

Daily Lesson Plan

- 1. Read lesson.**
- 2. Work Practice problems**
Check and redo as necessary.
- 3. Work Problem Set problems.**
Check and redo as necessary.

Have the student read and understand each lesson and then work out the Practice problems that follow the lesson for the first period, and then begin working on the Problem Set problems until the 50 minutes are up. The student should continue where he left off for the second 50 minute period. Proceed in order from the first lesson to the last; do not skip around.

Be sure any homework problems done incorrectly are corrected and then redone. You will find the answers to each Practice problem listed in the Lesson Practice Answer Key to be found in this lesson plan booklet. You will find complete solutions to each Problem Set problem in the separate Solutions Manual.

The parent/teacher should consider giving the student both the Lesson Practice Answer Key and the Solutions Manual and having him check his own work with general oversight by the parent/teacher. You may also desire to adopt a one problem / one answer or solution at a time checking approach. With this method, the student will be able to identify one technical misunderstanding at a time and be able to focus on it immediately and correct it before moving on. In any case, the parent/teacher should adjust the approach to what experience shows actually works for the student.

To Check Problems

Practice Problems -
Lesson Practice
Answer Key
Problem Set Problems -
Solutions Manual

Saxon strongly recommends that the student do all of the problems in each lesson set because the course is cumulative.

Try to do all the problems in each lesson.

Each lesson will include review material from the previous lessons. If the student has demonstrated complete mastery of some of the problem types, however, then the parent/teacher may advise the student to skip them. This should be done with great caution as the problem type may appear on any tests during the year.

Scheduling Goal:

4 lessons and a test per week
after the first week

In the beginning, do not worry about “getting behind.” It is more important that the student understand each lesson than it is that he keep on a schedule. However, as time goes by and the parent/teacher is able to get a sense of the amount of time it takes for a particular student to do each lesson by completing all problems, the parent/teacher may desire to reduce the number of problems from 30 to 20 for practical reasons to keep to a realistic scheduling goal. Just be aware of the fact that the more problems the student works out, the better he learns the math.

**D.I.V.E. into Math
CD-ROM**

Consider using the optional D.I.V.E. into Math CD-ROM.

This computer aid features an experienced math teacher explaining each lesson throughout the entire textbook. The teacher verbally explains each concept while writing on a blackboard. This “human element” approach is very helpful to students. The student should view the D.I.V.E. lesson before beginning work on the lesson problems, or for review.

If you have trouble understanding a concept or if test grades start slipping ...

If you have trouble understanding a concept, put your math work away for a while and come back to it later that same day or the next day. If you still do not understand, ask your parent/teacher or call a Seton academic counselor for help. Do not allow yourself to become frustrated. A Seton counselor is just a telephone call away.

Problems ?

Call 540-636-9990 and ask for an Algebra $\frac{1}{2}$ Math Counselor or e-mail a Seton math counselor at counselors@setonhome.org

If your student is having some small to moderate difficulties, the situation is somewhat to be expected and is correctable with patience, perseverance, and a disciplined approach to whatever problems the student has. In this regard relatives, siblings, or fathers may sometimes, if the circumstances are right, be of help. If you would like to discuss the situation involving your student with a Math Counselor, do not hesitate to contact one.

However, if the student is having great difficulties understanding even basic concepts, this may indicate that the level of math is beyond his level of comprehension. In this case, after consultation with a Math Counselor, you may decide to move the student back to Math 87 or Math 76.

In either case, these difficulties usually show up somewhere in the 1st Quarter; the sooner they are noticed and dealt with the better for the student.

Testing and Grading Guidelines

After extensive research on student testing performance for over a decade, Saxon has published the following testing procedure in its most recent Upper Grades Teacher Resource Packet:

“We strongly advise that Test 1, which covers the first four lessons, be given only after Lesson 8 has been taught and the homework completed. Test 2 should be given only after Lesson 12 has been completed, and so on. Always remember to test at least four lessons behind. By following this schedule, students always have four days to practice a concept before they are tested on it.”

For your convenience, a testing schedule has been included in this lesson plan.