

Correlation of the Understanding Numeration 2008© and the Understanding Numeration 2008© With the Bowman Primary Math Pacing Guide for Second Grade 4th 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	Page 3	Week 4	Page 11	Week 7	Page 18
Week 2	Page 6	Week 5	Page 15	Week 8	Page 19
Week 3	Page 8	Week 6	Page 18	Week 9 &10	Page 20



	<p>or see TM for additional resources for data collection and analysis.</p> <p>POW: Sports Graph</p>		<p>Understanding Whole Numbers and Integers 2008 Section 9: Order of Operations Order in Addition - Whole Numbers Trial 1 Trial 2 Conclusion</p> <p>D1. Pose questions, use observations, interviews and surveys to collect data, and organize data in charts, picture graphs and bar graphs.</p> <p>Understanding Numeration: Problem Solving Skill 5: Make a Graph Level A,B,C,D 1) Classroom Shoes 2) Animals Skill 7: Birthday Party Level A,B,C,D 1) Birthday Party Skill 8: Brick Path Level A,B,C,D 1) Brick Path Skill 9: Step Up Level A,B,C,D 1) Step Up Skill 10: The Track Team Level A,B,C,D 1) The Track Team</p> <p>Understanding Graphing 2008 Section 2: Statistics An Introduction Tally Chart Pictograph #1 Pictograph #2 Bar Graph #1 Bar Graph #2 Line Graph #1 Line Graph #2</p>
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			<p>Collecting Data</p> <ul style="list-style-type: none"> Throw A Die Primary Data-Gathering Methods Secondary Data-Gathering Methods <p>Presenting Data</p> <ul style="list-style-type: none"> Bar Graph- Example 2... Lengths of Rivers Line Graph- Example 1... Life Expectancy <p><i>D2. Read, interpret and make comparisons and predictions from data represented in charts, line plots, picture graphs and bar graphs.</i></p> <p>Understanding Graphing 2008</p> <p>Section 1: Reading And Sketching Graphs</p> <p>In This Topic</p> <p>Graphs Without a Scale</p> <ul style="list-style-type: none"> Concept... Age and Weight Example 1... Height and Weight Example 2... Errors and Years Example 3... Pushups and Situps Example 4... Nelia's Bike Ride Example 5... Temperature and Time Example 6... Melissa Eating Popcorn (situations are randomly generated) Example 10... Age and Height <p>Graphs With a Scale</p> <ul style="list-style-type: none"> Example 1... Wins in Soccer Example 2... Books and Days Example 3... The Travel Log Example 4... Winning in Baseball
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			<p><i>D5. Identify untrue or inappropriate statements about a given set of data.</i></p> <p>Understanding Graphing 2008 Section 2: Statistics Misleading Statistics Example 1 Example 2</p> <p><i>Note Week 1 Focus: Subtracting 2 digit numbers and Data Analysis</i></p> <p>Subtracting 2 digit numbers</p> <p>Understanding Numeration: Operations Skill 20: Fact Families... Add and Subtract Level C 1) Check Subtraction by Addition Do Skill Test - 5 questions (randomly generated) Skill 21: Subtract 2 Digit Numbers... Concretely Level C 1) Subtraction Without Regrouping 2) Subtraction With Regrouping Do Skill Test - 5 questions (randomly generated) Skill 22: Subtract 2 Digit Numbers... Abstractly Level C 1) Subtraction Without Regrouping 2) Subtraction With Regrouping Do Skill Test - 5 questions (randomly generated)</p>
Week 2	<p>Focus: 3 Digit Numerals – Place Value Day 1 Place Value Activity in TM SM: HTO chart</p> <p>Day 2 Banker’s Game in TM SM: Value Strips</p>	N 1	<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>Day 3 3 digit- Place value practice sheets SM: P 9-3, R 9-3, R 9-5, R 9-5A</p> <p>Day 4 Additional 3 digit - Place value practice sheets SM: R 9-10, P 9-6, R 9-6, R 9-9</p> <p>Day 5 More practice pages SM: p 9-10 SM: Creating Numbers II SM: 300 Chart Pieces (3 pages)</p> <p>POW: Ice Cream Graph</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> <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</p>
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			<p>Represent Numbers in Many Ways</p> <p>Example 2</p> <p>Example 3</p> <p>Example 4</p>
Week 3	<p>Focus: Addition and Subtraction of 3 digit numerals</p> <p>Day 1 Use place value mats/blocks to teach strategies Use overhead manipulatives for guided practice TM: Examples of strategies SM: Place Value chart /HTO</p> <p>Day 2 SM: Use 2 strategies for 3 digit addition SM: P 11-3 Adding 3-digit numbers</p> <p>Day 3 SM: Use 2 strategies for 3 digit subtraction SM: P 11-8 Practicing subtraction</p> <p>Day 4 3 digit addition and subtraction practice with and without regrouping SM : A Frog Fund</p> <p>Day 5 SM: P 11-12 Problem solving POW: Patterns</p>	N 12	<p><i>N12a. Demonstrate multiple strategies for adding and subtracting 2- or 3-digit whole numbers, such as: a. compatible numbers;</i></p> <p>Understanding Numeration: Operations Skill 13: Addition Strategies</p> <p>Level A 1) Tens and Doubles #1 Do Skill Test - 5 questions (randomly generated)</p> <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> <p>Understanding Whole Numbers and Integers 2008 Section 2 : Adding and Subtracting Whole Numbers</p> <p>Add... Partial Sums</p> <p>Example 1 - With Blocks</p> <p>Example 2 - With Blocks</p> <p>Example 3 - Without Blocks</p> <p>Example 4 - Without Blocks</p> <p>Example 5 - Without Blocks</p> <p>Example 6 - Without Blocks</p> <p>Subtract... Add Up to Zero</p> <p>Example 1</p> <p>Example 2</p> <p>Example 3</p> <p>Example 4</p>



N12b. Demonstrate multiple strategies for adding and subtracting 2- or 3-digit whole numbers, such as: **b. compensatory numbers**;

Understanding Whole Numbers and Integers 2008

Section 2 : Adding and Subtracting Whole Numbers

Subtract... Add Up

Example 1 - With Blocks

Example 2 - With Blocks

Example 3 - With Blocks

Example 4 - With Blocks

Example 5 - Without Blocks

Example 6 - Without Blocks

N12c. Demonstrate multiple strategies for adding and subtracting 2- or 3-digit whole numbers, such as: **c. informal use of commutative and associative properties of addition.**

Understanding Numeration: Operations

Skill 12: Add 3 or 4 Numbers

Level A 1) Add 3 Numbers Vertically...#1

2) Add 3 Numbers Horizontally...#1

Level B 1) Add 3 Numbers Vertically...#2

2) Add 3 Numbers Horizontally...#2

Skill 16: Add 3 Digit Numbers... Concretely

Level D 1) Addition Without Regrouping

2) Addition With Regrouping

3) Addition With Regrouping - Any Column

Do Skill Test - 10 questions (randomly generated)

Skill 17: Add 3 Digit Numbers... Abstractly

Level D 1) Addition Without Regrouping

2) Addition With Regrouping #1

3) Addition With Regrouping #2

4) Addition With Regrouping #3

Do Skill Test - 10 questions (randomly generated)



		<p>Skill 23: Subtract 3 Digit Numbers... Concretely Level D 1) Subtraction Without Regrouping 2) Subtraction With Regrouping #1 3) Subtraction With Regrouping #2 4) Subtraction With Regrouping #3 5) Subtract With Regrouping - Any Column Do Skill Test - 10 questions (randomly generated)</p> <p>Skill 24: Subtract 3 Digit Numbers... Abstractly Level D 1) Subtraction Without Regrouping 2) Subtraction With Regrouping #1 3) Subtraction With Regrouping #2 4) Subtraction With Regrouping #3 5) Subtraction With Regrouping #4 Do Skill Test - 10 questions (randomly generated)</p> <p>Understanding Whole Numbers and Integers 2008 Section 2 : Adding and Subtracting Whole Numbers Add... Trade First</p> <p style="padding-left: 40px;">Example 1 - With Blocks Example 2 - With Blocks Example 3 - Without Blocks Example 4 - Without Blocks Example 5 - Without Blocks Example 6 - Without Blocks</p> <p>Add... Right to Left</p> <p style="padding-left: 40px;">Example 1 - With Blocks Example 2 - With Blocks Example 3 - Without Blocks Example 4 - Without Blocks Example 5 - Without Blocks Example 6 - Without Blocks</p> <p>Subtract... Right to Left</p> <p style="padding-left: 40px;">Example 1 - With Blocks Example 2 - With Blocks Example 3 - Without Blocks</p>
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			<p>Example 4 - Without Blocks Example 5 - Without Blocks Example 6 - Without Blocks</p> <p>Subtract... Trade First Example 1 - With Blocks Example 2 - With Blocks Example 3 - Without Blocks Example 4 - Without Blocks Example 5 - Without Blocks Example 6 - Without Blocks</p> <p>Understanding Whole Numbers and Integers 2008 Section 9: Order of Operations Order in Addition - Whole Numbers Trial 1 Trial 2 Conclusion</p>
Week 4	<p>Focus: Measuring Day 1 Read <i>Measuring Penny</i> and do activities in book</p> <p>Day 2 Read <i>Inch By Inch</i> and do activities TM: How Tall Are You? SM: Make Inchworm rulers</p> <p>Day 3 Measure Inches and Centimeters SM: Discovering Length [2 pgs.]</p> <p>Day 4 SM: More in. and cm. pgs.</p> <p>Day 5 Inches vs. Centimeters pg. POW: Measuring</p> <p>Vocab. Width</p>	M1, 2, 5, 6, 7	<p><i>M1a. Identify and select appropriate units of measure for: a. length – centimeters, meters, inches, feet or yards;</i></p> <p>Understanding Measurement and Geometry 2008 Section 1: An Introduction to Measurement Measurement with a Ruler - Centimeters A Pencil... An Introduction- Example 1 A Pencil... An Introduction- Example 2 Ruler - Click on the Point- 10 questions Ruler - Click and Drag- 10 questions Calculating Distances - Introduction- 10 questions Calculating Distances - Distances- Example 1 Calculating Distances - Distances- Example 2 Calculating Distances - Distances- Example 3 Calculating Distances - Distances- Example 4 Calculating Distances - Distances- Example 5 Calculating Distances - Distances- Example 6</p>



			<p>Measurement with a Ruler - Inches</p> <ul style="list-style-type: none"> A Pencil... An Introduction- Example 1 A Pencil... An Introduction- Example 2 Ruler - Click on the Point- 10 questions Ruler - Click and Drag- 10 questions <p>Calculating Distances - Introduction- 10 questions</p> <ul style="list-style-type: none"> Calculating Distances - Distances- Example 1 Calculating Distances - Distances- Example 2 Calculating Distances - Distances- Example 3 Calculating Distances - Distances- Example 4 Calculating Distances - Distances- Example 5 Calculating Distances - Distances- Example 6 <p><i>M1b. Identify and select appropriate units of measure for: b. volume (capacity) – liters, cups, pints or quarts;</i></p> <p>Not yet correlated</p> <p><i>M1c. Identify and select appropriate units of measure for: c. weight – grams, ounces or pounds;</i></p> <p>Not yet correlated</p> <p><i>M1d. Identify and select appropriate units of measure for: d. time – hours, half-hours, quarter-hours or minutes and time designations, a.m. or p.m.</i></p> <p>Understanding Numeration: Comparing & Ordering</p> <p>Skill 9: Understand Measurement of Time</p> <ul style="list-style-type: none"> Level B 1) The Clock - An Introduction 2) Times to the Hour 3) Analog and Digital 4) Times to the Half Hour <p>Do Skill Test - 10 questions (randomly generated)</p>
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		<p>Level C 1) Times to Five Minutes Do Skill Test - 5 questions (randomly generated)</p> <p>Level D 1) Times to the Minute Do Skill Test - 5 questions (randomly generated)</p> <p><i>M2. Establish personal or common referents for units of measure to make estimates and comparisons; e.g., the width of a finger is a centimeter, a large bottle of soda pop is 2 liters, a small paper clip weighs about one gram.</i></p> <p>Understanding Measurement and Geometry 2008 Section 1: An Introduction to Measurement Benchmarks - Metric Introduction Examples- 4 questions (randomly generated) Benchmarks - US Standard Introduction Practice- 4 questions (randomly generated)</p> <p><i>M5. Estimate and measure the length and weight of common objects, using metric and U.S. customary units, accurate to the nearest unit.</i></p> <p>Understanding Measurement and Geometry 2008 Section 1: An Introduction to Measurement Measurement with a Ruler - Centimeters A Pencil... An Introduction- Example 1 A Pencil... An Introduction- Example 2 Ruler - Click on the Point- 10 questions Ruler - Click and Drag- 10 questions Calculating Distances - Introduction- 10 questions Calculating Distances - Distances- Example 1 Calculating Distances - Distances- Example 2 Calculating Distances - Distances- Example 3 Calculating Distances - Distances- Example 4 Calculating Distances - Distances- Example 5 Calculating Distances - Distances- Example 6</p>
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		<p>Measurement with a Ruler - Inches</p> <ul style="list-style-type: none"> A Pencil... An Introduction- Example 1 A Pencil... An Introduction- Example 2 Ruler - Click on the Point- 10 questions Ruler - Click and Drag- 10 questions <p>Calculating Distances - Introduction- 10 questions</p> <ul style="list-style-type: none"> Calculating Distances - Distances- Example 1 Calculating Distances - Distances- Example 2 Calculating Distances - Distances- Example 3 Calculating Distances - Distances- Example 4 Calculating Distances - Distances- Example 5 Calculating Distances - Distances- Example 6 <p><i>M6. Select and use appropriate measurement tools; e.g., a ruler to draw a segment 3 inches long, a measuring cup to place 2 cups of rice in a bowl, a scale to weigh 50 grams of candy.</i></p> <p>Not yet correlated</p> <p><i>M7. Make and test predictions about measurements, using different units to measure the same length or volume.</i></p> <p>Not yet correlated</p>
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<p>Week 5</p>	<p>Focus: Measuring with inches and centimeters</p> <p>Day 1 Body Measurements from Addition and Subtraction by Tank and Zolli (Choose parts Of the activities- TM) SM: Measure Ourselves in Inches</p> <p>Day 2 SM: Measure Ourselves in cm.</p> <p>Day 3 SM: Teacher / Student Comparison SM: Hand / Foot Measurement</p> <ul style="list-style-type: none"> • Give students lots of practice measuring with both inches and centimeters. Students need to know the difference between the two and compare the two when measuring the same object. • Compare relationships between inches, feet and yards; centimeters and meters • Review what your class needs before the diagnostic next week. If you need more review time, these measurement activities can be done later as long as the students can measure with inches and centimeters. <p>Days 4-5 POW: Hundreds Chart Favorite Candy Data 2 pgs.</p>	<p>M1, 2, 5, 6, 7</p>	<p><i>M1a. Identify and select appropriate units of measure for: a. length – centimeters, meters, inches, feet or yards;</i></p> <p>Understanding Measurement and Geometry 2008 Section 1: An Introduction to Measurement Measurement with a Ruler - Centimeters A Pencil... An Introduction- Example 1 A Pencil... An Introduction- Example 2 Ruler - Click on the Point- 10 questions Ruler - Click and Drag- 10 questions Calculating Distances - Introduction- 10 questions Calculating Distances - Distances- Example 1 Calculating Distances - Distances- Example 2 Calculating Distances - Distances- Example 3 Calculating Distances - Distances- Example 4 Calculating Distances - Distances- Example 5 Calculating Distances - Distances- Example 6 Measurement with a Ruler - Inches A Pencil... An Introduction- Example 1 A Pencil... An Introduction- Example 2 Ruler - Click on the Point- 10 questions Ruler - Click and Drag- 10 questions Calculating Distances - Introduction- 10 questions Calculating Distances - Distances- Example 1 Calculating Distances - Distances- Example 2 Calculating Distances - Distances- Example 3 Calculating Distances - Distances- Example 4 Calculating Distances - Distances- Example 5 Calculating Distances - Distances- Example 6</p> <p><i>M1b. Identify and select appropriate units of measure for: b. volume (capacity) – liters, cups, pints or quarts;</i></p> <p>Not yet correlated</p>
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	<p style="text-align: center;">Diagnostic Practice Test</p> <p>Vocab. Yards, Meters</p>	<p><i>M1c. Identify and select appropriate units of measure for: c. weight – grams, ounces or pounds;</i></p> <p>Not yet correlated</p> <p><i>M1d. Identify and select appropriate units of measure for: d. time – hours, half-hours, quarter-hours or minutes and time designations, a.m. or p.m.</i></p> <p>Understanding Numeration: Comparing & Ordering</p> <p>Skill 9: Understand Measurement of Time</p> <p>Level B 1) The Clock - An Introduction 2) Times to the Hour 3) Analog and Digital 4) Times to the Half Hour Do Skill Test - 10 questions (randomly generated)</p> <p>Level C 1) Times to Five Minutes Do Skill Test - 5 questions (randomly generated)</p> <p>Level D 1) Times to the Minute Do Skill Test - 5 questions (randomly generated)</p> <p><i>M2. Establish personal or common referents for units of measure to make estimates and comparisons; e.g., the width of a finger is a centimeter, a large bottle of soda pop is 2 liters, a small paper clip weighs about one gram.</i></p> <p>Understanding Measurement and Geometry 2008</p> <p>Section 1: An Introduction to Measurement</p> <p>Benchmarks - Metric Introduction Examples- 4 questions (randomly generated)</p> <p>Benchmarks - US Standard Introduction Practice- 4 questions (randomly generated)</p>
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		<p><i>M5. Estimate and measure the length and weight of common objects, using metric and U.S. customary units, accurate to the nearest unit.</i></p> <p>Understanding Measurement and Geometry 2008</p> <p>Section 1: An Introduction to Measurement</p> <p>Measurement with a Ruler - Centimeters</p> <ul style="list-style-type: none"> A Pencil... An Introduction- Example 1 A Pencil... An Introduction- Example 2 Ruler - Click on the Point- 10 questions Ruler - Click and Drag- 10 questions <p>Calculating Distances - Introduction- 10 questions</p> <ul style="list-style-type: none"> Calculating Distances - Distances- Example 1 Calculating Distances - Distances- Example 2 Calculating Distances - Distances- Example 3 Calculating Distances - Distances- Example 4 Calculating Distances - Distances- Example 5 Calculating Distances - Distances- Example 6 <p>Measurement with a Ruler - Inches</p> <ul style="list-style-type: none"> A Pencil... An Introduction- Example 1 A Pencil... An Introduction- Example 2 Ruler - Click on the Point- 10 questions Ruler - Click and Drag- 10 questions <p>Calculating Distances - Introduction- 10 questions</p> <ul style="list-style-type: none"> Calculating Distances - Distances- Example 1 Calculating Distances - Distances- Example 2 Calculating Distances - Distances- Example 3 Calculating Distances - Distances- Example 4 Calculating Distances - Distances- Example 5 Calculating Distances - Distances- Example 6 <p><i>M6. Select and use appropriate measurement tools; e.g., a ruler to draw a segment 3 inches long, a measuring cup to place 2 cups of rice in a bowl, a scale to weigh 50 grams of candy.</i></p> <p>Not yet correlated</p>
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			<p><i>M7. Make and test predictions about measurements, using different units to measure the same length or volume.</i></p> <p><i>Not yet correlated</i></p>
Week 6	<p>Focus: Capacity and Ohio Diagnostic Test</p> <p>Day 1 Review for Diagnostic Test based on your student's needs. SM: Equivalence 8 TM: Extra Practice Pages</p> <p>Days 2 & 3 Ohio Diagnostic Test Administered</p> <p>Day 4 Introduction to Capacity SM: Gallon Man TM: Super Sand Castles (Optional)</p> <p>Day 5 POW: Shells</p> <p>Vocab. Gallon, quarts, pints, cups</p>	M1, 6	<i>Not yet correlated for capacity</i>
Week 7	<p>Focus: Measurement –Capacity/Weight</p> <p>Day 1 SM: Cups, Pints, Quarts, Gallons (2 pages) SM: Liters (2 pages)</p> <p>Day 2 SM: Weighing with grams and pounds</p>	M1, 2, 5, 6, 7	<i>Not yet correlated for capacity/weight</i>



	<p>Day 3 SM: Pounds (2 pages) SM: Kilograms (2 pages)</p> <p>Day 4 Review Diagnostic Test Results</p> <p>Day 5 POW: Band Boosters</p> <p>Vocab. Liter, pound</p>		
<p>Week 8</p>	<p>Focus: Review Addition, Subtraction, place value, and math games</p> <p>Day 1 SM: Practice 3 and 4 digit addition pages</p> <p>Day 2 SM: Practice 2, 3 , and 4 digit subtraction pages</p> <p>Day 3 Review place value. Have students go back and highlight with different colors the ones, tens, hundreds, and thousands columns in the problems from days 1 and 2.</p> <p>Day 4 Review math games from the year to practice over the summer.</p> <p>Day 5 POW: Bicycles and Tricycles</p>		<p>Understanding Whole Numbers and Integers 2008 Section 2 : Adding and Subtracting Whole Numbers Whole Numbers Around Us</p> <ul style="list-style-type: none"> Example 1 - kilometres Example 2 - quarters Example 3 - baseball cards Example 4 - dollars Example 5 - pennies Example 6 - water in a jug Example 7 - coins Example 8 - jelly beans Example 9 - photographs Example 10 - minutes walking



<p>Week 9</p>	<p>Focus: Review Probability and skills needed Day 1 Review Probably Pistachio from 1st Q SM: Exploring Probability SM: Making Predictions R 10-14, P 10-14</p> <p>Remainder of the week:</p> <p>Choose skills that your students need to practice or activities shown below:</p> <p>Choose other data analysis activities from How many Pockets? How Many Teeth?</p> <p>Glyph SM: Roll'em - Inline Skate Patterns TM: Additional Glyphs</p> <p>POW: Baskets of Berries</p>	<p>N 13</p>	<p><i>N13. Estimate the results of whole number addition and subtraction problems using front-end estimation, and judge the reasonableness of the answers.</i></p> <p>Not yet correlated</p> <p><i>Note Week 9 Focus: Review Probability and skills needed</i></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 Section 1: Introduction to Probability Impossible to Certain Activity 1 Activity 2 Probability Lines Line 1 Line 2 Possible Outcomes What Are They? 1. Coins 2. Pick 1 Ball 3. Pick 2 Balls Experiment with Spinners Experiment 1 Experiment 2 Experiment 3 Experiment 4 Experiment 5 Experiment 6</p>
<p>Week 10</p>	<p>Celebrate all you've learned in Math!</p>		



			<p>The Spinner Game</p> <ul style="list-style-type: none"> Board 1- Single Player Board 1- 2 player Board 2- Single Player Board 2- 2 player <p>IT's in the Bag Board 2</p> <p>Understanding Probability 2008</p> <p>Section 2: What's the Chance</p> <p>Probability</p> <ul style="list-style-type: none"> What is it Introduction 1 <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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