

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.1 Grade Level Second Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.1 (A) Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.	2.1 (A) Represent, compare, and order whole numbers, read numbers, and record the comparisons using numbers and symbols. (9) Living Organisms-Basic Needs a. identify external characteristics of plants and animals that allow basic needs to be met. b. compare examples of ways organisms depend on each others and their environments.	3.1 (A) Use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999.
	<b>Specific Student Objectives</b>	
	Represent 2-digit numbers using models and symbols.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>Using 100's chart</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Ch. 1, Lessons 1-1, 1-2</li> <li>Ch. 5, Lessons 5-2, 5-3, 5-9</li> <li>SW - Represent two digit numbers, 1<sup>st</sup> six weeks, Act. 1-4</li> </ul> MTW <ul style="list-style-type: none"> <li>p. 117, Things in a Room</li> <li>pp. 118-119, Compare Names</li> <li>pp. 125-126, Handfuls</li> <li>pp. 126-127, Stack, Tell, Spin and Win</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Literature Connection: 5-3 <u>Moja Means One</u></li> <li>Readiness Activity Inch Worm</li> <li>Literature Connection 5-9 17 Kings and 42 Elephants</li> <li>Readiness Activity</li> <li>Module: Trees Act. 2 (leaves) Act. 3 (trees through the seasons)</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
Observation and student explanation of what they are doing while using manipulatives.	TAKS Objective 1 <ul style="list-style-type: none"> <li>SW: 1<sup>st</sup> six weeks – Unit Assessment Place Value, 2-Digit Numbers-On going</li> <li>SW: 1<sup>st</sup> six weeks Assessment Item 1-5</li> <li>SFAW: CD Rom Testworks</li> </ul>

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.3 (A)      Grade Level Second      Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.3 (A) Model and create addition and subtraction problem situations with concrete objects.	2.3 (A) Recall and apply basic addition facts.	3.3 (A) Model addition and subtraction using pictures, words, and numbers.
	<b>Specific Student Objectives</b>	
	Apply basic addition facts.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW, Calendar Activities</li> <li>• SFAW, 37E Bulletin Boards</li> </ul>	<ul style="list-style-type: none"> <li>• SFAW, Ch. 2, Lesson 2, TE 41 “Take a Spin”</li> <li>• SW Basic Facts (0, 1, 2)</li> <li>• MTW, Ch. 8, pg. 219 Number Books</li> <li>• MTW 364, Glossary of materials card flips</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• P.E. Connection, TE p. 41A</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
SFAW Testwork Software (CD) SFAW pp. 109-112  Students tell an addition or subtraction story problem to a partner, and the partner uses basic addition facts to solve the problem. The stories might be related to a book read by the class, a unit in social studies or science, or a field trip.	TAKS Objective 2  SW: Unit Assessment, 1 <sup>st</sup> six weeks  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.3 (B) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.3 (A) Model and create addition and subtraction with concrete objects and write corresponding number sentences.	2.3 (B) Select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary.	3.3 (B) Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.
	<b>Specific Student Objectives</b>	
	Select subtraction and solve problems using two-digit numbers without regrouping.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
SFAW <ul style="list-style-type: none"> <li>• Chapter 2, Lesson 7-12</li> <li>• Place value concept</li> <li>• Manipulatives</li> <li>• Sketching</li> </ul> MTW <ul style="list-style-type: none"> <li>• Calendar Activities</li> <li>• Counting Game, pp. 276-304</li> <li>• Lift the Bowl, pp. 181-182</li> <li>• NL, p. 10.23</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Ch. 9, Lesson 1, pp. 313-314</li> <li>• Ch. 9, Lesson 2, pp. 315-316</li> <li>• Ch. 9, Lesson 4, pp. 319A-320, Start-up</li> <li>• Ch. 9, Lesson 5, Start-up, p. 321A</li> </ul> SW <ul style="list-style-type: none"> <li>• Addition, no regrouping, Activity 1-4</li> </ul> MTW <ul style="list-style-type: none"> <li>• pp. 204-205, Word Problems</li> </ul>	<ul style="list-style-type: none"> <li>• Literature Connection: <u>One to One Hundred</u>, Teri Sloat</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
SW <ul style="list-style-type: none"> <li>• Subtraction with no regrouping</li> <li>• Assessment – cover some of the multiple choice answers on some of the questions.</li> <li>• Have children make their own problems and solve them – use an assessment – rubric</li> </ul>	TAKS Objective 1  SW: Unit Assessment, 1 <sup>st</sup> six weeks, Addition with no regrouping

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand meanings of operations and how they relate to one another  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.5 (A)      Grade Level Second      Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.5 (A) Find patterns in numbers, including odd and even.  1.4 (B) Use patterns to skip count by twos, fives, and tens.	2.5 (A) Find patterns in numbers such as in a 100s chart. 2.5(B) identify, predict, replicate, and create patterns in charts, groups numbers.	3.6 (B) Identify patterns in multiplication facts using concrete objects, pictorial models, or technology.
	<b>Specific Student Objectives</b>	
	Show patterns in numbers in a 100's chart	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW Calendar Activities</li> <li>• 1-100 chart</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• SFAW, Chapter 5, Lesson 6, pp. 169-170</li> <li>• SFAW, Chapter 5, TE 169B "I See a Pattern"</li> <li>• SW, Skip Counting Act. 1-4</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies Connection, p. 171A (SFAW) *Sent describing the birth order of their family members. Use before, after, and between.</li> <li>• Activity 1, Part 6: Air &amp; Weather, p. 13</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
<ol style="list-style-type: none"> <li>1. SFAW, Practice 5-6, TE p. 170A</li> <li>2. Transparency Hundreds Chart</li> <li>3. Small group assessment</li> <li>4. Transparency Teacher made test</li> </ol> <p>Students fill in the numbers on a blank hundreds chart and discuss the patterns they see (and may be used as they filled it in). For example, the tens digits increase by one as you go down the chart, but the ones digits stay the same.</p>	TAKS Objective 2  SW: Unit Assessment, 1 <sup>st</sup> six weeks, Skip Counting  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Algebra Standard Understand patterns, relations, and functions  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.5 (C) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.5 (C) Identify patterns in related addition and subtraction sentences (fact families for sums to 18).	2.5 (C) Use patterns to develop strategies to remember basic addition facts.	3.6 (C) Identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$ , $3 \times 2 = 6$ , $6 \div 2 = 3$ , $6 \div 3 = 2$ .
	<b>Specific Student Objectives</b>	
	Illustrate strategies to remember basic addition facts.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW Number Tubs</li> <li>• MTW Calendar</li> <li>• Number Patterns-skip count</li> <li>• 100's chart</li> <li>• manipulatives</li> <li>• Drama-role play</li> <li>• Sketch</li> </ul>	<ul style="list-style-type: none"> <li>• SFAW, TE 43-44, "Turned Around Counters" TE, 47 "Let Me Count the Ways" Lesson 2-3</li> <li>• SW basic facts</li> </ul>	<ul style="list-style-type: none"> <li>• Language Development: <u>Seven Blind Mice</u>, Young, Ed.</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
1. SFAW – practice 3-2 2. Overhead transparency 3. p.108  Students sort a set of basic addition fact cards (with no sums shown) according to a given strategy, e.g. sums that are doubles, sums that are doubles plus one, and other sums. Students use the appropriate strategy to find each sum. Students then can re-sort the cards according to another strategy, such as counting on one or counting on two, and use the new strategy to find the sums.	TAKS Objective 2

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Algebra Standard Understand patterns, relations, and functions  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.5(D) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.5(C) Identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$ , $3 + 2 = 5$ , $5 - 2 = 3$ , and $5 - 3 = 2$ .	2.5(D) Solve subtraction problems related to addition facts (fact family) such as $8 + 9 = 17$ , $9 + 8 = 17$ , $17 - 8 = 9$ , and $17 - 9 = 8$ .	3.3(B) Select addition or subtraction and use the operation to solve problems involving whole numbers to 999.

### Specific Student Objectives

Solve related addition and subtraction problems.

Instruction		
Strategies	Resources	Interdisciplinary Connection
	SW <ul style="list-style-type: none"> <li>• Basic Facts Lessons, 15 minutes a day</li> </ul> MTW <ul style="list-style-type: none"> <li>• <u>The Cave</u>, p. 192</li> </ul>	

### Assessment

Classroom	TAKS/Other Assessments
Students work in pairs to make a two-color train from linking cubes, e.g. 8 red cubes and 6 blue cubes. One partner writes an addition sentence about the train ( $8 + 6 = 14$ ), and the other partner writes a subtraction sentence ( $14 - 8 = 6$ ). The first student then writes another subtraction sentence to go with the train ( $14 - 6 = 8$ ), and the second student writes another addition sentence ( $6 + 8 = 14$ ).	TAKS Objective 2  SW: Unit Assessment, 1 <sup>st</sup> six weeks SFAW: CD Rom Testworks

### Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand meanings of operations and how they relate to one another  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.8 Grade Level Second Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.1 (A) Compare and order whole numbers to 99.  1.1 (D) Read and write numbers to 99.	2.8 The student is expected to use whole numbers to locate and name points on a line.	3.10 Locate and name whole numbers and fractions on a number line.

### Specific Student Objectives

Utilize a number line to determine the missing numbers on that line, locate numbers in between, and skip count.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• Number Line</li> <li>• Hundreds Chart</li> </ul>	<ul style="list-style-type: none"> <li>• SFAW, Lesson 5-7, pp. 171A, 171, 172</li> <li>• SW, Geometry Activity 1-4</li> <li>• Clarifying Activities, p. 12</li> </ul>	

### Assessment

Classroom	TAKS/Other Assessments
Students place Velcro <sup>®</sup> ed number cards on the appropriate places of a Velcro <sup>®</sup> strip number line and discuss how they know which numbers to place in which order.	TAKS Objective 3  SW: Unit Assessment, 1 <sup>st</sup> six weeks-Number lines  SFAW: CD Rom Testworks

### Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	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 # 2.11 (A)      Grade Level Second      Time Range \_\_\_\_\_  
2.11 (B)

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.9 (B) Use organized data to construct real object graphs. 1.6 (A) Describe and identify objects in order to sort them according to a given attribute using informal language. 1.10 (A) Draw conclusions and answer questions using information organized in real-object graphs.	2.11 (A) Construct picture graphs. 2.11 (B) Draw conclusions and answer questions based on picture graphs. 2.2(E) explanations based on information and draw conclusions	3.14 (B) Interpret information from pictographs. 3.14 (A) Collect, organize, record, and display data in pictographs where each picture or cell might represent more than one piece of data.
	<b>Specific Student Objectives</b>	
	Draw conclusions and answer questions based on pictograph (whole group).	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>MTW Calendar Activities</li> </ul>	<ul style="list-style-type: none"> <li>SFAW, TE 17A “Our Favorite Things”</li> <li>Sharon Wells Graphs, Pictographs 1 and 2</li> <li>MTW, Ch. 6 Real graphs 146-150</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Connection SFAW, TE p. 18</li> <li>Activity 2, Part 3: Air &amp; Weather, pp. 11-12.</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
1. SFAW Practice 1.5 – 1.6, TE 18A or 16A 2. Sharon Wells, 2 <sup>nd</sup> six weeks (choice of 2 graphs)  Students use sticky notes to draw pictures of ways they came to school today (e.g., walk, bike, car, bus). Students create a graph using the sticky notes with one picture representing one student’s way to come to school.	TAKS Objective 5  SW: 4 <sup>th</sup> six weeks Assessment Item 18, 19  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	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 # 2.12 (A)      Grade Level Second      Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.11 (A) Identify mathematics in everyday situations.	(A) Identify the mathematics in everyday situations. 2.3 Critical Thinking & Decision Making a. make decisions using information.	3.15 (A) Identify the mathematics in everyday situations.

Specific Student Objectives
Discover mathematics in everyday situations.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>MTW Calendar Activities</li> </ul>	SFAW <ul style="list-style-type: none"> <li>TE p. 31, pp. 37, 38</li> <li>SW</li> <li>On going: First – Sixth six weeks</li> </ul> MTW <ul style="list-style-type: none"> <li>Chapter 3</li> </ul>	<ul style="list-style-type: none"> <li>Math Magazine, pp. 75-78, “Math Soup”</li> <li>Activity 3, Part 5: Air &amp; Weather, p. 17</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
1. Calendar Activity create situation teacher-made 2. SFAW, TE pp. 37-38	TAKS Objective 1  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Connections Standard Recognize and apply mathematics in contexts outside of mathematics  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.12 (B)      Grade Level Second      Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.11 (B) Use a problem-solving model, with guidance as needed, that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	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. 2.3 Explain a problem and propose a solution.	3.15 (B) Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
	<b>Specific Student Objectives</b>	
	Model the problem solving plan.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• Problem-Solving Guide</li> <li>• SW – role play, drama, sketch</li> <li>• MTW Calendar Activities</li> </ul>	<ul style="list-style-type: none"> <li>• SW, Problem-solving Activity – Ongoing, First-Sixth Six Weeks</li> <li>• SFAW, TE1, pp. B6-7</li> <li>• MTW, NL, Ch. 4</li> </ul>	<ul style="list-style-type: none"> <li>• Language Development Bus Tour TE p. 243A</li> <li>• Activity 3, Part 5: Air &amp; Weather, p. 17</li> </ul>
Assessment		
Classroom	TAKS/Other Assessments	
SFAW, p. 127 TE – Rubric SFAW, Portfolio p. 240 TE  Students create their own problems and model the problem solving plan.	TAKS Objective 6  SFAW: CD Rom Testworks	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Problem Solving Standard Monitor and reflect on the process of mathematical problem solving  SCANS	

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.12 (C)      Grade Level Second      Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.11(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.	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 in order to solve a problem. 2.2 Plan and conduct simple descriptive investigations.	3.15(C) Select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.
	<b>Specific Student Objectives</b>	
	Solve problems using an appropriate problem-solving strategy.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• Problem-solving plan</li> <li>• Role-play</li> <li>• Drama</li> <li>• Categorize</li> <li>• Sketch</li>   <li>• MTW Calendar Activities</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Volume I, p. b 6-7</li> <li>• Ch. 3, Lesson 6, pp. 93A-94A</li> <li>• Ch. 4, Lesson 4, pp. 127A-128A</li> <li>• Ch. 8, Lesson 13, pp. 299A-300A</li> </ul> SW <ul style="list-style-type: none"> <li>• Ongoing, First-Sixth six weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Language Development Barnyard Sounds</li> <li>• Readiness Activity Cassette, TE p. 11B</li> <li>• Activity 2, Part 1: Air &amp; Weather, p. 5</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
During each problem-solving situation, students try different ways to solve the problem and select an appropriate strategy, such as drawing a picture. Teachers focus students' thinking onto the type of strategy used, by asking questions such as, "What did you think about doing to solve the problem? What did you actually do to solve the problem? Why did you decide to do that instead of something else?"	TAKS Objective 6  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Problem Solving Standard Apply and adapt a variety of appropriate strategies to solve problems  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.12 (D)      Grade Level Second      Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.11(D) Uses tools such as real objects, manipulatives and technology to solve problems.	2.12(D) Use tools such as real objects, manipulatives, and technology to solve problems. 2.4 Collect information using tools: rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, balances.	3.15(D) Uses tools such as real objects, manipulatives, and technology to solve problems.
	<b>Specific Student Objectives</b>	
	Use real objects, manipulatives or technology to solve problems.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW Calendar Activities</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Ch. 3, Lesson 6 Follow-up Masters, p. 94A</li> <li>• Performance Math (CD)</li> <li>• Technology Master I</li> </ul> SW <ul style="list-style-type: none"> <li>• Ongoing, First-Sixth six weeks</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• TE, pp. 103-104 Making Connection</li> <li>• TE, p. 47A Language Development Literature Connection</li> <li>• Activity 1, Part 3: Air &amp; Weather, p. 9</li> </ul>
Assessment		
Classroom	TAKS/Other Assessments	
<ul style="list-style-type: none"> <li>• Unifix Cubes</li> <li>• MTW Calendar Activities</li> <li>• Calculators</li> <li>• SFAW, Ch. 2, p. 74 “Calculate the Ways”</li> <li>• SFAW, Ch. 3, Lesson 6, p. 93</li> </ul>	TAKS Objective 6  SFAW: Ch. 3, Lesson 6, p. 93 “How Many Ways?”  SFAW: CD Rom Testworks	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Problem Solving Standard Build new mathematical knowledge through problem solving  SCANS	

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.13(A)      Grade Level Second      Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.12 (A) Explain and record observations using objects, words, pictures, numbers and technology.	2.13 (A) Explain and record observations using numbers, and technology. 2.4 Measure and compare using standard and non-standard units.	3.16 (A) Explain and record observations using objects, words, pictures, numbers, and technology.

Specific Student Objectives
TLW show and arrange observations using objects, words, pictures, numbers, and technology.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>MTW Calendar Activities</li> </ul>	<ul style="list-style-type: none"> <li>SFAW, TE Chapter 1, 1-1 thru 1-9</li> <li>MTW, Ch. 3, pg. 148-149, 118-119</li> <li>SW: Ongoing, First-Sixth six weeks</li> </ul>	<ul style="list-style-type: none"> <li>SFAW: TE.11B Barnyard Sound-Offs Clapping Activity</li> <li>Literature “The Button Box”, SFAW p. TE 15B</li> <li>Activity 1, Part 2 &amp; 3: Air &amp; Weather, pp. 6-9.</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
<p>When problem solving, students record the strategies used in solving a problem.</p> <p>Oral Questions and discussions</p>	<p>TAKS Objective 6</p> <p>SFAW: CD Rom Testworks</p>

Additional Resources	
Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a></p> <p>SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a></p>	<p>NCTM-Problem Solving Standard Solve problems that arise in mathematics and in other contexts</p> <p>SCANS</p>

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.13 (B)      Grade Level Second      Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.12 (B) Relate informal language to mathematical language and symbols.	2.13 (B) Relate informal language to mathematical language and symbols. 2.2 Communicate explanations.	3.16 (B) Relate informal language to mathematical language and symbols.
	<b>Specific Student Objectives</b>	
	Apply informal language to mathematical language and symbols.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW Calendar Activities</li> </ul>	<ul style="list-style-type: none"> <li>• SFAW, TE</li> <li>• MTW, Ch. 3</li> <li>• SW: Ongoing, First-Sixth six weeks</li> </ul>	<ul style="list-style-type: none"> <li>• SFAW: Literature: “Two of Everything” TE 83A</li> <li>• “Two Ways to Count Ten” p. 7A</li> <li>• Activity 3, Part 1: Air &amp; Weather, pp. 5 &amp; 6</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
Second Grade Clarifying Activity 2.13(B) <a href="http://www-tenet.cc.utexas.edu/ssi/">www-tenet.cc.utexas.edu/ssi/</a>	TAKS Objective 6  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Communication Standard Organize and consolidate their mathematical through communication  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.14 Grade Level Second Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.13 The student is expected to reason and support his or her thinking using objects, words, pictures, numbers, and technology.	2.14 Reason and support his or her thinking using objects, words, pictures, numbers and technology. 2.3 Justify merits of decisions.	3.17 (B) Justify why an answer is reasonable and explain the solution process.
	<b>Specific Student Objectives</b>	
	Reason and support his or thinking using objects, words, pictures, number, and technology.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW Calendar Activities</li> </ul>	<ul style="list-style-type: none"> <li>• SFAW, TE T31</li> <li>• MTW, Ch. 3</li> <li>• SW: First-Sixth six weeks</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Art Connection, p. 285A</li> <li>• Activity 2, Part 2: Air &amp; Weather, p. 8</li> </ul>
Assessment		
Classroom	TAKS/Other Assessments	
1. After problem-solving activities have children justify answers (oral).	TAKS Objective 6  SFAW: CD Rom Testworks	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Reasoning and Proof Standard Select and use various types of reasoning and methods of proof  SCANS	

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.6 (C)      Grade Level Second      Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.4 (A) Identify, describe, and extend concrete patterns in order to make predictions and solve problems.	2.6 (C) Identify, describe, and extend patterns to make predictions and solve problems. (7) Change Occurs a. observe, measure, record, analyze, predict illustrate changes in size, mass, temperature, color, position, quantity, sound, movement b. identify, predict, test uses of heat to cause changes c. demonstrate change in motion of objects- push and pull d. observe, measure, record changes in weather, night sky, seasons	3.6 (A) Identify and extend whole-number and geometric patterns to make predictions and solve problems.
	<b>Specific Student Objectives</b>	
	Create patterns to make predictions and solve problems.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Dramatization</li> <li>• Calendar Activities</li> <li>• MTW-Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• SFAW, TE 279b "I Predict"</li> <li>• SW Pattern Extensions, Act. 1-8</li> <li>• MTW, Ch. 2 (teacher's choice)</li> </ul>	<ul style="list-style-type: none"> <li>• Mealworm; Activity 2, part 2, pp. 9-11, Observation</li> </ul>

Assessment											
Classroom	TAKS/Other Assessments										
<p>Students determine the number of pencils you can buy with one dime, two dimes, and three dimes if one dime buys three pencils. Students use a chart like the one below to record the data they have collected.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Number of dimes</th> <th style="padding: 5px;">Number of pencils</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">0</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">3</td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">6</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">9</td> </tr> </tbody> </table> <p>Students use the chart and the pattern in (one dime buys three pencils) to determine how many pencils they can buy with six dimes or how many dimes they need to buy 20 pencils.</p>	Number of dimes	Number of pencils	0	0	1	3	2	6	3	9	<p>TAKS Objective 2</p> <p>SW: Unit Assessment, Pattern Extensions SFAW: CD Rom Testworks</p>
Number of dimes	Number of pencils										
0	0										
1	3										
2	6										
3	9										

Additional Resources	
Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a></p> <p>SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a></p>	<p>NCTM-Algebra Standard Understand patterns, relations, and functions</p> <p>SCANS</p>

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.6 (C)      Grade Level Second      Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.4 (A) Identify, describe and extend concrete and pictorial patterns in order to make predictions.	2.6 (C) Identify, describe, and extend patterns to make predictions and solve problems. (7) Change Occurs a. observe, measure, record, analyze, predict illustrate changes in size, mass, temperature, color, position, quantity, sound, movement b. identify, predict, test uses of heat to cause changes c. demonstrate change in motion of objects-push and pull d. observe, measure, record changes in weather, night sky, seasons	3.6 (A) Identify and extend whole numbers and geometric patterns to make predictions and solve problems.
	<b>Specific Student Objectives</b>	
	Use patterns to describe relationship and make predictions.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• Sort – games</li> <li>• Fruit and vegetable patterns</li> <li>• Role-play</li> <li>• Manipulatives</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Chapter 1, Lesson 4, pp. 11-13</li> <li>• Problem Solving Book 1-4</li> </ul> SW <ul style="list-style-type: none"> <li>• Patterns –Activities 1-4</li> </ul> MTW <ul style="list-style-type: none"> <li>• MTW, Geoboard – make patterns</li> <li>• P. 265, Surrounding Patterns</li> <li>• P. 261, Tile Patterns</li> <li>• P. 271, Names</li> </ul>	<ul style="list-style-type: none"> <li>• Music Connections, Red Audio Tape- “Turn Around Facts”, Side AP. E., TE p. 11B</li> <li>• Use calculators to extend patterns – record on 100s chart</li> <li>• Silkworm, Activity 4, Part 3, p. 12, Observation Recording</li> </ul>
Assessment		
Classroom	TAKS/Other Assessments	
SFAW <ul style="list-style-type: none"> <li>• Assessment Rubric, p. 11</li> <li>• Students make their own patterns – following teacher specifications, student describe and explain pattern.</li> </ul>	TAKS Objective 2  SW: Unit Assessment, Pattern Extensions  SFAW: CD Rom Testworks	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Algebra Standard Understand patterns, relations, and functions  SCANS	

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIRST SIX WEEKS

TEKS # 2.6 (C) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
<p>4 (A) Identify, describe and extend patterns to solve problems.</p> <p>4 (B) Skip count by twos, fives, and tens.</p>	<p>2.6 (C) Identify, describe, and extend patterns to make predictions and solve problems.</p> <p>(7) Change Occurs</p> <p>a. observe, measure, record, analyze, predict illustrate changes in size, mass, temperature, color, position, quantity, sound, movement</p> <p>b. identify, predict, test uses of heat to cause changes</p>	<p>6 (A) Make predictions and solve problems using whole number and geometric patterns.</p> <p>6 (B) Identify patterns in multiplication facts.</p> <p>7 (B) Identify and extend patterns of ordered pairs.</p>

### Specific Student Objectives

- Identify patterns to make predictions and solve problems.
  
- Describe patterns to make predictions and solve problems.
  
- Extend patterns to make predictions and solve problems.

### Instruction

Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>Manipulatives</li> <li>Calendar Activities</li> <li>Computer</li> </ul>	<p>SFAW</p> <ul style="list-style-type: none"> <li>Ch. 6, Lessons 6-4; Ch. 8, Lessons 8-5; Ch. 12, Lessons 12-15</li> </ul> <p>MTW</p> <ul style="list-style-type: none"> <li>Tubbing (pattern, number)</li> <li>Clarifying Lesson, p. 10</li> </ul> <p>SW</p> <ul style="list-style-type: none"> <li>Skip Counting- Act. 1-4</li> </ul>	<p>SFAW</p> <ul style="list-style-type: none"> <li>Music Connection: Song, "Ten in a Bed", p. 139A</li> <li>Mealworm, Activity 3, Part 2, Observation, pp. 9, 10, 11</li> </ul>

### Assessment

Classroom	TAKS/Other Assessments
<p>Identify, describe, and extend patterns to make predictions and solve problems.</p> <p>Mary wants to start a garden. She has 5 holes in a row. If she puts 2 seeds in each hole, how many seeds would she need to buy to fill the row? If she puts 3 seeds in each hole, how many seeds does she need to buy?</p> <p>Show your answer by completing the pattern. Describe how you got your answer.</p> <p>Create a pattern for six holes.</p>	<p>TAKS Objective 2</p> <p>SW: Unit Assessment, Pattern Extensions</p> <p>SFAW: CD Rom Testworks</p>

### Additional Resources

Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a></p> <p>SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a></p>	<p>NCTM-Algebra Standard Understand patterns, relations, and functions</p> <p>SCANS</p>

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SECOND SIX WEEKS

TEKS # 2.1 Grade Level Second Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.1(A) Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.	2.1(A) Represent, compare, and order whole numbers, read numbers, and record the comparisons using numbers and symbols. (5) Properties & Patterns-Organisms, Objects & Events a. classify and sequence organisms, objects, events b. identify, predict, replicate, create patterns in charts, graphs, numbers (6) Systems Parts-Organisms & Objects a. manipulate, predict, identify parts separated from whole may not work b. manipulate, predict and identify parts put together that do new things c. observe and record functions of plant parts d. observe and record functions of animal parts	3.1(A) Use place value to read, write (in symbols and words) and describe the value of whole numbers through 999, 999.

### Specific Student Objectives

Compare 2-digit numbers using models and symbols.

### Instruction

Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>Use 100s chart</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Ch. 1, Lessons 1-1, 1-2</li> <li>Ch. 5, Lessons 5-2, 5-3, 5-9</li> </ul> SW <ul style="list-style-type: none"> <li>Comparing two digit numbers Activity 1-4</li> </ul> MTW <ul style="list-style-type: none"> <li>p. 117, Things in a Room</li> <li>pp. 118-119, Compare Names</li> <li>pp. 125-126, Handfuls</li> <li>pp. 126-127, Stack, Tell, Spin, and Win</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Literature Connection: 5-3 <u>Moja Means One</u></li> <li>Readiness Activity Inch Worm</li> <li>Literature Connection 5-9 <u>17 Kings and 42 Elephants</u></li> <li>Readiness Activity</li> <li>FOSS: Trees, Inv. Part 1, p. 6</li> </ul>

### Assessment

Classroom	TAKS/Other Assessments
Observation and student explanation of what they are doing while using manipulatives.	TAKS Objective 1 SW: Unit Assessment, 2 <sup>nd</sup> six weeks  SFAW-CD Rom Testworks

### Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Number and Operations Standard Understand numbers ways of representing numbers, relationships among numbers, and number systems  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SECOND SIX WEEKS

**TEKS #**    **2.5 (B)**            **Grade Level**        **Second**            **Time Range**    **1 week**

<b>Grade 1<sup>st</sup></b>	<b>Grade 2<sup>nd</sup></b>	<b>Grade 3<sup>rd</sup></b>
1.1 (B) Create sets of tens and ones using concrete objects to describe, compare, and order whole numbers.	2.5 (B) Use patterns in place value to compare two-digit numbers. (5) Properties & Patterns-Organisms, Objects & Events a. classify and sequence organisms, objects, events b. identify, predict, replicate, create patterns in charts, graphs, numbers	3.5(A) Round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.
	<b>Specific Student Objectives</b>	
	Compare two-digit numbers.	

<b>Instruction</b>		
<b>Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Connection</b>
<ul style="list-style-type: none"> <li>• MTW Calendar Activities</li> <li>• Role Play</li> <li>• Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>• SW Comparing #'s, Activity 1-4</li> <li>• Clarifying Act. (Pattern), p.1</li> <li>• MTW, Ch. 5 (Comparing Game)</li> </ul>	<ul style="list-style-type: none"> <li>• Module: Trees, Activity 2 (Leaves)</li> <li>• Module: Air and Weather, Activity 1 (Observing Water) Activity 3 (Using Air) Activity 4 (Wing Catchers)</li> </ul>

<b>Assessment</b>	
<b>Classroom</b>	<b>TAKS/Other Assessments</b>
Teacher made test-from resource packet. SW – 2nd six weeks unit on place value. Students spin a spinner to create four three-digit numbers, and compare the numbers made to answer questions such as, “If these numbers represent the prizes you can win in a contest, which one would you want to win?” or “If these numbers represent how many grams each of three objects weight, which one would you choose to carry in your backpack?” students can use place value to first compare the hundreds. If there are the same amounts of hundreds in all four numbers, then they compare the tens.	TAKS Objective 1  SW-Unit Assessment, 2 <sup>nd</sup> six weeks  SFAW: CD Rom Testworks

<b>Additional Resources</b>	
<b>Internet</b>	<b>Other</b>
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Patterns Standard Understand patterns, relations, and functions  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SECOND SIX WEEKS

TEKS # 2.5 (B)    Grade Level Second    Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.6 (B) Create sets of tens and ones using concrete objects to describe, compare, and orders whole numbers.	2.5 (B) Use patterns in place value to compare two-digit numbers. (5) Properties & Patterns-Organisms, Objects & Events a. classify and sequence organisms, objects, events b. identify, predict, replicate, create patterns in charts, graphs, numbers	3.1 (B) Use place value to compare and order whole numbers through 9,999.
<b>Specific Student Objectives</b>		
Compare two digit numbers using patterns in place value.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
SFAW <ul style="list-style-type: none"> <li>• Ch. 5, Lesson 9, p. 175, Another Way to Learn</li> <li>• Use 100's Chart</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Ch.5, Lesson 5, pp. 175-178</li> </ul> SW <ul style="list-style-type: none"> <li>• Comparing 2-digit numbers, Activities 1-4</li> </ul> MTW <ul style="list-style-type: none"> <li>• Clarifying Lesson: Exploring Place Value 1, p. 68 (Setup 2 &amp; 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Literature Connection, 17 Kings and 42 Elephants</li> <li>• SFAW, Chapter 5, Lesson 9, p. 176 – Options for Reaching All Learners – GT (Social Studies)</li> <li>• Module: Trees, Activity 2 (Leaves)</li> <li>• Module: Air and Weather Activity 1 (Observing Weather) Activity 3 (Using Air) Activity 4 (Wind Catchers)</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> <li>• p. 175, TE – Rubric</li> </ul> SW <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> six weeks – Place Value</li> </ul> MTW <ul style="list-style-type: none"> <li>• Assessment, Place Value (Cards)</li> </ul>	TAKS Objective 2  SW: Unit Assessment, 2 <sup>nd</sup> six weeks SFAW <ul style="list-style-type: none"> <li>• Testworks CD, Chapter 5</li> </ul>

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Algebra Standard Understand patterns, relations, and functions  Test works – Extensions  MTW <ul style="list-style-type: none"> <li>• Handfuls, pp. 125-126</li> </ul> SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SECOND SIX WEEKS

TEKS # 2.5 (B) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.4(B) Use patterns to skip count by two's fives, and tens.	2.5 (B) Use patterns in place value to compare and order whole numbers through 999. (5) Properties & Patterns-Organisms, Objects & Events a. classify and sequence organisms, objects, events b. identify, predict, replicate, create patterns in charts, graphs, numbers	3.6(C) Identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$ ; $3 \times 2 = 6$ .
	<b>Specific Student Objectives</b>	
	Compare two-digit numbers.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>MTW Calendar Activities</li> <li>Role Play</li> <li>Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>SW Comparing #'s, Activity 1-4</li> <li>Clarifying Act. (Patterns), p.1</li> <li>MTW, Ch. 5 (Comparing Game)</li> </ul>	<ul style="list-style-type: none"> <li>Module: Trees, Activity 2 (Leaves)</li> <li>Module: Air and Weather Activity 1 (Observing Weather) Activity 3 (Using Air) Activity 4 (Wind Catchers)</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
<p>Teacher made test – from resource packet. SW – 2<sup>nd</sup> six weeks unit on place value.</p> <p>Students spin a spinner to create four three-digit numbers, and compare the numbers made to answer questions such as, “If these numbers represent the prizes you can win in a contest, which one would you want to win?” Or “If these numbers represent how many grams each of three objects weight, which one would you choose to carry in your backpack?” students can use place value to first compare the hundreds. If there are the same amounts of hundreds in all four numbers, then they compare the tens.</p>	<p>TAKS Objective 1</p> <p>SW: Unit Assessment, 2<sup>nd</sup> six weeks</p> <p>SFAW: CD Rom Testworks</p>

Additional Resources	
Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a></p> <p>SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a></p>	<p>NCTM-Algebra Standard Understand patterns, relations, and functions</p> <p>SCANS</p>

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SECOND SIX WEEKS

TEKS # 2.7 (A) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.6(A) Describe and identify objects in order to sort them according to a given attribute using informal language.	2.7(A) Identify attributes of any shape or solid. (6) Systems Parts-Organisms & Objects a. manipulate, predict, identify parts separated from whole may not work b. manipulate, predict, and identify parts put together that do new things. c. Observe and record functions of plant parts d. Observe and record functions of animal parts (7) Change Occurs a. observe, measure, record, analyze, predict, illustrate changes in size, mass, temperature, color, position, quantity, sound, movement. b. identify, predict, test uses of heat to cause changes. c. demonstrate change in motion of objects-push and pull d. observe, measure, record changes in weather, night sky, seasons.	3.8 Name, describe and compare shapes and solids using formal geometric vocabulary.
	<b>Specific Student Objectives</b>	
	Identify attributes of any two dimensional figure.  Compare shapes and solids using formal geometric vocabulary.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW, Geoboards Art: Create quilt with cut and past activity</li> <li>• SFAW, Chapter 12, p. 443-Bulletin Board</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Ch. 5, pp. 183-184</li> <li>• Ch. 12, pp. 446, 448, 459, 460</li> </ul> SW <ul style="list-style-type: none"> <li>• Goemetry-Two dimensional Shapes, Activity 1-4</li> </ul> MTW <ul style="list-style-type: none"> <li>• P. 241, Geoboard Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Literature: <u>Greedy Triangle</u>, Marilyn Burns</li> <li>• Literature: <u>The Shapes Game</u></li> <li>• FOSS: Trees, Compare: Communicate, Activity 3, Part 9</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
Students feel inside a pillowcase filled with models of shapes and solids, select an object, describe the object without looking, and then identify the shape or solid.	TAKS Objective 3 SW: Unit Assessment, 2 <sup>nd</sup> six weeks, 2 Dimensional Figures 2 <sup>nd</sup> six weeks Assessment Item 8, 10 3 <sup>rd</sup> six weeks Assessment Item 8 4 <sup>th</sup> six weeks Assessment Item 10, 12 5 <sup>th</sup> six weeks Assessment Item 10 6 <sup>th</sup> six weeks Assessment Item 11  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Geometry Standard Analyze characteristics and properties if two- and three-dimensional geometric shapes and develop math4ematical arguments about geometric relationships  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SECOND SIX WEEKS

TEKS # 2.7 (B) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
(B) Identify circles, triangles, and rectangles, including squares, and describe the shape of balls, boxes, cans, and cones.	2.7(B) Use attributes to describe how two shapes or two solids are alike or different. (8) Living Organisms & Nonliving Objects a. identify characteristics of living organisms. b. identify characteristics of non-living organisms.	3.8 Name, describe and compare shapes and solids using formal geometric vocabulary.
<b>Specific Student Objectives</b>		
Explore and compare two shapes.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• geoboards</li> <li>• Bulletin Boards, TE p. 443E</li> <li>• 2-D Shapes-Pattern Blocks</li> <li>• attribute Blocks</li> <li>• grab Bag-describe what you feel in the bag and name it</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teaching 123</li> <li>• Problem Solving 12-3</li> <li>• SW</li> <li>• Two-dimensional figures, activities 1-4</li> </ul>	<ul style="list-style-type: none"> <li>• Literature: Greedy Triangle, Marilyn Burns</li> <li>• TE, p. 489 and TE p. 444 Additional Literature</li> <li>• Art – Create Quilt</li> <li>• Make <u>Shape Book</u>, p. 445B, Language Development</li> <li>• FOSS: Trees; Compare: Identify, Activity 3, Part 2</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> <li>• Chapter 12, p. 449, TE –Rubric</li> <li>• Chapter 12, p. 445, TE – Rubric</li> </ul> SW <ul style="list-style-type: none"> <li>• Geometry-2 Dimensional Figures Assessment</li> </ul> <p>Students use attributes to compare a cone and a square pyramid. For example, “Both solids have a flat base and a point at the top. One will roll, but the other one won’t.</p> <p>Students use Venn diagrams to compare and contrast the attributes of two shapes or two solids.</p>	TAKS Objective 3  SW: Unit Assessment, 2 <sup>nd</sup> six weeks 2 <sup>nd</sup> six weeks Assessment Item 9 3 <sup>rd</sup> six weeks Assessment Item 10 4 <sup>th</sup> six weeks Assessment Item 12 5 <sup>th</sup> six weeks Assessment Item 12 6 <sup>th</sup> six weeks Assessment Item 12  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Geometry Standard Analyze characteristics and properties if two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships  SFAW-Test works p. 443F SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SECOND SIX WEEKS

TEKS # 2.7 (C)      Grade Level Second      Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.6(C) Combine geometric shapes to make new geometric shapes using concrete models.	2.7(C) Cut geometric shapes apart and identify the new shapes made. (7) Change Occurs e. observe, measure, record, analyze, predict, illustrate changes in size, mass, temperature, color, position, quantity, sound, movement. f. identify, predict, test uses of heat to cause changes. g. demonstrate change in motion of objects-push and pull h. observe, measure, record changes in weather, night sky, seasons. (9) Living Organisms-Basic Needs a. identify external characteristics of plants and animals that allow basic needs to be met b. compare examples of ways organisms depend on each other and their environments.	3.2(D) Construct concrete models of equivalent fractions for fractional parts of whole objects.
<b>Specific Student Objectives</b>		
Divide a given shape into parts and analyze the resulting portions as to whether they are equal or unequal.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
	<ul style="list-style-type: none"> <li>• SFAW</li> <li>• Lesson 12-8</li> <li>• Ch. 12, Lesson 3, Re-teaching</li> <li>• Ch. 12, Lesson 7, Problem-Solving, pp. 459A-B, 459-460</li> <li>• Ch. 12, Lesson 3, pp. 449-450</li> </ul> SW <ul style="list-style-type: none"> <li>• Two-dimensional Figures, week 3</li> </ul>	<ul style="list-style-type: none"> <li>• FOSS: Tree, Activity 3, part 6</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> <li>• p. 462, TE – Rubric</li> <li>• p. 413, TE – Rubric</li> </ul> SW <ul style="list-style-type: none"> <li>• Geometry – 2 Dimensional Figures Assessment</li> </ul> <p>After reading the story Grandfather Tang’s Story by Ann Tompert, students fold and cut a square into tangram pieces and identify the shapes made.</p>	TAKS Objective 3  SW-Unit Assessment, 2 <sup>nd</sup> six weeks  SFAW-CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	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

## SECOND SIX WEEKS

TEKS # 2.9 (C)      Grade Level Second      Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.8 (C) Order three or more events by how much time they take.	2.9 (C) Describe activities that take approximately one second, one minute, and one hour. (7) Change Occurs a. observe, measure, record, analyze, predict, illustrate changes in size, mass, temperature, color, position, quantity, sound, movement. b. identify, predict, test uses of heat to cause changes. c. demonstrate change in motion of objects push and pull d. observe, measure, record changes in weather, night sky, seasons.	3.13 (A) Measure to solve problems involving area and time.
	<b>Specific Student Objectives</b>	
	Dramatize activities that take approximately one second, one minute, and one hour.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>MTW Calendar Activities</li> <li>Daily schedule with written time</li> </ul>	<ul style="list-style-type: none"> <li>SFAW TE, p. 235 “How Long?” TE, p. 241-242 TIC TAC TIME</li> <li>SW, Time, Act. 1-4</li> </ul>	<ul style="list-style-type: none"> <li>Module: Trees, Activity 1, 2, 3 (Fall Trees, Leaves, Trees Through the Seasons)</li> <li>Module: Air and Weather, Activity 1, 4 (Observing Weather) and (Wind Catchers)</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
<p>Students draw circles for one minute. Students count the number of circles drawn and predict how many they can draw in 5 minutes, 30 minutes, and 60 minutes.</p> <p>Students watch the second hand of a large clock and brainstorm a variety of activities that take about one second, such as a blink of an eye or a clap.</p>	<p>TAKS Objective 4</p> <p>SW: Unit Assessment, 2<sup>nd</sup> six weeks</p> <p>SFAW: CD Rom Testworks</p>

Additional Resources	
Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a></p> <p>SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a></p>	<p>NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement</p> <p>SCANS</p>

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SECOND SIX WEEKS

TEKS # 2.9 (C) Grade Level Second Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.8 (B) Describe time on a clock using hours and half hours.	2.9 (C) Describe activities that take approximately one second, one minute, and one hour. (4) Tools a. collect information using tools; rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, balances. b. Measure and compare using standard and non-standard units.	3.12 (A) Tell and write time shown on traditional and digital clocks.
	<b>Specific Student Objectives</b>	
	Describe activities that take approximately one second, one minute, and one hour.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>MTW Calendar Activities</li> <li>Read a story based on telling time.</li> <li>Daily schedule with written time.</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Measurement, Time, 2<sup>nd</sup> six weeks, Activities 1-4</li> <li>Chapter 7, pp. 23-260</li> </ul> MTW <ul style="list-style-type: none"> <li>NL, p. 7.21</li> <li>NL, pp. 7.23, 7.24</li> <li>p. 124, "Duration"</li> <li>p. 133, "Intervals of Time"</li> <li>SW</li> <li>Time, Act. 1-4</li> </ul>	<ul style="list-style-type: none"> <li>Module: Trees, Activity 1, 2, 3 (Fall Trees, Leaves, Trees Through the Seasons)</li> <li>Module: Air and Weather, Activity 1, (Observing Weather)</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> <li>p. 233 (Rubric)</li> </ul> SW <ul style="list-style-type: none"> <li>5<sup>th</sup> six weeks</li> </ul>	TAKS Objective 4  SW: Unit Assessment, 2 <sup>nd</sup> six weeks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SECOND SIX WEEKS

TEKS # 2.10 (B)      Grade Level Second      Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.8 (B) Describe time on a clock using hours and half hours.	2.10 (B) Describe time on a clock using hours and minutes. (7) Change Occurs a. observe, measure, record, analyze, predict, illustrate changes in size, mass, temperature, color, position, quantity, sound, movement. b. identify, predict, test uses of heat to cause changes. c. demonstrate change in motion of objects push and pull d. observe, measure, record changes in weather, night sky, seasons.	3.12 (A) Tell and write time shown on traditional and digital clocks.
	<b>Specific Student Objectives</b>	
	Demonstrate how to tell time.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW Calendar Activities</li> <li>• Play clocks, real clocks, digital clocks</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Ch.7, p. 237 “Time to Match”</li> </ul> MTW <ul style="list-style-type: none"> <li>• Ch.5, pp. 123, 124, 133</li> <li>• NL, pp. 7.21, 7.23</li> </ul> SW <ul style="list-style-type: none"> <li>• Time, Activity 2</li> </ul>	<ul style="list-style-type: none"> <li>• Literature – The Grouchy Lady Bug</li> <li>• Module: Trees, Activity 1, 2, 3 (Fall Trees, Leaves, Trees Through The Seasons)</li> <li>• Module: Air and Weather, Activity 1 (Observing Weather)</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
1. SFAW, pp. 260-261 2. Transparency of clocks (teacher made) 5 readings 3. Sharon Wells, Time Assessment 4. Assessment – give student blank clock faces –s students complete clocks and write time sin hours/minutes that teacher gives.  Students construct a double clock with a traditional face on one side and a digital readout on the other. As students read or listen to a story involving time, they place the hands in position on the traditional side and show the correct time on the digital side, then read the time shown.	TAKS Objective 4  SW: Unit Assessment, 2 <sup>nd</sup> six weeks 2 <sup>nd</sup> six weeks Assessment Item 12 3 <sup>rd</sup> six weeks Assessment Item 14 4 <sup>th</sup> six weeks Assessment Item 17 5 <sup>th</sup> six weeks Assessment Item 17 6 <sup>th</sup> six weeks Assessment Item 18  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SECOND SIX WEEKS

TEKS # 2.11(A) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
<p>1.9(B) Use organized data to construct real object graphs.</p> <p>1.6(A) Describe and identify objects in order to sort them.</p>	<p>2.11(A) Construct bar-type graphs.</p> <p>(5) Properties &amp; Patterns-Organisms, Objects, &amp; Events</p> <p>a. classify and sequence organisms, objects, events.</p> <p>b. Identify predict, replicate, create patterns in charts, graphs, numbers.</p> <p>(6) Systems Parts-Organisms &amp; Objects</p> <p>a. manipulate, predict, identify parts separated from whole may not work</p> <p>b. manipulate, predict, and identify parts put together that do new things</p> <p>c. observe and record functions of plant parts</p> <p>d. observe and record functions of animal parts</p>	<p>3.14(A) Collect, organize, record, and display data in bar graphs where each cell might represent more than one piece of data.</p>

<b>Specific Student Objectives</b>
Construct bar-type graphs.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW Calendar Activites</li> </ul>	<p>SFAW</p> <ul style="list-style-type: none"> <li>• Lesson 1-8, pp. 21-22A</li> </ul> <p>SW</p> <ul style="list-style-type: none"> <li>• Bar graphs</li> </ul>	<ul style="list-style-type: none"> <li>• FOSS: Tree, Activity 3, p. 8</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
<ol style="list-style-type: none"> <li>1. SFAW, Practice 1-8, TE p. 21A-22A</li> <li>2. Sharon Wells</li> </ol>	<p>TAKS Objective 5</p> <ul style="list-style-type: none"> <li>• Ongoing-2<sup>nd</sup> six weeks</li> <li>• SFAW-CD Rom Testworks</li> </ul>

Additional Resources	
Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a></p> <p>SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a></p>	<p>NCTM-Data Analysis and Probability Standard Select and use appropriate statistical methods to analyze data</p> <p>SCANS</p>

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SECOND SIX WEEKS

TEKS # 2.11(B) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.9(B) Use organized data to construct real object graphs.	2.11(B) Draw conclusions and answer questions based on bar-type graphs. (5) Properties & Patterns-Organisms, Objects, & Events a. classify and sequence organisms, objects, events b. identify, predict, replicate, create patterns in charts, graphs, numbers. 1(E) Explanations based on information and draw conclusions.	3.14(A) Collect, organize, record, and display data in bar graphs where each cell might represent more than one piece of data.
	<b>Specific Student Objectives</b>	
	Draw conclusions and answer questions based on bar-type graphs.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>MTW Calendar Activities</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Graphs</li> <li>MTW, Ch. 6, pp. 118-119</li> <li>Real graphs, pp. 146-150</li> <li>SFAW, TE pp. 21A-22A</li> </ul> SW <ul style="list-style-type: none"> <li>Bar Graphs</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Connection</li> <li>SFAW, TE 18</li> <li>Graphs on different breads and countries of origin</li> <li>FOSS: Tree, Activity 3, Part 9</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
1. SFAW, practices pp. 21A-22A, TE 1.8 Practice book 2. Sharon Wells	TAKS Objective 5-ongoing Unit Assessments <ul style="list-style-type: none"> <li>4<sup>th</sup> six weeks Assessment Item 18, 19</li> <li>5<sup>th</sup> six weeks Assessment Item 18, 19</li> <li>6<sup>th</sup> six weeks Assessment Item 19</li> </ul> <ul style="list-style-type: none"> <li>SFAW-CD Rom Testworks</li> </ul>

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Data Analysis and Probability Standard Select and use appropriate statistical methods to analyze data  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SECOND SIX WEEKS

TEKS # 2.13(A) Grade Level Second Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.12(A) Explain and record, observations using objects, words, pictures, numbers, and technology.	2.13(A) Explain and record observations using numbers, and technology. (3) Critical Thinking & Decision Making a. make decisions using information b. justify merits of decisions c. explain a problem & propose a solution (2) Scientific Inquiry: Classroom & Field a. ask questions b. plan & conduct simple descriptive investigations c. compare results with knowledge and scientists d. use equipment & tools-extend senses e. explanations based on information and draw conclusions f. communicate explanations	3.16(A) Explain and record observations using objects, words, pictures, numbers, and technology.
	<b>Specific Student Objectives</b>	
	TLW show and arrange observations using objects, words, pictures, numbers, and technology.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW Calendar Activities</li> </ul>	<ul style="list-style-type: none"> <li>• SFAW, TE Chapter 1, 1-1 thru 1-9</li> <li>• MTW, Ch. 3, pp. 148-149, 118-119</li> <li>• SW-ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• SFAW: TE.11B Barnyard Sound-Offs Clapping Activity</li> <li>• Literature “The Button Box”, SFAW p. TE 15B</li> <li>• FOSS: Tree, Activity 2, Part 3</li> </ul>
Assessment		
Classroom	TAKS/Other Assessments	
<p>When problem solving, student record the strategies using in solving a problem.</p> <p>Oral Questions and discussions</p>	<p>TAKS Objective 6</p> <ul style="list-style-type: none"> <li>• SW-ongoing</li> <li>• SFAW-CD Rom Testworks</li> </ul>	
Additional Resources		
Internet	Other	
<p>Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a></p> <p>SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a></p>	<p>NCTM-Problem Solving Standard Monitor and reflect on the process of mathematical problem solving</p> <p>SCANS</p>	

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## THIRD SIX WEEKS

TEKS # 2.1      Grade Level Second      Time Range 1 week

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.1(A) Compare and order whole numbers up to 99 using sets of concrete objects and pictorial models.	2.1(A) Use <u>concrete</u> models to represent, compare, and order whole numbers through 99, read numbers, and record the comparisons using numbers and symbols.	3.1(A) Use place value to read, write and describe the value of whole numbers through 9,999.
	<b>Specific Student Objectives</b>	
	Compare and order 2-digit numbers using concrete models to represent, compare and <u>order</u> whole numbers, read the numbers and record the comparisons using numbers and symbols. (<, >, =).	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>Use base 10 blocks</li> <li>Number Cards</li> <li>Unifix Cubes</li> <li>Place Value Mats</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Ch. 10, Lessons 5, Another Way to Learn, TE p. 365</li> </ul> SW <ul style="list-style-type: none"> <li>Ordering 2-digit Numbers, Activity 1</li> </ul> MTW <ul style="list-style-type: none"> <li>Ch.5, Comparing Application and extension of comparing</li> </ul>	<ul style="list-style-type: none"> <li>SFAW: What? When? Game p. 171A</li> <li>FOSS: Trees, Compare: Activity 2, Part 3, P. 9</li> </ul>

Assessment													
Classroom	TAKS/Other Assessments												
Use concrete models to represent, compare, and order whole numbers through 999, record the numbers, and record the comparisons using numbers and symbols. Directions: <ol style="list-style-type: none"> <li>1. Take 3 cards from the number word deck.</li> <li>2. Read the number words and build all 3 numbers using the base 10 blocks.</li> <li>3. Place them in order from least to greatest.</li> <li>4. Record the numbers from least to greatest.</li> <li>5. Take the last 2 numbers and compare them.</li> <li>6. Record your findings using the greater than sign.</li> </ol> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">Two hundred thirty-six</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">Six Hundred</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">One hundred twenty</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">□   </td> <td style="border: 1px solid black; padding: 5px; text-align: center;">□□□□□□</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">□□     ...</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">102</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">600</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">236</td> </tr> <tr> <td colspan="3" style="border: 1px solid black; padding: 5px; text-align: center;">600 &gt; 236</td> </tr> </table>	Two hundred thirty-six	Six Hundred	One hundred twenty	□	□□□□□□	□□     ...	102	600	236	600 > 236			TAKS Objective 1 SW-Unit Assessment, 3 <sup>rd</sup> six weeks, Comparing & Ordering 2-digit numbers  SFAW: CD Rom Testworks
Two hundred thirty-six	Six Hundred	One hundred twenty											
□	□□□□□□	□□     ...											
102	600	236											
600 > 236													

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Select and use appropriate statistical methods to analyze data  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## THIRD SIX WEEKS

TEKS # 2.9(A) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.7(A) Estimate and measure length, capacity, and weight of objects using non-standard units.	2.9(A) Recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time. (4) Tools a. collect information using tools: rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, balances. b. Measure and compare using standard and non-standard units.	3.11(A) Estimate and measure lengths using standard units such as inch, foot, yard, centimeter, decimeter, and meter.
	<b>Specific Student Objectives</b>	
	Identify concrete models that approximate standard units of length, capacity, and weight.  Compare common objects using concrete models that approximate standard units of length, capacity, & weight.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• Daily Calendar</li> <li>• Capacity: use different containers to measure water or other liquids</li> <li>• Use student made clocks to tell time</li> <li>• Use different tools to measure length (ruler, measuring tape, etc.)</li> <li>• Use common objects to compare weight</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Text; Ch. 11, Opener &amp; Problem Solving Project; 11-1; Ch. 11, Stop and Practice; 11-7; Ch. 11, Computer</li> <li>• SW-Length Activity</li> </ul> MTW <ul style="list-style-type: none"> <li>• Comparing common objects to non-standard units, NL 7.16, p. 76, Time NL 7.22 Clarifying Activities, p. 13.</li> </ul>	<ul style="list-style-type: none"> <li>• Science: TLW use different shaped containers to see that they hold the same amount of liquids.</li> <li>• “The Line Up Book”</li> <li>• How Big is a Foot?</li> <li>• Meal worm-Extension to Activity 3, Part 3, p. 15; Measure and Compare</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
Recognize and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time. Number 1: use tiles, paper clips, unit cubes to measure the object and record the length of the object. ☞ ___ tiles ___ paper clips ___ unit cubes 📖 ___ tiles ___ paper clips ___ unit cubes  Students use the side of a base ten units cube to find objects in the room that are about one centimeter long and list them on a chart.	TAKS Objective 4 SW-Unit Assessment, Measurement, 3 <sup>rd</sup> 6 weeks  SFAW-CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## THIRD SIX WEEKS

TEKS # 2.9(B)      Grade Level Second      Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.7(B) Use non-standard units to describe length, weight, and capacity.	2.9(B) Measure length, capacity, and weight using concrete models that approximate standard units. (G) Living Organisms & Nonliving Objects a. identify characteristics of living organisms. b. Identify characteristics of non-living objects.	3.11(B) Select and use appropriate units and procedures to measure length.
	<b>Specific Student Objectives</b>	
	Measure length using concrete models that approximate standard units.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• “Measurement with Jars” p. 131</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Ch. 8, Problem Solving Project, p. 267</li> <li>• Ch. 11, Section 1-7, pp. 401-416</li> <li>• SW: 5<sup>th</sup> six weeks, Length, Activity 1-4</li> </ul> MTW <ul style="list-style-type: none"> <li>• 1<sup>st</sup> six weeks, 2<sup>nd</sup> six weeks</li> <li>• clarifying Activities, pp. 13-14</li> <li>• SW: Length, Activity 1-4</li> </ul>	<ul style="list-style-type: none"> <li>• Mealworm Observation, Activity 3, Part 2, p. 11</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
Sharon Wells, 3 <sup>rd</sup> six weeks, Week 5, Unit Assessment 1. SFAW – Section 1-7, Teacher made test from C.D. Measure length using concrete models that approximate standard units. 1. Use small paper clips to measure the length of the following items. A. _____       B. _____ C. _____       D. _____ Students use popsicle sticks to approximate decimeters and work in pairs to measure lengths of their legs and arms.	TAKS Objective 4  SW: Unit Assessment, 3 <sup>rd</sup> six weeks SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement   SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## THIRD SIX WEEKS

TEKS # 2.14      Grade Level Second      Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.13 The student is expected to reason and support his or her thinking using objects, words, pictures, numbers, and technology.	2.14 Reason and support his or her thinking using objects, words, pictures, numbers and technology. (3) Critical Thinking & Decision Making a. make decisions using information b. justify merits of decisions c. explain a problem & propose a solution (1) Classroom & Field Investigations a. demonstrate safe practices-home and school b. use and conserve resources and dispose of materials (2) Scientific Inquiry: Classroom & Field a. ask questions b. plan & conduct simple descriptive investigations c. compare results with knowledge and scientists d. use equipment & tools-extend senses e. explanations based on information and draw conclusions f. communicate explanations.	3.17(B) Justify why an answer is reasonable and explain the solution process.

<b>Specific Student Objectives</b>
Reason and support his or thinking using objects, words, pictures, number, and technology.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW Calendar Activities</li> </ul>	<ul style="list-style-type: none"> <li>• SFAW, TE T31</li> <li>• MTW, Ch. 3</li> <li>• SW: ongoing</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Art Connection, p. 285A</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
After problem-solving activities have students justify answers (oral).	TAKS Objective 6  SFAW: Ongoing-CD Rom

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Reasoning and Proof Standard Select and use various types of reasoning and methods of proof   SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FOURTH SIX WEEKS

TEKS # 2.1 Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.1(A) Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects.	2.1(A) Use concrete models to represent, compare, and order whole numbers (through 99), read numbers, and record the comparisons using numbers and symbols ( $>$ , $<$ , $=$ ).	3.1(B) Use place value to compare and order whole numbers through 9,999. 3.1(A) Use place value to read, write (in symbols and words) and describe the value of whole numbers through 999, 999.
	<b>Specific Student Objectives</b>	
	Incorporate models to represent, compare and order whole numbers. Evaluate numbers and record the comparisons using numbers and symbols ( $>$ , $<$ , $=$ ).	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Use 100s chart</li> <li>• Role Play</li> <li>• Number line, (Math Their Way)</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Ch. 1, Lessons 1, pp. 2-6</li> <li>• Manipulatives: Base 10 Blocks, Place Value mats</li> </ul> SW <ul style="list-style-type: none"> <li>• Place Value-3 digit numbers (Activities 1-4)</li> <li>• Ordering Numbers (Activities 1-4)</li> </ul> MTW <ul style="list-style-type: none"> <li>• Ch. 5 (Comparing Games)</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Social Studies, TE p. 3B</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
Students cut out numbers from newspapers or magazines and order them from greatest to least and least to greatest using a number line or hundreds chart.  Each student cuts two numbers from a newspaper or magazine and gives them to a partner. The partner uses the $>$ , $<$ , $=$ symbols to compare the two numbers.	TAKS Objective 1  SW: Unit Assessment  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand numbers, ways of representing numbers relationships among numbers, and number systems  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FOURTH SIX WEEKS

TEKS # 2.2 (B) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.1 (C) Use words and numbers to describe the values of individual coins such as penny, nickel, dime, quarter and their relationships.	2.2 (B) Name fractional parts of set of objects (not to exceed twelfths) when given a concrete representation. (6) Systems Parts-Organisms & Objects a. manipulate, predict identify parts separated from whole may not work b. manipulate, predict, and identify parts put together that do new things c. observe and record functions of plant parts d. observe and record functions of animal parts	3.1 (C) Determine the value of a collection of coins and bills.

### Specific Student Objectives

Name fractional parts of a concrete set of objects.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>Daily Calendar</li> <li>Use snack size bags of M&amp;Ms or Skittles candy and determine the fractions of colors.</li> <li>Food fractions, divide fruit and explore fractional parts.</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Ch.12, Lesson 12, pp. 473-476</li> </ul> SW <ul style="list-style-type: none"> <li>Fractions: Parts of a set Activities 1-4,</li> </ul> MTW <ul style="list-style-type: none"> <li>pp. 254-255, Fruits and Vegetables</li> <li>Clarifying Activities, p. 3</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education Connection: SFAW, p. 473A</li> <li>GT Music: SFAW, p. 474</li> <li>Mealworms: Observation, Activity 1, Part 2, pp. 9-11</li> </ul>

### Assessment

Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> <li>Chapter 12, Lesson 12, p. 475, Assessment Rubric</li> <li>Fractions: Parts of a set, 4<sup>th</sup> six weeks Test</li> </ul> <p>Name fractional parts of a set of objects when given a concrete representation.</p> <p>Students spill a set of eight two-colored counters and identify the fractional part that is red and the fractional part that is yellow. Students use fraction words to name and describe each part of the set. For example, "Three-eighths of the set of counters is read and five-eighths is yellow."</p>	TAKS Objective 1  SW: Unit Assessment SFAW: CD Rom Testworks

### Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Second <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand numbers, ways of representing numbers relationships among numbers, and number systems  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FOURTH SIX WEEKS

TEKS # 2.3 (B) Grade Level Second Time Range 1 week

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.3 (A) Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.	2.3 (B) Select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary. (3) Critical Thinking & Decision Making a. make decisions using information b. justify merits of decisions c. explain a problem & propose a solution	3.3 (B) Select addition or subtraction and solve problems involving using 3-digit numbers up to 999, whether or not regrouping is necessary.
	<b>Specific Student Objectives</b>	
	Select between addition and subtraction to solve problems using two-digit numbers with no regrouping.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>100-chart for addition, SFAW p. 269A</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Chapter 9.1-9.3</li> </ul> MTW <ul style="list-style-type: none"> <li>Base Ten Unifix Patterns, p. 314</li> <li>Subtraction Cards, pp. 193-194 Clarifying Activities</li> </ul> SW <ul style="list-style-type: none"> <li>Addition with regrouping, Activities 1-4, 4<sup>th</sup> six weeks</li> </ul>	<ul style="list-style-type: none"> <li>Literature Connection: p. 269B, <u>One to One Hundred</u>, Teri Sloat</li> <li>Silkworm: Activity 4, Part 2, pp. 7-9, Investigation</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
Clarifying Activity 2.3(B)	TAKS Objective 6 SW: Unit Assessment addition with regrouping  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand numbers, ways of representing numbers relationships among numbers, and number systems  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FOURTH SIX WEEKS

TEKS # 2.3 (C) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.1(C) Use words and numbers to describe the values of individual coins such as penny, nickel, dime, quarter, and their relationships.	2.3(C) Determine the value of a collection of coins less than one dollar. (5) Properties & Patterns-Organisms, Objects, & Events a. classify and sequence organisms, objects, events b. identify, predict, replicate, create patterns in charts, graphs, numbers	3.1(C) Determine the value of a collection of coins and bills.
	<b>Specific Student Objectives</b>	
	<ul style="list-style-type: none"> <li>• Identify and count pennies, nickels, dimes, quarters, and half dollars through 99¢.</li> <li>• Determine the value of a collection of coins less than one dollar.</li> <li>• Determine coins needed to buy items.</li> </ul>	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• SFAW</li> <li>• Ch. 6, Extended Invest</li> <li>• Ch. 6, Opener &amp; Problem Solving Project</li> <li>• Activity banks – Ch. 6 Math Soup</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Sect. 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</li> <li>• 8.11, 8.13, 9.12</li> <li>• p. 197G-H, 199-200</li> <li>• p. 201-202, 203-204, 205-216, 219-220, 225, 227-230, 295-296, 299-300, 339-400</li> </ul> SW <ul style="list-style-type: none"> <li>• Activity 1, Pennies, Nickels, Dimes</li> <li>• Activity 2, Quarters</li> <li>• Activity 3, Counting Money</li> <li>• Activity 4, Feed the Piggy</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies Connection, SFAW, p. 199B</li> <li>• Butterflies, Activity 5, Part 3, Observation pp. 12-13</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> <li>• Ch. 6, Performance Assessment</li> </ul> SW <ul style="list-style-type: none"> <li>• 4<sup>th</sup> six weeks, Unit on Money</li> </ul> <p>Students work in small groups with real coins or models of coins to show different ways to represent a given value. Students record their combinations of coins.</p>	TAKS Objective 1 SW: Unit Assessment Money  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FOURTH SIX WEEKS

TEKS # 2.6 (A)      Grade Level Second      Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>										
1.11 (A) Identify mathematics in everyday situations.	2.6 (A) Generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels. (5) Properties & Patterns-Organisms, Objects & Events a. classify and sequence organisms, objects and events	3.7 (A) Generate a table of paired numbers based on a real-life situation such as insects and legs.										
	<b>Specific Student Objectives</b>											
	Create a list of paired numbers based on real-life situations (whole group).											
<b>Instruction</b>												
<b>Strategies</b>	<b>Resources</b>	<b>Interdisciplinary Connection</b>										
<ul style="list-style-type: none"> <li>• MTW, Calendar Activities</li> </ul>	<ul style="list-style-type: none"> <li>• SW: Skip Counting Activity 1-4</li> </ul>	<ul style="list-style-type: none"> <li>• Silkworms, Activity 4, Part 2 pp. 7-9; Activity (recording)</li> </ul>										
<b>Assessment</b>												
<b>Classroom</b>	<b>TAKS/Other Assessments</b>											
Students determine the number of pencils you can buy with one dime, two dimes, and three dimes if one dime buys three pencils. Student use a chart like the one below to record the data they have collected. <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Number of dimes</th> <th style="padding: 5px;">Number of pencils</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">0</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">3</td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">6</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">9</td> </tr> </tbody> </table>	Number of dimes	Number of pencils	0	0	1	3	2	6	3	9	TAKS Objective 2  SW: Unit Assessment, Skip Counting, 1 <sup>st</sup> six weeks  SFAW: CD Rom Testworks	
Number of dimes	Number of pencils											
0	0											
1	3											
2	6											
3	9											
<b>Additional Resources</b>												
<b>Internet</b>	<b>Other</b>											
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Algebra Standard Analyze change in various contexts  SCANS											

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FOURTH SIX WEEKS

TEKS # 2.6(A) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.5 (C) Identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$ ; $3 + 2 = 5$ ; $5 - 2 = 3$ ; and $5 - 3 = 2$ .	2.6 (A) Generate a list of paired numbers based on a real-life situation such as numbers of tricycles related to number of wheels. (5) Properties & Patterns-Organisms, Objects, & Events a. classify and sequence organisms, objects, and events. b. Identify, predict, replicate, create patterns in charts, graphs, numbers	7(B) Identify and extend patterns of ordered pairs.
<b>Specific Student Objectives</b>		
Describes relationships and make predictions using patterns.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>MTW Calendar Activities</li> <li>Practice Sheets</li> <li>Story Problems</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Ch. 1, TE pp. 7-12</li> <li>Ch. 13, Lesson 1, pp. 493-494</li> </ul> MTW <ul style="list-style-type: none"> <li>NL, Ch.9, 9.5 – 9.6 p. 256</li> <li>Clarifying Activity, pg. 9</li> </ul> SW <ul style="list-style-type: none"> <li>Skip Counting Activity 1-4</li> </ul>	<ul style="list-style-type: none"> <li>Books on Patterns (find at Library)</li> <li>Make a classroom booklet where students predict next number  <div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border: 1px solid black; padding: 2px 5px;">1</span> <span style="border: 1px solid black; padding: 2px 5px;">2</span> <span style="border: 1px solid black; padding: 2px 5px;">3</span> <span style="border: 1px solid black; padding: 2px 5px;">4</span> <span>etc.</span> </div> </li> <li>Mealworm: Activity 1, Part 3, pp. 12-14</li> </ul>

Assessment													
Classroom	TAKS/Other Assessments												
Generate a list of paired numbers based on a real-life situation such as numbers of tricycles related to number of wheels. Yvette and Mark wanted to buy cookies at the cafeteria. The price is 2 cookies for 5¢. Together they have 35¢. How many cookies can they buy with 35¢? Complete the table to find the answer. <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Amount of money</td> <td style="padding: 5px; text-align: center;">5¢</td> <td style="padding: 5px; text-align: center;">10¢</td> <td style="padding: 5px; text-align: center;">15¢</td> </tr> <tr> <td style="padding: 5px;">Number of ○</td> <td style="padding: 5px; text-align: center;">○○</td> <td style="padding: 5px; text-align: center;">○○○ ○</td> <td style="padding: 5px; text-align: center;">○○○ ○○○</td> </tr> <tr> <td style="padding: 5px;">Number of cookies</td> <td style="padding: 5px; text-align: center;">2</td> <td style="padding: 5px; text-align: center;">4</td> <td style="padding: 5px; text-align: center;">6</td> </tr> </table> Develop a T-chart to show how many cookies they can buy for 75¢.	Amount of money	5¢	10¢	15¢	Number of ○	○○	○○○ ○	○○○ ○○○	Number of cookies	2	4	6	. TAKS Objective 2
Amount of money	5¢	10¢	15¢										
Number of ○	○○	○○○ ○	○○○ ○○○										
Number of cookies	2	4	6										

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a> SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Algebra Standard Analyze change in various contexts  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FOURTH SIX WEEKS

TEKS # 2.6 (B) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.4 (A) Identify, describe and extend pictorial patterns in order to make predictions and solve problems.	2.6 (B) Identify patterns in a list of related number pairs based on a real-life situation and extend the list. (2) Scientific Inquiry: Classroom & Field a. ask questions b. plan & Conduct simple descriptive investigations. c. Compare results with knowledge and scientists d. Use equipment & tools-extend senses e. Explanations based on information and draw conclusions f. Communicate explanations	3.7 (E) Identify patterns in a table of related number pairs based on a real-life situation and extend the table.
	<b>Specific Student Objectives</b>	
	Show patterns in a list of related number pairs based on a real-life situation  Extend the list of related number pairs	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW Calendar Activities</li> <li>• MTW Pattern Tubs</li> </ul>	SW <ul style="list-style-type: none"> <li>• Skip Counting, Activity 1-4</li> <li>• MTW, Ch. 12, TE 493B “Multiple Bugs &amp; Activity”</li> </ul>	<ul style="list-style-type: none"> <li>• Waxworms, Activity 2, Part 3, pp. 11-16</li> </ul>

Assessment											
Classroom	TAKS/Other Assessments										
<p>Students determine the number of pencils you can buy with one dime, two dimes, and three dimes if one dime buys three pencils. Student use a chart like the one below to record the data they have collected.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Number of dimes</th> <th style="padding: 5px;">Number of pencils</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">0</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">3</td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">6</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">9</td> </tr> </tbody> </table> <p>Students identify and extend the pattern from the list showing a given number of dimes and the corresponding number of pencils that can be bought to answer the question, “How many pencils can you buy with 4 dimes?”</p>	Number of dimes	Number of pencils	0	0	1	3	2	6	3	9	<p>TAKS Objective 2</p> <p>SW: Unit Assessment, 1<sup>st</sup> six weeks, Skip Counting SFAW: CD Rom Testworks</p>
Number of dimes	Number of pencils										
0	0										
1	3										
2	6										
3	9										

Additional Resources	
Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a></p> <p>SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a></p>	<p>NCTM-Algebra Standard Understand patterns, relations, and functions</p> <p>SCANS</p>

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FOURTH SIX WEEKS

TEKS # 2.6 (B)      Grade Level Second      Time Range 1 week

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.4 (A) Identify, describe and extend patterns to solve problems.	2.6 (B) Identify patterns in a list of related number pairs based on a real-life situation and extend the list. (2) Scientific Inquiry: Classroom & Field a. ask questions b. plan & conduct simple descriptive investigations c. compare results with knowledge and scientists d. use equipment & tools-extend senses and draw conclusions e. explanations based on information and draw conclusions f. communication explanations.	7 (B) Identify and extend patterns to ordered pairs.
	<b>Specific Student Objectives</b>	
	Identify patterns in a list of related number pairs based on a real-life situation.  Extend a list of related number pairs based on a real-life situation.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW Calendar Activities</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Ch. 3, Lesson 6, pp. 93-94</li> <li>• Ch. 4, Lesson 8, pp. 139-140</li> <li>• Ch. 5, Lesson 6, pp. 169-170</li> <li>• Ch. 13, Lesson 1, pp. 493-494</li> <li>• Odd and Even numbers, 3<sup>rd</sup> six weeks, week 1</li> </ul> SW <ul style="list-style-type: none"> <li>• Skip Counting- Act. 1-4</li> </ul> MTW <ul style="list-style-type: none"> <li>• Hands, p. 331</li> </ul>	<ul style="list-style-type: none"> <li>• Butterfly: Activity 5, Part 1, p. 7, Comparisons.</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
Identify patterns in a list of related number pairs based on a real-life situation and extend the list.  Identify the number patterns in the following pictures and write the missing numbers. 1. ☺ ☺ ☺ ☺ ☺ ☺ ☺ 2 4 6 2. 🖐 🖐 🖐 🖐 🖐 🖐 🖐 5 10 15 3. ■    ■ ■    ■ ■ ■    ■ ■ ■ ■ 10 20 30 4. Create your own pattern.	TAKS Objective 2  SW: Unit Assessment, 1 <sup>st</sup> six weeks, Skip Counting SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Algebra Standard Understand patterns, relations, and functions  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FOURTH SIX WEEKS

TEKS # 2.9 (A) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.7 The student uses non-standard units to describe length, weight, and capacity.	2.9(A) Identify concrete models that approximate standard units of length, capacity, and <u>weight</u> . (4) Tools a. collect information using tools: rulers, meter sticks, measuring cups, clocks, hand lenses, computers b. measure and compare using standard and non-standard units	3.11(A) Use approximate units and procedures to measure length and area.
	<b>Specific Student Objectives</b>	
	Identify concrete models that approximate standard units of length, capacity, and weight.  Compare common objects using concrete models that approximate standard units of length, capacity, & weight	
Instruction		
Strategies	Resources	Interdisciplinary Connection
SFAW • Practice Game, p. 407 • Manipulatives  SW • 2 <sup>nd</sup> six weeks, week 1	SFAW • 11.3, pp. 405-406 and pp. 409-410, pp. 423-424 and pp. 419-420 • 11.4, p. 408 • Practice 11.3 and 11.4 • Problem solving 11.3 and 11.4 • SW: Weight-Activities 1-4	• Activity Bank, p. 408A • Problem of the Day 11.3 • Milkweed, Activity 3, Part 3, pp. 11-13, Activity: Comparing
Assessment		
Classroom	TAKS/Other Assessments	
SW • Length, 4 <sup>th</sup> six weeks assessment	TAKS Objective 4  SW: Unit Assessment Weight  SFAW: CD Rom Testworks	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Measurement Standard Apply appropriate techniques, tools and formulas to determine measurements   SCANS	

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIFTH SIX WEEKS

TEKS # 2.1 Grade Level Second Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.1(A) Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.	2.1(A) Use concrete models to represent, compare, and order whole numbers, read numbers, and record the comparisons using numbers and symbols. (7) Change Occurs a. observe measure, record changes in weather, night sky, seasons (2) Scientific Inquiry: Classroom & Field a. compare results with knowledge and scientists	3.1(A) Use place value to read, write (in symbols and words) and describe the value of whole numbers through 999, 999.
	<b>Specific Student Objectives</b>	
	Compare 3-digit numbers using models and symbols.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• Use 100s chart</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Ch. 1, Lessons 1-1, 1-2</li> <li>• Ch. 5, Lessons 5-2, 5-3, 5-9</li> </ul> SW <ul style="list-style-type: none"> <li>• Comparing 3-digit numbers Activity 1-4</li> </ul> MTW <ul style="list-style-type: none"> <li>• p. 117, Things in a Room</li> <li>• pp. 118-119, Compare Names</li> <li>• pp. 125-126, Handfuls</li> <li>• pp. 126-127, Stack, Tell, Spin, and Win</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Literature Connection: 5-3 <u>Moja Means One</u></li> <li>• Readiness Activity Inch Worm</li> <li>• Literature Connection 5-9 <u>17 Kings and 42 Elephants</u></li> <li>• Readiness Activity</li> <li>• Balance-Activity, Part 2, Triangle and Arch (2.1, acdef, 2.4a, 5ab, 2.7a)</li> <li>• Activity 3, Rollers, Part 1: Rolling Wheels ( 2.1a, 2.2acdef, 2.4a, 2.5ab, 2.7a)</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
Observation and student explanation of what they are doing while using manipulatives.	TAKS Objective 1  SW: Unit Assessment Comparing 3 digit numbers  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand numbers ways of representing numbers, relationships among numbers and number systems  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIFTH SIX WEEKS

TEKS # 2.1

Grade Level Second

Time Range on-going

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.1(A) Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.	2.1(A) Use concrete models to represent, compare, and order whole numbers, read numbers, and record the comparisons using numbers and symbols. (4) Tools a. collect information using tools: rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, balances b. measure and compare using standard and non-standard units	3.1(A) Use place value to read, write (in symbols and words) and describe the value of whole numbers through 999, 999.

### Specific Student Objectives

Compare 3-digit numbers using models and symbols.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>Use 100s chart</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Ch. 1, Lessons 1-1, 1-2</li> <li>Ch. 5, Lessons 5-2, 5-3, 5-9</li> </ul> SW <ul style="list-style-type: none"> <li>Comparing 3-digit numbers – Activity 1-4</li> </ul> MTW <ul style="list-style-type: none"> <li>p. 117, Things in a Room</li> <li>pp. 118-119, Compare Names</li> <li>pp. 125-126, Handfuls</li> <li>pp. 126-127, Stack, Tell, Spin, and Win</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Literature Connection: 5-3 <u>Moja Means One</u></li> <li>Readiness Activity Inch Worm</li> <li>Literature Connection 5-9 <u>17 Kings and 42 Elephants</u></li> <li>Readiness Activity</li> <li>Insects - Waxworm, Inv. 11, Part 1, Activity 2, p. 7</li> </ul>

### Assessment

Classroom	TAKS/Other Assessments
Observation and student explanation of what they are doing while using manipulatives.	TAKS Objective 1 SW: Unit Assessment, 5 <sup>th</sup> 6 weeks  SFAW: CD Rom Testworks

### Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand numbers ways of representing numbers, relationships among numbers and number systems  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIFTH SIX WEEKS

TEKS # 2.2(A) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.2(A) Share a whole by separating it into equal parts and uses appropriate language to describe the parts such as three out of four equal parts.	2.2(A) Name fractional parts of a whole object (not to exceed twelfths) when given a concrete representations. (6) Systems Parts-Organisms & Objects a. manipulate, predict, identify parts separated from whole may not work b. manipulate, predict, and identify parts put together that do new things c. observe and record functions of plant parts	3.2(A) Construct concrete models of fractions.

Specific Student Objectives
Name fractional parts of a whole object (not to exceed twelfths) when given a concrete representation.

Instruction		
Strategies	Resources	Interdisciplinary Connection
SFAW • Food Fractions, p. 471	SFAW • Ch. 12, Problem Solving Project, 12-9, 12-10, pp. 465-468 • Ch. 12A Practice Game • Ch. 12 Stop & Practice • Ch. 12 Stop & Practice • Ch. 12 Activity Bank; 12-11; pp. 471-472  SW • Fractions • Activities 1-2, using pattern blocks • Activities 3-4, using sentence strips, fractional rectangles	SFAW • Cultural Connection, p. 472 • Activity 3, Part 3, Rolling Sphere, Session 1, Science 2.1a, 2.2adef, 2.4a, 2.5ab, 2.7a • Activity 3, Rollers, Part 3, Rolling Spheres, Session 2, 2.1a, 2.2acdef, 2.4a, 2.5ab, 2.7a

Assessment	
Classroom	TAKS/Other Assessments
SFAW • Ch. 12, Performance Test SW • 5 <sup>th</sup> six weeks, Fraction Test (5 <sup>th</sup> week) Students fold or cut paper shapes (rectangle, square, triangle, and circle) to show fractional parts. Students name and describe each fraction.	TAKS Objective 1  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand numbers ways of representing numbers, relationships among numbers and number systems Extend your Thinking Booklet, SFAW, p. 131, 12-11 Practice Booklet, SFAW, p.177 Another Look Booklet 12-11, p. 131 Problem-Solving Booklet 12-11, p. 131 SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIFTH SIX WEEKS

TEKS # 2.3 (B) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.3 (A) Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.	2.3 (B) Select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary. (3) Critical Thinking & Decision Making a. make decisions using information b. justify merits of decisions c. explain a problem & propose a solution	3.3 (B) Select addition or subtraction and solve problems involving using 3-digit numbers up to 999, whether or not regrouping is necessary.
	<b>Specific Student Objectives</b>	
	Select subtraction and solve problems using two-digit numbers with regrouping.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>Place value concept</li> <li>Manipulatives</li> <li>Sketching</li> </ul> SFAW <ul style="list-style-type: none"> <li>Ch. 2, Lesson 7-12</li> </ul> MTW <ul style="list-style-type: none"> <li>Calendar Activities</li> <li>Counting Game, pp. 276-304</li> <li>Lift the Bowl, pp. 181-182</li> <li>NL, p. 10.23</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Ch. 9, Lesson 1, pp. 313-314</li> <li>Ch. 9, Lesson 2, pp. 315-316</li> <li>Ch. 9, Lesson 4, pp. 319A-320, Start-Up</li> <li>Ch. 9, Lesson 5, Start-up, p. 321A</li> </ul> SW <ul style="list-style-type: none"> <li>Subtraction, With Regrouping-Activities 1-4</li> </ul>	<ul style="list-style-type: none"> <li>Literature Connection: <u>One to One Hundred</u>, Teri Sloat</li> <li>Milkweed Bug, Activity 3, Part 2, pp. 6-10</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
SW <ul style="list-style-type: none"> <li>Subtraction with no regrouping, Assessment (Cover some of the multiple choice answers on some of the questions)</li> <li>Have children make their own problems and solve them. Use an assessment rubric.</li> </ul> <p>Students solve problems related to the classroom store by choosing addition or subtraction. For example, "How much money would you need to buy the ball for 21 cents and the bat for 69 cents? Would you have any change if you started with 99 cents?"</p>	TAKS Objective 1  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand numbers ways of representing numbers, relationships among numbers and number systems  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIFTH SIX WEEKS

TEKS # 2.4(A)      Grade Level Second      Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
N/A	2.4(A) Model, create, and describe multiplication situation in which equivalent sets of concrete objects are joined. (5) Properties & Patterns-Organisms, Objects & Events a. classify and sequence organisms, objects, events	3.4(A) Learns and applies multiplication facts through the tens using concrete models.

### Specific Student Objectives

Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined.

### Instruction

Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• Start-up p. 493B</li> <li>• Enrichment p. 494A</li> <li>• Money: Group Activities, p. 495A</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Ch. 13, Lesson #1, pp. 493-494</li> <li>• Follow-up, 13-1-2-3, Practice Lesson #2, p. 495-496, 13-1, Lesson 13-1-2-3-4-5</li> <li>• Follow-ups: 13-1-2-3-4-5</li> <li>• SW: Multiplication Activities 1-4</li> </ul>	<ul style="list-style-type: none"> <li>• Giganti, Paul. Each Orange Had 8 Slices: A Counting Book.</li> <li>• Science Connection: p. 495A</li> <li>• Activity 2, Spinners, Part 1-Tops (2.1a, 2.2acde, 2.4a, 2.5ab, 2.7a)</li> <li>• Activity 2: Spinners, part 3, Twirlers (2.1a, 2.2acde, 2.4a, 2.5ab, 2.7a)</li> </ul>

### Assessment

Classroom	TAKS/Other Assessments
<ul style="list-style-type: none"> <li>• Close and Assess, p. 494</li> </ul> <p>Students create a scene in the classroom that has the same number of students in each group or table. Students determine the number of groups and the number of children in each group. Students generate stories and questions for each situation. For example, "If we set up 3 tables for centers with 5 chairs at each one, that would be 15 chairs in all. How many chairs will there be if we set up 4 tables for centers with 5 chairs each?"</p>	TAKS Objective 1

### Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand numbers ways of representing numbers, relationships among numbers and number systems  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIFTH SIX WEEKS

TEKS # 2.5(B) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.5(B) Compare and order whole numbers using place value.	2.5(B) Use patterns in place value to compare whole numbers through 999. (5) Properties & Patterns-Organisms, Objects, & Events a. classify and sequence organisms, objects, events b. identify, predict, replicate, create patterns in charts, graphs, numbers	3.1(B) Use place value to compare and order whole numbers through 9,999.
	<b>Specific Student Objectives</b>	
	Use patterns in place value to compare whole numbers through 999.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• Every number in its place, SFAW, p. 361</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• 10-1; pp. 357-358, #1-6</li> <li>• 10-2; pp. 359-360, #1-6</li> <li>• 10-3; pp. 361-362, #9, 10</li> <li>• 10-8; pp. 373-374, #1-7, 14-7</li> </ul> SW <ul style="list-style-type: none"> <li>• Comparing 3-digit numbers</li> <li>• Activity 2, Practicing Place Value</li> <li>• Activity 3, Place Value Changes</li> <li>• Activity 4, Practicing Place Value Changes, Worksheets pp. 43-44</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies Connection, SFAW, p. 361A</li> <li>• Activity 3, Rollers-Part 2: Rolling Cups (2.1a, 2.2acdef, 2.4a, 2.5ab, 2.7a)</li> <li>• Activity 1: Balance, Part 3: The Pencil Trick (2.1acdef, 2.4a, 2.5ab, 2.7a)</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
SW <ul style="list-style-type: none"> <li>• 4<sup>th</sup> six weeks unit on place value</li> </ul>	TAKS Objective 2 SW: Unit Assessment  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Algebra Standard Understand patterns, relations and functions SFAW Extend Your Thinking, 10-3, p. 97 Practice 10-3, p. 133 Another Look 10-3, p. 97 Problem-Solving 10-3, p. 97,  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIFTH SIX WEEKS

TEKS # 2.9(A) Grade Level Second Time Range 1 week, ongoing

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.7(A) Estimates and measures length of objects using non-standard units.	2.9(A) Identify concrete models that approximate standard units of weight. (4) Tools a. collect information using tools: rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, balances b. measure and compare using standard and non-standard units	3.11(A) Estimates and measures lengths using standard units such as inch, feet, yard, cm. , dm. and meter.
	<b>Specific Student Objectives</b>	
	Estimate and measure the <u>weight</u> of objects using concrete models.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>Ch. 11, Opener and Problem Solving Project</li> </ul>	SFAW <ul style="list-style-type: none"> <li>Section 11-1, 11-7</li> <li>Ch. 11, Computer p. 399, 401-402, 408, 415-416, 438</li> </ul> SW <ul style="list-style-type: none"> <li>Capacity</li> <li>Activity 1, Comparing Weight of Two objects</li> <li>Activity 2, Ordering the Weight of Three Objects</li> <li>Activity 3, Non-standard Units of measure</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Connection: SFAW, p. 422 (use lbs. Instead of kilograms)</li> <li>Activity 1, Balance, Part 1, Crayfish (2.1acdef, 2.4a, 2.5ab, 2.7a)</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> <li>Unit Test Weight, 4<sup>th</sup> six weeks</li> </ul> SW <ul style="list-style-type: none"> <li>Chapter 11, Performance Assessment</li> </ul> After holding an example of a standard weight, such as a pound of sugar, students go on a scavenger hunt to find objects in the room that weight about the same as the pound of sugar.	TAKS Objective 4  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www-tenet.cc.utexas.edu/ssi/">http://www-tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement Extend Your Thinking 11-9, p. 117, SFAW Practice 11-9, p. 158 Another Look 11-9, p. 116 Problem-Solving 11-9, p. 116, SFAW SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## FIFTH SIX WEEKS

TEKS # 2.9(B)      Grade Level Second      Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
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 <u>weight</u> using concrete models that approximate standard units. (4) Tools a. collect information using tools: rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, balances b. measure and compare using standard and non-standard units	3.11(A) Estimate and measures lengths using standard units such as inch, ft., yd., cm., dm. and meter. [Obj. 4]

### Specific Student Objectives

- Estimate, measure and compare weight using concrete models that approximate standard units.
- Estimate weight to more or less than 1 pound, 1 kilogram, 1 liter.

### Instruction

Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• Ch. 8, Problem Solving Project</li> <li>• Ch. 11, Extended Investigation</li> <li>• Ch. 11, Opener and Problem Solving Project</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Sections 11-2, 11-3, 11-4, 11-5, 11-8, 11-9, 11-11, 11-12; pp. 403-412, 419-422, 425-430</li> </ul> SW-5 <sup>th</sup> 6 weeks <ul style="list-style-type: none"> <li>• Capacity</li> <li>• Activity 1, Comparing weight of two objects</li> <li>• Activity 2, Ordering weight of three objects</li> <li>• Activity 3, Non-standard units of measure</li> <li>• Activity 4, Pounds &amp; Kilograms</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Connection, SFAW, p. 422</li> <li>• Activity 1, Balance, Part 4: Mobile (2.1acdef, 2.4a, 2.5ab, 2.7a)</li> <li>• Activity 2: Spinners, Part 2: Zoomers (2.1a, 2.2acde, 2.4a, 2.5ab, 2.7a)</li> </ul>

### Assessment

Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> <li>• Ch. 11, Performance Assessment</li> </ul> SW <ul style="list-style-type: none"> <li>• 4<sup>th</sup> six weeks, Unit of Weight (concrete models)</li> </ul> Students weight classroom object using a balance scale and large washers to approximate a pound.	TAKS Objective 4  SFAW: CD Rom Testworks

### Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement Extend Your Thinking 11-12, p. 119 Practice 11-8, p. 157 Another Look 11-8, p. 115 Problem-Solving 11-8, p. 1115 SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SIXTH SIX WEEKS

TEKS # 2.4(B) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
	2.4(B) Model, create and describe division situation in which a set of concrete objects is separated into equivalent sets.	3.4(A) Use models for division and record solutions.
	<b>Specific Student Objectives</b>	
	Model, create and describe division situations in which a set of concrete objects is separated into equivalent sets.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW Calendar	SFAW  SW • Division, Act. 1-4	

Assessment	
Classroom	TAKS/Other Assessments
Students create division situations using content from various disciplines.	TAKS Objective 1  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Numbers and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number system  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SIXTH SIX WEEKS

TEKS # 2.10(A) Grade Level Second Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.8(A) Recognize temperatures such as a hot day or a cold day.	2.10(A) Read a thermometer to gather data. 2.7(A) Observe, measure, record, analyze, predict, illustrate changes in size, mass, temperature, color, position, quantity, sound, movement.	3.12(B) Use a thermometer to measure temperature.
	<b>Specific Student Objectives</b>	
	Read a thermometer to gather data.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> <li>• MTW Calendar</li> <li>• Daily Routines, p. 431A</li> <li>• Extension Activity, p. 432A</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• 11-13, pp. 431-432</li> <li>• Follow-up 11-13</li> </ul> SW <ul style="list-style-type: none"> <li>• Temperature-Activities 1-4</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Science Connection p. 431A</li> <li>• Activity 1, Part 1-6, Air &amp; Weather, pp. 1-20</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
Temperature Talk Assessment Rubric, TE p. 431  Students read a thermometer and record the temperature for ten school days to look for weather patterns.	TAKS Objective 4  SW: Unit Assessment  SFAW: CD Rom Testworks

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement  SCANS

# MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

## SIXTH SIX WEEKS

TEKS # 2.11(C)      Grade Level Second      Time Range \_\_\_\_\_

Grade <u>1<sup>st</sup></u>	Grade <u>2<sup>nd</sup></u>	Grade <u>3<sup>rd</sup></u>
1.10(A) Probability and statistics. The student uses information from organized data. The student is expected to draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs.	2.11(C) Use data to describe events as more likely or less likely. (2) Scientific Inquiry: Classroom & Field a. ask questions b. plan & conduct simple descriptive investigations c. compare results with knowledge and scientists d. use equipment & tools-extend senses and draw conclusions e. communicate explanations	3.14(C) Use data to describe events as to more likely, less likely, or equally likely.
	<b>Specific Student Objectives</b>	
	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.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
SFAW <ul style="list-style-type: none"> <li>• Ch. 12, p. 477A</li> <li>• Language Development</li> <li>• Readiness Activity</li> <li>• ESL p. 478</li> <li>• Extension Activities p. 478A</li> <li>• Re-teaching Activity p. 478A</li> <li>• Lesson 12-15, Probability Experiment p. 479</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Ch. 12, 12.14, 12.15; pp. 477-478, pp. 479, 480</li> <li>• Resources: Practice, Re-teaching Enrichment, Problem-Solving, Lesson 12-14 &amp; Lesson 12-15</li> </ul> SW <ul style="list-style-type: none"> <li>• Probability-Activities 1-4</li> </ul>	SFAW <ul style="list-style-type: none"> <li>• Ch. 12, Lesson 12.15, p. 479A</li> <li>• Science Connection</li> <li>• Module: Trees, Activity 3, (Trees Through the Seasons)</li> <li>• Module: Air and Weather Activity 1 (Observing Weather) Activity 2 (Air Exploration) Activity 3 (Using Air) Activity 4 (Wind Catchers)</li> </ul>

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> <li>• Ch. 12, p. 478; Close and Assess (Performance Assessment)</li> <li>• Ch. 12, Lesson 12.15, p. 480, Close and Assess</li> </ul> <p>Pairs of students draw from a bag containing 6 red beads and 3 black beads, recording the color and putting the bead back each time. They then organize their data and compare their data with other pairs of students to make predictions about the likelihood of drawing a red or a black bead. For example, "I think I am more likely to draw a red bead than a black bead." Students continue the activity to verify their predictions.</p>	TAKS Objective 5  SFAW <ul style="list-style-type: none"> <li>• TAAS Performance System Workbook, pp. 134, 135</li> </ul>

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade 2 <a href="http://www.tenet.cc.utexas.edu/ssi/">http://www.tenet.cc.utexas.edu/ssi/</a>  SFAW Website <a href="http://www.teacher.mathsurf.com">www.teacher.mathsurf.com</a>	NCTM-Data Analysis and Probability Standard Understand and apply basic concepts of probability Clarifying Lessons <ul style="list-style-type: none"> <li>• Spinning Sums, p. 75</li> </ul> Clarifying Activity p. 17  SCANS