

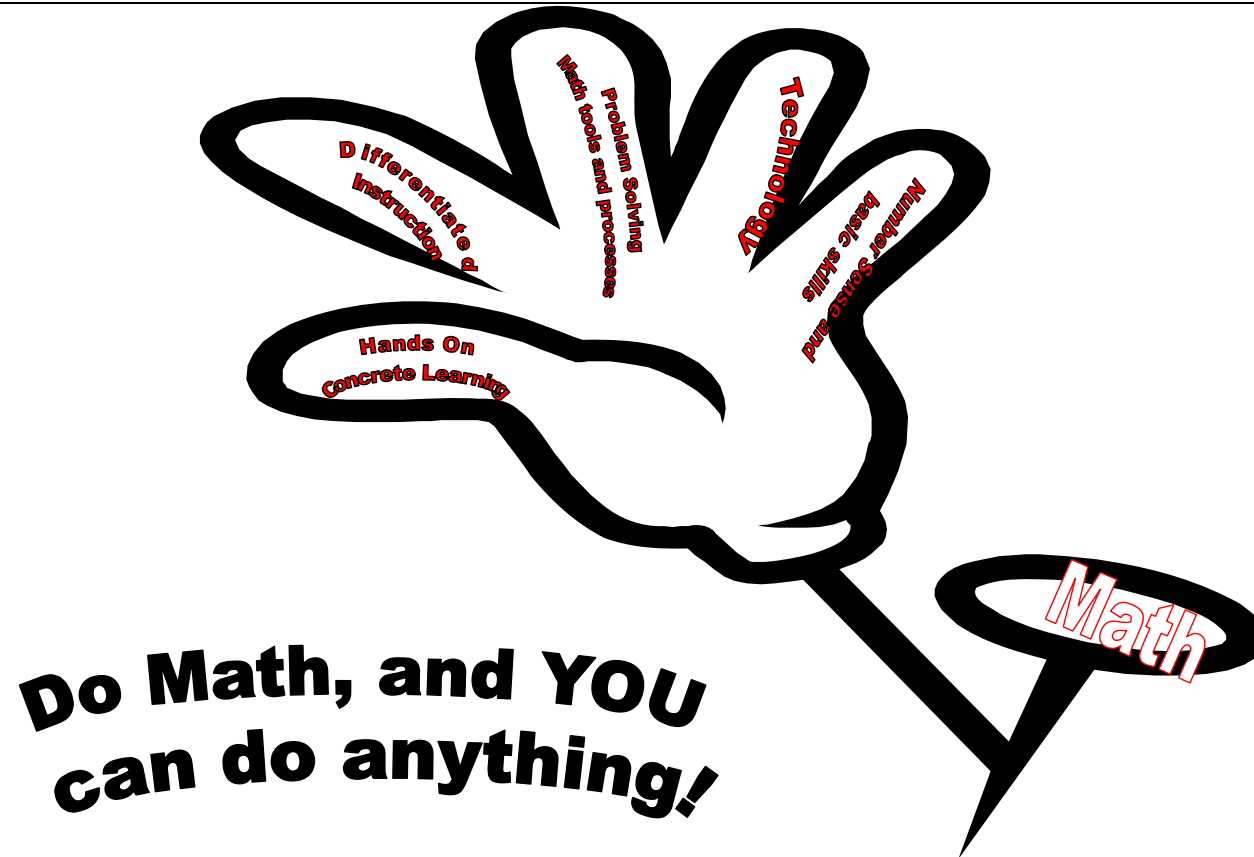
2nd Grade Math Scope and Sequence Overview 2009-2010						
	1st 6wks Aug 24- Oct 2 Act it out	2nd 6wks Oct 5 - Nov 6 Draw a Picture	3rd 6weeks Nov 9- Dec 18 Look for Patterns	4th 6 weeks Jan 5-Feb19 Guess and Check	5th 6 weeks Feb 22 - April 16 Draw a Picture	6th 6 weeks April 19 - June 4
Week One	Measuring Week TIME/Temperature (2.10ABC) Rituals and Routines: -Review Routines -Problem Solving -Math Notebook/Journal -Facts and data Aug. 24- 28	Measuring Week Linear Measurement -Length (2.9A) ▲ Oct 5-9	Model Addition/Subtraction of 2 digit numbers (2.3B) Nov. 9-13	Money (2.3DE) Jan 5-8	Cutting Figures/Points in a line (2.7C)(2.8) Feb 22-26	Patterns (2.6B) April 19-23
Week Two	Inventory Assessment Place Value (2.1 AB) Aug. 31- Sept	Basic Addition Facts (2.3A) Oct 12-16 ▲	Model Addition/Subtraction of 2 digit numbers (2.3B) Nov.16-20 ▲ Measurement Mania I	Money (2.3DE) Jan 11-15	Measuring Week Capacity (2.9C) March 1-5	Compare and Order/ Use Patterns: Bigger numbers (2.1C)(2.5B) April 26-30
Week Three	Place Value (2.1 AB) Sept. 7-11	Basic Subtraction Facts (2.3A) Oct. 19-23 ▲	Select addition or subtraction to solve problems (2.3C) Nov. 30-Dec4 ▲	Money (2.3DE) Jan 18-22	Measuring Week Time (2.10BC) March 8-12	Model, create, describe multiplication and division (2.4AB) Look for Patterns Guess and Check (2.12A,2.12B,2.12C) May 3-14
Week Four	Compare and Order/ Use Patterns: Small numbers (2.1C)(2.5B) Sept. 14-18	Model Addition/Subtraction of 2 digit numbers (2.3B) Oct.26-30 ▲	Measuring Week AREA (2.9B) Dec. 7-11	Data and Probability (2.11 ABC) Jan 25-29 ▲	Frac tions (2.2ABC) March 22-26	
Week Five	Patterns (2.5AC) Sept. 21-25	Model Addition/Subtraction of 2 digit numbers (2.3B) Nov. 2- 6	Measuring Week Weight/Mass (2.9D) Dec. 14-18	Data and Probability (2.11 ABC) ▲ Feb. 1-5 100th Day of School (Feb 4)	Frac tions (2.2ABC) March 29-April 2	Review End-Year Assessment Projects (2.12A,2.12D,2.13AB) May 17-21
Week Six	Patterns (2.5AC) Sept. 28-Oct 2		Mid-Year Assessment	Describe and Compare Attributes of Two dimensional (2.7AB) Feb. 8-12	Frac tions (2.2C) April 5-9	Measurement Mania II Projects (2.12A,2.12D,2.13AB) May 24-28
Week seven				Describe and Compare Attributes of Three dimensional (2.7AB) Feb. 15-19	Patterns (2.6C) April 12-16	Explore Three Digit Addition and Subtraction Projects (2.12A,2.12D,2.13AB) May 31-June4
▲	On going TEKS					
	Instructional Levels: I - Introduced D- Developed M- Mastered T- Tested and R - Retought					



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					
<ul style="list-style-type: none"> ▶ 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 					

2nd Grade Math Scope and Sequence Overview 2009-2010

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


 Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>2.10 Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to:</p> <p>(A) read a thermometer to gather data;</p> <p>(B) read and write times shown on analog and digital clocks using five-minute increments; and</p> <p>(C) describe activities that take approximately one second, one minute, and one hour.</p>	<p>2.10 A - I 2.10 B - D 2.10 C - ID</p>	<p><u>First Grade:</u> (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: (A) order three or more events according to duration; and (B) read time to the hour and half-hour using analog and digital clocks.</p> <p><u>Third Grade:</u> (3.12) Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. The student is expected to: (A) use a thermometer to measure temperature; and (B) tell and write time shown on analog and digital clocks.</p>	<p>Time: analog digital hour hand minute hand second hand clock face</p> <p>Temperature: degrees Fahrenheit Celcius thermometer</p>	<p>Write the time 50 minutes after 2 o'clock.</p> <p>Which activity takes about: one second? One minute? One hour? (see page 296 HSP)</p> <p>See page 400 HSP</p>	<p>HSP: Ch. 17 Lesson 7, 8, 9 Ch. 13 Lesson 1-6</p> <p>Think Math: Time: Ch. 6 Lessons 1-8 p. 378-449 Temp.: Ch. 15 Lesson 7 p. 333-334</p> <p>Problem Solver: Problems 27, 28 - Measurement Practice time problems 78,79,80</p> <p>Groundworks: Measurement</p> <p>EDM: Time: Lesson 3.3 TE p. 178-182, Lesson 3.4 TE p. 183-185 (Exploration B)</p> <p>Temperature: Lesson 1.13 TE p. 70-72 (Exploration A), Lesson 4.4 TE p. 241-246</p>

Addition and Subtractions should be covered from the beginning of the year (2.3A)

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.


2nd Grade Math Scope and Sequence Overview 2009-2010

First Six Weeks - Week Two - August 31-September 4 Inventory Assessment/ Place Value

 Standards	Inst. Level	Vertical Alignment	Vocabulary	Prerequisites	Resources/ Materials
<p>2.1 Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to:</p> <p>(A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways;</p> <p>(B) use place value to read, write, and describe the value of whole numbers to 999</p>	<p>2.1A - IDM 2.1B - IDM</p>	<p><u>First Grade:</u> (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to: (B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers (D) read and write numbers to 99 to describe sets of concrete objects.</p> <p><u>Third Grade:</u> (3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to: (A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999</p>	<p>place value ones tens hundreds cube/unit long/rods flat base 10 blocks whole numbers</p>	<p>Write the number 23 in two different ways.</p> <p>Which number is the same as 63?</p>	<p>HSP: Ch. 3 Lesson 1-7</p> <p>Think Math: Ch. 3 p. 176 Place Value: lots of counters, Ch. 3 Lesson 2 p. 186: Grouping by Tens and Hundreds, Lessons 1-9 p. 168-243</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM: Lesson 3.1 TE p. 168-172 Lesson 10.8 TE p. 732-735 Lesson 10.9 TE p. 736-741 Lesson 10.10 TE p. 742-751</p>

2nd Grade Math Scope and Sequence Overview 2009-2010

First Six Weeks - **Week Three** - September 7-11 Place Value

 Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>2.1 Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to:</p> <p>(A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways;</p> <p>(B) use place value to read, write, and describe the value of whole numbers to 999</p>	<p>2.1A - IDM 2.1B - IDM</p>	<p><u>First Grade:</u> (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to: (B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers (D) read and write numbers to 99 to describe sets of concrete objects.</p> <p><u>Third Grade:</u> (3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to: (A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999</p>		<p>How is the numeral 354 written in words?</p> <p>What numeral means the same as $500 + 40 + 7$?</p>	<p>HSP: Ch 3 Lesson 1-7</p> <p>Think Math: Ch. 3 Lesson 3 p. 192 Representing 2-digit numbers, Lesson 4 p. 200 Representing 3-digit numbers, Lessons 1-9, p. 168-243</p> <p>Problem Solver: Problems: 3, 5, 6 Practice Problems: 42-47</p> <p>Groundworks:</p> <p>EDM: Lesson 3.1 TE p. 168-172 Lesson 10.8 TE p. 732-735 Lesson 10.9 TE p. 736-741 Lesson 10.10 TE p. 742-751</p>


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First Six Weeks - **Week Four - September 14-18 Compare & Order/Use Patterns with Small Numbers**

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>2.1 Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to:</p> <p>(C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).</p> <p>2.5 Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:</p> <p>(B) use patterns in place value to compare and order whole numbers through 999</p>	<p>2.1 C IDM 2.5 B IDM</p>	<p><u>First Grade:</u> (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to: (A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models (1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to: (C) compare and order whole numbers using place value</p> <p><u>Third Grade:</u> (3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to: (B) use place value to compare and order whole numbers through 9,999 NOTE: patterns in 100's chart should be mastered in 2nd grade.</p>	<p>symbol is less than is greater than is equal to is more than</p>	<p>Write the number 23 in two different ways.</p> <p>Which number is the same as 63?</p> <p>Use the symbols: < > = to complete each sentence:</p> <p>48 _____ 79 32 _____ 23 41 _____ 48 _____ 55</p>	<p>HSP: Ch. 4 Lesson 1-4</p> <p>Think Math: Ch. 11 Lesson 1 p. 241-242, Ch. 1 Lesson 12 Look for a Pattern, Ch. 1 Lessons 1-9 p. 12-64</p> <p>Problem Solver: Problems: 9, 10, 15 Practice Problems: 51, 52, 53, 60, 61, 62</p> <p>Groundworks:</p> <p>EDM: Lesson 1.12 TE p. 65-69 Lesson 7.1 TE p. 510-515 Lesson 7.2 TE p. 516-521 Lesson 7.3 TE p. 522-527 Lesson 7.4 TE p. 528-532 Lesson 7.5 TE p. 533-538</p>

2nd Grade Math Scope and Sequence Overview 2009-2010

First Six Weeks - Week Five - September 21-25 Patterns

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p>2.5 Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:</p> <p>(A) find patterns in numbers such as in a 100s chart</p> <p>(C) 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>2.5 A - IDM 2.5 C - IDM</p>	<p><u>Grade 1:</u> (1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to: (B) find patterns in numbers, including odd and even (D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and (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> <p><u>Third Grade:</u> NOTE: Patterns in 100's chart and addition/subtraction fact families should be mastered in 2nd grade.</p>	<p>digit number grid tally marks calendar ordinal numbers repeating patterns additive patterns table paired numbers fact family pattern unit</p>	<p>Sally is skip counting by 4's. What will be her next number? 12, 16, _____</p> <p>There are 2 wheels on a scooter. How many wheels are there on 5 scooters?</p> <p>Stella used 4, 8, and 12 write a fact family. Which of these facts does not belong in the family?</p> <p>A. $4+8=12$ B. $12-8=4$ C. $8+4=12$ D. $8-4=4$</p>	<p>HSP: Ch 5 Lessons 1-5</p> <p>Think Math: Ch. 3 Lessons 1-9</p> <p>Problem Solver: Problems: 29, 30 Practice Problems: 81, 82, 83, 100</p> <p>Groundworks:</p> <p>EDM: Unit 1 TE p. 16-75</p>

2nd Grade Math Scope and Sequence Overview 2009-2010

First Six Weeks - **Week Six** - September 21-October 2 Patterns

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>2.5 Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:</p> <p>(A) find patterns in numbers such as in a 100s chart</p> <p>(C) 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>2.5 A - IDM 2.5 C - IDM</p>	<p><u>First Grade:</u> (1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to: (B) find patterns in numbers, including odd and even (D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and (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> <p><u>Third Grade:</u> NOTE: Patterns in 100's chart and addition/subtraction fact families should be mastered in 2nd grade.</p>	<p>digit number grid tally marks calendar ordinal numbers repeating patterns additive patterns table paired numbers fact family pattern unit</p>	<p>Sally is skip counting by 4's. What will be her next number?</p> <p>12, 16, _____</p> <p>There are 2 wheels on a scooter. How many wheels are there on 5 scooters?</p> <p>Stella used 4, 8, and 12 write a fact family. Which of these facts does not belong in the family?</p> <p>A. $4+8=12$ B. $12-8=4$ C. $8+4=12$ D. $8-4=4$</p>	<p>HSP: Ch. 5 Lessons 1-5</p> <p>Think Math:</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM: Lesson 2.2 TE p. 96 Lesson 2.3 TE p. 100 Lesson 2.4 TE p. 105 Lesson 2.5 TE p. 110 Lesson 2.8 TE p. 123 Lesson 2.13 TE p. 147</p>

2nd Grade Math Scope and Sequence Overview 2009-2010

Second Six Weeks - Week One - October 5-9 Linear Measurement/Length

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>(2.9) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to:</p> <p>(A) identify concrete models that approximate <u>standard units</u> of length and use them to measure length</p>	<p>2.9 A - I</p>	<p><u>First Grade:</u> (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: (A) estimate and measure length using nonstandard units such as paper clips or sides of color tiles; (B) compare and order two or more concrete objects according to length (from longest to shortest) <u>Third Grade:</u> (3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to: (A) use linear measurement tools to estimate and measure lengths using standard units; (B) use standard units to find the perimeter of a shape</p>	<p>Measure standard unit yard meter inch centimeter foot decimeter customary metric perimeter length width ruler measuring tape</p>	<p>Using models or pictures of a crayon, book, pencil and pen...Ask: A small paper clip is about 1 inch long. Which of these is about 3 inches long?</p>	<p>HSP: Ch. 17 Lesson 1, 2, 3</p> <p>Think Math: Capacity: Ch 15 Lessons 1-3 Weight: Ch 15 Lessons 4-6 Length: Ch 12 Lessons 1-7 Ch. 7 Lesson5 p. 494-496</p> <p>Problemsolver:</p> <p>Groundworks: Measurement</p> <p>EDM: Lesson 9.1 TE p. 630 Lesson 9.2 TE p. 636 Lesson 9.4 TE p. 648</p>


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Second Six Weeks - Week Two - October 12-16/Basic Subtraction Facts

Standards	Inst. Level	Prerequisites	Vocabulary	Sample Questions	Resources/ Materials
<p>2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:</p> <p>(A) recall and apply basic addition and subtraction facts (to 18);</p>	<p>2.3A -DM</p>	<p><u>First Grade:</u> (1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to: (A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences <u>Third Grade:</u> NOTE: Recall and apply basic addition and subtraction fact (to 18)</p>	<p>addition fact sum addend number sentence doubles fact turn-around fact more count on</p>	<p>There are 8 mountains and 2 rivers. How many more mountains than rivers are there?</p>	<p>HSP: Ch. 1 Lesson 1-8</p> <p>Think Math: Ch. 2 Lessons 1-9 p. 94-167</p> <p>Problemsolver:</p> <p>Groundworks: Reasoning with Numbers</p> <p>EDM: Lesson 2.2 TE p. 96 Lesson 2.3 TE p. 100 Lesson 2.4 TE p. 105 Lesson 2.5 TE p. 110</p>


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Second Six Weeks - Week Three - October 19-23 Basic Subtraction Facts

 Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:</p> <p>(A) recall and apply basic addition and subtraction facts (to 18)</p>	<p>2.3 A - DM</p>	<p><u>First Grade:</u> (1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to: (A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences</p> <p><u>Third Grade:</u> NOTE: Recall and apply basic addition and subtraction fact (to 18)</p>	<p>subtract difference take away fewer count back</p>	<p>Pam sees 4 birds. Kim sees 3 birds. How many fewer birds does Kim see than Pam?</p> <p>What number plus 2 equals 7?</p>	<p>HSP: Ch. 2 Lesson 1-6</p> <p>Think Math: Ch. 4 Lessons 1-6 p. 254-292</p> <p>Problemsolver:</p> <p>Groundworks:</p> <p>EDM: Lesson 2.6 TE p. 114 Lesson 2.12 TE p. 143 Lesson 2.13 TE p. 147</p>


2nd Grade Math Scope and Sequence Overview 2009-2010

Second Six Weeks - **Week Four** - October 26-30 Model Addition/Subtraction of 2 digit numbers

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p>2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:</p> <p>(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers</p>	<p>2.3 B -IDM</p>	<p><u>First Grade:</u> (1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).</p> <p><u>Third Grade:</u> (3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to: (A) model addition and subtraction using pictures, words, and numbers</p>	<p>2-digit number regroup algorithm</p>	<p>There are 19 marbles and 26 marbles. Model the sum of 19 and 26.</p> <p>Charles subtracted 19 from 20. What was the difference?</p> <p>Use a picture to show the following: Liz had 28 grapes. She has 18 grapes left after she gave some to her brother. How many grapes did she give her brother?</p> <p>Eva has some photos. Her brother gives her 8 more. Now she has 31 photos in all. How many photos did Eva start with?</p>	<p>HSP: Ch. 6, 7, 8, 9 All</p> <p>Think Math: Ch 8 Lessons 2-8 p. 554-600</p> <p>Problemsolver:</p> <p>Groundworks:</p> <p>EDM: Lesson 4.8 TE p. 263 Lesson 4.9 TE p. 269</p>

2nd Grade Math Scope and Sequence Overview 2009-2010

Second Six Weeks - Week Five - November 2-6 Model Addition/Subtraction of 2 digit numbers

 Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:</p> <p>(B) model addition and subtraction of two-digit numbers with <u>objects, pictures, words, and numbers</u></p>	2.3 B -IDM	<p><u>First Grade:</u> (1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).</p> <p><u>Third Grade:</u> (3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to: (A) model addition and subtraction using pictures, words, and numbers</p>	sum total difference	<p>There are 19 marbles and 26 marbles. Model the sum of 19 and 26.</p> <p>Charles subtracted 19 from 20. What was the difference?</p> <p>Use a picture to show the following: Liz had 28 grapes. She has 18 grapes left after she gave some to her brother. How many grapes did she give her brother?</p> <p>Eva has some photos. Her brother gives her 8 more. Now she has 31 photos in all. How many photos did Eva start with?</p>	<p>HSP: Ch. 6, 7, 8, 9 All</p> <p>Think Math: Ch 8 Lessons 2-8 p. 554-600</p> <p>Problemsolver:</p> <p>Groundworks:</p> <p>EDM:</p>

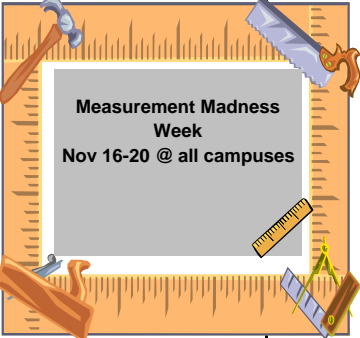
2nd Grade Math Scope and Sequence Overview 2009-2010

Third Six Weeks - **Week One - November 9-13 Model Addition/Subtraction of 2 digit numbers**

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:</p> <p>(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers</p>	<p>2.3B-IDM</p>	<p><u>First Grade:</u> (1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to: (B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).</p> <p><u>Third Grade:</u> (3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to: (A) model addition and subtraction using pictures, words, and numbers</p>	<p>two-digit number regroup sum subtract difference more few more than</p>	<p>There are 19 marbles and 26 marbles. Model the sum of 19 and 26.</p> <p>Charles subtracted 19 from 20. What was the difference?</p> <p>Use a picture to show the following: Liz had 28 grapes. She has 18 grapes left after she gave some to her brother. How many grapes did she give her brother?</p> <p>Eva has some photos. Her brother gives her 8 more. Now she has 31 photos in all. How many photos did Eva start with?</p>	<p>HSP: Ch 6, 7, 8, 9</p> <p>Think Math: Ch. 10 Lessons 6, 7 p. 764, 770</p> <p>Problem Solver: Problems: 25, 26 Practice Problems: 48, 49, 50, 51, 75, 76, 77</p> <p><u>Groundworks:</u> Reasoning with Numbers</p> <p>EDM: Lesson 4.8 TE p. 263 Lesson 4.9 TE p. 269 Lesson 6.1 TE p. 354</p>


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Third Six Weeks - **Week Two - November 16-20 Model Addition/Subtraction of 2 digit numbers**

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:</p> <p>(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers</p> 	<p>2.3B-IDM</p>	<p><u>First Grade:</u> (1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to: (B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).</p> <p><u>Third Grade:</u> (3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to: (A) model addition and subtraction using pictures, words, and numbers</p>	<p>two-digit number regroup sum subtract difference more few more than</p>	<p>There are 19 marbles and 26 marbles. Model the sum of 19 and 26.</p> <p>Charles subtracted 19 from 20. What was the difference?</p> <p>Use a picture to show the following: Liz had 28 grapes. She has 18 grapes left after she gave some to her brother. How many grapes did she give her brother?</p> <p>Eva has some photos. Her brother gives her 8 more. Now she has 31 photos in all. How many photos did Eva start with?</p>	<p>HSP: Ch 6, 7, 8, 9</p> <p>Think Math: Ch 10 Lesson 8 p. 776</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM: Lesson 4.8 TE p. 263 Lesson 4.9 TE p. 269 Lesson 6.1 TE p. 354</p>

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Third Six Weeks - ~~Week Three~~ - November 30 - December 4

 Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:</p> <p>(C) select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary</p>	2.3C-IDM	<p><u>Introduced in Second Grade</u></p> <p><u>Third Grade:</u>(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to: (B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999</p>	<p>two-digit number regroup sum subtract difference more few more than</p>	<p>Kate has 43 blocks. Alex has 18 blocks. Kate gives 8 blocks to Alex. How many blocks do they each have now?</p>	<p>HSP: Ch 6, 7, 8, 9</p> <p>Think Math: Ch. 10 Lesson 13 p. 812</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM: Lesson 2.1 TE p. 92 Lesson 4.1 TE p. 224 Lesson 6.4 TE p. 372</p>


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Third Six Weeks - Week Four- December 7-11 Measuring Area

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.9 Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to:</p> <p>(B) select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface</p>	<p>2.9B-IDM</p>	<p><u>First Grade:</u> (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: (D) compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least)</p> <p><u>Third Grade:</u> (3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to: (C) use concrete and pictorial models of square units to determine the area of two-dimensional surfaces</p>	<p>Area standard unit non-standard unit square tile</p>	<p>See p. 400 HSP for question on area and temperature.</p>	<p>HSP: Ch. 17 Lesson 4, 5, 6</p> <p>Think Math: Ch. 9 Lesson 7 p. 694</p> <p>Problem Solver:</p> <p>Groundworks: Measurement</p> <p>EDM: Lesson 9.7 TE p. 661 Lesson 9.8 TE p. 667 Lesson 10.7 p. 727 (exploring area)</p>


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Third Six Weeks - Week Five - December 14-18 Measuring Weight/Mass

 Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.9 Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to:</p> <p>(D) select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object.</p>	<p>2.9D-IDM</p>	<p><u>First Grade:</u> (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: (F) compare and order two or more objects according to weight/mass (from heaviest to lightest) <u>Third Grade:</u> (3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to: (D) identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass</p>	<p>weight mass scale weigh ounce gram kilogram pound</p>	<p>Play the "Mass Match Up" Game p. 416 HSP</p> <p>Have student draw an object that weighs: more than 1 pound, less than 1 pound and about 1 pound.</p>	<p>HSP: Ch. 18 Lesson 1-6</p> <p>Think Math: Ch. 12 p. 904-924 Investigation and Lessons 1-4 Ch. 15 Investigation p. 1086 and Lesson 1 p. 1088, Lesson 4 p. 1110 Think Math Teacher Resource Collection Lesson 1 p. 321-322 Ch. 15 Review/Assessment p. 337</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM: Lesson 9.10 TE p. 678</p>

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Third Six Weeks - **Week Five Cont.**- December 14-18 Mid Year Assessment Review

 Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
Mid- 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"> 1. read a thermometer to gather data; 2. read and write times shown on analog and digital clocks using five-minute increments; 3. describe activities that take approximately one second, one minute, and one hour. 4. use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways; 5. use place value to read, write, and describe the value of whole numbers to 999. 6. use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >). 7. use patterns in place value to compare and order whole numbers through 999 8. find patterns in numbers such as in a 100s chart 9. 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 $17 - 9 = 8$. 10. identify concrete models that approximate standard units of length and use them to measure length 11. recall and apply basic addition and subtraction facts (to 18); 12. model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers 13. select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary 14. select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface 15. select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object. <p style="color: red; text-align: center;">Remember that these skills need to be reviewed and supported throughout the year with our Review Boards.</p>					

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Fourth Six Weeks - Week One - January 5-8 Money

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p>2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:</p> <p>(D) determine the value of a collection of coins up to one dollar; and</p> <p>(E) describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.</p>	<p>2.3D-IDM 2.3E-IDM</p>	<p><u>First Grade:</u> (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to: (C) identify individual coins by name and value and describe relationships among them</p> <p><u>Third Grade:</u> (3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to: (C) determine the value of a collection of coins and bills.</p>	<p>cent symbol dollar symbol decimal point value amount cost penny nickel dime quarter state quarter half-dollar</p>	<p>Norma gives her sister 65 cents. What are some different ways Norma can make 65 cents using dimes and nickels?</p>	<p>HSP: Ch. 11 Lessons 1-5</p> <p>Think Math: Ch 4 Lesson 7, 8 p. 289-306 Ch 4 Spiral Review Lesson 2 p. SR 29</p> <p>Problem Solver: Problems: 14, 19, 20 Practice Problems: 57, 66, 67, 68</p> <p>Groundworks:</p> <p>EDM: Lesson 10.1 TE p. 698 Lesson 10.2 TE p. 702</p>



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Fourth Six Weeks - **Week Two** - January 11-15 Money

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample TAKS Questions	Resources/ Materials
<p>2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:</p> <p>(D) determine the value of a collection of coins up to one dollar; and</p> <p>(E) describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.</p>	<p>2.3D-IDM 2.3E-IDM</p>	<p><u>First Grade:</u> (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to: (C) identify individual coins by name and value and describe relationships among them</p> <p><u>Third Grade:</u> (3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to: (C) determine the value of a collection of coins and bills.</p>	<p>cent symbol dollar symbol decimal point value amount cost penny nickel dime quarter state quarter half-dollar</p>	<p>I have 2 quarters and 2 dimes. How much money do I have?</p>	<p>HSP: Ch. 12 Lessons 1-6</p> <p>Think Math: Ch. 1 Spiral Review Lesson 8 p. SR8 Ch. 10 Lessons 1, 2 p. 732-740</p> <p>Problem Solver: Problems: 14, 19, 20 Practice Problems: 57, 66, 67, 68</p> <p>Groundworks:</p> <p>EDM: (estimating costs) Lesson 4.5 TE p. 247 Lesson 10.5 TE p. 718 (making change) Lesson 10.6 TE p. 722</p>
					

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Fourth Six Weeks - **Week Three** - January 18-22 Money

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:</p> <p>(D) determine the value of a collection of coins up to one dollar; and</p> <p>(E) describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.</p>	<p>2.3D-IDM 2.3E-IDM</p>	<p><u>First Grade:</u> (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to: (C) identify individual coins by name and value and describe relationships among them</p> <p><u>Third Grade:</u> (3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to: (C) determine the value of a collection of coins and bills.</p>	<p>cent symbol dollar symbol decimal point value amount cost penny nickel dime quarter state quarter half-dollar</p>	<p>I have 2 quarters and 2 dimes. How much money do I have?</p>	<p>HSP: Ch. 12 Lessons 1-6</p> <p>Think Math: Ch. 10 Lessons 3, 4, 5 p. 746-758</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM: Lesson 11.1 TE p. 770 Lesson 11.2 TE p. 776</p>



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Fourth Six Weeks - Week Four - January 25-29 Data and Probability

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.11 Probability and statistics. The student organizes data to make it useful for interpreting information. The student is expected to:</p> <p>(A) construct picture graphs and bar-type graphs;</p> <p>(B) draw conclusions and answer questions based on picture graphs and bar-type graphs; and</p> <p>(C) 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>2.11A-ID 2.11B-D 2.11C-ID</p>	<p><u>First Grade:</u> (1.9) Probability and statistics. The student displays data in an organized form. The student is expected to: (A) collect and sort data (1.10) Probability and statistics. The student uses information from organized data. The student is expected to: (A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and (B) identify events as certain or impossible such as drawing a red crayon from a bag of green crayons. <u>Third Grade:</u> (3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to: (A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data; (B) interpret information from pictographs and bar graphs; and (C) use data to describe events as more likely than, less likely than, or equally likely as.</p>	<p>data graph bar-graph picture-graph tally mark key title more likely less likely equally likely prediction outcome survey event certain uncertain impossible possible always never columns rows labels table pictograph prediction change</p>	<p>Construct a bar graph from data collected from class. Example: favorite zoo animal</p> <p>Use graph on p. 214 HSP. Which team had the most home runs?</p> <p>Use GAME on p. 230 HSP. RED or BLUE?</p>	<p>HSP: Ch. 10 Lessons 1-10</p> <p>Think Math: Ch. 5 Investigation p. 328 Lesson 1-3 p. 330-342</p> <p>Problem Solver: Problems: 23, 24 Practice Problems: 72, 73, 74</p> <p>Groundworks:</p> <p>EDM: Lesson 6.3 TE p. 366 Lesson 3.5 TE p. 188</p>

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

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.11 Probability and statistics. The student organizes data to make it useful for interpreting information. The student is expected to:</p> <p>(A) construct picture graphs and bar-type graphs;</p> <p>(B) draw conclusions and answer questions based on picture graphs and bar-type graphs; and</p> <p>(C) 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>2.11A-ID 2.11B-D 2.11C-ID</p>	<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</p> <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; and</p> <p>(B) identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.</p> <p><u>Third Grade:</u></p> <p>(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:</p> <p>(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;</p> <p>(B) interpret information from pictographs and bar graphs; and</p> <p>(C) use data to describe events as more likely than, less likely than, or equally likely as.</p>	<p>data graph bar-graph picture-graph tally mark key title more likely less likely equally likely prediction outcome survey event certain uncertain impossible possible always never columns rows labels table pictograph prediction change</p>	<p>Construct a bar graph from data collected from class. Example: favorite zoo animal</p> <p>Use graph on p. 214 HSP. Which team had the most home runs?</p> <p>Use GAME on p. 230 HSP. RED or BLUE?</p> <div data-bbox="1257 1040 1562 1312" data-label="Image"> </div>	<p>HSP: Ch 10 Lessons 1-10</p> <p>Think Math: Ch. 5 Lessons 4-6 p. 348-369</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM: Lesson 6.3 TE p. 366 Lesson 3.5 TE p. 188</p>

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Fourth Six Weeks - Week Six - February 8-12 Describe and Compare Attributes of Two Dimensional Objects

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.7 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 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>(B) use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different</p>	<p>2.7A-RM 2.7B-ID</p>	<p><u>First Grade:</u> (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: (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</p> <p><u>Third Grade:</u> (3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.</p>	<p>2-Dimensional attributes circle square rectangle triangle sides polygon congruent trapezoid rhombus parallelogram hexagon line of symmetry vertex closed open polygon congruent</p>	<p>I am a figure. I have more than 3 vertices. I have more than 4 sides. What am I?</p> <p>How can you check if two figures are congruent? Explain.</p>	<p>HSP: Ch 10 Lessons 1-10</p> <p>Think Math: Ch. 5 Lessons 4-6 p. 348-369</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM: Lesson 6.3 TE p. 366 Lesson 3.5 TE p. 188</p>

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Fourth Six Weeks - Week Seven - February 5-19 Describe and Compare Attributes of Three Dimensional Objects

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.7 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 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>(B) use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different</p>	<p>2.7A-RM 2.7B-ID</p>	<p><u>First Grade:</u> (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: (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</p> <p><u>Third Grade:</u> (3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.</p>	<p>3-Dimensional attributes shpere pyramid cube cylinder rectangular prism vertices edges faces cone flat surface curved surface</p>	<p>Mark is making four cylinders. How many circles will Mark need to make these four figures?</p> <p>Which geometric figure has a curved surface?</p>	<p>HSP: Ch. 14 Lessons 1-6</p> <p>Think Math: Ch 14 Lessons 1-5 p. 1038-1069</p> <p>Problem Solver: Problems: 35, 38 Practice Problems: 90-95</p> <p>Groundworks:</p> <p>EDM: Lesson 5.2 TE p. 295 Lesson 5.3 TE p. 300 Lesson 5.6 TE p. 314 Lesson 5.7 TE p. 319 Lesson 5.8 TE p. 325 Lesson 5.9 TE p. 332</p>

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Fifth Six Weeks - **Week One** - February 22-26 Cutting Figures

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.7 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) cut two-dimensional geometric figures apart and identify the new geometric figures formed.</p> <p>2.8 Geometry and spatial reasoning. The student recognizes that a line can be used to represent a set of numbers and its properties.</p> <p>The student is expected to use a whole number to locate and name points on a number line.</p>	<p>2.7C-D</p> <p>2.8 IDM</p>	<p><u>First Grade:</u></p> <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>(D) use concrete models to combine two-dimensional geometric figures to make new geometric figures.</p> <p><u>Third Grade:</u></p> <p>NOTE: 2.7C should be mastered in second grade.</p>	<p>2-Dimensional</p> <p>attributes</p> <p>circle</p> <p>square</p> <p>rectangle</p> <p>triangle</p> <p>sides</p> <p>polygon</p> <p>congruent</p> <p>trapezoid</p> <p>rhombus</p> <p>parallelogram</p> <p>hexagon</p> <p>line of symmetry</p> <p>vertex</p> <p>closed</p> <p>open</p> <p>polygon</p> <p>congruent</p> <p>point</p> <p>number line</p>	<p>Martha cut this rectangle in two parts. What new figures did she make?</p>	<p>HSP:</p> <p>Think Math:</p> <p>Ch. 9 Lesson 6 p. 686-693</p> <p>Problem Solver:</p> <p>Problem: 38</p> <p>Practice Problem: 93</p> <p>Groundworks:</p> <p>EDM:</p> <p>Lesson 5.2 TE p. 295</p> <p>Lesson 5.6 TE p. 317</p>


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Fifth Six Weeks - Week Two - March 1-5 Measuring Capacity

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.9 Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to:</p> <p>(C) 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>2.9C-IDM</p>	<p><u>First Grade:</u> (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: (E) compare and order two or more containers according to capacity (from holds the most to holds the least)</p> <p><u>Third Grade:</u> (11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to:(E) identify concrete models that approximate standard units for capacity and use them to measure capacity; and (F) use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure</p>	<p>measure capacity pints cups liters quarts gallon</p>	<p>See p.413A in HSP</p>	<p>HSP: Ch. 18 Lessons 1-6</p> <p>Think Math: Ch. 15 Investigations p. 1086 Lesson 1-3 p. 1088-1102</p> <p>Problem Solver:</p> <p>Groundworks: Measurement</p> <p>EDM: Lesson 9.6 TE p. 656 Lesson 9.7 TE p. 661 Lesson 9.9 TE p. 672</p>


2nd Grade Math Scope and Sequence Overview 2009-2010

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

 Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.10 Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to:</p> <p>(B) read and write times shown on analog and digital clocks using five-minute increments; and</p> <p>(C) describe activities that take approximately one second, one minute, and one hour.</p>	<p>2.10B-D 2.10C-ID</p>	<p><u>First Grade:</u> (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: (A) order three or more events according to duration (B) read time to the hour and half-hour using analog and digital clocks.</p> <p><u>Third Grade:</u> (3.12) Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. The student is expected to: (B) tell and write time shown on analog and digital clocks.</p>	<p>time clock face minute hand hour hand second hand digital analog 5-minute increment second minute hour</p>	<p>Write the time 45 minutes after 4 o'clock.</p>	<p>HSP: Ch 13 Lessons 1-6</p> <p>Think Math: Ch. 6 Investigation p. 386 Lessons 1-6 p. 388-442</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM: Lesson 12.2 TE p. 840</p>

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

 Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.2 Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects. The student is expected to:</p> <p>(A) use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);</p> <p>(B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and</p> <p>(C) use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$, or 1.</p>	<p>2.2A-DM 2.2B-DM 2.2C-IDM</p>	<p><u>First Grade:</u> (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: (A) 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; and (B) use appropriate language to describe part of a set such as three out of the eight crayons are red.</p> <p><u>Third Grade:</u> (3.2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to: (A) construct concrete models of fractions; (B) compare fractional parts of whole objects or sets of objects in a problem situation using concrete models; (C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects</p>	<p>Fraction part whole numerator denominator half quarter three-quarter closer to 0, $\frac{1}{2}$, or 1</p>	<p>Susan baked two pies that are the same size. She cut one pie into 4 equal parts. She cut the other pie into 8 equal parts. Write a fraction for each whole pie.</p> <p>John cuts a cake into six equal parts. Using fraction tiles, show.... $\frac{3}{6}$, $\frac{4}{6}$, etc.</p> <p>Manuel bakes a pie. He gives $\frac{4}{12}$ of the pie to his neighbor. Is the amount of pie Manuel gives closer to $\frac{1}{2}$ of the pie or 1 whole pie? Ask the student to use concrete models to show their reasoning.</p>	<p>HSP: Ch 19 Lessons 1-9</p> <p>Think Math: Ch. 7 Investigation p. 458 Lessons 1-3 p. 460-476</p> <p>Problem Solver:</p> <p>Groundworks: Reasoning with Numbers p. 33-38</p> <p>EDM: Lesson 8.1 TE p. 578 Lesson 8.2 TE p. 584</p>

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Fifth Six Weeks - **Week Five** - March 29 - April 2 Fractions

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.2 Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects. The student is expected to:</p> <p>(A) use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);</p> <p>(B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and</p> <p>(C) use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$, or 1.</p>	<p>2.2A-DM 2.2B-DM 2.2C-IDM</p>	<p><u>First Grade:</u> (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: (A) 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; and (B) use appropriate language to describe part of a set such as three out of the eight crayons are red.</p> <p><u>Third Grade:</u> (3.2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to: (A) construct concrete models of fractions; (B) compare fractional parts of whole objects or sets of objects in a problem situation using concrete models; (C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects</p>	<p>Fraction part whole numerator denominator half quarter three-quarter closer to 0, $\frac{1}{2}$, or 1</p>	<p>Susan baked two pies that are the same size. She cut one pie into 4 equal parts. She cut the other pie into 8 equal parts. Write a fraction for each whole pie.</p> <p>John cuts a cake into six equal parts. Using fraction tiles, show.... $\frac{3}{6}$, $\frac{4}{6}$, etc.</p> <p>Manuel bakes a pie. He gives $\frac{4}{12}$ of the pie to his neighbor. Is the amount of pie Manuel gives closer to $\frac{1}{2}$ of the pie or 1 whole pie? Ask the student to use concrete models to show their reasoning.</p>	<p>HSP: Ch 19 Lessons 1-9</p> <p>Think Math: Ch. 7 Lessons 4-7 p. 484-506</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM: Lesson 8.3 TE p. 590 Lesson 8.4 TE p. 594 Lesson 8.5 TE p. 598</p>

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Fifth Six Weeks - **Week Six** - April 5-9 Fractions

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.2 Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects. The student is expected to:</p> <p>(C) use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$, or 1.</p>	<p>2.2C-IDM</p>	<p>Introduced in Second grade.</p> <p><u>Third Grade:</u> (3.2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to: (B) compare fractional parts of whole objects or sets of objects in a problem situation using concrete models</p>	<p>Fraction part whole numerator denominator half quarter three-quarter closer to 0, $\frac{1}{2}$, or 1</p>	<p>Susan baked two pies that are the same size. She cut one pie into 4 equal parts. She cut the other pie into 8 equal parts. Write a fraction for each whole pie.</p> <p>John cuts a cake into six equal parts. Using fraction tiles, show... $\frac{3}{6}$, $\frac{4}{6}$, etc.</p> <p>Manuel bakes a pie. He gives $\frac{4}{12}$ of the pie to his neighbor. Is the amount of pie Manuel gives closer to $\frac{1}{2}$ of the pie or 1 whole pie? Ask the student to use concrete models to show their reasoning.</p>	<p>HSP: Ch 19 Lessons 1-9</p> <p>Think Math: Ch 7 Lessons 8-10 p. 514-528</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM: Lesson 8.6 TE p. 602 Lesson 8.7 TE p. 606</p>

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

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.6 Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:</p> <p>(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.</p>	<p>2.6C-D</p>	<p><u>First Grade:</u>(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><u>Third Grade:</u> (3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to: (A) identify and extend whole-number and geometric patterns to make predictions and solve problems.</p>	<p>pattern relationship compare predict extend repeating pattern additive pattern pattern unit</p>	<p>Brianna is building a pattern. She has a square, a star and a circle. Draw a pattern unit Brianna can make with these shapes. Then, repeat the pattern 3 times.</p>	<p>HSP: Ch. 16 Lessons 1-8</p> <p>Think Math:</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM: Lesson 7.1 TE p. 510 Lesson 7.2 TE p. 516 Lesson 7.5 TE p. 533</p>

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Sixth Six Weeks - **Week One** - April 19-23 Patterns

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.6 Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:</p> <p>(B) identify patterns in a list of related number pairs based on a real-life situation and extend the list</p>	<p>2.6B-ID</p>	<p><u>First Grade:</u> (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><u>Third Grade:</u> (3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to: (A) identify and extend whole-number and geometric patterns to make predictions and solve problems</p>	<p>patterns repeating additive growing skip counting pairs extend pattern unit</p>	<p>Brianna is building a pattern. She has a square, a star and a circle. Draw a pattern unit Brianna can make with these shapes. Then, repeat the pattern 3 times.</p>	<p>HSP: Ch 16 Lessons 1-8</p> <p>Think Math: Ch. 1 Investigation Lesson 1, 2 p. 14-22 Resource Collection Lessons 1-2 p. 3-6</p> <p>Problem Solver:</p> <p>Groundworks: Reasoning with Numbers</p> <p>EDM: Lesson 7.1 TE p. 510 Lesson 7.2 TE p. 516 Lesson 7.5 TE p. 533</p>


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Sixth Six Weeks - Week Two - April 26-30 Compare&Order/Use Patterns: Bigger Numbers

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.1 Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to:</p> <p>(C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).</p> <p>2.5 Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:</p> <p>(B) use patterns in place value to compare and order whole numbers through 999</p>	<p>2.1C-IDM 2.5B-IDM</p>	<p><u>First Grade:</u> (1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to: (A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models (1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to: (C) compare and order whole numbers using place value</p> <p><u>Third Grade:</u> (3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to: (B) use place value to compare and order whole numbers through 9,999</p>		<p>How do you know if 323 is greater than, less than, or equal to 232?</p> <p>The library has 252 books about animals. It has 221 books on sports. Does the library have more books about sports or animals?</p>	<p>HSP: Ch. 21 Lessons 1-5</p> <p>Think Math: Ch. 11 Lesson 1 p. 830</p> <p>Problem Solver: Groundworks:</p> <p>EDM: Lesson 7.3 TE p. 522</p>


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Sixth Six Weeks - Week Three and Four- May 3-14 Model, Create, describe multiplication and division Part 1

 Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>2.4 Number, operation, and quantitative reasoning. The student models multiplication and division. The student is expected to:</p> <p>(A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and</p> <p>(B) model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.</p>	<p>2.4A-IDM 2.4B-IDM</p>	<p>Introduced in Second grade.</p> <p><u>Third Grade:</u> (3.4) Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to: (A) learn and apply multiplication facts through 12 by 12 using concrete models and objects; (B) solve and record multiplication problems (up to two digits times one digit); and (C) use models to solve division problems and use number sentences to record the solutions.</p>	<p>multiply product equivalent sets repeated addition repeated subtraction array divide quotient</p>	<p>Sam has 2 bowls of cherries. There are 4 cherries in each bowl. How many cherries are there in all?</p> <p>Mario builds 3 towers with 4 cubes in each tower. Mary builds 4 towers with 3 cubes in each tower. How many cubes does Mario use? How many cubes does Mary use?</p>	<p>HSP: Ch. 24 Lessons 1-8</p> <p>Think Math: Ch. 11 Lessons 2-4 p. 836-850</p> <p>Problem Solver: Groundworks:</p> <p>EDM: Lesson 11.3 TE 786 Lesson 11.4 TE 788 Lesson 11.5 TE 795 Lesson 11.6 TE p. 800 Lesson 11.7 TE p. 806 Lesson 11.8 TE p. 812</p>

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Sixth Six Weeks - **Week Three and Four**- May 3-14 Problem Solving Strategies **Part 2**

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
 <p>2.12 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>2.12A D</p> <p>2.12B D</p> <p>2.12C D</p>	<p>This TEKS are similar in grades K to 5th grade.</p> <p>Please see front attachment</p> <div data-bbox="640 560 1207 966" style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #fde9d9; width: fit-content; margin: 20px auto;"> <p>During these two weeks the concentration will be on Looking for a pattern and guessing and checking. These strategies will help students have a better number sense.</p> </div>	<p>strategies reasonableness plan solve</p>		<p>Problem Solver I and II Examplerars</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 Review & End of Year Assessment/Projects

Standards	Inst. 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"> determine the value of a collection of coins up to one dollar describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins construct picture graphs and bar-type graphs draw conclusions and answer questions based on picture graphs and bar-type graphs 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. 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 use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different cut two-dimensional geometric figures apart and identify the new geometric figures formed. select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container read and write times shown on analog and digital clocks using five-minute increments; describe activities that take approximately one second, one minute, and one hour. use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less); use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less) use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$, or 1. identify, describe, and extend repeating and additive patterns to make predictions and solve problems. use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >). use patterns in place value to compare and order whole numbers through 999 model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets. <p>Remember you will also have open ended questions.</p>					
<p>See explanation on Projects in the next page.</p>					


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Sixth Six Weeks - **Week Six** - May 24-28 Measurement Mania II/Projects

Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
 <p>(2.12) 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>(2.13) 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>2.12A D</p> <p>2.12D D</p> <p>2.13A D</p> <p>2.13B D</p>	<p>These TEKS are exactly the same in Kinder to 5th grade</p>			<p>EDM Volume 1 Teacher Edition Pages 424-451</p>
<p>Measurement Madness II</p>					
<p>Have students select a project from EDM Volume 1 (Pages 424-451 TE) to do in your class as a whole group with teacher guidance.</p> <p>Project 1: Boxes, Boxes, Beautiful Boxes Project 2: Weather Station Project 3: Chinese Calendar Project 4: Dates on Pennies Project 5: Snowflakes Project 6: Time Capsule Project 7: Collections Project 8: How Far Can I run in 10 Seconds?</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 Explore Three Digit Addition and Subtraction/Projects

 Standards	Inst. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/Materials
<p>(2.12) 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>(2.13) 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>2.12A D 2.12D D 2.13A D 2.13B 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>There are 98 hand painted tops displayed on shelves. 53 tops are striped. How many tops are not striped?</p> <p>Additional questions that were moved, by request of second grade teachers, to the last week of school:</p> <p>Write the number 749 in three different ways.</p> <p>Show two ways to write 317. What does the 1 in this number represent? Write the largest number you can using the same digits as in 317.</p> <p>Derek has 4 quarters, 3 dimes and 4 pennies. How can you find out how much money he has?</p>	<p>HSP: Ch 22, 23, 24</p> <p>Think Math: Ch 10 Lessons 10, 11, 12 p. 790-804</p> <p>Problem Solver:</p> <p>Groundworks:</p> <p>EDM:</p>
<p align="center">Have students select a project from EDM Volume 1 (Pages 424-451 TE) to do in your class as a whole group with teacher guidance.</p> <p>Project 1: Boxes, Boxes, Beautiful Boxes Project 2: Wheather Station Project 3: Chinese Calendar Project 4: Dates on Pennies Project 5: Snowflakes Project 6: Time Capsule Project 7: Collections Project 8: How Far Can I run in 10 Seconds?</p> <p align="center">This project will be presented before the end of the year to math leader. Math Leaders will collect samples from each classroom.</p>					