

Correlation of the Understanding Numeration 2008© the Understanding Numeration 2008© With the Bowman Primary Math Pacing Guide for Second Grade 1st Quarter

The programs are designed for use in a variety of teaching and learning environments ranging from a teacher-centered approach with one computer to a student-centered lab approach. The lessons may also be used in remediation, tutorials, intervention, resource, and fast-tracking.

Organization of the Understanding Numeration 2008© Program

The Understanding Numeration 2008© program consists of the following five concepts:

Counting Operations Place Value Comparing and Ordering Problem Solving

Each concept in the program covers several skills. Every skill has up to four different levels of difficulty with corresponding lessons for each level. The lessons are sequenced to build an understanding of concepts. Each concept also has the following:

- 1) an interactive concept introduction, usually with a variety of graphic approaches;
- 2) a number of particular examples;
- 3) a skill test with random questions and tracking;
- 4) worksheets with visual demonstrations on how to complete each worksheet;
- 5) teaching strategies including Math Circles Overview, Flight Plan Overview, Flight Plan Roles, and Flight Plan
- 6) Navigation Sheet are found on our website (www.neufeldmath.com).

Organization of the Understanding Math 2008© Programs

The Understanding Math 2008© series of programs consists of the following nine programs written for fourth to tenth grade:

Understanding Whole Numbers and Integers
Understanding Measurement and Geometry
Understanding Fractions
Understanding Graphing
Understanding Percent

Understanding Equations
Understanding Probability
Understanding Algebra
Understanding Exponents

Each program contains several sections with several topics. Every topic has the following:

- 1) an interactive concept introduction, usually with a variety of graphic approaches;
- 2) a number of particular examples;
- 3) practice questions with random questions, but specific feedback;
- 4) a topic test with random questions and tracking;
- 5) on-line worksheets selected from our website (www.neufeldmath.com).

Teachers may also search for specific topics using our search engine at <http://www.corr.neufeldmath.com>.

Standards that are **not included** in the current Understanding Numeration 2008© programs are noted as *not yet correlated*.

Note:

1. Green indicates the GLI (Grade Level Indicators as outlined in the State Standards (see Mathematics_ACS.pdf)

N	Number, Number Sense and Operations Standard	M	Measurement Standard
G	Geometry and Spatial Sense Standard	P	Patterns, Functions and Algebra Standard
D	Data Analysis and Probability Standard		

2. The Understanding Math 2008 © and Understanding Numeration 2008 © correlations to the GLI's are in black
3. Correlations to the Focus of the Week are in light blue
4. Short forms.

INV	Investigations	TM	Teacher's Manual
SSN	Session	SM	Student book
*	denotes optional additions		

5. The Week location:

Week 1 & 2	Page 3	Week 5	Page 11	Week 8	Page 17
Week 3	Page 7	Week 6	Page 13	Week 9	Page 20
Week 4	Page 9	Week 7	Page 15	Week 10	Page 21



Bowman Primary Pacing Guide for Mathematics
Correlated to Understanding Numeration 2008 © and Understanding Math 2008 ©
Second Grade – 1st Quarter

Week	Math	GLI	Understanding Numeration 2008 © and Understanding Math 2008 ©
Week 1 & 2	<p>Focus: Setting up routines</p> <p>Books: How Many Snails? Dinner at Panda Palace How Many Teeth? Two of Everything, My Monster Mama Loves Me</p> <p>Day 1: Introduce daily routines and calendar activities, math rules and Today's #.</p> <ul style="list-style-type: none"> • Today's Number: Mathematical Thinking: Investigation 2: Session 1 and Second Grade Math: A Daily Routine pg. 28 <p>Day 2: Name Sorting: Venn Diagram pg. 24</p> <ul style="list-style-type: none"> • Continue Today's # and routines <p>Week 2: Focus: Addition Strategies</p> <p>Day 1: Continue daily routines and calendar activities, math rules and Today's #.</p> <ul style="list-style-type: none"> • Addition review first gr. and practice wksts. <p>Day 2: Counting On: Tang A-1 and wksts.</p> <ul style="list-style-type: none"> • Turn Around: Tang A-5 and wksts. 	<p>N1,2 P1,2,3</p>	<p><i>N1a. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example: a. Recognize 10 can mean "10 ones" or a single entity (1 ten) through physical models and trading games.</i></p> <p>Understanding Numeration: Place Value Skill 2: Model Numbers Grouped in Packages Level C 1) Ones and Groups of Ten Do Skill Test - 5 questions (randomly generated)</p> <p>Understanding Whole Numbers and Integers 2008 Section 1: The Meaning of Whole Numbers Seeing the Number To Tens- Example 1 To Tens- Example 2 Represent Numbers in Many Ways Example 1</p> <p><i>N1b. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example: b. Read and write 3-digit numerals (e.g., 243 as two hundred forty three, 24 tens and 3 ones, or 2 hundreds and 43 ones, etc.) and construct models to represent each.</i></p> <p>Understanding Numeration: Place Value Skill 5: Identify Place Value Patterns (to 1000) Level D 1) Expanded Notation Do Skill Test - 5 questions (randomly generated)</p>



	<ul style="list-style-type: none"> Count on to add wrkst. <p>Day 3: Doubles</p> <ul style="list-style-type: none"> TM: Magic Pot/ Two of Everything or My Monster Mama Loves <p>Me activ.</p> <ul style="list-style-type: none"> Intro. Add. facts chart- highlight doubles <p>Day 4: Doubles Plus One and Minus One wksts.</p> <ul style="list-style-type: none"> Mark doubles +1, -1 on facts chart <p>Day 5: Combinations of 10 Pretest</p> <ul style="list-style-type: none"> Inv. 1 SSN. 2-3 Card game: 10 Go Fish POW: Addition Strategies <p>Vocabulary: digit</p>		<p>Understanding Whole Numbers and Integers 2008</p> <p>Section 1: The Meaning of Whole Numbers</p> <p>Seeing the Number</p> <p>To Hundreds- Example 1</p> <p>To Hundreds- Example 2</p> <p>Expanded Notation</p> <p>To 999- Example 1</p> <p>To 999- Example 2</p> <p>Represent Numbers in Many Ways</p> <p>Example 2</p> <p>Example 3</p> <p>Example 4</p> <p><i>N2. Recognize and classify numbers as even or odd.</i></p> <p>Understanding Numeration: Counting</p> <p>Skill 8: Skip Counting and Patterns</p> <p>Level C 3) Skip Count by 2s to 100</p> <p>4) Next by 2s</p> <p><i>P1. Extend simple number patterns (both repeating and growing patterns), and create similar patterns using different objects, such as using physical materials or shapes to represent numerical patterns.</i></p> <p>Understanding Algebra 2008</p> <p>Section 3: Patterns, Patterns, Patterns</p> <p>Introduction... Math is Patterns</p> <p>Geometric Patterns</p> <p>Example 1</p> <p>Example 2</p> <p>Example 3</p> <p>Example 4</p> <p>Example 5</p>
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			<p>Number Patterns</p> <p>Example 1</p> <p>Example 2</p> <p>Example 3</p> <p>Example 4</p> <p>Number and Geometric Patterns</p> <p>Example 1</p> <p>Example 2</p> <p><i>P2. Use patterns to make generalizations and predictions; e.g., determine a missing element in a pattern.</i></p> <p>Understanding Numeration: Problem Solving</p> <p>Skill 2: Find a Pattern</p> <p>Level A,B,C,D 1) Johnny's Pennies</p> <p>2) Toy Animals</p> <p>Skill 7: Birthday Party</p> <p>Level A,B,C,D 1) Birthday Party</p> <p>Skill 8: Brick Path</p> <p>Level A,B,C,D 1) Brick Path</p> <p>Skill 9: Step Up</p> <p>Level A,B,C,D 1) Step Up</p> <p>Skill 10: The Track Team</p> <p>Level A,B,C,D 1) The Track Team</p> <p>Understanding Algebra 2008</p> <p>Section 3: Patterns, Patterns, Patterns</p> <p>Number Patterns</p> <p>Example 1</p> <p>Example 2</p> <p>Example 3</p> <p>Example 4</p> <p>Number and Geometric Patterns</p> <p>Example 1</p> <p>Example 2</p>
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			<p><i>P3. Create new patterns with consistent rules or plans, and describe the rule or general plan of existing patterns.</i></p> <p>Not yet correlated</p> <p><i>Note</i> Week 2 Focus: Addition Strategies</p> <p>Understanding Numeration: Operations</p> <p>Skill 5: Demonstrate Addition Facts... Making 5 Level A 1) Ways to Make 5 2) Ways to Make 5 - Reverse Order</p> <p>Skill 6: Demonstrate Addition Facts... Making 6 Level A 1) Ways to Make 6 2) Ways to Make 6 - Reverse Order</p> <p>Skill 7: Demonstrate Addition Facts... Making 7 Level A 1) Ways to Make 7 2) Ways to Make 7 - Reverse Order</p> <p>Skill 8: Demonstrate Addition Facts... Making 8 Level A 1) Ways to Make 8 2) Ways to Make 8 - Reverse Order Do Skill Test - 5 questions (randomly generated)</p> <p>Skill 9: Demonstrate Addition Facts... Making 9 Level A 1) Ways to Make 9 2) Ways to Make 9 - Reverse Order</p> <p>Skill 11: Demonstrate Addition Facts... Patterns Level A 1) Bar Machine 2) Decomposition Tree #1 Level B 1) Decomposition Tree #2 Level C 1) Decomposition Stack 2) Patterns in Addition Level D 1) Decomposition Tree #3</p> <p>Skill 13: Addition Strategies Level A 1) Tens and Doubles #1 Do Skill Test - 5 questions (randomly generated)</p>
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			<p>Level B 1) Tens and Doubles #2 Do Skill Test - 5 questions (randomly generated)</p> <p>Level C 1) Darts - Add 3 or 4 Numbers Do Skill Test - 5 questions (randomly generated)</p>
Week 3	<p>Focus: Addition: Review numbers facts of 10</p> <p>Day 1: INV. 1 SSN. 2-3 Card game: Turn Over 10 or TM: Bean Game: Extra game sheets in SM SM: Combinations of 10 and Turn Around Add. & Sub. (Fact Families) wkst.</p> <p>Day 2: TM: Ten's Family book or Make Ten book</p> <ul style="list-style-type: none"> • Adding on to Tens wkst. <p>Day 3: Make a 10 Tang wksts. A-9, 1-A, 1-B</p> <p>Day 4: Make a 10 Tang wksts. 1-C, 2-A, 2-B</p> <p>Day 5: Make 10: 2-C 2-D*</p> <ul style="list-style-type: none"> • POW: Clown facts of 10 • Combinations of 10 test 	<p>N 11 P 1,2,3</p>	<p><i>N11. Add and subtract multiples of 10.</i></p> <p>Not yet correlated</p> <p><i>P1. Extend simple number patterns (both repeating and growing patterns), and create similar patterns using different objects, such as using physical materials or shapes to represent numerical patterns.</i></p> <p>Understanding Algebra 2008 Section 3: Patterns, Patterns, Patterns Introduction... Math is Patterns Geometric Patterns Example 1 Example 2 Example 3 Example 4 Example 5 Number Patterns Example 1 Example 2 Example 3 Example 4 Number and Geometric Patterns Example 1 Example 2</p>



			<p><i>P2. Use patterns to make generalizations and predictions; e.g., determine a missing element in a pattern.</i></p> <p>Understanding Numeration: Problem Solving</p> <p>Skill 2: Find a Pattern Level A,B,C,D 1) Johnny's Pennies 2) Toy Animals</p> <p>Skill 7: Birthday Party Level A,B,C,D 1) Birthday Party</p> <p>Skill 8: Brick Path Level A,B,C,D 1) Brick Path</p> <p>Skill 9: Step Up Level A,B,C,D 1) Step Up</p> <p>Skill 10: The Track Team Level A,B,C,D 1) The Track Team</p> <p>Understanding Algebra 2008</p> <p>Section 3: Patterns, Patterns, Patterns</p> <p>Number Patterns</p> <p>Example 1 Example 2 Example 3 Example 4</p> <p>Number and Geometric Patterns</p> <p>Example 1 Example 2</p> <p><i>P3. Create new patterns with consistent rules or plans, and describe the rule or general plan of existing patterns.</i></p> <p>Not yet correlated</p>
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			<p><i>Note Week 3 Focus: Addition: Review numbers facts of 10</i></p> <p>Understanding Numeration: Operations</p> <p>Skill 10: Demonstrate Addition Facts... Making 10</p> <p>Level A 1) Ways to Make 10 2) Ways to Make 10 - Reverse Order</p> <p>Skill 11: Demonstrate Addition Facts... Patterns</p> <p>Level A 1) Bar Machine 2) Decomposition Tree #1</p> <p>Level B 1) Decomposition Tree #2</p> <p>Level C 1) Decomposition Stack 2) Patterns in Addition</p> <p>Level D 1) Decomposition Tree #3</p>
Week 4	<p>Focus: Subtraction Strategies</p> <p>Day 1: Model and do SM worksheets</p> <ul style="list-style-type: none"> • Understanding Subtraction, • One less; Two less, • Missing Numbers <p>Day 2: Count back to subtract with # line</p> <ul style="list-style-type: none"> • Count up to subtract with # line <p>Day 3: Relating add. to sub.</p> <ul style="list-style-type: none"> • Doubles wkst. <p>Day 4: Fact Families</p> <ul style="list-style-type: none"> • TM: Send Fact Family H.W. activ. Home • F. F. House and F.F. to 18 wksts. <p>Day 5: Fact Families</p> <ul style="list-style-type: none"> • F.F. Houses and Number Family wksts. • POW: Lunch Story Problem 	N3,4	<p><i>N3. Count money and make change using coins and a dollar bill.</i></p> <p>Understanding Numeration: Counting</p> <p>Skill 7: Counting Using Money</p> <p>Level B 1) Pennies, Nickels, Dimes (USA/Canadian) 2) Coins - Count by 10s, 5s and 1s (USA/Canadian) Do Skill Test - 5 questions (randomly generated)</p> <p>Level C 1) Quarters (USA/Canadian) Do Skill Test - 5 questions (randomly generated) USA</p> <p>Level D 1) Dollars (USA/Canadian) Do Skill Test - 5 questions (randomly generated)</p> <p>Understanding Numeration: Problem Solving</p> <p>Skill 4: Make a Table</p> <p>Level A,B,C,D 2) Muffins</p>



	<p>Vocabulary: Fact Family</p>		<p><i>N4. Represent and write the value of money using the ¢ sign and in decimal form when using the \$ sign.</i></p> <p>Understanding Numeration: Counting Skill 7: Counting Using Money Level B 1) Pennies, Nickels, Dimes (USA/Canadian) 2) Coins - Count by 10s, 5s and 1s (USA/Canadian) Do Skill Test - 5 questions (randomly generated) Level C 1) Quarters (USA/Canadian) Do Skill Test - 5 questions (randomly generated) USA Level D 1) Dollars (USA/Canadian) Do Skill Test - 5 questions (randomly generated)</p> <p><i>Note Week 4 Focus: Subtraction Strategies</i></p> <p>Understanding Numeration: Operations Skill 11: Demonstrate Addition Facts... Patterns Level C 1) Decomposition Stack Skill 18: Introduce Subtraction Concretely... "Take Away" Level A 1) Introduction to Subtraction #1 2) Introduction to Subtraction #2 Do Skill Test - 5 questions (randomly generated) Skill 19: Introduce Subtraction Concretely... # - # = # Level A 1) Introduction to Subtraction #3 2) Introduction to Subtraction #4 3) Introduce Vertical Subtraction Do Skill Test - 10 questions (randomly generated) Level C 1) Subtraction Sentences Do Skill Test - 5 questions (randomly generated) Skill 20: Fact Families... Add and Subtract Level A 3) Fact Families #1 Level B 2) Fact Families #2</p>
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<p>Week 5</p>	<p>Focus: Addition and Subtraction Strategies Book: 12 Ways to Get to 11 A Pocket for Corduroy Day 1: Close to 20 and Beat the Calculator: Coins, Coupons and Combinations: INV.1, SSN. 8 & 9 Day 2: Number Strings [look for sums of 10] Day 3: Number Strings Day 4: Count up to subtract</p> <ul style="list-style-type: none"> • Count on to add • Missing numbers +, - <p>Day 5: Counting Pockets: Coins, Coupons and Combinations: INV. 1, SSN. 11</p> <ul style="list-style-type: none"> • TM: Adding and subtracting game • POW : Number strings 	<p>N 1</p>	<p><i>N1a. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example: a. Recognize 10 can mean “10 ones” or a single entity (1 ten) through physical models and trading games.</i></p> <p>Understanding Numeration: Place Value Skill 2: Model Numbers Grouped in Packages Level C 1) Ones and Groups of Ten Do Skill Test - 5 questions (randomly generated)</p> <p>Understanding Whole Numbers and Integers 2008 Section 1: The Meaning of Whole Numbers Seeing the Number To Tens- Example 1 To Tens- Example 2 Represent Numbers in Many Ways Example 1</p> <p><i>N1b. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example: b. Read and write 3-digit numerals (e.g., 243 as two hundred forty three, 24 tens and 3 ones, or 2 hundreds and 43 ones, etc.) and construct models to represent each.</i></p> <p>Understanding Numeration: Place Value Skill 5: Identify Place Value Patterns (to 1000) Level D 1) Expanded Notation Do Skill Test - 5 questions (randomly generated)</p>
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		<p>Understanding Whole Numbers and Integers 2008</p> <p>Section 1: The Meaning of Whole Numbers</p> <p>Seeing the Number</p> <ul style="list-style-type: none"> To Hundreds- Example 1 To Hundreds- Example 2 <p>Expanded Notation</p> <ul style="list-style-type: none"> To 999- Example 1 To 999- Example 2 <p>Represent Numbers in Many Ways</p> <ul style="list-style-type: none"> Example 2 Example 3 Example 4 <p><i>Note Week 5 Focus: Addition and Subtraction Strategies</i></p> <p>Understanding Numeration: Operations</p> <p>Skill 11: Demonstrate Addition Facts... Patterns</p> <ul style="list-style-type: none"> Level A <ul style="list-style-type: none"> 1) Bar Machine 2) Decomposition Tree #1 Level B <ul style="list-style-type: none"> 1) Decomposition Tree #2 Level C <ul style="list-style-type: none"> 1) Decomposition Stack 2) Patterns in Addition Level D <ul style="list-style-type: none"> 1) Decomposition Tree #3 <p>Skill 20: Fact Families... Add and Subtract</p> <ul style="list-style-type: none"> Level A <ul style="list-style-type: none"> 1) Doubles - Add and Subtract 2) Relate Addition and Subtraction 3) Fact Families #1 Do Skill Test - 10 questions (randomly generated) Level B <ul style="list-style-type: none"> 1) Doubles - Add and Subtract 2) Fact Families #2 Do Skill Test - 5 questions (randomly generated) Level C <ul style="list-style-type: none"> 1) Check Subtraction by Addition Do Skill Test - 5 questions (randomly generated)
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<p>Week 6</p>	<p>Focus: Number Sense- Place Value Day 1: Focus on even and odd – the book Even Steven, Odd Todd can be used with chants - TM: Will I Get Odd or Even? Day 2: Odd / Even Hundreds Chart Day 3: Even and odd outcomes (double dice) Day 4: Using Groups of 2: Coins, Coupons and Combinations: INV. 2, SSN. 1 Day 5: Counting By Different Groups: Coins, Coupons and Combinations: INV. 2, SSN. 2 & 3 - POW: Hundred’s Chart- odd and even - * TM: Estimating 20: Second-Grade Math</p> <p>Vocabulary: Odd Numbers Even Numbers</p>	<p>N1</p> <p>P1,3</p>	<p><i>N1a. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example: a. Recognize 10 can mean “10 ones” or a single entity (1 ten) through physical models and trading games.</i></p> <p>Understanding Numeration: Place Value Skill 2: Model Numbers Grouped in Packages Level C 1) Ones and Groups of Ten Do Skill Test - 5 questions (randomly generated)</p> <p>Understanding Whole Numbers and Integers 2008 Section 1: The Meaning of Whole Numbers Seeing the Number To Tens- Example 1 To Tens- Example 2 Represent Numbers in Many Ways Example 1</p> <p><i>N1b. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example: b. Read and write 3-digit numerals (e.g., 243 as two hundred forty three, 24 tens and 3 ones, or 2 hundreds and 43 ones, etc.) and construct models to represent each.</i></p> <p>Understanding Numeration: Place Value Skill 5: Identify Place Value Patterns (to 1000) Level D 1) Expanded Notation Do Skill Test - 5 questions (randomly generated)</p>
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		<p>Understanding Whole Numbers and Integers 2008</p> <p>Section 1: The Meaning of Whole Numbers</p> <p>Seeing the Number</p> <p style="padding-left: 40px;">To Hundreds- Example 1</p> <p style="padding-left: 40px;">To Hundreds- Example 2</p> <p>Expanded Notation</p> <p style="padding-left: 40px;">To 999- Example 1</p> <p style="padding-left: 40px;">To 999- Example 2</p> <p>Represent Numbers in Many Ways</p> <p style="padding-left: 40px;">Example 2</p> <p style="padding-left: 40px;">Example 3</p> <p style="padding-left: 40px;">Example 4</p> <p><i>P1. Extend simple number patterns (both repeating and growing patterns), and create similar patterns using different objects, such as using physical materials or shapes to represent numerical patterns.</i></p> <p>Understanding Algebra 2008</p> <p>Section 3: Patterns, Patterns, Patterns</p> <p>Introduction... Math is Patterns</p> <p>Geometric Patterns</p> <p style="padding-left: 40px;">Example 1</p> <p style="padding-left: 40px;">Example 2</p> <p style="padding-left: 40px;">Example 3</p> <p style="padding-left: 40px;">Example 4</p> <p style="padding-left: 40px;">Example 5</p> <p>Number Patterns</p> <p style="padding-left: 40px;">Example 1</p> <p style="padding-left: 40px;">Example 2</p> <p style="padding-left: 40px;">Example 3</p> <p style="padding-left: 40px;">Example 4</p> <p>Number and Geometric Patterns</p> <p style="padding-left: 40px;">Example 1</p> <p style="padding-left: 40px;">Example 2</p>
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			<p><i>P3. Create new patterns with consistent rules or plans, and describe the rule or general plan of existing patterns.</i></p> <p>Not yet correlated</p> <p><i>Note Week 6 Focus: Number Sense- Place Value</i></p> <p>Odd and even numbers Understanding Numeration: Counting Skill 8: Skip Counting and Patterns Level C 3) Skip Count by 2s to 100 4) Next by 2s</p>
Week 7	<p>Focus: Number Sense & Place Value Day 1: Counting Choices: Coins, Coupons and Combinations: INV. 2, SSN. 4 & 5 Day 2: Exploring the 100 Chart : TM: Coins, Coupons and Combinations: INV. 4, SSN. 1 Day 3: SM: Students shade counting by 5's and complete patterns Day 4: TM: Cover a Flat - Fill in 100's chart Day 5: What numbers are missing? - Find that Number - * TM: Mouse Race for Cheese - * TM: #'s to 100 Pretest - POW: Hundred's Chart</p> <p>Vocabulary: Hundred</p>	N1	<p><i>N1a. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example: a. Recognize 10 can mean "10 ones" or a single entity (1 ten) through physical models and trading games.</i></p> <p>Understanding Numeration: Place Value Skill 2: Model Numbers Grouped in Packages Level C 1) Ones and Groups of Ten Do Skill Test - 5 questions (randomly generated)</p> <p>Understanding Whole Numbers and Integers 2008 Section 1: The Meaning of Whole Numbers Seeing the Number To Tens- Example 1 To Tens- Example 2 Represent Numbers in Many Ways Example 1</p>



N1b. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example: b. Read and write 3-digit numerals (e.g., 243 as two hundred forty three, 24 tens and 3 ones, or 2 hundreds and 43 ones, etc.) and construct models to represent each.

Understanding Numeration: Place Value

Skill 5: Identify Place Value Patterns (to 1000)

Level D 1) Expanded Notation

Do Skill Test - 5 questions (randomly generated)

Understanding Whole Numbers and Integers 2008

Section 1: The Meaning of Whole Numbers

Seeing the Number

To Hundreds- Example 1

To Hundreds- Example 2

Expanded Notation

To 999- Example 1

To 999- Example 2

Represent Numbers in Many Ways

Example 2

Example 3

Example 4

Note **Week 7 Focus: Number Sense & Place Value**

Hundred's Chart

Understanding Numeration: Counting

Skill 1: Reading and Printing Numerals

Level C 1) Counting 0 to 100 on a Grid

Do Skill Test - 5 questions (randomly generated)



			<p>Skill 8: Skip Counting and Patterns Level C 1) Patterns in Rows 2) Skip Counting to 100 3) Skip Count by 2s to 100 4) Next by 2s 5) Next by 5s Do Skill Test - 10 questions (randomly generated)</p> <p>Understanding Numeration: Comparing & Ordering Skill 2: Locate Whole Numbers on a Grid Level C 1) Numbers on 0 to 100 Grid 2) Missing Numbers to 100 Do Skill Test - 10 questions (randomly generated)</p>
Week 8	<p>Focus: Number Sense– Counting to 100 Books: 17 Kings and 42 Elephants One Fish, Two Fish, Red Fish, Blue Fish 98, 99, 100 You're It! Day 1: Greater than/ less than using <, >, =. - Make and use alligator, poem, and wkst. Day 2: Sorting equations (double dice game) - Sorting numbers (with/without dice) - >, <, = wkst. Day 3: Comparing quantities (with cards or dice) - Use greater than / less than wksts. Day 4: Hundreds chart questions - Counting by 5's - Side by side 100's chart patterns</p>	N 1, 3	<p><i>N1a. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example: a. Recognize 10 can mean "10 ones" or a single entity (1 ten) through physical models and trading games.</i></p> <p>Understanding Numeration: Place Value Skill 2: Model Numbers Grouped in Packages Level C 1) Ones and Groups of Ten Do Skill Test - 5 questions (randomly generated)</p> <p>Understanding Whole Numbers and Integers 2008 Section 1: The Meaning of Whole Numbers Seeing the Number To Tens- Example 1 To Tens- Example 2 Represent Numbers in Many Ways Example 1</p>



	<p>Day 5: Least to greatest and Greatest to least wksts.</p> <p>- POW: Hundred's Chart-greater/less than</p> <p>* practice assessments in back of student book</p> <p>Vocabulary: Greater Than/ Less than</p> <p>Guess and Check</p>		<p><i>N1b. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example: b. Read and write 3-digit numerals (e.g., 243 as two hundred forty three, 24 tens and 3 ones, or 2 hundreds and 43 ones, etc.) and construct models to represent each.</i></p> <p>Understanding Numeration: Place Value</p> <p>Skill 5: Identify Place Value Patterns (to 1000)</p> <p>Level D 1) Expanded Notation</p> <p>Do Skill Test - 5 questions (randomly generated)</p> <p>Understanding Whole Numbers and Integers 2008</p> <p>Section 1: The Meaning of Whole Numbers</p> <p>Seeing the Number</p> <p>To Hundreds- Example 1</p> <p>To Hundreds- Example 2</p> <p>Expanded Notation</p> <p>To 999- Example 1</p> <p>To 999- Example 2</p> <p>Represent Numbers in Many Ways</p> <p>Example 2</p> <p>Example 3</p> <p>Example 4</p> <p><i>N3. Count money and make change using coins and a dollar bill.</i></p> <p>Understanding Numeration: Counting</p> <p>Skill 7: Counting Using Money</p> <p>Level B 1) Pennies, Nickels, Dimes (USA/Canadian)</p> <p>2) Coins - Count by 10s, 5s and 1s (USA/Canadian)</p> <p>Do Skill Test - 5 questions (randomly generated)</p> <p>Level C 1) Quarters (USA/Canadian)</p> <p>Do Skill Test - 5 questions (randomly generated) USA</p> <p>Level D 1) Dollars (USA/Canadian)</p> <p>Do Skill Test - 5 questions (randomly generated)</p>
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		<p>Note Week 8 Focus: Number Sense– Counting to 100</p> <p>Greater than/ less than using <,>,. Comparing quantities</p> <p>Understanding Numeration: Comparing & Ordering Skill 3: Introduce... "Greater Than"; "Less Than" Level A 1) Greater Than 3) Greater Than, Less Than #1 4) Greater Than, Less Than, Equal To Do Skill Test - 10 questions (randomly generated) Skill 4: Working with Whole Numbers > , < , = Level A 1) > and < on a number line #1 2) > and < on a number line #2 3) Make It True #1 Level B 1) Make It True #2 2) Greater Than, Less Than #2 Level C 1) Compare Numbers #1 Do Skill Test - 5 questions (randomly generated) Level D 1) Compare Numbers #2 Do Skill Test - 5 questions (randomly generated)</p> <p>Counting by 5's</p> <p>Understanding Numeration: Counting Skill 8: Skip Counting and Patterns Level C 5) Next by 5s</p>
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<p>Week 9</p>	<p>Focus: Place Value- Expanded Form Books: Five Minutes Peace One Hundred is a Family Day 1: TM: Expanded Form with blocks and cubes pictures Day 2: Expanded Form wksts. Base Ten blocks for number sense Day 3: Expanded Form addition - TM: Stars in One Minute: from Marilyn Burns Day 4: TM: Bean Counting: Day 5: POW: Hundred's Chart</p> <p>* practice assessments in back of student book Give 1st Quarter Assessment as designated</p>	<p>N 3</p> <p>M 4</p>	<p><i>N3. Count money and make change using coins and a dollar bill.</i></p> <p>Understanding Numeration: Counting Skill 7: Counting Using Money Level B 1) Pennies, Nickels, Dimes (USA/Canadian) 2) Coins - Count by 10s, 5s and 1s (USA/Canadian) Do Skill Test - 5 questions (randomly generated) Level C 1) Quarters (USA/Canadian) Do Skill Test - 5 questions (randomly generated) USA Level D 1) Dollars (USA/Canadian) Do Skill Test - 5 questions (randomly generated)</p> <p>Understanding Numeration: Problem Solving Skill 4: Make a Table Level A,B,C,D 2) Muffins</p> <p><i>M4. Tell time to the nearest minute interval on digital and to the nearest 5 minute interval on analog (dial) timepieces.</i></p> <p>Understanding Numeration: Comparing & Ordering Skill 9: Understand Measurement of Time Level C 1) Times to Five Minutes Do Skill Test - 5 questions (randomly generated) Level D 1) Times to the Minute Do Skill Test - 5 questions (randomly generated)</p>
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			<p><i>Note Week 9 Focus: Place Value- Expanded Form</i></p> <p>Understanding Numeration: Place Value Skill 5: Identify Place Value Patterns (to 1000) Level D 1) Expanded Notation Do Skill Test - 5 questions (randomly generated)</p> <p>Understanding Whole Numbers and Integers 2008 Section 1: The Meaning of Whole Numbers Expanded Notation To 999- Example 1 To 999- Example 2</p>
Week 10	<p>Focus: Place Value Review and Probability Books: The King’s Commissioners Probably Pistachio</p> <p>Day 1: Continue work with 100s Chart and counting Day 2: TM: Secret Number using The King’s Commissioners Day 3: TM: 100 Chart Pieces Directions Day 4: TM: Math Wanted Poster (possible assess.)</p> <p>Day 5: Read Probably Pistachio - Double Dice games for probability - Addition- First Sum Wins - Subtraction- The Difference</p> <p>Game - * TM: The 11 Counter Game - POW: Books Story Problem</p>		<p><i>Note Week 9 Focus: Place Value Review and Probability</i></p> <p>Understanding Numeration: Place Value Skill 5: Identify Place Value Patterns (to 1000) Level D 1) Expanded Notation Do Skill Test - 5 questions (randomly generated)</p> <p>Understanding Whole Numbers and Integers 2008 Section 1: The Meaning of Whole Numbers Seeing the Number To Hundreds- Example 1 To Hundreds- Example 2 Expanded Notation To 999- Example 1 To 999- Example 2 Represent Numbers in Many Ways Example 2 Example 3 Example 4</p>



	<p>Vocabulary: Chance</p> <p>*Practice assessments in back of student book</p> <p>Skills needed:</p> <ul style="list-style-type: none"> Factors of ten Missing numbers +, - Number strings Hundred's chart- Place Value <ul style="list-style-type: none"> - Finding odd and even numbers - finding 10 more than a number - finding #'s with tens and ones <p>Give 1st Quarter Assessment as designated</p>		<p><i>D7. List some of the possible outcomes of a simple experiment, and predict whether given outcomes are more, less or equally likely to occur.</i></p> <p>Understanding Probability 2008</p> <p>Section 1: Introduction to Probability</p> <ul style="list-style-type: none"> Impossible to Certain <ul style="list-style-type: none"> Activity 1 Activity 2 Probability Lines <ul style="list-style-type: none"> Line 1 Line 2 Possible Outcomes <ul style="list-style-type: none"> What Are They? <ol style="list-style-type: none"> 1. Coins 2. Pick 1 Ball 3. Pick 2 Balls Experiment with Spinners <ul style="list-style-type: none"> Experiment 1 Experiment 2 Experiment 3 Experiment 4 Experiment 5 Experiment 6 The Spinner Game <ul style="list-style-type: none"> Board 1- Single Player Board 1- 2 player Board 2- Single Player Board 2- 2 player IT's in the Bag <ul style="list-style-type: none"> Board 2 <p>Understanding Probability 2008</p> <p>Section 2: What's the Chance</p> <ul style="list-style-type: none"> Probability <ul style="list-style-type: none"> What is it Introduction 1
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			<p>Probability Examples</p> <ol style="list-style-type: none"> 1. Coin Toss 2. Picking 1 Ball 3. Picking 2 Balls 4. Spinner #1 5. Spinner #2 6. The Bag <p><i>D8. Use physical models and pictures to represent possible arrangements of 2 or 3 objects.</i></p> <p>Understanding Probability 2008</p> <p>Section 1: Introduction to Probability</p> <p>Possible Outcomes</p> <ol style="list-style-type: none"> 2. Pick 1 Ball 3. Pick 2 Balls 4. Eye Test
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