

Jefferson County Schools
Second Grade Mathematics Pacing Guide
First Nine Weeks
 Year _____

Proposed grading period	Dates Taught	TN Dept. of Education	Checks for Understanding Second Grade	Building Blocks for the New Standards First Grade	Essential Vocabulary (teacher word)	Math Benchmark Assessment Item	Materials/ Resources <i>Dynamic Curriculum</i> http://jc-schools.net/dynamic/math/math2.html http://www.internet4classrooms.com/skills_2nd_math_new.htm
		Content Standard/GLE Student Learning Expectations (SLE)					
August		GLE 0206.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.					Saxon Math Lesson 1 Math Meeting Board

August/September	<p>GLE 0206.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.</p>					<p>Saxon 2,7,15-2,17,20</p> <ul style="list-style-type: none"> ➤ http://www.eduplace.com/kids/mw/swfs/mathlingo_gradek.html ➤ http://www.hbschool.com/glossary/math2/index2.html ➤ http://www.mathsisfun.com/definitions/index.html ➤ http://www.teachers.asn.au/jeather/maths/dictionary.html
August/September	<p>GLE 0206.5.1 Use and understand various representations to depict and analyze data measurements.</p>	<p>0206.5.1 Read, interpret, and analyze data shown in tables, bar graphs and picture graphs.</p>	<p>0106.5.1 Represent measurements and discrete data using concrete objects, picture graphs, and bar graphs.</p> <p>0106.5.2 Represent data in both horizontal and vertical form.</p> <p>0106.5.3 Display data using appropriate titles and labels.</p>	<p>Table: An arrangement of information or data into columns and rows.</p>	<p>1-14 1-30 1-47</p>	<p>Saxon Math Lesson 2,17</p> <ul style="list-style-type: none"> ➤ http://www.beaconlearningcenter.com/WebLessons/HowItAllStacksUp/default.htm ➤ http://www.beaconlearningcenter.com/WebLessons/IAMSpecial/default.htm ➤ http://www.beaconlearningcenter.com/WebLessons/KindsOfGraphs/default.htm ➤ http://www.haelmedia.com/html/mg_m2_001.html ➤ http://www.enchantedlearning.com/math/tally/

August/September/October	<p>GLE 0206.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.</p>	<p>0206.1.1 Read and write time up to five-minute intervals.</p> <p>0206.1.2 Relate days, dates, weeks, months, and years to a calendar.</p> <p>0206.1.5 Count the value of a set of coins up to one dollar and use the transitive property of equality to recognize equivalent forms of values up to \$1.00.</p> <p>0206.1.15 Use age-appropriate books, stories, and videos to convey ideas of mathematics.</p>		<p>Time Interval: A period of time between events.</p> <p>Value: How much a number is worth according to its place (position) in a number.</p>	<p>1-6 1-22 1-39 1-8 1-24 1-41 1-7 1-25 1-42</p>	<p>Saxon Math Lesson 3,12,16,,26,28 Math meeting board Math books (check your library to see what is available))</p> <ul style="list-style-type: none"> ➤ http://www.ixl.com/math/practice/grade-2-match-clocks-and-times ➤ http://www.oswego.org/ocsd-web/games/StopTheClock/thec3.html ➤ http://www.fi.edu/time/Journey/JustInTime/min_quiz.html ➤ http://arcytech.org/java/money/money.html ➤ http://www.frbsf.org/currency/independence/show.html ➤ http://www.fi.edu/time/Journey/JustInTime/calendar/calendar1.html ➤ http://www.hbschool.com/activity/counting_money/ ➤ http://www.abcya.com/counting_money.htm
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August		<p>GLE 0206.4.3 Add, subtract, compare, compute and estimate linear measurements.</p>	<p>0206.4.3 Understand the property of transitivity as it relates to linear measurement (for example: If A is longer than B, and B is longer than C, then A is longer than C).</p> <p>0206.4.6 Understand the inverse relationship between the size of a unit and the number of units used in a particular measurement (the smaller the unit, the more iterations needed to cover the length).</p>	<p>0106.4.5 Estimate and measure length using non-standard units (counting by using groups of tens and ones) to represent addition.</p> <p>0106.4.7 Understand and use comparative words such as long, longer, longest; short, shorter, shortest; tall, taller, tallest; high, higher, highest; etc.</p>	<p>Length- the distance between two points. (how far apart from end to end). <i>Standard measurement</i> <i>Whole number</i> Fraction; the number that names part of a whole or a group. A fraction expresses the ratio between two numbers. <i>Transitivity:</i> This property relates to linear measurement This means it has to do with the measurements of lines.</p>		<p>Saxon Math Lesson 3,5,9</p> <ul style="list-style-type: none"> ➤ http://jc-schools.net/dynamic/math/lessons/measuringlength2.doc ➤ http://jc-schools.net/dynamic/math/pt/transivity.ppt ➤ http://www.mathlearningcenter.org/media/Bridges_Gr1_OnlineSupplement/B1SUP-D1_MeasureLength_0908.pdf ➤ http://www.harcourtschool.com/activity/choose_the_unit/
August/September		<p>GLE 0206.2.1 Understand and use place value concepts to 1000.</p>	<p>0206.2.2 Read and write numbers up to 1000 using numerals and up to 100 using words.</p>	<p>0106.2.1 Read and write numerals up to 100.</p> <p>0106.2.2 Write numbers up to 10 in words.</p> <p>0106.2.1 Read and write numerals up to 100.</p> <p>0106.2.2 Write numbers up to 10 in words.</p>	<p><i>Whole number</i> <i>Cardinal number</i> Numeric pattern: a sequence of numbers that follow a rule</p>	<p>1-10 1-26 1-36</p>	<p>Saxon Math Lesson 1, 4,7,8,14</p> <p>Math meeting board</p> <ul style="list-style-type: none"> ➤ http://www.funbrain.com/cgi-bin/nw.cgi?A1=s&A2=100&A3=1&A12=0 ➤ http://www.abc.net.au/countusin/games/game11.htm ➤ http://www.abc.net.au/countusin/games/game6.htm ➤ http://www.abc.net.au/countusin/games/game4.htm

August/September		<p>GLE 0206.2.2 Understand and use the base-ten numeration system.</p>	<p>0206.2.1 Starting at any number, count by ones, twos, fives, tens, and hundreds up to 1000.</p> <p>0206.2.3 Locate and interpret numbers on a number line.</p> <p>0206.2.4 Recognize that place-value notation represents the sums of multiples of powers of ten (e.g., 853 as 8 hundreds + 5 tens + 3 ones).</p>	<p>0106.2.3 Count forward and backward by ones beginning with any number less than 100.</p> <p>0106.2.4 Skip count by twos, fives, and tens</p> <p>0106.2.16 Represent whole numbers up to 100 on a number line.</p> <p>0106.2.6 Recognize the place value of numbers (tens, ones).</p>	<p>Numeric pattern: a sequence of numbers that follow a rule Model: a picture or diagram used to illustrate a mathematical concept <i>Cardinal numbers</i> <i>Whole numbers</i></p>	<p>1-3 1-9 1-27 1-11 1-36</p>	<p>Saxon Math Lesson 1,7,4,14, Number line Hundreds Chart Math meeting board Base ten blocks</p> <p>➤ http://www.ictgames.com/fishy2s.html</p> <p>➤ http://www.haelmedia.com/html/mc_m1_004.html</p> <p>➤ http://www.apples4theteacher.com/math/games/100-number-chart-one.html#interactive100chart</p> <p>➤ http://www.aaamath.com/B/g21b_px1.htm</p> <p>➤ http://www.aaamath.com/B/g21d_px1.htm</p>
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		<p>GLE 0206.2.3 Use efficient and accurate strategies to develop fluency with multi-digit addition and subtraction.</p>	<p>0206.2.6 Use various models such as number lines, pictures, and base-ten blocks to illustrate addition and subtraction.</p> <p>0206.2.7 Develop fluency at recalling basic addition facts and related subtraction facts.</p> <p>0206.2.8 Use efficient procedures, and understand why they work, to solve problems involving the addition and subtraction of two- and three-digit whole numbers (including those that require regrouping for addition only).</p> <p>0206.2.9 Apply appropriate methods to estimate and mentally calculate sums or differences with ones, tens, and hundreds.</p> <p>0206.2.10 Add three two-digit numbers.</p> <p>0206.2.11 Solve addition and subtraction problems in context using various representations.</p>	<p>0106.2.10 Use models (such as discrete objects, connecting cubes, and number lines) to represent “part-whole,” “adding to,” “taking away from,” and “comparing to” situations to develop understanding of the meaning of addition and subtraction.</p> <p>0106.1.8 Recognize the “word clues” and mathematical symbols for addition and subtraction.</p> <p>0106.2.12 Use various models to develop strategies for solving arithmetic problems.</p> <p>0106.2.13 Solve problems that require addition/ subtraction of numbers through 100.</p>	<p>Base-Ten: A numbering system which uses the ten digits 0-9 and place values of ones, tens, hundreds, thousands etc. to represent numbers.</p> <p>Regroup/ Rename: to say or write a number in a different way</p> <p>Model: A picture or diagram used to illustrate a mathematical concept.</p>	<p>1-16 1-31 1-48</p>	<p>Saxon Math Lesson 5,10,15,20,25,29,30 Daily fact practice Number line Hundreds Chart Flash Cards Counters Base ten blocks</p> <ul style="list-style-type: none"> ➤ http://www.sadlier-oxford.com/math/mc_manipulative.cfm?sp=student&tp=grade&grade=2&id=77#activity ➤ http://www.coolmath-games.com/Timernator/index.html ➤ http://www.learningplanet.com/act/mayhem/index.asp ➤ http://math.usask.ca/emr/menu_arith.html ➤ http://www.shodor.org/interactivate/activities/ArithmeticFour/?version=1.6.0_11&browser=MSIE&vendor=Sun_Microsystems_Inc
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GLE 0206.4.4 Compose and decompose polygons to make other polygons.

0206.4.7 Investigate and describe composition, decomposition, and transformations of polygons.

0206.4.8 Combine polygons to form other polygons and subdivide a polygon into other polygons.

0206.4.9 Recognize the composition and decomposition of polygons.

0106.4.6 Recognize the essential role of units in measurement, and understand the difference between standard and non-standard units.

Composition: adding polygons together to make a new figure; its parts are smaller polygons

Decomposition: breaking a polygon into its parts (the figures that combine to make it).

Polygon:(composition, decomposition): A polygon is a 2-dimensional closed figure made of line segments called sides.

Transform: (reflect, rotate, translate): Something done to a geometric figure across a line of symmetry that produces a new geometric figure. Reflections, translations, and rotations are commonly described as flips, slides, and turns.

Geometric shapes/figures: objects made from points, segments, and curves such as triangles, squares, and circles

1-33
1-46
1-49

Saxon Math Lesson 6,9,10,18,21,23,25,30
Pattern blocks

➤ http://www.internet4classrooms.com/skills_2nd_math_new.htm

➤ <http://www.bbc.co.uk/schools/gcsebitesize/maths/shapes/polygonsrev3.shtml>

➤ <http://illuminations.nctm.org/ActivityDetail.aspx?id=35>

➤ <http://www.mathleague.com/help/geometry/polygons.htm>

August/September/October	<p>GLE 0206.3.3 Solve simple arithmetic problems using various methods.</p>	<p>0206.3.7 Find unknowns in number sentences and problems involving addition, subtraction and multiplication.</p>	<p>0106.3.4 Demonstrate understanding of the basic equation $a + b = c$ by using objects to illustrate the number sentences (fact families) associated with any particular sum.</p> <p>0106.3.5 Use various strategies to find unknowns in problems involving addition and subtraction.</p> <p>0106.3.6 Use objects to demonstrate the inverse relationship between addition and subtraction.</p> <p>0106.3.7 Use the inverse relation between addition and subtraction to check arithmetic problems.</p>		<p>1-2 1-48 1-15</p>	<p>Saxon Math Lesson 8,10,22,29 Counters (bears, blocks etc.) Number line Hundreds chart ➤ http://www.ixl.com/math/practice/grade-2-complete-the-addition-sentence ➤ http://www.ixl.com/math/practice/grade-2-subtraction-one-digit-complete-sentence</p>
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August/September		<p>GLE 0206.3.1 Develop pattern recognition.</p>	<p>0206.3.1 Given rules, complete tables to reveal both arithmetic and geometric patterns. 0206.3.2 Given a description, extend or find a missing term in a pattern or sequence. 0206.3.3 Record and study patterns in lists of numbers created by repeated addition or subtraction. 0206.3.4 Generalize the patterns resulting from the addition, subtraction and multiplication of combinations of odd and even numbers.</p>	<p>0106.3.1 Find repeating patterns on the number line, addition table, and hundreds chart. 0106.3.2 Determine a reasonable next term in a given sequence and describe the rule. 0106.3.8 Determine whether a number is odd or even by pairing objects.</p>		<p>1-12 1-28 1-44 1-13 1-29 1-45</p>	<p>Saxon Math Lesson 7,15,20 Math meeting board Pattern blocks Geometric shapes Pattern cards</p> <ul style="list-style-type: none"> ➤ http://www.funbrain.com/cracker/index.html ➤ http://mathforum.org/vernelle/patterns.html ➤ http://www.primarygames.com/patterns/1a.htm ➤ http://www.apples4theteacher.com/math/games/100-number-chart-one.html#interactive100chart ➤ http://www.crickweb.co.uk/assets/resources/flash.php?&file=npmenu ➤ http://mathforum.org/library/drmath/view/57221.html
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August/September/October		<p>GLE 0206.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.</p>	<p>0206.1.10 Develop a story problem that illustrates a given addition or subtraction number sentence.</p> <p>0206.1.12 Write numbers and translate word clues to number sentences and vice versa.</p>			<p>1-5 1-21 1-35 1-2 1-19 1-38</p>	<p>Saxon Math Lesson 8,11,22,23,29 Math meeting board Objects for illustrating number sentences-pattern blocks, counters etc.</p> <ul style="list-style-type: none"> ➤ http://www.ixl.com/math/practice/grade-2-addition-sentences-to-describe-pictures ➤ http://www.ixl.com/math/practice/grade-2-word-problems-add-three-or-more-numbers ➤ http://www.ixl.com/math/practice/grade-2-subtraction-one-digit-write-sentences-to-describe-pictures ➤ http://www.ixl.com/math/practice/grade-2-subtraction-one-digit-word-problems
September		<p>GLE 0206.3.2 Extend knowledge of the properties of numbers and operations to multiplication.</p>	<p>0206.3.5 Understand and use the commutative and associative properties of addition and multiplication.</p> <p>0206.3.6 Relate repeated addition to multiplication.</p>	<p>0106.3.3 Use objects to illustrate the commutative property with basic facts and show that subtraction is not commutative.</p>	<p>Commutative/ Associative property: The <u>commutative property</u> states that changing the order of the numbers being added or multiplied does not change the answer. The <u>associative property</u> states that the grouping of the numbers being added or multiplied does not change the answer.</p>	<p>1-17 1-32 1-40</p>	<p>Saxon Math Lesson 10 Flash cards</p> <ul style="list-style-type: none"> ➤ http://www.mrstoponce.com/blog/2008/01/28/what-is-the-commutative-and-associative-property-ask-us-well-tell-you/ ➤ http://www.mathcats.com/grownupcats/ideabank/multiplication.html ➤ http://www.europa.com/~paulg/mathmodels/associative.html

September		<p>GLE 0206.2.4 Develop an initial understanding of multiplication.</p>	<p>0206.2.12 Demonstrate skip counting on the number line and relate to repeated addition and multiplication.</p> <p>0206.2.13 Relate patterns in skip counting to multiplication.</p>	<p>0106.2.4 Skip count by twos, fives, and tens</p> <p>0106.2.17 Use the number line to create visual representations of sequences (such as even numbers, tens, multiples of five).</p>	<p>Skip Counting: Counting by a number other than one; a method for finding multiples and counting items more quickly .</p> <p>Numeric pattern: A sequence of numbers that follow a rule. (2,4,6..)</p>	<p>1-15 1-23 1-43</p>	<p>Saxon Math Lesson 13 Math meeting board Hundreds chart Number line</p> <ul style="list-style-type: none"> ➤ http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/mw/manip/mn_popup.shtml&filename=nmb_l_p_rim&title=Number%20Line&grade=K ➤ http://www.aaaknow.com/g2_39_x2.htm#pgtp
September		<p>GLE 0206.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.</p>	<p>0206.1.8 Use concrete models or pictures to show whether a fraction is less than a half, more than a half, or equal to a half.</p>		<p>Fraction: A number that names part of a whole or a group. A fraction expresses the ratio between two numbers.</p> <p>Halves, thirds, fourths: Halves is the name given to the equal pieces created when cutting a whole into two parts; thirds is the name given to the equal pieces created when cutting a whole into three parts; fourths is the name given to the equal pieces when cutting a whole into four parts.</p>	<p>1-1 1-18 1-34</p>	<p>Saxon Math Lesson 19, 23, 24 Pattern blocks Fraction cards</p> <ul style="list-style-type: none"> ➤ http://www.coolmath4kids.com/fractions/fractions-01-what-are-they-01.html ➤ http://jamit.com.au/worksheets/fraction1.php ➤ http://math.rice.edu/~lanius/fractions/index.html ➤ http://www.harcourtschool.com/activity/con_math/g03c21.html ➤ http://www.321know.com/g24a_fx1.htm#pgtp ➤ http://www.primarygames.com/fractions/start.htm ➤ http://teachers.net/lessons/posts/262.html

October		GLE 0206.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	0206.1.6 Read thermometers with Fahrenheit and Celsius scales.		Fahrenheit/ Celsius: Measurement scales for temperature. Pound: the basic unit of weight in the US system of measurement, equal to about .45 kilograms. Kilogram: the basic unit of weight in the metric (SI) system.	1-4 1-20 1-37	Saxon Math Lesson 27 Math meeting board Thermometer ➤ http://www.beaconlearningcenter.com/WebLessons/HotStuff/default.htm ➤ http://www.ies.co.jp/math/java/geo/therm/therm.html ➤ http://www.ixl.com/math/practice/grade-2-read-a-thermometer ➤ http://www.ixl.com/math/practice/grade-2-which-unit-of-weight-is-appropriate
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**Jefferson County Schools
Second Grade Mathematics Pacing Guide
Second Nine Weeks**

Proposed grading period	Dates Taught	TN Dept. of Education	Checks for Understanding Second Grade	Building Blocks for the New Standards First Grade	Essential Vocabulary (teacher word)	Common Assessment Item	Materials/ Resources <i>Dynamic Curriculum</i> <i>http://jc-schools.net/dynamic/math/math2.html</i>
		Content Standard/GLE Student Learning Expectations (SLE)					
		GLE 0206.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.					Saxon 31,39,48

	<p>GLE 0206.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p>	<p>0206.1.3 Use strategies to make estimates of time. 0206.1.4 Solve problems involving elapsed time in hour and half-hour intervals.</p>		<p><i>Time Interval:</i> A period of time between events. <i>Elapsed Time:</i> The amount of time that has passed from one starting time to an ending time.</p>	<p>Saxon Math Lesson 55,78</p> <ul style="list-style-type: none"> ➤ http://www.mathslace.com/actionctl.php?actionid=512 ➤ http://www.shodor.org/interactivate/activities/ElapsedTime/
	<p>GLE 0206.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.</p>	<p>0206.1.8 Use concrete models or pictures to show whether a fraction is less than a half, more than a half, or equal to a half. 0206.1.9 Match the spoken, written, concrete, and pictorial representations of halves, thirds, and fourths.</p>		<p>Fraction: A number that names part of a whole or a group. A fraction expresses the ratio between two numbers. <i>Halves, thirds, fourths:</i> Halves is the name given to the equal pieces created when cutting a whole into two parts; thirds is the name given to the equal pieces created when cutting a whole into three parts; fourths is the name given to the equal pieces when cutting a whole into four parts. <i>Model:</i> A picture or diagram used to illustrate a mathematical concept.</p>	<p>Saxon Math Lesson 34,39, 41,59,83</p> <ul style="list-style-type: none"> ➤ http://www.coolmath4kids.com/fractions/fractions-01-what-are-they-01.html ➤ http://jamit.com.au/worksheets/fraction1.php ➤ http://math.rice.edu/~lanius/fractions/index.html ➤ http://www.harcourtschool.com/activity/conmath/g03c21.html ➤ http://www.321know.com/g24a_fx1.htm#pgt ➤ http://www.primarygames.com/fractions/start.htm ➤ http://teachers.net/lessons/posts/262.html

	<p>GLE 0206.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.</p>	<p>0206.1.6 Read thermometers with Fahrenheit and Celsius scales.</p> <p>0206.1.7 Measure weight to the nearest pound or kilogram.</p>		<p><i>Fahrenheit/ Celsius:</i> Measurement scales for temperature.</p> <p><i>Pound/ Kilogram:</i> The pound is the basic unit of weight in the US system of measurement, equal to about .45 kilograms, the kilogram is the basic unit of weight in the metric (SI) system.</p>	<p>Saxon Math Lesson 35 Math meeting board</p> <ul style="list-style-type: none"> ➤ http://www.beaconlearningcenter.com/WebLessons/HotStuff/default.htm ➤ http://www.ies.co.jp/math/java/geo/therm/therm.html ➤ http://www.ixl.com/math/practice/grade-2-read-a-thermometer ➤ http://www.ixl.com/math/practice/grade-2-which-unit-of-weight-is-appropriate
	<p>GLE 0206.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.</p>	<p>0206.1.11 Use manipulatives to demonstrate addition and subtraction sentences written symbolically.</p> <p>0206.1.13 Use manipulatives such as pattern blocks, tangrams, etc. to explore geometric concepts of symmetry and transformations.</p> <p>0206.1.14 Create and observe numerical patterns on a calculator by repeatedly adding or subtracting the same number from some starting number.</p>		<p><i>Numeric pattern:</i> A sequence of number that follow a rule.</p> <p><i>Symmetry:</i> Having two matching halves after being folded along a line of symmetry.</p> <p><i>Transform</i> (reflect, rotate, translate): Something done to a geometric figure across a line of symmetry that produces a new geometric figure. Reflections, translations, and rotations are commonly described as flips, slides, and turns.</p>	<ul style="list-style-type: none"> ➤ Saxon Math Lesson 52 ➤ http://www.haelmedia.com/html/mc_m1_001.html ➤ http://nlvm.usu.edu/en/nav/frames_asid_156_g_1_t_1.html?open=activities ➤ http://www.beaconlearningcenter.com/WebLessons/AskHannah/beacon001.htm ➤ http://www.haelmedia.com/html/sg_m3_001.html ➤ http://www.mathplayground.com/thinkingblocks.html ➤ http://www.beaconlearningcenter.com/WebLessons/MeanGreenMachine/default.htm ➤

	<p>GLE 0206.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.</p>	<p>0206.1.1 Read and write time up to five-minute intervals.</p> <p>0206.1.2 Relate days, dates, weeks, months, and years to a calendar.</p> <p>0206.1.5 Count the value of a set of coins up to one dollar and use the transitive property of equality to recognize equivalent forms of values up to \$1.00.</p> <p>0206.1.15 Use age-appropriate books, stories, and videos to convey ideas of mathematics.</p>		<p><i>Time Interval:</i> A period of time between events.</p> <p><i>Set:</i> A collection of objects or numbers.</p>		<p>Saxon Math Lesson 46,47,51,67</p> <p>Math meeting board</p> <ul style="list-style-type: none"> ➤ http://www.blackdog.net/games/clock/time/index.html ➤ http://english-zone.com/grammar/calendar2.html ➤ http://www.aamath.com/B/g1_211x3.htm ➤ List of math related books by Brian P. Cleary - http://www.mcpl.lib.mo.us/readers/series/juv/author.cfm?id=3286 ➤
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		<p>GLE 0206.2.1 Understand and use place value concepts to 1000.</p>	<p>0206.2.2 Read and write numbers up to 1000 using numerals and up to 100 using words.</p> <p>0206.2.5 Compare and order multi-digit numbers up to 1000.</p>	<p>0106.2.1 Read and write numerals up to 100.</p> <p>0106.2.2 Write numbers up to 10 in words.</p>	<p><i>Value:</i> How much a number is worth according to its place (position) in a number.</p>		<p>Saxon Math Lesson 38,49 Math meeting board</p> <ul style="list-style-type: none"> ➤ http://www.funbra.in.com/cgi-bin/nw.cgi?A1=p&A2=100&A3=1&A6=0&A7=0&A8=0&A9=0&A12=0&A5=6&A4=six&Submit=Sign+It%21 ➤ http://www.funbra.in.com/cgi-bin/nw.cgi?A1=p&A2=1000&A3=1&A6=2&A7=2&A8=0&A9=0&A12=1&A5=776&A4=777&Submit=Sign+It%21
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	<p>GLE 0206.2.2 Understand and use the base-ten numeration system.</p>	<p>0206.2.1 Starting at any number, count by ones, twos, fives, tens, and hundreds up to 1000.</p> <p>0206.2.3 Locate and interpret numbers on a number line.</p> <p>0206.2.4 Recognize that place-value notation represents the sums of multiples of powers of ten (e.g., 853 as 8 hundreds + 5 tens + 3 ones).</p>	<p>0106.2.3 Count forward and backward by ones beginning with any number less than 100.</p> <p>0106.2.4 Skip count by twos, fives, and tens</p> <p>0106.2.16 Represent whole numbers up to 100 on a number line.</p> <p>0106.2.6 Recognize the place value of numbers (tens, ones).</p>	<p><i>Skip Counting:</i> Counting by a number other than one; a method for finding multiples and counting items more quickly .</p> <p><i>Numeric pattern:</i> A sequence of numbers that follow a rule. (2,4,6..)</p> <p><i>Value:</i> How much a number is worth according to its place (position) in a number.</p>	<p>Saxon Math Lesson 38,53,54,56</p> <ul style="list-style-type: none"> ➤ http://www.funbrain.com/cgi-bin/dots.cgi ➤ http://www.oswego.org/ocsd-web/games/Ghostblasters1/gbcd.html ➤ http://www.oswego.org/ocsd-web/games/Estimate/estimate.html ➤ http://www.mrnussbaum.com/placevaluepirates1.htm ➤ http://www.aaamath.com/B/g21c_px1.htm#section1 ➤
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	<p>GLE 0206.2.3 Use efficient and accurate strategies to develop fluency with multi-digit addition and subtraction.</p>	<p>0206.2.6 Use various models such as number lines, pictures, and base-ten blocks to illustrate addition and subtraction.</p> <p>0206.2.7 Develop fluency at recalling basic addition facts and related subtraction facts.</p> <p>0206.2.8 Use efficient procedures, and understand why they work, to solve problems involving the addition and subtraction of two- and three-digit whole numbers (including those that require regrouping for addition only).</p> <p>0206.2.9 Apply appropriate methods to estimate and mentally calculate sums or differences with ones, tens, and hundreds.</p> <p>0206.2.10 Add three two-digit numbers.</p> <p>0206.2.11 Solve addition and subtraction problems in context using various representations.</p>	<p>0106.2.10 Use models (such as discrete objects, connecting cubes, and number lines) to represent “part-whole,” “adding to,” “taking away from,” and “comparing to” situations to develop understanding of the meaning of addition and subtraction.</p> <p>0106.1.8 Recognize the “word clues” and mathematical symbols for addition and subtraction.</p> <p>0106.2.12 Use various models to develop strategies for solving arithmetic problems.</p> <p>0106.2.13 Solve problems that require addition/ subtraction of numbers through 100.</p>	<p><i>Base-Ten:</i> A numbering system which uses the ten digits 0-9 and place values of ones, tens, hundreds, thousands etc. to represent numbers.</p> <p>Regroup/ Rename: to say or write a number in a different way.</p>		<p>Saxon Math Lesson 35,40,44,45,50,53,54,55, 56,60,61,62,63,64,65,68</p> <p>Daily math facts</p> <ul style="list-style-type: none"> ➤ http://theworkbooksite.com/cgi-bin/numline.pl ➤ http://mrsbogucki.com/aemes/resource/apps/madmath/default.htm ➤ http://www.unit5.org/mrozj/math/shortmeth.htm ➤ http://www.mrnussbaum.com/derby/index.html ➤ http://www.aaamath.com/add27-add3-numbers-2digit.html ➤
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	<p>GLE 0206.4.2 Understand the meaning and process of linear measurement.</p>	<p>0206.4.4 Estimate, measure, and calculate length to the nearest unit: meter, centimeter, yard, foot, and inch.</p> <p>0206.4.5 Use rulers to measure the lengths of sides and diagonals of common 2-dimensional figures and polygons.</p>	<p>0106.4.5 Estimate and measure length using non-standard units (counting by using groups of tens and ones) to represent addition.</p>	<p><i>Foot:</i> A Unit of length equal to 12 inches. There are three feet in a yard.</p> <p><i>Length:</i> The distance between two points.</p> <p><i>Meter:</i> A meter is ametric unit ofr measuring length.</p> <p><i>Diagonal:</i> A segment joining two non-consecutive vertices.</p> <p><i>Polygons:</i> A 2-dimensional closed figure made up a line segments called sides.</p>		<p>Saxon Math Lesson 40,43,55</p> <p>➤ http://www.funbrain.com/cgi-bin/meas.cgi?A1=c&A2=0&A3=0&A4=3&A5=0&A6=1&A7=1&A8=OTHewTT(.arrFxL-r3SYC7ijjxJ VREUt--NC*9o</p>
	<p>GLE 0206.3.2 Extend knowledge of the properties of numbers and operations to multiplication.</p>	<p>0206.3.5 Understand and use the commutative and associative properties of addition and multiplication.</p> <p>0206.3.6 Relate repeated addition to multiplication.</p>	<p>0106.3.3 Use objects to illustrate the commutative property with basic facts and show that subtraction is not commutative.</p>	<p><i>Commutative/ Associative property:</i> The commutative property states that changing the order of the numbers being added or multiplied does not change the answer. The associative property states that the grouping of the numbers being added or multiplied does not change the answer.</p>	<p>➤</p>	<p>Saxon Math Lesson 58</p>

	<p>GLE 0206.3.3 Solve simple arithmetic problems using various methods.</p>	<p>0206.3.7 Find unknowns in number sentences and problems involving addition, subtraction and multiplication.</p>	<p>0106.3.4 Demonstrate understanding of the basic equation $a + b = c$ by using objects to illustrate the number sentences (fact families) associated with any particular sum.</p> <p>0106.3.5 Use various strategies to find unknowns in problems involving addition and subtraction.</p> <p>0106.3.6 Use objects to demonstrate the inverse relationship between addition and subtraction.</p> <p>0106.3.7 Use the inverse relation between addition and subtraction to check arithmetic problems.</p>	<p><i>Unknown/Missing Term:</i> The “hidden” or missing number that will make a number sentence true.</p>	<p>Saxon Math Lesson 44</p>
	<p>GLE 0206.3.4 Describe quantitative change.</p>	<p>0206.3.8 Describe change in measures according to quantitative criteria such as growing 2 inches in one year.</p>		<p><i>Quantitative Change:</i> Changing the amount or number (quantity) of something.</p>	<p>Saxon Math Lesson 55 – fourths</p>

	<p>GLE 0206.4.3 Add, subtract, compare, compute and estimate linear measurements.</p>	<p>0206.4.3 Understand the property of transitivity as it relates to linear measurement (for example: If A is longer than B, and B is longer than C, then A is longer than C).</p> <p>0206.4.6 Understand the inverse relationship between the size of a unit and the number of units used in a particular measurement (the smaller the unit, the more iterations needed to cover the length).</p>	<p>0106.4.5 Estimate and measure length using non-standard units (counting by using groups of tens and ones) to represent addition.</p> <p>0106.4.7 Understand and use comparative words such as long, longer, longest; short, shorter, shortest; tall, taller, tallest; high, higher, highest; etc.</p>	<p>Length- the distance between two points. (how far apart from end to end).</p>		<p>➤ Saxon Math Lesson 43,55</p>
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		<p>GLE 0206.4.4 Compose and decompose polygons to make other polygons.</p>	<p>0206.4.7 Investigate and describe composition, decomposition, and transformations of polygons.</p> <p>0206.4.8 Combine polygons to form other polygons and subdivide a polygon into other polygons.</p> <p>0206.4.9 Recognize the composition and decomposition of polygons.</p>	<p>0106.4.6 Recognize the essential role of units in measurement, and understand the difference between standard and non-standard units.</p>	<p><i>Composition:</i> adding polygons together to make a new figure; its parts are smaller polygons</p> <p><i>Decomposition:</i> breaking a polygon into its parts (the figures that combine to make it).</p> <p><i>Polygon</i>Ⓢ<i>composition</i> , <i>decomposition</i>): A polygon is a 2-dimensional closed figure made of line segments called sides.</p> <p><i>Transform:</i> (reflect, rotate, translate): Something done to a geometric figure across a line of symmetry that produces a new geometric figure. Reflections, translations, and rotations are commonly described as flips, slides, and turns.</p>		<p>Saxon Math Lesson 60</p>
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		GLE 0206.5.1 Use and understand various representations to depict and analyze data measurements.	0206.5.1 Read, interpret, and analyze data shown in tables, bar graphs and picture graphs. 0206.5.2 Read, interpret, and create tables using tally marks.	0106.5.1 Represent measurements and discrete data using concrete objects, picture graphs, and bar graphs. 0106.5.2 Represent data in both horizontal and vertical form. 0106.5.3 Display data using appropriate titles and labels.	<i>Table:</i> an arrangement of information or data into columns and rows.		Saxon Math Lesson 31,32,39,48
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**Jefferson County Schools
Second Grade Mathematics Pacing Guide
Third Nine Weeks**

Proposed grading period	Dates Taught	TN Dept. of Education	Checks for Understanding Second Grade	Building Blocks for the New Standards First Grade	Essential Vocabulary (teacher word)	Common Assessment Item	Materials/ Resources <i>Dynamic Curriculum</i> http://jc-schools.net/dynamic/math/math2.html
		Content Standard/GLE Student Learning Expectations (SLE)					
		GLE 0206.1.1 Use mathematical language, symbols, and definitions while developing mathematical Reasoning.					Saxon 82,95-2,98

	<p>GLE 0206.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including Estimation and reasonableness of the solution.</p>	<p>0206.1.3 Use strategies to make estimates of time.</p> <p>0206.1.4 Solve problems involving elapsed time in hour and half-hour intervals.</p>		<p><i>Time Interval:</i> A period of time between events.</p> <p><i>Elapsed Time:</i> The amount of time that has passed from one starting time to an ending time.</p>		Saxon Math Lesson 78
	<p>GLE 0206.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.</p>	<p>0206.1.8 Use concrete models or pictures to show whether a fraction is less than a half, more than a half, or equal to a half.</p> <p>0206.1.9 Match the spoken, written, concrete, and pictorial representations of halves, thirds, and fourths.</p>		<p>Fraction: A number that names part of a whole or a group. A fraction expresses the ratio between two numbers.</p> <p><i>Halves, thirds, fourths:</i> Halves is the name given to the equal pieces created when cutting a whole into two parts; thirds is the name given to the equal pieces created when cutting a whole into three parts; fourths is the name given to the equal pieces when cutting a whole into four parts.</p>		Saxon Math Lesson 83
	<p>GLE 0206.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.</p>	<p>0206.1.6 Read thermometers with Fahrenheit and Celsius scales.</p> <p>0206.1.7 Measure weight to the nearest pound or kilogram.</p>		<p><i>Fahrenheit/ Celsius:</i> Measurement scales for temperature.</p> <p><i>Pound/ Kilogram:</i> The pound is the basic unit of weight in the US system of measurement, equal to about .45 kilograms, the kilogram is the basic unit of weight in the metric (SI) system.</p>		Saxon Math Lesson 69,75,110,131 Math meeting board

		<p>GLE 0206.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.</p>	<p>0206.1.1 Read and write time up to five-minute intervals. 0206.1.2 Relate days, dates, weeks, months, and years to a calendar. 0206.1.5 Count the value of a set of coins up to one dollar and use the transitive property of equality to recognize equivalent forms of values up to \$1.00. 0206.1.15 Use age-appropriate books, stories, and videos to convey ideas of mathematics.</p>		<p><i>Time Interval:</i> A period of time between events. <i>Set:</i> A collection of objects or numbers.</p>		<p>Saxon Math Lesson 78,86,93,106 Math meeting board</p>
		<p>GLE 0206.2.1 Understand and use place value concepts to 1000.</p>	<p>0206.2.2 Read and write numbers up to 1000 using numerals and up to 100 using words. 0206.2.5 Compare and order multi-digit numbers up to 1000.</p>	<p>0106.2.1 Read and write numerals up to 100. 0106.2.2 Write numbers up to 10 in words. 0106.2.1 Read and write numerals up to 100. 0106.2.2 Write numbers up to 10 in words.</p>	<p><i>Value:</i> How much a number is worth according to its place (position) in a number.</p>		<p>➤ Saxon Math Lesson 74,76,77,78,81, 93, 106 Math meeting board</p>

	<p>GLE 0206.2.2 Understand and use the base-ten numeration system.</p>	<p>0206.2.1 Starting at any number, count by ones, twos, fives, tens, and hundreds up to 1000.</p> <p>0206.2.3 Locate and interpret numbers on a number line.</p> <p>0206.2.4 Recognize that place-value notation represents the sums of multiples of powers of ten (e.g., 853 as 8 hundreds + 5 tens + 3 ones).</p>	<p>0106.2.3 Count forward and backward by ones beginning with any number less than 100.</p> <p>0106.2.4 Skip count by twos, fives, and tens</p> <p>0106.2.16 Represent whole numbers up to 100 on a number line.</p> <p>0106.2.6 Recognize the place value of numbers (tens, ones).</p>	<p><i>Value:</i> How much a number is worth according to its place (position) in a number.</p> <p><i>Skip Counting:</i> Counting by a number other than one; a method for finding multiples and counting items more quickly .</p> <p><i>Numeric pattern:</i> A sequence of numbers that follow a rule. (2,4,6..)</p>		<p>➤ Saxon Math Lesson 76,77</p>
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	<p>GLE 0206.2.3 Use efficient and accurate strategies to develop fluency with multi-digit addition and subtraction.</p>	<p>0206.2.6 Use various models such as number lines, pictures, and base-ten blocks to illustrate addition and subtraction.</p> <p>0206.2.7 Develop fluency at recalling basic addition facts and related subtraction facts.</p> <p>0206.2.8 Use efficient procedures, and understand why they work, to solve problems involving the addition and subtraction of two- and three-digit whole numbers (including those that require regrouping for addition only).</p> <p>0206.2.9 Apply appropriate methods to estimate and mentally calculate sums or differences with ones, tens, and hundreds.</p> <p>0206.2.10 Add three two-digit numbers.</p> <p>0206.2.11 Solve addition and subtraction problems in context using various representations.</p>	<p>0106.2.10 Use models (such as discrete objects, connecting cubes, and number lines) to represent “part-whole,” “adding to,” “taking away from,” and “comparing to” situations to develop understanding of the meaning of addition and subtraction.</p> <p>0106.1.8 Recognize the “word clues” and mathematical symbols for addition and subtraction.</p> <p>0106.2.12 Use various models to develop strategies for solving arithmetic problems.</p> <p>0106.2.13 Solve problems that require addition/ subtraction of numbers through 100.</p>	<p><i>Base-Ten:</i> A numbering system which uses the ten digits 0-9 and place values of ones, tens, hundreds, thousands etc. to represent numbers.</p> <p>Regroup/ Rename: to say or write a number in a different way.</p>		<p>Saxon Math Lesson 70,73,79,80,85,87,88,89,90,91,95,100,105 Daily fact practice</p>
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	<p>GLE 0206.4.2 Understand the meaning and process of linear measurement.</p>	<p>0206.4.4 Estimate, measure, and calculate length to the nearest unit: meter, centimeter, yard, foot, and inch.</p> <p>0206.4.5 Use rulers to measure the lengths of sides and diagonals of common 2-dimensional figures and polygons.</p>	<p>0106.4.5 Estimate and measure length using non-standard units (counting by using groups of tens and ones) to represent addition.</p>	<p><i>Foot:</i> A Unit of length equal to 12 inches. There are three feet in a yard.</p> <p><i>Length:</i> The distance between two points.</p> <p><i>Meter:</i> A meter is a metric unit of measuring length.</p> <p><i>Diagonal:</i> A segment joining two non-consecutive vertices.</p> <p><i>Polygons:</i> A 2-dimensional closed figure made up of line segments called sides.</p>		<p>➤ Saxon Math Lesson 72,99,102</p>
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	<p>GLE 0206.3.3 Solve simple arithmetic problems using various methods.</p>	<p>0206.3.7 Find unknowns in number sentences and problems involving addition, subtraction and multiplication.</p>	<p>0106.3.4 Demonstrate understanding of the basic equation $a + b = c$ by using objects to illustrate the number sentences (fact families) associated with any particular sum.</p> <p>0106.3.5 Use various strategies to find unknowns in problems involving addition and subtraction.</p> <p>0106.3.6 Use objects to demonstrate the inverse relationship between addition and subtraction.</p> <p>0106.3.7 Use the inverse relation between addition and subtraction to check arithmetic problems.</p>			Saxon Math Lesson 76,77
	<p>GLE 0206.3.4 Describe quantitative change.</p>	<p>0206.3.8 Describe change in measures according to quantitative criteria such as growing 2 inches in one year.</p>		<p><i>Quantitative Change:</i> Changing the amount or number (quantity) of something.</p>		Saxon Math Lesson 55 - fourths

	<p>GLE 0206.4.3 Add, subtract, compare, compute and estimate linear measurements.</p>	<p>0206.4.3 Understand the property of transitivity as it relates to linear measurement (for example: If A is longer than B, and B is longer than C, then A is longer than C).</p> <p>0206.4.6 Understand the inverse relationship between the size of a unit and the number of units used in a particular measurement (the smaller the unit, the more iterations needed to cover the length).</p>	<p>0106.4.5 Estimate and measure length using non-standard units (counting by using groups of tens and ones) to represent addition.</p> <p>0106.4.7 Understand and use comparative words such as long, longer, longest; short, shorter, shortest; tall, taller, tallest; high, higher, highest; etc.</p>	<p>Length- the distance between two points. (how far apart from end to end).</p>		<p>➤ Saxon Math Lesson 72,75,99</p>
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		<p>GLE 0206.4.4 Compose and decompose polygons to make other polygons.</p>	<p>0206.4.7 Investigate and describe composition, decomposition, and transformations of polygons.</p> <p>0206.4.8 Combine polygons to form other polygons and subdivide a polygon into other polygons.</p> <p>0206.4.9 Recognize the composition and decomposition of polygons.</p>	<p>0106.4.6 Recognize the essential role of units in measurement, and understand the difference between standard and non-standard units.</p>	<p><i>Composition:</i> adding polygons together to make a new figure; its parts are smaller polygons</p> <p><i>Decomposition:</i> breaking a polygon into its parts (the figures that combine to make it).</p> <p>Polygon:(composition , decomposition): A polygon is a 2-dimensional closed figure made of line segments called sides.</p> <p><i>Transform:</i> (reflect, rotate, translate): Something done to a geometric figure across a line of symmetry that produces a new geometric figure. Reflections, translations, and rotations are commonly described as flips, slides, and turns.</p>		<p>Saxon Math Lesson 70,80,85,90,101</p>
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		GLE 0206.5.1 Use and understand various representations to depict and analyze data measurements.	0206.5.1 Read, interpret, and analyze data shown in tables, bar graphs and picture graphs. 0206.5.2 Read, interpret, and create tables using tally marks.	0106.5.1 Represent measurements and discrete data using concrete objects, picture graphs, and bar graphs. 0106.5.2 Represent data in both horizontal and vertical form. 0106.5.3 Display data using appropriate titles and labels.	<i>Table:</i> an arrangement of information or data into columns and rows.		Saxon Math Lesson 82
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**Jefferson County Schools
Second Grade Mathematics Pacing Guide
Fourth Nine Weeks**

Proposed grading period	Dates Taught	TN Dept. of Education	Checks for Understanding Second Grade	Building Blocks for the New Standards First Grade	Essential Vocabulary (teacher word)	Common Assessment Item	Materials/ Resources <i>Dynamic Curriculum</i> http://jc-schools.net/dynamic/math/math2.html
		Content Standard/GLE Student Learning Expectations (SLE)					
		GLE 0206.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.					Saxon 113,125,134

	<p>GLE 0206.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.</p>	<p>0206.1.6 Read thermometers with Fahrenheit and Celsius scales.</p> <p>0206.1.7 Measure weight to the nearest pound or kilogram.</p>		<p><i>Fahrenheit/ Celsius:</i> Measurement scales for temperature.</p> <p><i>Pound/ Kilogram:</i> The pound is the basic unit of weight in the US system of measurement, equal to about .45 ilograms, the kilogram is the basic unit of weight in the metric (SI) system.</p>		<p>Saxon Math Lesson 110,131 Math meeting board</p>
	<p>GLE 0206.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.</p>	<p>0206.1.1 Read and write time up to five-minute intervals.</p> <p>0206.1.2 Relate days, dates, weeks, months, and years to a calendar.</p> <p>0206.1.5 Count the value of a set of coins up to one dollar and use the transitive property of equality to recognize equivalent forms of values up to \$1.00.</p> <p>0206.1.15 Use age-appropriate books, stories, and videos to convey ideas of mathematics.</p>		<p><i>Time Interval:</i> A period of time between events.</p> <p><i>Value:</i> How much a number is worth according to its place (position) in a number.</p>		<p>Saxon Math Lesson 107, 123,127 Math meeting board</p>

	<p>GLE 0206.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.</p>	<p>0206.1.11 Use manipulatives to demonstrate addition and subtraction sentences written symbolically.</p> <p>0206.1.13 Use manipulatives such as pattern blocks, tangrams, etc. to explore geometric concepts of symmetry and transformations.</p> <p>0206.1.14 Create and observe numerical patterns on a calculator by repeatedly adding or subtracting the same number from some starting number.</p>		<p><i>Numeric pattern:</i> A sequence of number that follow a rule.</p> <p><i>Symmetry:</i> Having two matching halves after being folded along a line of symmetry.</p> <p><i>Transform</i> (reflect, rotate, translate): Something done to a geometric figure across a line of symmetry that produces a new geometric figure.</p> <p>Reflections, translations, and rotations are commonly described as flips, slides, and turns.</p>		<p>Saxon Math Lesson 124</p>
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	<p>GLE 0206.4.1 Recognize, classify, and transform 2- and 3-dimensional geometric figures.</p>	<p>0206.4.1 Describe common geometric attributes of familiar plane and solid objects. 0206.4.2 Reflect, rotate, and translate shapes to explore the effects of transformations.</p>	<p>0106.4.1 Recognize and describe similarities and differences between 2-dimensional figures (geometric attributes and properties). 0106.4.2 Recognize 2- and 3-dimensional figures from different perspectives and orientations. 0106.4.4 Identify 2-dimensional shapes as faces of 3-dimensional figures. 0106.4.3 Model part-whole relationships and properties of plane and solid figures by combining two or more shapes to make a larger shape or by breaking apart an object into its smaller shapes. 0106.1.7 Apply spatial sense to recreate a figure from memory.</p>	<p><i>Attribute:</i> A distinctive characteristic of something such its color, shape or size.</p>		<p>Saxon Math Lesson 124</p>
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	<p>GLE 0206.5.2 Determine whether an event is likely or unlikely.</p>	<p>0206.5.3 Explain whether a real world event is likely or unlikely.</p> <p>0206.5.4 Predict outcomes of events based on data gathered and displayed.</p>	<p>0106.5.4 Count and compare collected data.</p>	<p><i>Likely/Unlikely:</i> Likely describes an event that will probably happen; unlikely describes an event that probably will not happen.</p> <p><i>Predict:</i> To make a guess based on data collected or past experience.</p>		<p>Saxon Math Lesson 120,135</p>
	<p>GLE 0206.5.1 Use and understand various representations to depict and analyze data measurements.</p>	<p>0206.5.1 Read, interpret, and analyze data shown in tables, bar graphs and picture graphs.</p> <p>0206.5.2 Read, interpret, and create tables using tally marks.</p>	<p>0106.5.1 Represent measurements and discrete data using concrete objects, picture graphs, and bar graphs.</p> <p>0106.5.2 Represent data in both horizontal and vertical form.</p> <p>0106.5.3 Display data using appropriate titles and labels.</p>	<p><i>Table:</i> An arrangement of information or data into columns and rows.</p>		<p>Saxon Math Lesson 113,125,134</p>