

A Correlation of

SCOTT FORESMAN • ADDISON WESLEY

**Mathematics**

to the

**Lee County  
Elementary Academic Plan**

**Grades K -5**



T/M-148

## Introduction

This document demonstrates how **Scott Foresman – Addison Wesley Mathematics** meets the objectives of the Lee County Elementary Academic Plan. Correlation page references are to the Teacher’s Edition, which contains facsimile Student Edition pages.

**Scott Foresman – Addison Wesley Mathematics** was carefully developed to reflect the specific needs of students and teachers at every grade level, while maintaining an overall primary goal: to have math make sense from every perspective. This program is based on scientific research that describes how children learn mathematics well and on classroom-based evidence that validates proven reliability.

- **Reaching All Learners**

**Scott Foresman – Addison Wesley Mathematics** addresses the needs of every student through structured instruction that makes concepts easier for students to grasp. Lessons provide step-by-step examples that show students how to think about and solve the problem. Built-in leveled practice in every lesson allows the teacher to customize instruction to match students’ abilities. Reaching All Learners, featured in the Teacher Edition, helps teachers meet the diverse needs of the classroom with fun and stimulating activities that are easy to incorporate directly into the lesson plan.

- **Test Prep**

**Scott Foresman - Addison Wesley Mathematics** builds understanding through connections to prior knowledge, math strands, other subjects and the real world. It

provides practice for maximum results and offers assessment in a variety of ways. Besides carefully placed reviews at the end of each Section, an important Test Prep strand runs throughout the program. Writing exercises prepare students for open-ended and short-or extended-response questions on state and national tests. Spiral review in a test format help students keep their test-taking skills sharp.

- **Priority on problem solving:**

Problem-solving instruction is systematic and explicit. Reading connections help children with problem-solving skills and strategies for math. Reading for Math Success encourages students to use the reading skills and strategies they already know to solve math problems.

- **Instructional Support**

In the Teacher Edition, the Lesson Planner provides an easy, at-a-glance planning tool. It identifies objectives, math understandings, focus questions, vocabulary, and resources for each lesson in the chapter. Professional Development at the beginning of each chapter in the Teacher Edition includes a Skills Trace as well as Math Background and Teaching Tips for each section in the chapter.

Ancillaries help to reach all learners with practice, problem solving, hands-on math, language support, assessment and teacher support. Technology resources for both the student and the teacher provide a whole new dimension to math instruction by helping to create motivating and engaging lessons.

# Table of Contents

**Kindergarten.....1**

**Grade One.....17**

**Grade Two.....35**

**Grade Three.....70**

**Grade Four.....98**

**Grade Five.....118**

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

**ELEMENTARY ACADEMIC PLAN**

**SUBJECT AREA: Mathematics**

**GRADE LEVEL: Kindergarten**

Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
1	1. Counts up to 10 or more objects using verbal names and one-to-one correspondence.	MA.A.1.1.1	53A, 53-54, 55-55-56, 57-58, 59-60, 61A, 61-62, 63-64, 67-68, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 103-104, 105A, 105-106, 107A, 107-108, 109A, 109-110, 111A, 111-112, 115-116, 117A, 117-118, 121A, 121-122, 139-140, 141-142, 143A, 143-144, 147-178, 151-152, 217-218, 225-226, 227-228, 229-230, 231-232, 253-254, 255-256, 257-258, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280	Tubbing Calendar Math Mother Goose AIMS Shoebox math Computer assisted		1.Textbook-generated 2.Teacher-Created 3.SAT 9 Prep

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	2. Reads and writes numerals to 10 or more.	MA.A.1.1.1	51I, 55A, 55-56, 59A, 59-60, 61A, 61-62, 63-64, 65-66, 67-68, 81A, 81-82, 85A, 85-86, 87-88, 89-90, 91-92, 105A, 105-106, 107A, 107-108, 109A, 109-110, 111A, 111-112, 113B, 113-114, 117A, 117-118, 121-122, 123A, 123-124, 139-140, 141-142, 143-144, 147-148, 151-152, 159J, 167A, 167-168, 170, 173A, 173-174, 175A, 175-176, 179-180, 181-182, 183-184, 185A, 185-186, 190, 209, 216, 217, 225-226, 227-228, 245-246, 247-248, 249-250, 251-252, 254-254, 255-256, 257-258, 265-266,			

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	(continued)		267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280, 287-288, 289A, 289-291-292, 293-294, 295-296			
	3. Uses numbers and pictures to describe how many objects are in a set (to 10 or more.)	<b>MA.A.1.1.2</b>	51I, 53A, 53-54, 55A, 55-56, 57A, 57, 59-60, 63-64, 65A, 65-66, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 105-106, 107-108, 109-110, 111-112, 117-118, 121-122, 217A, 217-218, 225-226, 227-228, 229-230, 231-232, 233A, 233-234, 235-236, 237-238, 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280			

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	4. Uses language such as before or after to describe relative position in a sequence of whole numbers on a number line up to 10 or more.	MA.A.1.1.2	91A, 91-92, 123-124			
	5. Compares two or more sets and identifies which set is equal to, more than, or less than the other.	MA.A.1.1.2	25I, 27A, 27-28, 51J, 63A, 63-64, 67-68, 87A, 87-88, 89A, 89-90, 121A, 121-122, 269-270			
	6. Knows two-dimensional shapes, describing similarities and differences.	MA.C.1.1.1	1P, 19-20, 39A, 195I, 201A, 201-202, 203A, 203-204, 205A, 205-206, 209A, 209-210			
	7. Follows directions to move or place an object in relation to another (next to, in front of, etc.)	MA.C.2.1.2	1L, 3A, 6, 10			
	8. Knows how to display answers to simple questions involving two categories or choices using concrete materials or pictures on a graph or chart (for example, in class, number of boys & girls)	MA.E.1.1.1 MA.E.3.1.1	29A, 29-30, 31A, 31-32, 31A-31B, 47A, 67A, 67-68			
	9. Interprets data exhibited in concrete or pictorial graphs.	MA.E.1.1.1	29A, 29-30, 31A, 31-32, 33A, 33-34, 67A, 67-68			
	10. Collects, displays data, and makes generalizations, (for example, determines number of students whole class will have, number of pockets, etc.)	MA.E.1.1.3	31A-31B, 33A, 33-34, 47A, 68			

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	11. Uses one-to-one matching to determine if two groups are equal.	MA.D.2.1.2	1M, 25A, 27A, 27-28, 63A, 63-64, 87A, 87-88, 269A, 269-270			
	Throughout Quarter 12. Identifies simple patterns of sound, physical movement, and concrete objects	MA.D.1.1.1	25J, 35A, 35-36, 37A, 37-38, 39A, 39-40, 41A, 41-42, 43A, 43-44, 95A, 95-96			
	13. Sorts and classifies objects by color, shape, size, or kind	MA.D.1.1.1	1I, 1J, 11A, 11-12, 13A, 13-14, 15A, 15-16, 17A, 17-18, 19A, 19-20, 197-198, 203-204, 205-206			
	14. Predicts and extends existing patterns using concrete materials	MA.D.1.1.2	37A, 39A, 95A-95B, 95-96			
	15. Uses concrete objects to create a pattern	MA.D.1.1.2	45A, 45-46			
	16. Transfers patterns from one medium to another (for example, actions, sounds, or concrete objects)	MA.D.1.1.2	41A, 41-42, 43A, 43-44			



Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
2	1. Counts orally to 100 or more.	MA.A.1.1.1	287A, 287-288, 289A, 289-290, 293A, 293-294, 295A, 295-296	Tubbing Calendar Math Mother Goose AIMS Shoebox math Computer assisted		1.Textbook-generated 2.Teacher-Created 3.SAT 9 Prep
	2. Knows that cardinal numbers indicate quantity and ordinal numbers indicate position.	MA.A.1.1.1	55-56, 59-60, 61-62, 63-64, 69A, 69-70, 81-82, 85-86, 87-88, 89-90, 93A, 93-94, 105-106, 107-108, 109-110, 111-112, 117-118, 121-122, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280, 285J, 291-292, 295A, 295-296			

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Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	3. Uses sets of concrete materials to represents quantities; to 10 or more, given in verbal or written form.	MA.A.1.1.3	57A, 57, 59A, 59, 67-68, 75I, 77, 79A, 79, 83A, 83, 101I, 103A, 103-104, 115A, 115-116, 225-226, 227-228, 229-230, 231-232			
	4. Counts backward from ten to one.	MA.A.2.1.1	91A, 91			
	5. Uses concrete materials, pictures, and numerals to show the concept of numbers to 10 or more.	MA.A.2.1.1	75I, 77A, 77-78, 79A, 79-80, 81A, 81-82, 83A, 83-84, 85-86, 89-90, 101I, 103A, 103-104, 105-106, 107-108, 109-110, 111-112, 115A, 115-116, 117-118, 217A, 217-218, 223I, 231A, 231-232, 235A, 235-236, 237A, 237-238, 285I, 287A, 287-288, 291A, 291-292			
	6. Knows the relationships between larger numbers and smaller numbers.	MA.A.2.1.2	63A, 63-64, 87A, 87-88, 89A, 89-90, 121A, 121-122			
	7. Estimates and verifies by counting sets that have more, fewer, or the same number of objects.	MA.A.4.1.1	119A, 119-120			

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	8. Uses concrete objects to explore odd and even numbers.	MA.A.5.1.1	92			
	9. Knows how to communicate measurement concepts.	MA.B.1.1.1	131I, 131J, 133A, 133-134, 135A, 135-136, 137A, 137-138, 145A, 145-146, 149A, 149-150, 153A, 153-154, 159J, 173A, 173-174, 175A-175B, 175-176			
	10. Measures length of objects and distance using nonstandard concrete materials.	MA.B.1.1.1	139A, 139-140, 141A, 141-142			
	11. Weighs objects to explore concepts of heavier and lighter.	MA.B.1.1.1	150, 151A, 151-152			
	12. Describes concepts of temperature, (for example, hot or cold.)	MA.B.1.1.1	153A-153B, 153-154			
	13. Compares and demonstrates the concept of capacity (full or empty, for example.)	MA.B.1.1.1	145A, 145-146, 147A, 147-148			
	14. Sorts three-dimensional objects by varied attributes according to geometric shapes.	MA.C.1.1.1	199A-199B, 199-200			
	15. Recognizes symmetry in the environment.	MA.C.2.1.1	211A, 211-212, 213-214			
	16. Uses concrete materials to make symmetrical figures.	MA.C.2.1.1	211A-211B, 211			

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Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	17. Identifies left and right hand.	MA.C.2.1.1	9A, 9-10			
	18. Knows that symbols can be used to represent missing or unknown quantities.	MA.D.2.1.1	289-290, 297-298			
	19. Participates in games or activities dependent upon chance, (probability).	MA.E.2.1.1	125A-125B, 125-126			
	20. Displays the answer to a simple class question with two categories using concrete materials, a pictograph, or chart (for example, hot or cold; wings or no wings.)	MA.E.3.1.1	29-30, 31-32, 31A-31B, 47A			
	21. Describes data displayed concretely or pictorially.	MA.E.3.1.1	29A-29B, 29-30, 31A-31B, 31-32, 47A, 67A, 67-68			
	22. Knows an appropriate method to display the information needed.	MA.E.3.1.2	29A-29B, 29-30, 31A, 31-32, 33A, 33-34, 47A, 67A, 67-68, 125-126, 233A			
	Throughout Quarter: 23. Collects, displays data, and makes generalizations, (for example, determines number of students whole class will have, number of pockets, etc.)	MA.E.1.1.1 MA.E.1.1.3	29A, 29-30, 31A-31B, 31-32, 33A, 33-34, 47A, 67A, 67-68			
	24. Displays the answer to a simple class question with two categories using concrete materials, a pictograph, or chart (for example, hot or cold; wings or no wings).	MA.E.3.1.1	29-30, 31-32, 31A-31B, 47A			

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Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
3	1. Uses concrete materials to represent fractional parts of a whole (one-half, one-fourth).	MA.A.1.1.3	213A, 213B, 214, 215A, 215B	Tubbing Calendar Math Mother Goose AIMS Shoebox math Computer assisted		1.Textbook-generated 2.Teacher-Created 3.SAT 9 Prep
	2. With teacher direction, counts orally to 100 or more by 2's, 5's, and 10's using a hundred chart or concrete materials.	MA.A.2.1.1	101J, 113A, 285I, 285J, 287A, 287, 289, 291A, 293A, 293-294, 295A			
	3. Groups objects in sets of 2 or more, (sorts three-dimensional objects according to geometric shapes-cubes, spheres, cylinders, and cones.	MA.A.2.1.2	101J, 113A, 217A, 217-218, 285J, 287A, 295A			
	4. Uses a number line to demonstrate how to count up and count back from a given number.	MA.A.3.1.1	256, 276			
	5. Demonstrates an awareness of addition and subtraction in everyday activities, using concrete objects.	MA.A.3.1.1 MA.A.3.1.3	223I, 223J, 225A, 225-226, 227A, 227-228, 229A, 229-230, 231A, 231-232, 233-234, 235A, 235-236, 237A, 237-238, 243I, 243J, 245A, 245-246, 247A, 247-248, 249A, 249-250, 251A, 251-252, 253A, 253-254, 255A,			

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	(continued)		255-256, 257A, 257-258, 263I, 263J, 265A, 265-266, 267A, 267-268, 271A, 271-272, 273A, 273-274, 275A, 275-276, 277A, 277-278, 279A, 279-280			
	6. Estimates, and measures the time of day as day or night, morning, afternoon, or evening, and yesterday, today, and tomorrow.	MA.B.1.1.1	163A, 163-164, 171A, 171-172			
	7. Uses direct (side-by-side) comparisons to sort and order objects by their lengths.	MA.B.2.1.1	131I, 135A-135B, 135-136, 137A-137B, 137-138			
	8. Compares and orders classroom objects by their weights, determining which objects weight more, less, or about the same.	MA.B.2.1.1	131J, 149A-149B, 149-150, 151A-151B, 151-152			
	9. Uses uniform nonstandard units to measure common classroom objects, then to estimate, verify by measuring the length and width, appropriately.	MA.B.1.1.2 MA.B.2.1.2 MA.B.3.1.1 MA.B.4.1.1	139A-139B, 139-140, 141A, 141-142, 147A, 147-148, 151A, 151-152			
	10. Knows and compares the values of a penny, nickel and dime.	MA.B.1.1.4	179A, 179-180, 181A, 181-182, 183A-183B, 183-184, 185A, 185-186, 189A, 189-190			

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	11. Knows various measuring tools for measuring length, weight, or capacity. Matches objects to outlines of their shapes.	MA.B.4.1.2 MA.C.3.1.1	139A, 139-140, 141A, 141-142, 145A, 145-146, 147A, 147-148, 151A, 151-152			
	12. To knows if a given event is more likely, equally likely, or less likely to occur. Recognizes, compares, and sorts, real-world objects or models of solids.	MA.E.2.1.2	125A-125B, 125-126, 197A, 197-198			
	13. Locates known and unknown numbers on a number line from 0-10 or more (for example, finding what # you are on if you move 2 # forward or 3#'s back).	MA.C.3.1.2	91A, 91-92			
	13. With teacher direction, uses concrete materials, pictures, or graphs to show range and mode.	MA.E.1.1.2	29A, 29-30, 31A, 31-32, 33A, 33-34, 67A, 67-68			
	Throughout Quarter:  14. Collects, displays data, and makes generalizations, (for example, determines number of students whole class will have, number of pockets, etc.)	MA.E.1.1.1	31A-31B, 33A, 33-34, 47A, 68			
	15. Displays the answer to a simple class question with two categories using concrete materials, a pictograph, or chart (for example, hot or cold; wings or no wings).	MA.E.3.1.1	29-30, 31-32, 31A-31B, 47A			

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Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	16. Determines through class discussions questions for a simple two-choice survey so that the collected information will answer the questions	MA.E.3.1.2	33A			
4	1. Represents equivalent forms of the same number, up to 10 or more, through the use of concrete materials.	MA.A.1.1.4	225A, 225-226, 227A, 227-228, 229A, 229-230, 231A, 231-232, 233A	Tubbing Calendar Math Mother Goose AIMS Shoebox math Computer assisted		1.Textbook-generated 2.Teacher-Created 3.SAT 9 Prep
	2. Demonstrates and describes the effect of putting together and taking apart sets of objects.	MA.A.3.1.1	223I, 223J, 225A, 225-226, 227A, 227-228, 229A, 229-230, 231A, 231-232, 233-234, 235A, 235-236, 237A, 237-238, 243I, 243J, 254A, 245-246, 247A, 247-248, 249A, 249-250, 251A, 251-252, 253A, 253-254, 255A, 255-256, 257A, 257-258, 263I, 263J, 265A, 265-266, 267A, 267-268, 271A, 271-			



Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	(continued)		272, 273A, 273-274, 275A, 275-276, 277A, 277-278, 279A, 279-280			
	3. Creates and acts out number stories using objects.	MA.A.3.1.2	225A, 225-226, 227A, 229A, 231A, 231I, 231J, 235A, 237A, 243I, 243J, 245A, 245-246, 247A, 247, 248, 251A, 255A, 256, 257A, 259A, 263I, 263J, 265A, 265-266, 267A, 267-268, 271A, 273A, 275A, 277, 279A			

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Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	4. Knows strategies for solving number problems.	MA.A.3.1.2	243I, 243J, 245A, 245-246, 247A, 247-248, 249A, 249-250, 251A, 251-252, 253A, 253-254, 255A, 255-256, 257A, 257-258, 263J, 265A, 265-266, 267A, 267-268, 269A, 269-270, 271A, 271-272, 273A, 273-274, 275A, 275-276, 277A, 277-278, 279A, 279-280			
	5. Knows which of two daily activities takes more or less time.	MA.B.3.1.1	177A, 177-178			
	6. Knows the likelihood of a given situation.	MA.E.2.1.1	125A-125B, 125-126			
	7. Uses concrete objects to explore slides and turns.	MA.C.2.1.2	195J, 207A, 207-208			
	8. Knows the attributes of circles, squares, triangles, and rectangles, (for example, edges, corners, curves, etc.)	MA.C.3.1.1	17A, 17-18, 203A, 203-204, 205A, 205-206			

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Q	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
	Throughout Quarter:  23. Collects, displays data, and makes generalizations, (for example, determines number of students whole class will have, number of pockets, etc.)	MA.E.1.1.1 MA.E.1.1.3	29A, 29-30, 31A-31B, 31-32, 33A, 33-34, 47A, 67A, 67-68			
	24. Displays the answer to a simple class question with two categories using concrete materials, a pictograph, or chart (for example, hot or cold; wings or no wings).	MA.E.3.1.1	29-30, 31-32, 31A-31B, 47A			
	25. Determines through class discussions questions for a simple two-choice survey so that the collected information will answer the questions	MA.E.3.1.2	33A			

**ELEMENTARY ACADEMIC PLAN**

**SUBJECT AREA: Mathematics**

**GRADE LEVEL: First Grade**

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
1		REVIEW SKILLS FROM KINDERGARTEN:  FIRST GRADE					
	I	<ul style="list-style-type: none"> <li>▪ Uses 1 to 1 correspondence to count objects to 100 or more</li> </ul>	MA.A.1.1.1.1	11-12, 13-14, 15-16, 17-18, 21-22, 25A, 25-26, 27A, 27-28, 29-30, 31A, 31-32, 43I, 43J, 45A, 45-46, 47A, 47-48, 49-50, 51-52, 53A, 53-54, 57-58, 63A, 63-64, 67-68, 69A, 69-70, 75A, 75-76, 77-78, 86, 91-92, 93, 95, 101, 103-104, 105, 107-108, 111-112, 127-128, 129-130, 131-132, 137-138, 139-140, 141, 265A, 265-266, 283-284, 285-286, 291-292			
	A	<ul style="list-style-type: none"> <li>▪ Compares 2 or more sets and identifies which set is equal to, more than, or less than</li> </ul>	MA.A.1.1.2.2	29A, 29-30, 297A, 297-298			

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Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		<ul style="list-style-type: none"> <li>▪ Demonstrates knowledge of meaning of addition and subtraction using manipulatives, drawings, symbols, and story problems</li> </ul>	MA.A.3.1.1.1	1J, 11A, 11-12, 13A, 13-14, 15A, 15-16, 17A, 17-18, 21A, 21-22, 25A, 25-26, 27A, 27-28, 40, 43I, 43J, 45A, 45-46, 47A, 47-48, 49A, 49-50, 51A, 51-52, 53A, 53-54, 55, 57A, 57-58, 61A, 61-62, 63A, 63-64, 65A, 65-66, 67A, 67-68, 69A, 69-70, 71-72, 75A, 75-76, 77A, 77-78, 79-80, 91-92, 93A, 93-94, 95-96, 97A, 97-98, 99-100, 103-104, 105A, 105-106, 107-108, 109-110, 111-112, 113-114, 123I, 125A, 125-126, 127A, 127-128, 129A, 129-130, 131-132, 133-134, 137-138,			

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		(continued)		139-140, 141A, 141-142, 143-144, 145-146, 152, 317-318, 417-418, 419A, 419-420, 421-422, 423-424, 441A, 441-442, 443A, 443-444, 451			
	A	<ul style="list-style-type: none"> <li>Estimates and measures passage of time using before, after, yesterday, today or tomorrow; day or night, hour or half-hour</li> </ul>	MA.B.3.1.1.2	203J, 207-208, 211-212, 215A, 215-216, 221A, 221-222, 224, 225A, 225, 233, 236			
	I	<ul style="list-style-type: none"> <li>Identifies, describes and compares patterns using a wide variety of materials and attributes</li> </ul>	MA.D.1.1.1.1 MA.D.1.1.1.2 MA.D.1.1.1.3 MA.C.1.1.1.3	1I, 3A, 3-4, 5-6, 37, 155I, 157A, 157B, 157-158, 160, 165A, 167A, 167-168, 170, 210, 239I, 239J, 245A, 245-246, 255A, 255-256, 266, 273-274, 302, 307A, 307-308			

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Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	R	<ul style="list-style-type: none"> <li>Predicts, extends existing patterns and creates new ones</li> </ul>	MA.D.1.1.1.4 MA.D.1.1.2.1 MA.D.1.1.2.2 MA.D.1.1.2.3 MA.D.1.1.2.4 MA.D.1.1.2.5	11, 3A, 3-4, 5A, 5-6, 7A, 7-8, 37, 166, 210, 256, 259-260, 261A, 261-262, 274, 302, 422, 462, 476			
	I	Collects, organizes, and analyzes data using simple graphs and charts	MA.E.1.1.1.1 MA.E.1.1.1.2 MA.E.1.1.1.3 MA.E.1.1.1.4	177-178, 191A, 191-192, 223-224, 251A, 251-252, 309A, 309-310, 311A, 311-312, 324, 339A, 339- 340, 431A, 431- 432, 481A, 481-482			
	I	<ul style="list-style-type: none"> <li>Constructs appropriate survey questions, collects and creates a class chart or graph, and analyzes the survey results</li> </ul>	MA.E.3.1.1.1 MA.E.3.1.1.2 MA.E.3.1.1.3 MA.E.3.1.2.1 MA.E.3.1.2.2	309A, 309B, 309- 310, 311A, 311- 312, 313A, 313- 314, 324, 339A, 339-340			
	I	<ul style="list-style-type: none"> <li>Uses standard numerals up to 100; Associates them with verbal names, written word names</li> </ul>	MA.A.1.1.1.2	283A, 283-284, 285A, 285-286, 287A, 287-288, 289-290			
	R, I	<ul style="list-style-type: none"> <li>Uses objects to represent whole numbers and relates these numbers to real-world situations</li> </ul>	MA.A.1.1.3.1 MA.D.2.1.2.1	20, 46, 133A, 133- 134, 291-292, 326, 378, 460, 465B			

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<ul style="list-style-type: none"> <li>Uses appropriate operation to solve specific real-world problems involving addition and subtraction; writes number sentences to 10</li> </ul>	MA.A.3.1.2.1 MA.A.3.1.2.2 MA.A.3.1.2.4	49, 49-50, 51A, 51-52, 57A, 57-58, 65A, 65-66, 67A, 67-68, 71A, 71-72, 77A, 77-78, 89I, 89J, 91A, 91-92, 93-94, 99A, 99-100, 103A, 103-104, 105-106, 107A, 107-108, 109-110, 111A, 120, 127-128, 130, 133A, 133-134, 137A, 137-138, 139A, 139-140, 143A, 143-144, 145-146, 152, 317-318, 350, 423-424, 441-442, 445A, 445-446			
	I	<ul style="list-style-type: none"> <li>Describes thinking when solving number problems</li> </ul>	MA.A.3.1.2.3	11, 13, 18, 29, 31, 45, 47, 49, 55, 57, 71, 91, 93, 99, 103, 105, 107, 111, 129, 133, 139, 141, 143, 191, 241, 243, 245, 249, 251, 287, 326			
	R, I	<ul style="list-style-type: none"> <li>Uses ordinal numbers 1<sup>st</sup>-10<sup>th</sup> and higher</li> </ul>	MA.A.1.1.1.3	267, 267-268			



Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment																						
	R, I	<ul style="list-style-type: none"> <li>▪ Follows directions to move or place an object and describes the relationship of objects using positional language</li> </ul>	MA.C.2.1.1.4	315A, 315-316																									
		<p>KEY VOCABULARY:</p> <table border="0"> <tr> <td>1. Data</td> <td>12. Number sentences</td> </tr> <tr> <td>2. Labels</td> <td>13. Minus</td> </tr> <tr> <td>3. Sum</td> <td>14. Zero</td> </tr> <tr> <td>4. Difference</td> <td>15. Count on</td> </tr> <tr> <td>5. Whole numbers</td> <td>16. Count back</td> </tr> <tr> <td>6. Counting numbers</td> <td>17. Fact families</td> </tr> <tr> <td>7. Survey</td> <td>18. Bar graph</td> </tr> <tr> <td>8. Graph</td> <td>19. Pictograph</td> </tr> <tr> <td>9. Chart/table</td> <td>20. Tally marks</td> </tr> <tr> <td>10. Plus</td> <td>21. Positional vocabulary</td> </tr> <tr> <td>11. Ordinal numbers</td> <td></td> </tr> </table>	1. Data	12. Number sentences	2. Labels	13. Minus	3. Sum	14. Zero	4. Difference	15. Count on	5. Whole numbers	16. Count back	6. Counting numbers	17. Fact families	7. Survey	18. Bar graph	8. Graph	19. Pictograph	9. Chart/table	20. Tally marks	10. Plus	21. Positional vocabulary	11. Ordinal numbers			<p>Key vocabulary for each chapter is listed on the Home-School Connection page at the start of each chapter. Throughout the pupil's edition, new vocabulary words are highlighted when they are introduced. See the following sample pages: 1, 3, 43, 49, 89, 103, 123, 139, 155, 185, 203, 225, 239, 251, 279, 301, 329, 347, 363, 401, 415, 437, 457, 465</p>			
1. Data	12. Number sentences																												
2. Labels	13. Minus																												
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Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
2	I	<ul style="list-style-type: none"> <li>Compares and orders whole numbers to 100 or more using concrete materials, drawings, number lines, and symbols (&lt;, =, &gt;)</li> </ul>	MA.A.1.1.2.1	297A, 297-298, 299A, 299-300, 301A, 301-302, 326			
	I	<ul style="list-style-type: none"> <li>Understands and applies concepts of counting by 2's, 3's, 5's, 10's and 50's</li> </ul>	MA.A.2.1.1.1 MA.A.3.1.3.2	150, 243A-243B, 243-244, 255A, 255B, 255-256, 257-258, 273, 274			
	I	<ul style="list-style-type: none"> <li>Solves basic addition and subtraction facts using concrete objects and thinking strategies, count on, count back</li> </ul>	MA.A.3.1.1.2 MA.A.2.1.1.3	89I, 89J, 91A, 91-92, 93-94, 95A, 95-96, 97A, 97-98, 103A, 125A, 125-126, 127A, 127-128			
	I	<ul style="list-style-type: none"> <li>Adds and subtracts whole numbers to solve real world problems</li> </ul>	MA.A.3.1.3.1 MA.A.3.1.3.2 MA.D.2.1.2.1	22, 76, 84, 86, 113-114, 118, 120, 133A, 133-134, 143-144, 145-146, 150, 152, 274, 291-292, 317A, 317-318, 326, 349-350, 351A, 378, 420, 436, 445-446			
	I	<ul style="list-style-type: none"> <li>Classifies and models numbers as even or odd</li> </ul>	MA.A.5.1.1.1	265A, 265-266			

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<ul style="list-style-type: none"> <li>Draws, understands and describe characteristics of basic 2 and 3 dimensional shapes</li> </ul>	MA.C.1.1.1.1 MA.C.1.1.1.2	155I, 159A, 159-160, 161-162, 167A, 167-168			
	I	<ul style="list-style-type: none"> <li>Understands basic concepts of spatial relationships including symmetry and reflections (lines of symmetry, combining shapes to make different shapes, creating the reflection of a shape)</li> </ul>	MA.C.2.1.1.1 MA.C.2.1.1.2 MA.C.2.1.1.3 MA.C.2.1.1.4	171A, 171-172, 173A, 173-174, 177A, 177-178, 198, 315A, 315-316			
	I	<ul style="list-style-type: none"> <li>Uses objects to perform geometric transformations including flips, slides and turns</li> </ul>	MA.C.2.1.2.1	173A, 173-174, 198			
	I	<ul style="list-style-type: none"> <li>Compares, describes, and sorts 2 and 3 dimensional objects by attributes (for example, vertices, curves, faces)</li> </ul>	MA.C.3.1.1.1 MA.C.3.1.1.2 MA.C.3.1.1.3	157A, 157-158, 159A, 159-160, 161A, 161-162, 167-168, 229, 165B, 307A, 307-308			
	I	<ul style="list-style-type: none"> <li>Plots and identifies numbers on a number line</li> </ul>	MA.C.3.1.2.1	97A, 97-98, 124, 125A, 125-126, 299A, 299-300			
	I	<ul style="list-style-type: none"> <li>Explores numbers on a hundreds chart</li> </ul>	MA.D.1.1.1.3 MA.A.2.1.1.1 MA.A.2.1.1.4	239I, 239J, 245A, 245-246, 255A, 255-256, 273			

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<ul style="list-style-type: none"> <li>Understands basic concepts of chance and probability; knows the likelihood of an event, explains if an event is certain, probable, or impossible.</li> </ul>	MA.E.2.1.1.1 MA.E.2.1.1.2 MA.E.2.1.2.1	313, 401A, 401-402, 403A, 403-404, 410			
	I	<ul style="list-style-type: none"> <li>Uses concrete materials, pictures and symbols to show the grouping and place value of numbers to 100 or more</li> </ul>	MA.A.2.1.1.2	15-16, 17-18, 241A, 241-242, 243A, 243-244, 247A, 247-248, 279I, 279J, 281-282, 283A, 283-284, 285A, 285-286, 287-288, 291-292, 303A, 303-304			
	I	<ul style="list-style-type: none"> <li>Makes estimates when comparing numbers, estimates reasonable answers, explains the reasonableness of the estimate, and checks the reasonableness of the answer.</li> </ul>	MA.A.4.1.1.1 MA.A.4.1.1.2 MA.A.4.1.1.3 MA.A.4.1.1.4	48, 78, 107, 294A, 249A, 249-250, 323, 379A, 379-380, 442, 467A, 467-468			
	I	<ul style="list-style-type: none"> <li>Describes thinking when solving number problems</li> </ul>	MA.A.3.1.2.3	11, 13, 18, 29, 31, 45, 47, 49, 55, 57, 71, 91, 93, 99, 103, 105, 107, 111, 129, 133, 139, 141, 143, 191, 241, 243, 245, 249, 251, 287, 326			

Correlation of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment		
	I	<ul style="list-style-type: none"> <li>Using concrete materials, pictures or graphs to display data and identify range and mode</li> </ul>	MA.E.1.1.2.1	309B, 309-310, 311-312, 313-314, 324					
	I	<ul style="list-style-type: none"> <li>Discusses results of games and activities dependent upon chance</li> </ul>	MA.E.2.1.1.3	403A, 403-404, 410					
		<p>KEY VOCABULARY</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Congruent</li> <li>2. Reflection</li> <li>3. Rotation</li> <li>4. Translations</li> <li>5. Range</li> <li>6. Mode</li> <li>7. Transformations</li> <li>8. Symmetry</li> <li>9. Pattern</li> <li>10. Likelihood</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>11. Probability.</li> <li>12. Geometric Shapes</li> <li>14. Closed figure</li> <li>15. Faces</li> <li>16. Vertices</li> <li>17. Number line</li> <li>18. Sorts</li> <li>19. Estimate</li> <li>20. Inequality symbols</li> <li>21. Even/Odd</li> </ol> </td> </tr> </table>	<ol style="list-style-type: none"> <li>1. Congruent</li> <li>2. Reflection</li> <li>3. Rotation</li> <li>4. Translations</li> <li>5. Range</li> <li>6. Mode</li> <li>7. Transformations</li> <li>8. Symmetry</li> <li>9. Pattern</li> <li>10. Likelihood</li> </ol>	<ol style="list-style-type: none"> <li>11. Probability.</li> <li>12. Geometric Shapes</li> <li>14. Closed figure</li> <li>15. Faces</li> <li>16. Vertices</li> <li>17. Number line</li> <li>18. Sorts</li> <li>19. Estimate</li> <li>20. Inequality symbols</li> <li>21. Even/Odd</li> </ol>		<p>Key vocabulary for each chapter is listed on the Home-School Connection page at the start of each chapter. Throughout the pupil's edition, new vocabulary words are highlighted when they are introduced. See the following sample pages: 1, 3, 43, 49, 89, 103, 123, 139, 155, 185, 203, 225, 239, 251, 279, 301, 329, 347, 363, 401, 415, 437, 457, 465</p>			
<ol style="list-style-type: none"> <li>1. Congruent</li> <li>2. Reflection</li> <li>3. Rotation</li> <li>4. Translations</li> <li>5. Range</li> <li>6. Mode</li> <li>7. Transformations</li> <li>8. Symmetry</li> <li>9. Pattern</li> <li>10. Likelihood</li> </ol>	<ol style="list-style-type: none"> <li>11. Probability.</li> <li>12. Geometric Shapes</li> <li>14. Closed figure</li> <li>15. Faces</li> <li>16. Vertices</li> <li>17. Number line</li> <li>18. Sorts</li> <li>19. Estimate</li> <li>20. Inequality symbols</li> <li>21. Even/Odd</li> </ol>								

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
3	I	<ul style="list-style-type: none"> <li>Uses numbers to demonstrate knowledge of grouping and place value strategies</li> </ul>	MA.A.2.1.1.2 MA.A.2.1.2.1 MA.A.2.1.2.2 MA.A.2.1.2.3	15-16, 17-18, 241A, 241-242, 243A, 243-244, 247A, 247-248, 276, 279I, 279J, 281A, 281-282, 283A, 283-284, 285, 285A, 285-286, 287A, 287-290, 291A, 291-292, 303A, 303-304, 326			
	I	<ul style="list-style-type: none"> <li>Knows that geometric symbols can be used to represent unknown quantities.</li> </ul>	MA.D.2.1.1.1 MA.D.2.1.1.2	70, 83, 108, 297A, 297B, 297-298, 394, 422, 424			
	I	<ul style="list-style-type: none"> <li>Uses concrete materials, to show equivalent forms of the same number up to 20</li> </ul>	MA.A.1.1.4.1	1J, 11A, 11-12, 13A, 13-14, 15A, 15-16, 17A, 17-18, 21A, 21-22, 149, 380			
	I	<ul style="list-style-type: none"> <li>Represents and explains fractions</li> </ul>	MA.A.1.1.3.1 MA.A.1.1.3.2 MA.A.1.1.3.3 MA.A.1.1.3.4	155J, 181A, 181-182, 183B, 183-184, 185A, 185-186, 187A, 187-188, 189A, 189-190, 200			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<ul style="list-style-type: none"> <li>Knows place value patterns and uses zero as a place holder including whole numbers to 100</li> </ul>	MA.A.2.1.2.2	281A, 281-282, 283-284, 285, 287A, 287-288, 303-304			
	R	<ul style="list-style-type: none"> <li>Counts and groups objects into tens and ones</li> </ul>	MA.A.2.1.2.1	241A, 241-242, 247A, 247-248, 276, 279I, 281A, 281-282, 283A, 283-284, 285-286, 287-290, 291A, 291-292, 303A, 303-304, 326			
	I	<ul style="list-style-type: none"> <li>Describes the related facts that represent a given fact family up to 20</li> </ul>	MA.A.3.1.1.3	123J, 137A, 137-138, 139A, 139-140, 141A, 141-142, 437A, 435-436, 437-438, 439-440			
	I	<ul style="list-style-type: none"> <li>Knows how to use the commutative and associative properties of addition in solving basic addition facts</li> </ul>	MA.A.3.1.1.4	93A, 93-94, 427A, 427-428			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		<ul style="list-style-type: none"> <li>▪ Adds and subtracts 2-digit numbers without regrouping sums to 100</li> </ul>	MA.A.3.1.1.5	291A, 291-292, 326, 459A, 459-460, 461A, 461-462, 463A, 463-464, 471A, 471-472, 473A, 473-474, 475A, 475-476			
		<p>KEY VOCABULARY:</p> <ol style="list-style-type: none"> <li>1. Commutative property</li> <li>2. Associative property</li> <li>3. Symbols</li> <li>4. Fraction</li> <li>5. Equation</li> <li>6. Number sentence</li> <li>7. Algebraic rule</li> <li>8. Place values</li> </ol>		<p>Key vocabulary for each chapter is listed on the Home-School Connection page at the start of each chapter. Throughout the pupil's edition, new vocabulary words are highlighted when they are introduced. See the following sample pages: 1, 3, 43, 49, 89, 103, 123, 139, 155, 185, 203, 225, 239, 251, 279, 301, 329, 347, 363, 401, 415, 437, 457, 465</p>			



Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
4	I	<ul style="list-style-type: none"> <li>Knows and compares money values including quarters, half-dollars and dollars</li> </ul>	MA.B.3.1.1.3	343A, 343-344, 345A, 345-346, 347A, 347-348, 357, 358, 360			
	I	<ul style="list-style-type: none"> <li>Knows appropriate methods of computing real-world problems</li> </ul>	MA.A.3.1.3.1	22, 76, 86, 113-114, 118, 120, 133, 143-144, 145-146, 150, 152, 291-292, 317Am, 317-318, 326, 349-350, 351A, 420, 436, 445-446			
	I	<ul style="list-style-type: none"> <li>Describes thinking when solving number problems</li> </ul>	MA.A.3.1.2.3	11, 13, 18, 29, 31, 45, 47, 49, 55, 57, 71, 91, 93, 99, 103, 105, 107, 111, 129, 133, 139, 141, 143, 191, 241, 243, 245, 249, 251, 287, 326			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<ul style="list-style-type: none"> <li>Understands need for uniform units of measurement</li> </ul>	MA.B.1.1.1.1 MA.B.2.1.2.1	205-206, 207-208, 209-210, 211-212, 215-216, 365-366, 367-368, 369-370, 371A, 371-372, 373-374, 375-376, 383-384, 385-386, 387-388, 389-390, 391-392, 393-394			
	I	<ul style="list-style-type: none"> <li>Demonstrates understanding of measurement of length, weight, time, temperature and capacity</li> </ul>	MA.B.1.1.1.2 MA.B.1.1.1.3 MA.B.1.1.1.4 MA.B.1.1.1.5 MA.B.1.1.1.6	373A, 373, 393A, 393-394, 207A, 207-208, 209A, 209-210, 211A, 211-212, 215A, 215-216, 223A, 223, 236, 385A, 385, 395A, 395-396			
	I	<ul style="list-style-type: none"> <li>Uses nonstandard direct and indirect methods to sort, compare, and order objects by length and weight</li> </ul>	MA.B.2.1.1.1 MA.B.2.1.1.2	366, 389A, 389-390			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<ul style="list-style-type: none"> <li>▪ Selects and uses appropriate tools for measuring length, weight, capacity, temperature, and time</li> </ul>	MA.B.4.1.2.1 MA.B.4.1.2.2	207A, 207-208, 209A, 209-210, 215A, 215-216, 225A, 225-226, 227A, 227-228, 371-372, 373-374, 375-376, 395A, 395-396, 397A, 397-398			
	I	<ul style="list-style-type: none"> <li>▪ Uses standard customary and metric and nonstandard units in measuring real quantities</li> </ul>	MA.B.1.1.2.1 MA.B.2.1.1.3 MA.B.4.1.1.1	205-206, 221-222, 365A, 365-366, 367-368, 369A, 369-370, 371-372, 373A, 373-374, 375A, 375-376, 383A, 383-384, 389A, 389-390, 391A, 393-394, 409, 412			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		<ul style="list-style-type: none"> <li>▪ Estimates length, width, time intervals and money and compares them to actual measurements</li> </ul>	MA.B.3.1.1.1 MA.B.3.1.1.2 MA.B.3.1.1.3	203J, 205A, 205-206, 207-208, 212, 215A, 215-216, 219A, 219-220, 221A, 221-222, 224, 225A, 225, 233, 236, 343A, 343-344, 345A, 345-346, 3437A, 347-348, 357, 358, 360, 365A, 365-366, 369A, 369-370, 371A, 371-372, 373A, 373-374, 375A, 375-376, 409			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		<p>KEY VOCABULARY:</p> <ol style="list-style-type: none"> <li>1. Weight</li> <li>2. Metric units</li> <li>3. Standard Units of Measure</li> <li>4. Indirect measure</li> <li>5. Cups, pint, quart, etc</li> </ol>		<p>Key vocabulary for each chapter is listed on the Home-School Connection page at the start of each chapter. Throughout the pupil's edition, new vocabulary words are highlighted when they are introduced. See the following sample pages: 1, 3, 43, 49, 89, 103, 123, 139, 155, 185, 203, 225, 239, 251, 279, 301, 329, 347, 363, 401, 415, 437, 457, 465</p>			

Daily "Calendar Math" should be incorporated into the first grade math curriculum. Skills such as patterning, data collection, and graphing should be revisited throughout the year to maintain and extend skills. Skills should not be taught in isolation.

\*A = Awareness    I = Instruction    R = Review

**ELEMENTARY ACADEMIC PLAN**

**SUBJECT AREA: Mathematics**

**GRADE LEVEL: Second Grade**

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
1		REVIEW SKILLS FROM FIRST GRADE: <ul style="list-style-type: none"> <li>▪ Understanding Addition</li> <li>▪ Understanding Subtraction</li> <li>▪ Addition and Subtraction Number Sentences</li> </ul>					
		SECOND GRADE: Poses questions, collects data to answer questions with two, three or more categories or choices	MA.E. 1.1.1.1	289J, 313A, 313, 319A, 322			
		Records data using pictures, concrete materials or tally marks	MA.E. 1.1.1.2	38, 117-118, 289J, 311A, 312, 313A, 313, 319A, 319, 322, 386			
		Uses concrete materials, pictures or graphs to display data and identify range, median and mode	MA.E. 1.1.2.1	333			
		Constructs appropriate questions for a class survey	MA.E. 3.1.1.1	313A, 313			
		Collects data for two or more categories and creates a class chart or pictograph	MA.E. 3.1.1.2	289J, 319, 322, 336			
		Determines questions for a survey with two, three or more categories So that the collected information will be relevant to the question	MA.E. 3.1.2.1	313A, 314-315			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Organizes survey information into a simple pictograph, concrete graph or chart	MA.E. 1.1.1.3	312, 313, 319, 322, 438, 440			
		Constructs a graph using computer software	MA.E. 1.1.3.3	334, See also Take It to the Net page 289			
		Knows appropriate methods to display and interpret information	MA.E. 3.1.2.2	117-118, 316, 321-322, 323-324, 327A, 333			
		Uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph or chart	MA.E. 1.1.1.4	105A, 105-106, 189A, 189-190, 312, 313-314, 319-320, 321A, 321-322, 323A, 323-324, 327A, 327-328, 333, 405A, 405-406, 439-440			
		Predicts the outcome for a larger population by analyzing data from a smaller group	MA.E. 1.1.3.1	373B			
		Uses a calculator to compare date	MA.E. 1.1.3.2	204, 240			
		Analyzes and explains orally and in writing the results from a survey	MA.E. 3.1.1.3	313A, 313-314, 315A, 315-316, 321A, 321-322, 323A, 323-324, 333			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Knows the likelihood of a given situation (for example: coin toss, spinners)	MA.E. 2.1.1.1	339J, 373-374, 375-376			
		Knows if an event is certain, probable or impossible	MA.E. 2.1.1.2	375A, 375-376			
		Records results of activities involving chance and makes predictions based upon data (for example: coin flips, number cube rolls bean toss or an area divided into equal and unequal portions)	MA.E. 2.1.1.3	339J, 373A, 373-374, 375A, 375-376			
		Knows if a given event is equally likely, most likely or least likely to occur (for example: spinners, coin toss, election results)	MA.E. 2.1.2.1	339J, 373A, 373-374			
		Locates and explains known and unknown numbers to 1000 or more on a number line	MA.C. 3.1.2.1	401B, 419			
		Locates and identifies the coordinate points or objects on a coordinate grid (first quadrant)	MA.C. 3.1.2.2	325A, 325-326			
		Reads and writes numerals to 100 or more	MA.A. 1.1.1.1	81A, 81-82, 83A, 83-84, 85A, 85-86			
		Makes predictions of quantities of objects (to 50 or more) and explains the reasoning supporting the prediction	MA.A. 4.1.1.1	163A, 170, 415A			



Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Knows reasonable and unreasonable estimates	MA.A. 4.1.1.3	96, 150, 275A, 275-276, 324, 343-344, 345A, 346, 348, 358, 406			
		Counts to 100 by 2's ,3's, 5's, 10's and 25's in a variety of ways (for example: paper and pencil, coins, 100 chart, calculator)	MA.A. 2.1.1.1	99-100			
		Counts by 10,s from any given number less than 100	MA.A. 2.1.1.3	100			
		Counts forward or backward by one, beginning with any number less than 100	MA.A. 2.1.1.4	97A, 97-98			
		Identifies number pattern on a hundred chart	MA.D. 1.1.1.3	99A, 99-100, 157A, 157-158			
		Describes a given pattern and explains the pattern rule	MA.D. 1.1.1.2	73, 74, 157A, 157-158, 167, 182, 413-414, 420			
		Explains generalizations of patterns and relationships	MA.D. 1.1.2.7	23, 27, 63B, 65-66, 89-90, 101-102, 227-228, 412, 413-414			
		Predicts, extends and creates patterns that are concrete, pictorial or numerical	MA.D. 1.1.2.1	99A, 99-100, 157-158, 408, 413A, 413-414, 420, 476			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Recognizes that patterning results from repeating an operation, using a transformation, or making some other change to an attribute	MA.D. 1.1.1.1	11, 167, 260, 413A, 413-414			
		Locates and explains known and unknown numbers to 100 or more on a number line	MA.C. 3.1.2.1	95-96			
		Understands and uses ordinal numbers 1 <sup>st</sup> – 100 <sup>th</sup> or higher	MA.A. 1.1.1.3	103A, 103-104			
		Reads and writes number words to “twenty” or higher	MA.A. 1.1.1.2	85A, 85-86, 395-396			
		Demonstrates and explains the difference between odd and even numbers using concrete objects or drawings	MA.A. 5.1.1.1	101A, 101-102			
		Identifies and explains odd and even numbers	MA.A. 5.1.1.2	101A, 101-102, 105-106			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment																																								
		<p>KEY VOCABULARY:</p> <table border="0"> <tr> <td>Pictograph</td> <td>Bar graph</td> </tr> <tr> <td>Tally table</td> <td>Line graph</td> </tr> <tr> <td>Table</td> <td>Record</td> </tr> <tr> <td>Data</td> <td>Information</td> </tr> <tr> <td>Line plot</td> <td>Survey</td> </tr> <tr> <td>Venn diagram</td> <td>Coordinate graph</td> </tr> <tr> <td>Ordered pair</td> <td>Grid</td> </tr> <tr> <td>Located</td> <td>Ordinal numbers</td> </tr> <tr> <td>Predict</td> <td>Certain</td> </tr> <tr> <td>More likely</td> <td>Probable</td> </tr> <tr> <td>Less likely</td> <td>Improbable</td> </tr> <tr> <td>Equally likely</td> <td>Digit</td> </tr> <tr> <td>Ones</td> <td>Number word</td> </tr> <tr> <td>Tens</td> <td>Organized list</td> </tr> <tr> <td>Hundreds</td> <td>About</td> </tr> <tr> <td>Estimate</td> <td>Closest ten</td> </tr> <tr> <td>Regroup</td> <td>Skip counting</td> </tr> <tr> <td>Before</td> <td>Pattern</td> </tr> <tr> <td>After</td> <td>Odd number</td> </tr> <tr> <td>Between</td> <td>Even number</td> </tr> </table>	Pictograph	Bar graph	Tally table	Line graph	Table	Record	Data	Information	Line plot	Survey	Venn diagram	Coordinate graph	Ordered pair	Grid	Located	Ordinal numbers	Predict	Certain	More likely	Probable	Less likely	Improbable	Equally likely	Digit	Ones	Number word	Tens	Organized list	Hundreds	About	Estimate	Closest ten	Regroup	Skip counting	Before	Pattern	After	Odd number	Between	Even number		<p>Key vocabulary for each chapter is listed on the Home-School Connection page at the start of each chapter. Throughout the pupil's edition, new vocabulary words are highlighted when they are introduced. See the following sample pages: 1, 41, 79, 81, 95, 97, 99, 133, 157, 173, 189, 209, 211, 245, 289, 275, 293, 295, 321, 325, 339, 373, 375, 389, 391, 395, 407, 413, 425, 431, 465</p>			
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Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
2		Counts and groups objects into hundreds, tens and ones and relates to the corresponding written numeral	MA.A. 2.1.2.1	79I, 81A, 81-82, 83A, 83-84, 89A, 89-90, 391-392, 393A, 393-394, 395A, 395-396			
		Represents real-world applications of whole numbers to 100 or more, using concrete materials, drawings and symbols	MA.A. 1.1.3.1	3A, 3-4, 5-6, 9-10, 17-18, 109A, 109-110, 111A, 111-112, 113A, 113-114, 115-116, 119A, 119-120, 127			
		Knows the place value of a designated digit in whole numbers to 1000	MA.A. 2.1.2.3	83-84, 393-394			
		Compares and orders whole numbers to 1000 or more using concrete materials, drawings, number lines and symbols (<, >, =)	MA.A. 1.1.2.1	91A, 91-92, 97A, 97-98, 115-116, 389J, 399A, 399-400, 407A, 407-408, 409A, 409-410, 419			
		Compares two or more numbers to 1000 and identifies which number is more than, equal to or less than the other number	MA.A. 1.1.2.2	91-92, 399A, 399-400			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Demonstrates the place value groupings of numbers to 1000 or more using concrete materials, pictures and symbols	MA.A. 2.1.1.2	83-84, 389I, 391A, 391-392, 393A, 393-394, 395A, 395-396, 397A, 397-398			
		Knows the place value patterns using zero as a place holder	MA.A. 2.1.2.2	175-176, 431-432			
		Predicts the relative size of solutions in addition and subtraction (i.e.- adding two whole numbers results in a number that is larger than either of the two original numbers)	MA.A. 3.1.1.3	155-156, 161A, 161-162, 239			
		Reads and writes numbers to 1000 or more	MA.A. 1.1.1.1	81A, 81-82, 83A, 83-84, 85A, 85-86, 393A, 393-394, 395A, 395-396			
		Makes predictions of quantities of objects (to 50 or more) and explains the reasoning supporting that prediction	MA.A. 4.1.1.1	163A, 170, 415A			
		Knows reasonable and unreasonable predictions	MA.A. 4.1.1.3	96, 150, 275A, 275-276, 324, 343-344, 345A, 346, 348, 358, 406			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Counts to 1000 or more by 2's, 3's, 5's, 10's, 25's, 50's and 100's by using a variety of ways (i.e.- pencil and paper, mental math, 100 chart, calculator, coins)	MA.A. 2.1.1.1	99-100, 391-392, 401A, 401-402			
		Counts by 10's from any given number less than 1000	MA.A. 2.1.1.3	100, 401-402			
		Counts forward and backward by one, beginning with any number less than 1000	MA.A. 2.1.1.4	97A, 97-98, 407A, 407-408			
		Identifies number patterns on a hundred chart	MA.D. 1.1.1.3	99A, 99-100, 157A, 157-158			
		Describes a given pattern and explains the pattern rule	MA.D. 1.1.1.2	73, 74, 157A, 157-158, 167, 182, 413-414, 420			
		Explains generalizations of patterns and relationships	MA.D. 1.1.2.7	23, 27, 63B, 65-66, 89-90, 101-102, 227-228, 412, 413-414			
		Predicts, extends and creates patterns that are concrete, pictorial or numerical	MA.D. 1.1.2.1	99A, 99-100, 157-158, 408, 413A, 413-414, 420, 476			
		Recognizes that patterning results from repeating an operation, using a transformation, or making some other change to an attribute	MA.D. 1.1.1.1	1I, 167, 260, 413A, 413-414			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Locates and explains known and unknown numbers to 1000 or more on a number line	MA.C. 3.1.2.1	401B, 419			
		Represents real-world applications of whole numbers to 1000 or more, using concrete materials, drawings and symbols	MA.A. 1.1.3.1	3A, 3-4, 5-6, 9-10, 17-18, 109A, 109-110, 111A, 111-112, 113A, 113-114, 115-116, 119A, 119-120, 127, 392, 400, 405-406, 416, 425I, 425J			
		Recalls (from memory) the addition facts and corresponding subtraction facts.	MA.A. 3.1.1.1	23-24, 25-26, 27-28, 41I, 43-44, 45-46, 47-48, 51-52, 53-54, 61-62, 63-64, 65-66			
		Chooses and explains the computing method that is more appropriate (faster, more accurate, easier) for varied real-world tasks than using a calculator (whereas recording data from survey results may be easier with a calculator)	MA.A. 3.1.3.2	193-194, 204, 427A			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Solves problems involving addition and subtraction using a variety of strategies (drawings, role-playing and working backward)	MA.A. 3.1.2.1	5-6, 9-10, 19-20, 23A, 24, 31-32, 46, 52, 57-58, 62, 64, 66, 69-70, 76, 136, 142, 148, 163-164, 168, 186, 189-190, 193, 199-200, 206, 218, 221-222, 225, 233-234, 377A, 377-378			
		Predicts the relative size of solutions in addition and subtraction	MA.A. 3.1.1.3	155-156, 161A, 161-162, 239			
		Estimates reasonable solutions for addition and subtraction problems (sums to 100) and explains the procedure used (i.e.-the sum of $34 + 57$ is more than 80 since $30 + 60 = 90$ )	MA.A. 4.1.1.2	133I, 141A, 141-142, 149A, 149-150, 170, 191A, 191-192, 229A, 229-230			
		Represents equivalent forms of the same number through the use of concrete materials including: coins, diagrams and number expression	MA.A. 1.1.4.1	25A, 25-26, 35, 54, 89-90, 117A, 117-118, 121A, 121-122, 128, 130, 159A, 159-160, 401-402			



Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Knows appropriate methods (i.e.-concrete materials, mental math, paper and pencil, calculator) to solve real-world problems involving addition and subtraction	MA.A. 3.1.3.1	29-30, 31-32, 46, 48, 52, 76, 86, 92, 114, 120, 136, 140, 146, 185A, 186, 193-194, 198, 206, 225A, 226, 233A, 233-234, 377-378			
		Solves a variety of number sentences where the missing number is represented by a _ ( $10 + \_ = 6$ )	MA.D. 2.1.1.1	26, 30, 35, 50, 53-54, 63-64, 65, 73, 140, 182			
		Writes number sentences associated with addition and subtraction situations	MA.A. 3.1.2.3	11, 5A, 5-6, 9A, 9-10, 17A, 17-18, 19A, 19-20, 23A, 23-24, 26, 27A, 27-28, 36, 38, 45-46, 47, 67-68, 76, 135, 139-140, 145-146, 147, 221A, 221-222, 377A			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Writes and solves number problems with one operation involving addition and subtraction	MA.A. 3.1.2.2	5-6, 16, 17-18, 19A, 24, 31-32, 46, 52, 62, 146, 189-190, 221A, 233-234, 236, 392, 398, 416, 456			
		Adds and subtracts two-digit numbers with or without regrouping using models, concrete materials and algorithms	MA.A. 3.1.1.4	133J, 135A, 135-136, 137A, 137-138, 139A, 139-140, 145A, 145-146, 147A, 147-148, 155A, 155-156, 173I, 173J, 175A, 175-176, 177A, 177-178, 179A, 179-180, 181A, 181-182, 185A, 185-186, 187A, 187-188, 189-190, 191A, 193-194, 197A, 197-198, 199-200, 204, 206,			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		(continued)		209I, 211A, 211-212, 213A, 213-214, 215A, 215-216, 217A, 217-218, 221-222, 225A, 225-226, 227A, 227-228, 229A, 231-232, 233A, 233-234, 235-236, 239, 242			
		Uses concrete objects, paper and pencil or mental math to solve real-world equations with one unknown	MA.D. 2.1.2.1	29-30, 52, 212, 443-444			
		Identifies and generates patterns in a list of related number pairs based on real-life situations (i.e.- T-chart with the # of tricycles to the # of wheels)	MAD. 1.1.2.6	44, 167			
		Uses a calculator to explore and solve number patterns	MA.D. 1.1.2.4	74, 420			
		Recalls (from memory) the addition facts and corresponding subtraction facts	MA.A. 3.1.1.1	23-24, 25-26, 27-28, 41I, 43-44, 45-46, 47-48, 51-52, 53-54, 61-62, 63-64, 65-66			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Knows the related facts that represent the inverse relationships between addition and subtraction	MA.A. 3.1.1.2	27A, 27-28, 36, 63A, 63-64, 65A, 65-66, 67A, 67-68			
		Recognizes the patterning results from repeating an operation, using a transformation, or making some other change to an attribute	MA.D. 1.1.1.1	11, 167, 260, 413A, 413-414			
		Describes a given pattern and explains the pattern rule	MA.D. 1.1.1.2	73, 74, 157A, 157-158, 167, 182, 413-414, 420			
		Explains generalizations of patterns and relationships	MA.D. 1.1.2.7	23, 27, 63B, 65-66, 89-90, 101-102, 227-228, 412, 413-414			
		Predicts, extends and creates patterns that are concrete, pictorial or numerical	MA.D. 1.1.2.1	99A, 99-100, 157-158, 408, 413A, 413-414, 420, 476			
		Chooses and explains the computing method that is more appropriate for varied real-world tasks (paper/pencil, mental math)	MA.A. 3.1.3.2	193-194, 204, 427A			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Solves problems involving addition and subtraction using a variety of strategies and explains the solution strategy	MA.A. 3.1.2.1	5-6, 9-10, 19-20, 23A, 24, 31-32, 46, 52, 57-58, 62, 64, 66, 69-70, 76, 136, 142, 146, 148, 163-164, 168, 186, 189-190, 193, 199-200, 206, 218, 221-222, 225, 233-234, 377A, 377-378			
		Predicts the relative size of solutions in addition and subtraction	MA.A. 3.1.1.3	155-156, 161A, 161-162, 239			
		Estimates reasonable solutions for addition and subtraction problems and explains the procedure used (i.e.-estimating)	MA.A. 4.1.1.2	133I, 141A, 141-142, 149A, 149-150, 170, 191A, 191-192, 229A, 229-230			
		Represents equivalent forms of the same number through the use of concrete materials (i.e.- coins, diagrams, number expressions)	MA.A. 1.1.4.1	25A, 25-26, 35, 54, 89-90, 117A, 117-118, 121A, 121-122, 128, 130, 159A, 159-160, 401-402			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Knows appropriate methods to solve real-world problems involving addition and subtraction	MA.A. 3.1.3.1	29-30, 31-32, 46, 48, 52, 76, 86, 92, 114, 120, 136, 140, 146, 185A, 186, 193-194, 198, 206, 225A, 226, 233A, 233-234, 377-378			
		Solves a variety of number sentences where the missing number is represented by a _ ( $10 - 5 = 5$ )	MA.D. 2.1.1.1	26, 30, 35, 50, 53-54, 63-64, 65, 73, 140, 182			
		Writes number sentences associated with addition and subtraction situations	MA.A. 3.1.2.3	11, 5A, 5-6, 9A, 9-10, 17A, 17-18, 19A, 19-20, 23A, 23-24, 26, 27A, 27-28, 36, 38, 45-46, 47, 57-58, 64, 76, 135, 139-140, 145-146, 147, 221A, 221-222, 377A			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Writes and solves number problems with one operation involving addition and subtraction	MA.A. 3.1.2.2	5-6, 16, 17-18, 19A, 24, 31-32, 46, 62, 62, 146, 189-190, 221A, 233-234, 236, 392, 398, 416, 456			
		Adds and subtracts two-digit numbers with or without regrouping using models, concrete materials and algorithms	MA.A. 3.1.1.4	133J, 135A, 135-136, 137A, 137-138, 139A, 139-140, 145A, 145-146, 147A, 147-148, 155A, 155-156, 173I, 173J, 175A, 175-176, 177A, 177-178, 179A, 179-180, 181A, 181-182, 185A, 185-186, 187A, 187-188, 189-190, 191A, 193-194, 197A, 197-198, 199-200, 204, 206,			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		(continued)		209I, 211A, 211-212, 213A, 213-214, 215A, 215-216, 217A, 217-218, 221-222, 225A, 225-226, 227A, 227-228, 229A, 231-232, 233A, 233-234, 235-236, 239, 242			
		Uses concrete objects, paper and pencil or mental math to solve real-world equations with one unknown	MA.D. 2.1.2.1	29-30, 52, 212, 443-444			



Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment																																												
		<p>KEY VOCABULARY:</p> <table border="0"> <tr> <td>Mental math</td> <td>Number sentence</td> </tr> <tr> <td>Estimate</td> <td>Add</td> </tr> <tr> <td>Two digit numbers</td> <td>Join</td> </tr> <tr> <td>Thousand</td> <td>In all</td> </tr> <tr> <td>Three digit numbers</td> <td>Plus</td> </tr> <tr> <td>Expanded form</td> <td>Equal</td> </tr> <tr> <td>Standard form</td> <td>Addition sentence</td> </tr> <tr> <td>Equal</td> <td>Altogether</td> </tr> <tr> <td>Less than</td> <td>Take away</td> </tr> <tr> <td>Greater than</td> <td>More</td> </tr> <tr> <td>Least</td> <td>Less</td> </tr> <tr> <td>Greatest</td> <td>Compare</td> </tr> <tr> <td>Increase</td> <td>Minus</td> </tr> <tr> <td>Decrease</td> <td>Subtraction sentence</td> </tr> <tr> <td>Fact</td> <td>Separate</td> </tr> <tr> <td>Addend</td> <td>Addition</td> </tr> <tr> <td>Count back</td> <td>Subtraction</td> </tr> <tr> <td>Difference</td> <td>Related fact</td> </tr> <tr> <td>Sum</td> <td>Doubles</td> </tr> <tr> <td>Count on</td> <td>Doubles + 1</td> </tr> <tr> <td>Subtract</td> <td>Doubles fact</td> </tr> <tr> <td>Fact family</td> <td>Addition fact</td> </tr> </table>	Mental math	Number sentence	Estimate	Add	Two digit numbers	Join	Thousand	In all	Three digit numbers	Plus	Expanded form	Equal	Standard form	Addition sentence	Equal	Altogether	Less than	Take away	Greater than	More	Least	Less	Greatest	Compare	Increase	Minus	Decrease	Subtraction sentence	Fact	Separate	Addend	Addition	Count back	Subtraction	Difference	Related fact	Sum	Doubles	Count on	Doubles + 1	Subtract	Doubles fact	Fact family	Addition fact		<p>Key vocabulary for each chapter is listed on the Home-School Connection page at the start of each chapter. Throughout the pupil's edition, new vocabulary words are highlighted when they are introduced. See the following sample pages: 1, 3, 5, 17, 23, 27, 41, 43, 45, 47, 61, 79, 89, 91, 133, 149, 173, 175, 209, 211, 221, 245, 289, 339, 389, 399, 409, 425, 465</p>			
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Greatest	Compare																																																		
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Count back	Subtraction																																																		
Difference	Related fact																																																		
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Count on	Doubles + 1																																																		
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Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
3		Recognizes that patterning results from repeating an operation	MA.D.1.1.1.1	11, 167, 260, 413A, 413-414			
		Describes a given pattern and explains the pattern rule	MA.D 1.1.1.2	73, 74, 157A, 157-158, 167, 182, 413-414, 420			
		Predicts, extends and creates patterns that are concrete, pictorial or numerical	MA.D.1.1.2.1	99A, 99-100, 157-158, 408, 413A, 413-414, 420, 476			
		Explains generalizations of patterns and relationships	MA.D. 1.1.2.7	23, 27, 63B, 65-66, 89-90, 101-102, 227-228, 412, 413-414			
		Creates and acts out number stories representing multiplication	MA.A. 3.1.2.4	467A, 471A, 490			
		Represents equivalent forms of the same number through the use of concrete materials	MA.A. 1.1.4.1	25A, 25-26, 35, 54, 89-90, 117A, 117-118, 121A, 121-122, 128, 130, 159A, 159-160, 401-402			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Demonstrates knowledge of multiplication (for the repeated addition and array models) using manipulatives, drawings and story problems	MA.A. 3.1.1.5	465I, 467A, 467-468, 469A, 469-470, 471A, 471-472, 473-474, 475A, 475-476, 479A, 479-480			
		Solves a variety of number sentences where the missing number is represented by a $\_$ ( $5 \times \_ = 25$ )	MA.D. 2.1.1.1	26, 30, 35, 50, 53-54, 63-64, 65, 73, 140, 182			
		Uses concrete objects, paper and pencil, mental math to solve real-world problems involving multiplication	MA.D. 2.1.2.1	29-30, 52, 212, 443-444			
		Creates and acts out number stories representing division situations	MA.A. 3.1.2.4	483A, 483-484, 489			
		Demonstrates knowledge of division (the repeated subtraction and partitive models) using manipulatives, drawings and story problems	MA.A. 3.1.1.6	483A, 483-484, 485A, 485-486			
		Represents, compares and explains halves, thirds, quarters and eighths as part of a whole and part of a set, using concrete materials and drawings	MA.A. 1.1.3.2	245J, 269A, 269-270, 271A, 271-272, 273A, 273-274, 277A, 277-278			
		Uses concrete materials to compare fractions in real-life situations	MA.A. 1.1.3.3	283			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Knows that the total of equivalent fractional parts make a whole (i.e.- eight eighths make one whole)	MA.A. 1.1.3.4	269-270			
		Describes attributes of two-dimensional shapes (vertices, edges)	MA.C. 1.1.1.1	249A, 249-250, 251A, 255A, 255-256, 265A, 265-266			
		Sorts two and three dimensional figures according to their attributes	MA.C. 1.1.1.3	247A, 247-248, 249-250, 257A, 257, 265A, 265-266			
		Knows the names of two-dimensional and three-dimensional figures presented in various orientations in the environment	MA.C. 1.1.1.4	247A, 247-248, 249-250, 280			
		Describes symmetry in two-dimensional shapes	MA.C. 2.1.1.1	261A, 261-262, 280, 286			
		Determines lines of symmetry of two-dimensional shapes by using concrete materials	MA.C. 1.1.1.2	261A, 261-262, 286			
		Knows congruent shapes	MA.C. 2.1.1.3	257A, 257-258, 266			
		Identifies shapes that can be combined or separated (a rectangle can be separated into two triangles)	MA.C. 2.1.1.4	255A, 255-256, 284			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Predicts the reflection of a given two-dimensional shape	MA.C. 2.1.1.5	259A, 259-260			
		Identifies slides, flips and turns of simple figures using concrete materials	MA.C. 2.1.2.1	259A, 259-260			
		Sorts two and three dimensional figures according to their attributes	MA.C. 1.1.1.3	247A, 247-248, 249-250, 257A, 257, 265A, 265-266			
		Knows the names of two and three dimensional figures presented in various orientations in the environment	MA.C 1.1.1.4	247A, 247-248, 249-250, 280			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment																																										
		<p>KEY VOCABULARY:</p> <table border="0"> <tr><td>Multiply</td><td>Rectangle</td></tr> <tr><td>Divide</td><td>Solid figures</td></tr> <tr><td>Quotient</td><td>Rectangular prism</td></tr> <tr><td>Equal group</td><td>Pyramid</td></tr> <tr><td>Times</td><td>Cylinder</td></tr> <tr><td>Product</td><td>Sphere</td></tr> <tr><td>Multiplication sentence</td><td>Cube</td></tr> <tr><td>Array</td><td>Cone</td></tr> <tr><td>Factor</td><td>Flat surface</td></tr> <tr><td>Vertical</td><td>Vertex, vertices</td></tr> <tr><td>Equal share</td><td>Edge</td></tr> <tr><td>Divided by</td><td>Net</td></tr> <tr><td>Division sentence</td><td>Trapezoid</td></tr> <tr><td>Fraction equal</td><td>Parallelogram</td></tr> <tr><td>Halves, thirds, fourths</td><td>Side</td></tr> <tr><td>Unequal</td><td>Angle</td></tr> <tr><td>Plane shapes</td><td>Congruent</td></tr> <tr><td>Circle</td><td>Slide</td></tr> <tr><td>Triangle</td><td>Flip</td></tr> <tr><td>Square</td><td>Turn</td></tr> <tr><td>Hexagon</td><td>Line of symmetry</td></tr> </table>	Multiply	Rectangle	Divide	Solid figures	Quotient	Rectangular prism	Equal group	Pyramid	Times	Cylinder	Product	Sphere	Multiplication sentence	Cube	Array	Cone	Factor	Flat surface	Vertical	Vertex, vertices	Equal share	Edge	Divided by	Net	Division sentence	Trapezoid	Fraction equal	Parallelogram	Halves, thirds, fourths	Side	Unequal	Angle	Plane shapes	Congruent	Circle	Slide	Triangle	Flip	Square	Turn	Hexagon	Line of symmetry		<p>Key vocabulary for each chapter is listed on the Home-School Connection page at the start of each chapter. Throughout the pupil's edition, new vocabulary words are highlighted when they are introduced. See the following sample pages: 1, 41, 79, 133, 173, 209, 245, 249, 251, 255, 257, 259, 261, 269, 271, 289, 339, 389, 425, 465, 467, 469, 471, 475, 483, 485</p>			
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Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
4		Counts to 1000 or more by 2's, 3's, 5's, 10's, 25's, 50's and 100's using a variety of ways (mental math, paper and pencil, hundreds chart, calculator and coins of various values	MA.A. 2.1.1.1	99-100, 391-302, 401A, 401-402			
		Counts coins using "mixed" coins	MA.A. 2.1.1.5	79J, 109A, 109-110, 111A, 111-112, 113A, 113-114, 117A, 117-118, 119A, 119-120, 122, 128, 130			
		Knows and compares amounts of money in coins, to one dollar or more	MA.B. 3.1.1.3	115A, 115-116, 117-118, 121A, 121-122			
		Selects and uses an appropriate non standard unit to measure time	MA.B. 4.1.1.1	339I, 341A, 341-342, 353A, 353, 363A, 363			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Knows how to communicate concepts	MA.B. 1.1.1.1	242, 291A, 291-292, 293A, 293-294, 295A, 295-296, 299-300, 301A, 301-302, 305A, 305-306, 336, 341-342, 343-344, 345A, 345-346, 347-348, 351-352, 353-354, 355-356, 357-358, 359A, 359-360, 363A, 363, 365-366, 367-368, 369-370, 383			
		Knows that a standard unit of measure is used in real-world situations to describe the measure of an object (i.e. time)	MA.B. 2.1.2.1	242, 299-300, 301A, 301-302, 305A, 305-306, 334, 343-344, 345A, 345-346, 347-348, 355-356, 357-358, 365-366, 367-368, 386			



Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Knows appropriate tools (clock and calendar) for measuring time (including days, weeks, months and year)	MA.B. 4.1.2.2	303A, 303-304			
		Estimates and measures the time by day as day or night; morning, afternoon or evening and yesterday, today and tomorrow	MA.B. 3.1.1.2	289, 301B			
		Demonstrates an understanding of time using digital and analog clocks to 5 minute intervals	MA.B. 1.1.1.4	291A, 291-292, 293A, 293-294, 295A, 295-296, 299A, 299-300, 334			
		Knows how to communicate concepts	MA.B. 1.1.1.1	242, 291A, 291-202, 293A, 293-294, 295A, 295-296, 299-300, 301A, 301-302, 305A, 305-306, 336, 341-342, 343-344, 345A, 345-346, 347-348, 351-352, 353-354, 355-356, 357-358, 359A, 359-360, 363A, 363, 365-366, 367-368, 369-370, 383			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Knows standard and nonstandard tools for measuring linear dimensions	MA.B. 4.1.2.1	336, 343-344, 345A, 345-346, 347-348, 369A, 369-370, 383			
		Measures length of objects using standard and nonstandard units	MA.B. 1.1.2.1	242, 339I, 341A, 341-342, 343A, 343-344, 345A, 345-346, 347A, 347-348			
		Uses nonstandard methods to compare and order objects according to their lengths	MA.B. 2.1.1.1	339I, 342			
		Uses nonstandard, indirect methods to compare and order objects according to their lengths	MA.B. 2.1.1.2	341A, 342			
		Estimates, measures and compares distance	MA.B. 3.1.1.1	343-344, 345A, 345-346, 347-348, 384, 386			
		Selects and uses an appropriate nonstandard unit to measure length and distance	MA.B. 4.1.1.1	339I, 341A, 341-342			
		Uses customary and metric units to measure, compare and order objects according to their lengths	MA.B. 2.1.1.3	343A, 343-344, 345A, 345-346, 347A, 347-348			
		Knows that a standard unit of measure is used in real-world situations to describe the measure of an object (length)	MA.B. 2.1.2.1	242, 343-344, 345A, 345-346, 347-348			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Estimates, measures and compares distance (customary and metric)	MA.B. 3.1.1.1	343-344, 345A, 345-346, 347-348, 384, 386			
		Knows how to communicate concepts	MA.B. 1.1.1.1	242, 291A, 291-292, 293A, 293-294, 294A, 295-296, 299-300, 301A, 301-302, 305A, 305-306, 336, 341-342, 343-344, 345A, 345-346, 347-348, 351-352, 353-354, 355-356, 357-358, 349A, 359-360, 363A, 363, 365-366, 367-368, 369-370, 383			
		Knows appropriate standard tools for measuring weight	MA.B. 4.1.2.1	363A, 363-364, 365A, 365-366, 367A, 367-368			
		Measures weight of objects using standard and nonstandard units	MA.B. 1.1.2.1	363A, 363-364			
		Uses nonstandard methods to compare and order objects according to their weights	MA.B. 2.1.1.1	363			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Selects and uses an appropriate nonstandard unit to measure weight	MA.B. 4.1.1.1	363A, 363			
		Demonstrates an understanding of customary and metric measurement of weight by selecting appropriate units of measurement (i.e.- ounces, pounds, grams, kilograms)	MA.B. 1.1.1.3	365A, 365-366, 367A, 367-368			
		Measures weight of objects using standard and nonstandard units	MA.B. 1.1.2.1	363A, 363			
		Uses customary and metric units to measure, compare and order objects according to their weight	MA.B. 2.1.1.3	365A, 365-366, 367A, 367-368			
		Knows that a standard unit of measure is used in real-world situations to describe the measure of an object (weight)	MA.B. 2.1.2.1	365-366, 367-368			
		Demonstrates an understanding of customary and metric measurement of weight by selecting appropriate units of measurement	MA.B. 1.1.1.3	365A, 365-366, 367A, 367-368			
		Knows how to communicate concepts	MA.B. 1.1.1.1	242, 291A, 291-292, 293A, 293-294, 295A, 295-296, 299-300, 301A, 301-302, 305A, 305-306, 336, 341-342, 343-344, 345A, 345-346, 347-348, 351-352, 353-354, 355-			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		(continued)		356, 357-358, 359A, 359-360, 363A, 363, 365-366, 367-368, 369-370, 383			
		Knows appropriate standard tools for capacity	MA.B. 4.1.2.1	355A, 355-356, 357A, 357-358			
		Measures capacity of objects using standard and nonstandard units	MA.B. 1.1.2.1	353A, 353-354, 355A, 355-356, 357A, 357-358			
		Uses nonstandard methods to compare and order objects according to capacity	MA.B. 2.1.1.1	353A, 353-354			
		Selects and uses an appropriate nonstandard unit to measure capacity	MA.B. 4.1.1.1	353A, 353-354			
		Demonstrates an understanding of capacity by using appropriate units of measurement (i.e.- ounces, cups, pints, quarts, gallons, liters, milliliters)	MA.B. 1.1.1.6	355A, 355-356, 357A, 357-358			
		Uses customary and metric units to measure, compare and order objects according to their capacity	MA.B. 2.1.1.3	355A, 355-356, 357A, 357-358			
		Knows that a standard unit of measure is used in real-world situations to describe the measure of an object (capacity)	MA.B. 2.1.2.1	355-356, 357-358			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Knows how to communicate concepts	MA.B. 1.1.1.1	242, 291A, 291-292, 293A, 293-294, 295A, 295-296, 299-300, 301A, 301-302, 305A, 305-306, 336, 341-342, 343-344, 345A, 345-346, 347-348, 351-352, 353-354, 355-356, 357-358, 359A, 359-360, 363A, 363, 365-366, 367-368, 369-370, 383			
		Knows appropriate standard tools for measuring temperature	MA.B. 4.1.2.1	369A, 369-370			
		Selects and uses an appropriate nonstandard unit to measure time	MA.B. 4.1.1.1	289I			
		Demonstrates an understanding of temperatures by using Fahrenheit and Celsius thermometers	MA.B. 1.1.1.5	366, 369A, 369-370			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		Knows that a standard unit of measure is used in real-world situations to describe the measure of an object (temperature)	MA.B. 2.1.2.1	367-368			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A* I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment																																																						
		<p>KEY VOCABULARY:</p> <table border="0"> <tr><td>Coin</td><td>Perimeter</td></tr> <tr><td>Penny</td><td>Area</td></tr> <tr><td>Nickel</td><td>Square unit</td></tr> <tr><td>Dime</td><td>Pound</td></tr> <tr><td>Quarter</td><td>Ounce</td></tr> <tr><td>Half dollar</td><td>Kilogram</td></tr> <tr><td>Dollar</td><td>Gram</td></tr> <tr><td>Greatest value</td><td>Weight</td></tr> <tr><td>Least value</td><td>Capacity</td></tr> <tr><td>Change price</td><td>Cup</td></tr> <tr><td>Dollar sign</td><td>Pint</td></tr> <tr><td>Decimal point</td><td>Quart</td></tr> <tr><td>Minute</td><td>Liter</td></tr> <tr><td>Second</td><td>Volume</td></tr> <tr><td>Week</td><td>Cubic units</td></tr> <tr><td>Year</td><td>Hour hand</td></tr> <tr><td>Calendar</td><td>Minute hand</td></tr> <tr><td>Foot</td><td>Hour, half- hour</td></tr> <tr><td>Feet</td><td>Quarter past</td></tr> <tr><td>Yard</td><td>Half past</td></tr> <tr><td>Height</td><td>Quarter to</td></tr> <tr><td>Length</td><td>Midnight</td></tr> <tr><td>Inch</td><td>A.M.</td></tr> <tr><td>Ruler</td><td>Noon</td></tr> <tr><td>Centimeter</td><td>P.M.</td></tr> <tr><td>Meter</td><td>Equivalent</td></tr> <tr><td>Meter stick</td><td></td></tr> </table>	Coin	Perimeter	Penny	Area	Nickel	Square unit	Dime	Pound	Quarter	Ounce	Half dollar	Kilogram	Dollar	Gram	Greatest value	Weight	Least value	Capacity	Change price	Cup	Dollar sign	Pint	Decimal point	Quart	Minute	Liter	Second	Volume	Week	Cubic units	Year	Hour hand	Calendar	Minute hand	Foot	Hour, half- hour	Feet	Quarter past	Yard	Half past	Height	Quarter to	Length	Midnight	Inch	A.M.	Ruler	Noon	Centimeter	P.M.	Meter	Equivalent	Meter stick			<p>Key vocabulary for each chapter is listed on the Home-School Connection page at the start of each chapter. Throughout the pupil's edition, new vocabulary words are highlighted when they are introduced. See the following sample pages: 1, 41, 79, 109, 111, 121, 133, 173, 209, 245, 289, 291, 293, 295, 301, 303, 339, 341, 343, 347, 351, 353, 355, 357, 359, 363, 365, 367, 389, 425, 465</p>			
Coin	Perimeter																																																												
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Daily "Calendar Math" should be incorporated into the SECOND grade math curriculum. Skills such as \_\_\_\_\_ should be revisited throughout the year to maintain and extend skills. Skills should not be taught in isolation.

\*A = Awareness      I = Instruction      R = Review



ELEMENTARY ACADEMIC PLAN

**SUBJECT AREA:** Mathematics

**GRADE LEVEL:** Third Grade

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
1		<b>REVIEW SKILLS FROM SECOND GRADE:</b> <ul style="list-style-type: none"> <li>▪ Addition &amp; Subtraction</li> </ul>					
	I	<b>THIRD GRADE:</b>  <b>DATA ANALYSIS &amp; GRAPHING</b> 1. Identifies different parts of a graph (titles, labels, key) <i>*KEY TERMS: key, scale</i>	MA.E.1.2.1.1	212, 213, 226A, 226-227, 228A, 228-231, 232A, 232-233			
	I	2. Interprets and compares information from pictographs and bar graphs including graphs from content-area materials and periodicals <i>*KEY TERMS: data, pictograph, bar graph</i>	MA.E.1.2.1.2	95, 212A, 212-215, 216-217, 228A, 228-231, 234-235, 237, 243, 251-253, 285, 376			
	I	3. Generates questions, collects responses, and displays data in a table, pictograph or bar graph <i>*KEY TERMS: tally mark, tally chart</i>	MA.E.1.2.1.3	190J, 204A, 204-207, 226A, 226-227, 228A, 228-231, 237, 253, 591			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	4. Interprets and explains orally and in writing displays of data	MA.E.1.2.1.4	169-161, 204A, 204-207, 208A, 208-211, 212A, 212-215, 216A, 216-217, 222A, 222-223, 226A, 226-227, 228A, 228-231, 232A, 232-233, 226A, 226-227, 228A, 228-231, 232A, 232-233, 235, 236A, 236-237, 250-253, 269			
	I	5. Uses concrete materials to determine the mean in a set <i>*KEY TERMS: mean</i>	MA.E.1.2.2.1	211			
	I	6. Identifies the median and mode from a set of numerical data <i>*KEY TERMS: median, mode</i>	MA.E.1.2.2.2	208A, 208-211, 251			
	I	7. Identifies the range in a set of numerical data <i>*KEY TERMS: range</i>	MA.E.1.2.2.3	208A, 208-211, 251			
	I	8. Uses concrete materials, pictures, or graphs to display data and identify range, median, and mode	MA.E.1.2.2.4	208A, 208-211, 251			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<u>MEASUREMENT: Time</u> 9. Knows about measurement of time including using A.M. and P.M., clocks and calendars	MA.B.1.2.1.3	192A, 192-195, 196A, 196-197, 200A, 200-201, 290			
	I	10. Solves real-world problems involving measurement using concrete and pictorial models for the following: length (half-inch, inch, cm), weight (ounce, pound, gram, kilogram), time (fifteen-, five-, and one-minute intervals), capacity (cup, liter), temperature (F and C), and right angles <i>*KEY TERMS: hour, minute, second, analog clock, digital clock, am, pm</i>	MA.B.1.2.2.1	192-195, 196A, 196-197, 444A, 444-445, 634-535, 582A, 582-583, 680-681, 684-685, 690A, 690-692, 694A, 694-695, 696A, 696-697			
	I	11. Uses schedules, calendars, and elapsed time in hour intervals to solve real-world problems <i>*KEY TERMS: half hour, quarter hour</i>	MA.B.1.2.2.3	190I, 198-199, 200-201, 239, 242-243, 269			
	I	12. Knows how to determine whether an accurate or estimated measurement is needed for a solution <i>*KEY TERMS: elapsed time</i>	MA.B.3.2.1.1	160A, 160-161, 184			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	13. Solves problems involving estimated measurements using real-world setting, objects, graph paper, or charts	MA.B.3.2.1.2	192-195, 632A, 632-533, 575, 582A, 582-583, 584A, 584-587, 681-682, 684A, 684-685, 690A, 691, 694A, 694-695, 696-697			
		<b>NUMBER SENSE</b>					
	I	14. Reads, writes, and identifies numbers to 100,000 <i>*KEY TERMS: digits, standard form, ordinal numbers, odd, even</i>	MA.A.1.2.1.1	6A-6B, 6-7, 8A, 8-9, 10A, 10-11, 12A-12B, 12-13, 56-57			
	I	15. Uses language and symbols (>, <, =) to compare the relative size of numbers to 100,000 <i>*KEY TERMS: place value</i>	MA.A.1.2.2.1	18A, 18-21, 22A, 22-23, 31, 44-45, 57, 58, 168A, 168-169			
	I	16. Compares and orders whole numbers through hundred thousands using materials such as base ten blocks, number lines, drawing, and numerals <i>*KEY TERMS: compare, order</i>	MA.A.1.2.2.2	18, 18-21, 22A, 22-23, 57, 58			
	I	17. Translates real-world problems into diagrams and models, using whole numbers	MA.A.1.2.3.1	14-15, 32-33, 44-45, 74-75, 140A, 140-143, 162-165, 346A, 347-348, 374A, 374-377, 436-439			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	18. Demonstrates understanding of the value of a number through expanded form (e.g. $439 = 400 + 30 + 9$ ) <i>*KEY TERMS: expanded form</i>	MA.A.2.2.1.1	6A, 6-7, 10-11, 12-13, 44, 56, 57, 615			
	I	19. Identifies the place value of a digit in a whole number through hundred thousands <i>*KEY TERMS: rounding</i>	MA.A.2.2.1.2	2J, 10A, 10-11, 12-13, 21, 156A, 156-157, 615			
	I	<b><u>NUMBER SENSE: Addition &amp; Subtraction</u></b> 20. Adds and subtracts (three digits or more) using concrete materials, drawings, symbols, and algorithms <i>*KEY TERMS: sum, difference, addend</i>	MA.A.3.2.1.1	24-27, 66A, 66-69, 76-77, 80A, 80-81, 82A, 82-85, 94A, 94-95, 96A, 96-97, 124I, 126A, 126-127, 128A, 128-131, 132A, 132-135, 136A, 136-137, 148A, 148-149, 150A, 150-151, 152A, 152-155, 156A, 156-157, 166A, 166-167, 182-185			
	I	21. Demonstrates the inverse relationship of addition and subtraction by writing related fact families <i>*KEY TERMS: fact families, commutative property, associative property, identity</i>	MA.A.3.2.1.2	70A, 70-71, 96A, 96-97			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	22. Writes number sentences for given situations and story problems involving the addition and subtraction of whole numbers <i>*KEY TERMS: regroup</i>	MA.A.3.2.2.1	74-75, 76A, 76-77, 96-97, 168-169			
	I	23. Uses problem-solving strategies to determine the operation needed to solve 1-step problems involving addition and subtraction of whole numbers <i>*KEY TERMS: estimate</i>	MA.A.3.2.2.2	346-347, 404A, 405-406			
	I	24. Solves real-world problems involving addition and subtraction of whole numbers using an appropriate method (e.g. concrete materials, paper and pencil, mental math)	MA.A.3.2.3.1	14-15, 76A, 76-77, 80A, 80-81, 82A, 82-85, 94-95, 96-97, 102-103, 104-105, 116-119, 132-135, 148-149, 152-155, 160-161, 162A, 162-165, 166-167, 170-171, 217			
	I	25. Explains the reasons for choosing a particular computing method for a particular problem	MA.A.3.2.3.2	14-15, 82-85, 102A, 102-103, 166A, 166-167, 640A, 640-641			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	26. Justifies if a solution is reasonable for the operation implied by the problem (e.g. in an addition problem the sum is greater than the addends)	MA.A.3.2.1.7	378-379, 621			
	I	<b><u>ALGEBRAIC THINKING</u></b> 27. Demonstrates that an equation is a number sentence stating that two quantities are equal <i>*KEY TERMS: equation</i>	MA.D.2.2.1.3	168A, 168-169, 185			
	I	28. Uses concrete materials to model and solve a number sentence with a missing addend for simple word problems	MA.D.2.2.1.1	76A-76B, 76-77, 265			
	I	29. Creates a simple word problem for a given number sentence, diagram, or model	MA.D.2.2.1.2	75, 77, 266A, 266-267, 375-376, 405			
	I	30. Uses models and graphs to solve real-world problems involving equations (=) and inequalities: less than (<), greater than (>), not equal <i>*KEY TERMS: greater than, less than, not equal</i>	MA.D.2.2.2.1	262A-262B, 262-265			
	I	<b><u>MEASUREMENT: Length</u></b> 31. Uses non-standard units to measure and compare objects	MA.B.1.2.1.2	532B, 532, 587			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	32. Demonstrates an understanding of customary and metric terms and tools involving length and distance	MA.B.1.2.1.1	532A, 532-533			
	I	33. Measures, reads, and records the length of items on a measurement tool to the nearest scale of measurement (1/2 inch, inch, foot, yard, centimeter, meter)	MA.B.4.2.2.1	532A, 533, 534A, 534-535, 536A, 536, 582A, 582-583			
	I	34. Determines measurement in real-world problems using customary (e.g. ruler, tape measure, yardstick) and metric tools (meter stick)	MA.B.1.2.2.1	532A, 532-533			
	I	35. Estimates the measurement of an object in a pictorial representation by using the known measure of another object (i.e., determine length of a pencil if a paper clip <i>*KEY TERMS: regroup</i>	MA.B.3.2.1.2	532A, 532-533, 584A, 584-587			
	I	36. Converts measurement units within a single system (i.e., 12 inches = 1 foot)	MA.B.2.2.1.1	532-533, 684A, 684			
	I	37. Devises nonstandard, indirect ways to compare lengths that cannot be physically compared (side-by-side) (uses strings to compare lengths of crooked paths)	MA.B.2.2.1.2	467, 533			



Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	38. Uses oral and written language to justify estimation strategies	MA.B.1.2.1.1	533, 535, 582, 628, 681, 682, 685, 691, 697			
	I	39. Defines perimeter as the distance around the outside of a plane figure <i>*KEY TERMS: perimeter</i>	MA.B.1.2.1.2	464A, 464-467			
	I	40. Uses a wide variety of concrete objects (e.g. grid paper, string, geoboard, tiles, cubes) to explore perimeter	MA.B.1.2.1.2	464A, 464-467			
	I	41. Uses addition as the basic mathematical operation to calculate perimeter	MA.B.1.2.2.2	464A, 464-466			
	I	42. Calculates perimeter by identifying the length of a missing side when given a pictorial model	MA.B.2.2.1.1	466			
	I	43. Estimates and solves real-world problems involving perimeter	MA.B.3.2.1.3	464A, 464			
	I	44. Knows how to identify, locate, and plot ordered pairs of whole numbers on a graph <i>*KEY TERMS: ordered pairs, coordinate grid, plot, line graph, horizontal, vertical</i>	MA.C.3.2.2.1	218A, 218-221, 252			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<b><u>MEASUREMENT: Weight</u></b> 45. Uses various tools (e.g. balance, spring scale, bathroom scale) to find the weight of objects	MA.B.1.2.1.2	690A, 690, 694A, 694	0		
	I	46. Demonstrates an understanding of customary and metric term (ounce, pound, gram, kilogram)	MA.B.2.2.1.3	690A, 690-693, 694A, 694-695			
	I	47. Compares metric/customary unit to pictorial representations (i.e., when shown pictures of an object, choose the appropriate unit)	MA.B.4.2.1.1	690A, 690-693			
	I	48. Justifies selection of the appropriate units and tools for measuring weight to solve real-world problems	MA.B.4.2.2.1	694A, 694			
	I	49. Estimates various weights to the nearest pound and kilogram	MA.B.3.2.1.2	690A, 691, 694A, 694-695			
	I	50. Knows an appropriate unit of measure to determine the dimensions of a given object	MA.B.2.2.2.1	690A, 690-693, 694A, 694-695			
2	I	1. Uses tables, charts, and patterns to determine multiples of whole numbers 1 – 10 (hundred chart, calendar)	MA.A.5.2.1.3	282A, 402A, 402-403			
	I	2. Uses a model to determine factors of whole numbers through 100 <i>*KEY TERMS: factor, product</i>	MA.A.5.2.1.2	258J, 262A, 262-265, 266-267, 280A, 280-281, 282A, 282-283, 306-307, 327, 340-341, 384-385			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	3. Explains and demonstrates the meaning of multiplication using manipulatives, drawings, number sentences, story problems, repeated addition, arrays, and area models <i>*KEY TERMS: arrays, multiples</i>	MA.A.3.2.1.3	260A, 260-261, 262A, 262-265, 266A, 266-267, 276A, 278, 279, 306-309, 316A, 316-317, 318A, 318, 320A, 320-322, 338A, 338-339, 610I, 626A, 626-629, 632A, 632-635			
	I	4. Solves multiplication facts using various strategies, commutative property, identify property, zero property	MA.A.3.2.1.5	263, 286			
	I	5. Computes fluently (with accuracy and efficiency) basic multiplication facts with products to 100	MA.A.5.2.1.1	286-287, 276-279, 316-317, 318-319, 280-281, 320-323, 324-327, 288-291, 328-329, 340-341, 390			
	I	6. Writes number sentences for given situations and story problems involving the addition, subtraction, multiplication of whole numbers	MA.A.3.2.2.1	74-75, 76A, 76-77, 96-97, 168-169, 260-261, 262A, 262-265			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	7. Uses problem-solving strategies to determine the operation needed to solve one-step problems involving addition, subtraction, multiplication, and division of whole numbers	MA.A.3.2.2.2	346A, 346-347, 404A, 405			
	I	8. Solves real-world multiplication problems with whole numbers (two digits by one digit) using concrete materials, drawings, and paper and pencil	MA.A.3.2.3.3	612-615, 628, 629, 630-631, 632-635, 640-641			
	I	9. Uses estimation strategies to determine a reasonable estimate of a quantity	MA.A.4.2.1.1	28A, 28-31, 64I-64J, 86A, 86-89, 90A, 90-91, 98A, 98-101, 160-161, 411, 510A, 510-511, 616A, 616-617, 623, 633-634, 637, 639			
	I	10. Estimates quantities of objects to 250 or more (using benchmark or reference set of fewer objects) * <i>KEY TERMS: benchmark</i>	MA.A.4.2.1.2	90A, 165, 298-299, 410-411, 510A, 510-511			
	I	<b><u>ALGEBRAIC THINKING:</u></b> 11. Describes, extends, and creates numerical and geometric patterns through models (concrete objects, drawings, simple number sequences) * <i>KEY TERMS: patterns</i>	MA.D.1.2.1.2	24A, 24-27, 32-33, 72A, 72-73, 140-143, 270A, 270-273, 317, 330-331, 332A, 332-335, 344A, 344-345, 352-353, 361, 362, 363, 436-439, 529, 588A, 588			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	12. Identifies the missing parts in patterns	MA.D.1.2.1.1	24-27, 72-73, 317, 319, 332-335, 344A, 344-345, 352-353, 361, 363			
	I	13. Poses and solves problems by identifying a predictable visual or numerical pattern	MA.D.1.2.1.3	24-27, 32A, 32-33, 140-143, 174-175, 270A, 270-273, 299, 330-331, 332A, 332-335, 352-353, 361-363, 436-439			
	I	14. Knows mathematical relationships in patterns (i.e., the example, the second number is two more than the first)	MA.D.1.2.2.1	24A, 24-27, 72A, 270A, 330-331, 344-345, 362, 363, 618A, 618-621			
	I	15. Analyzes number patterns and states the rule for relationships (for example, 2, 4, 6, 8, ...; the rule: + 2)	MA.D.1.2.2.2	24A, 24-27, 330-331, 344-345, 362, 363, 618A, 618-621			
	I	16. Discusses and explains the choice of the rule that applies to the pattern	MA.D.1.2.2.3	72A, 72-73, 270-273, 352-353, 588A, 588-589			
	I	17. Identifies and extends a pattern according to the given rule	MA.D.1.2.2.4	72-73, 344-345			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	18. Applies and explains the appropriate rule to complete a table or chart	MA.D.1.2.2.5	72-73, 270-273, 317, 344A, 344-345, 352-353, 588A, 588-589			
	I	<b><u>MONEY</u></b> 19. Identifies equivalent sets of coins <i>*KEY TERMS: equivalent</i>	MA.A.1.2.4.2	571			
	I	20. Counts money using a combination of coins and bills up to \$10.00	MA.B.3.2.1.2	36A-36B, 36-39, 40A-40B, 40-41			
	I	21. Reads, writes, and identifies decimal notation in the context of money <i>*KEY TERMS: decimal, decimal notation</i>	MA.A.1.2.1.3	36A, 36-39, 40A, 40-41, 59, 571			
	I	22. Adds and subtracts money amounts using mental math and/or paper and pencil	MA.A.3.2.3.1	14-15, 32A, 32-33, 36-39, 44-45, 74-75, 140A, 140-143, 162-165, 346A, 346-347, 374A, 374-377, 436-439, 502A, 506-509, 512-513, 516-517, 571			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	23. Translates problem situations into diagrams and models using whole numbers, fractions, and decimal notation in the context of money	MA.A.1.2.3.1	14-15, 32A, 36-39, 44-45, 74-75, 40A, 140-143, 162-165, 346A, 346-347, 374A, 374-377, 436-439, 502A, 506-509, 512-513, 516-517, 571			
	I	24. Uses language and symbols (>, <, =) to compare the relative size of decimals in the context of money	MA.A.1.2.2.1	44-45, 57, 58			
	I	25. Knows that two numbers in different forms are equivalent or non-equivalent, using whole numbers, fractions, and decimals in the context of money	MA.A.1.2.4.3	8-9, 36A, 36-39, 504A, 505, 512A, 512-513, 571			
	I	<b><u>MEASUREMENT</u></b>  26. Uses a variety of concrete objects (e.g. tiles, cubes) to explore area <i>*KEY TERMS: area</i>	MA.B.1.2.1.2	468A, 468-470			
	I	27. Charts square units on grid paper as a graphic representation of area	MA.B.1.2.1.2	468A, 468-470			
	I	28. Uses counting, addition, multiplication, and arrays as the basic mathematical strategies to calculate area	MA.B.1.2.1.2	468A, 468-470			
	I	29. Labels area as "square units"	MA.B.1.2.1.2	468A, 468-470			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	30. Solves real-world problems involving area	MA.B.1.2.2.1	468A, 468-470			
	I	31. Explains the procedures used to solve real-world problems involving estimates of area	MA.A.4.2.1.1	468-471			
	I	<b><u>GEOMETRY</u></b> 32. Knows symmetry, congruency, and reflections in geometric figures using concrete materials (pattern blocks, geoboards ,mirrors <i>*KEY TERMS: diagonal</i>	MA.C.2.2.1.2	456A, 456-458, 460A, 460, 490			
	I	33. Uses appropriate geometric vocabulary to describe properties of two-dimensional figures <i>*KEY TERMS: plane, side, angle, point</i>	MA.C.1.2.1.3	446A, 446-449, 450A, 451-452, 454A, 454-457, 474A, 474-475, 489, 490			
	I	34. Knows congruent and similar figures <i>*KEY TERMS : similar</i>	MA.C.2.2.1.3	456A, 457-459			
	I	35. Uses manipulatives to solve problems requiring spatial visualization	MA.C.2.2.1.1	426I, 432A-432B, 432-433, 435, 436-439, 447, 449, 458, 472A, 472			
	I	36. Demonstrates an understanding of the names (circle, square, triangle, rectangle) and attributes (curves, vertices, sides, angles) of two-dimensional shapes <i>*KEY TERMS: plane figure, corner, acute, right, isosceles, scalene, Equilateral, obtuse</i>	MA.C.1.2.1.1	446A, 446-448, 450A, 450-453, 454A, 454-455, 474-475			



Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	37. Demonstrates an understanding of the names (sphere, cube, pyramid, rectangular prism, cone, cylinder) and attributes (edges, bases, faces, vertices) of three-dimensional shapes <i>*KEY TERMS: solid figure</i>	MA.C.1.2.1.1	428A, 428-430, 432A, 432-433			
	I	38. Identifies geometric vocabulary including points, lines, line segments, intersecting lines, parallel and perpendicular lines, right angles, and sides <i>*KEY TERMS: ray</i>	MA.C.1.2.1.1	442A, 442-443, 444A, 444-456			
	I	39. Identifies polygons (triangle, pentagon, hexagon, quadrilaterals, including square, rectangle, parallelogram, rhombus) as closed figures whose sides are line segments <i>*KEY TERMS: octagon</i>	MA.C.1.2.1.1	446A, 446-448, 450A, 450-453, 454A, 454-455, 474-475			
	I	40. Draws and classifies two-dimensional figures having up to six or more sides	MA.C.1.2.1.2	446A, 446-447, 450A, 450-453, 454A, 454-455, 476A, 477, 488-491			
	I	41. Compares and applies the concepts of area and perimeter of rectangles, using concrete and graphic materials to include grids and pictures	MA.B.2.2.1	464A-464B, 464-467, 468A-468B, 468-471			
	I	42. Uses appropriate geometric vocabulary to describe properties of two-dimensional figures	MA.C.1.2.1.3	446A, 446-449, 450A, 451-452, 454A, 454-457, 474A, 474-475, 489, 490			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	43. Explores flips, slides, and 180 degree turns using concrete and graphic materials (pattern blocks, geoboards, dot paper) <i>*KEY TERMS: reflection, rotation, translation</i>	MA.C.2.2.2.1	456A, 457-458, 459			
	I	44. Explores tessellations	MA.C.2.2.2.3	446-449			
	I	45. Compares the concepts of area and perimeter through the use of concrete and graphic materials (geoboards, color tiles, grid paper)	MA.C.3.2.1.1	426J, 468A, 468-470			
	I	46. Applies the concepts of area and perimeter of rectangles to solve real-world and mathematical problems through the use of concrete materials (for example, framing a photograph)	MA.C.3.2.1.2	464A, 464-466, 468-471, 480-481			
	I	47. Knows the effect of a flip, slide, and 180 degree turn on a geometric figures <i>*KEY TERMS: 180 degree turn</i>	MA.C.2.2.2.2	456A, 457-458, 459, 480-481			
	I	<b><u>Temperature</u></b> 48. Knows temperature scales and uses thermometers <i>*KEY TERMS: degree</i>	MA.B.1.2.1.4	696A, 696-697, 724			
	I	49. Estimates Celsius and Fahrenheit temperatures in real-life situations and from pictorial representations <i>*KEY TERMS: Celsius, Fahrenheit</i>	MA.B.3.2.1.2	696-697			
	I	50. Justifies implications of temperature to real-life situations (e.g. What would you wear if the temperature were 38 degrees F?)	MA.B.1.2.2.1	696A, 696-697			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	51. Calculates the difference in temperatures	MA.B.2.2.1.1	696-697			
3	I	1. Explains the inverse relationship of multiplication and division and writes related fact families <i>Key word: inverse operation</i>	MA.A.3.2.1.6	384A, 384-385, 386A, 386-387, 388A, 388-389, 390-391, 402A, 402-403, 418-421, 653-654			
	I	2. Writes number sentences for given situations and story problems involving the division of whole numbers <i>Key word: division</i>	MA.A.3.2.2.1	372A, 372-373, 401			
	I	3. Uses problem-solving strategies to determine the operation needed to solve one-step problems involving division, multiplication, addition, and subtraction of whole numbers	MA.A.3.2.2.2	346A, 346-347, 405			
	I	4. Predicts the relative size of solutions in addition, subtraction, multiplication, and division of whole numbers	MA.A.3.2.1.7	378-379, 621			
	I	5. Solves real-world division problems having divisors of one digit and dividends not exceeding two digits, with and without remainders <i>Key Words: quotient, divisible</i>	MA.A.3.2.3.4	373, 374A, 375, 649, 654, 656A, 657			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<b><u>FRACTIONS</u></b>  6. Reads, writes, and identifies proper fractions with denominators including 2, 3, 4, 5, 6, 8, 10, and 100 <i>*KEY TERMS: denominator, numerator, fractions</i>	MA.A.1.2.1.2	498A, 498-501, 502A, 502-503, 504A, 504, 512A, 512-513, 516A, 516-517, 518A, 519, 522-525, 542A, 542, 547, 554-556, 564A, 564-565, 567			
	I	7. Uses language and symbols (<, >, =) to compare the relative size of commonly used fractions	MA.A.1.2.2.1	506A, 506-509			
	I	8. Compares and orders commonly used fractions, including halves, thirds, fourths, sixths, and eighths, using concrete materials	MA.A.1.2.2.3	506A, 506-507, 512A, 512-513, 555			
	I	9. Translates real-world problems into diagrams and appropriate models using fractions	MA.A.1.2.3.1	502A, 506-509, 512-513, 516-517			
	I	10. Uses concrete materials to model equivalent forms of common fractions <i>*KEY TERMS: equivalent, fractions</i>	MA.A.1.2.4.1	496I, 504A-504B, 504, 512a-512B, 512-513, 554			
	I	11. Knows that two numbers in different forms are equivalent or non-equivalent, using whole numbers, fractions, and decimals in the context of money <i>*KEY TERMS: tenth, hundredth</i>	MA.A.1.2.4.3	8-9, 36A, 36-39, 504A, 505, 512A, 512-513, 571			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<b><u>CAPACITY</u></b>  12. Defines capacity as the amount of space to be filled (e.g., liquid in a cup, students on a bus) <i>*KEY TERMS: capacity, volume</i>	MA.B.1.2.1.1	680A, 680-681			
	I	13. Demonstrates knowledge of customary (oz., cup, pt., qt., gal.) and metric (milliliters, liters) units of capacity	MA.B.1.2.1.2	680A, 680, 684A, 684			
	I	14. Uses customary and metric units to compare capacity	MA.B.2.2.1.3	680A, 680-682, 684A, 684-685			
	I	15. Estimates and/or solves real-world problems involving capacity	MA.B.3.2.1.1	680A, 680-682, 684A, 684-685			
	I	16. Knows how to estimate the volume of a rectangular prism using manipulatives	MA.B.3.2.1.4	472-473			
	I	17. Selects an appropriate measurement unit for labeling the solution to real-world problems	MA.B.4.2.1.1	192-195, 198-199, 464-467, 471, 536-537, 538A-538B, 538-539, 584A, 584-587, 681-683, 690A, 690-693			
	I	18. Solves real-world problems involving measurement using concrete and pictorial models for capacity	MA.B.1.2.2.1	680-681			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	19. Solves real-world problems involving estimates of the volume of a rectangular prism	MA.B.3.2.1.4	472-473			
	I	<b><u>PROBABILITY</u></b> 20. Determines the number of possible combinations up to eight or more given items and displays them in an organized way (lists all possible combinations of three shirts and two pairs of shorts)	MA.E.2.2.1.1	33, 141, 143, 381, 527, 576-577, 578A, 578-579, 645			
	I	21. Represents all possible outcomes for a particular probability situation or event using models such as organized charts or lists <i>*KEY TERMS: outcomes, fair, probability</i>	MA.E.2.2.1.2	704A, 704-707, 709, 725			
	I	22. Identifies and records the possible outcomes of simple experiments, using concrete materials (spinners, marbles in a bag, coin toss) <i>*KEY TERMS: possible, impossible</i>	MA.E.2.2.2.1	702-703, 704A-704B, 704-707, 725			
	I	23. Calculates the probability of a particular event occurring from a set of all possible outcomes	MA.E.2.2.1.3	704A, 704-707, 709, 725			
	I	24. Determines which outcomes are impossible, least likely, equally likely, most likely, or certain in situations <i>*KEY TERMS: certain</i>	MA.E.2.2.2.2	578J, 700A, 700-701, 702A, 702-703, 704A, 704-707, 708A, 708-709, 714-715, 725			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	R	<b><u>DATA</u></b> 25. Identifies different parts of a graph (titles, labels, key)	MA.E.1.2.1.1	212, 213, 226A, 226-227, 228A, 228-231, 232A, 232-233			
	R	26. Interprets and compares information from picto- and bar graphs including graphs from content-area materials and periodicals	MA.E.1.2.1.2	95, 212A, 212-215, 216-217, 228A, 228-231, 234-235, 237, 243, 251-253, 285, 376			
	R	27. Generates questions, collects responses, and displays data in a table, pictograph or bar graph	MA.E.1.2.1.3	190J, 204A, 204-207, 226A, 226-227, 228A, 228-231, 237, 253, 591			
	R	28. Interprets and explains orally and in writing displays of data	MA.E.1.2.1.4	160-161, 204A, 204-207, 208A, 208-211, 212A, 212-215, 216A, 216-217, 222A, 222-223, 226A, 226-227, 228A, 228-231, 232A, 232-233, 235, 236A, 236-237, 250-253, 269			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	R	29. Uses concrete materials to determine the mean in a set	MA.E.1.2.2.1	211			
	R	30. Identifies the median and mode from a set of numerical data	MA.E.1.2.2.2	208A, 208-211, 251			
	R	31. Identifies the range in a set of numerical data	MA.E.1.2.2.3	208A, 208-211, 251			
	R	32. Uses concrete materials, pictures, or graphs to display data and identify range, median, and mode	MA.E.1.2.2.4	208A, 208-211, 251			
	I	33. Uses a calculator to compare data	MA.E.1.2.3.1	291, 621			
	I	34. In class projects, constructs and discusses patterns in computer-generated graphs using real-world problems (identify the most popular pizza topping)	MA.E.1.2.3.2	231			
	I	35. Designs appropriate questions for a survey	MA.E.3.2.1.1	204-207			
	I	36. Creates a pictograph or bar graph to present data from a given survey	MA.E.3.2.1.2	226-227, 228A, 231, 237			
	I	37. Explains the results from the data of a given survey	MA.E.3.2.1.3	204A-204B, 204-207			
	I	38. Uses statistical data to recognize trends	MA.E.3.2.2.1	222A, 222-223, 228-231, 232A, 232-233, 235, 236, 708-709			
	I	39. Applies statistical data to make generalizations	MA.E.3.2.2.2	216A, 216-217, 222A, 222-223, 228A, 235			



Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	40. Explains generalizations	MA.E.3.2.2.3	216A, 216, 223			
4	I	1. Computes fluently (with accuracy and efficiency) basic multiplication facts with products to 100	MA.A.5.2.1.1	286-287, 276-279, 316-317, 318-319, 280-281, 282-283, 288-291, 320-323, 324-327, 328-329, 340-341, 390			
	I	2. Demonstrates the inverse relationship of multiplication and division by writing related fact families	MA.A.3.2.1.6	384A, 384-385, 386A, 386-387, 388A, 388-389, 390-391, 402A, 402-403, 418-421, 653-654			
	I	3. Justifies if a solution is reasonable for the operation implied by the problem (e.g., in an addition problem the sum is greater than the addends)	MA.A.4.2.1.1	630			
	I	4. Uses a model to determine factors of whole numbers through 100	MA.A.5.2.1.2	258J, 262A, 262-265, 266-267, 280A, 280-281, 282A, 282-283, 306-307, 327, 340-341, 384-385			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	5. Solves real-world multiplication problems with whole numbers (two digits by one digit) using concrete materials, drawings, and paper and pencil	MA.A.3.2.3.3	612-615, 628, 629, 630-631, 632-635, 640-641			
	I	6. Solves real-world division problems having divisors of one digit and dividends not exceeding two digits, with and without remainders using concrete materials, drawings, and paper and pencil	MA.A.3.2.3.4	373, 374A, 375, 649, 654, 656A, 657			
	I	7. Explains and demonstrates the meaning of division and of remainders using manipulatives, drawings, number sentences, and story problems	MA.A.3.2.1.4	368I-368J, 370A, 370-371, 372A, 372-373, 374A, 374-376, 390A, 390-391, 398A, 398-401, 418-421, 610J, 648A, 648-649			
	I	8. Compares the decimal (base 10) number system to the Roman numeral system using the Roman numerals I, V, X, L, and C <i>*KEY TERMS: roman numerals</i>	MA.A.2.2.2.1	27			
	I	9. Recognizes an angle as a shape made by two rays extending from a common endpoint named the vertex	MA.B.1.2.1.1	444A, 444-447, 474A			
	I	10. Identifies the degree system as a measurement of an angle	MA.B.1.2.1.1	444A, 444-447, 464A			
	I	11. Knows that degrees can be presented in symbol or word	MA.B.1.2.1.1	444A, 444-447			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	12. Recognizes that a square corner forms an angle that is called a right angle, or a 90 degree angle	MA.B.1.2.1.5	444A, 444-445			
	I	13. Counts an hour later or an hour before from any point on a clock	MA.B.1.2.2.3	198-199, 242-243			
	I	14. Determines elapsed time in one-hour intervals from any point on a clock	MA.B.1.2.2.3	198-199, 242-243			
	I	15. Determines elapsed time from any point on a calendar	MA.B.1.2.2.3	200-201			
	I	16. Solves problems involving estimated measurement of time to the nearest ½ hour	MA.B.3.2.1.2	192-195			
	I	17. Solves word problems by writing a number sentence using symbols to represent missing elements	MA.D.2.2.1.3	168A, 168-169, 185			
	I	18. Substitutes numbers for symbols to discover unknown values using the strategy of guess and check	MA.D.2.2.2.1	380-381			
	I	19. Creates a simple word problem for a given number sentence, diagram, or model	MA.D.2.2.1.2	75, 77, 266A, 266-267, 375-376, 403			
	I	20. Uses models and graphs (e.g., cubes, number lines) to solve real-world problems involving equations (=) and inequalities: less than (<), greater than (>), not equal	MA.D.2.2.2.1	262A-262B, 262-265			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	*A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	21. Uses manipulatives to solve real-world problems involving volume	MA.B.1.2.2.2	472-473			
	I	22. Solves real-world problems involving estimates of the volume of a rectangular prism	MA.B.3.2.1.4	472-473			

Daily "Calendar Math" should be incorporated into the THIRD grade math curriculum. Skills such as basic computation, problem solving, data collection and representation should be revisited throughout the year to maintain and extend skills. Skills should not be taught in isolation.

\*A = Awareness    I = Instruction    R = Review

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

**ELEMENTARY ACADEMIC PLAN**

**SUBJECT AREA: Mathematics**

**GRADE LEVEL: 4<sup>th</sup> grade**

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
1 (2 weeks)	<ul style="list-style-type: none"> <li>▪ Generates questions, collects responses and displays data.</li> </ul>	MA.E.1.2.1	198A, 198-199, 204A, 204-205, 206A, 206-207, 208A, 208-211, 216A, 216-219, 220-221, 222A, 222-224, 230A, 230-231, 232A, 232-233, 243, 246-249, 342-343, 460-461, 536A, 536-537, 662-663, 696-697		
	<ul style="list-style-type: none"> <li>▪ Labels a graph</li> </ul>	E.1.2.1	204A, 208A, 208-211, 220-221, 232A, 232-233, 243		
	<ul style="list-style-type: none"> <li>▪ Creates an appropriate graph to display data</li> </ul>	E.3.2.1	188J, 208A, 208-211, 216-219, 222A, 222-223		
	<ul style="list-style-type: none"> <li>▪ Identifies the mean, mode, median, and range</li> </ul>	E.1.2.2	226A, 226-229, 249, 404A, 404-405, 427		
	<ul style="list-style-type: none"> <li>▪ Explains the results using statistics range and measures of central tendency</li> </ul>	E.3.2.1	229		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
1(4 weeks)	<ul style="list-style-type: none"> <li>▪ Reads, writes, identifies whole numbers through millions or more, and decimals through hundredths</li> </ul>	A.1.2.1	4A, 4-7, 8A, 8-9, 21, 28A, 28-29, 34A, 34-37, 40, 52-55, 628A, 628-629, 678-679		
	<ul style="list-style-type: none"> <li>▪ Knows the value of given digits and numbers from ones to millions including writing and interpreting expanded forms of numbers.</li> </ul>	A.2.2.1.	2I, 4A, 4-7, 8A, 8-9, 10A, 10-11, 28A, 28-29, 52-55, 628A, 628-629, 678-679		
	<ul style="list-style-type: none"> <li>▪ Locates whole numbers and decimals on a number line</li> </ul>	A.1.2.2.	4, 6, 16, 18, 504A, 504-507, 552		
	<ul style="list-style-type: none"> <li>▪ Compares and orders whole numbers through millions and decimals to hundredths. Use concrete materials, drawings and numbers</li> </ul>	A.1.2.2	16A, 16-19, 52-55, 622I, 630A, 630-631, 666A, 666-667, 678		
	<ul style="list-style-type: none"> <li>▪ Uses language and symbols, greater than and less to, to compare numbers in the same form and into different forms</li> </ul>	MA. A.1.2.2	16A, 16-19, 53, 192A, 192-195, 246, 522A, 522-523, 524A, 524-527, 534A, 534-535, 552-555, 630A, 630-631, 678-679		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Estimates (Rounds) quantities of object to 500 or more and justifies and explains the reasons for estimation</li> </ul>	A.4.2.1	22A, 22-23		
	<ul style="list-style-type: none"> <li>▪ Translates problem situations into diagram and models using whole numbers.</li> </ul>	A.1.2.3	22A, 22-23, 30A, 320A, 320-321, 357		
	<ul style="list-style-type: none"> <li>▪ Knows the value of a given digit in numbers from hundredths to millions including writing and interpreting expanded form</li> </ul>	A.2.2.2	2I, 4A, 4-7, 8A, 8-9, 10A, 10-11, 28A, 28-29, 52-55, 628A, 628-629, 678-679		
	<ul style="list-style-type: none"> <li>▪ Identifies equivalent forms of number</li> </ul>	A.1.2.4	2J, 8A, 10A, 10-11, 34A, 34-37, 516A, 516-519, 519, 520A, 520-521, 530A, 530-533, 552-555, 624A, 624-627, 678-679		
	<ul style="list-style-type: none"> <li>▪ Knows that two numbers in different forms are equivalent or non equivalent using whole numbers, decimals, fractions and mixed numbers</li> </ul>	A.1.2.4	516A, 516-519, 520A, 520-521, 552-555, 624A, 624-627, 678-679		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
<b>Addition And Subtraction of whole numbers</b>	<ul style="list-style-type: none"> <li>▪ Knows the properties of numbers including the following: the identity, commutative, associative properties.</li> </ul>	A.3.2.1.	62-63, 80A, 80-81, 128-131, 132A, 132-133, 180-183, 262-264A, 264-267, 268A, 288-289, 304-307		
	<ul style="list-style-type: none"> <li>▪ Solving real world problems using addition using and appropriate method, mental math, pencil and paper or calculator <i>Limiter: Three addends, four digits</i></li> </ul>	A.3.2.3	6, 41, 62A, 62-63, 85, 102, 103, 114-115, 291, 292-293		
	<ul style="list-style-type: none"> <li>▪ Solves real world problems involving addition and subtraction of decimals to hundredths.</li> </ul>	A.3.2.3	63, 65, 83-85, 307, 600A, 642-645		
	<ul style="list-style-type: none"> <li>▪ Chooses, describe and explains estimation strategies used to determine the reasonableness of solutions to real world problems.</li> </ul>	A.4.2.1	60I, 68A, 68-71, 72A, 72-73, 254I, 258-261, 316A, 316-319, 368A, 368-371, 538-539, 650I, 600A, 600-601, 636A, 636-637, 662-663		
	<ul style="list-style-type: none"> <li>▪ Predicts the relative size of solutions, addition and subtraction of whole numbers and decimals.</li> </ul>	A.3.2.1	68-71, 72-73, 78, 114-117		
	<ul style="list-style-type: none"> <li>▪ Uses problems solving strategies to determine the operation needed to solve one and two-step problems using addition.</li> </ul>	A.3.2.2	12A, 12-13, 140A, 140-143, 222A, 222-223, 290A, 290-291, 394-395, 396A, 396-399, 649, 714A, 714-715		



Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>Uses real world setting, objects, graph paper and charts, to solve problems involving estimated measurements and money to \$1.00</li> </ul>	B.3.2.1	600A, 601		
	<ul style="list-style-type: none"> <li>Explains the reason for choosing a particular computing method for a particular problem</li> </ul>	A.3.2.3	86A, 86-87, 282-283		
	<ul style="list-style-type: none"> <li>Translates problem situations using models and diagrams using whole numbers and models using decimals to hundredths including money</li> </ul>	A.1.2.3	22A, 22-23, 30A, 30-31, 32-33, 320A, 320-323, 357, 712-713		
	<ul style="list-style-type: none"> <li>Explains and demonstrates the addition and subtraction of decimals using concrete materials, drawings, story problems, and algorithms.</li> </ul>	A.3.2.1	80-81, 82-85, 114-117, 638A, 638-640, 642A, 642-645, 678-681		
<b>2</b>	<ul style="list-style-type: none"> <li>Solves real world problems using subtraction using an appropriate method such as pencil and paper, mental math and a calculator</li> </ul>	A.3.2.3	13, 64-67, 82-85, 86-87, 102-103, 114-115, 292-293		
	<ul style="list-style-type: none"> <li>Multiplication of whole numbers; Recalls from memory basic multiplication and division facts.</li> </ul>	A.3.2.1	122I, 128A, 128-131, 136A, 136-137, 146A, 148A, 148-149, 150A, 150-151, 152A, 152-153, 180-183		
	<ul style="list-style-type: none"> <li>Knows factors and multiples of numbers from 1-100</li> </ul>	A.5.2.1	124A, 124-127, 128A, 128-131, 132-135, 180-181		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Knows the zero and identity, commutative, associative and distributive properties of multiplication</li> </ul>	A.3.2.1	128-131, 132A, 132-133, 180-183, 262-263, 264A, 264-267, 288A, 288-289, 304-307		
	<ul style="list-style-type: none"> <li>▪ Multiplies by ten, hundred, one-thousand recognizing and demonstrating patterns</li> </ul>	A.5.2.1	22A, 22-23, 136-137, 256A, 256-257, 314A, 314-315, 356-357, 641		
	<ul style="list-style-type: none"> <li>▪ Knows of divisibility for 2,3,5,9, and 10.</li> </ul>	A.5.4.2	402A, 402-403		
	<ul style="list-style-type: none"> <li>▪ Uses models to demonstrate perfect squares to one hundred.</li> </ul>	A3.2.3	323		
	<ul style="list-style-type: none"> <li>▪ Solves real world multiplication problems with whole numbers, three digits by one digit using concrete materials, drawings, pencil and paper.</li> </ul>	A.3.2.3	274-275, 290, 305, 314-315, 603		
	<ul style="list-style-type: none"> <li>▪ Solves real world problems using division having divisors of one digit and dividends of three digits with or without remainders</li> </ul>	A.3.2.1	386-389, 390-391		
	<ul style="list-style-type: none"> <li>▪ Predicts the relative size of solutions involving multiplication and division</li> </ul>	A.4.2.1	316A, 316-319		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Choose, describes, explains estimation strategies for solving real world problems.</li> </ul>	A.1.2.3	60I, 68A, 68-71, 72A, 72-73, 254I, 258-261, 316A, 316-319, 368A, 368-371, 538-539, 560I, 600A, 600-601, 636A, 636-637, 662-663		
	<ul style="list-style-type: none"> <li>▪ Translates problem situations into diagrams and models using whole numbers.</li> </ul>	A.3.2.2	22A, 22-23, 320A, 320-323, 357, 712-713		
	<ul style="list-style-type: none"> <li>▪ Uses problem solving strategies to determine the operations of one and two-step problems.</li> </ul>	A.3.2.3	12A, 12-13, 41, 102, 156-157, 290A, 292-293		
	<ul style="list-style-type: none"> <li>▪ Explains the reason for using a particular computing method for a particular problem</li> </ul>	A.3.2.1	86A, 86-87, 282A, 282-283, 338A, 338-339		
	<ul style="list-style-type: none"> <li>▪ Knows inverse relationship of multiplication and division and demonstrates it by writing related fact families.</li> </ul>	A.1.2.1	122J, 148A, 148-149, 150-151, 180-183		
	<ul style="list-style-type: none"> <li>▪ Read, Writes, and Identifies fractions and mixed numbers with denominators including 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 100, 1000</li> </ul>	A.1.2.2	500A, 500-501, 502-503, 504A, 504-507, 510-511, 530A, 530-533, 552-555		
	<ul style="list-style-type: none"> <li>▪ Locates fractions and mixed numbers on a number line</li> </ul>	A.1.2.4	504A, 504-507, 534-535, 552-555		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Compares and Orders commonly used fractions using concrete materials, drawings and numerals.</li> </ul>	A.1.2.4	522A, 522-523, 524A, 524-527, 534A, 534-535, 552-555		
	<ul style="list-style-type: none"> <li>▪ Identifies equivalent forms of numbers</li> </ul>	A.1.2.4	2J, 8A, 10A, 10-11, 34A, 34-37, 516A, 516-519, 520A, 520-521, 530A, 530-533, 552-555, 624A, 624-627, 678-679		
	<ul style="list-style-type: none"> <li>▪ Knows that two numbers are equivalent or non-equivalent using fractions and mixed numbers.</li> </ul>	A.1.2.2	516A, 516-519, 520A, 520-521, 552-555		
	<ul style="list-style-type: none"> <li>▪ Uses language and symbols, less than, equal to and greater to, to compare numbers in the same form and into different forms. Such as --- is less than one.</li> </ul>	A.1.2.3	16A, 16-19, 53, 192A, 192-195, 246, 522A, 522-523, 524A, 524-527, 534A, 534-535, 552-555, 630A, 630-631, 678-679		
	<ul style="list-style-type: none"> <li>▪ Translates problem situations into diagrams and models using fractions and mixed numbers</li> </ul>	A.3.2.1	502A, 502-503, 504A, 504-507, 512A, 512-513, 516A, 516-519, 552-555		
	<ul style="list-style-type: none"> <li>▪ Explains and demonstrates addition and subtraction of common fractions using concrete materials, drawings, story problems and algorithms.</li> </ul>	MA.A.3.2.3.1	568-571, 574-577, 600A, 602		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Solves real world problems involving fractions and using an appropriate method. (mental math, paper pencil, or calculator)</li> </ul>	A.3.2.3	568-571, 574-577, 600A, 602		
	<ul style="list-style-type: none"> <li>▪ Solves real world problems involving the addition or subtraction of common fractions with like or unlike denominators.</li> </ul>	A.3.2.1	568-571, 574-577		
	<ul style="list-style-type: none"> <li>▪ Predicts the relative size of solutions, addition and subtraction of fractions</li> </ul>	A.1.2.3	562A, 562-563, 614		
	<ul style="list-style-type: none"> <li>▪ Translates problem situations into diagrams and models using fractions</li> </ul>	A.3.2.2.	502A, 502-503, 504A, 504-507, 512A, 512-513, 516A, 516-519, 553-55		
	<ul style="list-style-type: none"> <li>▪ Uses problem solving strategies to determine the operation needed to solve one and two-step problems</li> </ul>	B.1.2.1	12A, 12-13, 140A, 140-143, 222A, 222-223, 290A, 290-291, 394-395, 396A, 396-399, 649, 714A, 714-715		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<p><b>Angles</b></p> <ul style="list-style-type: none"> <li>▪ Investigates angles measures using models and manipulatives for the common angles 45 degrees, 90 degrees, and 180 degrees and uses these angles as reference points for measures of other angles.</li> </ul>	C.1.2.1	440A, 440-443, 490		
	<ul style="list-style-type: none"> <li>▪ Uses appropriate geometric vocabulary to describe properties and attributes of two and three – dimensional figures. Ex. Vertices, obtuse, right and acute.</li> </ul>	B.1.2.2.	434A, 434-437, 438A, 438-439, 440A, 440-443, 444A, 444-447, 448A, 448-449, 460A, 460-461, 490-493		
<b>3</b>	<ul style="list-style-type: none"> <li>▪ Solves real world problems involving measurement of angles right and straight.</li> </ul>	C.1.2.1	440A, 440-441		
	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>▪ Uses appropriate geometric vocabulary to describe properties and attributes of two and three-dimensional figures. For example: faces, edges, vertices, parallel, intersecting, rays line segment, points, planes, perpendicular</li> </ul>	C.1.2.1	434A, 434-437, 438A, 438-439, 440A, 440-443, 444A, 444-447, 448A, 448-449, 460A, 460-461, 490-493		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Draws and classifies 2 dimensional figures having up to eight or more sides</li> </ul>	C.2.2.1	432I, 438A, 438-439, 444A, 444-447		
	<ul style="list-style-type: none"> <li>▪ Knows symmetry congruency, and reflections in geometric figures using drawing and concrete materials. Uses manipulative to solve problems requiring special visualization</li> </ul>	C.2.2.1	452A, 452-455, 456A, 456-457, 458A, 458-459, 491		
	<ul style="list-style-type: none"> <li>▪ Knows and creates congruent and similar figures</li> </ul>	C.2.2.2.	452A, 452-455, 458A, 458-459, 491-492		
	<ul style="list-style-type: none"> <li>▪ Identifies and performs flips, slides, and turns given an angle of 90 degrees, 180 degrees and directions clock wise and counter clockwise of turn using given concrete and graphic materials.</li> </ul>	C.3.2.1	452A, 452-455, 491		
	<ul style="list-style-type: none"> <li>▪ Knows the effect of flip, slide turn, 90 degrees, 180 degrees, on a geometric figure; Explores tessellations</li> </ul>	B.3.2.1	452A, 452-455, 491		
	<ul style="list-style-type: none"> <li>▪ Knows how area and perimeter are affected when geometric figures are combined.</li> </ul>	C.3.2.1	468A, 468-469, 474A, 474-475		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Knows how to estimate the area and perimeter of regular and irregular polygons using graph paper, geo-boards, or their objects</li> </ul>	C.3.2.1	464, 471, 493		
	<ul style="list-style-type: none"> <li>▪ Compares the concepts of area and perimeter using concrete materials for example color tiles, grid paper, and real world situations for ex. Carpeting, fencing, tiling</li> </ul>	B.3.2.1.	432J, 470-471, 474A		
	<ul style="list-style-type: none"> <li>▪ Applies the concepts of area and perimeter to solve real world mathematical problems</li> </ul>	D.1.2.2	464A, 464-467, 468A, 468-471, 472-473, 474A, 474-475, 478A, 482-483		
	<ul style="list-style-type: none"> <li>▪ Knows how to estimate the volume of a rectangular prism using manipulatives or graphic representation.</li> </ul>	C.1.2.1	476-477, 493		
	<ul style="list-style-type: none"> <li>▪ Knows mathematical relationships in patterns (for ex, the second shape is the first shape turned 90 degrees)</li> </ul>	B.1.2.1	60J, 90A, 90-91, 452-455, 686l		



Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Uses appropriate geometric vocabulary to describe properties and attributes of two and three dimensional figures (for ex. Diameter, radius, chord)</li> </ul>	B.2.2.1	434A, 434-437, 438A, 438-439, 440A, 440-443, 444A, 444-447, 448A, 448-449, 460A, 460-461, 490-493		
	<ul style="list-style-type: none"> <li>▪ Knows measurement concepts and can use oral and written language to asses them</li> </ul>	B.2.2.2	588A, 588-589, 592A, 594A, 594-595, 596A, 596-599, 614-617, 652A, 652-653, 654A, 654-655, 656-657, 658A, 658-661, 664A, 664-665		
	<ul style="list-style-type: none"> <li>▪ Devises non-standard indirect ways to compare lengths. (e.g., Height of a cylinder to the distance around it)</li> </ul>	B.3.2.1	588A, 588-589, 590A, 590-591		
	<ul style="list-style-type: none"> <li>▪ Knows an appropriate unit of measurement to determine the dimensions of a given object. (e.g., Choose feet or inches to measure a desk; non-standard choose a hand to measure the desk.)</li> </ul>	B.4.2.1	588A, 588-589, 600-601, 652A-652B, 652-653		
	<ul style="list-style-type: none"> <li>▪ Knows how to determine whether an accurate or estimated measurement is needed for a solution.</li> </ul>	B.4.2.2	600A, 600-601		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Uses real world settings, objects, graph paper charts, solves problems involving estimated measurements including length to nearest half inch.</li> </ul>	B.1.2.2	588-589, 590-591		
	<ul style="list-style-type: none"> <li>▪ Selects an appropriate measurement unit for labeling the solution to real world problems</li> </ul>	B.2.2.1	191, 588-589, 592-593, 594-595, 601, 652-653, 656-657, 680-681		
	<ul style="list-style-type: none"> <li>▪ Selects and uses the appropriate tool for situational measures</li> </ul>	B.1.2.1	443, 588A, 588-589, 590A, 590-591, 592A-592B, 592-593, 594A, 594-595, 622J, 652A, 652-653, 656A, 656-657, 664A, 664-665		
	<ul style="list-style-type: none"> <li>▪ Solves real world problems involving measurement of length quarter inch, foot, and yard; Uses customary units to compare lengths</li> </ul>	B.1.2.2	588-589, 590-591, 596-599		
	<ul style="list-style-type: none"> <li>▪ Uses a wide variety of models (manipulatives and diagrams) and applies counting procedures to investigate length, area, perimeter</li> </ul>	B.2.2.1	464A, 464-467, 468A, 468-471, 474A, 474-475, 493, 646-647, 658A, 658-660		
	<ul style="list-style-type: none"> <li>▪ Solves real world problems involving perimeter and area using concrete, graphic or pictorial models</li> </ul>	B.2.2.2	464A, 464-467, 468A, 468-471, 474A, 474-475, 493, 646-647		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Uses multiplication to convert customary units of measure</li> </ul>	B.3.2.1	560J, 596A, 596-599, 602-603, 690		
	<ul style="list-style-type: none"> <li>▪ Knows an appropriate unit of measurement to determine the dimensions of a given object. (e.g.,. Choose meter to centimeter measure a desk; non-standard choose a hand to measure the desk.)</li> </ul>	B.3.2.1	588A, 588-589, 600-601, 652A-652B, 652-653		
	<ul style="list-style-type: none"> <li>▪ Knows how to determine whether an accurate or estimated measurement is needed for a solution</li> </ul>	B.4.2.1.	600A, 600-601		
	<ul style="list-style-type: none"> <li>▪ Uses real world settings, objects, graph paper charts, solves problems involving estimated measurements including length to nearest centimeter.</li> </ul>	B.4.2.2	652-653		
	<ul style="list-style-type: none"> <li>▪ Selects an appropriate measurement unit for labeling the solution to real world problems</li> </ul>	B.1.2.2	191, 588-589, 593-594, 594-595, 601, 652-653, 656-657, 680-681		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Selects and uses the appropriate tool for situational measures</li> </ul>	B.2.2.1	443, 588A, 588-589, 590-591, 592A-592B, 592-593, 594A, 594-595, 622J, 652A, 652-653, 656A, 656-657, 664A, 664-665		
	<ul style="list-style-type: none"> <li>▪ Solves real world problems involving measurement of length millimeter and meter</li> </ul>	B.1.2.1	652A-652B, 652-653		
	<ul style="list-style-type: none"> <li>▪ Uses metric units to compare lengths</li> </ul>	B.1.2.2	658A, 658-660		
	<ul style="list-style-type: none"> <li>▪ Uses a wide variety of models (manipulatives and diagrams) and applies counting procedures to investigate length, area, perimeter</li> </ul>	B.2.2.1	464A, 464-467, 468A, 468-471, 474A, 474-475, 493, 646-647, 658A, 658-660		
	<ul style="list-style-type: none"> <li>▪ Solves real world problems involving perimeter and area using concrete, graphic or pictorial models</li> </ul>	B.1.2.1	464A, 464-467, 468A, 468-471, 474A, 474-475, 493, 646-647		
	<ul style="list-style-type: none"> <li>▪ Uses multiplication to convert metric units of measure</li> </ul>	B.2.2.2	652A, 652-653, 654A, 654-655, 656A, 656-657, 658A, 658-660, 690		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Knows measurement concepts and can use oral and written language to communicate them</li> </ul>	B.3.2.1	588A, 588-589, 592A, 594A, 594-595, 596A, 596-599, 614-617, 652A, 652-653, 654A, 654-655, 656A, 656-657, 658A, 658-661, 664A, 664-665		
	<ul style="list-style-type: none"> <li>▪ Knows an appropriate unit of measure, standard or non standard, to measure weight</li> </ul>	B.4.2.1	594A, 594-595		
	<ul style="list-style-type: none"> <li>▪ Knows how to determine an accurate or estimated measurement is needed for a solution</li> </ul>	B.4.2.2	600A, 600-601		
	<ul style="list-style-type: none"> <li>▪ Selects an appropriate measurement unit for labeling the solution to real world problems</li> </ul>	B.1.2.2	191, 588-589, 492-493, 594-595, 601, 652-653, 656-657, 680-681		
	<ul style="list-style-type: none"> <li>▪ Selects and uses appropriate tool for situational measures</li> </ul>	B.3.2.1	443, 588A, 588-589, 590A, 590-591, 592A-592B, 592-593, 594A, 594-595, 622J, 652A, 652-653, 656A, 656-657, 664A, 664-665		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Solves real world problems involving measurement of weight using pounds and ounces and kilograms and grams</li> </ul>	B.2.2.1	656A, 656-657, 658A, 658-660		
	<ul style="list-style-type: none"> <li>▪ Uses real world settings, objects, graph paper or charts to solve problems involving estimated measurements including the following: <b>weight to the nearest ounce. And weight to the nearest gram</b></li> </ul>	B.2.2.1	656A, 656-657		
	<ul style="list-style-type: none"> <li>▪ Uses <b>customary units</b> to compare weight</li> </ul>	B.1.2.1	594A, 594-595, 596A, 596-599, 616-617		
	<ul style="list-style-type: none"> <li>▪ Uses <b>metric units</b> to compare weight</li> </ul>	B.3.2.1	658A, 658-660		
	<ul style="list-style-type: none"> <li>▪ Uses multiplication or division to convert units of measure within a <b>customary system</b>. (16 oz = 1 lb) and in a <b>metric system</b> (1000 grams = 1 kilogram)</li> </ul>	B.4.2.1.	560J, 596A, 596-599, 602-603, 652A, 652-653, 654A, 654-655, 656A, 656-657, 658A, 658-660, 690-691		
	<ul style="list-style-type: none"> <li>▪ Knows measurement concepts and can uses oral and written language to assess them <b>Fahrenheit</b> and <b>Celsius</b></li> </ul>	B.4.2.2.	664A, 664-665		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Knows how to determine whether an accurate or estimated measure is needed for a solution <b>Fahrenheit or Celsius</b></li> </ul>	B.1.2.2.	664-665		
	<ul style="list-style-type: none"> <li>▪ Selects an appropriate unit of measurement for labeling the solution to real world problems <b>Fahrenheit and Celsius</b></li> </ul>	B.3.2.1	645-665		
	<ul style="list-style-type: none"> <li>▪ Selects and uses appropriate for situational measures for example a thermometer <b>Fahrenheit and Celsius</b></li> </ul>	B.1.2.1	664A, 664-665		
	<ul style="list-style-type: none"> <li>▪ Solves real world problems involving measurement of the following: Temperature in <b>Fahrenheit and Celsius</b></li> </ul>	B.4.2.1	664A, 664-665		
	<ul style="list-style-type: none"> <li>▪ Using real world settings, objects, graph paper, solves problems involving estimated measurements, temperature to the nearest 5-degree interval. <b>Fahrenheit and Celsius</b></li> </ul>	B.4.2.2	664A, 664-665		

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Quarter	Content	GLE/BM	Textbook Resources	Supplemental Resources	Assessment
	<ul style="list-style-type: none"> <li>▪ Knows about varied time intervals including decades, hours, minutes, and seconds</li> </ul>	A.3.2.3	188I, 190A, 190-191, 192A, 192-195, 246-247		
	<ul style="list-style-type: none"> <li>▪ Selects an appropriate unit of measurement for labeling the solution to a real world problem</li> </ul>	B.3.2.1	191, 588-589, 492-493, 594-595, 601, 652-653, 656-657, 680-681		
	<ul style="list-style-type: none"> <li>▪ Selects and uses the appropriate tool for situational measures (gauges)</li> </ul>	B.1.2.2	664-665		
	<ul style="list-style-type: none"> <li>▪ Using real world settings, objects, graph paper or charts, solves problems involving estimation measurement time to the nearest 5 minute interval</li> </ul>		191		
	<ul style="list-style-type: none"> <li>▪ Uses schedules calendars, and elapsed time to solve real world problems</li> </ul>		168A, 196A, 196-197, 198A, 200A, 200-201, 246-247		



**ELEMENTARY ACADEMIC PLAN**

**SUBJECT AREA: Mathematics**

**GRADE LEVEL: Fifth Grade**

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
1		<b>Review Skills of 4<sup>th</sup> grade:</b> <ul style="list-style-type: none"> <li>• Multiplication and division facts</li> <li>• Addition and subtraction facts</li> </ul>					
	I	<b><u>DATA ANALYSIS: COLLECTS, GRAPHS, AND INTERPRETS DATA:</u></b>  1. Chooses the appropriate model or graph in real-life settings for displaying data (i.e., Single line graph, single/double bar graph, stem and leaf plot, Venn diagram, pictograph, circle graph, and histogram.) <i>*KEY TERMS: line graph, single/double bar graph, stem and leaf plot, Venn diagram, pictograph, circle graph and histogram</i>	MA.E. 1.2.1.1	18-19, 262-269, 276-277, 288-291, 292A, 292-293, 306-307			
	I	2. Interprets and compares information from different types of graphs	MA.E.1.2.1.2	18-19, 262-269, 276-277, 288-291, 292A, 292-293, 306-307			
	I	3. Chooses reasonable titles, labels, scales and intervals for organizing data on graphs <i>*KEY TERMS: scales, intervals</i>	MA.E.1.2.1.3	262A, 262-265, 278, 286-287, 306, 318, 319, 320, 322, 323, 439, 627, 730-731			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	4. Generates questions, collects responses, and displays data on a graph	MA.E.1.2.1.4	269			
	I	5. Analyzes and explains orally and in writing the implications of graphed data	MA.E.1.2.1.4	269			
	I	6. Knows how to identify, locate, and plot ordered pairs of whole numbers on a graph. <i>*KEY TERMS: ordered pairs</i>	MA.C.3.2.2.1	174A, 174-175, 176A, 176-179, 195, 199, 652A, 652-653, 688, 691			
	I	<b><u>NUMBER SENSE: PLACE VALUE OF WHOLE NUMBERS</u></b>  7. Reads, writes, and identifies whole numbers, fractions and mixed numbers. <i>*KEY TERMS: mixed numbers</i>	MA.A.1.2.1.1	4A, 4-5, 8-11, 58, 60, 394A, 394-397, 400-401, 410A, 410-411, 450, 451, 454, 455			
	I	8. Uses symbols (<, =, >) to compare numbers.	MA.A.1.2.2.1	6-7, 12-13, 56, 70, 418A, 418-419, 420A, 420-423, 452, 456			
	I	9. Compares and orders whole numbers using concrete materials, number lines, drawings, and numerals.	MA.A.1.2.2.2	6A, 6-7			
	I	10. Compares and orders commonly used fractions, percents, and decimals to thousandths using concrete materials, number lines, drawings, and numerals.	MA.A.1.2.2.3	12A, 12-13, 56, 60, 404A, 404-405, 418A, 418-419, 420A, 420-423, 430A, 430-431, 451, 452, 453, 455, 456, 457			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	11. Locate whole numbers, fractions, mixed numbers and decimals on the same number line.	MA.A.1.2.2.4	404A, 404-405, 430A, 430-431, 451, 453, 455			
	I	12. Knows that numbers in different forms are equivalent or nonequivalent using whole numbers, decimals, fractions, mixed numbers and percents. <i>*KEY TERMS: equivalent, nonequivalent</i>	MA.A.1.2.4.1	2I, 8A, 8-11, 14A, 14-17, 398A, 400A, 400-401, 410A, 410-411, 412A, 412-413, 416A, 416-417, 426A, 426-429, 430A, 430-433, 450, 451, 452, 453, 454, 455, 456, 457, 458I, 648A, 648-651, 668A, 668-669			
	I	13. Translates problem situations into diagrams, models, and numerals using whole numbers.	MA.A.1.2.3.1	18-19, 42A, 42-43			
	I	14. Knows that place value relates to powers of 10.	MA.A.2.2.1.1	4-5, 8-11, 14A, 14-17, 56, 57, 58, 60, 61			
	I	15. Expresses numbers to millions or more in expanded form. <i>*Key Terms: expanded form</i>	MA.A.2.2.1.2	4A, 4-5, 8A, 8-11			
	I	<b><u>NUMBER SENSE: ADDITION AND SUBTRACTION OF WHOLE NUMBERS</u></b>  16. Predicts a reasonable solution in addition and subtraction of whole numbers.	MA.A.3.2.1.3	22A, 36-37			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	17. Uses problem-solving strategies to determine the operation(s) needed to solve one-and two-step problems involving addition and subtraction of whole numbers.	MA.A. 3.2.2.1	44-45			
	I	18. Chooses, describes, and explains estimation strategies used to determine the reasonableness of solutions to real-world problems.	MA.A. 4.2.1.1	28A, 28-31, 68A, 68-69, 86A, 86-87, 130I, 204A, 204-207			
	I	<b><u>NUMBER SENSE: MULTIPLICATION OF WHOLE NUMBERS</u></b>  19. Predicts a reasonable solution in multiplication of whole numbers.	MA.A.3.2.1.3	68A			
	I	20. Explains and demonstrates the commutative, associative, and distributive properties of multiplication. <i>*KEY WORDS: commutative, associative, distributive properties</i>	MA.A.3.2.1.5	66A, 66-67, 70A, 70-71, 122, 126			
	I	21. Multiplies by powers of 10 demonstrating patterns.	MA.A.5.2.1.5	84A, 84-85			
	I	<b><u>NUMBER SENSE: PLACE VALUE OF DECIMALS</u></b>  22. Reads, writes, and identifies decimals through thousandths	MA.A.1.2.1.2	8A, 8-11, 56, 60			
	I	23. Compares and orders commonly used decimals to thousandths.	MA.A.1.2.2.3	12A, 12-13, 56, 60			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	24. Explains the similarities and differences between the decimal (base 10) number system and other number systems that do or do not use place value.	MA.A.2.2.2.1	207			
	I	<b><u>NUMBER SENSE: ADDITION AND SUBTRACTION OF DECIMALS</u></b>  25. Predict the relative size of solutions in addition of decimals. (Estimation)	MA.A.3.2.1.3	38A, 38-39			
	I	26. Solves real world problems involving addition and subtraction of decimals.	MA.A.3.2.3.1	40-41			
	I	27. Uses problem-solving strategies to determine the operation needed to solve one and two step problems involving addition and subtraction of decimals.	MA.A.3.2.2.1	44			
	I	28. Choose, describe, and explains estimation strategies used to determine reasonableness of solutions to real world problems.	MA.A.4.2.1.1	28A, 28-31, 68A, 68-69, 86A, 86-87, 130I, 204A, 204-207			
	I	<b><u>NUMBER SENSE: MULTIPLICATION OF DECIMALS</u></b>  29. Explains and demonstrates the multiplication of decimals to hundredths using concrete materials, drawing, story problems, symbols, and algorithms.	MA.A.3.2.1.2	84A, 84-85, 88A, 88-91, 92A, 92-93, 94A, 94-97, 123, 124, 127, 128			
	I	30. Predict the relative size of solutions in multiplication of decimals. <i>*KEY TERMS: estimation</i>	MA.A.3.2.1.3	86A, 86-87, 88-91			
	I	31. Solves real world problems involving multiplication of decimals.	MA.A.3.2.3.1	88-91, 92-93, 94-97, 123, 127			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	32. Translate problem situations into diagrams, models, and numerals using decimals.	MA.A.1.2.3.1	38-39			
	I	33. Use problem solving strategies in real world problems to determine the operations need to solve 1 & 2 step problems involving the multiplication of decimals.	MA.A.3.2.2.1	94-97			
	I	34. Choose, describe, and explains estimation strategies used to determine reasonableness of solutions to real world problems.	MA.A.4.2.1.1	28A, 28-31, 68A, 68-69, 86A, 86-87, 130I, 204A, 204-207			
	I	35. Estimates quantities of objects to 1000 or more and justifies and explains the reasoning for the estimate (i.e. using benchmark numbers, unitizing). <i>*KEY TERMS: benchmark</i>	MA.A.4.2.1.2	402A, 402-403, 510-511, 672A, 672-675			
	I	<b><u>NUMBER SENSE: DIVISION OF WHOLE NUMBERS</u></b> 36. Solves real world problems involving the division of whole numbers.	MA.A.3.2.2.1	132A, 132-135, 144-145, 148-151, 152-155, 192, 193, 226-227, 253-256			
	I	37. Identifies and applies rules of divisibility of 2, 3, 4, 5, 6, 9, and 10. <i>*KEY TERMS: divisibility</i>	MA.A.5.2.1.6	162A, 162-163			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
2	I	<b><u>GEOMETRY: GEOMETRIC SHAPES AND SPATIAL RELATIONSHIPS</u></b>  1. Uses appropriate geometric vocabulary to describe properties and attributes of 2 dimensional angles.	MA.C.1.2.1.1	336A, 336-337			
	I	2. Knows the characteristics and relationships among points and rays. <i>*KEY TERMS: points, rays</i>	MA.C.1.2.1.3	328A, 328-331, 384, 388			
	I	3. Identifies, measures, or constructs angles in degrees, using a protractor. <i>*KEY TERMS: protractor</i>	MA.B.1.2.1.4	332A, 332-335, 384, 388			
	I	4. Identifies angles by name or their measurement in real-world measurement settings.	MA.B.1.2.2.1	328A, 328-331, 384, 388			
	I	5. Explains how an angle is classified.	MA.B.1.2.1.4	332A, 332-335, 384, 388			
	I	6. Solves real-world problems involving measurement of the angles (acute, obtuse, straight) <i>*KEY TERMS: acute, obtuse straight, right</i>	MA.B.1.2.2.1	332A, 332-335, 384, 388			
	I	7. Names and classifies triangles according to the lengths of their sides and/or according to the measure of their angles.	MA.B.1.2.2.1	342-343			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	8. Applies the concepts of area, perimeter, and volume to solve real-world and mathematical problems using student-developed formulas. <i>*KEY TERMS: area, perimeter, volume</i>	MA.C.3.2.1.2	548A, 548-549, 550A, 550-551, 552A, 552-553, 554A, 554-555, 572-573, 585, 586, 589, 590, 492J, 602-603, 610A, 610-618, 638, 639, 641, 642			
	I	9. Solves real-world problems involving perimeter, area, capacity, and volume using concrete, graphic or pictorial models.	MA.B.1.2.2.2	210-211, 540-541, 550-551, 554-555, 558-559, 570-571, 572-573, 576-577, 585, 586, 589, 590, 610-613, 614-617, 616A, 624-625, 626-627, 639, 640, 642, 643, 706-709			
	I	10. Creates a model that represents a given volume of a rectangular prism.	MA.B.3.2.1.4	610-613			



Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	11. Uses appropriate geometric vocabulary to describe properties and attributes of two and three-dimensional figures. <i>*KEY TERMS: attributes, 2 dimensional, 3 dimensional</i>	MA.C.1.2.1.1	336A, 336-337, 340A, 340-341, 342A, 342-345, 346A, 346-349, 356-357, 376-377, 384-386, 388-390, 558-559, 586, 590, 594-601, 638, 641			
	I	12. Draws and classifies two dimensional figures having ten or more sides and three dimensional figures (cubes, rectangular prisms, pyramids) <i>*KEY TERMS: rectangular prisms, pyramids</i>	MA.C.1.2.1.2	326I-326J, 336A, 336-337, 340A, 340-341, 342A, 342-345, 346A, 346-349, 384, 385, 388, 389, 594A, 598A, 598-601, 638, 641			
	I	13. Knows the characteristics of and relationships among points, lines, line segments, rays, and planes. <i>*KEY TERMS: lines, line segments, rays planes</i>	MA.C.1.2.1.3	328A, 328-331, 384, 388			
	I	14. Knows symmetry, congruency, and reflections in geometric figures. <i>*KEY TERMS: symmetry, congruency reflections</i>	MA.C.2.2.1.2	360A, 350-363, 364A, 364-367, 368A, 368-371, 372-373, 386, 387, 390, 391			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	15. Identifies and performs flips, slides, and turns and know their effect on a geometric figure. <i>*KEY TERMS: flips(reflection), slides(translation), turns(rotation)</i>	MA.C.2.2.2.1	364A, 364-367, 387, 391			
	I	16. Explores tessellations. <i>*KEY TERMS: tessellations</i>	MA.C.2.2.2.3	367			
	I	17. Uses manipulatives to solve problems requiring spatial visualization.	MA.C.2.2.1.1	592I, 592J, 598A, 598-601, 604-605, 606A, 606-607, 638, 639, 641, 642			
	I	18. Knows how to justify that two figures are similar or congruent. <i>*KEY TERMS: similar, congruent</i>	MA.C.2.2.1.3	360A, 360-363, 386, 390			
	I	19. Identifies and performs flips, slides, and turns (90, 180, 270 degrees).	MA.C.2.2.2.1	364A, 364-367, 387, 391			
	I	20. Knows the effect of a flip, slide, or turn (90, 180, 270 degrees) on a geometric figure.	MA.C.2.2.2.2	364A, 364-367, 387, 391			
	I	<b><u>MEASUREMENT: TEMPERATURE</u></b>  21. Knows measurement concepts and can use oral and written language to communicate them.	MA.B.1.2.1.1	332A, 332-335, 384, 388, 528A, 528-531, 532A, 532-533, 534A, 534-535, 562A, 562-563, 564A, 564-567, 568-569, 572A, 572-573, 584, 587, 588, 591			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	22. Selects and uses the appropriate tool for situational measures.	MA.B.4.2.2.1	332A, 332-335, 336-337, 531, 532A, 532-533, 534A, 534-535, 568A, 568-569, 616-617, 620-621			
	I	23. Solves real world problems involving the measurement of temperature.	MA.B.1.2.2.1	568A, 568-569			
	I	24. Solves real world problems involving estimated measures to the nearest 5 degree interval.	MA.B.3.2.1.1	568A, 568-569			
	I	25. Selects an appropriate unit for labeling the solution to real world problems.	MA.A.4.2.1.1	558-559, 602-603, 610-613, 624-625, 626-627			
	I	<b><u>MEASUREMENT: TIME</u></b>  26. Knows measurement concepts and can use oral and written language to communicate them.	MA.B.1.2.1.1	332A, 332-335, 384, 388, 528A, 528-531, 532A, 532-533, 534A, 534-535, 562A, 562-563, 564A, 564-567, 568-569, 572A, 572-573, 584, 587, 588, 591			
	I	27. Knows varied units of time that include centuries and seconds. *KEY TERMS: centuries	MA.B.1.2.1.3	562A, 562-563, 587, 591			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	28. Selects and uses the appropriate tool for situational measures.	MA.B.4.2.2.1	332A, 332-335, 336-337, 531, 532A, 532-533, 534A, 534-535, 568A, 568-569, 616-617, 620-621			
	I	29. Uses schedules, calendars, and elapsed time to solve real world problems.	MA.B.1.2.2.3	266-269, 278, 290-291, 292-293, 318, 319, 320, 322, 323, 564A, 564-567, 587, 591			
	I	30. Solves real world problems involving estimated measurement of time to the nearest one minute interval.	MA.B.3.2.1.2	567, 571, 577, 584			
	I	31. Selects an appropriate measurement unit for labeling solution to real world problems.	MA.B.4.2.1.1	558-559, 602-603, 610-613, 624-625, 626-627			
	I	<b><u>NUMBER SENSE: FRACTIONS</u></b> 32. Reads, write, identifies and constructs pictorial representations of fractions and mixed numbers. <i>*KEY TERMS: mixed numbers</i>	MA.A.1.2.1.1 MA.A.1.2.3.1	392J, 394A, 394-397, 400-401, 410A, 410-411, 450, 451, 454, 455, 462-463, 490-491			
	I	33. Compares and orders fractions with unlike denominators using concrete materials, number lines, drawings, and numerals. <i>*KEY TERMS: numerator, denominator</i>	MA.A.1.2.2.3	404A, 404-405, 418A, 418-419, 420A, 420-423, 430A, 430-431			
	I	34. Uses symbols (<, >, +) to compare numbers in the same and different forms such as $0.5 < \frac{3}{4}$ .	MA.A.1.2.2.1	6-7, 12-13, 56, 60, 418A, 418-419, 420A, 420-423, 452, 456			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	35. Arranges fractions and mixed numbers on a number line.	MA.A.1.2.2.2	404-405			
	I	36. Applies knowledge of the relationship of mixed numbers and improper fractions to solve mathematical and real-world problems.	MA.A.3.2.3.1	476-477, 478-481, 484-487			
	I	37. Identifies and calculates equivalent fractions.	MA.A.1.2.4.1	398A, 400A, 400-401, 410A, 410-411, 412A, 412-413, 416A, 416-417, 426A, 426-429, 430A, 430-433, 450, 451, 452, 453, 454, 455, 456, 457			
	I	38. Finds factors of numbers to 100 to determine if they are prime or composite. <i>*KEY TERMS: prime, composite</i>	MA.A.5.2.1.1	162A, 162-163, 164A, 164-167			
	I	39. Expresses a whole number as a product of its prime factors.	MA.A.5.2.1.2	164A, 164-167			
	I	40. Identifies the greatest common factor of at least two numbers. <i>*KEY TERMS: greatest common factor</i>	MA.A.5.2.1.3	414A, 414-415, 416A, 416-417, 466-469			
	I	41. Identifies the least common multiple of two or more numbers. <i>*KEY TERMS: least common multiple</i>	MA.A.5.2.1.4	464A, 464-465, 466-469			
	I	42. Interpret and complete circle graphs using common fractions.	MA.E.1.2.1.5	404-403, 426-429, 490-493			
	I	43. Uses models to identify perfect squares to 144. <i>*KEY TERMS: perfect squares</i>	MA.E.1.2.1.7	167			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<b><u>NUMBER SENSE: ADDITION AND SUBTRACTION OF FRACTIONS</u></b>  44. Explains and demonstrates the multiplication of common fractions using concrete materials, drawings, story problems, symbols, and algorithms.	MA.A.3.2.1.1	458J, 490A, 490-493, 496A, 496-499, 520, 521, 524, 525			
	I	45. Determines the sum and difference of fractions and mixed numbers with unlike denominators and expresses in simplest form. <i>*KEY TERMS: simplest form</i>	MA.A.3.2.1.3	460-461, 466-469, 474-475, 476-477, 494A, 494-495			
	I	46. Explains and demonstrates the inverse nature of multiplication and division, with particular attention to multiplication by a fractions (i.e. multiplying by $\frac{1}{4}$ yields the same result as dividing by 4). <i>*KEY TERMS: inverse operations</i>	MA.A.3.2.1.4	132-135, 192, 196, 490A, 502B, 502-503			
	I	47. Solve real world problems involving addition and subtraction of fractions and mixed numbers using an appropriate method. Not to exceed 2, 3, 4, 5, 6, 8, 10, 20, 25, 50, 75, and 100.	MA.A.3.2.3.1	352A, 352-355, 406-407, 438-439, 466-469, 476-477, 478-481, 484-487, 490-493, 496-499, 500-501, 504A, 504-505, 506-507			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	48. Translate problem situations into diagrams, models, and numerals using fractions and mixed numbers.	MA.A.1.2.3.1	392J, 394A, 394-397, 400-401, 462-463, 490-491			
	I	49. Uses problem-solving strategies to determine the operations needed to solve one-and two-step problems involving addition, subtraction, multiplication, and division of whole numbers, and addition, subtraction, and multiplication of decimals and fractions.	MA.A.3.2.2.1	94-97, 114-115, 132A, 132-135, 144-145, 148-151, 152-155, 192, 193, 226-227, 253, 256, 482-483, 484A, 484-487, 504A, 504-505, 510-511, 520-521, 524, 525			
	I	<b><u>NUMBER SENSE: PERCENTS</u></b> 50. Represents percent as a part of a hundred, using a model (circle graph, or 10X10 grid).	MA.A.1.2.3.1 MA.A.1.2.1.5	644J, 668-669, 706A, 707-708			
	I	51. Reads, writes, and identifies common percents.	MA.A.1.2.3.1	644J, 668-669, 706A, 707-708			
	I	52. Expresses a percent as a fraction and /or decimal.	MA.A.1.2.1.3	668A-668B, 668-669			
	I	<b><u>DATA ANALYSIS: CIRCLE GRAPHS</u></b> 53. Illustrates a circle graph as parts equaling a whole.	MA.A.1.2.4.1	286-291, 336-337			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	54. Interprets and completes a circle graph, using common fractions, decimals, and percents.	MA.E.1.2.1.5	402-403, 426-429, 490-493, 668-669, 676-677			
	I	<b><u>NUMBER SENSE: DECIMALS, FRACTIONS, PERCENTS</u></b> 55. Read, write and identify fractions and mixed numbers with denominator's of 2, 3, 4, 5, 6, 8, 10, 20, 25, 50, 75, and 100.	MA.A.1.2.1.1	394A, 394-397, 400-401, 410A, 410-411, 450, 451, 454, 455			
	I	56. Compares and orders whole numbers, decimals, fractions, and percents using number lines and symbols (<,>=).	MA.A.1.2.2.2	6A, 6-7, 12A, 12-13, 56, 60, 404A, 404-405, 430A, 430-431			
	I	57. Knows that numbers in different forms are equivalent or nonequivalent, using whole numbers, fractions, decimals, mixed numbers, and percents.	MA.A.1.2.4.1	2I, 8A, 8-11, 14A, 14-17, 398A, 400A, 400-401, 410A, 410-411, 412A, 412-413, 416A, 416-417, 426A, 426-429, 430A, 430-433, 450, 451, 452, 453, 454, 455, 456, 457, 458I, 648A, 648-651, 668A, 668-669			



Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<b><u>ALGEBRAIC THINKING: EQUATIONS</u></b>  58. Applies the symbolic representations for greater than ( $>$ ), less than ( $<$ ), greater than or equal ( $\geq$ ), less than or equal ( $\leq$ ), equal ( $=$ ) or not equal.	MA.D.2.2.2.1	6-7, 12-13, 418-423			
	I	59. Produces a solution set using a number line.	MA.D.2.2.2.1	712-714, 716A, 716-717, 718A, 718-719			
	I	60. Writes an equation using up to two operations and two variables for verbal or written problems.	MA.A.3.2.2.1	700-701, 702-703, 706-709			
	I	<b><u>PROBABILITY</u></b>  61. Identifies and records the possible outcomes of an experiment using concrete materials (i.e. spinners, marbles, number cubes.)	MA.E.2.2.2.1	300A, 300-301, 302-305, 321, 325			
	I	62. Explains and predicts which outcomes are most likely to occur and expresses the results as ratios. <i>*KEY TERMS: outcomes, ratios</i>	MA.E.2.2.2.2	302A, 302-305, 321, 325			
	I	63. Determines the number of possible combinations of given items and displays them in an organized way.	MA.E.2.2.1.1	32-33, 42-43, 58, 59, 62, 80A, 80-81, 123, 127, 276-279, 319, 323, 352-355, 484-487, 558-559, 606-607			
	I	64. Represents all possible outcomes for a simple probability situation or event using models such as organized lists, charts, or tree diagrams. <i>*KEY TERMS: tree diagrams</i>	MA.E.2.2.1.2	300A, 300-301, 302-305, 321, 325			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	65. Categorizes outcomes based on an activity as impossible, unlikely, equally likely, likely, and certain. <i>*KEY TERMS: impossible, unlikely, likely, certain, equally likely</i>	MA.E.2.2.1.3	300-301, 302A, 302-305, 321, 325			
	I	66. Conducts experiments to test predictions.	MA.E.2.2.2.3	258J, 296A, 296-299, 300-301			
3	I	<b><u>Measurement: Length, Perimeter, Area, Volume</u></b>  1. Selects appropriate tools and units of length (to the nearest 1/8, 1/4, 1.2, inch, foot, yard, mile, millimeter, centimeter, meter, or kilometer) when solving real-world problems. <i>*KEY TERMS: inch, foot, yard, mile millimeter, centimeter, meter kilometer</i>	MA.B.1.2.2.1 MA.B.2.2.2.1 MA.B.4.2.2.1	528A, 528-531, 532A, 532-533, 534A, 532-535			
	I	2. Estimates measurements and solves real-world problems.	MA.B.2.2.1.1 MA.B.3.2.1.2 MA.B.3.2.1.3	475, 511, 532-533, 534-539, 551, 567, 571, 577, 584, 613, 615, 621, 624A, 624-625			
	I	3. Compares units and uses multiplication and division to convert units of measure within the customary or metric system when working multi-step problems. <i>*KEY TERMS: customary, metric</i>	MA.B.2.2.1.2 MA.B.2.2.1.3	70-71, 528A, 528-531, 534A, 536A, 536-539, 534-535, 536A, 536-539, 562A, 562-563, 576-577, 584, 587, 588, 591, 614A, 614-			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
		(continued)		615, 616A, 616-617, 620A, 620-621, 622-623, 626A, 626-627, 639, 640, 642, 643			
	I	4. Determines the length of a side when the perimeter is known in a named polygon. <i>*KEY TERMS: polygon</i>	MA.B. 3.2.1.3	540-541			
	I	5. Knows how to determine whether an accurate or estimated measurement is needed for a solution (i.e., perimeter).	MA.B.3.2.1.1	624A, 624-625, 640, 643			
	I	6. Extends conceptual experiences into patterns to develop formulas for determining perimeter, area, and volume. <i>*KEY TERMS: perimeter, area, volume</i>	MA.B.1.2.1.2	540A, 540-541, 550A, 550-551, 552A, 552-553, 554A, 554-555, 585, 586, 589, 590, 610A, 610-613, 639, 642			
	I	7. Calculates the area of a region, excluding a portion of the region.	MA.B.1.2.1.2	548A-548B, 548-549, 555			
	I	8. Derives and applies the formulas for perimeter, area, and volume to solve real-world problems.	MA.B.2.2.2.2	540-541, 548-549, 551-552, 552-553, 554-555, 602-603, 610-613			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<b><u>Measurement: Weight</u></b>  9. Knows measurement concepts and can use oral and written language to communicate them.	MA.B.1.2.1.1	332A, 332-335, 384, 388, 528A, 528-531, 532A, 532-533, 634A, 534-535, 562A, 562-563, 564A, 564-567, 568-569, 572A, 572-573, 584, 587			
	I	10. Selects the appropriate unit of measure (ounces, cups, pints, quarts, gallons, milliliters, liters, kiloliters) to solve real-world problems. <i>*KEY TERMS: quarts, gallons, milliliters, kiloliters, liters, ounces, cups, pints</i>	MA.B.4.2.1.1	558-559, 602-603, 610-613, 624-625, 626-627			
	I	11. Knows how to convert to larger or smaller units using multiplication and division in the customary or metric system.	MA.B.2.2.1.3	70-71, 528A, 528-531, 536A, 536-539, 562A, 562-563, 576-577, 584, 587, 588, 591, 614A, 615-616, 616A, 616-617, 620A, 620-621, 622-623, 626A, 626-627, 639, 640, 642, 643			
	I	12. Knows an appropriate unit of measure to measure weight in pounds or grams. <i>*KEY TERMS: pounds, grams</i>	MA.B.2.2.2.2.	620-623			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	13. Knows how to determine whether an accurate or estimated measurement is needed for a solution in customary/metric.	MA.B.3.2.1.1	624A, 624-625, 640, 643			
	I	14. Solve real world problems involving estimated measurement including weight to the nearest ounce or gram.	MA.B.3.2.1.2	621, 624A, 624-625			
	I	15. Select an appropriate unit for labeling the solution to real world problems.	MA.B.4.2.1.1	558-559, 602-603, 610-613, 624-625, 626-627			
	I	<b><u>Measurement: Capacity/Volume</u></b>  16. Know measurement concepts and can use oral and written language to communicate them.	MA.B.1.2.1.1	332A, 332-335, 384, 388, 528A, 528-531, 532A, 532-533, 534A, 534-535, 562A, 562-563, 564A, 564-567, 568-569, 572A, 572-573, 584, 587, 588, 591			
	I	17. Select and use the appropriate tool for situational measures.	MA.B.4.2.2.1	332A, 332-335, 336-337, 531 532A, 532-533, 534A, 534-535, 568A, 568-569, 616-617, 620-621			
	I	18. Extend conceptual experiences into patterns to develop formulas for determining volume.	MA.B.1.2.1.2	610A, 610-613			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	19. Uses customary units or metric units to compare capacity or volume. <i>*KEY TERMS: capacity</i>	MA.B.2.2.1.2	614A, 614-615, 616-617			
	I	20. Uses multiplication and division to convert units of measure within the customary or metric system.	MA.B.2.2.2.3	70-71, 528A, 528-531, 536A, 536-539, 562A, 562-563, 576-577, 584, 587, 588, 591, 614A, 614-615, 616A, 616-617, 620A, 620-621, 622-623, 626A, 626-627, 639, 640, 642, 643			
	I	21. Knows an appropriate unit of measure to measure capacity.	MA.B.2.2.2.2	614-615, 616-617			
	I	22. Knows how to determine whether an accurate or estimated measurement is needed for a solution.	MA.B.3.2.1.1	624A, 624-625, 640, 643			
	I	23. Select an appropriate unit for labeling the solution to real world problems.	MA.B.4.2.1.1	558-559, 602-603, 610-613, 624-625, 626-627			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	24. Investigates measures of circumference using concrete materials (i.e. uses string or measuring tape to measure the circumference of cans or bottles). <i>*KEY TERMS: circumference</i>	MA.B.1.2.1.5	542A, 542-525, 585, 589			
4	I	<b><u>GEOMETRY AND SPATIAL SENSE</u></b>  1. Compares the concepts of area, perimeter, and volume using concrete materials (i.e. geoboards, grid paper) and real-world situations (i.e. tiling a floor, bordering a room, packing a box.)	MA.C.3.2.1.1	540-541, 548A, 548-549, 550A, 550-551, 552A, 552-553, 554A, 554-555, 558A, 558-559, 585, 586, 587, 590, 610A, 610-613, 624-625, 639, 642			
	I	2. Applies the concepts of area, perimeter, and volume to solve real-world and mathematical problems using student-developed formulas.	MA.C. 3.2.1.2	548A, 548-549, 550A, 550-551, 552A, 552-553, 554A, 554-555, 572-573, 585, 586, 589, 590, 592J, 602-603, 610A, 610-613, 638, 639, 641, 642			
	I	3. Knows how area and perimeter are affected when geometric figures are combined, rearranged, enlarged or reduced (i.e., What happens to the area of a square when the sides are doubled?).	MA.C.3.2.1.3	552-553, 554-555, 558-559, 586, 590			

Correlation Of SFAW Mathematics (FL edition) to Lee County's Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment												
	I	4. Knows how to identify, locate, and plot ordered pairs of whole numbers on a graph or on the first quadrant of a coordinate system.	MA.C.3.2.2.1	174A, 174-175, 176A, 176-179, 195, 199, 652A, 652-653, 688, 691															
	I	<b><u>ALGEBRAIC THINKING-PATTERNS</u></b> 5. Describes, extends, creates, predicts, and generalizes numerical and geometric patterns using a variety of models (i.e., lists, tables, graphs, charts, diagrams, calendar math).	MA.D.1.2.1.1	14-17, 66-67, 84-85, 136-137, 142-143, 144A, 144-145, 350-351, 352A, 352-355, 606A, 606-607, 652-653, 664A, 664-665															
	I	6. Poses and solves problems by identifying a predictable visual or numerical pattern such as:  <table border="1" data-bbox="309 901 792 1015"> <tr> <td>Day</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>n</td> </tr> <tr> <td>Number of Calls</td> <td>4</td> <td>7</td> <td>10</td> <td>?</td> <td>?</td> </tr> </table>	Day	1	2	3	4	n	Number of Calls	4	7	10	?	?	MA.D.1.2.1.2	141, 350-351, 352-355, 660A, 660-661			
Day	1	2	3	4	n														
Number of Calls	4	7	10	?	?														
	I	7. Explains and expresses numerical relationships and pattern generalizations, using algebraic symbols (i.e., in the problem above, the number of calls on the $n$ th day can be expressed as $3n + 1$ )	MA.D.1.2.1.3	100-103, 104A, 104-105, 106-107															
	I	8. Knows mathematical relationships in patterns (i.e. Fibonacci numbers: 1,1,2,3,5,8,)	MA.D.1.2.2.1	144-145															



Correlation Of SFAW Mathematics (FL edition) to Lee County’s Academic Plan.

Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment										
	I	9. Analyzes and generalizes number patterns and states the rule for relationships (i.e., 1,4,9,16,...the rule: +3, +5, +7, ...; or “squares of the whole numbers”).	MA.D.1.2.2.2	14-17, 106A, 106-107, 142-143, 144A, 144-145, 664A, 664-665, 694J													
	I	10. Applies the appropriate rule to complete a table or a chart such as: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>IN</td> <td>1</td> <td>2</td> <td>3</td> <td>9</td> </tr> <tr> <td>OUT</td> <td>1</td> <td>4</td> <td>9</td> <td>?</td> </tr> </table>	IN	1	2	3	9	OUT	1	4	9	?	MA.D.1.2.2.3	106A, 106-107, 176A, 176-179, 652A, 652-653			
IN	1	2	3	9													
OUT	1	4	9	?													
	I	11. Solves problems involving simple equations or inequalities using diagrams or models symbolic expressions, or written phrases.	MA.D.2.2.1.1	108-109, 700A, 700-701, 702A, 702-703, 704-705, 706A, 707-708													
	I	12. Uses a variable to represent a given verbal expression (i.e., 5 more than a number is $n+5$ ).	MA.D.2.2.1.2	100-103, 104A, 104-105, 706A, 707-708													
	I	13. Translates equations into verbal and written problem situations.	MA.D.2.2.1.3	108-109													
	I	14. Uses concrete or pictorial models and graphs (drawings, number lines) to solve equations or inequalities.	MA.D.2.2.2.1	108-109, 132-135, 702-703, 706A, 706-709													
	I	15. Uses information from concrete or pictorial models or graphs to solve problems.	MA.D.2.2.2.2	432, 434A, 434-437, 556-557, 652A, 652-653, 658-659													

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Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<b><u>NUMBER SENSE: DECIMALS: ADDITION</u></b> 16. Read, write, and identify decimals through thousandths.	MA.A.1.2.1.2	8A, 8-11, 56, 60			
	I	17. Solve real world problems involving addition of decimals using an appropriate method. Not to exceed 3 decimal places.	MA.A.3.2.3.1	38-39, 44			
	I	18. Use problem solving strategies in real world problems to determine the operations needed to solve 1 & 2 step problems involving the adding of decimals.	MA.A.3.2.2.1	38-39, 44			
	I	<b><u>NUMBER SENSE: DECIMALS, SUBTRACTION</u></b> 19. Predict the relative size of solutions in subtraction of decimals. (Estimation)	MA.A.3.2.1.3	40-41			
	I	20. Translate problem situations into diagrams, models, and numerals using decimals.	MA.A.1.2.3.1	38-39			
	I	21. Solve real world problems involving subtraction of decimals using an appropriate method.	MA.A.3.2.3.1	40-41, 44			
	I	22. Use problem solving strategies in real world problems to determine the operations needed to solve 1 & 2 step problems involving the subtracting of decimals.	MA.A.3.2.2.1	40-41, 44			
	I	23. Choose, describe, and explain estimation strategies used to determine reasonableness of solutions to real world problems.	MA.A. 4.2.1.1	28A, 28-31, 68A, 68-69, 86A, 86-87, 130I, 204A, 204-207			

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Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	<b><u>DATA ANALYSIS</u></b>	MA.E.1.2.3.1	282-285			
		24. Use a calculator to determine the range and mean of a set of data.					
	I	25. Uses computer applications to examine and evaluate data.	MA.E.1.2.3.2	11, 273, 694J			
	I	26. Uses computer applications to construct labeled graphs.	MA.E.1.2.3.3	273			
	I	27. Uses computer-generated spreadsheets to record and display real-world data.	MA.E.1.2.3.4	11, 273			
	I	28. Designs a survey to collect data.	MA.E.3.2.1.1	260A, 269			
	I	29. As a class project, discusses ways to choose a sample representative of a large group such as a sample representative of the entire school.	MA.E.3.2.1.2	260-261, 269			
	I	30. Creates an appropriate graph to display data, including titles, labels, scales, and intervals.	MA.E.3.2.1.3	260-261, 262-265, 266-269, 270A, 270-273, 276A, 276-279, 286A, 286-287, 306-307, 319, 320, 322, 323			
	I	31. Interprets the results using statistics (range and measures of central tendency).	MA.E.3.2.1.4	282A, 282-285, 319, 323			

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Q	A I R	Content	GLE/BM	Textbook Resources	Supplemental Resources	Instructional Processes	Assessment
	I	32. Uses statistical data to predict trends.	MA.E.3.2.2.1	266A, 266-269, 292-293, 318, 320, 322, 324, 720-721			
	I	33. Applies statistical data to make generalizations.	MA.E.3.2.2.2	266-269, 276-279, 319, 322			
	I	34. Justifies and explains generalizations.	MA.E.3.2.2.3	266-269, 270-273, 292-293			

Daily “Calendar Math” should be incorporated into the fifth grade math curriculum. Skills such as basic computation, problem-solving, and graphing should be revisited throughout the year to maintain and extend skills. Skills should not be taught in isolation. \*A = Awareness I = Instruction R = Review