



1 <sup>st</sup> Quarter (44 Days)			
Resources: Envion Math (Pearson, 2015), Brain Pop, Misc. websites.			
Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
Week 1	Topic 1: Understanding addition. 1-1 through 1-4	TSW recognize instantly the quantity of structured arrangements. TSW use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms. TSW recognize two numbers can be added in any order. TSW recognize some problems can be solved by writing and completing a number sentence or equation.	1.2A 1.3b 1.5g 1.1g
Week 2	Topic 1: Understanding addition 1-5 1.6, 1- 8. 2.1	TSW recognize instantly the quantity of structured arrangements. TSW use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms. TSW recognize two numbers can be added in any order. TSW recognize some problems can be solved by writing and completing a number sentence or equation. TSW recognize a missing part of a whole can be found when the whole and the other part are known.	1.2A 1.3b 1.5g 1.1g
Week 3	2.2 14.1, 14.2	TSW recognize a missing part of a whole can be found when the whole and the other part are known. TSW tell time to the hour and half hour using analog and digital clocks. TSW illustrate when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other. that the length of an object is the number of the same size units of that length.	1.3b 1.7e 1.7b
Week 4	14.3, 12.1,12.2	TSW tell time to the hour and half hour using analog and digital clocks. TSW illustrate when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other. that the length of an object is the number of the same size units of that length. TSW classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language. TSW identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles , rhombuses, and hexagons and describe their attributes using formal geometric language. TSW create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons.	1.7e 1.7b 1.6a 1.6d 1.6c 1.6f 1.6e
Week 5	12.3, 12.4 ,12.5, 12.6	TSW classify and sort regular and irregular two-dimensional shapes based on dimensional shapes based on attributes using informal geometric language. TSW identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language. TSW identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms and triangular prisms, and describe their attributes using formal geometric language. attributes using informal geometric language.	1.6e 1.1d
Week 6	12.7, 12.8, 7.1, 7.2	TSW identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms and triangular prisms, and describe their attributes using formal geometric language. attributes using informal geometric language. Counting and number patterns to 100 7-1 through 7-5 TSW recognize counting and place value patterns can be seen on a hundred chart. TSW recognize skip counting can be used to find the total number of objects in a collection of equal groups. TSW recognize some problems can be solved by identifying elements that repeat in a predictable way.	1.6e 1.1d 1.5a 1.5b 1.1f
Week 7	7.3, 7.4,	Counting and number patterns to 100 7-1 through 7-5 TSW recognize counting and place value patterns can	1.5a 1.5b 1.1f



**1<sup>st</sup> Quarter (44 Days)**

**Resources:**

Envion Math (Pearson, 2015), Brain Pop, Misc. websites.

Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
	9.1, 9.2	be seen on a hundred chart. TSW recognize skip counting can be used to find the total number of objects in a collection of equal groups. TSW recognize some problems can be solved by identifying elements that repeat in a predictable way. TSW recognize counting forward to and backward from 120 follows the same place value counting rules as counting forward to and backwards from two digit numbers, TSW recognize the decode numbers are built on groups of ten.TSW use objects, pictures, and expanded and standard forms to represent numbers up to 120. TSW create and use representations to organize, record and communicate mathematical ideas.	1.5a 1.5b 1.2c 1.1e
<b>Week 8</b>	9.3, 9.4, 10.1	TSW recognize counting forward to and backward from 120 follows the same place value counting rules as counting forward to and backwards from two digit numbers, TSW recognize the decode numbers are built on groups of ten.TSW use objects, pictures, and expanded and standard forms to represent numbers up to 120. TSW create and use representations to organize, record and communicate mathematical ideas.	1.5a 1.5b 1.2c 1.1e
<b>Week 9</b>	10.2 ,10.3 ,10.4, 10.5	TSW use relationships to determine the number is 10 more and 10 less than a given number up to 120. TSW order whole numbers up to 120 using place value and open number lines. TSW use place value to compare whole numbers up to 120 using comparative language. TSW represent the comparison of two numbers to 100 using the symbols $>$ , $<$ or $=$ . TSW generate a number that is greater than or less than a given whole number up to 120. TSW use a problem solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem solving process. TSW recognize basic addition facts that are near doubles can be found using a related doubles fact. TSW recognize that sometimes the answer to one problem/question is needed to find the answer to another problem/question. TSW recognize some addition facts can be found by changing to an equivalent fact with 10, TSW recognize number relationships, doubles, near doubles, and making 10 are some strategies for finding addition facts. TSW recognize addition and subtraction have an inverse relationship.	1.5c 1.2f 1.2e 1.2g 1.2d 1.1b
<b>Week 10</b>	<b>First Benchmark</b>	Review and assessment	Review

**2nd Quarter (43 Days)**

**Resources:**

Envion Math (Pearson, 2015), Brain Pop, Misc. websites.

Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
<b>Week 1</b>	10.6, 10.7 10.8	TSW recognize basic addition facts that are near doubles can be found using a related doubles fact. TSW recognize that sometimes the answer to one problem/question is needed to find the answer to another problem/question. TSW recognize some addition facts can be found by changing to an equivalent fact with 10, TSW recognize number relationships, doubles, near doubles, and making 10 are some strategies for	1.5c 1.2f 1.2e 1.2g 1.2d 1.1b 1.2f 1.2d 1.1b



2nd Quarter (43 Days)

**Resources:**

Envision Math (Pearson, 2015), Brain Pop, Misc. websites.

Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
		finding addition facts. TSW recognize addition and subtraction have an inverse relationship.TSW recognize basic addition facts that are near doubles can be found using a related doubles fact. TSW recognize that sometimes the answer to one problem/question is needed to find the answer to another problem/question. TSW recognize some addition facts can be found by changing to an equivalent fact with 10, TSW recognize number relationships, doubles, near doubles, and making 10 are some strategies for finding addition facts. TSW recognize addition and subtraction have an inverse relationship.	
Week 2	10.9 , 2 .8, 3.1 ,3.2	TSW recognize basic addition facts that are near doubles can be found using a related doubles fact. TSW recognize that sometimes the answer to one problem/question is needed to find the answer to another problem/question. TSW recognize some addition facts can be found by changing to an equivalent fact with 10, TSW recognize number relationships, doubles, near doubles, and making 10 are some strategies for finding addition facts. TSW recognize addition and subtraction have an inverse relationship. TSW recognize numbers to 10 can be represented on a ten frame using 5 and 10 as benchmarks. TSW recognize the number 10 can be broken into parts of the whole in different ways. TSW recognize some problems can be solved by recording and organizing data in a table and by finding and using numerical patterns in the table.	1.2f 1.2d 1.1b 1.2a 1.3c 1.1e
Week 3	5.4, 5.5, 5.6	TSW recognize basic addition facts that are near doubles can be found related to a doubles fact. TSW recognize that sometimes the answer to one problem/question is needed to find the answer to another problem/question. TSW recognize some addition facts can be found by changing to an equivalent fact with 10, TSW recognize number relationships, doubles, near doubles, and making 10 are some strategies for finding addition facts. TSW recognize addition and subtraction have an inverse relationship	1.3d 1.1b 1.3e 1.5f
Week 4	5.7, 5.8, 5.9, 5.10	TSW recognize basic addition facts that are near doubles can be found related to a doubles fact. TSW recognize that sometimes the answer to one problem/question is needed to find the answer to another problem/question. TSW recognize some addition facts can be found by changing to an equivalent fact with 10, TSW recognize number relationships, doubles, near doubles, and making 10 are some strategies for finding addition facts. TSW recognize addition and subtraction have an inverse relationship.	1.3d 1.5f
Week 5	6.3, 13.1, 13.2, 13.5	TSW recognize three numbers can be grouped and added in any order. TSW recognize numbers can be grouped in different ways to solve word problems with 3 addends. TSW recognize addition and subtraction have an inverse relationship. TSW recognize numerical expressions with different numbers and operation signs can have the same value. TSW recognize when 2 numerical expressions have the same value. TSW partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words. TSW identify examples and non-examples of halves and fourths. TSW communicate mathematical ideas, reasoning and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	1.5g 1.5f 1.5e 1.1d 1.6h 1.1d
Week 6	Lesson 5, lesson 6, lesson 7, lesson 8	TSW master the concepts in these lessons	
Week 7	Lesson 1, 8.1, 8.2, 8.3	TSW recognize sets of 10 can be perceived as single entities. TSW recognize concrete and pictorial models to determine the sum of a multiple of 10 and a one digit number in problems up to 99	1.2b 1.3a 1.2c



**2nd Quarter (43 Days)**

<b>Resources:</b> Environ Math (Pearson, 2015), Brain Pop, Misc. websites.			
<b>Week</b>	<b>Unit/Lesson</b>	<b>Learning Objectives</b>	<b>Reporting Categories ( TEKS SEs)</b>
<b>Week 8</b>	8.4, 8.5, 8.6	<b>2<sup>nd</sup> Benchmark</b> TSW recognize numbers greater than 10 can be named in more	
<b>Week 9</b>	8.7, 3.3, 3.4, 3.5	TSW recognize numbers greater than 10 can be named in more. TSW recognize numbers to 10 can be represented on a ten frame using 5 and 10 as benchmarks. TSW recognize the number 10 can be broken into parts of the whole in different ways. TSW recognize some problems can be solved by recording and organizing data in a table and by finding and using numerical patterns in the table.	1.2a 1.3c 1.1e

**3rd Quarter (43 Days)**

<b>Resources:</b> Environ Math (Pearson, 2015), Brain Pop, Misc. websites.			
<b>Week</b>	<b>Unit/Lesson</b>	<b>Learning Objectives</b>	<b>Reporting Categories ( TEKS SEs)</b>
<b>Week 1</b>	4.1, 4.2, 4.3, 4.4	TSW apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	1.3D 1.3C
<b>Week 2</b>	4.5, 4.6, 4.7	TSW compose 10 with two or more addends with and without concrete objects. TSW Communicate mathematical ideas using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	1.3E 1.1D
<b>Week 3</b>	4.8, 4.9, 7.5, 9.5	TSW compose 10 with two or more addends with and without concrete objects. TSW Communicate mathematical ideas using multiple representations, including symbols, diagrams, graphs, and language as appropriate. Counting and number patterns to 100 7-1 through 7-5 TSW recognize counting and place value patterns can be seen on a hundred chart. TSW recognize skip counting can be used to find the total number of objects in a collection of equal groups. TSW recognize some problems can be solved by identifying elements that repeat in a predictable way. TSW recognize counting forward to and backward from 120 follows the same place value counting rules as counting forward to and backwards from two digit numbers, TSW recognize the decode numbers are built on groups of ten. TSW use objects, pictures, and expanded and standard forms to represent numbers up to 120. TSW create and use representations to organize, record and communicate mathematical ideas.	1.3E 1.1D 1.5a 1.5b 1.1f 1.5a 1.5b 1.2c 1.1e
<b>Week 4</b>	15.1, 15.2, 15.3, 15.4	TSW draw conclusions and generate and answer questions using information from picture and bar-type graphs. TSW collect, sort, and organize data in up to three categories using models/representations such as tally marks as t-charts TSW use data to create picture and bar-type graphs. TSW communicate mathematical ideas, reasoning and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	1.8c 1.8a 1.8c
<b>Week 5</b>	15.5, 15.6,	TSW draw conclusions and generate and answer questions using information from picture and bar-type	1.8c 1.8a 1.8c



**3rd Quarter (43 Days)**

<b>Resources:</b> Envion Math (Pearson, 2015), Brain Pop, Misc. websites.			
<b>Week</b>	<b>Unit/Lesson</b>	<b>Learning Objectives</b>	<b>Reporting Categories ( TEKS SEs)</b>
	16.1,16.2, 16.3	graphs. TSW collect, sort, and organize data in up to three categories using models/representations such as tally marks as t-charts TSW use data to create picture and bar-type graphs. TSW communicate mathematical ideas, reasoning and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. TSW consider charitable giving. TSW apply mathematics to problems arising in everyday life, society, and the workplace.	1.9a 1.9b
<b>Week 6</b>	16.4, Lesson 2, Lesson 3, Lesson 4	TSW identify money earned as a income, identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs. TSW distinguish between spending and saving.	1.9c 1.9d 1.1a
<b>Week 7</b>	11.1, 11.2, 11.3	TSW specific coins each have a unique value. TSW write a number with the cent symbol to describe the value of a coin.	1.4a 1.4b 1.4c 1.1d
<b>Week 8</b>	11.4, 11.5, 6.4, 6.5	<b>3<sup>rd</sup> Benchmark</b> TSW use relationships to count by twos, fives and tens to determine the value of a collection of pennies, nickels, dimes, TSW communicate mathematical ideas, reasoning and their implications using multiple representations including symbols, diagrams, graphs, and language as appropriate. TSW recognize three numbers can be grouped and added in any order. TSW recognize numbers can be grouped in different ways to solve word problems with 3 addends. TSW recognize addition and subtraction have an inverse relationship. TSW recognize numerical expressions with different numbers and operation signs can have the same value. TSW recognize when 2 numerical expressions have the same value.	1.4a 1.4b 1.4c 1.1d 1.5g 1.5f 1.5e 1.1d
<b>Week 9</b>	1.7, 1.9, 2.3, 2.4	TSW recognize instantly the quantity of structured arrangements. TSW use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms. TSW recognize two numbers can be added in any order. TSW recognize some problems can be solved by writing and completing a number sentence or equation TSW recognize a missing part of a whole can be found when the whole and the other part are known.	1.2A 1.3b 1.5g 1.1g 1.3b

**4th Quarter (46 Days)**

<b>Resources:</b> Envion Math (Pearson, 2015), Brain Pop, Misc. websites.			
<b>Week</b>	<b>Unit/Lesson</b>	<b>Learning Objectives</b>	<b>Reporting Categories ( TEKS SEs)</b>
<b>Week 1</b>	2.5, 2.6, 2.7, 2.9	TSW recognize addition and subtraction have an inverse relationship. The inverse relationship between addition and subtraction can be used to find subtraction facts. TSW recognize some problems can be solved by using objects to act out the actions in the problem. TSW recognize a missing part of a whole can be found when the whole and the other part are known.	1.5f 1.1c
<b>Week 2</b>	5.1, 5.2, 5.3, 5.11	TSW recognize basic addition facts that are near doubles can be found related to a doubles fact. TSW recognize that sometimes the answer to one problem/question is needed to find the answer to another problem/question. TSW recognize some addition facts can be found by changing to an equivalent fact with	1.3d 1.1b 1.3e



4th Quarter (46 Days)

**Resources:**

Envision Math (Pearson, 2015), Brain Pop, Misc. websites.

Week	Unit/Lesson	Learning Objectives	Reporting Categories ( TEKS SEs)
		10, TSW recognize number relationships, doubles, near doubles, and making 10 are some strategies for finding addition facts. TSW recognize addition and subtraction have an inverse relationship. TSW recognize three numbers can be grouped and added in any order. TSW recognize numbers can be grouped in different ways to solve word problems with 3 addends. TSW recognize addition and subtraction have an inverse relationship. TSW recognize numerical expressions with different numbers and operation signs can have the same value. TSW recognize when 2 numerical expressions have the same value.	1.5f 1.5g 1.5f 1.5e 1.1d
<b>Week 3</b>	6.1, 6.2, 14.4, 14.5	TSW recognize three numbers can be grouped and added in any order. TSW recognize numbers can be grouped in different ways to solve word problems with 3 addends. TSW recognize addition and subtraction have an inverse relationship. TSW recognize numerical expressions with different numbers and operation signs can have the same value. TSW recognize when 2 numerical expressions have the same value. TSW tell time to the hour and half hour using analog and digital clocks. TSW illustrate when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other. that the length of an object is the number of the same size units of that length.	1.5g 1.5f 1.5e 1.1d 1.7e 1.7b
<b>Week 4</b>	Review	Preparation for IOWA	Review
<b>Week 5</b>	Assessment	<b>IOWA/ ITBS Complete Battery KG-2</b>	Assessment
<b>Week 6</b>	14.6,14.7, Lesson 9, Lesson 10	TSW communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. TSW measure the same object/distance with units of two different lengths and describe how and why the measurements	1.1d 1.7c
<b>Week 7</b>	13.3, 13.4, 16.5	TSW partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words. TSW identify examples and non-examples of halves and fourths. TSW communicate mathematical ideas, reasoning and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. TSW identify money earned as a income, identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs. TSW distinguish between spending and saving.	1.6h 1.1d 1.9c 1.9d 1.1a
<b>Week 8</b>	Review Topic 1-8	Review	Review
<b>Week 9</b>	Review Topic 9-16	<b>Final Benchmark</b> Review and Assessment	Review
<b>Week 10</b>	Review Grade 2 Lesson 1-8	Step up to 2 <sup>nd</sup> Grade	Step up to 2 <sup>nd</sup> Grade.