



1 st Quarter (44 Days)			
Resources: Envision math, Pearson –Tx website.			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
Week 1	Topic 1: Understanding addition. 1.1, 1.2, 1.3, 1.4, 1.5	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.	1.1: B, C, D, E, F, G also 1.2A , 1.3B , 1.5E, 1.5D , 1.5E
Week 2	Topic 1: Understanding addition 1.5, 1.6,1.7, 1.8, 1.9	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 display, explain and justify mathematical ideas and arguments,	1.1: B, C, D, E, F, G also 1.2A , 1.3B , 1.5E, 1.5D, 1.3
Week 3	Topic 2 2.1, 2.2, 2.3, 2.4, 2.5	TSW Use objects and pictorial models to solve world problems involving joining, separating, and comparing sets within 20 and unknowns as any of the terms in a problem such as $2+4 = []$, and $3+[] = 7$ and $5 = []-3$	1.1: A, B, C, D, F , E Also 1.5D, 1.5F , 1.5E
Week 4	Topic 2 2.5, 2.6,2.7, 2.8, 2.9	TSW Use objects and pictorial models to solve world problems involving joining, separating, and comparing sets within 20 and unknowns as any of the terms in a problem such as $2+4 = []$, and $3+[] = 7$ and $5 = []-3$	1.1: A, B, C, D, F , E Also 1.5D, 1.5F , 1.5E 1.3, 1.3B
Week 5	Topic 3 3.1, 3.2, 3.3	TSW recognize instantly the quantity of structured arrangements. TSW compose 10 with two or more addends with and without concrete objects. TSW create and use representations to organize, record, and communicate mathematical ideas.	1.1: A, B, C, D, E, F Also 1.3C , 1.2A
Week 6	Topic 3 3.4, 3.5	TSW recognize instantly the quantity of structured arrangements. TSW compose 10 with two or more addends with and without concrete objects. TSW create and use representations to organize, record, and communicate mathematical ideas.	1.1: A, B, C, D, E, F Also 1.3C , 1.2A
Week 7	Topic 4 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. TSW compose 10 with two or more addends with and without concrete objects.	1.1: A, C, D, F Also 1.3, 1.3D, 1.5G
Week 8	Topic 4 4.4, 4.5, 4.6,	TSW apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10. TSW compose 10 with two or more addends with and without concrete objects.	1.1: A, C, D, F Also 1.3, 1.3D, 1.5G
Week 9	Topic 4 4.7, 4.8, 4.9	TSW explain strategies to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences. TSW communicate mathematical ideas, reasoning, and their implications using multiple representations. Including symbols, diagrams, graphs, and language as appropriate.	1.1: A, C, D, F Also 1.3, 1.3D, 1.3E, 1.3B, 1.5G
Week 10	First Benchmark	Review and assessment	Review



2nd Quarter (43 Days)			
Resources: Envision math, Pearson –Tx website.			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
Week 1	Topic 5 5.1, 5.2, 5.3	TSW apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10. TSW use a problem solving model that incorporate analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem solving process and the reasonableness of the solution.	1.1 : C, D, F, E Also 1.3D, 1.3, 1.5D
Week 2	Topic 5 5.4, 5.5, 5.6, 5.7	TSW apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10. TSW explain strategies used to solve addition and subtraction, problems up to 20 using spoken words, objects, pictorial models, and number sentences.	1.1: E, F, G, BC Also 1.3, 1.3C, 1.3D, 1.5E, 1.5G, 1.5F
Week 3	Topic 5 5.8, 5.9, 5.10, 5.11	TSW determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation. TSW explain strategies used to solve addition and subtraction, problems up to 20 using spoken words, objects, pictorial models, and number sentences. TSW generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.	1.1: E, F, G, BC Also 1.3, 1.3C, 1.3D, 1.5E, 1.5G, 1.5F
Week 4	Topic 6 6.1, 6.2, 6.3	TSW apply properties of operations to add and subtract two or three numbers. TSW determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.	1.1 : A, B, E, F 1.2 Also 1.3F, 1.3C, 1.3D, 1.5G, 1.5F
Week 5	Topic 6 6.4, 6.5	TSW understand that the equal sign represent a relationship where expressions on each side of the equal sign represent the same values. TSW communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	1.1 : B, C, D, G 1.2 Also 1.3B, 1.5 E, 1.5F
Week 6	Topic 7 7.1, 7.2, 7.3,7.4	TSW recite numbers forward and backward from any given number between 1 and 120. TSW skip count by 2s, 5s, and 10s to determine the total number of objects up to 120 in a set.	1.1: A, B, C, D, F Also 1.5, 1.5B
Week 7	Topic 7 7.5, Topic 8 8.1, 8.2	TSW skip count by 2s, 5s, and 10s to determine the total number of objects up to 120 in a set. TSW analyze mathematical relationships to connect and communicate mathematical ideas TSW use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	1.1: A, B, C, E, G Also 1.5, 1.5B 1.1: A, B, C, E Also 1.2C
Week 8	Topic 8 8.3, 8.4, 8.5	TSW use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones. TSW use objects, pictures, and expanded and standard forms to represent numbers up to 120.	1.1: B, C, F, G, D, F Also 1.2B



2nd Quarter (43 Days)

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Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
Week 9	Topic 8 8.6, 8.7 2nd Benchmark	TSW use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones. TSW create and use representations to recognize, record, and communicate mathematical ideas. Review and assessment.	1.1: B, D, E, G Also 1.2B, 1.2C

3rd Quarter (43 Days)

Resources:
Envision math, Pearson- Tx website

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
Week 1	Topic 9 9.1, 9.2, 9.3	TSW recite numbers forward and backward from any given number between 1-120. TSW skip count by 2s, 5s, and 10s to determine the total number of objects up to 120 in a set.	1.1: A, B, C, D , F, G Also 1.2C , 1.5, 1.5C
Week 2	Topic 9 9.4, 9.4 Topic 10 10.1, 10.2	TSW use objects, pictures, and expanded and standard forms to represent numbers up to 120. TSW use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones. TSW create and use representations to organize, record, and communicate mathematical ideas. TSW use relationships to determine number that is 10 more and 10 less than a given number up to 120.	1.1: B, E, C, D Also 1.2B, 1.2C , 1.5, 1.2D
Week 3	Topic 10 10.3, 10.4, 10.5, 10.6	TSW order whole numbers up to 120 using place value and open numbers line. TSW represent the comparison of two numbers to 100 using >, <, or =.	1.1: C, E, F, D Also 1.2, 1.2E
Week 4	Topic 10 10.7, 10.8, 10.9	TSW order whole numbers up to 120 using place value and open numbers line. 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 incorporate analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solutions.	1.1: B, C, D, E, G Also 1.2E
Week 5	Topic 11 11.1, 11.2, 11.3	TSW identify U.S coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them. TSW write a number with the cent symbol to describe the value of a coin.	1.1: A, C, D, E, F Also 1.4, 1.4C, 1.4B, 1.5B
Week 6	Topic 11 11.3, 11.4, 11.5	TSW use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and dimes. TSW communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	1.1 : B, C, D F 1.2 Also 1.3D, 1.4A, 1.4B



3rd Quarter (43 Days)

Resources: Envision math, Pearson- Tx website			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
Week 7	Topic 12 12.1, 12.2, 12.3	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 a special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language	1.1: A, D, E, F, G Also 1.6, 1.6A,
Week 8	Topic 12 12.4, 12.5, 12.6, 12.7	TSW create two dimensional figures, including circles, triangles, rectangles, and squares as a special rectangles, rhombuses, and hexagons. TSW compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible. TSW identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.	1.1: A, B, C, D, E, F Also 1.6, 1.6A
Week 9	Topic 12 12.7, 12.8 3rd Benchmark	TSW identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language. TSW communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. TSW distinguish between attributes that define a two-dimensional or three dimensional figure and attributes that do not define the shape.	1.1: B, F, G, C, D Also 1.6, 1.6B

4th Quarter (46 Days)

Resources: Envision math, Pearson Tx website.			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
Week 1	Topic 13 13.1, 13.2, 13.3, 13.4	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 fourths and halves.	1.1: A, B, C, E, G, Also 1.6H
Week 2	Topic 13 13.5 Topic 14 14.1, 14.2, 14.3	TSW communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. TSW tell time to the hour and half hour using analog and digital clocks.	1.1: A, B, E, C, G Also 1.6G, 1.7
Week 3	Topic 14 14.4, 14.5, 14.6, 14.7	TSW communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. TSW illustrate that the length of an object is the number of same-size units of length that, when laid end to end with no gaps or overlaps, reach from one end of the object to the other. TSW measure the same object/distance with units of two different lengths and describe how and why the measurements are diff. TSW describe a length to the nearest whole unit using a number and a unit.	1.1: A, B, E, C, G Also 1.7, 1.7D, 1.7C, 1.7B
Week 4	Preparation for IOW	Review and assessment	Review



4th Quarter (46 Days)

Resources:

Envision math, Pearson Tx website.

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
Week 5	IOWA/ ITBS Complete Battery KG-2	Review and assessment	Assessment
Week 6	Topic 15 15.1, 15.2, 15.3	TSW select tools, including real objects, manipulative, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. TSW use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement. TSW draw conclusions and generate and answer questions using information from picture and bar-graphs.	1.1: B, C, D, E Also 1.7, 1.7B 1.1: F, G, E
Week 7	Topic 15 15.4, 15.5, 15.6	TSW collect, sort and organize data in up to three categories using models/ representations such as tally marks or T-charts. TSW use data to create picture and par-graph. TSW communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	1.1: A, B, C, E, G Also 1.8, 1.8A
Week 8	Topic 16 16.1, 16.2, 16.3, 16.4, 16.5	TSW define money earned as income. TSW identify income as a means of obtaining goods and services, oftentimes making choice between wants and needs. TSW distinguish between spending and saving. TSW consider charitable giving. TSW apply mathematics to problems arising in everyday life, society, and the workplace.	1.1: A, B, C, F, G , D Also 1.9, 1.9B, 1.9C
Week 9	Final Benchmark Topic 17	Step up to 2 nd Grade	2.1 : A, B, C, D, E, F, G 2.2, 2.2B, 2.2D, 2.4, 2.4B, 2.6, 2.6A, 2.6B
Week 10	Topic 17	Step up to 2 nd Grade	2.1 : A, B, C, D, E, F, G 2.2, 2.2B, 2.2D, 2.4, 2.4B, 2.6, 2.6A, 2.6B