropriate level- need more resources and practice materials, Use teacher developed materials Difficult skill to master- much additional practice is needed for mastery Mountain Math Board, Skills Tutor, and use teacher developed materials		