








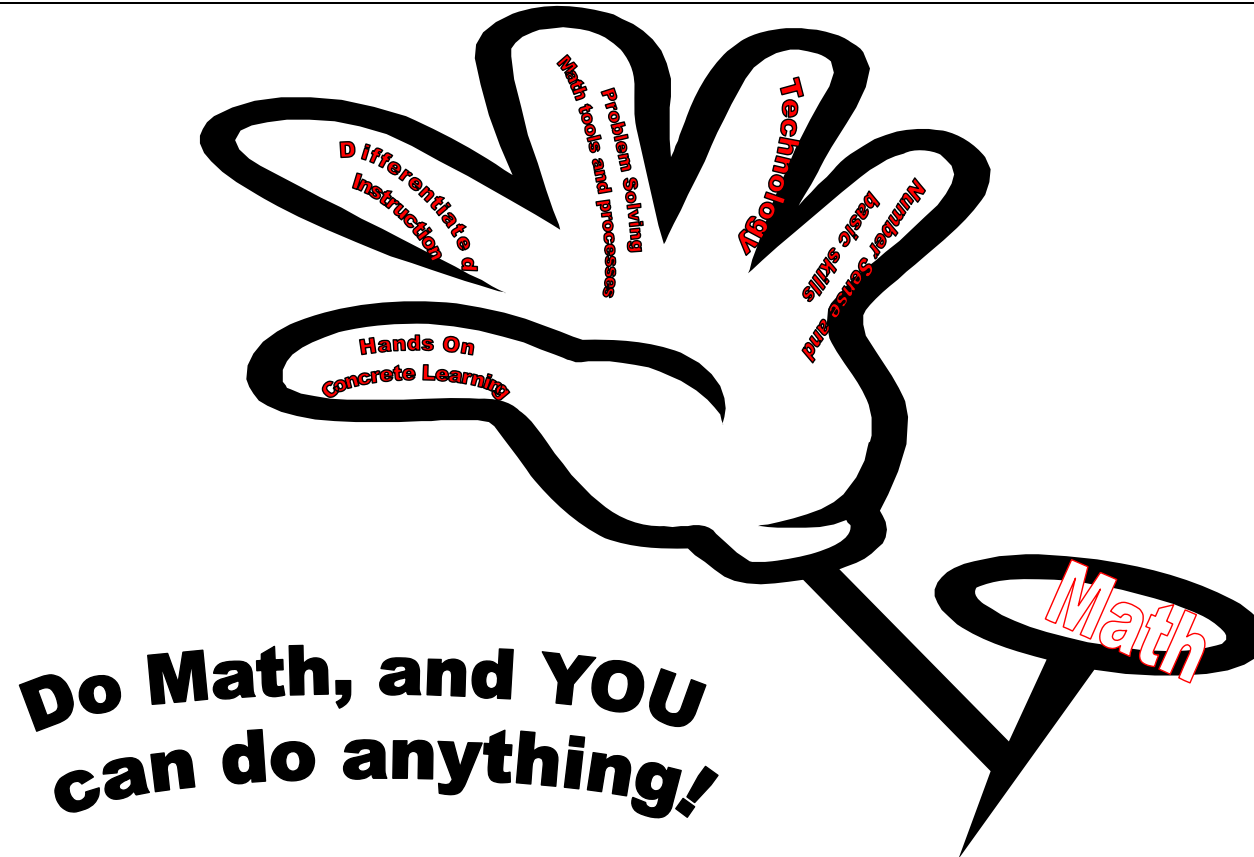
1st Grade Math Scope and Sequence Overview 2009-2010						
	1st 6wks Aug 24- Oct 2	2nd 6wks Oct 5 - Nov 6	3rd 6weeks Nov 9- Dec 18	4th 6 weeks Jan 5-Feb19	5th 6 weeks Feb 22 - April 16	6th 6 weeks April 19 - June 4
Week One	Measuring Week Time  Duration/Temperature (1.8A) (1.7G) Rituals and Routines: -Problem Solving -Facts and data simple graphing -Intro. Penny (1.1C) Aug. 24- 28	Measuring Week Estimate and Measure length (1.7ABC) Intro. Nickel(1.1C) Clock Hour TIME(1.8B) Temperature (1.7G) Oct 5-9	Into. Dime (1.1C) Read, write, compare, and order numbers (1.1AD) Clock 1/2 hour (1.8B) Nov. 9-13	Measuring Week Compare and order AREA (1.7D) Time (1.8B) Temperature (1.7G) Intro Quarter (1.1C) Jan 5-8	Measuring Week Compare and Order Capacity (1.7E) Feb 22-26	Fractions (1.2AB) April 19-23
Week Two	Inventory Assessment Read and Writes numbers to describe sets of 20 and TIME (1.1D)(1.8B)  Act It Out Aug. 31- Sept	Measuring Week continuation : Length (1.7ABC) Number Patterns (1.5ABD) Oct 12-16	Read, write, compare, and order numbers (1.1AD) Nov.16-20 Measurement Mania I	Measuring Week Compare and order Weight/Mass (1.7F) Jan 11-15	Measuring Week Time (1.8B) March 1-5	Fractions (1.2AB) April 26-30
Week Three	Patterns (1.4)  Sept. 7-11	Addition and Subtraction (1.3AB) Oct. 19-23	Place Value (1.1B) (1.5C) Look For A Pattern Nov. 30-Dec4	Collect, sort, and use Data (1.9AB) Guess and Check Jan 18-22	Measuring Week Time (1.8B) March 8-12	Problem Solving (1.11ABC, 1.12AB, 1.13) May 3-7 Act it out
Week Four	Compare and Order numbers up to 20 (1.1A) Sept. 14-18	Addition and Subtraction (1.3AB) Draw A Picture Oct.26-30 	Place Value (1.1B) (1.5C) Dec. 7-11	Draw conclusions of data (1.10A) Jan 25-29 	Plane Geometry (1.6A) March 22-26	Problem Solving (1.11ABC, 1.12AB, 1.13) May 10-14 Draw a picture
Week Five	Addition (1.3AB) Sept. 21-25	Relate Addition and Subtraction (1.3AB) (1.5DE) Nov. 2- 6	Place Value (1.1B) (1.5C) Mid-year assessment Dec. 14-18	Probability (1.10B)  Feb. 1-5 100th Day of School (Feb 4)	3-D Geometry (1.6B) March 29-April 2	End-Year Assessment (1.11ABC, 1.12AB, 1.13) May 17-21
Week Six	Subtraction (1.3AB) Sept. 28-Oct 2	/	/	Money (1.1C) Feb. 8-12	Geometry (1.6CD) April 5-9	Measurement Mania II (1.11ABC, 1.12AB, 1.13) Projects May 24-28
Week seven	/	/	/	Money (1.1C) Feb. 15-19	Patterns/Graphing (1.5ABD) April 12-16	Problem Solving Projects (1.11ABC, 1.12AB, 1.13) May 31-June4
	On going TEKS Instructional Levels: I - Introduced D- Developed M- Mastered T- Tested and R - Retaught					



Math Principles for Clint ISD 2009-2010



The math curriculum at CLINT ISD operates under these **five principles**.



Math lessons need to reflect these five components.

Underlying Processes and Mathematical Tools

The following TEKS are to be taught from day one in the classroom and need to be to increase the mathematical thinking of the students.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(3.14) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
(A) Identify mathematics in everyday situation			(A) Identify mathematics in everyday situation (MT)		
(B) solve problems with guidance , that incorporates the process of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness			(B) solve problems with guidance , that incorporates the process of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (MT)		
(C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in	(C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem		(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem		
(D) use tools such as real objects, manipulatives, and technology to solve problems			(D) use tools such as real objects, manipulatives, and technology to solve problems (RM)		
(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language . The student is expected to:	(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language . The student is expected to:	(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language . The student is expected to:	(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language . The student is expected to:	(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language . The student is expected to:	(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language . The student is expected to:
(A) communicate mathematical ideas using objects, words, pictures, numbers, and technology	(A) explain and record observations using objects, words, pictures, numbers, and technology		(A) explain and record observations using objects, words, pictures, numbers, and technology (RM)		
(B) relate everyday language to mathematical language and symbols			(B) relate informal language to mathematical language and symbols (MT)		
(K.15) Underlying processes and mathematical tools. The student is expected to:	(1.13) Underlying processes and mathematical tools. The student is expected to:	(2.14) Underlying processes and mathematical tools. The student is expected to:	(3.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:	(4.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:	(5.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:
			(A) make generalizations from patterns or sets of examples and nonexamples (MT)		
The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers and technology.			(B) justify why an answer is reasonable and explain the solution process (RM)		

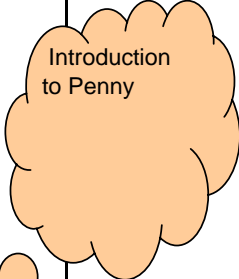
Assumptions

- ▶ Mathematic processes and tools will be used everyday in the classroom by teachers and students.
- ▶ Open-ended assessments will be given to students three times a year and student growth charts will be kept to be review throughout the year.
- ▶ Review boards are expected to be used weekly by teachers and students.
- ▶ Mathematic lessons are planned and implemented under the district five principles. (See Principle section)
- ▶ 15-30-45 Model with 90 minute block

1st Grade Math Scope and Sequence Overview 2009-2010

First Six Weeks - Week One - August 24-28 Rituals and Routines/Time

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>(1.8) Measurement. The student understands that time can be measured. The student uses time to describe and compare situations. The student is expected to:</p> <p>(A) order three or more events according to duration</p> <p>(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:</p> <p>(C) identify individual coins by name and value and describe relationships among them;</p> <p>1.7</p> <p>(G) compare and order two or more objects according to relative temperature (from hottest to coldest)</p>	<p>1.8A IDM</p> <p>1.1C I</p> <p>1.7G</p>	<p>1.8A Grade Kinder (A) compare events according to duration such as more time than or less time than;</p> <p>Grade 2 No direct future reference</p> <p>1.1C Grade K No prior reference</p> <p>Grade 2 (2.3D) determine the value of a collection of coins up to one dollar (2.3E) describe how the cent symbol, dollar symbol and the decimal point are used to name the value of a collection of coins</p> <p>1.7G Grade Kinder (K.10E) compare situations or objects according to relative temperature (hotter/colder than, or the same as) Grade 2 (2.10A) read a thermometer to gather data</p>	<p>year, month, schedule, first, second, third, fourth, order, shortest, longest, duration, event</p>	<p>1.1C How many nickles are there in \$.50?</p>	<p>Think Math 2.7C pg. 33, 34 EDM Unit 1 Establishing Routines HSP Chapter 21 Ordering Time</p> <p>EDM- Penny (2.8) pg. 120</p> <p>For Problem Solving Strategy Act It out! HSP Chapter 7 lesson 7.5</p>

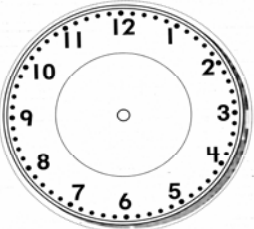


Every teacher in Clint ISD needs to set up a method to review math concepts throughout the year.
Example: Review Board, Calendar math with skills incorporated in it, Mountain Math,

This needs to be set up NO later than the first week of school.



1st Grade Math Scope and Sequence 2009-2010

First Six Weeks - **Week Two** - August 31-September 4 Reads & Writes numbers to describe sets of 20

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:</p> <p>(D) read and write numbers to 99 to describe sets of concrete objects.</p> <p>(1.8) Measurement. The student understands that time can be measured. The student uses time to describe and compare situations. The student is expected to:</p> <p>(B) read time to the hour and half-hour using analog and digital clocks.</p> 	<p>1.1D IDM</p> <p>1.8B ID</p>	<p>1.1D Grade K (K.1)(C) Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions</p> <p>Grade 2 (2.1B) use place value to read, write, and describe the value of whole numbers to 999</p> <p>1.8B Grade K No prior reference Grade 2 (2.10B) read and write times shown on an analog and digital clock using five-minute increments</p> <p>Make connection on the application of numbers: Reading the clock.</p>	<p>Number words: one, two, three, four etc.</p> <p>Hour half hour hour hand minute hand 12 O'Clock analog clock digital clock</p>	<p>Where does the minute hand point to when the clock shows 10:00?</p> <p>What clock shows the same time as the digital clock? (compare analog and digital)</p> <p>Problem Solving Strategy: Act It Out</p>	<p>HSP: Chap. 1 Number Sense Lessons 1.2 & 1.3</p> <p>United Streaming: TLC Elementary School Problem Solving Math Volume I</p> <p>HSP: Problem Solving 1.1 T.E pg. 6 1.3 T.E pg. 10</p>


1st Grade Math Scope and Sequence 2009-2010

First Six Weeks - Week Three - September 7-11 Compare & Order numbers up to 20

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.</p>	<p>1.4 ID</p>	<p>Grade K (K.6) (A) generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels;</p> <p>Grade 2 (2.6) (B) identify patterns in a list of related number pairs based on a real-life situation and extend the list; and (C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems</p>	<p>repeating pattern, pattern unit, growing pattern</p>	<p>What figure comes next?</p> 	<p>HSP Unit 4 Chapter 15 15.1-15.6 pgs. 313-323</p> <p>United Streaming: Patterns from Shapes</p>


1st Grade Math Scope and Sequence 2009-2010

First Six Weeks--Week Four September 14-18 Addition & Subtraction

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:</p> <p>(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models</p>	<p>1.1A ID</p>	<p>1.1A Grade K (K.1A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects</p> <p>Grade 2 (2.1C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).</p>	<p>same, more, fewer, is greater than, is less than, least, greatest</p>	<p>Write the numbers in order from greatest to least.</p>	<p>HSP: Chap. 1 Lessons 1.1, 1.4, 1.5</p> <p>EDM: Lesson 1.6 Comparing Numbers pg. 34</p> <p>(Top-It Game)</p> <p>HSP Problem Solving: 1.4 T.E pg. 12 1.5 T.E pg. 14</p> <p>United Streaming: Less and More</p>

1st Grade Math Scope and Sequence 2009-2010

First Six Weeks - Week Five - September 21-25 Addition & Subtraction

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:</p> <p>(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and</p> <p>(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).</p> <div data-bbox="163 1177 583 1328" style="background-color: yellow; border: 1px solid black; padding: 5px;"> Addition and Subtraction can be taught together or separately. This was a great discussion during the elaboration of the scope and sequence. </div>	<p>1.3A IDM</p> <p>1.3B IDM</p>	<p>1.3A Grade K (K.4) Model and create addition and subtraction problems in real situations with concrete objects.</p> <p>Grade 2 (2.3A) recall and apply basic addition and subtraction facts (to 18);</p> <p>1.3B Grade K No prior reference</p> <p>Grade 2 (2.3B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;</p>	<p>plus, is equal to, sum, addition sentence, add, part, whole, zero, order, addend, pattern</p>	<p>Write a addition number sentence that represents the picture/objects.</p> <p>Write the numbers from the dominoes to complete the number sentence.</p>	<p>HSP Chap. 2 Addition Concepts Lessons 2.1-2.8</p> <p>HSP Problem Solving 2.1-2.8 T.E. pgs. 26, 28, 30, 32, 34, 36, 38, 40</p> <p>HSP Problem Solving 3.1-3.8g T.E. pgs. 52, 54, 56, 58, 60, 62, 64, 66</p> <p>United Streaming: Adding Flamingoes</p>


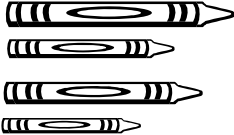


1st Grade Math Scope and Sequence 2009-2010

First Six Weeks - Week Six - September 21-October 2 Addition & Subtraction

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:</p> <p>(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and</p> <p>(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).</p> <div data-bbox="191 1146 611 1295" style="background-color: yellow; border: 1px solid black; padding: 5px; margin-top: 10px;"> Addition and Subtraction can be taught together or separately. This was a great discussion during the elaboration of the scope and sequence. </div>	<p>1.3A IDM</p> <p>1.3B IDM</p>	<p>1.3A Grade K (K.4) Model and create addition and subtraction problems in real situations with concrete objects.</p> <p>Grade 2 (2.3A) recall and apply basic addition and subtraction facts (to 18);</p> <p>1.3B Grade K No prior reference</p> <p>Grade 2 (2.3B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;</p>	<p>take-away, subtract, are left, minus, difference, zero, part, whole, compare, more, fewer</p>	<p>Write a addition number sentence that represents the picture/objects.</p> <p>Write the numbers from the dominoes to complete the number sentence.</p>	<p>HSP: Unit 1 Chapter 3 Lessons 3.1-3.8 Subtraction Concepts</p> <p>HSP Problem Solving 4.1-4.5 T.E. pgs. 76, 78, 80, 82, 84</p> <p>United Streaming: Discovering Math: Grades K-2: Arithmetic</p>


1st Grade Math Scope and Sequence 2009-2010

Second Six Weeks - Week One - October 5-9 Estimate & Measure Length

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.7 Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:</p> <p>(A) estimate and measure length using nonstandard units such as paper clips or sides of color tiles;</p> <p>(B) compare and order two or more concrete objects <u>according to length</u> (from longest to shortest);</p> <p>(C) describe the relationship between the <u>size</u> of the unit and the <u>number of units</u> needed to measure the length of an object;</p>	<p>1.7A IDM</p> <p>1.7B IDM</p> <p>1.7C ID</p>	<p>1.7A Grade K (K.10A) Compare and order two or three concrete objects according to length (longer/shorter than or the same).</p> <p>Grade 2 (2.9A) identify concrete models that approximate standard units of length and use them to measure length;</p> <p>1.7B Grade K (K.10A) Compare and order two or three concrete objects according to length (longer/shorter than or the same).</p> <p>Grade 2 (2.9A) identify concrete models that approximate standard units of length and use them to measure length;</p> <p>1.7C Grade K No prior reference Grade 2 No future reference</p>	<p>shorter, longer, shortest, longest, measure</p>	<p>About how many paperclips long is the pencil?</p>  <p>Order the crayons from shortest to longest.</p>  	<p>HSP 22.1, 22.2, 22.3, 22.4, 22.5</p> <p>Unit 6 pgs. 457-464</p> <p>HSP Problem Solving 22.1-22.5 T.E. pgs. 458, 460, 462, 464, 466</p> <p>United Streaming: Math Monsters- Standard and Non-Standard Measurement</p> <p>Introduce Nickel Introduc Hour</p> 
<p>1.1C - Money identify individual coins <u>by name and value</u> and describe relationships among them.</p> <p>1.8B Time read time to the <u>hour and half-hour</u> using analog and digital clocks..</p> <p>1.7G Temperature compare and order two or more objects according to relative temperature (<u>from hottest to coldest</u>)</p> <p>Emphasis on Nickel</p>					

1st Grade Math Scope and Sequence 2009-2010

Second Six Weeks - Week Two - October 12-16 Estimate & Measure Length/Patterns

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>Continuation of 1.7ABC See previous page for information</p> <p>(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:</p> <p>(A) use patterns to skip count by twos, fives, and tens;</p> <p>(B) find patterns in numbers, including odd and even;</p> <p>(D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and</p>	<p>1.5A IDM</p> <p>1.5B ID</p> <p>1.5C IDM</p>	<p>1.5A Grade K No prior reference</p> <p>Grade 2 No future reference</p> <p>1.5B Grade K No prior reference</p> <p>Grade 2 (2.5A) find patterns in numbers such as in a 100s chart</p> <p>1.5D Grade K No prior reference</p> <p>Grade 2 (2.5C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8+9=17$, $9+8=17$, $17-8=9$, $17-9=8$</p>	<p>inches, standard, non-standard, even, odd, skip counting, same, fact family, count up, count down</p>	<p>Fill in the missing numbers 4, __, __, 10, 12</p> <p>Circle the group that has all odd numbers. Group A: 4, 5, 6, 7 Group B: 10, 12, 14, 16 Group C: 11, 13, 15, 17 Group D: 12, 14, 15, 16</p> <p>Find the missing number in the add/sub sentence. $3+ _ =7$ $4-2= _ _ -6=3$</p>	<p>HSP 13.1, 13.2, 13.3, 13.4, 13.5 Chap. 13 Unit 3 pgs. 261-269</p> <p>HSP Problem Solving 13.1-13.5 T.E pgs. 262, 264, 266, 268, 270</p> <p>United Streaming: Complaints From Every Other Cabin- Even and Odd Numbers</p>


1st Grade Math Scope and Sequence 2009-2010

Second Six Weeks - Week Three - October 19-23 Addition & Subtraction

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:</p> <p>(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and</p> <p>(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).</p>	<p>1.3A IDM</p> <p>1.3B IDM</p>	<p>1.3A Grade K (K.4) Model and create addition and subtraction problems in real situations with concrete objects.</p> <p>Grade 2 (2.3A) recall and apply basic addition and subtraction facts (to 18);</p> <p>1.3B Grade K No prior reference</p> <p>Grade 2 (2.3B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;</p>	<p>related fact family, add, subtract, plus, sum, number sentence, equal, take away</p>	<p>Write a addition number sentence that represents the picture/objects.</p> <p>Write the numbers from the dominoes to complete the number sentence.</p> <p>Which 3 numbers make a fact family?</p> <p>2, 5, 8, 9, 13</p>	<p>HSP Unit 1 Chapter 4 Lessons 4.1-4.5</p> <p>HSP Problem Solving 4.1-4.5 T.E pgs. 76, 78, 80. 82, 84</p> <p>United Streaming: Discovering Math- Grades K-2: Problem Solving</p>

1st Grade Math Scope and Sequence 2009-2010

Second Six Weeks - Week Four - October 26-30 Addition & Subtraction

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:</p> <p>(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and</p> <p>(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).</p>	<p>1.3A IDM</p> <p>1.3B IDM</p>	<p>1.3A Grade K (K.4) Model and create addition and subtraction problems in real situations with concrete objects.</p> <p>Grade 2 (2.3A) recall and apply basic addition and subtraction facts (to 18);</p> <p>1.3B Grade K No prior reference</p> <p>Grade 2 (2.3B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;</p>	<p>count on, count back, number line</p>	<p>Write a addition number sentence that represents the picture/objects.</p> <p>Write the numbers from the dominoes to complete the number sentence.</p> <div data-bbox="1163 688 1472 773" style="border: 1px solid black; background-color: #92d050; padding: 5px; margin-top: 10px;"> <p>Problem Solving Strategy: Draw a Picture</p> </div>	<p>HSP Unit 1 Chapter 2 Lessons 2.1- 2.8 pgs. 25-42</p> <p>HSP Problem Solving 2.1-2.8 T.E pgs. 26, 28, 30, 32, 34, 36, 38, 40</p> <p>United Streaming: Using Addition & Subtraction</p>



1st Grade Math Scope and Sequence 2009-2010

Second Six Weeks - Week Five - November 2-6 Read, Write, Compare & Order Numbers/Addition and subtraction

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials						
<p>Continuation of 1.3AB See previous page for information</p> <p>1.5 Patterns, relationships, and algebraic thinking. The student recognizes patterns in <u>numbers and operations</u>. The student is expected to:</p> <p>(D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and</p> <p>(E) identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, and $5 - 3 = 2$.</p> <div data-bbox="262 938 577 1393" style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 20px auto;"> <p>Make sure relationship between addition and subtraction is clear to students.</p> </div>	<p>1.5D IDM</p> <p>1.5E IDM</p>	<p>1.5D Grade K No prior reference</p> <p>Grade 2 (2.5C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$.</p> <p>1.5E Grade K No prior reference</p> <p>Grade 2 (2.5C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$.</p>	<p>number line, count on, count back</p>	<p>What fact family do these cubes represent?</p> <div data-bbox="1186 438 1375 511" style="text-align: center;"> </div> <p>Follow the rule. What are the missing numbers?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td align="center" colspan="2">subtract 4</td> </tr> <tr> <td align="center">4</td> <td></td> </tr> <tr> <td align="center">6</td> <td></td> </tr> </table>	subtract 4		4		6		<p>HSP Unit 1 Chapter 3 Lessons 3.1 to 3.3 3.5 to 3.8 pgs. 51-56 pgs. 59-66</p> <p>HSP Problem Solving 3.1-3.3, 3.5-3.8 T.E. pgs. 52, 54, 56, 58, 60, 62, 64, 66</p> <p>HSP Unit 1 Chapter 3 Lesson 3.4 pgs. 51-58</p> <p>Unit 3 Chapter 13 Lessons 13.1 to 13.5 pgs. 261-272</p> <p>United Streaming: Finding the Pattern in Addition Problems</p>
subtract 4											
4											
6											

1st Grade Math Scope and Sequence 2009-2010

Third Six Weeks - **Week One** - November 9-13 Read, write, compare and order numbers

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.1 Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:</p> <p>(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.</p> <p>(D) read and write numbers to 99 using to describe sets of concrete objects.</p>	<p>1.1A ID</p> <p>1.1D IDM</p>	<p>1.1A Grade K (K.1A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects</p> <p>Grade 2 (2.1C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).</p> <p>1.1D Grade K (k.1C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions</p> <p>Grade 2 (2.1B) use place value to read, write and describe the value of whole numbers to 999</p>	<p>count on, doubles, count back, number line, dime</p>	<p>Color the cubes to show two(2) ways to make 8.</p> <div style="text-align: center;">  </div>	<p>HSP Unit 3 Chap. 11 Lessons 11.1 to 11.5 pgs. 223-232</p> <p>HSP Problem Solving 11.1- 11.5 T.E pgs. 224, 226, 228, 230, 232</p> <p>Introduce Dime Refer to lessons for dime in HSP.</p> <p>United Streaming: Comparing one and two digit numbers.</p> <p>Introduction to 1/2 hour Introduction to Dime</p> <div style="text-align: center;">  </div>

1.1C - Money
identify individual coins by name and value and **describe** relationships among them.



1.8B Time
read time to the hour and half-hour **using** analog and digital clocks..

1.7G Temperature
compare and order two or more objects according to relative temperature (from hottest to coldest)

Emphasis on Dime

1st Grade Math Scope and Sequence 2009-2010

Third Six Weeks - **Week Two** - November 16-20 read, write, compare and order numbers

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.1 Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:</p> <p>(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.</p> <p>(D) read and write numbers to 99 using to describe sets of concrete objects.</p>	<p>1.1A ID</p> <p>1.1D IDM</p>	<p>1.1A Grade K (K.1A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects</p> <p>Grade 2 (2.1C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).</p> <p>1.1D Grade K (k.1C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions</p> <p>Grade 2 (2.1B) use place value to read, write and describe the value of whole numbers to 999</p>	<p>count on, doubles, count back, number line, dime</p>	<p>Color the cubes to show two(2) ways to make 8.</p>	<p>HSP Unit 3 Chap. 11 Lessons 11.1 to 11.5 pgs. 223-232</p> <p>HSP Problem Solving 11.1- 11.5 T.E pgs. 224, 226, 228, 230, 232</p> <p>Introduce Dime Refer to lessons for dime in HSP.</p> <p>United Streaming: Comparing one and two digit numbers.</p> <p>Introduction to 1/2 hour Introduction to Dime</p> <div data-bbox="1423 943 1787 1284" style="text-align: center;">  <p>Measurement Madness Week Nov 16-20 @ all campuses</p> </div>

1st Grade Math Scope and Sequence 2009-2010

Third Six Weeks - **Week Three**- November 30 - December 4 Place Value

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials										
<p>1.1 Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:</p> <p>(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;</p> <p>1.5 Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:</p> <p>(C) compare and order whole numbers using place value;</p>	<p>1.1B IDM</p> <p>1.5C IDM</p>	<p>1.1B Grade K (K.1B)Use sets of concrete objects to represent quantities given in verbal or written form (through 20) and</p> <p>Grade 2 (2.1A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways</p> <p>1.5C Grade K No prior reference</p> <p>Grade 2 (2.5B) use patterns in place value to compare and order whole number through 999.</p>	<p>tens, ones, is less than <, is equal to =, is greater than >, least, greatest</p>	<p>Write/draw 32 using base 10 blocks.</p> <p>Read the table. Which animal do the children like least/most?</p> <table border="1" data-bbox="1207 639 1495 863"> <thead> <tr> <th>Animals</th> <th>Number of Children</th> </tr> </thead> <tbody> <tr> <td>Deer</td> <td>3</td> </tr> <tr> <td>Lion</td> <td>6</td> </tr> <tr> <td>Dog</td> <td>15</td> </tr> <tr> <td>Cow</td> <td>12</td> </tr> </tbody> </table>	Animals	Number of Children	Deer	3	Lion	6	Dog	15	Cow	12	<p>HSP Chap. 12 pgs. 241-249 12.1-12.3; 12.5, 12.6</p> <p>HSP Problem Solving 12.1 - 12.3, 12.5, 12.6 T.E pgs. 242, 244, 246, 250, 252</p> <p>United Streaming: The Number Crew: The Trouble with Crocodiles.</p>
Animals	Number of Children														
Deer	3														
Lion	6														
Dog	15														
Cow	12														

Problem Solving Strategy:
Look for a Pattern


1st Grade Math Scope and Sequence 2009-2010

Third Six Weeks - Week Four - December 7-11 Place value

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials										
<p>1.1 Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:</p> <p>(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;</p> <p>1.5 Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:</p> <p>(C) compare and order whole numbers using place value;</p>	<p>1.1B IDM</p> <p>1.5C IDM</p>	<p>1.1B Grade K (K.1B)Use sets of concrete objects to represent quantities given in verbal or written form (through 20) and</p> <p>Grade 2 (2.1A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways</p> <p>1.5C Grade K No prior reference</p> <p>Grade 2 (2.5B) use patterns in place value to compare and order whole number through 999.</p>	<p>tens, ones, is less than <, is equal to =, is greater than >, least, greatest</p>	<p>Write/draw 32 using base 10 blocks.</p> <p>Read the table. Which animal do the children like least/most?</p> <table border="1" data-bbox="1209 675 1495 899"> <thead> <tr> <th>Animals</th> <th>Number of Children</th> </tr> </thead> <tbody> <tr> <td>Deer</td> <td>3</td> </tr> <tr> <td>Lion</td> <td>6</td> </tr> <tr> <td>Dog</td> <td>15</td> </tr> <tr> <td>Cow</td> <td>12</td> </tr> </tbody> </table>	Animals	Number of Children	Deer	3	Lion	6	Dog	15	Cow	12	<p>HSP 12.1 - 12.3, 12.5, 12.6</p> <p>Chapter 12 pgs. 241-249</p> <p>HSP Problem Solving 12.1 - 12.3, 12.5, 12.6</p> <p>T.E pgs. 242, 244, 246, 250, 252</p> <p>United Streaming: Math Monsters- Patterns</p> <p>United Streaming: Math Investigations- Part One</p>
Animals	Number of Children														
Deer	3														
Lion	6														
Dog	15														
Cow	12														

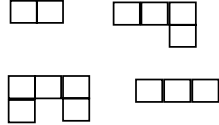
1st Grade Math Scope and Sequence 2009-2010

Third Six Weeks - Week Five - December 14-18 Place Value/ Mid Year Assessment

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
Continuation of 1.1B and 1.5C See previous page for information					
<p>Mid-Year Assessment</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. order three or more events according to duration 2. read and write numbers to 99 to describe sets of concrete objects. 3. read time to the hour and half-hour using analog and digital clocks. ** 4. identify <u>concrete and pictorial</u> patterns in order to make predictions and solve problems. 5. describe <u>concrete and pictorial</u> patterns in order to make predictions and solve problems. 6. extend <u>concrete and pictorial</u> patterns in order to make predictions and solve problems. 7. compare whole numbers up to 99 (less than, greater than, or equal to) using sets of <u>concrete objects and pictorial models</u> 8. order whole numbers up to 99 (less than, greater than, or equal to) using sets of <u>concrete objects and pictorial models</u> 9. model addition and subtraction problem situations with concrete objects and write corresponding number sentences 10. create addition and subtraction problem situations with concrete objects and write corresponding number sentences 11. use <u>concrete and pictorial</u> models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$). 12. estimate length using nonstandard units such as paper clips or sides of color tiles 13. measure length using nonstandard units such as paper clips or sides of color tiles 14. compare two or more concrete objects <u>according to length</u> (from longest to shortest) 15. order two or more concrete objects <u>according to length</u> (from longest to shortest) 16. describe the relationship between the <u>size of the unit and the number of units</u> needed to measure the length of an object. 17. use patterns to skip count by twos, fives, and tens; 18. find patterns in numbers, including odd and even; 19. use patterns to develop strategies to solve basic addition and basic subtraction problems 20. create sets of tens and ones using concrete objects <u>to describe, compare, and order</u> whole numbers; 21. compare whole numbers using place value; 22. order whole numbers using place value; 23. identify individual coins by name and value and describe relationships among them; ** <p align="center">Remember that these skills need to be reviewed and supported throughout the year with our Review Boards.</p>					

1st Grade Math Scope and Sequence 2009-2010

Fourth Six Weeks - Week One - January 5-8 Compare & Order Area

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.7 Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:</p> <p>(D) compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least);</p>	<p>1.7D IDM</p>	<p>1.7D Grade K (K.10B) compare the area of two flat surfaces of twodimensional figures (covers more, covers less, or covers the same) Grade 2 (2.9B) select a non-standard unit of measure, such as square tiles to determine the area of a two-dimensional surface.</p>	<p>shorter, longer, shortest, longest, area, quarter, minute intervals</p>	<p>Circle the figure that covers the least area.</p> 	<p>HSP Unit 6 Measurement Chap. 22 Length</p> <p>HSP Problem Solving: 22.1-22.5 T.E pgs. 458, 460, 462, 464, 466, 468, 470</p> <p>HSP Unit 4 Area Solid and Plane Figures Chap. 14 Lesson 14.8, 14.9</p> <p>HSP Problem Solving 14.8, 14.9 T.E pgs. 300, 302</p> <p>HSP Chap. 14 (Guess & Check) Lesson 14.9</p> <p>HSP Problem Solving 14.9 T.E pgs. 302</p> <p>Introduce quarter: Refer to HSP lessons on quarters</p> <p>United Streaming: Discovering Math- Grades K-2- Geometry</p>

1.1C - Money
identify individual coins by name and value and **describe** relationships among them.

1.8B Time
read time to the hour and half-hour **using** analog and digital clocks..


1.7G Temperature
compare and order two or more objects according to relative temperature (from hottest to coldest)

Emphasis on Quarter















1st Grade Math Scope and Sequence 2009-2010

Fourth Six Weeks - Week Two - January 11-15 Compare & Order Weight/Mass

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.7 Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:</p> <p>(F) compare and order two or more objects according to weight/mass (from heaviest to lightest)</p>	<p>1.7F IDM</p>	<p>1.7F Grade K (K.10)(D) Compare two objects according to weight/mass (heavier than, lighter than or equal to)</p> <p>Grade 2 2.9 (D) select a non-standard unit of measure, such as beans or marbles, to determine the weight/mass of a given object</p>	<p>balance, compare, heaviest, lightest</p>	<p>About how many paper clips does a penny weigh? (practice TAKS p. 101 #1)</p>	<p>HSP Unit 6 Measurement Chap. 23 Weight Lessons 23.1 & 23.4</p> <p>HSP Problem Solving: 23.1- 23.4 T.E pgs. 476, 478, 480, 482</p> <p>United Streaming: Peep and the Big Wide World- Go West Young Peep/ A Delicate Balance</p> <p>United Streaming: Comparing Mass</p>


1st Grade Math Scope and Sequence 2009-2010

Fourth Six Weeks - Week Three - January 18-22 Collect, Sort & Use Data

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials																
<p>1.9 Probability and statistics. The student displays data in an organized form. The student is expected to:</p> <p>(A) collect and sort data; and</p> <p>(B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.</p> <div style="border: 1px solid black; background-color: #90EE90; padding: 5px; margin-top: 10px;"> <p>Problem Solving Strategy: Guess and Check</p> </div>	<p>1.9A IDM</p> <p>1.9B IDM</p>	<p>1.9A Grade K (K.12A)Construct graphs using real objects or pictures in order to answer questions.</p> <p>Grade 2 (2.11A) construct picture graphs and bar-type graphs</p> <p>1.9B Grade K (K.12A)Construct graphs using real objects or pictures in order to answer questions.</p> <p>Grade 2 (2.11A) construct picture graphs and bar-type graphs</p>	<p>sort, concrete graph, picture graph, bar graph</p>	<p>How many children eat watermelon?</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Fruit</th> <th>Tally Marks</th> </tr> </thead> <tbody> <tr> <td align="center"></td> <td align="center"> </td> </tr> <tr> <td align="center"></td> <td align="center"> </td> </tr> <tr> <td align="center"></td> <td align="center"> </td> </tr> <tr> <td align="center"></td> <td align="center"> </td> </tr> </tbody> </table> <p>Use the tally chart to make a bar graph.</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Sport</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Swimming</td> <td align="center"> </td> </tr> <tr> <td>Soccer</td> <td align="center"> </td> </tr> </tbody> </table>	Fruit	Tally Marks									Sport	Total	Swimming		Soccer		<p>HSP Unit 3 Chap. 9 Data & Graphs Lessons: 10.1, 10.2, 10.4, 10.7</p> <p>HSP Problem Solving Chap. 9 T.E. pgs. 182, 184, 186, 188, 190, 192</p> <p>United Streaming: Discovering Math- Grades K-2: Probability</p> <p>United Streaming: Math Monsters- Data Collections</p>
Fruit	Tally Marks																				
																					
																					
																					
																					
Sport	Total																				
Swimming																					
Soccer																					


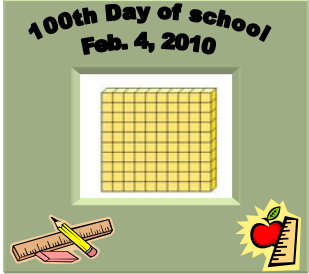
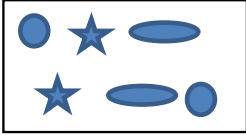
1st Grade Math Scope and Sequence 2009-2010

Fourth Six Weeks - **Week Four** - January 25-29 Draw conclusions of data

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials						
<p>1.10 Probability and statistics. The student uses information from organized data. The student is expected to:</p> <p>(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs</p>	<p>1.10A ID</p>	<p>1.10A Grade K (k.12B) use information from a graph of real objects or pictures in order to answer questions</p> <p>Grade 2 (2.11B) draw conclusions and answer questions based on picture graphs and bar-type graphs</p>	<p>tally chart, tally mark, bar graph</p>	<p>How many more people liked soccer than swimming?</p> <table border="1" data-bbox="1213 570 1465 678"> <thead> <tr> <th>Sport</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Swimming</td> <td>4</td> </tr> <tr> <td>Soccer</td> <td>6</td> </tr> </tbody> </table>	Sport	Total	Swimming	4	Soccer	6	<p>HSP Unit 3 Chap. 10 Data, Graphs & Probability Lessons: 10.3, 10.4,</p> <p>HSP Problem Solving 10.3 pg. 206 10.4 pg. 208</p> <p>United Streaming: Learning to Use Graphs</p> <p>United Streaming: Bar Graphs</p>
Sport	Total										
Swimming	4										
Soccer	6										






1st Grade Math Scope and Sequence 2009-2010

Fourth Six Weeks - Week Five - February 1-5 Probability

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.10 Probability and statistics. The student uses information from organized data. The student is expected to:</p> <p>(B) identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.</p> 	<p>1.10B IDM</p>	<p>1.10B Grade K No prior reference</p> <p>Grade 2 (2.11C) use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons</p>	<p>certain, impossible</p>	<p>Look at the shapes in the box. Draw a shape that is impossible to pull out of the box.</p> 	<p>HSP Unit 3 Chap. 10 Data, Graphs & Probability Lessons: 10.5, 10.6</p> <p>HSP Problem Solving 10.5 pg. 210 10.6 pg. 212</p> <p>United Streaming: Likelihood</p> <p>United Streaming: Discovering Math: Grades K-2- Statistics and Analysis</p>






1st Grade Math Scope and Sequence 2009-2010

Fourth Six Weeks - **Week Six** - February 8-12 Money

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:</p> <p>(C) identify individual coins by <u>name and value</u> and describe relationships among them;</p> <div style="text-align: center;">  </div>	<p>1.1C I</p>	<p>1.1C Grade K No prior reference</p> <p>Grade 2 (2.3D) determine the value of a collection of coins up to one dollar (2.3E) describe how the cent symbol, dollar symbol and the decimal point are used to name the value of a collection of coins</p> <div style="text-align: center;">   </div>	<p>penny, nickel, dime, quarter, cent, equal, amount</p> <div style="text-align: center;">  </div>	<p>How many nickles are there in \$0 .50?</p> <div style="text-align: center;">  </div>	<p>HSP Math Unit 5 Chap. 19 Counting Coins 19.3-19.6</p> <p>HSP Problem Solving 19.3-19.6 T.E pgs. 404, 406, 408, 410</p> <p>EDM Volume 2 Quarters Lesson 6.9 pg. 527</p> <p>United Streaming: Learning About Money</p>


1st Grade Math Scope and Sequence 2009-2010

Fourth Six Weeks - **Week Seven** - February 15-19 Money

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:</p> <p>(C) identify individual coins by <u>name and value</u> and describe relationships among them;</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>1.1C I</p>	<p>1.1C Grade K No prior reference</p> <p>Grade 2 (2.3D) determine the value of a collection of coins up to one dollar (2.3E) describe how the cent symbol, dollar symbol and the decimal point are used to name the value of a collection of coins</p> <div style="text-align: center;">  </div>	<p>penny, nickel, dime, quarter, cent, equal, amount</p> <div style="text-align: center;">  </div>	<p>How many nickles are there in \$.50?</p> <div style="text-align: center;">  </div>	<p>EDM Unit 3 Lesson 3.12 pg. 222 Counting Dimes, Nickels, and Pennies</p> <p>EDM Unit 8 Lesson 8.1 pg. 614 Review Money</p> <p>(For Exchange) EDM 2.9 pg. 125, 3.11 pg. 216</p> <p>United Streaming: Pennies, Nickels, Dimes, Quarters, and Dollars</p>


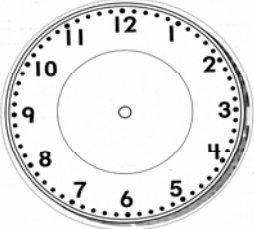
1st Grade Math Scope and Sequence 2009-2010

Fifth Six Weeks - **Week One** - February 22-26 **Compare & order capacity**

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.7 Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:</p> <p>(E) compare and order two or more containers according to capacity (from holds the most to holds the least)</p>	<p>1.7E IDM</p>	<p>1.7E Grade K (K.10 C) Compare two containers according to capacity (holds more, holds less, or holds the same)</p> <p>Grade 2 (2.9C) select a non-standard unit of measure, such as a bathroom cup or a jar, to determine the capacity of a given container.</p>	<p>capacity, temperature, thermometer, measure, move, less, equal, 15 minute intervals.</p>	<p>See page 504, #4 on the Test in the TE.</p>	<p>HSP Unit 6 Chap. 24 Lessons: 24.1, 24.2, 24.5 pgs. 491-493, 499</p> <p>Introduce: 15 minute intervals.</p> <p>United Streaming: Mathica's Mathshop- A Sure Cure</p>

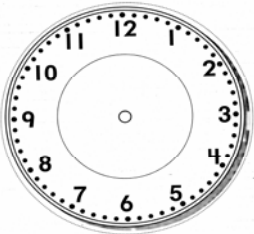
1st Grade Math Scope and Sequence 2009-2010

Fifth Six Weeks - **Week Two** - March 1-5 Time

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>(1.8) Measurement. The student understands that time can be measured. The student uses time to describe and compare situations. The student is expected to:</p> <p>(B) read time to the hour and half-hour using analog and digital clocks.</p> 	<p>1.8B ID</p>	<p>1.8B Grade K No prior reference Grade 2 (2.10B) read and write times shown on an analog and digital clock using five-minute increments</p>	<p>hour, minute hand, hour hand, minute, half hour, estimate</p>	<p>What clock shows the same time as the digital clock? (compare analog and digital)</p> <p>See page 448, #5 in the TE.</p>	<p>HSP Unit 5 Chap. 20 Lessons: 20.1-20.3 pgs. 419-423</p> <p>United Streaming: Math Monsters- Time</p>



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Fifth Six Weeks - **Week Three** - March 8-12 Time

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>(1.8) Measurement. The student understands that time can be measured. The student uses time to describe and compare situations. The student is expected to:</p> <p>(B) read time to the hour and half-hour using analog and digital clocks.</p> 	<p>1.8B ID</p>	<p>1.8B Grade K No prior reference Grade 2 (2.10B) read and write times shown on an analog and digital clock using five-minute increments</p>	<p>year, month, schedule</p>	<p>What clock shows the same time as the digital clock? (compare analog and digital)</p> <p>See page 448, #5 in the TE.</p>	<p>HSP Unit 5 Chap. 20 Lessons: 20.1-20.3 pgs. 419-423</p> <p>United Streaming: Tick Tock- All About the Clock</p>


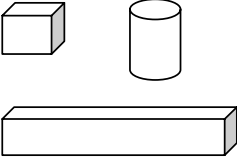
1st Grade Math Scope and Sequence 2009-2010

Fifth Six Weeks - **Week Four** - March 22-26 Geometry

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.6 Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:</p> <p>(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);</p>	<p>1.6A DM</p>	<p>1.6A Grade K (K.9 C) Describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle)</p> <p>Grade 2 (2.7 A) describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures, such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.</p>	<p>circle, triangle, rectangle, square, vertices, side, rhombus</p>	<p>How many sides does this figure have?</p> 	<p>HSP Unit 4 Chap. 14 Lessons: 14.4, 14.5 pgs. 291-293</p> <p>United Streaming: Discovering Math- Grades K-2 Geometry</p>


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Fifth Six Weeks - Week Five - March 29 - April 2 Geometry

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.6 Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:</p> <p>(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;</p>	<p>1.6B ID</p>	<p>1.6B Grade K (K.9B) recognize shapes in real life three-dimensional geometric figures or models of three-dimensional geometric figures.</p> <p>Grade 2 2.7 (A) describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures, such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.</p>	<p>sphere, cylinder, cone, pyramid, cube, curved-surface, flat surface(face), vertices, side</p>	<p>Color the cube</p> 	<p>HSP Unit 4 Chap. 14 Lessons: 14.1 pg. 284</p> <p>United Streaming: Shapes and Relationships</p>


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Fifth Six Weeks - Week Six - April 5-9 Geometry

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.6 Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:</p> <p>(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and</p> <p>(D) use concrete models to combine two-dimensional geometric figures to make new geometric figures.</p>	<p>1.6C DM</p> <p>1.6D ID</p>	<p>1.6C Grade K (K.9A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of threedimensional geometric figures</p> <p>Grade 2 (2.7A) describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures, such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.</p> <p>1.6D Grade K No prior reference</p> <p>Grade 2 (2.7C) cut two-dimensional geometric figures apart and identify the new geometric figures formed</p>	<p>vertices, side, area</p>	<p>See Chapter 14 test, #3, page 308 in the TE</p> <p>What pattern block would you use 3 times to make this figure? (square)</p> 	<p>HSP Unit 4 Chap. 14 Lessons: 14.2 14.6, 14.7 pgs. 287, 295-297</p> <p>United Streaming: The Number Crew- Shape Sorting</p>



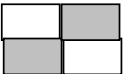
1st Grade Math Scope and Sequence 2009-2010

Fifth Six Weeks - **Week Six**- April 12-16 Patterns

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
 <p>(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:</p> <p>(A) use patterns to skip count by twos, fives, and tens;</p> <p>(B) find patterns in numbers, including odd and even;</p> <p>(D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and</p>	<p>1.5A IDM</p> <p>1.5B ID</p> <p>1.5C IDM</p>	<p>1.5A Grade K No prior reference</p> <p>Grade 2 No direct future reference</p> <p>1.5B Grade K No prior reference</p> <p>Grade 2 (2.5A) find patterns in numbers such as in a 100s chart</p> <p>1.5D Grade K No prior reference</p> <p>Grade 2 (2.5C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as 8+9=17, 9+8=17, 17-8=9, 17-9=8</p>	<p>inches, standard, non-standard, even, odd, skip counting, same, fact family, count up, count down</p>	<p>Fill in the missing numbers 4, __, __, 10, 12</p> <p>Circle the group that has all odd numbers. Group A: 4, 5, 6, 7 Group B: 10, 12, 14, 16 Group C: 11, 13, 15, 17 Group D: 12, 14, 15, 16</p> <p>Find the missing number in the add/sub sentence. 3+_=7 4-2=_ _-6=3</p>	<p>HSP 13.1, 13.2, 13.3, 13.4, 13.5 Chap. 13 Unit 3 pgs. 261-269</p> <p>HSP Problem Solving 13.1-13.5 T.E pgs. 262, 264, 266, 268, 270</p> <p>United Streaming: Complaints From Every Other Cabin- Even and Odd Numbers</p>


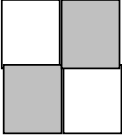
1st Grade Math Scope and Sequence Overview 2009-2010

Sixth Six Weeks - Week One - April 19-23 Fractions

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.2 Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects. The student is expected to:</p> <p>(A) separate a <u>whole</u> into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and</p> <p>(B) use appropriate language to describe <u>part of a set</u> such as three out of the eight crayons are red.</p>	<p>1.2A ID</p> <p>1.2B ID</p>	<p>1.2A Grade K (K.3A) share a whole by separating it into two equal parts; and (K.3B) explain why a given part is half of the whole</p> <p>Grade 2 (2.2A) use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);</p> <p>1.2B Grade K No prior reference</p> <p>Grade 2 (2.2B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and</p>	<p>whole, equal parts parts of set</p>	<p>Complete the sentence: ___ out of ___ () is blue.</p> <p align="center">  </p> <p>What fraction does the shaded part show?</p> <p align="center">  </p>	<p>HSP Unit 4 Chap. 16 Lessons 16.1 to 16.6 pgs. 333-346</p> <p>United Streaming: The Number Crew- Action with Fractions</p>


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Sixth Six Weeks - **Week Two** - April 26-30 Fractions

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.2 Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects. The student is expected to:</p> <p>(A) separate a <u>whole</u> into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and</p> <p>(B) use appropriate language to describe <u>part of a set</u> such as three out of the eight crayons are red.</p>	<p>1.2A ID</p> <p>1.2B ID</p>	<p>1.2A Grade K (K.3A) share a whole by separating it into two equal parts; and (K.3B) explain why a given part is half of the whole</p> <p>Grade 2 (2.2A) use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);</p> <p>1.2B Grade K No prior reference</p> <p>Grade 2 (2.2B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and</p>	<p>whole, equal parts parts of set</p>	<p>Complete the sentence: ___ out of ___ () is blue.</p>  <p>What fraction does the shaded part show?</p> 	<p>HSP Unit 4 Chap. 16 Lessons 16.1 to 16.6 pgs. 333-346</p> <p>United Streaming: Representing Mathematical Ideas</p>


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Sixth Six Weeks - **Week Three** - May 3-7 Problem Solver

 Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>1.11 Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p> <p>(A) identify the mathematics in everyday situations</p> <p>(B) solve problems that incorporate the process of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</p> <p>(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out in order to solve a problem</p>	<p>1.11A D</p> <p>1.11B D</p> <p>1.11C D</p>	<p>This TEKS are similar in grades K to 5th grade.</p> <p>Please see front attachment</p> <div data-bbox="661 560 1123 974" style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #f9cb9c; width: fit-content; margin: 20px auto;"> <p>This week the focus will be on strategy: Acting It Out. This process will help students to visualize the problem solving process</p> </div>	<p>strategies</p> <p>reasonableness</p> <p>plan</p> <p>solve</p>		<p>Problem Solver I and II</p> <p>Examplerars</p>

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Sixth Six Weeks - **Week Four** - May 10-14 Problem Solver

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
 <p>1.11 Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p> <p>(A) identify the mathematics in everyday situations</p> <p>(B) solve problems that incorporate the process of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</p> <p>(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out in order to solve a problem</p>	<p>1.11A D</p> <p>1.11B D</p> <p>1.11C D</p>	<p>This TEKS are similar in grades K to 5th grade.</p> <p>Please see front attachment</p> <div data-bbox="667 560 1123 974" style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #f9cb9c; width: fit-content; margin: 20px auto;"> <p>This week the focus will be on strategy: Making a Picture. This process will help students transfer from the concrete to representations.</p> </div>	<p>strategies</p> <p>reasonableness</p> <p>plan</p> <p>solve</p>		<p>Problem Solver I and II Exemplars</p>

You will also be given an open ended test to your students based on TEKS 1.11ABC; 1.12AB; 1.13


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Sixth Six Weeks - **Week Five** - May 17-21 End of Year Assessment

Standards 	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
End Year Assessment					REVIEW
<p>End of Year Assessment (This test will include items from the Mid-year test.)</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> compare the area of two or more two-dimensional surfaces (from covers the most to covers the least); order the area of two or more two-dimensional surfaces (from covers the most to covers the least); identify individual coins by name and value and describe relationships among them. read time to the hour and half-hour using analog and digital clocks.. compare two or more objects according to weight/mass (from heaviest to lightest) order two or more objects according to weight/mass (from heaviest to lightest) collect and sort data; use organized data to construct real-object graphs, picture graphs, and bar-type graphs. draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs identify events as certain or impossible such as drawing a red crayon from a bag of green crayons compare two or more containers according to capacity (from holds the most to holds the least order two or more containers according to capacity (from holds the most to holds the least describe two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle); identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle); describe three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones; identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones; describe two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; use concrete models to combine two-dimensional geometric figures to make new geometric figures. use patterns to skip count by twos, fives, and tens; find patterns in numbers, including odd and even; use patterns to develop strategies to solve basic addition and basic subtraction problems; separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; use appropriate language to describe part of a set such as three out of the eight crayons are red. <p>Remember you will also have open ended questions.</p>					


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Sixth Six Weeks - Week Six - May 24-28 Measurement Mania II

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
 <p>(1.11) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to: (A) identify the mathematics in everyday situations; (D) use tools such as real objects, manipulatives, and technology to solve problems.</p> <p>(1.12) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to: (A) explain and record observations using objects, words, pictures, numbers, and technology; and (B) relate informal language to mathematical language and symbols.</p>	<p>1.11A D</p> <p>1.11D D</p> <p>1.12A D</p> <p>1.12B D</p>	<p>These TEKS are exactly the same in Kinder to 5th grade</p>			<p>EDM Volume 1 Teacher Edition Pages 404-427</p>
<p>Measurement Madness II</p>					
<p>Have students select a project from EDM Volume 1 (Pages 404-427 TE) to do in your class as a whole group with teacher guidance.</p> <p>Project 1: Apple Math Project 2: Autumn Leaves Project 3: Pumpkin Math Project 4: Geometric Gift Wrap and Greeting Cards Project 5: Calendar for New Year Project 6: Celebrate the Hundredth Day Project 7: Amaryllis Plan</p> <p>This project will be presented before the end of the year to math leader. Math Leaders will collect samples from each classroom.</p>					

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Sixth Six Weeks - **Week Seven** - May 31 - June 31 Addition/Subtraction

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
 <p>(1.11) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to: (A) identify the mathematics in everyday situations; (D) use tools such as real objects, manipulatives, and technology to solve problems.</p> <p>(1.12) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to: (A) explain and record observations using objects, words, pictures, numbers, and technology; and (B) relate informal language to mathematical language and symbols.</p>	<p>1.11A D</p> <p>1.11D D</p> <p>1.12A D</p> <p>1.12B D</p>	<p>These TEKS are exactly the same in Kinder to 5th grade</p>	<p align="center">Review Addition and Subtraction Facts</p>		<p>EDM Volume 1 Teacher Edition Pages 404-427</p>
<p align="center">Have students select a project from EDM Volume 1 (Pages 404-427 TE) to do in your class as a whole group with teacher guidance.</p> <p>Project 1: Apple Math Project 2: Autumn Leaves Project 3: Pumpkin Math Project 4: Geometric Gift Wrap and Greeting Cards Project 5: Calendar for New Year Project 6: Celebrate the Hundredth Day Project 7: Amaryllis Plan</p> <p>This project will be presented before the end of the year to math leader. Math Leaders will collect samples from each classroom.</p>					