



Saxon Algebra II

SETON HOME STUDY SCHOOL

2nd Ed
&
3rd Ed

Lesson Plans ♦ Tests ♦ Answer Keys ♦ Quarter Report Forms



Course Manual

MAT201_10A

**J. M. J.
SETON HOME STUDY SCHOOL**

BASIC OUTLINE OF TEXTBOOK

Students should familiarize themselves with the general organization of the textbook and the aids available. The basic outline is as follows:

Table of Contents – list of concepts covered by lesson

Preface – an overview of the textbook and its place in the study of Mathematics

Lessons A – B – review of Algebra 1

Lessons 1 – 129 – new concepts of Algebra 2

Glossary – definition of technical terms used in the textbook

Index – list of concepts taught and lessons in which they are covered

Answers – answers to selected **Practice** and **Problem Set** problems

The main section of the textbook comprises the 2 review lessons and the 129 new lessons. Each lesson presents a concept or concepts followed by two sets of problems:

Practive problems (which are based on the lesson just presented) and **Problem Set** problems (which are based on any lessons previously presented.)

DETAILS OF STUDY SCHEDULE AND PROCEDURE

**Daily Math
Schedule:**

1 period in Morning

1 period in Afternoon

Most parents remember their own high school Math classes and the homework they had to complete once they came home from school. The classes usually lasted about 50 minutes and the homework took about that long also. One lesson was studied per day and the next day the class moved on to the next lesson. Math textbooks were written with this schoolwork / homework template in mind. Saxon textbooks are no different. With all this in mind and adapting to the home environment, experience has shown that it is advisable that 2 math periods per day be scheduled, one in the morning and one in the afternoon or evening, focusing on only one lesson per day.

Each Period:

50 Minutes

Each period should be about 50 minutes since experience has demonstrated that to go beyond 50-60 minutes in one session is counterproductive.

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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.

OPTIONAL

D.I.V.E .into Math or Saxon Teacher CD-ROMs

Consider using the optional *D.I.V.E. into Math* or the *Saxon Teacher* CD-ROMs. These computer aids feature a 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 CD-ROM lesson before or in place of the textbook lesson before beginning work on the lesson problems.

To Check Problems

Practice Problems -
Lesson Practice Answer Key OR
Solutions Manual
(3rd Edition only)

Problem Set
Problems -
Solutions Manual

Be sure any homework problems done incorrectly are corrected and then redone. For both the 2nd and 3rd Edition textbooks you will find the answer to each *Practice* problem listed in the *Lesson Practice Answer Key* to be found in this lesson plan booklet. For the 3rd Edition textbook you will also find complete solutions to each *Practice* problem in the separate *Solutions Manual*. For both the 2nd and 3rd Edition textbooks you will find complete solutions to each *Problem Set* problem in the separate *Solutions Manual*. The parent/teacher should consider giving the student 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 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 informs her actually works for her student.