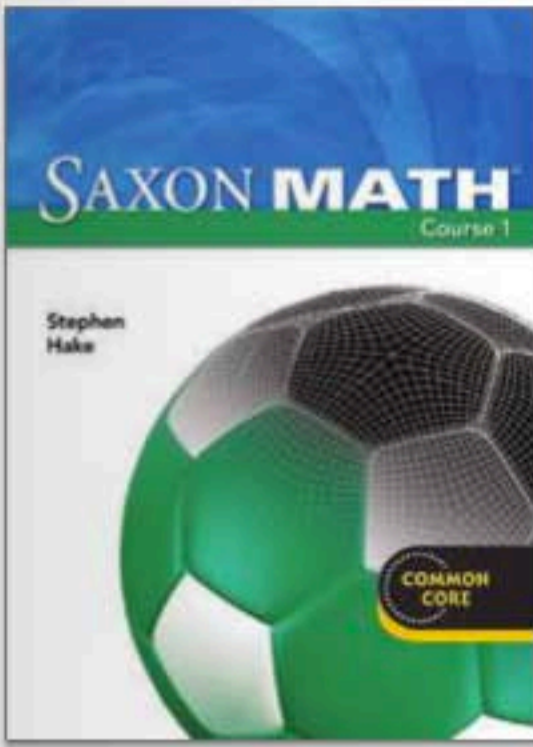


# Course 1 © 2012



**Saxon Math Course 1** continues our unique daily structure designed for mastery learning and teaching. Power Ups help prepare students for each day's lesson. New concepts are introduced every day, and are reinforced by examples. Most of the lesson time is used for practice.



MATHEMATICS  
Courses 1, 2, 3

Thinking-based learning helps students understand why math works.

Students focus on in-depth problem-solving strategies every day.

Modeled dialogues help teachers communicate open-ended and critical-thinking questions.

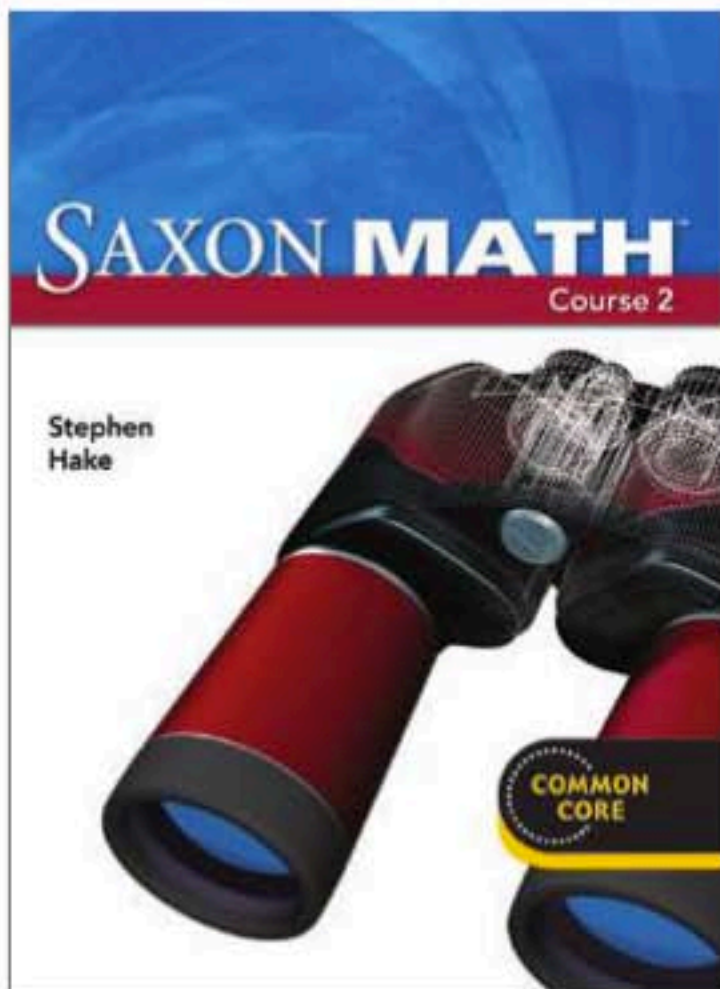
From Course 1 Teacher's Manual, Lesson 26

Saxon Math

© 2014 Houghton Mifflin Harcourt Pre-K-8 Catalog

A full list of program components and prices begins on page 392 >>

# Course 2 © 2012



In **Saxon Math Course 2** skills, concepts, and problem solving are bridged by consistent mathematics language. Teaching through mathematical thinking is the foundation for helping students become successful problem solvers.

Problem solving is part of every day's lesson, beginning with the daily Power Up.

See how lessons build and connect across strands.

Math Conversations develop higher-order thinking skills and depth of understanding.

From Course 2 Teacher's Manual, Lesson 93

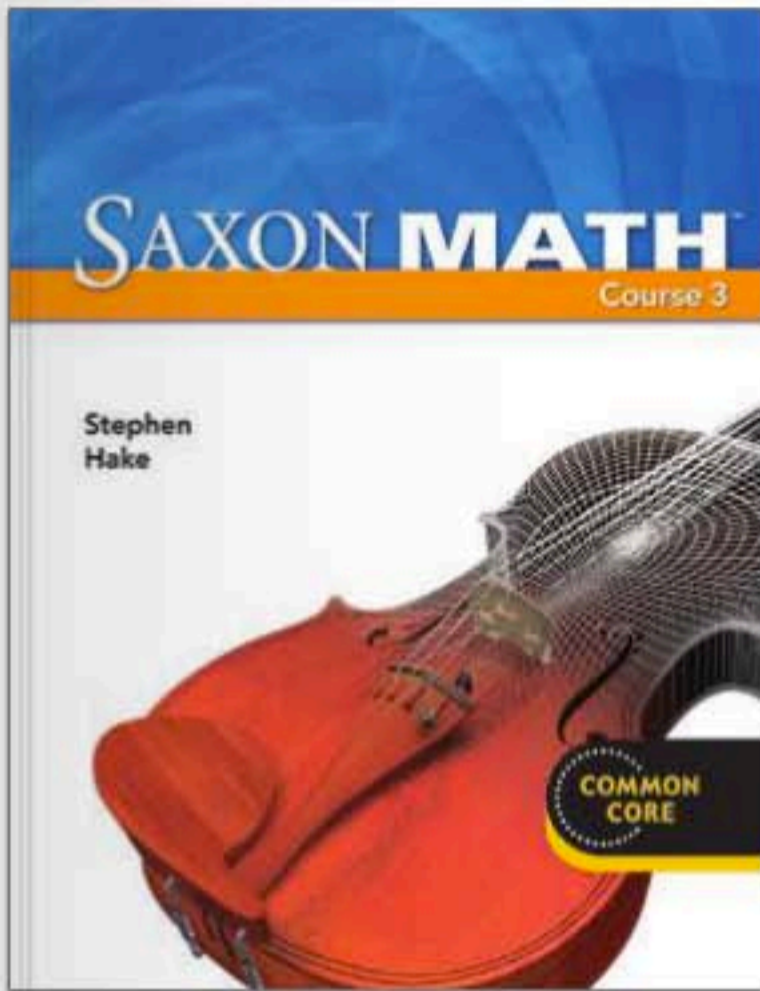
Equation	Solution
$2x + 4 = 10$	$x = 3$
$3x - 1 = 8$	$x = 3$
$4x + 2 = 14$	$x = 3$
$5x - 3 = 12$	$x = 3$

**Linking Forward**

Solving two-step equations and inequalities prepares students for:

- Lesson 101, simplifying expressions and equations and solving the equations.
- Lesson 102, simplifying and solving equations.
- Lesson 104, solving hard equations and transferring formulas.
- Lesson 108, introducing area formulas and solving for a desired variable.
- Lesson 109, solving equations with exponents.

# Course 3 © 2012



**Saxon Math Course 3** prepares students for the more rigorous math courses they will have to take in high school. Algebraic thinking is a major focus, and is embedded and distributed throughout. Students build a solid foundation and confidence in algebra concepts.

MATHEMATICS  
Courses 1, 2, 3

A solid foundation in the language of mathematics is essential to mathematical thinking and helps students attend to precision.

Students practice mental math strategies every day.

Math Conversations help teachers to focus students' efforts as they practice concepts.

**Using a Unit Multiplier to Convert a Rate**

**1 Power Up**  
**Facts:** Students Power Up 11 to review the previous lesson.

**Mental Math**  
 Encourage students to show different ways to mentally compute these operations. Strategies for addition and a one digit below:

**2 New Concepts**  
**Instruction:** Use the Math Language Box to review the meaning of a unit. Review addition that is not multiplication or division. Review the use of units of the answer.

**Math Language**  
 A rate, such as 60 miles per hour, can be written as a ratio of two measures.

**New Concept** Increasing Knowledge

**Problem Solving**  
 Use the Power Up Strategy, p. 118B.

From Course 3 Teacher's Manual, Lesson 64

**2 Practice Set**  
**Problem 1** *Answer:* 100  
**Problem 2** *Answer:* 100  
**Problem 3** *Answer:* 100

**3 Written Practice**  
**Math Conversations**  
 Discuss the approximations provided below.

**Problem 2** *Answer:*  
 "Name a fraction, a decimal number, and a percent that represent the number of students who did not vote."  $\frac{1}{2}$  or 0.5 or 50%.

**Math Background**  
 Understanding rates helps to understand the relationship between two quantities. For example, the rate of a car is 60 miles per hour.

Saxon Math