

# Your Curriculum Requirements

*Addison Wesley Mathematics Makes Sense* organizes your curriculum into clusters of expectations/ outcomes across and within grades to create a logical, conceptual, and developmental progression of curriculum presentation.

The author and development team has analyzed your curriculum document carefully, against the backdrop of sound conceptual development. The result is a carefully structured program that makes sense across the grades and, within each grade, designed to enhance student understanding and to recognize students' developmental stages.

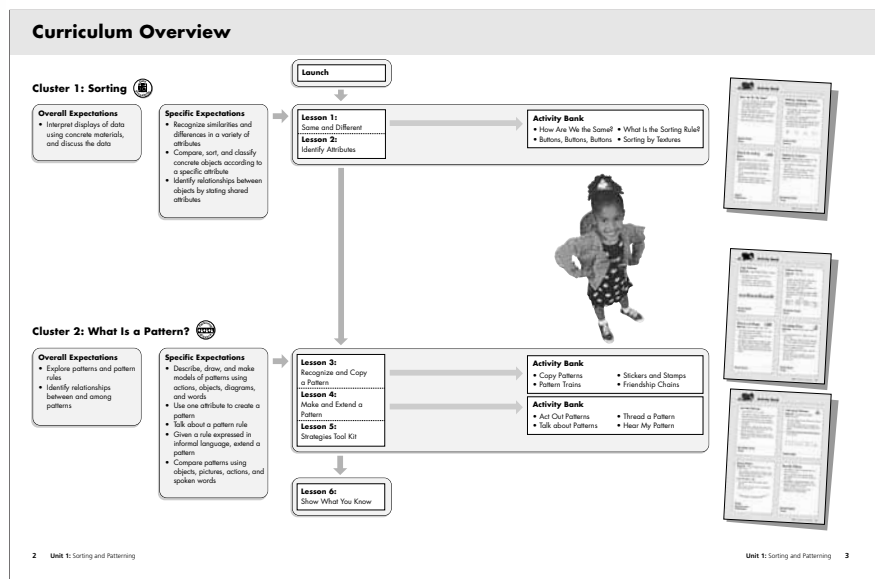
Our scope and sequence is designed to meet the demands of your school year calendar. At each grade level, *Addison Wesley Mathematics Makes Sense* has 11 units to keep formal reporting needs to a minimum, while ensuring complete curriculum coverage.

At each grade level, unit by unit, the program filters your curriculum requirements into a selection of "curriculum clusters." Each curriculum cluster represents a "big idea," a building block to creating a deep understanding of mathematics concepts.

- The **Curriculum Overview** in each Teacher Guide unit reveals the "big ideas" of the unit at a glance.

## At Grades 1 and 2

For each curriculum cluster at grades 1 and 2, we've organized a logical sequence of core **Lessons**, together with relevant **Activity Banks** to provide additional teaching options.

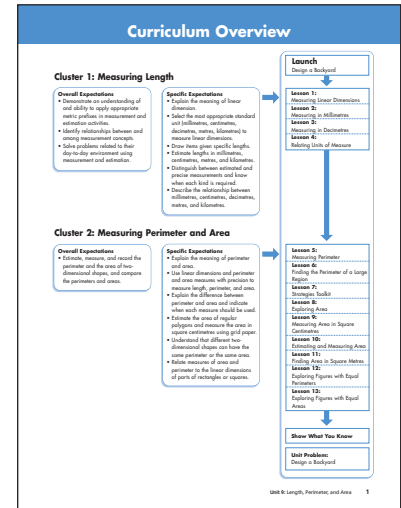


A curriculum document sets out overall content goals. It is our responsibility to make that content unfold in the classroom on a daily basis.

– Bryn Keyes, Program Author

## At Grades 3 and up

The Curriculum Overview in grades 3 and up shows how the lessons develop across the unit.



- The **Curriculum Focus** is summarized for each lesson and lists specific outcomes/expectations that relate to the lesson.

**LESSON 1**

### Fractions of One Whole

**LESSON ORGANIZER** (Show Next)

**Curriculum Focus:** Represent fractions of a whole using materials, pictures, and symbols. (see 16)

**Student Materials:** Explain and Practice

- 20–30 Colored Tiles or the Pattern XX
- 2–cm grid paper (Sheet XX)

**Teacher Material:**

- Transparent Color Tiles or the transparency from Master XX and colored transparency markers
- 1-cm grid transparency
- Visual-aids: fraction, equal parts, numeric, denominator
- Assessment Masters
- 5.1 Grouping Observations

**What's the Math?**

- Fraction shows a whole divided into equal parts and a proper fraction shows an amount less than one whole.
- The denominator tells how many equal parts one in one whole.
- The numerator tells how many equal parts to count.

**BEFORE** Get Started

Discuss the quilt in the Student Book. Ask questions, such as:

- How many equal parts can you see in the quilt? (9)
- What fraction would we use to describe 3 equal parts? (1/3 or 3/9)

**DURING** Explore

Working in groups, ask questions, such as:

- How do you know which fraction is larger?
- What fraction is the bottom part of the quilt?

**LESSON 3**

### Recognize and Copy a Pattern

**CURRICULUM FOCUS**

Identify and copy a pattern. (see 84, 108, 109)

**BEFORE** Get Started

Tell children they will be learning about patterns. Talk with children about patterns in the environment. Look for patterns in the classroom on bulletin board displays or room design. Some children may be wearing patterns on clothing (e.g., striped T-shirt).

**MATH WORD WALL**

pattern  
repeat

**MATERIALS**

colored cubes or Snap Cubes, Pattern Blocks, markers

**PROGRAM RESOURCES**

Big Math Book, page 4  
Patterns in Our World  
Student page 7: My Pattern  
Student page 8: Copy a Pattern  
Student page 9: Colour Patterns

**BEFORE** Get Started

Display Big Math Book, page 4, and have children identify any patterns they recognize in the illustrations (teacher position pattern, length of boards on the lower). Challenge children to find and describe patterns they see in their own classroom.

**DURING** Explore

Use cubes to model a simple AB colour pattern, such as yellow, green, yellow, green, yellow, green. Provide a variety of coloured cubes and have the children use them to copy the colour pattern. Model other simple patterns for the children to copy, such as AAB (red, red, blue; red, red, blue). Choose other relatively simple patterns the children may be able to reproduce.

**Show and Share**

Have children display a picture of one of their patterns on page 7. Children can use shapes to represent the meaning of the pattern.

Your regional **Teacher Guide** highlights specific curriculum requirements and

- Year-long planning suggestions
- A **Curriculum Overview** in each unit that clusters and correlates your curriculum to specific lessons
- Specific lesson notes and suggestions
- The CD-ROM that accompanies your Teacher Guide