



1st Quarter (41 Days)

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
1 st : Aug 8-10 (3 days)	Review of First Grade Math Skills Getting to Know you, Collect and log supplies received, Class rules and procedures		
2 nd : Aug 13-17 (5 days)	Topic 1 Addition Strategies	Use doubles and near doubles to recall basic addition facts Adding in any order 2.4(C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms Adding Three digit numbers Making 10 to add	TEKS 2.4A TEKS 2.4 C 2.6 Number and operations. The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares.
Aug.20-24 Eid Break			



<p>3rd: Aug 21-25 <i>(5 days)</i></p>	<p>Topic 2 Subtracting Strategies</p>	<p>Making 10 to subtract</p> <p>Connecting addition and subtraction</p> <p>2.4(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000</p> <p>Thinking Addition to 10 to subtract</p> <p>Thinking Addition to 20 to subtract</p> <p>Addition and subtract fact</p>	<p>TEKS 2.4A</p> <p>TEKS 2.7C and 2.4 D</p>
<p>4th: sept 4- 7 <i>(4 days)</i></p>	<p>Topic 3 Numbers To 1200 3-1 Counting 100 10 and</p> <p>3-2 Reading and Writing Numbers</p> <p>3-3 Counting Hundreds, Tens and Ones</p>	<p>Name the whole number that corresponds to a specific point on a number line. (2.2F) Create open ended number lines with different intervals. (2.2E)</p> <p>2.2(B) use standard, word, and expanded forms to represent numbers up to 1,200 2.2(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, =)</p>	<p>2.2F name the whole number that corresponds to a specific point on a number line</p>
<p>5th: Sept 10-14 <i>(5days)</i></p>	<p>3-4 Reading and Writing Numbers</p> <p>3-5 Ways to Make Numbers</p>	<p>Write numbers up to 1,200 using standard form. (2.2B) Write numbers up to 1,200 using words. (2.2B) Write numbers up to 1,200 using expanded form. (2.2B) Compose numbers up to 1,200 using concrete and pictorial models. (2.2A) Decompose numbers up to 1,200 using concrete and pictorial models. (2.2A)</p>	<p>2.2B use standard, word, and expanded forms to represent numbers up to 1,200. 2.2A use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones</p>



<p>6th: Sept 17-21 (5 days)</p>	<p>3-4 Reading and Writing Numbers 3-5 Ways to Make Numbers 3-6 Problem Solving Review and Test</p>	<p>Write numbers up to 1,200 using standard form. (2.2B) Write numbers up to 1,200 using words.</p>	
<p>7th: Sep 24-28 (5 days)</p>	<p>Topic 4 Ordering and Comparing Numbers. 4-1 Numbers on The Number Line 4-2 Locating Numbers on The Number Line 4-3 Comparing</p>	<p>Write numbers up to 1,200 using standard form. (2.2B) Write numbers up to 1,200 using expanded form. (2.2B) Compose numbers up to 1,200 using concrete and pictorial models. (2.2A) Decompose numbers up to 1,200 using concrete and pictorial models. (2.2A) Locate the position of a given whole number on an open number line. (2.2E)</p>	
<p>8th: Oct 1-5 (5 days)</p>	<p>Topic 4 Ordering and Comparing Numbers. Numbers 4-4 Ordering Numbers 4-5 Greater Than 4-6 Less Than Problem solving, Review</p>	<p>2.2(D)*use place value to compare and order wh 2.2(C) generate a number that is greater than o a given whole number up to 1,200</p>	<p>2.2B use standard, word, and expanded forms decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones 2.2E locate the position of a given whole number on an open number line</p>



<p>9th: Oct. 9th-12 (4 Days)</p>	<p>Revision Topic 1, 2, 3 and 4</p> <p>Benchmark topic 1-4</p>	<p>Represent addition word problems with objects, manipulative, diagrams, and language and numbers where unknowns may be any one of the terms in the problem. (2.7C) Solve addition word problems where unknowns may be any one of the terms in the problem. (2.7C) Represent subtraction word problems with objects, manipulative, diagrams, and language and numbers where unknowns may be any one of the terms in the problem. (2.7C) Solve subtraction word problems where unknowns may be any one of the terms in the problem. (2.7C) Solve one-step word problems involving addition within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Solve one-step word problems involving subtraction within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Solve multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. (2.4C) Utilize the associative and commutative property of addition as applied to word problem solving algorithm. (2.4C) Recall basic facts to add within 20 with automaticity. (2.4A) Recall basic facts to subtract within 20 with automaticity. (2.4A)</p>	<p>2.7C represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms2.4A recall basic facts to add and subtract within 20 with automaticity</p>
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2nd Quarter (46 Days)

Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
1st: Oct 15-18 <i>(4 days)</i> <i>Parent/teacher conference</i>	Topic 5	Solve problem situations for a given mathematical number sentence involving subtraction of whole numbers within 1,000. (2.4D) Generate problem situations for a given mathematical number sentence involving subtraction of whole numbers within 1,000. (2.4D)	TEKS 2.4A TEKS 2.4C
	Exploring Addition and Subtraction 5-1 Adding Tens		
	5-2 Adding Ones 5-3 Adding Tens and Ones		
2nd: Oct 22-26 <i>(5 days)</i>	5-4 Adding On a 100 Chart	Solve problems involving addition and subtraction of 3-digit numbers. (2.4D) Solve one-step word problems involving addition within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Solve one-step word problems involving subtraction within 1,000 using variety of strategies based on place value, including algorithms. (2.4C)	2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms
	5-5 Subtracting Tens		
	5-6 Finding Parts Of 100		
	5-7 Subtracting On a 100 Chart		
3rd: Oct 29-Nov 2 <i>(5 days)</i>	5-8 Problem Solving Topic 5 Review and Test	Solve multi-step word problems involving addition within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Solve multi-step word problems involving subtraction within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Utilize the associative and commutative property of addition as applied to word problem solving algorithm. (2.4C)	2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms



<p>4th: Nov 5-9 (5 days)</p>	<p>TOPIC 6</p> <p>Adding 2 Digit Numbers Lesson 6-1 Regrouping 10 Ones For 1</p> <p>Ten 6-2 Models to Add 2 and 1 Digit Numbers</p> <p>6-3 Adding 2 and 1 Digit Numbers. TEKS (2.4B)</p> <p>6-4 Models to Add 2 Digit</p>	<p>Add up to four two-digit numbers using mental strategies based on knowledge of place value and properties of operations. (2.4B) Add up to four two-digit numbers using algorithms based on knowledge of place value and properties of operations. (2.4B) Solve one-step word problems involving addition within 1,000 using variety of strategies based on place value, including algorithms. (2.4C)</p>	<p>2.4B add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations 2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms</p>
<p>5th: Nov 12-16 (5 days)</p>	<p>6-6 Adding on a Number Line</p> <p>6-7 Adding More Than 2 Numbers</p> <p>6-8 Problem Solving</p> <p>Mixed Problem Solving</p> <p>Daily TEKS solving</p>	<p>Solve multi-step word problems involving addition within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Utilize the associative and commutative property of addition as applied to word problem solving algorithm. (2.4C)</p>	<p>2.4D generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000</p>
<p>6th: Nov 19-30 (7 days) (3 days Thanks Giving)</p>	<p>Topic 6 Test</p> <p>Topic 7 7-1 Regrouping 1 Tens For 10 Ones</p> <p>7-2 Models to Subtract 2 and 1 Digit Numbers</p> <p>7-3 Subtracting 2 And 1 Digit Numbers</p> <p>7-4 Models to Subtract 2 Digit Numbers</p>	<p>Subtract two-digit numbers using mental strategies based on knowledge of place value and properties of operations. (2.4B) Subtract two-digit numbers using algorithms based on knowledge of place value and properties of operations. (2.4B) Solve one-step word problems involving subtraction within 1,000 using a variety of strategies based on place value, including algorithms. (2.4C)</p>	<p>2.4B add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations</p>



<p>7th: Dec 3-7 <i>(5 days)</i></p>	<p>7-5 Subtracting 2 Digit Numbers 7-6 Subtracting on A Number Line 7-7 Using Addition to Check Subtraction 7-8 Problem Solving 7-9 Problem Solving</p>	<p>Solve multi-step word problems involving subtraction within 1,000 using a variety of strategies based on place value, including algorithms. (2.4C) Solve problem situations for a given mathematical number sentence involving subtraction of whole numbers within 1,000. (2.4D)</p>	<p>2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. 2.4D generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000</p>
<p>8th: Dec 10-14 <i>(5 days)</i></p>	<p><u>Topic 7 test</u> <u>Topic 8 3 Digit Addition and Subtraction</u> 8-1 Exploring Adding 3 Digit Numbers 8-2 Exploring Adding 3 Digit Numbers 8-3 Models for Adding 3 Digit Numbers 8-4 Adding 3 Digit Numbers 8-5 Exploring Subtracting 3 Digit Numbers</p>	<p>Solve multi-step word problems involving addition within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Solve multi-step word problems involving subtraction within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Utilize the associative and commutative property of addition as applied to word problem solving algorithm. (2.4C)</p>	<p>2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms</p>



<p>9th: Dec 17-21 (5 days)</p>	<p>8-6 Ways to Find Missing Parts</p> <p>8-7 Models for Subtracting 3 Digit Numbers</p> <p>8-8 Subtracting 3 Digit Numbers</p> <p>8-9 Problem Solving 8-10 Two Step Problems</p> <p>BenchMark Topics 1-8</p>	<p>Utilize the associative and commutative property of addition as applied to word problem solving algorithm. (2.4C) Solve problem situations for a given mathematical number sentence involving addition of whole numbers within 1,000. (2.4D) Generate problem situations for a given mathematical number sentence involving addition of whole numbers within 1,000. (2.4D)</p> <p>Solve problem situations for a given mathematical number sentence involving subtraction of whole numbers within 1,000. (2.4D) Generate problem situations for a given mathematical number sentence involving subtraction of whole numbers within 1,000. (2.4D)</p>	<p>2.4D generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000</p> <p>2.4D generate and solve problem situations</p>
<p>Dec 22-Jan 7 Winter Break</p>	<p>No school</p>		



3rd Quarter (40 Days)

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
1 st : Jan 8-10 (3 days)	<p>Topic 9</p> <p>9-1 Repeated Addition And Multiplication</p> <p>9-2 Writing Multiplication Stories</p>	<p>Multiplication situations in which equivalent sets of concrete objects are joined. (2.6A)</p> <p>Create contextual multiplication situations in which equivalent sets of concrete objects are joined. (2.6A)</p> <p>Model contextual division situations in which a set of concrete objects is separated into equivalent sets. (2.6B)</p>	2.6A model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined
2 nd : Jan 14-18 (5 days)	<p>9-3 Division As Sharing</p> <p>9-4 Division as Repeated Subtraction</p> <p>9-5 Writing Division Stories 9-6 Draw A Strip Diagram</p> <p>Test Topic 9</p>	<p>Describe contextual division situations in which a set of concrete objects is separated into equivalent sets. (2.6B) Demonstrate taking a combined set and separating into equal groups. (2.6B) Create contextual division situations in which a set of concrete objects is separated into equivalent sets. (2.6B)</p>	2.6B model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets
3 rd : Jan 22-25 (4 days)	<p>Introduction Topic 10</p> <p>Topic 10 Money 10 -1</p> <p>Coins 10-2 Counting Collections of Coins</p>	<p>Calculate the value of a collection of coins up to a dollar. (2.5A) Name the value of a collection of coins using the cent symbol. (2.5B)</p> <p>Name the value of a collection of coins using the dollar sign and the decimal point. (2.5B) Apply the proper use of monetary</p>	<p>2.5A determine the value of a collection of coins up to one dollar</p> <p>2.5B use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins</p>



3rd Quarter (40 Days)

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
	10-3 Comparing Collections of Coins 10-4 Ways to Show		
4 th : Jan 28 - Feb 1 <i>(5 days)</i>	The Same Amount 10-5 Make an Organizes List Topic 10 Test Topic 11 Number Pattern and Algebra 11-1 Even and Odd Numbers 11-2 Ten More Ten Less	Create place value charts to compare numbers up to 1,200. (2.2D) Compare numbers up to 1,200 using a place value chart. (2.2D) Compare whole numbers up to 1,200 using comparative language, numbers, and symbols (, =). (2.2D) Name the whole number that corresponds to a specific point on a number line. (2.2F) Define and show examples of open number lines. (2.2E)	
5 th : Feb 4-8 <i>(5 days)</i>	11-3 Finding Patterns 11-4 Missing Numbers in 2 Digit Addition and Subtraction 11-5 Missing Numbers in 3 Digit Addition and Subtraction 11-6 Problem Solving	Locate the position of a given whole number on an open number line. (2.2E) Create open number lines with different intervals. (2.2E) Justify the intervals and choice of position using mathematical vocabulary. (2.2E)	2.2E locate the position of a given whole number on an open number line 2.2F name the whole number that corresponds to a specific point on a number line



3rd Quarter (40 Days)

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
6 th : Feb 11-14 (4 days)	11-4 Missing Numbers in 2 Digit Addition and Subtraction 11-5 Missing Numbers in 3 Digit Addition and Subtraction 11-6 Problem Solving Review and Test	Locate the position of a given whole number on an open number line. (2.2E) Create open number lines with different intervals. (2.2E) Justify the intervals and choice of position using mathematical vocabulary. (2.2E)	2.2E locate the position of a given whole number on an open number line 2.2F name the whole number that corresponds to a specific point on a number line
7 th : Feb 19-22 (4 days)	Topic 12 Fractions 12-1 Identifying Halves Fourths and Ones 12-2 Unit Fractions and Regions 12-3 Non-Unit Fractions and Regions	Determine how many fractional parts it takes to equal one whole. (2.3C) Generate models to explain the more fractional parts used to make a whole the smaller the part and explain the fewer the fractional parts used to make a whole the larger the part. (2.3B) Construct drawings and models to compare smaller fractional parts and larger fractional parts of a whole. (2.3B) Demonstrate with models how many parts it takes to equal one whole and beyond one whole. i.e. one whole and one half $1 \frac{1}{2}$ (2.3C) Calculate the fractional parts beyond one whole using words. (2.3C)	2.3A partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words 2.3C use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one
8 th : Feb 25-Mar 1 (5 days)	12-4 Equal Part of a Whole 12-5 comparing fractional parts	2.3(B) explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part	



3rd Quarter (40 Days)

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
	12-6 counting fractional parts 12-7 draw a picture		
9 th : March 4-8 <i>(5 days)</i>	Mixed Problem solving Topic 12 Test Benchmark Test for Topic 9 To 12	I	



4th Quarter (49 Days)			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
1 st : Mar 18-22 (5 days)	Topic 13, Topic 13 Geometry 13-1: Flat Surfaces Vertices and Edges 13-2 Sorting Solid Figures 13-3 Relating Plane Shapes to Solid Figures 13-4 Making New Solid Figures	Identify the number of sides and vertices of a given two-dimensional object. (2.8A) Identify the number of sides and vertices of a given polygon. (2.8C) Compose two-dimensional shapes with given properties. (2.8D) Generate shapes based on given attributes including number of sides and vertices. (2.8A) Compose three-dimensional solids with given properties. (2.8D) Compose three-dimensional solids with given properties.	2.8C classify and sort polygons with 12 or fewer sides according to attributes, 2.8D compose two-dimensional shapes and three-dimensional solids with given properties or attributes 2.3A
2 nd : Mar 25-29 (5 days)	13-5 Polygons 13-6 to 13-8 13-9 Problem Solving Use Reasoning Topic 13 TEST	(2.8D) Decompose two-dimensional shapes such as dividing a shape in half and identify the resulting geometric part. (2.8E) Decompose two-dimensional shapes such as partitioning a rectangle into congruent triangles and identify the resulting geometric parts. (2.8E) Classify polygons with 12 or fewer sides according to number of sides and number of vertices. (2.8C) Sort polygons with 12 or fewer sides according to attributes.	



4th Quarter (49 Days)

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
<p>3rd: April 1-5 (5 Days)</p>	<p>Topic 14, 14-1 Telling Time to The Minute 14-2 Telling Time Before and After Revision of Time Lesson one and two 14-3 Measuring Area 14-4 Problem Solving</p>	<p>Read time to the nearest one-minute increment using analog clocks and distinguish between a.m. and p.m. (2.9G) Read time to the nearest one-minute increment using digital clocks and distinguish between a.m. and p.m. (2.9G) Read time to the nearest one-minute increment using digital clocks and distinguish between a.m. and p.m. (2.9G) Write time to the nearest one-minute increment. (2.9G) Write time to the nearest one-minute increment. (2.9G)</p>	<p>2.9G read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.</p>
<p>4th: Apr 8-12 (5days)</p>	<p>14-5 Using Models Topic 14 Test Topic 15 Data 15-1 Bar Graphs 15-2 Picto Graph 15-3 Organizing Data</p>	<p>Explain the number of pictures in a pictograph as it relates to the data for a given category. (2.10A) Organize a collection of data with up to four categories using pictographs with intervals of one or more. (2.10B) Explain the meaning of the length of a bar in a given bar graph. (2.10A) Organize a collection of data with up to four categories using bar graphs with intervals of one or more. (2.10B)</p>	<p>2.10A explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category 2.10B organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more</p>



4th Quarter (49 Days)

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
5th: Apr 15-18 (4 days)	Topic 15 Data 15-4 Drawing Conclusions 15-5 Making Predictions 15-6 Analyze Given Information	Solve one-step word problems involving addition using data represented with pictographs and bar graphs with intervals of one. (2.10C) Solve one-step word problems involving subtraction using data represented with pictographs and bar graphs with intervals of one. (2.10C) Write one-step word problems involving addition using data represented with pictographs and bar graphs with intervals of one. (2.10C) Write one-step word problems involving subtraction using data represented with pictographs and bar graphs with intervals of one. (2.10C) Make predictions from information in a graph. (2.10D) Draw conclusions from information in a graph. (2.10D)	2.10C write and solve one-step word problems involving data represented within pictographs and bar graphs with intervals of one. 2.10D draw conclusions and make predictions from information in a graph
April 19 (no school)	April 19: staff development. No school		
6th: April 22-26 (5 days)	Topic 15 Test Topic 16 Personal Financial Literacy 16-1 Saving Money 16-2 Building Saving Over Time 16-3 Lending Money	Calculate the value of a collection of coins up to a dollar. (2.5A) Name the value of a collection of coins using the cent symbol and the decimal point. (2,5B) 2.5B) Explain that savings is an alternative to spending. (2.11B) Calculate the amount of money saved over time. (2.11A) Compare the amount of money saved over time to previous amounts. (2.11A)	2.5A determine the value of a collection of coins up to one dollar 2.5B use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins
7th: Apr 29-May 3 (5 days)	IOWA TESTING (k-2nd grade)		



4th Quarter (49 Days)

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
<p>9th: May 13-17 (5 days)</p>	<p>16-4 Borrowing Money 16-5 Money in a Bank 16-6 Problem Solving</p> <p>Topic 16 Test</p> <p>Benchmark Topics 13-16</p> <p>End of the Year Testing</p>	<p>Evaluate lending decisions based on benefits and costs. (2.11E) Identify the characteristics of a producer. (2.11F) Identify the characteristics of a consumer. (2.11F) Differentiate between producers and consumers. (2.11F) Calculate the cost to produce a simple item. (2.11F)</p>	<p>2.11D identify examples of borrowing and distinguish between responsible and irresponsible borrowing 2.11E identify example of lending and use concepts of benefits and costs to evaluate lending decisions 2.11F differentiate between producers and consumers and calculate the cost of produce a simple item</p>
<p>10th: May 20-24 (5 days)</p>	<p>Reflection on learning/Review</p> <p>Graduation Week</p>		