Amplify Desmos Math Texas, Grade 2, Scope and Sequence

The following shows the scope and sequence of Amplify Desmos Math Texas, Grade 2, that outlines the concepts, knowledge, and skills of the course aligned to the Texas Essential Knowledge and Skills (TEKS) and the Texas English Language Proficiency Standards (ELPS) for Grade 2.

Unit 1: Working With Data and Developing Financial Literacy			
Lesson	**Title | Concepts, Knowledge, and Skills**	**TEKS**	**ELPS**
Sub-unit 1: Adding and Subtracting			
1.01	Explore: A Pattern Puzzle | What number patterns can you find? Look for patterns in the addition table with addends up to 9.	Building Toward 2.4.A **Process TEKS:** 2.1.A, 2.1.B, 2.1.F, 2.1.G	1.E, 2.B, 2.C, 2.E, 2.F, 3.H
1.02	Exploring Within 10 | Strengthening Fluency With Adding and Subtracting Within 10 Add and subtract within 10 using any method.	Building Toward 2.4.A **Process TEKS:** 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F
1.03	Ways to Make 10 | Finding Different Ways to Make 10 Using Addition Find number pairs that make 10.	Building Toward 2.4.A **Process TEKS:** 2.1.F	1.E, 1.F, 2.B, 2.D, 2.E, 2.F, 3.A
1.04	A Tower of 10 | Relating Strip Diagrams, Equations, and Addition and Subtraction Within 10 Connect addition and subtraction to find unknown addends and sums within 10.	Building Toward 2.4.A **Process TEKS:** 2.1.F, 2.1.G	1.B, 1.C, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F
1.05	What's Missing? | Finding Missing Numbers in Equations Within 20 Find missing numbers in equations using the relationship between addition and subtraction.	2.4.A **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.E, 2.C, 2.D, 2.E, 2.F
1.06	Have It Your Way | Strategies for Adding Within 20 Use and explain strategies to efficiently add and subtract within 20.	2.4.A, 2.4.B **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.C, 3.F, 3.G
Sub-unit 2: Ways to Represent Data			
1.07	How We Get to School | Collecting and Representing Data Collect, organize, and represent data in a way that makes sense to others.	Building Toward 2.10.A, Building Toward 2.10.B **Process TEKS:** 2.1.C, 2.1.D	1.E, 2.B, 2.D, 2.E, 2.F

1.08	Picture This | Organizing Data Using Pictographs Analyze and create pictographs to understand and represent data.	2.4.A, 2.10.A, 2.10.B, 2.10.D **Process TEKS:** 2.1.D, 2.1.E	1.B, 2.B, 2.C, 2.D, 2.E, 3.D, 3.F, 4.C, 4.D, 4.F
1.09	Data About Mr. Roy's Class | Organizing Data Using Bar Graphs Interpret and create vertical bar graphs to represent and analyze data.	2.10.A, 2.10.B, 2.10.D **Process TEKS:** 2.1.D, 2.1.E	1.B, 2.B, 2.E, 3.F, 4.C, 4.D, 4.F
1.10	Questions About Data | Writing and Solving Story Problems Using Data in Pictographs and Bar Graphs Use pictographs and bar graphs to solve addition and subtraction questions about data.	2.4.A, 2.10.C, 2.10.D **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.H, 4.C, 4.D, 4.F
1.11	Representing Data in Graphs | Organizing Data Using Pictographs and Bar Graphs With Intervals Other Than One Create a pictograph and a bar graph to represent a set of data using partially completed graphs.	2.10.B **Process TEKS:** 2.1.D, 2.1.E	1.E, 2.B, 2.E, 2.F, 3.F
Sub-unit 3: Solving Problems About Comparing			
1.12	Awesome Aquariums | Interpreting and Representing Comparisons With Strip Diagrams Relate bar graphs to strip diagrams, and represent Compare statements with strip diagrams.	Building Toward 2.7.C **Process TEKS:** 2.1.F	1.B, 1.E, 1.F, 2.B, 2.D, 2.E, 2.F
1.13	Comparing at the Beach | Relating Compare Problems, Strip Diagrams, and Equations Relate *Compare* problems, with unknowns in all positions, to strip diagrams, and solve the problems.	2.4.B, 2.7.C **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.E, 4.D, 4.F
1.14	Comparing at the Library | Solving Compare Problems Solve *Compare* problems with unknowns in all positions.	2.4.B, 2.7.C **Process TEKS:** 2.1.D, 2.1.E, 2.1.F, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.A, 3.C, 3.E, 3.F, 3.G, 3.H
Sub-unit 4: Financial Literacy			
1.15	Saving for a Family Pet | Deposits and Withdrawals Identify data on bar graphs and calculate savings to learn about deposits and withdrawals.	2.10.C, 2.11.A, 2.11.B, 2.11.C **Process TEKS:** 2.1.A, 2.1.D	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.E, 4.C, 4.D, 4.F

1.16	Who Needs Money? | Responsible and Irresponsible Borrowing Distinguish between responsible and irresponsible borrowing.	2.11.D **Process TEKS:** 2.1.A, 2.1.F, 2.1.G	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D, 4.F
1.17	Money Matters | Benefits and Costs to Lending Decisions Evaluate the benefits and costs of lending decisions.	2.11.E **Process TEKS:** 2.1.A, 2.1.F, 2.1.G	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.C, 3.H, 4.C, 4.D, 4.F
1.18	Buyers and Sellers | Calculating Cost to Produce a Simple Item Examine real-world situations to identify and describe the roles of producers and consumers.	2.11.F **Process TEKS:** 2.1.A, 2.1.F, 2.1.G	1.B, 1.C, 1.D, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.F

Unit 2: Adding and Subtracting Within 100

Lesson	Title	Concepts, Knowledge and Skills	TEKS	ELPS
Sub-unit 1: The Value of Money				
2.01	Explore: Activities at the Block Party | How many points should each token be worth?	Create values for a token system based on understanding of place value and addition within 100.	Building Toward 2.5.A **Process TEKS:** 2.1.A, 2.1.B. 2.1.F, 2.1.G	1.E, 1.F, 2.B, 2.E, 2.F
2.02	How Much Money? | Exploring Strategies for Finding the Values of Groups of Mixed Coins	Find the value of a group of mixed coins, and explain counting and addition strategies.	2.5.A, 2.5.B **Process TEKS:** 2.1.D, 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F
2.03	The Toy Stand | Finding Different Combinations of Coins That Make 1 Dollar and Other Values	Create combinations of coins that have a given value.	2.5.A, 2.5.B **Process TEKS:** 2.1.F	1.B, 2.B, 2.C, 2.E, 3.C, 3.F
2.04	The Craft Stand at the Block Party | Representing and Solving Story Problems Involving Money	Represent and solve story problems within 100 in the context of money.	2.4.C, 2.5.A, 2.5.B **Process TEKS:** 2.1.F	1.E, 2.B, 2,C, 2.E, 2.F, 3.E
Sub-unit 2: Adding and Subtracting Within 100				
2.05	How Many Tens? | Adding and Subtracting Multiples of 10		2.4.B	1.E, 2.B, 2.C, 2.D, 2.E, 2.F

	Add multiples of 10 to multiples of 10 and subtract multiples of 10 from multiples of 10 and represent sums and differences with equations.	**Process TEKS:** 2.1.E, 2.1.F, 2.1.G	
2.06	From Park to Table | Adding an Amount of Tens or Ones to a Two-Digit Number Compare and discuss how adding a number of tens is different from adding a number of ones to a two-digit number.	2.4.B **Process TEKS:** 2.1.E, 2.1.F	1.C, 1.E, 2.B, 2.D, 2.E, 2.F
2.07	Finding Sums | Adding 2 Two-Digit Numbers Compare and discuss strategies for adding 2 two-digit numbers that are not multiples of 10.	2.4.B, 2.4.C, 2.7.B, 2.7.C **Process TEKS:** 2.1.D, 2.1.F	1.D, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F
2.08	Ones and Tens | Adding Two-Digit and One-Digit Numbers Represent and solve story problems that require adding two-digit numbers and one-digit numbers, with and without composing a ten.	2.4.B, 2.4.C, 2.7.C **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.B, 1.E, 1.F, 2.C, 2.D, 2.E, 2.F
2.09	Exploring a New Math Tool to Compose a Ten | Using a Tens and Ones Mat to Add Within 100 Use cubes and a *Tens and Ones* Mat to represent adding a two-digit number and a one-digit number by place by composing a ten.	2.4.B **Process TEKS:** 2.1.C, 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F
2.10	Counting Wafers | Composing a Ten When Adding 2 Two-Digit Numbers Add 2 two-digit numbers that require composing a ten.	2.4.B **Process TEKS:** 2.1.D, 2.1.F	1.C, 1.D, 1.E, 1.F, 2.B, 2.E, 2.F
2.11	Hungry for Honey Cakes | Decomposing a Ten to Subtract Use place value understanding to subtract a one-digit number from a two-digit number when a ten must be decomposed.	2.4.B, 2.4.C **Process TEKS:** 2.1.F	1.B, 1.F, 2.B, 2.C, 2.D, 2.E, 3.E, 3.F
2.12	What's the Difference? | Subtracting From Two-Digit Numbers With Decomposing Subtract a two-digit number from a two-digit number using any method.	2.4.B, 2.4.C **Process TEKS:** 2.1.F, 2.1.G	1.C, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F
2.13	What's Your First Move? | Exploring Different Strategies and Representations for Subtracting Use place value understanding to subtract a two-digit number from a two-digit number when a ten must be decomposed.	2.4.B **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.F, 4.D, 4.F
2.14	Subtraction Choices | Evaluating Expressions to Choose Subtraction Strategies	2.4.A, 2.4.B, 2.4.C, 2.7.C	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F,

	Flexibly choose strategies to subtract within 100 and explain reasoning for those choices.	**Process TEKS:** 2.1.C, 2.1.D, 2.1.F	4.D, 4.F
2.15	Solving Challenging Problems | Adding and Subtracting Within 100 Add and subtract within 100 using strategies based on place value.	2.4.B **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.B, 1.C, 1.F, 2.B, 2.C, 2.D, 2.E
Sub-unit 3: Adding and Subtracting to Compare			
2.16	Community Comparisons | Solving *Compare* Problems by Adding or Subtracting Within 100 Solve *Compare* story problems involving addition and subtraction within 100.	2.4.B, 2.4.C, 2.7.C **Process TEKS:** 2.1.A, 2.1.F, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.A, 3.C, 3.F, 3.G, 3.H
2.17	Comparing With Kyle | Interpreting Problems That Require Addition but Use the Word *Fewer* Solve *Compare, Bigger Unknown* story problems in which the language seems to suggest the smaller quantity is unknown.	2.4.B, 2.4.C, 2.7.C **Process TEKS:** 2.1.C, 2.1.D	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.A, 3.E, 3.F, 3.G, 3.H
2.18	Library Comparisons | Interpreting *Compare, Smaller Unknown* Problems Using *More* Solve *Compare, Smaller Unknown* story problems in which the language seems to suggest the bigger quantity is unknown.	2.4.B, 2.4.C, 2.7.C **Process TEKS:** 2.1.C, 2.1.D	1.E, 2.C, 2.D, 2.E, 2.F, 3.A, 3.F, 3.G, 3.H
2.19	Problem Palooza | Solving *Compare* Story Problems and Comparing Strategies Solve *Compare* story problems with unknowns in all positions involving addition and subtraction within 100.	2.4.B, 2.4.C, 2.7.C **Process TEKS:** 2.1.A, 2.1.C, 2.1.F, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F
Sub-unit 4: Solving One- and Two-Step Story Problems			
2.20	Brace Yourselves | Relating Story Problems and Strip Diagrams Use strip diagrams to interpret *Put Together/Take Apart* story problems and choose strategies to solve them.	2.7.C **Process TEKS:** 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F
2.21	Unity in the Community | Developing Questions About Stories With 3 Known Values Interpret one- and two-step math stories, and write questions about math stories.	Building Toward 2.7.C **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.E, 3.G, 4.D, 4.F
2.22	Mrs. Hernández's Farm | Introducing Two-Step Story Problems	2.4.B, 2.4.C, 2.7.C **Process TEKS:** 2.1.B, 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.H

	Interpret, compare, and solve one- and two-step story problems involving addition and subtraction within 100.		
2.23	Even Heroes Have Problems | Analyzing and Solving Two-Step Story Problems Interpret and solve one- and two-step story problems involving addition and subtraction within 100.	2.4.B, 2.4.C, 2.7.C **Process TEKS:** 2.1.B, 2.1.C, 2.1.D, 2.1.G	1.E, 2.C, 2.D, 2.E, 2.F, 3.A, 3.G, 3.H, 4.D, 4.F
2.24	Solving It Your Way | Solving Two-Step Story Problems and Comparing Strategies Solve and interpret strip diagrams and connect them to two-step story problems.	2.4.B, 2.4.C, 2.7.C **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 3.F
2.25	Story Problems Galore | Matching and Writing Equations for Two-Step Story Problems Solve two-step story problems and represent the problems with equations.	2.4.B, 2.4.C, 2.7.C **Process TEKS:** 2.1.D, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.F

Unit 3: Measuring and Solving Problems Using Length

Lesson	Title	Concepts, Knowledge and Skills	TEKS	ELPS
Sub-unit 1: Measuring in Standard Units				
3.01	Explore: Orson's Costumes | How could you help someone draw a rectangle they cannot see?	Write, follow, and revise directions for how to draw a copy of a specific rectangle.	Building Toward 2.9.A **Process TEKS:** 2.1.A, 2.1.B, 2.1.C, 2.1.D	1.E, 2.B, 2.E, 2.F, 3.F, 4.D, 4.F
3.02	Which Tool Will You Use? | Measuring Length With Base-Ten Units and Tens Rods	Measure the lengths of objects in centimeters with base-ten units and tens rods and compare the tools.	2.9.A, 2.9.E **Process TEKS:** 2.1.C, 2.1.D	1.B, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.C, 3.D, 3.E, 3.F
3.03	What's the Difference? | Comparing Measuring Tools and the Lengths of Objects	Use rulers to measure the lengths of rectangles in centimeters and compare the lengths.	2.4.B, 2.9.A, 2.9.D, 2.9.E **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.A, 3.E, 3.F
3.04	About How Long Is It? | Making Length Estimations	Estimate the lengths of objects in centimeters and then measure the lengths with a ruler.	2.9.D, 2.9.E **Process TEKS:** 2.1.D, 2.1.G	1.E, 2.C, 2.D, 2.E, 2.F, 3.C, 3.D, 3.E, 3.F

3.05	A New Length Unit | Measuring Length in Centimeters and Meters Measure the lengths of objects in centimeters and meters using rulers and metersticks.	2.9.D **Process TEKS:** 2.1.C, 2.1.F	1.B, 1.E, 2.B, 2.D, 2.E, 3.C, 3.D, 3.E, 3.F, 3.G
Sub-unit 2: Measuring in Inches and Feet			
3.06	It's Customary | Measuring in Inches Understand an inch as a standard unit of measurement and estimate the lengths of objects in inches.	2.9.A, 2.9.D **Process TEKS:** 2.1.C, 2.1.F	1.B, 1.C, 1.E, 2.B, 2.D, 2.E, 2.F, 3.E, 3.F
3.07	How Many Inches? | Estimating in Inches Estimate the lengths of objects in inches and then measure the lengths with a ruler.	2.9.D, 2.9.E, **Process TEKS:** 2.1.C, 2.1.G	1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.D, 3.F
3.08	Another New Length Unit | Measuring in Inches and Feet Measure, estimate, and compare the lengths of objects in inches and feet.	2.9.B, 2.9.D **Process TEKS:** 2.1.C, 2.1.F	1.B, 1.C, 1.D, 1.E, 1.F, 2.B, 2.D, 2.E, 2.F, 3.C, 3.D, 3.E, 3.F
Sub-unit 3: Writing and Solving Problems			
3.09	Lengths of Jungle Animals | Solving One- and Two-Step Compare Problems About Length Solve one- and two-step Compare story problems involving length within 100 with unknowns in all positions.	2.4.B, 2.7.C, 2.9.E **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.D, 3.F
3.10	Desperate Times, Desperate Measures | Measuring Lengths of Objects Without Starting at 0 Determine the lengths of objects measured by starting at a number other than 0 on a measurement tool.	2.9.C, 2.9.D, 2.9.E **Process TEKS:** 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F
3.11	Almost Showtime | Solving More One- and Two-Step Story Problems About Length Solve one- and two-step story problems involving length within 100.	2.4.B, 2.4.C, 2.7.C, 2.9.E **Process TEKS:** 2.1.E, 2.1.F, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D, 4.E, 4.F
3.12	Measurement Mishaps | Solving and Representing Two-Step Story Problems With Equations Solve one- and two-step story problems involving length within 100 and represent the story problems with equations.	2.4.B, 2.4.C, 2.7.C **Process TEKS:** 2.1.D, 2.1.E, 2.1.F, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.A, 3.F, 3.G

Unit 4: Numbers to 1,200				
Lesson	**Title**	**Concepts, Knowledge and Skills**	**TEKS**	**ELPS**
Sub-unit 1: The Value of Three and Four Digits				
4.01	Explore: A Mistake in Mom's Office | How can you count a large amount of objects?	Determine a method for counting a large amount of objects.	Building Toward 2.2.A **Process TEKS:** 2.1.A, 2.1.B, 2.1.D, 2.1.F	1.E, 2.B, 2.E, 2.F, 3.F
4.02	Looking for Patterns | Representing Three-Digit Numbers With Tens and Hundreds	Recognize that multiples of 100 can be used to skip count by 10 and 100.	2.2.A, 2.2.B **Process TEKS:** 2.1.D, 2.1.F	1.B, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F
4.03	What Makes a Thousand? | Representing a Thousand With Hundreds, Tens, and Ones	Recognize that a thousand is a unit composed of ones, tens, and hundreds, and can be represented in different ways.	2.2.A **Process TEKS:** 2.1.D, 2.1.F	1.B, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 3.E, 3.F
4.04	What's the Value? | Composing and Decomposing Numbers up to 1,200	Determine how to compose and decompose thousands, hundreds, tens, and ones.	2.2.A, 2.4.B **Process TEKS:** 2.1.C, 2.1.D	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F
4.05	Mail Call! | Representing Numbers in Standard Form	Represent and write three- and four-digit numbers up to 1,200 in standard form.	2.2.A, 2.2.B **Process TEKS:** 2.1.D, 2.1.F	1.E, 2.B, 2.D, 2.E, 2.F, 3.D, 3.E, 3.F
4.06	A New Representation | Representing Numbers up to 1,200 in Expanded Form	Interpret and represent a number up to 1,200 in expanded form.	2.2.A, 2.2.B **Process TEKS:** 2.1.D, 2.1.F	1.B, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.E, 3.F
4.07	What's Your Name? | Identifying Number Names and Writing Numbers in Words	Identify, read, and write the names of numbers up to 1,200 in word form.	2.2.B **Process TEKS:** 2.1.D, 2.1.F, 2.1.G	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 3.C, 3.E, 3.H
4.08	All the Ways! | Representing Numbers up to 1,200 in Different Forms	Interpret and representation numbers up to 1,200 in word, expanded, standard, and unit forms.	2.2.B **Process TEKS:** 2.1.D, 2.1.F, 2.1.G	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.D, 3.F, 3.H
Sub-unit 2: Understanding Numbers on the Number Line				
4.09	Time to Line Up! | Introducing the Number Line		2.2.F, 2.9.C	1.B, 1.C, 1.E, 1.F, 2.B, 2.C, 2.E,

	Represent locations on a number line with whole numbers.	**Process TEKS:** 2.1.G	3.C, 3.D, 3.E, 3.F
4.10	In Full Bloom | Estimating Numbers by Their Location on the Number Line Estimate the location of whole numbers on a number line and justify the estimates' reasonableness.	2.2.E, 2.2.F **Process TEKS:** 2.1.C, 2.1.E, 2.1.G	1.E, 1.F, 2.C, 2.D, 2.E, 2.F, 3.D, 3.F
4.11	Don't Let the Bug Get Away! | Representing Counting on the Number Line Represent counting forward and backward on a number line.	2.2.F **Process TEKS:** 2.1.E, 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F
Sub-unit 3: Comparing and Ordering Numbers Within 1,200			
4.12	Helping in the Mailroom | Using Symbols to Compare Numbers up to 1,200 Justify the comparison of 2 numbers up to 1,200 using place value understanding.	2.2.D, 2.4.B **Process TEKS:** 2.1.B, 2.1.D, 2.1.F, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D, 4.F
4.13	Down to the Digit | Making Comparison Statements True Explain how to make comparison statements of numbers up to 1,200 true.	2.2.C, 2.2.D, 2.4.B **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.E, 2.C, 2.D, 2.E, 2.F, 3.D, 3.E, 3.F
4.14	Where Should Ms. Morales Go? | Representing Comparisons on a Number Line Represent three- and four-digit numbers up to 1,200 as distances from 0 on a number line.	2.2.E **Process TEKS:** 2.1.D, 2.1.E	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.E, 3.G, 4.D, 4.F
4.15	First Day Mail Delivery | Ordering Numbers from Least to Greatest and Greatest to Least Order three- and four-digit numbers up to 1,200 from least to greatest and greatest to least.	2.2.D **Process TEKS:** 2.1.A, 2.1.F	1.E, 1.F, 2.B, 2.E, 2.F, 3.D, 3.F

Unit 5: Geometry and Time

Lesson	Title	Concepts, Knowledge and Skills	TEKS	ELPS
Sub-unit 1: Attributes of Shapes				
5.01	Explore: We're Going on a Shape Hunt! | How can we describe and categorize shapes?	Look for shapes in the classroom and describe them based on their attributes.	Building Toward 2.8.C **Process TEKS:** 2.1.A, 2.1.B, 2.1.D, 2.1.G	1.A, 1.B, 1.C, 1.E, 2.B, 2.E, 2.F, 3.C, 3.D, 3.E, 3.F

5.02	What Shape Is This? | Identifying and Sorting Shapes Recognize and sort examples and non-examples of triangles, quadrilaterals, pentagons, and hexagons.	2.8.C **Process TEKS:** 2.1.D, 2.1.E	1.A, 1.B, 1.C, 2.A, 2.B, 2.E, 3.B, 3.C, 3.D, 3.F, 4.A, 4.B
5.03	Artists Like Arjun | Drawing Shapes Recognize and draw triangles, quadrilaterals, pentagons, and hexagons.	2.8.A **Process TEKS:** 2.1.F, 2.1.G	1.C, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.C, 3.F
5.04	Different Shapes, Same Attributes | Comparing Shape Attributes Recognize and draw shapes based on attributes, such as the number of sides and types of vertices.	2.8.A, 2.8.C **Process TEKS:** 2.1.F	1.B, 1.E, 2.B, 2.D, 2.E, 2.F, 3.E
5.05	To Compose or Decompose? | Composing and Decomposing Two-Dimensional Shapes Identify polygons by creating and taking apart shapes.	2.8.D, 2.8.E **Process TEKS:** 2.1.D, 2.1.F	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.H, 4.D, 4.F
5.06	Measure It, Draw It | Measuring Side Lengths of Shapes Draw shapes with specified side lengths in inches and centimeters, and identify the attributes of these shapes.	2.4.B, 2.8.A, 2.8.C, 2.9.D **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F
5.07	More to Measure | Measuring Three Dimensions Measure and describe different attributes of solid, three-dimensional shapes.	2.9.D **Process TEKS:** 2.1.F, 2.1.G	1.B, 1.F, 2.B, 2.C, 2.D, 2.E, 3.C, 3.D, 3.E, 3.F, 4.C, 4.D, 4.F
5.08	Exploring a New Dimension | Sorting and Classifying Three-Dimensional Shapes Sort and classify three-dimensional shapes based on their geometric attributes.	2.8.B **Process TEKS:** 2.1.F, 2.1.G	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D, 4.F
5.09	Building Solid Shapes | Composing Three-Dimensional Shapes Compose three-dimensional shapes using objects with given attributes.	2.8.B, 2.8.D **Process TEKS:** 2.1.F, 2.1.G	1.E, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D, 4.F
Sub-unit 2: Halves, Fourths, Eighths			
5.10	Let's Share! | Comparing Halves, Fourths, and Eighths Partition rectangles into halves, fourths, and eighths and compare their sizes.	2.3.A, 2.3.B **Process TEKS:** 2.1.D, 2.1.F, 2.1.G	1.B, 1.C, 1.E, 2.B, 2.C, 2.D, 2.E, 3.E, 3.F, 4.C, 4.D, 4.F
5.11	Plenty to Go Around | Identifying Halves, Fourths, and Eighths	2.3.A, 2.3.D **Process TEKS:** 2.1.C, 2.1.D	1.B, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D, 4.F

	Partition circles and rectangles into halves, fourths, and eighths and identify the parts.		
5.12	Arjun's Equal-Part Art! | Creating Equal Parts in Multiple Ways Examine identical wholes that are partitioned into the same number of equal parts in different ways.	2.3.A, 2.3.B, 2.3.D **Process TEKS:** 2.1.D	1.B, 1.E, 2.B, 2.D, 2.E, 2.F, 3.D, 3.F
5.13	Sharing the Whole Thing | Naming Parts of a Whole Describe two halves, four fourths, and eight eighths as one whole.	2.3.C, 2.4.B **Process TEKS:** 2.1.C, 2.1.D, 2.1.F, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.F, 3.G
5.14	One Whole and Beyond | Counting Fractional Parts Beyond One Whole Count fractional parts as so many equal-sized parts or so many wholes and additional parts.	2.3.A, 2.3.C **Process TEKS:** 2.1.D, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 4.D, 4.F
Sub-unit 3: Time on the Clock			
5.15	What Time Is It? | Reading Time With Halves and Quarters Describe time with an analog clock to the nearest quarter and half hour using the phrases *o'clock*, *quarter past*, *half past*, and *quarter to*.	Building Toward 2.9.G **Process TEKS:** 2.1.F	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.E
5.16	Hop Around the Clock | Reading Time in 5-Minute Increments Count by 5 on analog clocks to tell time in 5-minute intervals.	Building Toward 2.9.G **Process TEKS:** 2.1.D, 2.1.F	1.C, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.F, 3.G
5.17	Hands of Time | Reading and Writing Time to the Minute Read and write time to the nearest minute.	2.9.G **Process TEKS:** 2.1.E, 2.1.G	1.E, 2.B, 2.C, 2.E, 2.F, 3.D, 3.F
5.18	Is It a.m. or p.m.? | Reading Time in a.m. and p.m. Read and write time with analog and digital clocks using a.m. and p.m.	2.9.G **Process TEKS:** 2.1.C, 2.1.E, 2.1.F, 2.1.G	1.B, 1.E, 2.B, 2.D, 2.E, 2.F, 3.E, 3.F
Unit 6: Adding and Subtracting Within 1,000			
Lesson	**Title** **Concepts, Knowledge and Skills**	**TEKS**	**ELPS**
Sub-unit 1: Adding Within 1,000 Using Place Value Strategies			
6.01	Explore: Rebuilding the River Rock Bridge | How many purple and green rocks could be used to rebuild the bridge?	Building Toward 2.4.C **Process TEKS:** 2.1.A, 2.1.E, 2.1.F, 2.1.G	1.A, 1.E, 2.B, 2.D, 2.E, 2.F, 3.C

	Determine possible addends that equal a given sum.		
6.02	Turtle Hurdles | Using Place Value to Add 10 and 100 Use place value understanding to add multiples of 10 and 100 to a number.	2.7.B **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.B, 1.E, 2.B, 2.D, 2.E, 2.F
6.03	There's Something About Berries | Adding Numbers Within 1,000 Without Composing Use place value understanding to add 2 numbers within 1,000 without composing a ten or hundred.	2.4.C **Process TEKS:** 2.1.C, 2.1.D, 2.1.F, 2.1.G	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D, 4.F
6.04	Baking With Skunk | Composing a Ten When Adding Within 1,000 Use place value understanding to add within 1,000 when a ten must be composed.	2.4.B **Process TEKS:** 2.1.C, 2.1.D, 2.1.E, 2.1.F, 2.1.G	1.E, 2.C, 2.D, 2.E, 2.F
6.05	Beaver's Sculpture Garden | Composing a Hundred When Adding Within 1,000 Use place value understanding to add within 1,000 when a hundred must be composed.	2.4.B **Process TEKS:** 2.1.C, 2.1.D, 2.1.G	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 3.E, 3.F
6.06	Sorting Addition Expressions | Composing a Ten and a Hundred When Adding Within 1,000 Use place value understanding to add within 1,000 when a ten and a hundred must be composed.	2.4.B **Process TEKS:** 2.1.C, 2.1.D, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F
6.07	What Is an Algorithm? | Introducing the Expanded Form and Partial Sums Algorithms Add two- and three-digit numbers using algorithms.	2.4.B, 2.4.C **Process TEKS:** 2.1.A, 2.1.B, 2.1.C, 2.1.D, 2.1.E	1.B, 2.B, 2.C, 2.D, 2.E, 3.E, 3.F, 3.G, 4.C, 4.D, 4.F
6.08	Using Fewer Digits | Adding with the Standard Algorithm Add with and without composing within 1,000 using an algorithm.	2.4.B, 2.4.C **Process TEKS:** 2.1.D, 2.1.F, 2.1.G	1.E, 2.C, 2.D, 2.E, 2.F, 3.C, 3.D, 3.E, 3.F
6.09	What's the Addition Story? | Generating and Solving Addition Story Problems Create and solve addition story problems within 1,000.	2.4.B, 2.4.D **Process TEKS:** 2.1.B, 2.1.C, 2.1.D, 2.1.G	1.B, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.D, 3.F, 4.C, 4.D, 4.E
Sub-unit 2: Subtracting Within 1,000 Using Place Value Strategies			
6.10	Don't Worry, Bea's Happy | Using Place Value to Subtract Multiples of 10 and 100	2.7.B **Process TEKS:** 2.1.C, 2.1.F	1.B, 1.E, 2.B, 2.D, 2.E, 2.F

	Determine a value that is 10 less or 100 less than a number using place value understanding.		
6.11	Counting Quills | Subtracting Numbers Within 1,000 Without Decomposing Use place value understanding to subtract numbers within 1,000 without decomposing.	2.4.C **Process TEKS:** 2.1.E, 2.1.F,	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 4.D, 4.F
6.12	How Many Leaves? | Decomposing a Ten When Subtracting Within 1,000 Use place value understanding to subtract within 1,000 when a ten must be decomposed.	2.4.B **Process TEKS:** 2.1.C, 2.1.F, 2.1.G	1.E, 2.C, 2.D, 2.E, 2.F, 3.F
6.13	Bea's Journey | Decomposing a Hundred When Subtracting Within 1,000 Use place value understanding to subtract within 1,000 when a hundred must be decomposed.	2.4.C **Process TEKS:** 2.1.C, 2.1.D, 2.1.F, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 4.D, 4.F
6.14	Frog's Funplex | Decomposing a Ten and a Hundred When Subtracting Within 1,000 Subtract within 1,000 when a ten and a hundred must be decomposed using place value understanding and base-ten models.	2.4.C **Process TEKS:** 2.1.D, 2.1.F, 2.1.G	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.E
6.15	Pond Games | Exploring Different Ways to Decompose When Subtracting Explore different ways to subtract within 1,000 when a ten and a hundred need to be decomposed.	2.4.B **Process TEKS:** 2.1.F, 2.1.G	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F
6.16	Subtracting With an Algorithm | Introducing the Expanded Form Subtraction Algorithm Use the expanded form algorithm to subtract two- and three-digit numbers.	2.4.B **Process TEKS:** 2.1.B, 2.1.C, 2.1.D, 2.1.E, 2.1.F	1.E, 1.F, 2.C, 2.D, 2.E, 2.F, 3.D, 3.E, 3.F, 4.D, 4.F
6.17	A New Algorithm | Relating the Expanded Form Algorithm to the Standard Algorithm Use an algorithm to subtract two- and three-digit numbers within 1,000.	2.4.B, **Process TEKS:** 2.1.D, 2.1.F, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F
6.18	Dynamic Regroupings | Regrouping in More Than One Place to Subtract Build fluency to subtract two- and three-digit numbers when more than 1 unit needs to be decomposed.	2.4.B **Process TEKS:** 2.1.C, 2.1.D, 2.1.G	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.E, 3.G
6.19	Subtracting From Zero? | Regrouping With Zeros Using Subtraction Algorithms	2.4.B, 2.4.C	1.E, 2.C, 2.D, 2.E, 2.F, 3.E, 3.F

	Build fluency with algorithms when subtracting within 1,000 and more than 1 unit must be decomposed to subtract across zeros.	**Process TEKS:** 2.1.C, 2.1.D	
6.20	What's the Subtraction Story? | Generating and Solving Subtraction Story Problems Write and solve story problems that represent a given situation.	2.4.B, 2.4.C, 2.4.D **Process TEKS:** 2.1.A, 2.1.C, 2.1.F, 2.1.G	1.B, 1.D, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.D, 3.F, 4.C, 4.D, 4.E
6.21	Problem Solver | Solving Multi-Step Addition and Subtraction Story Problems Write and solve multi-step addition and subtraction story problems.	2.4.B, 2.4.C **Process TEKS:** 2.1.B, 2.1.C, 2.1.D, 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.A, 3.E, 3.F, 3.G, 3.H

Unit 7: Equal Groups and Area

Lesson	Title	Concepts, Knowledge and Skills	TEKS	ELPS
Sub-unit 1: Odd and Even				
7.01	Explore: Organizing Teams | How do arrangements show equal groups within numbers?	Determine possible ways to arrange numbers into equal groups.	Building Toward 2.7.A **Process TEKS:** 2.1.A, 2.1.B, 2.1.E, 2.1.F	1.E, 2.B, 2.C, 2.E, 2.F
7.02	Can You Share? | Splitting Amounts of Objects Into 2 Equal Groups	Determine if an amount of objects can be split into 2 equal groups.	Building Toward 2.7.A **Process TEKS:** 2.1.D, 2.1.G	1.D, 1.E, 2.B, 2.E, 2.F, 3.E, 3.F
7.03	Everybody, Find a Partner! | Splitting Amounts of Objects Into Groups of 2	Determine if an amount of objects can be split into groups of 2 without any leftovers.	Building Toward 2.7.A **Process TEKS:** 2.1.D, 2.1.E, 2.1.F 2.1.G	1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 3.C, 3.F, 3.H
7.04	Is It Even or Odd? | Determining Whether a Number is Even or Odd	Represent even numbers as the sum of 2 equal addends.	2.7.A **Process TEKS:** 2.1.E, 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F
7.05	Can They Play? | Justifying Whether a Number Is Even or Odd	Represent even numbers as the sum of 2 equal addends, fluently adding within 20.	2.4.A, 2.7.A **Process TEKS:** 2.1.B, 2.1.C, 2.1.D, 2.1.E	1.B, 1.E, 1.F, 2.C, 2.D, 2.E, 2.F , 4.D, 4.F
Sub-unit 2: Stories About Equal Groups				
7.06	Joining Equal Groups | Acting Out Joining Story Problems	Model and create story problems in which equal groups are joined.	2.4.B, 2.6.A **Process TEKS:** 2.1.C, 2.1.D, 2.1.E, 2.1.G	1.C, 1.E, 2.C, 2.D, 2.E, 2.F, 3.A, 3.D, 3.E, 3.F, 3.G, 3.H

7.07	Separating Into Equal Groups | Acting Out Separating Story Problems Model and create story problems in which a total is separated into equal groups.	2.6.B **Process TEKS:** 2.1.E, 2.1.F, 2.1.G	1.E, 2.C, 2.D, 2.E, 2.F, 3.A, 3.D, 3.E, 3.F, 3.G, 3.H
7.08	Ready to Write | Writing Joining and Separating Story Problems Involving Equal Groups Write story problems involving joining or separating equal groups.	2.6.A, 2.6.B **Process TEKS:** 2.1.C, 2.1.D, 2.1.F	1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 4.D, 4.F
Sub-unit 3: Area of Rectangles			
7.09	Which Covers More Space? | Developing the Concept of Area Use pattern blocks to compare the areas of different shapes.	Building Toward 2.9.F **Process TEKS:** 2.1.E, 2.1.G	1.A, 1.B, 1.C, 1.E, 1.F, 2.B, 2.E, 4.C, 4.D, 4.F
7.10	Tiling Figures | Using Square Tiles to Determine the Area of Rectangles Determine the area of rectilinear figures using tiles to represent the area in square units.	2.9.F **Process TEKS:** 2.1.C, 2.1.D, 2.1.G	1.E, 2.C, 2.D, 2.E, 2.F, 4.D, 4.F
7.11	Area Hunt | Understanding and Estimating With Different-Sized Square Units Estimate the area of an object using standard square units of measurement.	Building On 2.9.F **Process TEKS:** 2.1.C, 2.1.G	1.B, 1.D, 1.E, 2.B, 2.C, 2.E, 3.E, 4.C, 4.D, 4.F