

<b>Course: 2<sup>nd</sup> Grade Math</b>			<b>Designated Six Weeks: Every Six Weeks</b>		
<b>Unit: Problem Solving</b>			<b>Days to teach: Ongoing</b>		
<b>TEKS</b>	<b>Guiding Questions/ Specificity</b>	<b>Assessment</b>	<b>Vocabulary</b>	<b>Instructional Strategies</b>	<b>Resources/ Weblinks</b>
<b>PROBLEM SOLVING TEKS PRACTICED EACH SIX WEEKS</b>					

2.12 The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.					
2.12A Identify the mathematics in everyday situations.	Identify how mathematics concepts look in real life situations.  Use resources to recognize mathematics in real-life situations.	There were 12 bananas in a bowl. Jana ate 2 of them, Mother bought 5 more bananas. Which two steps show how many bananas there are now?	<b>ELPS Strategies</b>  1C, 1E, 2E, 3E, 3H, 4D, 4F	Brainstorm ways we use math daily.  Introduce using concrete models or pictures to relate current math topics to real-life.  Solve problems together using math strategies.	Envisions Problem of Day  Problem Solving such as Target the Question.
2.12B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	Use the Problem Solving Boards as an organized guide to understand, plan, carry out, and evaluate problems.	Solve the problem.  Ben has \$.90. Can he buy the coloring book and the crayons?  Coloring Book \$.28 Crayons \$.53		Introduce the problem solving board as a tool for problem solving.  Model and think aloud 3 parts of the problem solving board and students will reproduce information on their own problem solving board.  Student will participate in learning games to master problem solving skills.  As students master each part, teachers gradually introduce additional parts of the problem solving board.	Engaging Mathematics p. 83-91  Promethean Planet # 68997

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<p>2.12C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</p>	<p>Students select a strategy to solve a problem</p>	<p>Steve paid \$.75 for two colored stones. Which two stones did he buy?</p> <p>(Chart with stone Prices)</p>		<p>Model selecting an appropriate plan for solving problems such as: drawing a picture, looking for a pattern, guess and check, and using manipulatives.</p> <p>Students collaborate with peers to select an appropriate strategy.</p> <p>Students will independently select a strategy for solving problems.</p> <p>Justify thinking to a partner.</p>	<p>Math Word Problems Made Easy</p>
<p>2.12D Use tools such as real objects, manipulatives, and technology to solve problems.</p>	<p>Practice solving problems using various strategies such as manipulatives or other representative objects.</p>			<p>Provide guided practice to solve problems.</p> <p>Assist students in using resources to incorporate problem solving strategies.</p> <p>Students will practice using tools to solve problems in stations.</p>	

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2.13 The student communicates about Grade 2 mathematics using informal language.					
2.13A Explain and record observations using objects, words, pictures, numbers, and technology.	Use organizational tools such as tables and T-charts to record data in various ways.	Write a number sentence to solve. Ray put the \$18 he earned mowing lawns in the bank. Then he had \$65 in the bank. How much money did Ray have in the bank before he mowed the lawns?		Do sample journal entry together.  Conference with students as they explain their operation decisions in their math journals.	
2.13B Relate informal language to mathematical language and symbols.	Discuss everyday words and phrases and the ways that they are illustrated in mathematical vocabulary and symbols.  Write a number sentence for a word problem.	Write a number sentence to solve. Martha is putting together a 100 piece puzzle. So far, she has put together 56 pieces. How many more pieces does Martha need to put into the puzzle?	sum difference equation	Play Number Sentence Dominoes.  Students will write a number sentence, equation, or expression that represents a process for solving the problem situation.	

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2.14The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.					
2.14A Justify his or her thinking using objects, words, pictures, numbers, and technology.	The student explains his or her thinking in various ways in order to illustrate their understanding of how a real life situation connects to a math concept (number sentence).	Green School has 435 students, Monroe School has 490 students. Jackson School has the fewest students. Choose the number of students at Jackson School.		Think Aloud to demonstrate how to solve the problem situation using objects, words, pictures, numbers and/or technology.  Students will justify/explain their answers in verbal and written form.	Roads to Reasoning