Math

Course: 1st Math	Designated Six Weeks: 6th Six Weeks
Unit: Step Up to 2nd	Days to teach:

TEKS	Guiding Questions/ Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks
PROBLEM SOLVING TEKS PRACTICED EACH SIX WEEKS					

2.1 The student understands how place value is used to represent whole number.					
2.1A Use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways.	Use multiple representations of whole numbers, such as base-10 blocks and straw bundles.	Which number is shown by the base 10 blocks?	Hundreds Tens Ones Place value chart ELPS Strategies 1C, 1E, 2E, 3E, 3H, 4D, 4F	Model creating a 3 digit number with base 10 blocks. Cooperative groups work at creating their own 3 digit numbers and recording.	Base 10 blocks Base 10 workmat
2.1B Use place value to read, write, and describe the value of whole numbers to 999.	Represent whole numbers with numerals, expanded notation, and concrete objects. Be able to read or hear a number and then write it numerically.	What is the number word for 58?		Demonstrate taking ones, tens and hundreds to make a number. Record the value of each one and then combine for 1 number. Use place value dice to roll and model.	Place value dice Base 10 mat
2.1C Use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<,=,>).	Compare whole numbers using pictures, number lines, 100 charts, etc.	Which number makes the number sentence true? ____ > 32		Guide in using the walk on number line to put numbers in order. Write sentences using >, <.	Walk on number line number cards
2.5 The student uses patterns in numbers and operations.					
2.5A Find patterns in numbers such as in a 100s chart.	Identify patterns in columns, rows, diagonals, and growing patterns.	Amy counts 8, 16, 24 Don counts 34, 42, 50. What three numbers should Don count next? (Hundred's chart)		Use 100 chart on Promethean to find patterns.	100s chart

Math

Course: 1st Math			Designated Six Weeks: 6th Six Weeks		
Unit: Step Up to 2nd			Days to teach:		
TEKS	Guiding Questions/ Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks
PROBLEM SOLVING TEKS PRACTICED EACH SIX WEEKS					

2.7 The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures.					
2.7A Describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.	Identify common attributes of two- and three-dimensional figures.	Which is true about this figure? Describe. Square pyramid.	Faces Edges Vertices	Do Geometry Riddles using 3-D figures.	2-D & 3-D figures
2.7B Use attributes to describe how 2 two-dimensional or 2 three-dimensional geometric figures are alike or different.	Use attributes to describe and compare figures (ex: “a cylinder will roll and a prism will not”, or “a square and a rectangle both have four sides”).	A cone has ___ flat surfaces, ____ edges, and ____ vertex. Circle the shape that is a cone.		Sort Geometric Shapes by attributes.	2-D & 3-D figures
2.3 the student adds and subtracts whole numbers to solve problems.					
2.3C Select addition or subtraction to solve problems using two-digit numbers (without regrouping)	Use base 10 blocks to add tens and ones. Use a number line to add or subtract.	Anita’s necklace has 39 beads. Jane’s necklace has 20 beads. How many more beads are on Anita’s ?		Model adding 2 digit numbers with base 10 blocks. Guide students in adding on a number line.	Base 10 blocks. number line