

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.1(A)

Grade Level First

Time Range 2 days

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
<p>K.1 (B) Use sets of concrete objects to represent quantities given in written form (through 9)</p> <p>K.1 (C) Use numbers to describe how many objects are in a set (through 20)</p> <p>K.1 (A) Use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects</p> <p>K.1 (B) Use of concrete objects to represent quantities given in verbal form (through 9)</p>	<p>1.1 (A) Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects</p> <p>1.1 (B) record and compare information,</p> <p>1.4 (B) record and compare information.</p> <p>1.4(A) collect information using tools; and lenses, clocks, computers, thermometers and balances,</p> <p>1.4(C)measure using standard and non-standard units,</p> <p>1.8(A) Living organisms & Nonliving objects,</p> <p>1.8(B)Compare living organisms and nonliving objects,</p> <p>1.2 critical thinking & Decision Making</p> <p>(a) make decisions using information,</p> <p>(b) justify merits of decisions,</p> <p>(c) explain a problem & purpose a solution .</p> <p>1.6(C) manipulate objects, separate parts from whole.</p>	<p>2.3 (C) Determine the value of a collection of coins less than one dollar</p> <p>2.1 Use concrete models to represent, compare, and order whole numbers (through 999), read the numbers, and record the comparisons using numbers and symbols (>, <, =)</p> <p>2.5 (B) Use patterns in place value to order whole numbers through 999.</p>
Specific Student Objectives		
Compare and order whole numbers up to 20 (less than, greater than, or equal to) using sets of concrete objects.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
<p>MTW</p> <ul style="list-style-type: none"> • <u>Counting</u> Counting Forward "Count and Turn" MTW p. 63 NL 5.3 • <u>Counting</u> MTW p. 109 NL 5.5 Stand Up/Sit Down Grow and Shrink 	<p>SFAW</p> <ul style="list-style-type: none"> • Ch. 1, Lesson 1, pp. 5-6 • Ch. 1, Lesson 3, pp. 7-8 • Ch. 1, Lesson 7, p. 19 • Ch. 1, Lesson 8, pp. 21-22 • Ch. 2, Lesson 6, pp. 65-66 	<ul style="list-style-type: none"> • <u>Anno's Counting Book</u> Mitsumasa, Anno • <u>Ten, Nine, Eight</u> Bang, Molly • <u>Count-A-Saurus</u> Blumenthal, Nancy • <u>One Beer at Bedtime</u> Inkpen, Nick • Activity 1, Part 1 p.17 #8 • FOSS: Pebbles, Sand, and Silt Act.1 Part 1 P.5 #3, <u>Three rocks</u> <p>Science TEK's: 1.1(a,b), 1.3 (a,c,d); 1.4(a); 1.10(b) 1.4 Math TEK's: 1.1(a,b), 1.9(a) 1.11(a,d); 1.12(a,b),1.13</p> <ul style="list-style-type: none"> • Activity 3 pt.3 pp12-*14, Part 2, pp.6-7, p.9,p15 • FOSS: Pebbles, Sand & Silt, Act 1, Part 1,p.5,#1 • Activity 2, p.19; <u>Mix two materials</u>
Assessment		
Classroom	TAKS/Other Assessments	
<p>SFAW</p> <ul style="list-style-type: none"> • Close and assess, p. 6 and Close and assess, p. 20 • Missing Towers, p. 21 • Problem Solving, p. 66 	<p>TAKS Objective 1</p>	
Additional Resources		
Internet	Other	
<p>Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com</p>	<p>NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers and number systems</p> <p>SCANS</p>	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.1(B)

Grade Level First

Time Range 2 days

Grade <u>K</u> _{inder}	Grade <u>1</u> st	Grade <u>2</u> nd
K.5 Identify, extend, and create patterns	1.1 (B) Create sets of tens and ones using concrete objects to describe, compare, and order whole numbers 1.4 Tools: a. collect and information using tools; hand lenses, clocks, computers, thermometers, balances b. record and compare information c. measure using standard and nonstandard units 1.5 a. sort objects by properties and patterns b. identify, predict and create patterns. 1.6(C) measure using standard and nonstandard units, 2.(b) plan and conduct simple descriptive investigations.	2.5 (B) Use patterns in place value to order two-digit numbers

Specific Student Objectives
Compare and order, arrange, organize whole numbers, and categorize whole numbers.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • <u>Place Value</u> (Zarkles) Base 4 MTW pp. 276-292 NL 9.1-9.16 • <u>Place Value</u> (Bonkers) MTW pp. 276-292 Base 5 TEKS 1.3 (A), 1.6 (A), 1.1(B) • <u>Place Value</u> (Zingers) MTW pp. 276-292 Base 6 • <u>Pattern Value Tubs</u> 20-30 min. • Calendar Activities 	SFAW <ul style="list-style-type: none"> • Chapter 1, Lesson 9, pp. 23-24 • Chapter 2, Lesson 8, pp. 69-70 	<ul style="list-style-type: none"> • <u>How Many Bugs in a Box?</u> Carter, David • <u>Feast for Ten</u> Falwell, Catherine • <u>Pebbles, Sand and Silt</u>; • Activity 1, Part 1 p.5 Three Rocks, Part 4, Sorting Games, pp. 10-11 • New Plants Activity 2, Part 3 p.14, Activity 4, Part 1, p. 5 • Solids and Liquids , Activity 1, Part 3, p.11 • FOSS and Liquids , Activity 1, Part 2, p.8 #3, <u>Sorting Circle</u>, Act. 1, Part 3, p.10, Construct with solids.

Assessment							
Classroom	TAKS/Other Assessments						
Create sets of tens and ones using concrete objects to describe, compare & orders whole numbers. Example 28 <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px; text-align: center;">Tens ■■■■■ ■■■■■</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">Ones ■■■■ ■■■■</td> </tr> </table> Identify and shade the answer. 1. <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px; text-align: center;">Tens ■■■■■ ■■■■■</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">2. 37 Show with cubes</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">Tens</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">Ones</td> </tr> </table> ○ 14 ○ 1 ○ 12 ○ 21	Tens ■■■■■ ■■■■■	Ones ■■■■ ■■■■	Tens ■■■■■ ■■■■■	2. 37 Show with cubes	Tens	Ones	TAKS Objective 1
Tens ■■■■■ ■■■■■	Ones ■■■■ ■■■■						
Tens ■■■■■ ■■■■■	2. 37 Show with cubes	Tens	Ones				

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understanding Numbers, ways of representing numbers, relationships among numbers and number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.1(C)

Grade Level First

Time Range 2 weeks

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
	1.1(C) Use words and numbers to describe the values of individual coins such as penny, nickel, dime and quarter and their relationship.	2.3(C) Determine the value of a collection of coins less than one dollar.

Specific Student Objectives

Describe the value of individual coins using words and numbers.

Instruction

Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW, p. 101, “The Piggy Bank Game” • “Base Ten Unifix”, Patterns, MTW p. 314 • “Money”, MTW, p. 332 • Determining Prices, MTW pp. 312-313 	SFAW <ul style="list-style-type: none"> • Lesson 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7 • Chapter 9, Performance Assessment • Chapter 9, Practice Game • Chapter 9, Stop and Practice 	<ul style="list-style-type: none"> • Medeariz, Angela <u>Picking Peas for a Penny</u> • Stevenson, James <u>Yard Sale</u> • Williams, Vera <u>A Chair for My Mother</u> • Henkes, Kevin <u>Lilly’s Purple Plastic Purse</u>

Assessment

Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • Ch. 9, Test p. 358 	TAKS Objective 1 SFAW <ul style="list-style-type: none"> • Ch. 9 Test • Form A • Form C • Form D • Form E

Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Number and Operations Standard Connect number words and numerals to the quantities they represent, using various physical models and representations SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.1(D)

Grade Level First

Time Range 2 days

Grade <u>K</u> <u>inder</u>	Grade <u>1</u> <u>st</u>	Grade <u>2</u> <u>nd</u>
K.1 (B) Use sets of concrete objects to represent quantities given in verbal or written form (through 9). K.1 (C) Use numbers to describe how many objects are in a set (through 20).	1.1 (D) Read and write numbers to 25 to describe sets of concrete objects. 1.2(e) communicate findings 1.6(a) sort organisms and objects 1.6(b) observe and describe parts of plants and animals, 1.6(c) manipulate objects, separate parts from whole, 1.6(d) identify parts put together that do new things.	2.1 Use number models, read numbers, and record with symbols to compare whole numbers through 99.
	Specific Student Objectives	
	Read and write numbers to 25 to describe sets of concrete objects.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • <u>Counting</u> Counting forward "Count and Turn" MTW p. 63 NL 5.3 • <u>Counting</u> MTW p. 109 NL 5.5 	SFAW <ul style="list-style-type: none"> • Ch. 1, Lesson 1-6, pp. 3-18 • Ch. 1, Lesson 9, pp. 23-24 • Ch. 1 Practice Game • Ch. 1 Calculator • Ch. 6 Problem-Solving • Ch. 10 Computer 	<ul style="list-style-type: none"> • <u>Counting Penguins</u> Howe, Caroline • <u>One Hunter</u> Hutchins, Pat • Brassica Seeds , Inv. 1,Part 1 • Science TEK's: 1.7(d), 1.8(a,b) • Math TEK's 1.11(a,d),1.12(a), Part 2: Planting Brassica • New Plants: Inv. 2, Part 1, p.6 • FOSS: New plants: Act 2, Part 3 Act. 4, Part 1
Assessment		
Classroom	TAKS/Other Assessments	
SFAW: Ch. 1, Lesson 1, p. 3, "Make Cube Trains" Ch. 1, p. 44, "Get to Know Your Calculator" Students are given a set of concrete objects and asked to read and write the number (range 1-25)	TAKS Objective 1	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers and number systems SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.3(A)

Grade Level First

Time Range 5 days - ongoing

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.4 Model addition and subtraction problems in real situations with concrete objects	1.2 (A) Model and create addition and subtract problem situations with concrete objects and write corresponding number sentences. 1.3 (c) explain a problem & propose a solution. 1.3(a)Critical Thinking & Decision Making Make decisions using information.	2.3 (A) Recall and apply basic addition facts. 2.3(B) Select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary. 2.5 (C) Use patterns to develop strategies to remember basic addition facts. 2.5 (D) Solve subtraction problems related to addition facts (fact families).
Specific Student Objectives		
Create addition and subtraction problem situations with concrete objects.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <u>Concept:</u> Number Operations MTW Play 3 games Handfuls MTW p. 126 Bowl MTW p. 181 Peek MTW p. 183 <u>Concept:</u> Number Operations MTW p. 183 “Peek-Through Wall” Hand and Bowl Game <u>Concept:</u> Number Operations Bowl Game and Hand Game MTW p. 181 Number Operations (Connecting Level) “The Cave” , MTW p. 223 	SFAW <ul style="list-style-type: none"> Ch. 2 (2-1; pp. 51-52), (2-2; pp. 53-54), (2-3, pp. 55-56), (2-4, pp. 57-58), (2-6, pp. 65-66) Ch. 3 (3-1, pp. 91-92); (3-2, pp. 93-94); (3-3, pp. 95-96), (3-4, pp. 97-98); (3-5, pp. 99-100), (3-8, pp. 109-110); (3-9, pp. 111-112); (3-11, pp. 117-118) Ch. 4 (4-3, pp. 135-1136), (4-4, pp. 139-140), (4-6, pp. 143-144), (4-12, pp. 161-162) Ch. 2 Extended Investigation Ch. 3 Activity Bank 3-11,3-12 Ch. 4 Practice Game 4-12 Ch. 12 Performance Assessment Ch. 13 Math Soup 	<ul style="list-style-type: none"> <u>Too Many Eggs</u>, Butler, Christina <u>So Many Cats</u>, de Regniers, Beatice Pebbles, Sand and Silt, Activity 1, Part 2, p.7,#7 <u>Washing Three Rocks</u>, Act. 1,Part , p.13 #7 Activity 2, Part 3, p.11 #12 Activity 2, Part 4 p.14,#14 Activity 4, Part 1, p.5 #9, p.8,#19 FOSS: Solids and Liquids Activity 1, Part 1, p.9 #8, <u>Observations</u>. Solids and Liquids, Mod.1,Act.1, Part 1,p.7, #8 Mod. 1, Act. 1 Part 2, p.9, #7 Mod. 4 Act. , Part 1,p.6, #6, #13 New Plants, Mod 3, Act. 3, Part 3, p.13,#13 Mod. 1 Part. 3, Act. 1 p.13, #11,#2 Mod. 2, Act. 2, Part 2 p. 9 #7, #9 Mod. 4, Act. 4, Part 1 p. 5, #9 Mod. 4, Act. 4, Part 1, p.10, #14
Assessment		
Classroom	TAKS/Other Assessments	
<ul style="list-style-type: none"> SFAW: Chapter 2, Extended Investigation 	TAKS Objective 6	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW: www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understanding meanings of operations and how they relate to each other SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.4(A)

Grade Level First

Time Range 3 days

Grade <u>K</u> <u>inder</u>	Grade <u>1</u> <u>st</u>	Grade <u>2</u> <u>nd</u>
<p>K.5 Create patterns of sounds, physical movement and concrete objects.</p> <p>K.6(A) Use patterns to predict what comes next, including cause-and-effect relationship.</p> <p>K.6(A) Use information from pictures in order to answer questions.</p>	<p>1.4(A) Identify, describe, and extend concrete patterns in order to make predictions and solve problems.</p> <p>1.4(B) identify , predict , and create patterns,</p> <p>1.1 (C) manipulate objects, separate parts from whole,</p> <p>1.5(B) identify , predict and create new patterns,</p> <p>1.3(c) explain a problem & propose a solution,</p> <p>1.5(D) identify parts put together that do new things,</p> <p>1.5(A) sort objects by properties and patterns,</p> <p>1.10 Natural World: Rocks, Soil, Water</p> <p style="padding-left: 20px;">(a) identify and describe natural sources of water are used and recycled</p> <p>1.2 (a) ask questions,</p> <p>1.2(b) plan & conduct simple descriptive investigations,</p> <p>1.2(c) use equipment & tools-extend senses,</p> <p>1.2(d) explanations based on information,</p> <p>1.2(e) communicate findings.</p>	<p>2.6(C) Identify, describe, and extend patterns to make predictions and solve problems.</p>

Specific Student Objectives

Extend concrete patterns in order to make predictions and solve problems.

Instruction

Strategies	Resources	Interdisciplinary Connection
<p>MTW</p> <ul style="list-style-type: none"> • People Row Patterns, p. 29 • Two-Handed-Take-Away, p. 346 	<p>SFAW</p> <ul style="list-style-type: none"> • 1-10, pp. 27-28 • Mixed Practice p. 29 • Cumulative Review p. 30 • Cumulative Review p. 64 • 2-7, pp. 67-68 	<ul style="list-style-type: none"> • Activity 1, Part 3 <u>Organism & Objects</u>, p.9,#5,First Sorting • Activity 1 Part 2 <u>Washing Three Rocks</u> , pp6-7 • Activity 1 Part 4, pp. 10-11, <u>Sorting Games</u> • Liquids and Solids, Activity 1 Part 2, p.9 • Activity 3, Part 1, p.7, # 3-5. <u>Liquids In Bottles</u> • Activity 2 Part 2 ,p.9, <u>New Plants</u>. • Module 1, <u>Brassica Growth</u>, Observe pattern of plant Growth from seeds to producing new seeds. • <u>New Plants</u>, Module 1 , Brassica Growth , Observe pattern of plant growth from seeds to producing new seeds. • <u>Pebbles Sand & Silt</u>.:Activity 1, Part 3, pp 8-9, First Sorting • Activity 2, Part 3 # 2, p.11, #13-15, <u>Settles in a Pattern</u>, <u>Solids Materials in Bottles</u>, pp14-16 • Activity 3, Part 2-3, pp.6-7, 9, 12-14

Assessment

Classroom	TAKS/Other Assessments
<p>Chapter 1 Test, p. 42</p>	<p>TAKS Objective 2</p> <p>Testworks, Chapter 1</p>

Additional Resources

Internet	Other
<p>Texas SSI Website</p> <p>Clarifying activities and lessons, Grade 1</p> <p>http://www.tenet.cc.utexas.edu/ssi/</p> <p>SFAW</p> <p>www.teacher.mathsurf.com</p>	<p>NCTM-Algebra Standard</p> <p>Understanding patterns, relations and functions</p> <p>SCANS</p>

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.5 (A)

Grade Level First

Time Range 2 days

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K-5 Identify, extend, and create patterns.	1.5 (A) Find patterns in numbers, including odd and even. (5) Properties and Patterns – Organisms, Objects, and Events a. sort objects by properties and patterns. b. Identify, predict, and create patterns.	2.5 (A) Find patterns in numbers such as in a 100s charts. 2.5 (B) Use patterns in place value to compare whole numbers through 999.
Specific Student Objectives		
Investigate patterns in numbers.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • <u>Pattern (AB) Pattern</u> “Snap & Clap” NL 9.3 MTW p. 21 Dot Chart NL 9.3 • <u>Pattern (ABC)</u> “Rhythmic Clapping” NL 9.3 MTW p. 21 Dot Chart NL 9.3 • MTW – Tubbing • Pattern • Free Exploration • <u>Pattern</u> – Metrics, MTW p. 258 • <u>Pattern</u> – Surrounding Patterns MTW p. 257 	<ul style="list-style-type: none"> • MTW p. 21 • NL 9.3 • MTW pp. 23-25 • NL 9.3 MTW p. 21 • NL 9.3 • SF/AW Lesson 2.5, 2.7 Ch. 2 Performance Assessment; 3-4; Ch. 6 Practice Game; 7-7, 7-8, 7-10; 8-9 	<ul style="list-style-type: none"> • Walter, Marion <u>Another, Another, Another, and More.</u> • Pebbles Sand & Silt Act. 1, Part 3, p.9 #8 <u>First Sorting.</u> Act. 1, Part 2, pp.2,#6-7 Act. 1, Part 2, pp.9,18 • Act. 1 Part 3 pp8 #13-15 • Act. 2, Part 3, pp. 5,14 • Act. 4, Part 3, pp.5,14 •
Assessment		
Classroom	TAKS/Other Assessments	
SFAW <ul style="list-style-type: none"> • Chapter 2, Performance Assessment 	TAKS Objective 2 CD-ROM – Testworks Create teacher made tests	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Algebra Standard Understand patterns, relations and functions Students may record patterns using pattern shapes, toothpicks, tiles (blue construction paper). SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.6(A)

Grade Level First

Time Range 2 days

Grade <u>K</u> ^{nder}	Grade <u>1</u> st	Grade <u>2</u> nd
<p>K.8 (C) Sort objects according to their attributes and describe how those groups are formed</p> <p>K.8 (A) Describe and identify an object by its attributes using informal language</p>	<p>1.6 (A) Describe and identify objects in order to sort them according to a given attribute using informal language</p> <p>1.5 (A) sort objects by properties and patterns,</p> <p>1.6(B) observe and describe parts of plants and animals,</p> <p>1.6(C) manipulate objects, separate parts from whole,</p> <p>1.6(D) identify parts put together that do new things,</p> <p>1.8(A) Group living organisms and nonliving objects</p> <p>Science TEK's: 1.1(a,b)</p> <p>Math TEK's: 1.6(a) ; 1.9(a), 1.11(a,d),1.12(a,b), 1.13</p> <p>Part 2: River Rocks by Size</p> <p>Science TEK's: 1.1 (a,b), 1.10(b)</p> <p>Math TEK's: 1.6(a), 1.9(a), 1.11(a,d), 1.12(a,b), 1.13</p>	<p>2.7 (A) Identify attributes of shapes and solids</p> <p>2.7 (B) Compare shapes using attributes</p>
	Specific Student Objectives	
	Compare objects according to their attributes using informal language.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • <u>Sorting</u>: Junk Box Level 1 NL 8.4 (Concept Level) • <u>Sorting</u> Level II MTW p. 59 NL 10.7 Junk box Level II NL 8.5 • <u>Sorting</u>: NL 10.7 (Level 3) NL 8.6 • <u>Sorting</u> (Level 3) NL 8.6 • <u>Sorting</u> (Level 5) NL 8.6 	<p>SFAW</p> <ul style="list-style-type: none"> • Ch. 5, Lesson 1, pp. 175-176 • Ch. 5, Lesson 2, pp. 177-178 • Ch. 5, Lesson 3, pp. 179-180 • Ch. 5, Lesson 4, pp. 181-182 • Ch. 5, Lesson5, pp. 183-184 	<ul style="list-style-type: none"> • <u>How Big is Big?</u> Schneider, Herman • <u>Eating Fractions</u> McMillan, Bruce • Solids & Liquids , Activity 1, Part 2 <u>Sort Solid Objects</u>, pp.8-9, • Activity 2, Part 2, pp.10-11 • FOSS: Pebbles, Sand & Silt • Activity 4, Part 2, • Activity 1, Part 2 p.8 • Act. 3, Part 3, pp.12-14 • Act. 3, Part 2, pp.6-7 • Solid and Liquids • Act. 2, Part 2 River Rocks by Size, pp.7—8

Classroom	TAKS/Other Assessments
<p>Predict the Shape-Another Way to Learn 5-2, p. 177</p> <p>Use Assessment Rubric</p> <p>Problem Solving 5-1 Problem Solving 5-3</p> <p>Make the Parts Match – Another Way to Learn, Lesson 5-5, p. 183 – Assessment Rubric</p>	<p>TAKS Objective 3</p> <p>Testworks – Chapter 5</p>

Additional Resources	
Internet	Other
<p>Texas SSI Website</p> <p>Clarifying activities and lessons, Grade 1</p> <p>http://www-tenet.cc.utexas.edu/ssi/</p> <p>SFAW</p> <p>www.teacher.mathsurf.com</p>	<p>NCTM-Geometry Standard</p> <p>Analyze characteristics and properties of two and three dimension geometric shapes and develop mathematical arguments about geometric relationship</p> <p>Teacher Resource Planner</p> <p>CD-ROM</p> <p>SCANS</p>

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.8(A)

Grade Level First

Time Range 3 days

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.11 (A) Compare situations or objects according to temperature such as hotter or colder.	1.8 (A) Recognize temperatures such as a hot day or a cold day. 1.2(B) plan & Conduct simple descriptive investigations 1.4(C) measure using standard & non-standard units 1.7(A)observe, measure, record changes in size, mass, color, position, quantity, sound, movement 1.9 (A) identify characteristics of organisms that allow basic needs to be met 1.10(A) identify and describe natural sources of water 1.10(B) observe and describe differences in rocks and soil samples 1.10 (C) identify how rocks, soil, water are used and recycled 1.3(A) make decisions using information 1.3(B) justify merits of decisions 1.3(C) explain a problem & propose a solution	10 (A) Read a thermometer.

Specific Student Objectives

- Use a thermometer to experiment with temperature.
- Record the weather for several days in a row and record the results.
- Recognize temperatures such as a hot day or a cold day.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW – Calendar Weather Chart 	SFAW <ul style="list-style-type: none"> • 11-12; 11-13; Chapter 13 Problem-Solving Project • Practice 11-12 • Re-teaching • Enrichment • Problem-Solving, TE p. 432A 	<ul style="list-style-type: none"> • Sort and Graph Edible Bits and Pieces Act.1, Part 3-4 p.8 Act. 2,Part 2, pp.7-8 Act. 1 Part 3 p.9, #5 • Investigation #2, Part 1: <u>Lawns</u> p.4, Part 2, <u>Mowing Lawns</u>.p. 8

Assessment

Classroom	TAKS/Other Assessments
<ul style="list-style-type: none"> • Another Way to Learn (Assessment Rubric) • 11-12, Rubric • TE pp. 433-434 • 11-13, Rubric • Teacher Made Assessment 	TAKS Objective 4 TAKS Objective 6

Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems and processes of measurement Use CD-ROM Testworks SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.9(A)

Grade Level First

Time Range 2 days

Grade <u>K</u> ^{nder}	Grade <u>1</u> st	Grade <u>2</u> nd
K.12(A) Construct real and picture graphs.	1.9(A) Collect and sort data. 1.4 a. collect information using b. record and compare information c. measure using standard and nonstandard units 1.7(A) observe, measure, record changes in size, mass, color, position, quantity, sound and movement 1.7(D) observe and record changes in lifecycles. 1.6(A) sort organisms and objects and objects. 1.8(A) group living organisms and nonliving objects 1.8(B) compare living organisms and nonliving objects	2.11(A) Construct picture and bar graphs.
	Specific Student Objectives	
	Create different ways to sort data.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • <u>Sorting</u> Level I “Junk Box” NL 8.4 • <u>Sorting</u> Level 2 NL 8.5 • <u>Sorting</u> (Level 3) NL 8.6 TAAS Obj. 6,7 	SFAW <ul style="list-style-type: none"> • 1-11, pp. 31-32 • 1-12, pp. 33-34 • 1-13, pp. 35-36 • Ch. 1 Performance Assessment • Ch. 2 Problem-Solving Project • Ch. 2 Math Soup, p. 8 • 	<ul style="list-style-type: none"> • <u>Alligator Shoes</u> Doris, Arthur • <u>When We Went to the Park</u>, Hughes, Shirley • Pebbles, Sand & Silt Act. 1 Part 4-5 • <u>Sorting Games</u> pp10-11 Act. 1, Part 5, Start a Rock Collection, pp. 12-13 • FOSS: <u>Pebbles Sand & Silt</u> Act. 1, 3, 4 pp.4, 8-11 Act. 2, Part 1, p.5 #10 Act. 3, Part 4 • <u>Screening River Rocks</u> Act. 3, Part 3, p.13, #13 Act. 4, Part 1, p.5, #9 Act. 4, Part 2, p.10, #14 • FOSS: <u>New Plants</u> Act. 1, Part 1, p. 5 #2 Class Calendar Act. 2, Part 2-3, p. 13, #11 Act. 3, Part 1, p. 7, #11 Act. 3, Part 2, p. 9, # 8 Act. 1, Part 1, Solids and Liquids, Act. 2 Part 4, p. 17 • Investigation 3 Part 1, <u>Rooting Stem</u> Cutting, Part 2, New Plants from Cutting Part 3 Spuds, Inv. 1, Part 2, Planting Brassica, part 3, Observing Brassica Growth • Solids and Liquids, Act. 1 Parts 1-2,

Assessment	
Classroom	TAKS/Other Assessments
Item graph TE p. 33 Problem Solving 1-12 MTW: Picture Graphs Comparing Three Groups p. 149	TAKS Objective 1 TAKS Objective 2 TAKS Objective 4 TAKS Objective 5 TAKS Objective 6 Test Work Ch. 1

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Data Analysis and Probability Standard Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them Book: The Great Button Hunt SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.9(B)

Grade Level First

Time Range 2 days

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.12(A) Construct graphs using real objects in order to answer questions.	1.9(B) Use organized data to construct real object graphs. 1.7(A) observe, measure, record changes in size, mass, color, position, quantity, sound, movement (B) identify and test ways heat causes change (C) observe and record changes in weather day to day seasons, (D) observe and record changes in lifecycles 1.4(a) collect information using tools, hand lenses, clock, computers, thermometers, balances 1.4(b) record and compare information 1.4(c) measure using standard and nonstandard units. 1.1 Classroom and Field Investigations (a) demonstrate safe practices-home and school (b) use and conserve resources and materials (d) observe and record changes in lifecycles 1.5 Properties and Patterns-Organisms, Objects, & Events (a) sort objects by properties, and patterns (b) identify, predict, and create patterns	2.11(A) Construct picture graph. 2.11(A) Construct bar-type graphs.

Specific Student Objectives

Construct real object graphs.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • <u>Graph</u> MTW NL 8.11 • <u>Concept</u> Graph MTW p. 147 NL 8.8-8.9 • <u>Graphing</u> Thematic Seasonal 	<ul style="list-style-type: none"> • Ch. 1 Math Soup • Ch. 2 Problem-Solving • CH. 9 Extended Investigations 	<ul style="list-style-type: none"> • <u>Anno's Hat Tricks</u> Anno, Mitsumasa • <u>Mouse Tales</u> Lobel, Arnold • <u>Working Frog</u> Parker, Nancy • New Plants Act. 2, Part 3, P.14 Act. 4, Part 1, p.15 • Solids and Liquids Act. 2, Part 3, p.19 • FOSS: New Plants Act. 1, Part 3 Inv. 4, Part1, p. 5

Assessment

Classroom	TAKS/Other Assessments
Chapter 1 Performance Assessment Assessment Rubric: 4. TLW understand how to create a real-object graph and is able to make comparisons. 3. TLW understand how to create a real-object graph, but shows uncertainty in making comparisons. 2. TLW will create a real-object graph with prompting, but is unable to make comparisons. 1. TLW is uncertain about how to create a real-object graph, and is unable to make comparisons.	TAKS Objective 5 Test work Chapter 1

Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Data Analysis and Probability Standard Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.11(A)

Grade Level First

Time Range On-going

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.13 (A) Identify mathematics in everyday situations.	1.11(A) Identify mathematics in everyday situations. 1.1(A) demonstrate safe practice-home and school 1.1(B) use and conserve resources and materials. 1.4(B) Plan & Conduct simple descriptive investigations 1.4(C) measure using standard & non-standard units.	2.12 (A) Identify mathematics in everyday situations.
	Specific Student Objectives	
	Identify math in everyday situations. Solve problems using everyday situations.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> MTW Calendar activities 	SFAW <ul style="list-style-type: none"> Chapter 1, Lessons 4, 5, 12 Chapter 4, Lesson 12 Chapter 11, Lesson 7, 13 	

Assessment	
Classroom	TAKS/Other Assessments
Identify mathematics in everyday situations, solve problems using everyday situations. Materials: Counters (2 colors), work mat, paper (folded in half), and pencil. Procedure: Call a group of 4 students to act out math story and students at their desks write number sentence. Problem: 3 of the students were girls and 1 student was a boy. How many in all?	TAKS Objective 6 Continue: Give another sample of modeling math story using different students. Assessment Rubric: (90-100) 4: The child correctly models the story and shows the solution with number sense. (80-89) 3: Child models the story correctly but does not always write a correct number sentence. (70-79) 2: Child models the story but need prompting in writing number sentence. (below 70) 1: The child has difficulty modeling the story and does not write the correct number sentence.

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Connections Standard Recognize and apply mathematics in contexts outside of mathematics SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.11(B)

Grade Level First

Time Range 2 days

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.13 (B) Use a problem-solving model, with guidance, that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	1.11 (B) Use a problem-solving model, with guidance as needed, that incorporated understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. Scientific Inquiry: Classroom & Field a. ask questions b. justify merits of decisions c. explain a problem & propose a solution	2.12 (B) Use a problem solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.

Specific Student Objectives

Solve problems of sharing objects equally among group members.

Instruction

Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> MTW Readiness Activity, pp. 349-350 	SFAW <ul style="list-style-type: none"> Ch. 5, Lesson 5-7, p. 191 (B), pp. 191-192A Another Look 5-7 p. 56 Ch. 3-3, pp. 95-96, Practice 3-3, Reteaching 3-3, Problem Solving 3-3, Enrichment 3-3, Ch. 3-6, pp. 101-102, 103-104 Practice 3-6, Reteaching 3-6, Enrichment 3-6, Problem Solving 3-6 	<ul style="list-style-type: none"> Borrow white tape from Grade 2 (Sharing Song) SFAW p. 173D Children’s T. V. Workshop Book B: Jake Bakes a Cake puppet-Herman FOSS: Solids and Liquids, In all activities, Distributing Materials Act. 1, Part 3, Act 1, Part 3 Pebbles, Sand & Silt Activity 3, Part 1, p. 7, Liquids and Bottles

Assessment

Classroom	TAKS/Other Assessments
Objective: Solve problems of sharing objects equally among group members. TEKS 1.11(B) <ul style="list-style-type: none"> The teacher will assess by observing whole students work as teams/groups. (during MTW activities) The teacher will assess using extension activity “Clay shares” TE p. 192A using rubric assessment. Rubric Assessment – 4 pt. System 4 = 90-100 3 = 80-89 2 = 70-79 1 = 50-69 	TAKS Objective 6

Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Problem Solving Standard Apply and adapt a variety of appropriate strategies to solve problems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.11(C)

Grade Level First

Time Range ongoing

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.13 (C) Select or develop an appropriate problem solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking or acting out.	1.11 (C) Select or develop an appropriate problem solving strategy including drawing a picture, looking for a pattern, systematic guess/check or acting out. 1.2(a) ask questions (b) identify, predict, and create patterns 1.3(A) Make decisions using information (B) justify merits of decisions (C) explain a problem & propose a solution	2.12 (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 order to solve a problem.
	Specific Student Objectives	
	Select or develop an appropriate problem solving strategy through drawing a picture.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • Number Operations “Acting Out Situations” • Number Operations “Using Manipulatives and A Work Space” *Connecting Level Symbolic Level • NL 10.4-10.6 	SFAW <ul style="list-style-type: none"> • Lesson 2-11, Another Day 3-6 • Chapter 2, p. 78A, Problem-Solving Assessment • Chapter 2, p. 77, Assessment Rubric • Chapter 3, p. 103, Assessment Rubric 	<ul style="list-style-type: none"> • <u>Rooster’s Off To See The World</u>, Carle, Eric • Solids and Liquids Act. 1 Part 5, Act 3, Part 2 • New Plants: Act 1, Part 1-3 • Act 2, Part 1 • Act 3, Part 1, P.14 • Act 4, Part 1, p.5 • FOSS: Solids & Liquids • Act 4, Part 3, p. 14, # 5 & 6 • FOSS: Pebbles Sand & Silt, Act 1, Part 3,p. 8-9, First Sorting • Act. 4, Part 3, p. 14, #5-6 • Solving Through Drawing Pictures • Act 4, Extensions, p. 15

Assessment	
Classroom	TAKS/Other Assessments
SFAW Chapter 2, p. 77, Assessment Rubric Testworks-First Grade Chapter 2	TAKS Objective 6 Testworks-First Grade

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Problem Solving Standard Apply and adapt a variety of appropriate strategies to solve problems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.11(D)

Grade Level First

Time Range 2 days

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.13 (D) Use tools such as real objects, manipulatives, and technology to solve problems.	1.11 (D) Use tools such as real objects, manipulatives, and technology to solve problems. 1.11(A) collect information using tools: hand lenses, clocks, computers, thermometers, balances 1.11(B) record and compare information 1.11(C) measure using standard and nonstandard units. 1.9(A) identify characteristics of organisms that allow basic need to be met. (B) compare example how organisms depend on each other for basic needs, 1.8 (A) group living organisms and nonliving objects 1.8(B) compare living organisms and nonliving objects. 1.2(A) ask questions.	2.12 (D) Use tools such as real objects, manipulatives, and technology to solve problems 2.14 Reason and support his or her thinking using objects, words, pictures, numbers, and technology.
	Specific Student Objectives	
	Solve problems using real objects and manipulatives.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW Calendar • Calculator Activity 	SFAW <ul style="list-style-type: none"> • Ch. 2 Extended Investigations 	<ul style="list-style-type: none"> • Solids and Liquids Act 4, Part 1, p.7 Act 4, Part 1, • FOSS: Pebbles, Sand & Silt Act 1, Part 1, pp.4-5, Three Rocks Act 4, Part 3, pp.11-15, Studying Local Soil • New Plants: Inv. 1,Part 1,p.5, Part 2, Planting Brassica , Inv. 3, p.13 • FOSS: Solids & Liquids, Act. 4, Part 1 • Act. 4, Part 1, p. 7, pp.15,6-7

Assessment	
Classroom	TAKS/Other Assessments
Observing and Assessing Rubric, Lesson 2-1, p. 51	TAKS Objective 2 TAKS Objective 4 TAKS Objective 6 <ul style="list-style-type: none"> • “Explore with a Calculator” p. 250 • Extension-children use a calculator to create their own missing number problem • Resource: Technology Master 6

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Numbers and Operations Standard Compute fluency and make reasonable estimates Testworks- CD-ROM SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.12(A)

Grade Level First

Time Range 5 days

Grade <u>K</u> ^{nder}	Grade <u>1</u> st	Grade <u>2</u> nd
K.12 (A) Construct graphs using real objects or pictures to answer questions.	1.12 (A) Explain and record observations using objects, words, pictures, numbers, and technology. 1.6(A) sort organisms and object 1.6 (B) observe and describe parts and animals 1.6(C) manipulate objects separate parts from whole 1.6(D) identify parts put together that do new things 1.7 (A) observe, measure, record changes in size, mass, color, position, quantity, sound, movement 1.7(B) identify and test ways heat causes change 1.7(C) observe and record changes in weather day to day and seasons 1.7(D) observe and record changes in lifecycles 1.3(C) explain a problem & propose a solution 1.9(A) identify characteristics of organisms that allow basic needs to be met. 1.9(B) compare examples how organisms depend on each other for basic needs 1.3(A) make decisions using information 1.3(B) justify merits of decisions 1.4(A) collect information 1.4(B) record and compare information 1.4(C) measure using standard and non-standard units	2.13 (B) Explain and record observations using objects, words, pictures, numbers, and technology.
Specific Student Objectives		
Explain and record observations using objects, words, pictures, numbers, and technology.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • Sorting Game, pp. 76-77, p. 80, pp. 70-71, p. 12 	SFAW <ul style="list-style-type: none"> • Chapter 5, pp. 175-182 (5-1, 5-2, 5-3, 5-4) 	<ul style="list-style-type: none"> • <u>Triangle, Square, Circle</u>, Wegman, William • <u>Shapes, Shapes, Shapes</u>, Hoban, Tana • <u>Homemade Soil</u>, Inv. 4, Part 1 • Science TEK's: 1.1(a, b), 1.10(b) • Math TEK's: 1.6(a), 1.9(a), 1.11(a,b,c,d), 1.12(a,b), 1.13 • FOSS: Solids and Liquids Act. 1, Part 1-3, pp. 6-9 Act. 1, Part 3, Act. 4, Part 3 p.15 • Pebbles, Sand & Silt: Act 3, Part 1-5, p. 11 Act.2, Part 2, River Rock by size, pp7-8 • New Plants: Act. 1, Part 3, p.13, #2 Act. 2, Part 2, p. 9, #1,7, Part 3, p. 13, #6, part 3, p. 14, #12, Act 4, Part 1, p. 6, #10, Part 2, p. 10, #15 Act 3, Part 1, p. 7, #12, Part 2, p. 9, #9, Part 3, p. 14, #14

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • Chapter 5, Unit Assessment 	TAKS Objective 6

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Data Analysis and Probability Formulate questions that can be addressed with data and collect, organize and display relevant data to observe them SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.12(B)

Grade Level First

Time Range _____

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.14 Communicate math using informal language.	1.12 (B) Relate informal language to mathematics language and symbols. 1.2(a) ask questions, 1.2(d) explanations based on information, 1.2(e) communicate findings.	2.12 (A) Identify the mathematics in everyday situations.
	Specific Student Objectives	
	Use mathematics in everyday situations.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW • Perimeters, p. 315	SFAW • Chapter 1, Lesson 14, pp. 37-38 • Chapter 7, Lesson 1-6 • Chapter 8, Lesson 4 & 5, 7, 8, 9	FOSS: all modules • Act 3, Part 4 • Act 1, Part 2 • Pebbles Sand & Silt Act 2 Part 2, River Rocks by Size, pp.7-8, Part 4, Exploring Clay, pp. 12-14 • Solids and Liquids, Act 1, Part 2, pp. 6-9 • New Plants, Act 2, Part 1

Assessment	
Classroom	TAKS/Other Assessments
Chapter 1, Performance Assessment, p. 43 Fourth Six Weeks • Ch. 7, Test pp. 286-287 • Ch. 8, Test pp. 234-325	TAKS Objective 6

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Communication Standard Use the language of mathematics to express mathematical ideas precisely SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # 1.13

Grade Level First

Time Range _____

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.15 Reason and support his or her thinking using objects, pictures, numbers and technology.	1.13 Reason and support his or her thinking using objects, pictures, numbers, and technology.	2.14 Reason and support his or her thinking using objects, pictures, numbers, and technology.

Specific Student Objectives

Reason and support his or her thinking using objects, pictures, numbers, and technology.

Instruction

Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Problem Solving • Problem of the Day 	SFAW <ul style="list-style-type: none"> • Closure of each lesson MTW <ul style="list-style-type: none"> • pp. 70-71, 126-127, 153, 289, 318 • NL: 8.3-8.6, 8.10, 11.11, 11.22 	<ul style="list-style-type: none"> • <u>Ten Black Dots</u> Crews, Donald

Assessment

Classroom	TAKS/Other Assessments
<p>Students work in small groups to solve the problem, “How can we share this bag of M & Ms fairly among the members of our group?” Students state and discuss the problem in order to understand it, brainstorm ways to solve the problem, choose a strategy for solving the problem, carry out the plan to solve the problem, and discuss the result to determine if the candy was indeed shared fairly.</p> <p>Students try different ways to solve the problem and select an appropriate strategy, such as guessing how many M&Ms each student will get, then sharing their results to check their guesses.</p>	TAKS Objective 6

Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Reasoning and Proof Standard Select and use various types of reasoning and methods of proof SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SECOND SIX WEEKS

TEKS # 1.1(D)
ongoing

Grade Level First

Time Range 2-3 days

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.1 (B) Use sets of concrete objects to represent quantities given in written form (through 9). K.1 (C) Use numbers to describe how many objects are in a set (through 20).	1.1 (D) Read and write numbers to 99 to describe sets of concrete objects.	2.1 Use concrete models to represent, compare, and order whole numbers (through 999), read the numbers, and record the comparisons using numbers and symbols ($>$, $<$, $=$).

Specific Student Objectives

Read and write numbers to 50 to describe sets of concrete objects.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • <u>Calendar</u> • <u>Number line</u> 	MTW <ul style="list-style-type: none"> • pp. 44-45, 96, 328-330 • NL 6.3 	

Assessment

Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • Guess How Many, p. 306 Students given a certain amount of counters and asked to read and write the amount.	TAKS Objective 1

Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Numbers and Number Operations Understanding numbers, ways of representing numbers, relationships among numbers and number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SECOND SIX WEEKS

TEKS # 1.3(B)

Grade Level First

Time Range 2-3 days

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.4 Model and create addition and subtraction problems in real situations with concrete objects.	1.3(B) Learn and apply addition facts (sums of 18) using concrete models.	2.3(A) Recall and apply addition facts (sums to 18).
	Specific Student Objectives	
	Learn and apply facts (sums to 18) using concrete models.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • Number Books, p. 219 • Addition with Unifix Cubes p. 246 • The Cave, p. 192 • Peek Through the Wall, p. 183 • Lift the Bowl, p. 181 • Karate, p. 345 • Subtraction Race p. 227 • Geoboard Designs, p. 316 • NL 10.7 • Subtraction Cards, p. 193 	SFAW <ul style="list-style-type: none"> • Ch. 12, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 	<ul style="list-style-type: none"> • Frogs Jump A Counting Book • The Relatives Came • Caps for Sale • Annie and the Wild Animals • White Audiotape, Side B, Lesson 12-1 and 12-6 • Cultural Connection – Mayan Numbers, TE p. 468

Assessment	
Classroom	TAKS/Other Assessments
<ul style="list-style-type: none"> • Cumulative Review, p. 464 • Mixed Practice, p. 479 • Cumulative Review, p. 4880 • Chapter 12, Tests p. 482 • Performance Assessment, Chapter 12, p. 483 	TAKS Objective 1 Rubric, p. 219 Assessment Resource Book Forms A & B (Free response) C (Multiple Choice) E (Mixed response) Testworks-TAAS

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers and number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # 1.1(D)

Grade Level First

Time Range

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.1 (C) Use numbers for objects through 20.	1.1(D) Read and write numbers to 75 to describe sets of concrete objects. 1.5(a) sort objects by properties and patterns. 1.5(b) identify, predict, and create patterns.	2.1(D) Use number models, read, numbers, and record with symbols to compare whole numbers through 999.

Specific Student Objectives
Identify numbers to 75 using concrete objects. Describe sets of concrete objects (75).

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Manipulatives MTW <ul style="list-style-type: none"> • p. 92, “Counting Forward” • p. 93, “Count and Turn” • p. 94, “Counting Tape” • p. 98, Count and Turn” 	SFAW <ul style="list-style-type: none"> • Chapter 6, Opener • Chapter 1, Lesson 1, 2, 3, 4, 5, 6, 8, 9 • Practice Game, pp. 25-26 • Calculator • Math Soup 	<ul style="list-style-type: none"> • New Plants : Act. 1, Part 3, p. 13, Observing Brassica Growth

Assessment	
Classroom	TAKS/Other Assessments
Objective: Describe sets of concrete objects (75) Given a number ranging between 1 and 75 using base ten blocks have the students describe the set by reading and writing the number.	TAKS Objective 1

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers and number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # 1.2(A)

Grade Level First

Time Range 2-3 days

Grade <u>K</u> <u>inder</u>	Grade <u>1</u> <u>st</u>	Grade <u>2</u> <u>nd</u>
K.3(A) Share a whole by separating it into equal parts.	1.2(A) Share a whole by separating it into equal parts and use appropriate language to describe the parts such as “3 out of 4” equal parts. 1.6(a) sort organisms and objects, 1.6(b) observe and describe parts of plants and animals, 1.6(c) manipulate objects, separate parts from whole. 1.6(d) identify parts put together that do new things.	2.2(A) Name parts of a whole object (not to exceed twelfths) when given a concrete representation.
	Specific Student Objectives	
	Share a whole by separating it into equal parts and use appropriate language.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW • NL: 4.8-4.14, 7.21-7.23	SFAW • 10-4, pp. 373-374 and 10-5, pp. 375A-376 MTW • Pp. 123-124, “Water Timer” and pp. 133-134 “Duration”	<ul style="list-style-type: none"> • <u>Imogene’s Antler’s</u> Small, David • FOSS: New Plants Act. 4, Part 2 • Liquids and Solids Act 1, part 3, Construct with Solids, p. 10 • Pebbles Act . 1, Part 1

Assessment	
Classroom	TAKS/Other Assessments
<ul style="list-style-type: none"> • Another Way to Learn (Assessment Rubric) • 10-4 • 10-5 • Stop and Practice • SFAW, p. 378 	TAKS Objective 1

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationship among numbers and number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # 1.2(B)

Grade Level First

Time Range 8 days

Grade <u>K</u> <u>inder</u>	Grade <u>1</u> <u>st</u>	Grade <u>2</u> <u>nd</u>
K.3(A) Share a whole by separating it into equal parts.	1.2(B) Use appropriate language to describe parts of a set such as three out of the eight crayons are red. 1.3(a) making decisions using information (b)Justify merits of decisions (c)explain a problem & propose a solution 1.6(a) sort organisms and objects 1.6(b) observe and describe parts of plants and animals 1.6(c) manipulate objects, separate parts from whole, 1.6(d) identify parts put together that do new things.	2.2(B) Name fractional parts of a set of objects (not to exceed twelfths) when given a concrete representation.
	Specific Student Objectives	
	Describe parts of a set.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
SFAW <ul style="list-style-type: none"> • TE, p. 193, “Make One Half” • TE, p. 195, “Make ¼” • TE, p. 196, “Inclusion Memory Game” • TE, p. 198, “ESL: Fraction Mobile” p. 5-11 MTW: <ul style="list-style-type: none"> • pp. 349-350 • Pattern block puzzles 	SFAW <ul style="list-style-type: none"> • Chapter 5, Section B pp. 201-202 • Enrichment 5-11 • Problem-Solving 5-11 	Literature: <ul style="list-style-type: none"> • <u>Half-Chicken</u> Ada, Alma Flor • <u>Eating Fractions</u> McMillan, Bruce • New Plants Act. 3, Part 1, p. 7 • Pebbles, Sand, & Silt Act 1, Part 1, p. 5

Assessment	
Classroom	TAKS/Other Assessments
SFAW Ch. 5, Lesson 11, p. 202 (Close and Assess) Extension Activity – “Make a Set Game”	TAKS Objective 1

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers and number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # 1.4(A)

Grade Level First

Time Range 3 days

Grade <u>K</u> <u>inder</u>	Grade <u>1</u> <u>st</u>	Grade <u>2</u> <u>nd</u>
K.9(C) Describe, identify, and compare circles, triangles, and rectangles including squares.	1.6 (C) Combine geometric shapes to make new geometric shapes using concrete objects. 1.5(a) sort objects by properties and patterns, 1.5(b) identify, predict and create patterns, 1.6(c) sort organisms and objects, separate parts from whole 1.6(d) identify parts put together that do new things.	2.7(C) Cut geometric shapes apart and identify the new shapes made.
	Specific Student Objectives	
	Uses attributes to identify, compare, and contrast shapes and solids.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW • <u>Symbolic Graphs</u> , “Comparing Three Groups”, p. 153.	SFAW • Lesson 5-6; pp. 187, 188 Problem Solving: Make a Table Practice Master 5-6 RT Master 5-6 PS Master 5-6 Enrichment pp. 5-6	<ul style="list-style-type: none"> • Solids and Liquids: Act 1, Part 2, p.6 • Pebbles, Sand and Silt Act 2, Part 1, pp.4-6 Act 1, Part 2, p. 8 • <u>Solids in Containers</u> • New Plants Act 4, Part 2

Assessment	
Classroom	TAKS/Other Assessments
SFAW Readiness Activity: Lesson 5-6, TE p. 187B “Design it” Make a design with pattern blocks. Materials: Pattern blocks per pair 1. Assessment Rubric style 2. “Sides and Corners” through a kinesthetic and visual assessment, Lesson 5-6/TE p. 18	TAKS Objective 3 1.Math Their Way: Symbolic graphs, comparing three groups, p.153 2.Each child builds shapes in groups through body movements.

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Geometry Standard Analyze characteristics and properties of two and three dimensional geometric shapes and develop mathematical arguments about geometric relationships SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # 1.4(B)

Grade Level First

Time Range 2 days

Grade <u>K</u> <u>inder</u>	Grade <u>1</u> st	Grade <u>2</u> nd
K.5 Identify, extend, and create patterns	1.4 (B) Use patterns to skip count by twos, fives, and tens. 1.5(a) sort objects by properties and patterns. 1.5(b) identify, predict, and create patterns.	2.5 (A) Find patterns in numbers

Specific Student Objectives

Extend, organize patterns to predict numbers.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW – Calendar activities using the number line 	<ul style="list-style-type: none"> • Ch. 7 Calculator • Ch. 8 Math Soup • Ch. 9 Activity Bank • Ch. 9 Performance Activity 	<ul style="list-style-type: none"> • <u>The Hundred Dresses</u> Estes, Eleanor • <u>Millions of Cats</u> Wanda Gag • Separating Soup Mix Act. 2, Part 2, p. 10

Assessment

Classroom	TAKS/Other Assessments
Students can use cut and paste activities that require them to sort by twos, fives, and tens. MTW: Place value Strip students find patterns in numbers.	TAKS Objective 2

Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Algebra Standard Understand patterns, relations and functions SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # 1.5(B)

Grade Level First

Time Range 2 days

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.1 (A) Describe sizes of sets of objects.	1.5(B) compare and order whole numbers using place value. 1.6(c) manipulate objects, separate parts from whole.	2.5 (B) Use patterns in place value to compare whole numbers through 999.
	Specific Student Objectives	
	Compare two-digit numbers: greater/less than.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW • p. 126, Stack, Tell, Spin, and Win	SFAW • Chapter 8, Lesson 7, pp. 311-312	<ul style="list-style-type: none"> • <u>17 Kings and 42 Elephants</u> Mahy, Margaret • New Plants , Act 4, Bulbs and Roots Part 1, p.4

Assessment	
Classroom	TAKS/Other Assessments
SFAW • Chapter 8 Test, p. 324 Sample Test Items 1. Write the tens and ones. Which number is greater? 65 ___ tens ___ ones 58 ___ tens ___ ones A. 65 B. 58 2. Which number is greater? A. 72 7 tens and 2 ones B. 91 9 tens and 1 one 3. Which number is less? A. 29 2 tens and 9 ones B. 53 5 tens and 3 ones 4. Which number is greater? A. 2 tens 5 ones B. 1 ten 7 ones 5. Which number is less? A. 7 tens 8 ones B. 4 tens 0 ones	TAKS Objective 1 • Ch. 8, Test Form A

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Numbers and Operations Standard Understanding numbers, ways of representing numbers, relationships among numbers and number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # 1.5(C)

Grade Level First

Time Range 2 days

Grade <u>K</u> <u>inder</u>	Grade <u>1</u> <u>st</u>	Grade <u>2</u> <u>nd</u>
K.5 Identify, extend, and create patterns of sounds, physical movement and concrete objects.	1.5 (C) Identify patterns in related addition and subtraction sentences (fact families for sums to 18).	2.5 (A) Find patterns in numbers. 2.5 (C) Use patterns to develop strategies to remember basic addition facts. 2.5 (D) Solve subtraction problems related to addition facts (fact families).
Specific Student Objectives		
Solve problems using fact families.		
Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • Pattern, pp. 276-270 • “Listen and Count,” p. 140 • “Lift the Bowl,” p. 181 	SFAW <ul style="list-style-type: none"> • Ch. 6, Lesson 6-6, pp. 233-234 • Ch. 6, Lesson 6-7, pp. 235-236 • Ch. 6, Lesson 6-8, pp. 237-238 • Ch. 6, Lesson 6-9, pp. 241-242 • Mixed Practice pp. 245 	<ul style="list-style-type: none"> • <u>Another, Another, Another</u> Walter, Marion
Assessment		
Classroom	TAKS/Other Assessments	
SFAW Chapter 6, Lesson 6-6, pp. 233 “Critter Stories” Chapter 6, Lesson 6-7, pp. 235 “Fact Family Grab Bag”	TAKS Objective 2 SFAW Chapter 6, Test, p. 248-249	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Numbers and Operations Standard Understand meanings of operations and how they relate to each other SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # 1.6(B)

Grade Level First

Time Range 2 days

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.9 (C) Describe, identify, and compare circles, triangles, and rectangles including squares.	1.6 (B) Identify circles, triangles and rectangles including squares and describe the shape of balls, boxes, cans and cones. Compare living organisms and nonliving objects.	2.7 (A) Identify attributes of any shape or solid 2.7 (B) Use attributes, to describe how two shapes or two solids are alike or different 2.7 (C) Cut geometric shapes apart and identify the new shapes made.
	Specific Student Objectives	
	Compare geometric shapes and find attributes that are alike and different. Identify circles, triangles, including squares, and describe the shape of balls, boxes, cans and cones.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW • Tiptoe: A Sorting Game, pp. 76-77 • Geoboard Sorting Game, p. 80 • Read My Mind, pp. 70-71 	SFAW <ul style="list-style-type: none"> • Ch. 5, (5-1); pp. 175-176 • Ch. 5, (5-2); pp. 177-178 • Ch. 5, (5-3), pp. 179-180 • Ch. 5 Extended Investigations • Ch. 5 Problem-Solving Project • Ch. 5 Performance Assessment • Math Soup 	<ul style="list-style-type: none"> • <u>Triangle, Square, Circle</u> Wegman, William • <u>Shapes, Shapes, Shapes</u> Hobman, Tana • <u>The Button Box Circle, Triangle, and Squares</u> Reid, Margaret • Solids and Liquids Act. 1, part 2, p. 8

Assessment	
Classroom	TAKS/Other Assessments
Performance Assessment – pp. 179-180, Using assessment rubric. SFAW: Ch. 5, Lesson 5-1, p. 175 Ch. 5, Lesson 5-2, p. 177 Ch. 5, Lesson 5-4, p. 181 “Shape Match”	TAKS Objective 3

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Geometry Standard Analyze characteristics and properties of two and three dimensional shapes and develop mathematical arguments about geometric relationships SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # 1.6(C)

Grade Level First

Time Range 3 wks.

Grade <u>K</u> <u>inder</u>	Grade <u>1</u> <u>st</u>	Grade <u>2</u> <u>nd</u>
K.9(C) Describe, identify, and compare circles, triangles, and rectangles including squares.	1.6(C) Combine geometric shapes to make new geometric shapes using concrete models. 1.6(D) identify parts put together that do new things. 1.5(A) sort objects by properties and patterns, 1.5(B) identify, predict, and create patterns.	2.7(A) Identify attributes of any shape or solid.

Specific Student Objectives

Combine geometric shapes to make new geometric shapes using concrete models.

Instruction

Strategies	Resources	Interdisciplinary Connection
MTW p. 153 NL 8.9, 8.10	SFAW <ul style="list-style-type: none"> • Chapter 5 • Lessons – 6, pp. 187-188 	<ul style="list-style-type: none"> • Solids and Liquids Act. 2, Part 1 & 3, pp.8-9, #1,2 • Center Instruction card called 1, Solids in Containers/ 1 Duplication master for 1 Solids in containers.

Assessment

Classroom	TAKS/Other Assessments
Mixed Practice, p. 189 Chapter 5, Review, p. 209	TAKS Objective 3 Ch. 5, Test p. 210

Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Geometry Standard Analyze characteristics and properties of two and three dimensional geometric shapes and develop mathematical arguments about geometric relationships SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # 1.9(B)

Grade Level First

Time Range 2 days

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.12 (A) Construct graphs using real objects in order to answer questions.	(B) Use organized data to construct picture graph. 1.4(B) record & compare information, 1.2(D) explanation based on information, 1.7(A) observe, measure, record changes in size, mass, color, position, quantity, sound, movement, 1.3(A) make decisions using information, 1.3(B) justify merits of decisions, 1.3(C) explain a problem & propose a solution. 1.6 System's Parts-Organisms & Objects (a) Sort Organisms & Objects Scientific Inquiry: Classroom & Field (a) ask questions. 1.6(a) Sort organisms & Objects Scientific Inquiry: classroom & Field (a) ask questions, (b) plan & conduct simple descriptive investigations; (c) use equipment & tools- extend senses; (d) explanations based on information; (e) communicate findings.	2.11(A) Construct picture graphs.
Specific Student Objectives		
Construct picture graphs using organized data.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW • P. 146, NL 8.11	<ul style="list-style-type: none"> • Chapter 1, Performance Assessment • Chapter 1, Math Soup • Chapter 2, Problem Solving Project 	<ul style="list-style-type: none"> • <u>Anno's Hat Tricks</u>, Mitsumasa, Anno • New Plants, Act 1, Part 1, p. 5 Act 2, Part 3, • Pebbles, Sand and Silt: Act. 1, Part 4, River Rocks, Part 2-3 1 transparency called Sorting Math Side 1 1 Transparency- Side 2 1 Duplicate master Side 1-2

Assessment																																									
Classroom	TAKS/Other Assessments																																								
1. Count: How many? <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> <table style="font-size: 1.2em; border-collapse: collapse;"> <tr><td>▲</td><td>□</td><td>○</td><td>Y</td><td>▲</td></tr> <tr><td>○</td><td>□</td><td>Y</td><td>▲</td><td>○</td></tr> <tr><td>□</td><td>○</td><td>▲</td><td>○</td><td>Y</td></tr> </table> </div> How Many? ▲ _____ ○ _____ Y _____ □ _____	▲	□	○	Y	▲	○	□	Y	▲	○	□	○	▲	○	Y	TAKS Objective 3																									
▲	□	○	Y	▲																																					
○	□	Y	▲	○																																					
□	○	▲	○	Y																																					
2. Cut out the shapes. Glue them on the graph to show how many of each. <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> SHAPES PICTORGRAPH </div> <table style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="border: 1px solid black; width: 10%;">▲</td> <td style="border: 1px solid black; width: 10%; height: 20px;"></td> <td style="border: 1px solid black; width: 10%; height: 20px;"></td> <td style="border: 1px solid black; width: 10%; height: 20px;"></td> <td style="border: 1px solid black; width: 10%; height: 20px;"></td> <td style="border: 1px solid black; width: 10%; height: 20px;"></td> <td style="border: 1px solid black; width: 10%; height: 20px;"></td> <td style="border: 1px solid black; width: 10%; height: 20px;"></td> <td style="border: 1px solid black; width: 10%; height: 20px;"></td> <td style="border: 1px solid black; width: 10%; height: 20px;"></td> </tr> <tr> <td style="border: 1px solid black;">○</td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> <tr> <td style="border: 1px solid black;">Y</td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> <tr> <td style="border: 1px solid black;">□</td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> </table>	▲										○										Y										□										3. Critical Thinking: How many more triangles ▲ than squares □? _____ How many more circles ○ than rectangles Y? _____
▲																																									
○																																									
Y																																									
□																																									

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Data Analysis and Probability Standard Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them Assessment Rubric: 1. The child is uncertain about picture graphs. 2. The child read a picture graph. 3. The child understands how to read a picture graph, but show uncertainty in making comparisons. 4. The child understands how to read a picture graph and is able to make comparisons. SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # 1.10(A)

Grade Level First

Time Range 2 days

Grade <u>K</u> <u>inder</u>	Grade <u>1</u> <u>st</u>	Grade <u>2</u> <u>nd</u>
K.12 (B) Use information from a graph of real objects to answer questions.	1.10 (A) Draw conclusions and answer questions using information organized in picture graphs. 1.2(A) ask questions 1.2(B) plan & conduct simple descriptive investigations 1.2(C) use equipment and tools- extend senses, 1.2(D) explanations based on information, 1.2(E) communicate findings, 1.3(A) make decisions using information, 1.3(B) justify merits of decisions, 1.3(C) explain a problem & propose a solution.	2.11 Draw conclusions and answer questions based on picture graphs.

Specific Student Objectives

Draw conclusions using information organized in picture graphs.

Instruction

Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • NL, 8.11 • p. 147 	SFAW <ul style="list-style-type: none"> • Chapter 1, Performance Assessment • Chapter 1, Math Soup • Chapter 2, Problem-Solving Project 	<ul style="list-style-type: none"> • <u>Anno's Math Games II</u>, Mitsumasa, Anno • <u>Construct with Solids</u>: Act 1, Part 3 p.10, • <u>Mixing Solids with Water</u> Act, 4 Part 1, p.6 Act. 2, part 2, p.11 Act 2, Part 2, p. 12-13 Act 2, Part 3, p.19 • Pebbles Sand & Silt First Rocksilt, Act 1, Sorting Games, pp.10-11 • Solids and Liquids Act. 3, Part 2, p.9 • New Plants: Act. 1, Part 3, p. 13 Act. 3, Part 1, #12, Act. 4, Part 1-2, #10, #15 Act. 1 – Graphs Act. 1, Part 3, Act. 2, Part 1 Act 2, Part 3 New Plants, Act. 3, Part 1 1 Dup. Master Stems, 1 Growing Plants • Solids and Liquids Act 3, Part 3,

Assessment

Classroom	TAKS/Other Assessments
Draw conclusions using information organized in picture graphs. [Pre: previously working with real object graphs and drawing conclusions] Given a picture graph, the student will draw the following conclusions. Write how many pinto? _____ lima? _____ kidney? _____ Which had more? _____ Which had the fewest? _____ How many fewer lima beans than pinto beans?	TAKS Objective 5

Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Data Analysis and Probability Standard Select and use appropriate statistical methods to analyze data SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # 1.10(B)

Grade Level First

Time Range 2-3 days

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
	1.10(B) Identify events as certain or impossible such as drawing a red crayon from a bag of green crayons. 1.7(C) observe and record changes in weather day to day and seasons. Scientific Inquiry: Classroom and Field 1.2(a) ask question, 1.2(b) plan & conduct simple descriptive investigations, 1.2(c) use equipment & tools-extend senses, 1.2(d) explanations based on information, 1.2(e) communicate findings.	2.11(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.
	Specific Student Objectives	
	Determine whether a situation is certain or impossible.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> MTW, p. 225, "The Store" 	SFAW <ul style="list-style-type: none"> 5-12, pp. 203-204 Problem of the Day, p. 203A Another Way to Learn 5-12, p. 203 Rubric Assessment, p. 203 Re-teaching Activity, p. 204A (P 5-12) Extension Activity, p. 204A 	<ul style="list-style-type: none"> Science Connection, SFAW 5-12, p. 203 Pebbles Sand & Silt Act. 1, Part 1, p. 4 FOSS: New Plants Act. 1, Part 2 Act 1, Plant 1

Assessment	
Classroom	TAKS/Other Assessments
<ul style="list-style-type: none"> Rubric Assessment, SFAW 5-12, p. 203 Quick Check, SFAW 5-12, p. 204 	TAKS Objective 2 TAKS Objective 4 TAKS Objective 5 TAKS Objective 6

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Data Analysis and Probability Standard Understanding and apply basic concepts of probability SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FOURTH SIX WEEKS

TEKS # 1.1(D)

Grade Level First

Time Range 2-3 days-ongoing

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.1 (B) Use sets of concrete objects to represent quantities given in verbal or written form (through 9).	1.1 (D) Read and write numbers to 99 to describe sets of concrete objects. 1.5 (a) sort objects by properties and patterns.	2.3(A) Add and subtract whole numbers to solve problems.
	Specific Student Objectives	
	Identify numbers to 99 using concrete objects.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW p. 276 “Counting Game” • p. 314 “Base Ten Unifix Patterns” • p. 310 “Counting Jars of Objects”	SFAW • Ch. 7, Problem Solving Project, p. 255 • Ch. 7, Activity Bank, p. 264A • Ch. 7, Lesson 1 pp. 257-258 • Ch. 7, Lesson 2, pp. 259-260 • Ch. 7, Lesson 3, pp. 261-262 • Ch. 7, Lesson 4, pp. 265-266	<ul style="list-style-type: none"> • <u>Too Many Tamales</u>, Soto, Gary Martinez, Ed • <u>One Hundred Hungry Ants</u>, Pinczes, Elinor J. • <u>17 Kings and 42 Elephants</u> Mahy, Margaret • <u>One Hundred is a Family</u>, Munoz, Pam
Assessment		
Classroom	TAKS/Other Assessments	
SFAW Ch. 7, p. 287, Performance Assessment Ch. 7, Practice 7-1, p. 258A Ch. 7, Practice 7-2, p. 260A Ch. 7, Practice 7-3, p. 262A Ch. 7, Practice 7-4, p. 266A		
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers and number systems SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FOURTH SIX WEEKS

TEKS # 1.9(B)

Grade Level First

Time Range On-going

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.12(A) Construct graphs using real objects or pictures in order to answer questions. K.12(B) Use information from a graph of real objects in order to answer questions.	1.9(B) Use organized data to construct bar-type graphs.	2.11(A) Construct bar-type graphs.

Specific Student Objectives
Use organized data to construct bar-type graphs.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW-real graphs Comparing two groups on p. 146 • MTW-Symbolic Graphs Comparing three groups p. 153 	SFAW <ul style="list-style-type: none"> • Ch. 1, Lesson 12, 13, 14 pp. 33-34, 35-36 • Ch. 7, Lesson 6, p. 269 • Ch. 9, Lesson 9, pp. 401-402, 445 	<ul style="list-style-type: none"> • <u>Frog and Toad are Friends</u> Lobe, Arnold

Assessment	
Classroom	TAKS/Other Assessments
Assessment Rubric: <ol style="list-style-type: none"> 1. The child is uncertain about bar-type graphs. 2. The child reads a bar-type graph. 3. The child understands how to read a bar-type graph, but show uncertainty in making comparisons. 4. The child understands how to read a bar-type graph and is able to make comparisons. 	TAKS Objective 5

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www.tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Data Analysis and Probability Standard Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIFTH SIX WEEKS

TEKS # 1.8(B)

Grade Level First

Time Range 2 weeks

Grade <u>K</u> nder	Grade <u>1</u> st	Grade <u>2</u> nd
<p>K.11 (B) Compare events according to duration such as more time than or less time than.</p>	<p>1.8 (B) Describe time on a clock using hours and half-hours. 1.4 Tools (a) collect information using tools, hand lenses, clocks, computers, thermometers, balances (b) record and compare information (c) measure using standard and nonstandard units 1.7(a) observe, measure, record changes in size, mass, color, position, quantity, sound, movement. (b) identify and test ways heat causes change, (c) observe and record changes in weather day to day and seasons. (d) observe and record changes in lifecycles. 1.2 Scientific Inquiry: Classroom & Field (a) ask questions, (b) plan & conduct simple descriptive investigations, (c) use equipment & tools-extend senses, (d) explanations based on information, (f) communicate findings,</p>	<p>2.9 (C) Describe length of an activity. 2.10 (B) Describe time on a clock [hours, minutes].</p>
Specific Student Objectives		
<p>Determine time on a clock using hours.</p> <p>Determine time on a clock using half hours.</p>		

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • NL 7.24 Tell time on the clock • Clock 	<p>SFAW</p> <ul style="list-style-type: none"> • Ch. 10 Problem-Solving Project p. 365 • Ch. 10 Options for Reaching all Learners Cultural Connections p. 370 • Ch. 10 Another Way to Learn, 10-3 Digital Time, p. 371 • Ch. 10 Another Way to Learn, How Long Does it Take, p. 375 • Ch. 10 Another Way to Learn, 10-6, p. 379 Act it out <p>MTW</p> <ul style="list-style-type: none"> • Chapter 5, p. 133, p. 124. 	<ul style="list-style-type: none"> • <u>Morning, Noon, and Night: Poems to fill your Day</u>, Taberski, Sharon • <u>New Plants</u> Act. 2, Part 1, p. 8 #14 Act. 2, Part 2, P. 9 Inv. 3, Part 3, Spuds, p. 12 Act. 3, Part 1, p. 5 #8, Student Calendar Act. 3, Part 2, p. 9, Observe and Record Growth Act. 3, Extensions • <u>Pebbles, Sand & Silt</u> Act. 3, Part 3, p. 9, #6 Act. 3, Part 5, p. 13, #6 Act. 4, Part 1, p.7 #17 Act. 4, Part 3, P. 13 #7 • <u>Solids and Liquids</u> Act.4-Home and School, part 1

Assessment	
Classroom	TAKS/Other Assessments
<p>1.8(B) Describe time on a clock using hours and half-hours. 10, Test SB p. 396 Ch. 10, Test Assessment Resource Book Form A & B (Free response) C-Multiple Choice, E (Mixed response)</p>	<p>Ch. TAKS Objective 4 Rubrics pp. 371, 375, 37 Testworks: Test and Practice software</p>

Additional Resources	
Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com</p>	<p>NCTM-Measurement Standard Understand measurable attribute of objects and the systems and process of measurements</p> <p>SFAW-Testworks Ch. 10</p> <p>SCANS</p>

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIFTH SIX WEEKS

TEKS # 1.8(C)

Grade Level First

Time Range 2 days

Grade <u>K</u> <u>inder</u>	Grade <u>1</u> <u>st</u>	Grade <u>2</u> <u>nd</u>
K.11 (C) Sequence events.	1.8 (C) Order three or more events by how much time they take. 1.4 Tools(a) collect information using tools: hand lenses, clocks, computers, thermometers, balances (b) record and compare information (b) measure using standard and nonstandard units 1.7(a) observe and record changes in lifecycles (b) observe, measure, record changes in size, mass, color, position, quantity, sound, movement Science TEK's: 1.1(a,b), 1.2(a-e), 1.3(a,b,c) 1.7(d) observe and record changes in lifecycles 1.7 observe, measure, record changes in size, mass, color, position, quantity, sound, movement. 1.5 Properties and Patterns- Organisms, objects, & Events (a) sort objects by properties and patterns (b) identify, predict, and create patterns	2.9 (C) Describe activities that take approximately one second, one minute, and one hour.
	Specific Student Objectives	
	Identify the order of events by length of time.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> MTW pg. 134 	SFAW <ul style="list-style-type: none"> Ch. 10 [10-8] (pp. 385-386) Problem of the Day Ch. 10 Computer Ch. 10 Performance Assessment (p. 397) 	<ul style="list-style-type: none"> <u>Morning, Noon, and Night: Poems to Fill Your Day.</u> Taberski, Sharon <u>New Plants:</u> Act. 2, Part 3, p. 15, #5 Grow Plants in Dark <u>Solids and Liquids</u> act. 4, Part 1, p. 4 <u>FOSS:</u> New Plants Act. 1, Part 5, Act. 2, Part 3, p. 14 Act. 4, Part 1, p. 5 Act. 1, Part 1-3, pp1-6

Assessment	
Classroom	TAKS/Other Assessments
SFAW Chapter 10, Extended Investigations p. 365 Another Way to Learn, 10-8, pp. 385-386	TAKS Objective 4

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Measurement Standard Apply appropriate techniques, tool and formulas to determine measurements SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SIXTH SIX WEEKS

TEKS # 1.7(A)

Grade Level First

Time Range 3 days

Grade <u>K</u> _{inder}	Grade <u>1</u> st	Grade <u>2</u> nd
<p>K.10 (A) Compare and order two or three objects according to length</p> <p>K. 10 (B) Find concrete objects that are about the same size, less than, or greater than a given object according to length.</p>	<p>1.7 (A) Estimate and measure weight of objects using nonstandard units.</p> <p>1.7 Change Occurs:</p> <p>(a) observe, measure, record changes in size, mass, color, position, quantity, sound, movement</p> <p>(b) identify, and test ways heat causes change</p> <p>(c) observe and record changes in weather day to day and seasons</p> <p>(d) observe and record changes in lifecycles</p> <p>1.4 Tools</p> <p>a. collect information using tools, hand lenses clocks, computers, thermometers, balances</p> <p>b. record and compare information</p> <p>c. measure using standard and nonstandard units</p>	<p>2.9 (A) Identify concrete models that approximate standard units of length.</p> <p>2.9 (B) Measure length using concrete models that approximate standard units.</p>
	Specific Student Objectives	
	Estimate length of objects using non-standard units.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<p>MTW</p> <ul style="list-style-type: none"> p. 130, "Comparing Games" NL, p. 123, "Comparing two containers" 	<p>SFAW</p> <ul style="list-style-type: none"> Lessons: 11-1; 11-2; 11-3; 11-4; 11-5; 11-6; 11-7; 11-8; 11-9; 11-10; 11-11; 11-13 Chapter 11, Performance Assessment Ch. 8 Math Soup, pp. 327-330 Ch. 9 Math South, pp. 361-364 Ch. 11 Problem-Solving Project, pp. 443-446 Ch. 12 Math Soup, pp. 485-488 	<ul style="list-style-type: none"> Blue Sea – Kahn, Robert Inch by Inch – Lionni, Leo How Big is a Foot? Myller, Rolf George Shrinks – Joyce, William Activity 1-Part 3 Construct with Solids, pp 10-11 Pebbles, Sand and Silt Act. 4, Part 3, p. 13 Solids and Liquids, Act. 3, Part 3, p.13 New Plants: Act. 4 , Part 2, p. 11 #4

Assessment	
Classroom	TAKS/Other Assessments
<ul style="list-style-type: none"> <u>Measuring Me!</u> Another Way to Learn – Lesson 11-2, p. 407 Use <u>Assessment Rubric</u> SFAW-Problem Solving 11-1, <u>Measuring Teams</u> – Another Way to Learn, Lesson 11-3, p. 409 Use Rubric Assessment 	<p>TAKS Objective 4</p> <p>Testworks-Chapter 11</p>

Additional Resources	
Internet	Other
<p>Texas SSI Website</p> <p>Clarifying activities and lessons, Grade 1</p> <p>http://www-tenet.cc.utexas.edu/ssi/</p> <p>SFAW</p> <p>www.teacher.mathsurf.com</p>	<p>NCTM-Measurement Standard</p> <p>Apply appropriate techniques, tools and formulas to determine measuring formulas</p> <p>Teacher Resource Planner</p> <p>CD-ROM</p> <p>SCANS</p>

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SIXTH SIX WEEKS

TEKS # 1.7(B)

Grade Level First

Time Range 1 week

Grade <u>K</u> inder	Grade <u>1</u> st	Grade <u>2</u> nd
K.10 (B) Find concrete objects that are about the same as, less than, or greater than a given object according to length, capacity or weight.	1.7 (B) Describe the relationship between the size of the unit and the number of units needed in a measurement.	2.9 (B) Measure with length, capacity, and weight using concrete models that approximate standard units.
	Specific Student Objectives	
	Measure length using different non-standard units.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • p. 307, Measuring Worksheet 58 • p. 135, Measuring Strings, Worksheet 22 Assessment teacher made test	SFAW <ul style="list-style-type: none"> • Chapter 11, Lesson 1, pp. 405-406 • Practice 1-1 • Re-teaching 1-1 • Enrichment 1-1 	<ul style="list-style-type: none"> • Measuring distances using heel-toe-steps, TE p. 406 • Measuring Me, TE p. 407 • Picture A Foot, TE p. 411 Books: <ul style="list-style-type: none"> • <u>Ten Beads Tall</u> Adame, Pat • <u>Jim & The Beanstalk</u> Briggs, Raymond • <u>How Big is a Foot?</u> Miller, Rolf

Assessment	
Classroom	TAKS/Other Assessments
<ul style="list-style-type: none"> • Observe individual students as well as teams/pairs working on measurement • Collect work/activities done throughout the week. <p>Directions: The students will be given a baggie with non-standard units of measure and predict how many units an object will measure, measure the object and record the measurement.</p>	TAKS Objective 4

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 1 http://www-tenet.cc.utexas.edu/ssi/ SFAW www.teacher.mathsurf.com	NCTM-Measurement Standard Apply appropriate techniques, tools and formulas to determine measurement SCANS