

Kindergarten Mathematics
Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
Growing with math <ul style="list-style-type: none"> • Students will name the days of the week and months of the year • Students will name six geometric shapes • Students will count orally to 100 • Students will put objects in graduated order • Students will name 3-D shapes • Students will complete and construct simple patterns • Students will identify ordinal positions • Students will match sets 0-10 • Students will count objects one by one from 1-20 • Students will identify numerals 0-20 • Students will count by 5's and 10's • Students will graph • Students will tell time to the hour • Students will name coins • Students will identify one half • Students will solve simple addition problems 	36 Weeks 5 days/wk 25 min/day	<ul style="list-style-type: none"> • Class discussion • Student Worksheets • Oral presentations 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Kindergarten • McGraw Hill: Growing with Mathematics <ul style="list-style-type: none"> • Big Books • Discussion Books • Various Manipulatives 	<ul style="list-style-type: none"> • Class Participation • Student Workbook Pages • Oral Evaluations

First Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Number Concepts</p> <ul style="list-style-type: none"> • Students will interact in calendar discussions • Students will count to twenty. • Students will count and recognize numbers by sight. • Students will review numerals to 10. • Students will read and write numerals to 10 • Students will count on from five • Students will interpret data from a tally chart • Students will compare numbers • Students will order numbers • Students will describe and copy patterns • Students will identify the “repeat” in a pattern • Students will learn about the clock • Students will describe two parts and the total • Students will find two parts that total ten • Students will solve a “part-part-total” problem 	<p>3 weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Reading and answering questions from the class discussion book • Small group learning • Teacher made review sheets • Math canthers with various manipulatives • Student workbook pages • Classroom activities and games using the topic one resource kit from 	<ul style="list-style-type: none"> • Growing with Mathematics Topic one Teacher’s Guide • Growing with Mathematics volume one discussion book • Growing with Mathematics volume one student workbook • Growing with Mathematics Blackline Masters • Growing with Mathematics Math Literature • Growing with Mathematics Calendar and Data Kit • Growing with Mathematics assessment book • Growing with Mathematics topic one resource kit • Growing with Mathematics topic one resource kit • One minute Math drills by Theresa Warnick, Frank Schaffer Publications, 1997 • Math Practice Grades 1-2 by Kelly Wingate Publications, 1995 • Core Knowledge Teacher Handbook, Grade 1 	<ul style="list-style-type: none"> • Growing with Mathematics student workbook pages • Growing with Mathematics unit assessments • Teacher observation

First Grade Mathematics

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<p>Understanding Addition and Subtraction</p> <ul style="list-style-type: none"> • Students will review addition language • Students will be introduced to the “+” sign • Students will combine two parts to make a total • Students will be introduced to the “=” sign • Students will establish ten as a benchmark • Students will count on to add • Students will practice count-on addition facts • Students will explore addition patterns • Students will review subtraction as “take away” • Students will develop subtraction language • Students will write subtraction number stories • Students will develop models for subtraction • Students will consolidate subtraction concepts • Students will relate addition and subtraction 	<p>3 weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Reading and answering questions from the class discussion book • Small group learning • Teacher made review sheets • Math canters with various manipulatives • Student workbook pages • Classroom activities and games using the topic two resource kit from 	<ul style="list-style-type: none"> • Growing with Mathematics Topic two Teacher’s Guide • Growing with Mathematics volume one discussion book • Growing with Mathematics volume one student workbook • Growing with Mathematics Blackline Masters • Growing with Mathematics Math Literature • Growing with Mathematics Calendar and Data Kit • Growing with Mathematics assessment book • Growing with Mathematics topic two resource kit • Growing with Mathematics topic two resource kit • One minute Math drills by Theresa Warnick, Frank Schaffer Publications, 1997 • Math Practice Grades 1-2 by Kelly Wingate Publications, 1995 • Core Knowledge Teacher Handbook, Grade 1 	<ul style="list-style-type: none"> • Growing with Mathematics student workbook pages • Growing with Mathematics unit assessments • Teacher observation

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<p>Working with Time, Length, and Money</p> <ul style="list-style-type: none"> • Students will tell the time • Students will show on-the-hour times • Students will relate pennies and nickels • Students will relate pennies and nickels and dimes • Students will count on to add • Students will work with prices in a graph • Students will solve problems that involve money • Students will measure with nonstandard units • Students will measure with paper lizards • Students will measure a length in different units 	<p>2 weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Reading and answering questions from the class discussion book • Small group learning • Teacher made review sheets • Math canters with various manipulatives • Student workbook pages • Classroom activities and games using the topic three resource kit fr 	<ul style="list-style-type: none"> • Growing with Mathematics Topic three Teacher’s Guide • Growing with Mathematics volume one discussion book • Growing with Mathematics volume one student workbook • Growing with Mathematics Blackline Masters • Growing with Mathematics Math Literature • Growing with Mathematics Calendar and Data Kit • Growing with Mathematics assessment book • Growing with Mathematics topic three resource kit • Growing with Mathematics topic three resource kit • One minute Math drills by Theresa Warnick, Frank Schaffer Publications, 1997 • Math Practice Grades 1-2 by Kelly Wingate Publications, 1995 • Core Knowledge Teacher Handbook, Grade 1 	<ul style="list-style-type: none"> • Growing with Mathematics student workbook pages • Growing with Mathematics unit assessments • Teacher observation

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<p>Numbers to Twenty and Number Patterns</p> <ul style="list-style-type: none"> • Students will represent teen numbers • Students will read and write teen numbers • Students will compare numbers • Students will order numbers • Students will describe and extend patterns • Students will show a pattern in different ways • Students will create and “generalize” patterns • Students will use numbers to describe a pattern • Student will be introduced to patterns that “grow” • Students will work with odd and even numbers • Students will skip count by twos • Students will count back by ones or twos • Students will explore place-value patterns • Students will use number patterns to help add • Students will work with doubles 	<p>3 weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Reading and answering questions from the class discussion book • Small group learning • Teacher made review sheets • Math canter with various manipulatives • Student workbook pages • Classroom activities and games using the topic four resource kit fro 	<ul style="list-style-type: none"> • Growing with Mathematics Topic four Teacher’s Guide • Growing with Mathematics volume one discussion book • Growing with Mathematics volume one student workbook • Growing with Mathematics Blackline Masters • Growing with Mathematics Math Literature • Growing with Mathematics Calendar and Data Kit • Growing with Mathematics assessment book • Growing with Mathematics topic four resource kit • Growing with Mathematics topic four resource kit • One minute Math drills by Theresa Warnick, Frank Schaffer Publications, 1997 • Math Practice Grades 1-2 by Kelly Wingate Publications, 1995 • Core Knowledge Teacher Handbook, Grade 1 	<ul style="list-style-type: none"> • Growing with Mathematics student workbook pages • Growing with Mathematics unit assessments • Teacher observation

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<p>Building Addition and Subtraction</p> <ul style="list-style-type: none"> • Students will write related addition sentences • Students will use the “turnaround” idea to add • Students will add one, two, or three to a teen number • Students will find parts equal to a given total • Students will add more than two numbers • Students will be introduced to vertical recording • Students will use the language of subtraction • Students will be introduced to the “-“ sign • Students will complete subtraction sentences • Students will create addition stories • Students will relate addition and subtraction • Students will write related subtraction facts • Students will write families of facts • Students will solve story problems • Students will analyze and compare data 	<p>3 weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Reading and answering questions from the class discussion book • Small group learning • Teacher made review sheets • Math canters with various manipulatives • Student workbook pages • Classroom activities and games using the topic five resource kit fro 	<ul style="list-style-type: none"> • Growing with Mathematics Topic five Teacher’s Guide • Growing with Mathematics volume one discussion book • Growing with Mathematics volume one student workbook • Growing with Mathematics Blackline Masters • Growing with Mathematics Math Literature • Growing with Mathematics Calendar and Data Kit • Growing with Mathematics assessment book • Growing with Mathematics topic five resource kit • Growing with Mathematics topic five resource kit • One minute Math drills by Theresa Warnick, Frank Schaffer Publications, 1997 • Math Practice Grades 1-2 by Kelly Wingate Publications, 1995 • Core Knowledge Teacher Handbook, Grade 1 	<ul style="list-style-type: none"> • Growing with Mathematics student workbook pages • Growing with Mathematics unit assessments • Teacher observation

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<p>Place value: Numbers to 100</p> <ul style="list-style-type: none"> • Students will work with ordinal numbers • Students will work with multiples of ten • Students will add multiples of ten • Students will describe a number as tens and ones • Students will read and write numerals • Students will work with dimes and pennies • Students will match representations of numbers • Students will work with “sound-alike” numbers • Students will read number words • Students will focus on place value 	<p>2 weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Reading and answering questions from the class discussion book • Small group learning • Teacher made review sheets • Math canisters with various manipulatives • Student workbook pages • Classroom activities and games using the topic six resource kit from 	<ul style="list-style-type: none"> • Growing with Mathematics Topic six Teacher’s Guide • Growing with Mathematics volume one discussion book • Growing with Mathematics volume one student workbook • Growing with Mathematics Blackline Masters • Growing with Mathematics Math Literature • Growing with Mathematics Calendar and Data Kit • Growing with Mathematics assessment book • Growing with Mathematics topic six resource kit • Growing with Mathematics topic six resource kit • One minute Math drills by Theresa Warnick, Frank Schaffer Publications, 1997 • Math Practice Grades 1-2 by Kelly Wingate Publications, 1995 • Core Knowledge Teacher Handbook, Grade 1 	<ul style="list-style-type: none"> • Growing with Mathematics student workbook pages • Growing with Mathematics unit assessments • Teacher observation

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<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Measurement and Geometry</p> <ul style="list-style-type: none"> • Students will review 2-D shapes • Students will name and describe 3-D shapes • Students will identify faces of 3-D shapes • Students will describe attributes of 3-D shapes • Students will compare the capacity of containers • Students will use cups to measure capacity • Students will measure capacity of different units • Students will compare the weight of objects • Students will use tallies to compare weights • Students will solve problems involving weights 	<p>2 weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Reading and answering questions from the class discussion book • Small group learning • Teacher made review sheets • Math canter with various manipulatives • Student workbook pages • Classroom activities and games using the topic seven resource kit fr 	<ul style="list-style-type: none"> • Growing with Mathematics Topic seven Teacher’s Guide • Growing with Mathematics volume two discussion book • Growing with Mathematics volume two student workbook • Growing with Mathematics Blackline Masters • Growing with Mathematics Math Literature • Growing with Mathematics Calendar and Data Kit • Growing with Mathematics assessment book • Growing with Mathematics topic seven resource kit • Growing with Mathematics topic seven resource kit • One minute Math drills by Theresa Warnick, Frank Schaffer Publications, 1997 • Math Practice Grades 1-2 by Kelly Wingate Publications, 1995 • Core Knowledge Teacher Handbook, Grade 1 	<ul style="list-style-type: none"> • Growing with Mathematics student workbook pages • Growing with Mathematics unit assessments • Teacher observation

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<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Working with Numbers and Operations</p> <ul style="list-style-type: none"> • Students will review addition and subtraction • Students will double numbers • Students will use a double plus one strategy to add • Students will use a double plus two strategy to add • Students will solve addition problems • Students will be introduced to “missing addend” subtraction • Students will solve subtraction problems • Students will use the vertical form for subtraction • Students will count back to subtract • Students will count on to subtract • Students will count on with dimes and pennies • Students will count on by tens and ones • Students will compare two-digit numbers • Students will order two-digit numbers 	<p>3 weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Reading and answering questions from the class discussion book • Small group learning • Teacher made review sheets <ul style="list-style-type: none"> • Math canters with various manipulatives • Student workbook pages • Classroom activities and games using the topic eight resource kit fr 	<ul style="list-style-type: none"> • Growing with Mathematics Topic eight Teacher’s Guide • Growing with Mathematics volume two discussion book • Growing with Mathematics volume two student workbook • Growing with Mathematics Blackline Masters • Growing with Mathematics Math Literature • Growing with Mathematics Calendar and Data Kit • Growing with Mathematics assessment book • Growing with Mathematics topic eight resource kit • Growing with Mathematics topic eight resource kit • One minute Math drills by Theresa Warnick, Frank Schaffer Publications, 1997 • Math Practice Grades 1-2 by Kelly Wingate Publications, 1995 • Core Knowledge Teacher Handbook, Grade 1 	<ul style="list-style-type: none"> • Growing with Mathematics student workbook pages • Growing with Mathematics unit assessments • Teacher observation

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<p>More Measurement and Geometry</p> <ul style="list-style-type: none"> • Students will compare 2-D shapes • Students will sort and classify 2-D shapes • Students will describe direction and distance • Students will combine 2-D shapes • Students will dissect 2-D shapes • Students will find and describe symmetry • Students will visualize symmetrical shapes • Students will measure with inches • Students will measure with a single unit • Students with measure with a ruler 	<p>2 weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Reading and answering questions from the class discussion book • Small group learning • Teacher made review sheets • Math canters with various manipulatives • Student workbook pages • Classroom activities and games using the topic nine resource kit fro 	<ul style="list-style-type: none"> • Growing with Mathematics Topic nine Teacher’s Guide • Growing with Mathematics volume two discussion book • Growing with Mathematics volume two student workbook • Growing with Mathematics Blackline Masters • Growing with Mathematics Math Literature • Growing with Mathematics Calendar and Data Kit • Growing with Mathematics assessment book • Growing with Mathematics topic nine resource kit • Growing with Mathematics topic nine resource kit • One minute Math drills by Theresa Warnick, Frank Schaffer Publications, 1997 • Math Practice Grades 1-2 by Kelly Wingate Publications, 1995 • Core Knowledge Teacher Handbook, Grade 1 	<ul style="list-style-type: none"> • Growing with Mathematics student workbook pages • Growing with Mathematics unit assessments • Teacher observation

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<p>Extending Work with Number and Operations</p> <ul style="list-style-type: none"> • Students will investigate number patterns • Students will use a known fact to add • Students will use the “make ten” strategy to add • Students will relate addition and subtraction • Students will write “count-on” fact families • Students will write “near double” fact families • Students will be introduced to “difference” subtraction • Students will use subtraction to compare data • Students will add two amounts of money • Students will solve problems involving money • Students will be introduced to the quarter • Students will show amounts in different ways • Students will compare and order amounts • Students will find one or ten more or less • Students will round numbers to the nearest ten 	<p>3 weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Reading and answering questions from the class discussion book • Small group learning • Teacher made review sheets • Math canters with various manipulatives • Student workbook pages • Classroom activities and games using the topic ten resource kit from 	<ul style="list-style-type: none"> • Growing with Mathematics Topic ten Teacher’s Guide • Growing with Mathematics volume two discussion book • Growing with Mathematics volume two student workbook • Growing with Mathematics Blackline Masters • Growing with Mathematics Math Literature • Growing with Mathematics Calendar and Data Kit • Growing with Mathematics assessment book • Growing with Mathematics topic ten resource kit • Growing with Mathematics topic ten resource kit • One minute Math drills by Theresa Warnick, Frank Schaffer Publications, 1997 • Math Practice Grades 1-2 by Kelly Wingate Publications, 1995 • Core Knowledge Teacher Handbook, Grade 1 	<ul style="list-style-type: none"> • Growing with Mathematics student workbook pages • Growing with Mathematics unit assessments • Teacher observation

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<p>Equal Parts, Fair Shares, and Fractions</p> <ul style="list-style-type: none"> • Students will count by fives • Students will count by twos and threes • Students will describe equal groups • Students will add equal groups • Students will share between two • Students will share to make equal groups • Students will make groups of a given size • Students will find half of a number of objects • Students will model one-half and one- fourth • Students will work with one-half • Students will find the whole from one-half • Students will discuss outcomes of a spinner • Students will read “half-passed” times • Students will use a digital clock • Students will solve problems that involve time 	<p>3 weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Reading and answering questions from the class discussion book • Small group learning • Teacher made review sheets • Math canterers with various manipulatives • Student workbook pages • Classroom activities and games using the topic eleven resource kit f 	<ul style="list-style-type: none"> • Growing with Mathematics Topic eleven Teacher’s Guide • Growing with Mathematics volume two discussion book • Growing with Mathematics volume two student workbook • Growing with Mathematics Blackline Masters • Growing with Mathematics Math Literature • Growing with Mathematics Calendar and Data Kit • Growing with Mathematics assessment book • Growing with Mathematics topic eleven resource kit • Growing with Mathematics topic eleven resource kit • One minute Math drills by Theresa Warnick, Frank Schaffer Publications, 1997 • Math Practice Grades 1-2 by Kelly Wingate Publications, 1995 • Core Knowledge Teacher Handbook, Grade 1 	<ul style="list-style-type: none"> • Growing with Mathematics student workbook pages • Growing with Mathematics unit assessments • Teacher observation

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<p>Working with Two-Digit Numbers</p> <ul style="list-style-type: none"> • Students will decide whether to add or subtract • Students will work with basic addition facts • Students will find the “missing addend” • Students will work with fact families • Students will represent amounts to ninety-nine cents • Students will compare and order amounts • Students will work with grouped data • Students will count by twos, fives, and tens • Students will add two multiples of ten • Students will subtract multiples of ten • Students will add a multiple of ten • Students will subtract a multiple of ten • Students will solve subtraction problems • Students will add two-digit numbers • Students will subtract two-digit numbers 	<p>3 weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Reading and answering questions from the class discussion book • Small group learning • Teacher made review sheets • Math canters with various manipulatives • Student workbook pages • Classroom activities and games using the topic twelve resource kit f 	<ul style="list-style-type: none"> • Growing with Mathematics Topic twelve Teacher’s Guide • Growing with Mathematics volume two discussion book • Growing with Mathematics volume two student workbook • Growing with Mathematics Blackline Masters • Growing with Mathematics Math Literature • Growing with Mathematics Calendar and Data Kit • Growing with Mathematics assessment book • Growing with Mathematics topic twelve resource kit • Growing with Mathematics topic twelve resource kit • One minute Math drills by Theresa Warnick, Frank Schaffer Publications, 1997 • Math Practice Grades 1-2 by Kelly Wingate Publications, 1995 • Core Knowledge Teacher Handbook, Grade 1 	<ul style="list-style-type: none"> • Growing with Mathematics student workbook pages • Growing with Mathematics unit assessments • Teacher observation

Second Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Understanding Addition and Subtraction</p> <ul style="list-style-type: none"> • Students will join two groups together • Students will take away from a group to determine the remaining number • Students will compare two groups to see how many more or fewer • Students will write addition and subtraction sentences • Students will use the commutative property to find sums • Students will recognize facts that have the sum of ten • Students will write number sentences that make up a fact family 	<p>2 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Guided practice • Teacher directed practice • Independent practice • Homework • Timed addition test • Flash card practice 	<ul style="list-style-type: none"> • Textbook: Foresman, Scott and Wesley, Addison, Mathematics Grade 2. Glenview, Illinois.2004. • Hirsch, E.D. Jr., What your Second Grader Needs to Know, New York, New York, Random House Inc., 1998. <ul style="list-style-type: none"> • Manipulatives • Number line • Core Knowledge Teacher Handbook, Grade 2 	<ul style="list-style-type: none"> • Homework pages • Supplemental workbooks • Mid-chapter reviews • End of the chapter tests

Second Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Fact Strategies for Addition and Subtraction</p> <ul style="list-style-type: none"> • Students will count on to add 1 and 2 to another number • Students will recognize doubles as a strategy for remembering sums • Students will use double facts to learn doubles-plus-one facts • Students will find the sum of three addends • Students will use a number line to count back 1 or 2 • Students will find differences by using doubles facts • Students will find differences by using known addition facts • Students will use data in pictures to help find missing numbers in a number sentence 	<p>2 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Guided practice • Teacher directed practice • Independent practice • Homework <ul style="list-style-type: none"> • Timed addition test • Flash card practice 	<ul style="list-style-type: none"> • Textbook: Foresman, Scott and Wesley, Addison, Mathematics Grade 2. Glenview, Illinois.2004. • Hirsch, E.D. Jr., What your Second Grader Needs to Know, New York, New York, Random House Inc., 1998. <ul style="list-style-type: none"> • Manipulatives • Number line • Core Knowledge Teacher Handbook, Grade 2 	<ul style="list-style-type: none"> • Homework pages • Supplemental workbooks • Mid-chapter reviews • End of the chapter tests

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<p>Place Value to 100 and Money</p> <ul style="list-style-type: none"> • Students will count groups of ten, up to ten, and write how many • Students will use groups of tens and ones to show a given two digit number • Students will read and write number words for given numbers • Students will make an organized list • Students will comparing numbers using the less than, greater than and equal to signs • Students will use a number line to determine the closest ten • Students will identify numbers that are one before, one after and in between • Students will recognize and extend skip-counting patterns • Students will identify numbers as odd or even • Students will use ordinal numbers to twentieth when identifying position 	<p>2 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Guided practice • Teacher directed practice • Independent practice • Homework • Classroom store 	<ul style="list-style-type: none"> • Textbook: Foresman, Scott and Wesley, Addison, Mathematics Grade 2. Glenview, Illinois.2004. • Hirsch, E.D. Jr., What your Second Grader Needs to Know, New York, New York, Random House Inc., 1998. <ul style="list-style-type: none"> • Manipulatives • Number line • Core Knowledge Teacher Handbook, Grade 2 	<ul style="list-style-type: none"> • Homework pages • Supplemental workbooks • Mid-chapter reviews • End of the chapter tests

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<p>Mental Math: Addition and Subtraction</p> <ul style="list-style-type: none"> • Students will add a multiple of 10 to a two-digit number using models or mental math • Students will add a one-digit number to a two-digit number using models or mental math • Students will add a two-digit number to a two-digit number • Students will estimate the sum of 2 two-digit numbers • Students will subtract a multiple of 10 from a two-digit number using models, etc. • Students will subtract a two-digit number from a two-digit number using models or mental math • Students will estimate the difference of two numbers • Students will discover a numeric pattern made by repeatedly adding or subtracting the same number • Students will find the missing part of 100 when the given part is a multiple of 5 or 10 	<p>4 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Teacher directed instruction • Guided practice • Teacher directed practice • Independent practice • Homework • Teacher modeling • Cube manipulatives 	<ul style="list-style-type: none"> • Textbook: Foresman, Scott and Wesley, Addison, Mathematics Grade 2. Glenview, Illinois.2004. • Hirsch, E.D. Jr., What your Second Grader Needs to Know, New York, New York, Random House Inc., 1998. • Core Knowledge Teacher Handbook, Grade 2 	<ul style="list-style-type: none"> • Homework pages • Supplemental workbooks • Mid-chapter reviews • End of the chapter tests

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<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Two-Digit Addition</p> <ul style="list-style-type: none"> • Students will regroup 10 ones as 1 ten when adding • Students will add a one-digit number to a two-digit number, regroup, and record the process in vertical form • Students will use the standard algorithm to add 2 two-digit numbers with and without regrouping • Students will use the standard algorithm symbolically to add two-digit numbers with and without regrouping • Students will add two money amounts (less than \$1.00) using paper and pencil • Students will add 3 digit numbers with paper and pencil • Students will solve problems involving addition by using data from a table • Students will estimate a sum as a multiple of 10 and compare the estimate to the exact sum • Students will recognize and use different ways to add two-digit numbers • Students will solve a problem by estimating, checking the estimate, and then revising the estimate until the final answer is reached 	<p>2 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Teacher modeling • Directed instruction • Guided practice • Independent practice • Homework assignments • Students using cube manipulatives 	<ul style="list-style-type: none"> • Textbook: Foresman, Scott and Wesley, Addison, Mathematics Grade 2. Glenview, Illinois.2004. • Hirsch, E.D. Jr., What your Second Grader Needs to Know, New York, New York, Random House Inc., 1998. • Core Knowledge Teacher Handbook, Grade 2 	<ul style="list-style-type: none"> • Homework pages • Supplemental workbooks • Mid-chapter reviews • End of the chapter tests

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<p>Two-Digit Subtraction</p> <ul style="list-style-type: none"> • Students will regroup 1 ten as 10 ones when subtracting • Students will subtract a one-digit number from a two-digit number with or without regrouping using the standard algorithm • Students will use the standard subtraction algorithm to subtract a two-digit number from another two-digit number • Students will subtract amounts of money (less than \$1.00) with and without regrouping • Students will relate addition to subtraction by using one operation to check another • Students will estimate a difference to the nearest ten and then use that estimate to check the reasonableness of an exact answer • Students will choose an appropriate method for subtracting 	<p>2 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Teacher modeling • Student practice with cube manipulatives <ul style="list-style-type: none"> • Directed instruction • Guided practice <ul style="list-style-type: none"> • Independent practice • Assigned homework practice 	<ul style="list-style-type: none"> • Textbook: Foresman, Scott and Wesley, Addison, Mathematics Grade 2. Glenview, Illinois.2004. • Hirsch, E.D. Jr., What your Second Grader Needs to Know, New York, New York, Random House Inc., 1998. • Core Knowledge Teacher Handbook, Grade 2 	<ul style="list-style-type: none"> • Homework pages • Supplemental workbooks • Mid-chapter reviews • End of the chapter tests

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Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Geometry and Fractions</p> <ul style="list-style-type: none"> • Students will identify solid figure and count their flat surfaces, vertices, and edges • Students will match a geometric solid to an outline of one its flat surfaces and match that flat surface to a plane shape • Students will solve problems by matching solid figures with their two-dimensional plane shapes • Students will recognize and name trapezoids, parallelograms, and hexagons and identify the number of sides and angles in a polygon • Students will identify and create congruent shapes • Students will perform a slide, flip, turn on an object and identify the resulting orientation • Students will identify and create symmetrical shapes • Students will determine whether a shape has been divided into equal or unequal parts; identify halves, thirds, and fourths • Students will identify and show a unit fraction of a region • Students will identify and show any fraction of a region • Students will estimate the fraction for a given part of a region • Students will identify and show fractions of a set of object 	<p>2 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Teacher directed practice • Guided practice • Independent practice • Homework 	<ul style="list-style-type: none"> • Textbook: Foresman, Scott and Wesley, Addison, Mathematics Grade 2. Glenview, Illinois.2004. • Hirsch, E.D. Jr., What your Second Grader Needs to Know, New York, New York, Random House Inc., 1998. • Manipulatives • Fraction bars • Pattern blocks • Core Knowledge Teacher Handbook, Grade 2 	<ul style="list-style-type: none"> • Homework pages • Supplemental workbooks • Mid-chapter reviews • End of the chapter tests

Second Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Time, Data, Graphs</p> <ul style="list-style-type: none"> • Students will tell time to five-minute intervals • Students will tell time after the hour • Students will tell time before the hour • Students will estimate the amount of time an activity takes • Students will determine an a.m or p.m. activity • Students will complete, read, and use a calendar • Students will solve a problem by making a table • Students will collect and analyze data • Students will use a Venn Diagram to record data • Students will use a pictograph to analyze data • Students will create and read bar graphs • Students will create and analyze line plots • Students will locate and name points on the grid 	<p>3 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Teacher directed practice • Guided practice • Independent practice • Homework 	<ul style="list-style-type: none"> • Textbook: Foresman, Scott and Wesley, Addison, Mathematics Grade 2. Glenview, Illinois.2004. • Hirsch, E.D. Jr., What your Second Grader Needs to Know, New York, New York, Random House Inc., 1998. • Core Knowledge Teacher Handbook, Grade 2 	<ul style="list-style-type: none"> • Homework pages • Supplemental workbooks • Mid-chapter reviews • End of the chapter tests

Second Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Measurement and Probability</p> <ul style="list-style-type: none"> • Students will measure lengths and heights of objects using nonstandard units • Students will estimate and measure the lengths or heights using inches, feet, or yards • Students will estimate and measure the lengths in centimeters and meters • Students will solve problems about perimeter • Students will estimate, measure and order objects by their capacities using nonstandard units • Students will compare the capacities of cups, pints, and quarts • Students will estimate and measure in liters • Students will estimate and measure the weight of an object using nonstandard units • Students will compare and estimate the weight in ounces and pounds • Students will compare and estimate the masses of an object in grams and kilograms • Students will show, read, and write temperatures in Fahrenheit and Celsius • Students will predict the outcome of simple experiments • Students will record the data found from an experiment • Students will solve multi-step problems involving addition and subtraction 	<p>2 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Teacher directed practice • Guided practice • Homework • Measuring 	<ul style="list-style-type: none"> • Textbook: Foresman, Scott and Wesley, Addison, Mathematics Grade 2. Glenview, Illinois.2004. • Hirsch, E.D. Jr., What your Second Grader Needs to Know, New York, New York, Random House Inc., 1998. <ul style="list-style-type: none"> • Manipulatives • Core Knowledge Teacher Handbook, Grade 2 	<ul style="list-style-type: none"> • Homework pages • Supplemental workbooks • Mid-chapter reviews • End of the chapter tests

Second Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Numbers to 1,000</p> <ul style="list-style-type: none"> • Students will count by hundreds to 1,000 • Students will count sets grouped in hundreds, tens and ones • Students will read and write three-digit numbers using expanded form, standard form, and number words • Students will add and subtract multiples of 10 to 100 to and from a three-digit number without regrouping • Students will compare three digit numbers using $<$, $>$, and $=$ • Students will use counting to find the missing parts of 1,000 • Students will identify numbers that are before, after or between numbers • Students will order three-digit numbers from greatest to least and from least to greatest • Students will continue number patterns using three digit numbers and skip counting by different amounts 	<p>2 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Teacher directed instruction • Guided practice • Independent practice • Homework • Teacher modeling 	<ul style="list-style-type: none"> • Textbook: Foresman, Scott and Wesley, Addison, Mathematics Grade 2. Glenview, Illinois.2004. • Hirsch, E.D. Jr., What your Second Grader Needs to Know, New York, New York, Random House Inc., 1998. <ul style="list-style-type: none"> • Number line • Manipulatives • Cuisenaire rods • Core Knowledge Teacher Handbook, Grade 2 	<ul style="list-style-type: none"> • Homework pages • Supplemental workbooks • Mid-chapter reviews • End of the chapter tests

Second Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Addition and Subtraction of Three-Digit Numbers</p> <ul style="list-style-type: none"> • Students will add three-digit numbers mentally, without regrouping • Students will decide whether the sum of 2 three-digit numbers is more or less than a given number • Students will use place-value models to add 2 three-digit numbers with regrouping • Students will use paper and pencil to add 2 three-digit numbers without regrouping • Students will add 2 three-digit numbers in vertical form when they are given horizontally • Students will be given a quantity and one of its parts, find the missing part by counting on or counting back • Students will use estimation to select two numbers that have a given difference • Students will use models to subtract three-digit numbers with regrouping • Students will use the standard algorithm to subtract three-digit numbers with regrouping • Students will subtract three-digit numbers when written in horizontal form 	<p>2 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Directed instruction • Guided practice • Independent practice • Homework • Teacher modeling • Cooperative learning • Practice with Cuisenaire rods 	<ul style="list-style-type: none"> • Textbook: Foresman, Scott and Wesley, Addison, Mathematics Grade 2. Glenview, Illinois.2004. • Hirsch, E.D. Jr., What your Second Grader Needs to Know, New York, New York, Random House Inc., 1998. • Core Knowledge Teacher Handbook, Grade 2 	<ul style="list-style-type: none"> • Homework pages • Supplemental workbooks • Mid-chapter reviews • End of the chapter tests

Second Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Understanding Multiplication and Division</p> <ul style="list-style-type: none"> • Students will make equal groups of objects and find the total number of objects in each group • Students will write equivalent repeated-addition and multiplication number sentences • Students will build an array to model a multiplication situation • Students will multiply numbers in any order to get the same product • Students will multiply numbers written in vertical format • Students will divide a set of objects into a given number of equal groups • Students will write a division sentence to represents a sharing situation • Students will choose a number sentence to represent a problem situation 	<p>3 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Teacher directed instruction • Guided practice • Independent practice • Homework • Teacher modeling 	<ul style="list-style-type: none"> • Textbook: Foresman, Scott and Wesley, Addison, Mathematics Grade 2. Glenview, Illinois.2004. • Hirsch, E.D. Jr., What your Second Grader Needs to Know, New York, New York, Random House Inc., 1998. <ul style="list-style-type: none"> • Number line • Core Knowledge Teacher Handbook, Grade 2 	<ul style="list-style-type: none"> • Homework pages • Supplemental workbooks • Mid-chapter reviews • End of the chapter tests

Third Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Place Value and Money</p> <ul style="list-style-type: none"> • Students will tell whether a number is used to locate, name, measure, or count. • Students will read and write numbers in the hundreds. • Students will generate equivalent representation for number. • Students will read and write numbers in the thousands. • Students will read and write numbers in the hundred thousands. • Students will tell in words what is known and what needs to be determined in word problems. • Students will compare whole numbers to 10,000. • Students will order whole numbers to 10,000. • Students will continue number patterns. • Students will round numbers to the nearest ten or hundred. • Students will give strategies for solving word problems. • Students will find the value of money. • Students will make change by counting on. 	<p>45 min/day 5 days/wk 3 weeks</p>	<ul style="list-style-type: none"> • Use cooperative groups, pairs, and teacher-directed lessons from text. • Use student textbook pages, and practice, re-teaching, and enrichment worksheets from teacher’s resource kit. • Use manipulatives from teacher’s resource kit. • Drill daily on ment 	<ul style="list-style-type: none"> • Mathematics 3 (Scott Foresman-Addison Wesley) teacher’s manual and student textbook Chapter 1, pages 4-36. Practice, re-teaching, and enrichment worksheets. • Place value chart. • Money. • Manipulatives. 	<p>Pre- and post-tests in textbook and teacher’s resource kit. Teacher observation and evaluation of group and individual work.</p>

Third Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Addition and Subtraction Number Sense</p> <ul style="list-style-type: none"> • Students will use addition properties to find sums. • Students will use the inverse relationship between addition and subtraction to write related sentences. • Students will complete tables representing patterns. • Students will write number sentences for word problems. • Students will use mental math to add numbers by breaking them apart using place value. • Students will add mentally using multiples of ten. • Students will estimate sums. • Students will decide whether an estimate is an overestimate or underestimate. • Students will use tens to subtract mentally. • Students will use counting on to subtract mentally. • Students will estimate differences. 	<p>45 min/day 5 days/wk 3 weeks</p>	<ul style="list-style-type: none"> • Use cooperative groups, pairs, and teacher-directed lessons from text. • Use student textbook pages, and practice, re-teaching, and enrichment worksheets from teacher’s resource kit. • Use manipulatives from teacher’s resource kit. • Drill daily on ment 	<ul style="list-style-type: none"> • Mathematics 3 (Scott Foresman-Addison Wesley) teacher’s manual and student textbook Chapter 1, pages 4-36. Practice, re-teaching, and enrichment worksheets. • Manipulatives. 	<p>Pre- and post-tests in textbook and teacher’s resource kit. Teacher observation and evaluation of group and individual work.</p>

Third Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Adding and Subtracting</p> <ul style="list-style-type: none"> • Students will add two-digit numbers. • Students will add three-digit numbers. • Students will add three or more two- and/or three-digit numbers. • Students will regroup a two- or three-digit number. • Students will subtract two-digit numbers. • Students will subtract three-digit numbers. • Students will add and subtract with exact or estimated results. • Students will add and subtract money. • Students will choose a computation method. • Students will compare numbers and expressions. 	<p>45 min/day 5 days/wk 3 weeks</p>	<ul style="list-style-type: none"> • Use cooperative groups, pairs, and teacher-directed lessons from text. • Use student textbook pages, and practice, re-teaching, and enrichment worksheets from teacher's resource kit. • Use manipulatives from teacher's resource kit. <ul style="list-style-type: none"> • Drill daily on ment 	<ul style="list-style-type: none"> • Mathematics 3 (Scott Foresman-Addison Wesley) teacher's manual and student textbook Chapter 1, pages 4-36. <p>Practice, re-teaching, and enrichment worksheets.</p> <ul style="list-style-type: none"> • Place value blocks. <ul style="list-style-type: none"> • Money. • Manipulatives. 	<p>Pre- and post-tests in textbook and teacher's resource kit. Teacher observation and evaluation of group and individual work.</p>

Third Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Time, Data, and Graphs</p> <ul style="list-style-type: none"> • Students will tell time to the nearest half hour and quarter hour. • Students will identify times in minutes. • Students will find elapsed times, and beginning or ending times. • Students will identify the elements and relationships in a calendar. • Students will use tally charts to record and organize data. • Students will read and interpret a line plot, and find the median, mode and range. • Students will read and interpret a pictograph and bar graph. • Students will write comparison statements using data from graphs. • Students will locate and graph ordered pairs on a grid. • Students will read and interpret a line graph. • Students will make a pictograph. • Students will make a bar graph. • Students will make a line graph. 	<p>45 min/day 5 days/wk 3 weeks</p>	<ul style="list-style-type: none"> • Use cooperative groups, pairs, and teacher-directed lessons from text. • Use student textbook pages, and practice, re-teaching, and enrichment worksheets from teacher's resource kit. • Use manipulatives from teacher's resource kit. • Drill daily on ment 	<ul style="list-style-type: none"> • Mathematics 3 (Scott Foresman-Addison Wesley) teacher's manual and student textbook Chapter 1, pages 4-36. Practice, re-teaching, and enrichment worksheets. <ul style="list-style-type: none"> • Clocks. • Graphs. • Manipulatives. 	<p>Pre- and post-tests in textbook and teacher's resource kit. Teacher observation and evaluation of group and individual work.</p>

Third Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Multiplication Concepts and Facts</p> <ul style="list-style-type: none"> • Students will write multiplication number sentences. • Students will use arrays to find multiplication facts. • Students will write stories for multiplication facts. • Students will make tables. • Students will find products of one-digit numbers times 2. • Students will find products of one-digit numbers times 5. • Students will find products of numbers from 1 to 10 times 10. • Students will solve multiple-step word problems. • Students will give products with factors of 0 and 1. • Students will find products with 9 as a factor. • Students will give products with factors of 0, 1, 2, 5, 9, and 10. 	<p>45 min/day 5 days/wk 3 weeks</p>	<ul style="list-style-type: none"> • Use cooperative groups, pairs, and teacher-directed lessons from text. • Use student textbook pages, and practice, re-teaching, and enrichment worksheets from teacher's resource kit. • Use manipulatives from teacher's resource kit. • Drill daily on ment 	<ul style="list-style-type: none"> • Mathematics 3 (Scott Foresman-Addison Wesley) teacher's manual and student textbook Chapter 1, pages 4-36. Practice, re-teaching, and enrichment worksheets. • Manipulatives. 	<p>Pre- and post-tests in textbook and teacher's resource kit. Teacher observation and evaluation of group and individual work.</p>

Third Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>More Multiplication Facts</p> <ul style="list-style-type: none"> • Students will use known facts to find products involving factors of 3. • Students will use known facts to find products involving factors of 4 • Students will use know facts to find products involving factors of 6 and 7. • Students will use known facts to find products involving factors of 8. • Students will memorize multiplication facts. • Students will give missing numbers or figures in a pattern. • Students will use multiplication and comparison to find the size of a group. • Students will recognize patterns on a multiplication fact table. • Students will multiply three numbers. • Students will give a rule that relates inputs and outputs. 	<p>45 min/day 5 days/wk 3 weeks</p>	<ul style="list-style-type: none"> • Use cooperative groups, pairs, and teacher-directed lessons from text. • Use student textbook pages, and practice, re-teaching, and enrichment worksheets from teacher's resource kit. • Use manipulatives from teacher's resource kit. • Drill daily on ment 	<ul style="list-style-type: none"> • Mathematics 3 (Scott Foresman-Addison Wesley) teacher's manual and student textbook Chapter 1, pages 4-36. Practice, re-teaching, and enrichment worksheets. • Manipulatives. 	<p>Pre- and post-tests in textbook and teacher's resource kit. Teacher observation and evaluation of group and individual work.</p>

Third Grade Mathematics
Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Division Concepts and Facts</p> <ul style="list-style-type: none"> • Students will write division number sentences. • Students will use repeated subtraction to find answers. • Students will write and solve number stories using division. • Students will give all the facts in a multiplication/division fact family. • Students will give quotients for division facts with divisors of 2 or 5. • Students will give quotients for division facts with divisors of 3 or 4. • Students will give quotients for division facts with divisors of 6 or 7. • Students will give quotients for division facts with divisors of 8 or 9. • Students will use patterns and related multiplication and division facts to find answers to division facts with 0 and 1. • Students will find remainders for simple division problems. • Students will recognize which numbers are divisible by 10, 11, and 12. 	<p>45 min/day 5 days/wk 3 weeks</p>	<ul style="list-style-type: none"> • Use cooperative groups, pairs, and teacher-directed lessons from text. • Use student textbook pages, and practice, re-teaching, and enrichment worksheets from teacher's resource kit. • Use manipulatives from teacher's resource kit. • Drill daily on ment 	<ul style="list-style-type: none"> • Mathematics 3 (Scott Foresman-Addison Wesley) teacher's manual and student textbook Chapter 1, pages 4-36. Practice, re-teaching, and enrichment worksheets. • Manipulatives. 	<p>Pre- and post-tests in textbook and teacher's resource kit. Teacher observation and evaluation of group and individual work.</p>

Third Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Geometry and Measurement</p> <ul style="list-style-type: none"> • Students will identify solids by name. • Students will classify solids and identify the faces, edges, and corners. • Students will identify points, lines, line segments, rays, parallel lines, and intersecting lines. • Students will identify angles. • Students will classify an angle as a right, acute, or obtuse angle. • Students will identify and classify polygons. • Students will identify triangles based on length of sides as equilateral, isosceles, or scalene. • Students will identify quadrilaterals. • Students will identify congruent figures. • Students will make and identify symmetrical figures. • Students will find the perimeter of polygons. • Students will find the area of figures in square units. • Students will find the volume of solid figures constructed of cubes. 	<p>45 min/day 5 days/wk 3 weeks</p>	<ul style="list-style-type: none"> • Use cooperative groups, pairs, and teacher-directed lessons from text. • Use student textbook pages, and practice, re-teaching, and enrichment worksheets from teacher's resource kit. • Use manipulatives from teacher's resource kit. • Drill daily on ment 	<ul style="list-style-type: none"> • Mathematics 3 (Scott Foresman-Addison Wesley) teacher's manual and student textbook Chapter 1, pages 4-36. Practice, re-teaching, and enrichment worksheets. <ul style="list-style-type: none"> • Solids. • Manipulatives. 	<p>Pre- and post-tests in textbook and teacher's resource kit. Teacher observation and evaluation of group and individual work.</p>

Third Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Fractions and Measurement</p> <ul style="list-style-type: none"> • Students will identify regions that have been divided into equal-sized parts. • Students will identify and draw fractional parts of regions. • Students will find equivalent fractions. • Students will compare and order fractions. • Students will estimate fractional parts of regions. • Students will identify and locate fractions on a number line. • Students will identify fractional parts of sets or groups. • Students will find the number of objects in a fractional part of a set where the numerator is 1. • Students will add and subtract fractions with like denominators. • Students will read and write mixed numbers. • Students will measure length using objects and using inches. • Students will measure lengths to the nearest $\frac{1}{2}$ and $\frac{1}{4}$ inch. • Students will estimate and measure lengths in feet and inches. • Students will change measures between inches, feet, and yards. 	<p>45 min/day 5 days/wk 3 weeks</p>	<ul style="list-style-type: none"> • Use cooperative groups, pairs, and teacher-directed lessons from text. • Use student textbook pages, and practice, re-teaching, and enrichment worksheets from teacher's resource kit. • Use manipulatives from teacher's resource kit. • Drill daily on ment 	<ul style="list-style-type: none"> • Mathematics 3 (Scott Foresman-Addison Wesley) teacher's manual and student textbook Chapter 1, pages 4-36. Practice, re-teaching, and enrichment worksheets. • Fraction bars. Manipulatives. 	<p>Pre- and post-tests in textbook and teacher's resource kit. Teacher observation and evaluation of group and individual work.</p>

Third Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Decimals and Measurement</p> <ul style="list-style-type: none"> • Students will write fractions and decimals in tenths. • Students will write fractions and decimals in hundredths. • Students will compare and order decimals to hundredths. • Students will add and subtract decimals in tenths and hundredths. • Students will estimate and measure lengths in centimeters and decimeters. • Students will estimate and measure lengths in meters. 	<p>45 min/day 5 days/wk 3 weeks</p>	<ul style="list-style-type: none"> • Use cooperative groups, pairs, and teacher-directed lessons from text. • Use student textbook pages, and practice, re-teaching, and enrichment worksheets from teacher's resource kit. • Use manipulatives from teacher's resource kit. • Drill daily on ment 	<ul style="list-style-type: none"> • Mathematics 3 (Scott Foresman-Addison Wesley) teacher's manual and student textbook Chapter 1, pages 4-36. Practice, re-teaching, and enrichment worksheets. • Manipulatives. 	<p>Pre- and post-tests in textbook and teacher's resource kit. Teacher observation and evaluation of group and individual work.</p>

Third Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Multiplying and Dividing Greater Numbers</p> <ul style="list-style-type: none"> • Students will use mental math to multiply by multiples of 10, 100, and 1,000. • Students will estimate products by rounding. • Students will use mental math to divide multiples of 10 and 100. • Students will estimate quotients using basic division facts. • Students will use an array or draw a picture to multiply 1-digit and 2-digit numbers. • Students will use partial products to multiply a 1-digit and a 2-digit number. • Students will use the traditional algorithm to multiply a 1-digit and a 2-digit number. • Students will use the traditional algorithm to multiply a 1-digit and a 3-digit number. • Students will multiply an amount of money given in dollars and cents by a 1-digit number. • Students will model a division situation using place-value blocks. • Students will break apart numbers to find a quotient. • Students will divide 2-digit numbers by 1-digit numbers. 	<p>45 min/day 5 days/wk 3 weeks</p>	<ul style="list-style-type: none"> • Use cooperative groups, pairs, and teacher-directed lessons from text. • Use student textbook pages, and practice, re-teaching, and enrichment worksheets from teacher's resource kit. • Use manipulatives from teacher's resource kit. • Drill daily on ment 	<ul style="list-style-type: none"> • Mathematics 3 (Scott Foresman-Addison Wesley) teacher's manual and student textbook Chapter 1, pages 4-36. <p>Practice, re-teaching, and enrichment worksheets.</p> <ul style="list-style-type: none"> • Place value blocks. <ul style="list-style-type: none"> • Money. • Manipulatives. 	<p>Pre- and post-tests in textbook and teacher's resource kit. Teacher observation and evaluation of group and individual work.</p>

Third Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Measurement and Probability</p> <ul style="list-style-type: none"> • Students will measure in cups, pints, quarts, and gallons. • Students will measure in milliliters and liters. • Students will estimate and measure weights in ounces and pounds. • Students will estimate and measure to find how heavy an object is in metric units. • Students will read temperatures above and below zero on Fahrenheit and Celsius thermometers. • Students will decide if an event is certain, impossible, or possible. • Students will give the chance of each outcome for a spinner. • Students will use a fraction to express the probability of an event. 	<p>45 min/day 5 days/wk 3 weeks</p>	<ul style="list-style-type: none"> • Use cooperative groups, pairs, and teacher-directed lessons from text. • Use student textbook pages, and practice, re-teaching, and enrichment worksheets from teacher’s resource kit. • Use manipulatives from teacher’s resource kit. • Drill daily on ment 	<ul style="list-style-type: none"> • Mathematics 3 (Scott Foresman-Addison Wesley) teacher’s manual and student textbook Chapter 1, pages 4-36. Practice, re-teaching, and enrichment worksheets. • Manipulatives. 	<p>Pre- and post-tests in textbook and teacher’s resource kit. Teacher observation and evaluation of group and individual work.</p>

Fourth Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Volume 1</p> <ul style="list-style-type: none"> • Students will develop place-value concepts through the millions place • Students will develop addition and subtraction with 4-digit whole numbers and use variables to solve addition and subtraction equations • Students will review multiplication and division concepts and strategies for learning basic multiplication and division facts 	<p>9 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Individual marker board practice • Games • Cooperative groups • Discussion • Hands on activities 	<ul style="list-style-type: none"> • Student textbook • Content manipulatives • Flash cards • Scott Foresman Addison Wesley 2005 • Core Knowledge Teacher Handbook, Grade 4 	<ul style="list-style-type: none"> • Daily assignments • Chapter quizzes • Timed fact tests

Fourth Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Volume 2</p> <ul style="list-style-type: none"> • Students will compare units of time and find elapsed time • Students will review representing and interpreting data in graphs • Students will find median, mode, and range • Students will multiply by a 2, 3, or 4 digit number by a 1 digit number • Students will multiply 3 factors • Students will multiply a 2 or 3 digit number by a 2 digit number 	<p>9 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Individual marker board practice <ul style="list-style-type: none"> • Games • Cooperative groups <ul style="list-style-type: none"> • Discussion • Hands on activities 	<ul style="list-style-type: none"> • Student textbook • Content manipulatives <ul style="list-style-type: none"> • Flash cards • Scott Foresman Addison Wesley 2005 • Core Knowledge Teacher Handbook, Grade 4 	<ul style="list-style-type: none"> • Daily assignments • Chapter quizzes • Timed fact tests

Fourth Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Volume 3</p> <ul style="list-style-type: none"> • Students will divide a 3 digit number (dividend) by a 1 or 2 digit divisor with and without a remainder • Students will identify solid figures and plane figures • Students will use formulas to find perimeter, area, and volume • Students will compare and order fractions • Students will simplify fractions and mixed numbers 	<p>9 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Individual marker board practice <ul style="list-style-type: none"> • Games • Cooperative groups • Discussion • Hands on activities 	<ul style="list-style-type: none"> • Student textbook • Content manipulatives <ul style="list-style-type: none"> • Flash cards • Scott Foresman Addison Wesley 2005 • Core Knowledge Teacher Handbook, Grade 4 	<ul style="list-style-type: none"> • Daily assignments • Chapter quizzes • Timed fact tests

Fourth Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Volume 4</p> <ul style="list-style-type: none"> • Students will add and subtract fractions with like and unlike denominators • Students will measure customary length, capacity, and weight • Students will develop place value concepts • Students will add and subtract decimals through hundredths • Students will be introduced to graphing inequalities and equations 	<p>9 Weeks 5 days/wk 45 min/day</p>	<ul style="list-style-type: none"> • Individual marker board practice <ul style="list-style-type: none"> • Games • Cooperative groups <ul style="list-style-type: none"> • Discussion • Hands on activities 	<ul style="list-style-type: none"> • Student textbook • Content manipulatives <ul style="list-style-type: none"> • Flash cards • Scott Foresman Addison Wesley 2005 • Core Knowledge Teacher Handbook, Grade 4 	<ul style="list-style-type: none"> • Daily assignments • Chapter quizzes • Timed fact tests

Fifth Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Place Value, Adding, and Subtracting</p> <ul style="list-style-type: none"> • Students will write the standard, word, and expanded forms of whole numbers to billions. • Students will identify the values of digits in whole numbers. • Students will compare and order numbers through millions. • Students will write decimals in standard, word, and expanded form through the thousandths. • Students will identify the values of digits in decimal numbers. • Students will name equivalent decimals. • Students will compare and order decimals through thousandths. • Students will compute sums and differences mentally using the Commutative, Associative, and Identify Properties of Addition. • Students will compute sums and differences mentally using compensation and compatible numbers. • Students will round whole numbers through millions and decimals through thousandths. • Students will use rounding, front-end estimation, and front-end estimation with adjusting to estimate sums and differences of whole numbers and decimals. • Students will compute sums and differences of whole numbers greater than 10,000. • Students will compute sums and differences of decimals involving tenths, hundredths, and thousandths. • Students will find the squares and squares roots of numbers. 	<p>3 Weeks 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Weasley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes

Fifth Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Multiplication</p> <ul style="list-style-type: none"> • Students will mentally compute products of whole numbers using patterns and multiplication properties. • Students will use rounding and compatible numbers to estimate products of whole numbers and decimals. • Students will identify estimates as overestimates or underestimates. • Students will use the distributive property. • Students will use the standard algorithm to multiply numbers by one- and two-digit numbers. • Students will for a variety of problems, state the computation method to be used and multiply using that method. • Students will use organized list to solve word problems. • Students will mentally multiply any decimal by a power of ten. • Students will use partial products and the standard algorithm to multiply whole numbers by decimals. • Students will use grid models to find products of decimals. • Students will multiply decimals by decimals. 	<p>3 Weeks 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Wesley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes

Fifth Grade Mathematics

Mathematics Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Introduction to Algebra</p> <ul style="list-style-type: none"> • Students will identify patterns and find a rule for the pattern. • Students will solve equations using mental mathematics and by guessing and testing values for the variable. • Students will evaluate expressions with three or more numbers and two or more operations. • Students will on a coordinate grid, plot points for ordered pairs. • Students will identify the ordered pairs for plotted points. • Students will create a table of values for a rule and a graph based on the table, and use the table or graph to give the output for the input. 	<p>3 Weeks 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Wesley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes

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<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Dividing with One-Digit Divisors</p> <ul style="list-style-type: none"> • Students will find the quotient of a division problem whose dividend is a multiple of 10. • Students will use rounding, compatible numbers, and multiplication to estimate quotients of whole numbers and decimals. • Students will give missing numbers or figures in a pattern. • Students will find quotients using the model of sharing money. • Students will divide four-digit whole numbers by one-digit divisors. • Students will divide with zeros in the quotient. • Students will find quotients of money amounts divided by one-digit divisors. • Students will determine if numbers are divisible by 2, 3, 4, 5, 6, 9, and 10. • Students will identify numbers as prime or composite. • Students will interpret remainders by giving total amounts needed to include remainders and amounts left over. 	<p>3 Weeks 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Wesley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes

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<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Dividing with Two-Digit Divisors</p> <ul style="list-style-type: none"> • Students will find the quotients of division problems whose dividends and divisors are multiples of 10. • Students will estimate quotients with whole numbers, decimals, and money divided by 2-digit whole numbers. • Students will use the standard algorithm to divide three-digit and four-digit whole numbers by two-digit divisors. • Students will for a variety of problems, state the computation method to be used and divide using that method. • Students will divide numbers whose quotients include zeros. • Students will solve multiple-step word problems. • Students will divide decimal numbers by 10, 100, and 1,000. • Students will use the standard algorithm to find quotients of money amounts divided by two-digit divisors. • Students will use the standard algorithm to find the quotient of two- and three-digit decimal numbers divided by two-digit divisors. 	<p>3 Weeks 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Wesley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes

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<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Data, Graphs, and Probability</p> <ul style="list-style-type: none"> • Students will write and conduct a survey. • Students will interpret and create a line plot and frequency table. • Students will make double bar graphs to represent data. • Students will make line graphs to represent data, and read and interpret line graphs. • Students will complete, make, and interpret stem-and-leaf plots. • Students will make a line plot and a double bar graph to solve problems. • Students will find the mean, median, mode and range of a set of data, and choose the measure that best represents a given set of data. • Students will complete circle graphs based on data given, and interpret given circle graphs. • Students will choose the most appropriate type of graph to represent a given set of data. • Students will identify events and favorable outcomes, and determine if an outcome is equally likely, impossible, less likely, more likely, or certain. • Students will find all possible outcomes of an event by making a tree diagram or by multiplying. 	<p>3 Weeks 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Wesley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes

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<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Fraction Concepts</p> <ul style="list-style-type: none"> • Students will identify and show fractional parts of regions and sets and locations on a numbers line. • Students will understand that fractions are also division problems. • Students will express fractions greater than 1 as mixed numbers or improper fractions. • Students will estimate fractions parts of regions. Identify and locate fractions and mixed numbers on a number line. • Students will solve problems involving too much information by using only the information needed, and decide when there is not enough information to solve a problem. • Students will identify and write equivalent fractions. Identify fractions that are equivalent and find fractions equivalent to a given fractions using models and a computational procedure. • Students will determine common factors and the greatest common factor of numbers. • Students will identify fractions that are in simplest form and find the simplest form of a fraction. • Students will compare and order fractions and mixed numbers. • Students will represent decimals as fractions and simple fractions as decimals. • Students will label a point on a number line using a fraction and a decimal, write a fraction and decimal for a point on a number line. 	<p>3 Weeks 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Wesley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes

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<p>Fraction Operations</p> <ul style="list-style-type: none"> • Students will add and subtract fractions with like denominators. • Students will find common denominators for two fractions with fraction strips. • Students will find a common denominator for two fractions. • Students will add and subtract fractions with unlike denominators. • Students will add and subtract mixed numbers. • Students will estimate sums and differences of mixed numbers. • Students will solve problems that require finding the original times, measurements, or quantities that led to a result that is given. • Students will use models or mental math to find fractions of whole numbers. • Students will use compatible numbers and mental math to estimate the product of a whole number and a fraction. • Students will multiply fractions • Students will multiply mixed numbers • Students will use models or mental math to divide fractions. 	<p>3 Weeks 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Wesley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes

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<p>Geometry</p> <ul style="list-style-type: none"> • Students will identify important geometric terms relating to line, parts of a line, angles, and planes. • Students will measure and draw angles. • Students will classify angles according to their measurement. • Students will identify relationships between parts of a circle such as center, radius, diameter, chord, and central angle. • Students will use a compass to draw angles of a given measure. • Students will identify and classify polygons. • Students will identify and classify triangles. • Students will identify and classify quadrilaterals. • Students will construct different kinds of triangles. • Students will identify congruent and similar figures. • Students will identify and make symmetrical figures and draw a line or lines of symmetry. 	<p>3 Weeks 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Wesley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes

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<p>Measurement</p> <ul style="list-style-type: none"> • Students will change between one customary unit of length and another. • Students will add and subtract customary units of length. • Students will measure and draw lengths to the nearest inch, quarter inch, and eight inch. • Students will choose the most appropriate metric unit of length. • Students will measure lengths to the nearest centimeter and millimeter. • Students will change among measurement in metric units of length. • Students will find the perimeter of a polygon. • Students will find the circumference of a circle by using a model and the formula. • Students will find the areas of irregular shapes by counting square units. • Students will find the areas of a rectangle and a square by using a formula. • Students will find the areas of a triangle by using a formula. • Students will draw pictures that represent the information given in problems. • Students will change from one unit of time to another. • Students will given any two of these times, elapsed time, starting time, or ending time find the third. • Students will read temperatures in degrees Fahrenheit and in Celsius on a thermometer with both scales. • Students will give changes in temperature indicating the amount of increase or decrease. 	<p>3 Weeks 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Wesley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes

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<p>Measuring Solids</p> <ul style="list-style-type: none"> • Students will describe the number of faces, edges, and vertices for a polyhedron. • Students will use features to identify polyhedras and other solids. • Students will identify solids from their nets. • Students will draw front, top, and side views of solids. • Students will use a formula to find the surface area of rectangular prisms. • Students will use cubes and a formula to find the volume of rectangular prism. • Students will change among the customary units of capacity. • Students will add and subtract customary units of capacity. • Students will estimate and measure capacity using metric measures. • Students will change millimeters to liters and vice versa. • Students will change between customary units of weight. • Students will add and subtract customary units of weight. • Students will estimate and measure mass using metric measures. • Students will give an exact answer or an estimate depending on what the problem asks. 	<p>3 Weeks 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Wesley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes

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<p>Ratio, Proportion, and Percent</p> <ul style="list-style-type: none"> • Students will read and write ratios for various kinds of comparisons, and tell which situation represents a ratio that is a fraction and which represents a ratio that is not a fraction. • Students will use a table to generate equal ratios. • Students will write equal ratios. • Students will tell if two ratios form a proportion. • Students will generate a table of equal ratios and graph the ordered pair. • Students will read and write rates. • Students will change a rate to a unit rate. • Students will make tables and use them to solve word problems. • Students will create a scale drawing. • Students will write a percent for a given situation on a 100-grid. • Students will create a 100-grid that shows various percents. • Students will estimate a percent of a whole number using benchmark percents. 	<p>2 Weeks 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Wesley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes

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<p>Algebra: Integers, Equations, and Graphing</p> <ul style="list-style-type: none"> • Students will solve one-step equations. • Students will write equations for a word problem. • Students will read, write, compare, and order integers. • Students will add and subtract integers using a model and a number line. • Students will identify and graph points on a coordinate plane. • Students will make a table of x- and y-values for an equations and then graph the equation. 	<p>1 Week 5 days/wk 55 min/day</p>	<ul style="list-style-type: none"> • Student discussions • Hands-on learning activities • Games • Cooperative learning groups 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 • Textbook: Mathematics Grade 5, Scott Foresman and Addison Wesley, 2004 • A Variety of Teacher Workbooks • Student Workbooks 	<ul style="list-style-type: none"> • Daily Homework • Weekly Quizzes