

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Second Grade

August 30, 2012

Sheila Wolfe & Kristina Baxter

Contents

Reading Writing and Communicating 1

Math 14

Social Studies 20

Science 25

Reading Writing and Communicating

	Standards and Evidence Outcomes	Montessori Materials, Instructional Methods, And Tools	Measuring Methods And Tools
		<i>Italics indicate Montessori Materials and Lessons</i>	
STANDARD ONE: ORAL EXPRESSION AND LISTENING	<p>1. Discussions contribute and expand on the ideas of self and others</p> <p><i>a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</i></p> <p><i>b. Contribute knowledge to a small group or class discussion to develop a topic</i></p> <p><i>c. Maintain focus on the topic</i></p>	<p>Presentations, Book reports, Show & Tell, Performances, graphic organizers, Thesaurus research, Reader's Theater, <i>Grammar Boxes, Study of Words,</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>

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	<p><i>d. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</i></p> <p><i>e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</i></p> <p><i>f. Use content-specific vocabulary to ask questions and provide information</i></p>		
	<p>2. New information can be learned and better dialogue created by listening actively</p> <p><i>a. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</i></p> <ul style="list-style-type: none"> • <i>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</i> • <i>Build on others' talk in conversations by linking their comments to the remarks of others.</i> • <i>Ask for clarification and further explanation as needed about the topics and texts under discussion.</i> <p><i>b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</i></p> <p><i>c. Ask and answer questions about what a</i></p>	<p>Reader's Theater, Graphic Organizers, Conflict Resolution, Active Listening,</p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>

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	<p><i>speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</i></p>		
<p>STANDARD TWO: READING FOR ALL PURPOSES</p>	<p>1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text.</p> <p><i>a. Use Key Ideas and Details to:</i></p> <ul style="list-style-type: none"> • Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences • Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Describe how characters respond to major events <p><i>b. Use Craft and Structure to:</i></p> <ul style="list-style-type: none"> • Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • Read high-frequency words with 	<p><i>Phonograms, sight words, rereading, questioning, summarizing, expression, sequencing, Read Aloud, partner reading, making predictions, reading groups, poetry, graphic organizers, reader responses, inferences, Read and Understand, reading groups</i></p>	<p>Developmental Reading Assessment (DRA), DRA 2,</p> <p>Student Reading Assessment (SRA),</p> <p>Measures of Academic Progress (MAP)</p>

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	<p>accuracy and speed</p> <ul style="list-style-type: none">• Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.• Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.• Identify how word choice (sensory details, figurative language) enhances meaning in poetry <p>c. Use <i>Integration of Knowledge and Ideas</i> to:</p> <ul style="list-style-type: none">• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.• Compare and contrast two or more versions of the same story by different authors or from different cultures. <p>d. Use <i>Range of Reading and Level of Text Complexity</i> to:</p> <ul style="list-style-type: none">• By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p>e. Compare formal and informal uses of English.</p>		
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	<p>2. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text.</p> <p><i>a. Use Key Ideas and Details to:</i></p> <ul style="list-style-type: none"> • Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud <p><i>b. Use Craft and Structure to:</i></p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases relevant to a <i>grade 2 topic or subject area.</i> • Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate information • Identify the main purpose • Read text to perform a specific task <p><i>c. Use Integration of Knowledge and Ideas to:</i></p> <ul style="list-style-type: none"> • Explain how specific images contribute to 	<p><i>Phonograms, Classified Nomenclature, sight words, KWL, graphic organizers, Read Aloud, partner reading, reading groups, text features, Read and Understand, directions, recipes, summarize, timelines</i></p>	<p>DRA, DRA 2, SRA, MAP</p>
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	<p>and clarify a text.</p> <ul style="list-style-type: none"> • Describe how reasons support specific points the author makes in a text. • Compare and contrast the most important points presented by two texts on the same topic. <p><i>d. Use Range of Reading and Level of Text Complexity to:</i></p> <ul style="list-style-type: none"> • Adjust reading rate according to type of text and purpose for reading • By the end of year, read and comprehend informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p><i>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</i></p>		
	<p>3. Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology.</p> <p><i>a. Know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. 	<p><i>Phonograms sight words, Base Words, Prefixes/Suffixes, Study of Words/Sky Scrapers, graphemes(18 Spelling Baskets), multisyllabic words,</i></p>	<p>Spelling Tests, SRA, DRA2 , MAP</p>

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	<ul style="list-style-type: none">• Read multisyllabic words accurately and fluently• Decode regularly spelled two-syllable words with long vowels.• Decode words with common prefixes and suffixes.• Identify words with inconsistent but common spelling-sound correspondences.• Recognize and read grade-appropriate irregularly spelled words. <p><i>b. Read with sufficient accuracy and fluency to support comprehension.</i></p> <ul style="list-style-type: none">• Read grade-level text with purpose and understanding.• Read grade-level text orally with accuracy, appropriate rate, and expression.• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><i>c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</i></p> <ul style="list-style-type: none">• Use sentence-level context as a clue to the meaning of a word or phrase.• Determine the meaning of the new word formed when a known prefix is added to a known word.		
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**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
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Second Grade

August 30, 2012

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	<ul style="list-style-type: none"> • Use a known root word as a clue to the meaning of an unknown word with the same root. • Use knowledge of the meaning of individual words to predict the meaning of compound words <p><i>d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</i></p> <ul style="list-style-type: none"> • Identify real-life connections between words and their use • Distinguish shades of meaning among closely related verbs and closely related adjectives • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. 		
<p>STANDARD THREE: WRITING AND COMPOSITION</p>	<p>1. Exploring the writing process helps to plan and draft a variety of literary genres</p> <p><i>a. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i></p> <p><i>b. Write narratives in which they recount a well-</i></p>	<p>Practice reading and writing Non-fiction, biography, autobiography, historical fiction, fantasy, science fiction, mystery, myths & legends, folk & fairy tales, fables, poetry, short stories, drama, & journalism.</p>	<p>Writing Anchors</p>

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Second Grade
August 30, 2012

Sheila Wolfe & Kristina Baxter

	<p><i>elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</i></p> <p><i>c. Organize ideas using pictures, graphic organizers, or story maps</i></p> <p><i>d. Write simple, descriptive poems</i></p> <p><i>e. Write with precise nouns, active verbs, and descriptive adjectives</i></p> <p><i>f. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts</i></p> <p><i>g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)</i></p>	<p>Writing lessons: Picture books that exemplify the "6 + 1 Traits", writing process, original art work, graphic organizers, brainstorming, class discussions, story starters, & writing prompts.</p>	
	<p>2. Exploring the writing process helps to plan and draft a variety of simple informational texts</p> <p><i>a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p> <p><i>b. Write letters and "how-to's" (procedures, directions, recipes) that follow a logical order and appropriate format</i></p> <p><i>c. Organize informational texts using main ideas and specific supporting details</i></p> <p><i>d. Organize ideas using a variety of pictures,</i></p>	<p>Writing examples include: narrative, expository, descriptive, persuasive, & explanation.</p> <p>Writing lessons: graphic organizers, brainstorming, class discussions, research, inquisition, K-W-L charts, & writing prompts.</p>	<p>Writing Anchors,</p>

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Second Grade

August 30, 2012

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	<p><i>graphic organizers or bulleted lists</i></p> <p><i>e. Use relevant details when responding in writing to questions about texts</i></p> <p><i>f. State a focus when responding to a given question, and use details from text to support a given focus</i></p> <p><i>g. Apply appropriate transition words to writing</i></p>		
	<p>3. Appropriate spelling, conventions, and grammar are applied when writing</p> <p><i>a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <ul style="list-style-type: none"> • <i>Use collective nouns (e.g., group).</i> • <i>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</i> • <i>Use reflexive pronouns (e.g., myself, ourselves).</i> • <i>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</i> • <i>Use adjectives and adverbs, and choose between them depending on what is to be modified.</i> • <i>Apply accurate subject-verb agreement while writing</i> • <i>Produce, expand, and rearrange</i> 	<p><i>Grammar Boxes, Study of Words/Skyscrapers, Graphemes (18 Spelling Baskets)</i></p> <p>Spelling curriculum</p>	<p>Writing Anchors, Spelling Assessments, & Applied Spelling</p>

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	<p><i>complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</i></p> <ul style="list-style-type: none"> • <i>Vary sentence beginning</i> • <i>Spell high-frequency words correctly</i> <p><i>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <ul style="list-style-type: none"> • <i>Capitalize holidays, product names, and geographic names.</i> • <i>Use commas in greetings and closings of letters.</i> • <i>Use an apostrophe to form contractions and frequently occurring possessives.</i> • <i>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i> • <i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i> <p><i>c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i></p>		
STANDARD FOUR:	1. Reference materials help us locate	Dictionary and thesaurus	Written research

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
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Second Grade

August 30, 2012

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<p>RESEARCH AND REASONING</p>	<p>information and answer questions</p> <p><i>a. Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page)</i></p> <p><i>b. Identify a specific question and gather information for purposeful investigation and inquiry</i></p> <p><i>c. Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type)</i></p> <p><i>d. Use a variety of multimedia sources to answer questions of interest</i></p> <p><i>e. Recall information from experiences or gather information from provided sources to answer a question.</i></p>	<p>research, Main ideas, 3 Part Cards, Recall, Computer research, Venn Diagrams</p>	<p>reports,</p>
	<p>2, Questions are essential to analyze and evaluate the quality of thinking</p> <p><i>a. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</i></p> <ul style="list-style-type: none"> • <i>Ask primary questions of depth and breadth</i> • <i>Acknowledge the need to treat all viewpoints fair-mindedly</i> 	<p><i>Fundamental Needs of People, Great lessons, Continent Studies, Continent Boxes, Creation Stories, Show & Tell, Field Trips, Presentations, Venn Diagrams,</i></p>	<p>K-W-L Charts, DRA,</p>

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Math

	Standards and Evidence Outcomes	Montessori Materials, Instructional Methods, And Tools <i>Italics indicate Montessori Materials and Lessons</i>	Measuring Methods And Tools
Standard 1: Number Sense, Properties, and Operations	<p>1. The whole number system describes place value relationships through 1,000 and forms the foundation for efficient algorithms.</p> <p><i>a. Use place value to read, write, count, compare, and represent numbers.</i></p> <ul style="list-style-type: none"> • <i>Represent the digits of a three-digit number as hundreds, tens, and ones.</i> • <i>Count within 1000.</i> • <i>Skip-count by 5s, 10s, and 100s.</i> • <i>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</i> • <i>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.</i> <p><i>b. Use place value understanding and properties of operations to add and subtract.</i></p> <ul style="list-style-type: none"> • <i>Fluently add and subtract within 100 using strategies based on place value, properties of</i> 	<p><i>Cards and Counters , Golden Beads, Number Cards, Teen Board, Ten Board, Hundred Board with Pattern Cards, Long Chains, Addition with Bead Bars, Addition and Subtraction Strip Boards, Addition and Subtraction Charts, Dot Board, Stamp Game, Small Bead Frame, Pythagoras Board, Multiplication Bead Board</i></p> <p>Pattern cards, expanded notation, greater than, less than, equal to, number line</p>	MAP

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WITH COLORADO ACADEMIC STANDARDS**

Second Grade
August 30, 2012

Sheila Wolfe & Kristina Baxter

	<p><i>operations, and/or the relationship between addition and subtraction.</i></p> <ul style="list-style-type: none"> • <i>Add up to four two-digit numbers using strategies based on place value and properties of operations.</i> • <i>Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.</i> • <i>Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</i> <p><i>Explain why addition and subtraction strategies work, using place value and the properties of operations.</i></p>		
	<p>2. Formulate, represent, and use strategies to add and subtract within 100 with flexibility, accuracy, and efficiency.</p> <p><i>a. Represent and solve problems involving addition and subtraction.</i></p> <ul style="list-style-type: none"> • <i>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</i> • <i>Apply addition and subtraction concepts to financial decision making (PFL)</i> 	<p>Word problems within 20, Word problems that call for addition of three whole numbers, <i>Addition and Subtraction Strip Boards, Addition and Subtraction Charts, Addition with Bead Bars, Snake Games, Stamp Game, Equation Boxes,</i> Math Facts, Number Families, Counters, Flash</p>	<p>MAP, Math Facts</p>

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Second Grade

August 30, 2012

Sheila Wolfe & Kristina Baxter

	<p><i>b. Fluently add and subtract within 20 using mental strategies.</i></p> <p><i>c. Know from memory all sums of two one-digit numbers.</i></p> <p><i>d. Use equal groups of objects to gain foundations for multiplication.</i></p> <ul style="list-style-type: none"> • <i>Determine whether a group of objects (up to 20) has an odd or even number of members.</i> • <i>Write an equation to express an even number as a sum of two equal addends.</i> <p><i>Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns and write an equation to express the total as a sum of equal addends.</i></p>	<p>Cards, Number Line, Money lessons including quarters, dimes, nickels, pennies, timed tests, sum , differences, estimation, rounding</p>	
<p>Standard 2: Patterns, Functions, and Algebra</p>	<p>Expectations for this standard are integrated into other standards at preschool through third grade.</p>		
<p>Standard 3: Data Analysis, Statistics, and Probability</p>	<p>Visual displays of data can be constructed in a variety of formats to solve problems.</p> <p><i>a. Represent and interpret data</i></p> <ul style="list-style-type: none"> • <i>Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</i> 	<p>Construct picture and bar graphs using class information up to four categories (favorite ice cream, pets, lunch count, birthdays, etc.), & tally marks. Include vocabulary such as largest, smallest, most often, least often</p>	<p>MAP</p>

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Second Grade

August 30, 2012

Sheila Wolfe & Kristina Baxter

	<ul style="list-style-type: none"> • <i>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.</i> <p><i>Solve simple put together, take-apart, and compare problems using information presented in picture and bar graphs.</i></p>		
Standard 4: Shape, Dimension, and Geometric Relationships	<p>1. Shapes can be described by their attributes and used to represent part/whole relationships.</p> <p><i>a. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.</i></p> <p><i>b. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</i></p> <p><i>c. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</i></p> <p><i>d. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.</i></p> <p><i>e. Recognize that equal shares of identical wholes need not have the same shape.</i></p>	<i>Metal Insets, Geometric Solids, Geometric Cabinet, Geometry Nomenclature, Constructive Triangles, Binomial Cube, Trinomial Cube, Geometric Sticks, Fraction Insets, Fraction Circles, Pattern Cards, word problems</i>	MAP
	<p>2. Some attributes of objects are measurable and can be quantified using different tools</p> <p><i>a. Measure and estimate lengths in standard units.</i></p>	<i>Clock, Calendar, Rulers, Yard Stick, Measuring Tape, Measuring Cups, Scales,</i>	MAP

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

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	<ul style="list-style-type: none">• <i>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</i>• <i>Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</i>• <i>Estimate lengths using units of inches, feet, centimeters, and meters.</i>• <i>Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</i> <p><i>b. Relate addition and subtraction to length.</i></p> <ul style="list-style-type: none">• <i>Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units¹ and equations with a symbol for the unknown number to represent the problem.</i>• <i>Represent whole numbers as lengths from 0 on a number line diagram and represent whole-number sums and differences within 100 on a number line diagram.</i> <p><i>c. Solve problems time and money</i></p> <ul style="list-style-type: none">• <i>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</i>• <i>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</i>	Thermometers, Money, Cuisenaire Rods, nonstandard measurement, Timeline	
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Social Studies

	Standards and Evidence Outcomes	Montessori Materials, Instructional Methods, and Tools <i>Italics Indicate Montessori Materials and Lessons</i>	Measuring Methods and Tools
Standard: History	<p>1. Identify historical sources and utilize the tools of a historian</p> <p><i>a. Identify community and regional historical artifacts and generate questions about their function and significance</i></p> <p><i>b. Explain the past through oral or written firsthand accounts of history</i></p> <p><i>c. Explain the information conveyed by historical timelines</i></p> <p><i>d. Identify history as the story of the past preserved in various sources</i></p> <p><i>e. Create timelines to understand the development of important community traditions and events</i></p>	<p>Timelines, beginning historical research, beginning current events, class historian, family history/family tree</p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>
	<p>2. People have influenced the history of neighborhoods and communities</p> <p><i>a. Organize the historical events of neighborhoods and communities chronologically</i></p> <p><i>b. Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation</i></p>	<p><i>The Coming of Human Beings/The 3rd Great Lesson Timelines, graphic organizers, Native Americans, 13 colonies</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and</p>

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Second Grade
August 30, 2012

Sheila Wolfe & Kristina Baxter

	<p><i>c. Give examples of people and events, and developments that brought important changes to the community</i></p> <p><i>d. Compare how communities are alike and different</i></p> <p><i>e. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities</i></p>		Documentation
Standard: Geography	<p>1. Geographic terms and tools are used to describe space and place</p> <p><i>a. Use map keys ,legends, symbols, intermediate directions, and compass rose to derive information from various maps</i></p> <p><i>b. Identify and locate various physical features on a map</i></p> <p><i>c. Identify the hemispheres, equator, and poles on a globe</i></p> <p><i>d. Identify and locate cultural, human, political, and natural features using map keys and legends</i></p>	<p>Man made v. natural features, maps, legends, symbols, Compass Rose, intermediate directions, hemisphere, equator, poles ,<i>Climate Zones of the Earth</i>, satellite images</p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>
	<p>2. People in communities manage, modify and depend on their environment</p> <p><i>a. Identify how communities manage and use nonrenewable and renewable resources</i></p> <p><i>b. Identify local boundaries in the community</i></p> <p><i>c. Explain why people settle in certain areas</i></p> <p><i>d. Identify examples of physical features that affect</i></p>	<p><i>Fundamental Needs of People, Ecology (personal and global), renewable/ nonrenewable resources, physical features create boundaries for communities (Pin Maps), compare and contrast</i></p>	

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
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Second Grade

August 30, 2012

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	<p><i>human activity</i></p> <p><i>e. Describe how the size and the character of a community change over time for geographic reasons</i></p>	<p>groups within a current community</p>	
<p>Standard: Economics</p>	<p>1. The scarcity of resources affects the choices of individuals and communities</p> <p><i>a. Explain scarcity</i></p> <p><i>b. Identify goods and services and recognize examples of each</i></p> <p><i>c. Give examples of choices people make when resources are scarce</i></p> <p><i>d. Identify possible solutions when there are limited resources and unlimited demands</i></p>	<p>Goods & services (quality, price, personal goals). There is limited family income, and the need for a good or service. How is it obtained?</p> <p>Classroom discussions, research, books, graphic organizers</p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>
	<p>2. Apply decision-making processes to financial decisions (PFL: Personal Financial Literacy)</p> <p><i>a. Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of decision</i></p> <p><i>b. Differentiate between a long-term and a short-term goal</i></p>	<p>Gathering, Evacuating, Prioritizing, Long term and Short term Financial Goals</p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>

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<p>Standard: Civics</p>	<p>1. Responsible community members advocate for their ideas</p> <p><i>a. List ways that people express their ideas respectfully</i> <i>b. Identify how people monitor and influence decisions in their community</i> <i>c. Describe ways in which you can take an active part in improving your school or community</i> <i>d. Identify and give examples of civic responsibilities that are important to individuals, families, and communities</i> <i>e. Describe important characteristics of a responsible community member</i></p>	<p>Voting, Media(blogs, Websites, Newsletters, T.V., flyers), Traits of a good citizen/community member, Graphic organizers, Research current events, Reading a variety of media sources</p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>
	<p>2. People use multiple ways to resolve conflicts or differences</p> <p><i>a. Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility</i> <i>b. Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority</i> <i>c. Identify and give examples of appropriate and inappropriate uses of power and the consequences</i> <i>d. Demonstrate skills to resolve conflicts or differences</i></p>	<p><i>Peace Education, conflict resolution, classroom role models, appropriate use of power, community role models, world leaders, class room discussions, current events, research</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>

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Science

	Standards and Evidence Outcomes	Montessori Materials, Instructional Methods, and Tools <i>Italics Indicate Montessori Materials and Lessons</i>	Measuring Methods and Tools
Standard: Physical Science	<p>1. Changes in speed or direction of motion are caused by forces such as pushes and pulls.</p> <p><i>a. Identify and predict how the direction or speed of an object may change due to an outside force</i></p> <p><i>b. Analyze and interpret observable data about the impact of forces on the motion of objects</i></p>	Simple machines, scientific process, introduction to collecting data, science experiments, Hands-on Physical Science Kits	Formative Assessments, Summative Assessments, Observations, and Documentation
Standard: Life Science	<p>1. Organisms depend on their habitat's nonliving parts to satisfy their needs</p> <p><i>a. Use evidence to develop a scientific explanation about how organisms depend on their habitat.</i></p> <p><i>b. Analyze and interpret data about nonliving components of a habitat</i></p> <p><i>c. Assess and provide feedback on other scientific explanations regarding why an organism can survive in its habitat</i></p> <p><i>d. Use instruments to make observations about habitat components – for example, data can be collected from a fish tank to assess the environmental health (dissolved oxygen, pH,</i></p>	<i>Classified Nomenclature, Herbivore/Carnivore/Omnivore, 5 Classes of Vertebrates, First Knowledge of the Animal Kingdom, Animals of the Continents/Biomes, How Animals Satisfy Their Needs, Who Am I? (animal and plant research), Life Cycles,</i> Scientific Process	Formative Assessments, Summative Assessments, Observations, and Documentation

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	<i>Nitrogen content). (DOK 1-2)</i>		
	<p>2. Each plant or animal has different structures or behaviors that serve different functions</p> <p><i>a. Use evidence to develop an explanation as to why a habitat is or is not suitable for a specific organism</i></p> <p><i>b. Analyze and interpret data about structures or behaviors of a population that help that population survive</i></p>	<p><i>Classified Nomenclature, Herbivore/Carnivore/Omnivore, 5 Classes of Vertebrates, First Knowledge of the Animal Kingdom, Animals of the Continents/Biomes, How Animals Satisfy Their Needs, Who Am I? (animal and plant research), Life Cycles, botany, Botanical Cabinet, First Knowledge of the Plant Kingdom, Scientific Process</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>
<p>Standard: Earth Science</p>	<p>1. Weather and the changing seasons impact the environment and organisms such as humans, plants, and other animals</p> <p><i>a. Use evidence to develop a scientific explanation for hoe the weather and changing seasons impacts the organisms such as humans, plants, and other animals-and the environment</i></p> <p><i>b. Analyze and interpret data such as temperatures in different locations (Sun or shade) at different times</i></p>	<p><i>Classified Nomenclature, temperature, data collection, The Four Seasons, biomes, environmental catastrophes (floods, volcanoes, fires, tornadoes, hurricanes, etc) Layers of the Atmosphere, Water Cycle, Types of Clouds,</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>

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	<p><i>and seasons as evidence of how organisms and the environment are influenced by the weather and changing seasons</i></p> <p><i>c. Analyze ways in which severe weather contributes to catastrophic events such as floods and forest fires</i></p>	<p><i>Parts of the Tornado, Parts of the Volcano, Tectonic Plates</i></p>	
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