

## **Second Grade Saxon Math**

### **Box 1: Class Description**

This year-long course covers the second grade math content noted below. Weekly certificated contact will be completed through direct personal contact with an HQ/certificated teacher in an on-site HC class. At least one state standard will be covered in this course.

### **Box 2: Learning Materials**

The curriculum, books, supplies, materials, web-sites, and other sources used for this course are Saxon Math Second Grade Program.

(Make additions as you see fit.)

### **Box 3: Learning Goals/Performance Objectives**

The schedule of month-by month learning goals below, will likely not be exactly adhered to by the student. The schedule is approximate. Monthly coverage of these goals will vary according to the student's strengths and interests. The clear goal, however, is coverage of all of the goals below, by the end of the school year.

#### **Second Grade Saxon Math**

SEPTEMBER Section 1: Lessons 1-10 Number Sentences, Show Data through Graphs, Repeating Patterns with colors, shapes and letter. Section 2: Lessons 11-20 Fractions as Parts of a Whole, choosing arithmetic operations, using mathematical language, patterns & rules

OCTOBER Section 3: Lessons 21-30 Addition & Subtraction Fact Families, Temperature, Attributes of Geometric Shapes, Number Sentences, Operations Section 4: Lessons 31-40 Comparing Fractions, Fractions to Equal a Whole, Tally Charts, Bar Graphs to Display Data

NOVEMBER Section 5: Lessons 41-50 Benchmark Numbers, Fractions to Form a Whole, Addition Number Sentences, Tools to Measure Length, Real Life Mathematics DECEMBER Section 6: Lessons 51-60 Coins, Associative Property of Addition, Polygons, Sides & Angles

DECEMBER To JANUARY Section 7: Lessons 61-70 Addition with Regrouping, Coins, Venn Diagrams to Compare Sets of Data

JANUARY Section 8: Lessons 71-80 Pictures to Show Numbers, Addition Greater than 100, Time to Five Minutes, Counting by Fives, Median

FEBRUARY Section 9 Lessons 81-90 Subtraction of 2-Digit Numbers, Pictographs, Scales

MARCH Section 10: Lessons 91-100 Estimation & Rounding, Multiplication as Repeated Addition, Division with Equal Groups, Measuring Length in Feet & Inches

APRIL Section 11: Lessons 101-110 Multiplication by 5, Measuring Length with Centimeters & Meters, Classifying Geometric Solids, Faces, Units of Time APRIL Section 12: Lessons 111-114 Multiplication Related to Addition, Mathematical Expressions, Angles, Problem Solving Strategies, Logic

MAY Section 13: Lessons 121-130 Multiplication as Arrays, Number Sentences, Rotations, Reflections & Translations

JUNE Section 14: Lessons 131-135 Lessons A-C Division into Equal Groups, Organizing Data in Graphs using Objects, Pictures, & Symbols, Mode & Range, Attributes of Plane Figures, Methods to Solve Problems

#### **Box 4: Learning Activities**

Each day the student will complete a math lesson. They will have a new lesson/concept/learning explained, demonstrated/taught. They'll complete practice problems to ensure understanding of content. They will have independent practice/homework over those concepts. They will re-do and correct any which they missed. When review is needed, we'll not learn a new concept but take the time needed to re-teach or reinforce needed concepts.

**(Make additions or deletions as you see fit.)**

#### **Box 5: Progress Criteria/ Methods of Evaluation**

Student monthly progress evaluation is made on the basis of weekly certificated contact, work samples, communications with students, communications with parents, and performance in on-site classes. It is electronically communicated to parents via WINGS. It is our goal that the student will accomplish approximately 10% of the goals of this course each month, September through June. The level of mastery expected is 70% or higher to progress. Methods of evaluation will include but are not limited to those below, under the direction of an HQ teacher:

- \* observation and/or correction of daily and/or weekly work and progress
- \* daily or weekly discussion of assignments, readings, writings
- \* correction of work done incorrectly
- \* portfolio kept of student work, at least weekly

**(Make additions or deletions as you see fit, to asterisks.)**

#### **Box 6: Weekly Hours**

**Please estimate the number of hours your student will work on this course.**