

Wylie ISD Curriculum

<b>Subject Area</b>	Math	<b>Bundle #:</b>	1
<b>Grade/Level</b>	1	<b>Weeks:</b>	1-3
<b>Overview</b>			
<b>Patterns</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>1.4 Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions.</b>	<b>1.4 Identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• demonstrate the difference between an additive (growing pattern) and repeating pattern using concrete objects</li> <li>•</li> </ul> Additive: ab, aab, aaab, aaaab or 2, 4, 6, 8, 10, 12 Repeating: abababab or 12121212 or repeated shapes	
<b>1.5 Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations.</b>	<b>1.5 A Use patterns to skip count by twos, fives, and tens.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• describe characteristics of patterns</li> <li>• extend patterns</li> <li>• model skip counting using concrete objects, 100's chart, etc</li> <li>• identify patterns in the environment</li> </ul>	
	<b>1.5 B Find patterns in numbers, including odd and even.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• illustrate and explain the difference between odd and even</li> <li>• identify pattern in the environment of even and odd (including egg carton, sets of tricycle wheels, etc)</li> <li>• identify even and odd on hundreds chart</li> <li>• use real life examples to extend pattern</li> </ul>	
<b>1.11 Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</b>	<b>1.11C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</b>		

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	<p><b>1.11D Use tools including real objects, manipulatives, and technology to solve problems.</b></p>	<p>Using pattern blocks, students will create an aaab, aaaab pattern.</p> <p>Using color tiles, students will create a pattern and describe that pattern and what would come next</p>
<p><b>1.12 Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language.</b></p>	<p><b>1.12A Explain and record observations using objects, words, pictures, numbers, and technology.</b></p>	<p>1.12A Students will record the patterns and tell about them.</p> <p>Using pattern blocks, students will create an aaab, aaaab pattern.</p> <p>Using color tiles, students will create a pattern and describe that pattern and what would come next.</p>
<p><b>1.13 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</b></p>	<p><b>1.13 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology</b></p>	

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<b>Subject Area</b>	Math	<b>Bundle #:</b>	2
<b>Grade/Level</b>	1	<b>Weeks:</b>	4-6
<b>Overview</b>			
<b>Graphing and Measurement</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>1.9 Probability and statistics. The student displays data in an organized form.</b>	<b>1.9A Collect and sort data.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• Create different ways to collect and sort data.</li> <li>• Use tally marks when collecting data</li> </ul>	
	<b>1.9B Use organized data to construct real object graphs, picture graphs, and bar-type graphs<sup>1</sup></b>	Including but not limited to: <ul style="list-style-type: none"> <li>• create different ways to collect and sort data (including tally marks)</li> <li>• labels graphs appropriately including key/legend</li> <li>• construct both horizontal and vertical bar-type graphs or picture</li> <li>• graphs</li> </ul>	
<b>1.7 Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length.</b>	<b>1.7B Compare and order two or more concrete objects according to length (from longest to shortest)</b>	Including but not limited to: <p>Length</p> <ul style="list-style-type: none"> <li>▪ Find concrete objects that have lengths the same as, less than, or greater than the length of a given object.</li> </ul>	
<b>1.11 Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</b>	<b>1.11A Identify mathematics in everyday situations.</b>		
	<b>1.11D Use tools including real objects, manipulative, and technology to solve problems.</b>		
	<b>1.12A Explain and record observations using objects, words, pictures, numbers, and technology.</b>		

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<b>Subject Area</b>	Math	<b>Bundle #:</b>	3
<b>Grade/Level</b>	1	<b>Weeks:</b>	7-9
<b>Overview</b>			
<b>Compare and Order Whole Numbers to 25</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
1.1 Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities	1.1A Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.	<b>Including but not limited to:</b> <ul style="list-style-type: none"> <li>• recognize and generate equivalent forms for the same number using concrete models <b>(Focus on numbers 0-25)</b></li> <li>• recognize and generate equivalent forms for the same number using pictorial models <b>(Focus on numbers 0-25)</b></li> <li>• compare and order using correct mathematical vocabulary (ex: 58 is greater than 49) <b>(Focus on numbers 0-25)</b></li> </ul>	
	1.1B Create sets of tens and ones using concrete objects to describe, compare, and order whole numbers.	<b>Including but not limited to:</b> <ul style="list-style-type: none"> <li>• use place value concepts to represent whole numbers using numerals, expanded notation and concrete models (example, <math>99 = 90 + 9</math>) <b>(Focus on numbers 0-25)</b></li> <li>• create a model that is more or less than a given model <b>(Focus on numbers 0-25)</b></li> <li>• connect models to number to describe, compare and order numbers <b>(Focus on numbers 0-25)</b></li> </ul> <p style="text-align: center;"><b>Describing Sets of Tens and Ones 0 – 25</b></p> <ul style="list-style-type: none"> <li>▪ Create sets of tens and ones using concrete objects to describe whole numbers.</li> </ul>	
	1.1D Read and write numbers to 99 to describe sets of concrete objects.	<b>Including but not limited to:</b> <ul style="list-style-type: none"> <li>▪ Use sets of concrete objects to represent quantities from 0-25.</li> </ul>	
1.11 Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school	1.11D Use tools including real objects, manipulative, and technology to solve problems		

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<b>Subject Area</b>	Math	<b>Bundle #:</b>	4
<b>Grade/Level</b>	1	<b>Weeks:</b>	10-12
<b>Overview</b>			
<b>Add/Subtract Whole Numbers 10/ Compare and Order Whole Numbers 1-50</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>1.3 Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations.</b>	<b>1.3A Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• Model and explain addition or subtraction problems using concrete materials in contextual situations. <b>(Focus on sums and differences from 1-10)</b></li> <li>• analyze and explain that subtraction of whole numbers yields an answer smaller or equal to the original number <b>(Focus on differences from 1-10)</b></li> <li>• analyze and explain that addition of whole numbers yields an answer equal to or greater whole number <b>(Focus on sums from 1-10)</b></li> <li>• model real situations when start (beginning), change (middle), or result (end) is unknown <b>(Focus on sums and differences from 1-10)</b></li> <li>• use equation (number sentence) to represent addition or subtraction situations <b>(Focus on sums and differences from 1-10)</b></li> </ul>	
	<b>1.3B Use concrete objects and pictorial models to apply basic addition and subtraction facts (up to <math>1+9=10</math> and <math>10-9=1</math>).</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• Representing and using whole numbers in flexible ways by composing and decomposing numbers</li> <li>• Determine the results of adding or subtracting two even, two odd or an even and odd number.</li> </ul>	
<b>1.1 Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities</b>	<b>1.1A Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.</b>	<b>Including but not limited to:</b> <ul style="list-style-type: none"> <li>• recognize and generate equivalent forms for the same number using concrete models <b>(Focus on numbers 0-50)</b></li> <li>• recognize and generate equivalent forms for the same number using pictorial models <b>(Focus on numbers 0-50)</b></li> <li>• compare and order using correct mathematical vocabulary (ex: 58 is greater than 49) <b>(Focus on numbers 0-50)</b></li> </ul>	
	<b>1.1B Create sets of tens and ones using concrete objects to describe,</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• use place value concepts to represent whole numbers using</li> </ul>	

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	<b>compare, and order whole numbers.</b>	<p>numerals, expanded notation and concrete models (example, <math>99 = 90 + 9</math>)</p> <p><b>(Focus on numbers 0-50)</b></p> <ul style="list-style-type: none"> <li>• create a model that is more or less than a given model <b>(Focus on numbers 0-50)</b></li> <li>• connect models to number to describe, compare and order numbers <b>(Focus on numbers 0-50)</b></li> </ul> <p style="text-align: center;"><b>Describing Sets of Tens and Ones</b> <b>0 – 50</b></p> <ul style="list-style-type: none"> <li>▪ Create sets of tens and ones using concrete objects to describe whole numbers.</li> </ul>
	<b>1.1D Read and write numbers to 99 to describe sets of concrete objects.</b>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>▪ Use sets of concrete objects to represent quantities from 0-50.</li> </ul>
<b>1.5 Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations</b>	<b>1.5B Find patterns in numbers, including odd and even.</b>	<p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>○ <b>Illustrate and explain the difference between odd and even</b></li> <li>○ <b>Identify pattern in the environment of even and odd (including egg carton, sets of tricycle wheels, etc)</b></li> <li>○ <b>Identify even and odd on hundreds chart</b></li> <li>○ <b>Use real life examples to extend pattern</b></li> </ul>
<b>1.11 Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</b>	<b>1.11B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</b>	
	<b>1.11C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem</b>	
	<b>1.13 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</b>	

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<b>Subject Area</b>	Math	<b>Bundle #:</b>	5
<b>Grade/Level</b>	1	<b>Weeks:</b>	13-15
<b>Overview</b>			
<b>Equal Parts</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>1.2 Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects. The student is expected to:</b>	<b>1.2A Separate a whole into two, three, or four equal parts and use appropriate language to describe the parts including three out of four equal parts.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>represent commonly used fractions using words and concrete models (examples: <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> and their parts including <math>\frac{2}{3}</math>, <math>\frac{3}{4}</math>)</li> <li>recognize fractions are represented by equal size parts of a whole and of a set of objects</li> </ul>	
	<b>1.2B Use appropriate language to describe part of a set including three out of the eight crayons is red.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>use "out of" when distinguishing part versus whole</li> <li>use a variety of objects to make a set and divide it into fractional parts</li> </ul>	
<b>1.10 Probability and statistics. The student uses information from organized data.</b>	<b>1.10B Identify events as certain or impossible including drawing a red crayon from a bag of green crayons.</b>		
<b>1.13 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</b>	<b>1.13 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology</b>		

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<b>Subject Area</b>	Math	<b>Bundle #:</b>	6
<b>Grade/Level</b>	1	<b>Weeks:</b>	16-18
<b>Overview</b>			
<b>Using Patterns to Solve Addition and Subtraction (Focusing on sums and differences from 1-18)/ Comparing and Ordering 1-75</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
1.3 Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations.	1.3A Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.	Including but not limited to: <ul style="list-style-type: none"> <li>• Model and explain addition or subtraction problems using concrete materials in contextual situations. <b>(Focus on sums and differences from 1-18)</b></li> <li>• analyze and explain that subtraction of whole numbers yields an answer smaller or equal to the original number <b>(Focus on differences from 1-18)</b></li> <li>• analyze and explain that addition of whole numbers yields an answer equal to or greater whole number <b>(Focus on sums from 1-18)</b></li> <li>• model real situations when start (beginning), change (middle), or result (end) is unknown <b>(Focus on sums and differences from 1-18)</b></li> <li>• use equation (number sentence) to represent addition or subtraction situations <b>(Focus on sums and differences from 1-18)</b></li> </ul>	
1.5 Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations.	1.5D Use patterns to develop strategies to solve basic addition and basic subtraction problems.	Including but not limited to: <ul style="list-style-type: none"> <li>• Creating and extending patterns and describing the rule in words</li> <li>• use composing and decomposing strategies including doubles plus or minus one, sums of ten, etc <b>(Focusing on sums and differences from 1-18)</b></li> </ul>	
	1.5E Identify patterns in related addition and subtraction sentences (fact families for sums to 18) including $2 + 3 = 5$ , $3 + 2 = 5$ , $5 - 2 = 3$ , and $5 - 3 = 2$ .	Including but not limited to: <ul style="list-style-type: none"> <li>• develop strategies for addition and subtraction involving even and odd combinations including even plus an even always yields an even sum</li> <li>• generate another fact from that fact family when given one fact</li> <li>• generate all members of the fact family</li> </ul>	

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<p><b>1.1 Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities</b></p>	<p><b>1.1A Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.</b></p>	<p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• recognize and generate equivalent forms for the same number using concrete models <b>(Focus on numbers 0-75)</b></li> <li>• recognize and generate equivalent forms for the same number using pictorial models <b>(Focus on numbers 0-75)</b></li> <li>• compare and order using correct mathematical vocabulary (ex: 58 is greater than 49) <b>(Focus on numbers 0-75)</b></li> </ul>
	<p><b>1.1B Create sets of tens and ones using concrete objects to describe, compare, and order whole numbers.</b></p>	<p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>• use place value concepts to represent whole numbers using numerals, expanded notation and concrete models (example, <math>99 = 90 + 9</math>) <b>(Focus on numbers 0-75)</b></li> <li>• create a model that is more or less than a given model <b>(Focus on numbers 0-75)</b></li> <li>• connect models to number to describe, compare and order numbers <b>(Focus on numbers 0-75)</b> <b>Describing Sets of Tens and Ones</b> <b>0 – 75</b></li> <li>▪ Create sets of tens and ones using concrete objects to describe whole numbers.</li> </ul>
	<p><b>1.1D Read and write numbers to 99 to describe sets of concrete objects.</b></p>	<p><b>Including but not limited to:</b></p> <ul style="list-style-type: none"> <li>▪ Use sets of concrete objects to represent quantities from 0-75.</li> </ul>
<p><b>1.11 Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</b></p>	<p><b>1.11A Identify mathematics in everyday situations.</b></p>	
	<p><b>1.11C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</b></p>	
	<p><b>1.11D Use tools including real objects, manipulatives, and technology to solve problems.</b></p>	

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<b>Subject Area</b>	Math	<b>Bundle #:</b>	7
<b>Grade/Level</b>	1	<b>Weeks:</b>	19-21
<b>Overview</b>			
<b>Numbers to 99, Compare and Order</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>1.1 Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.</b>	<b>1.1A Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• recognize and generate equivalent forms for the same number using concrete models</li> <li>• recognize and generate equivalent forms for the same number using pictorial models</li> </ul> compare and order using correct mathematical vocabulary (ex: 58 is greater than 49)  <p style="text-align: center;"><b>Comparing Whole Numbers</b></p> <ul style="list-style-type: none"> <li>▪ Given sets of concrete objects, compare whole numbers and describe the sets of concrete objects using vocabulary such as less than/fewer than, greater than/more than, or equal to.</li> </ul>	
	<b>1.1B Create sets of tens and ones using concrete objects to describe, compare, and order whole numbers.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• use place value concepts to represent whole numbers using numerals, expanded notation and concrete models (example, <math>99 = 90 + 9</math>)</li> <li>• create a model that is more or less than a given model</li> <li>• connect models to number to describe, compare and order numbers</li> </ul> <p style="text-align: center;"><b>Describing Sets of Tens and Ones</b></p> <ul style="list-style-type: none"> <li>▪ Create sets of tens and ones using concrete objects to describe whole numbers.</li> </ul>	
	<b>1.1D Read and write numbers to 99 to describe sets of concrete</b>	Including but not limited to: <ul style="list-style-type: none"> <li>▪ Use sets of concrete objects to represent</li> </ul>	

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	<b>objects.</b>	quantities from 0-40.
	<b>1.5C Compare and order whole numbers using place value.</b>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>• Use concrete models, numerals and words to represent place value through 99</li> </ul> <p>Note: This is under the patterns strand; use patterns to teach comparison.</p> <ul style="list-style-type: none"> <li>▪ Use place value to compare whole numbers.</li> </ul> <p>Example: Use an instructional strategy, such as a place value chart, to compare whole numbers from 0-99.</p>
<b>1.11 Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</b>	<b>1.11D Use tools including real objects, manipulative, and technology to solve problems</b>	
	<b>1.12B Relate everyday language to mathematical language and symbols.</b>	
	<b>1.13 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</b>	

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<b>Subject Area</b>	Math	<b>Bundle #:</b>	8
<b>Grade/Level</b>	1	<b>Weeks:</b>	22-24
<b>Overview</b>			
<b>Time and Temperature</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>1.7 Measurement.</b> The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length.	<b>1.7G Compare and order two or more objects according to relative temperature (from hottest to coldest).</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• identify hot and cold in everyday experiences</li> <li>• identify the tool to measure temperature (thermometer)</li> <li>• order objects in temperature from coldest to hottest or coldest to hottest</li> <li>• the opposite of the hot summer day is a _____</li> <li>▪ Compare two or more objects according to relative temperature (from hottest to coldest).</li> </ul>	
<b>1.8 Measurement. The student understands that time can be measured. The student uses time to describe and compare situations.</b>	<b>1.8A Order three or more events according to duration.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>▪ Compare and order 3 or more events according to duration.</li> </ul>	
	<b>1.8B</b> <b>Read time to the hour and half-hour using analog and digital clocks.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• identifies hour hand and minute hand</li> <li>• models the direction that hands move on a clock</li> <li>• understand the position of the hour hand according to the position of the minute hand (2:00 vs 2:30)</li> </ul> <p>Prompt the students to use clocks or models of clocks to represent times to the hour and half hour.</p>	
<b>1.11 Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</b>	<b>1.11A</b> <b>Identify mathematics in everyday situations.</b>		

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<b>Subject Area</b>	Math	<b>Bundle #:</b>	9
<b>Grade/Level</b>	1	<b>Weeks:</b>	25-27
<b>Overview</b>			
<b>Probability/Money</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>1.10 Probability and statistics. The student uses information from organized data</b>	<b>1.10A Draw conclusions and answer questions using information organized in real object graphs, picture graphs, and bar type graphs.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• Draw conclusions and answer questions using information organized in real object graphs, picture graphs, and bar type graphs</li> </ul>	
	<b>1.10B Identify events as certain or impossible including drawing a red crayon from a bag of green crayons</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• Identify events as certain or impossible including drawing a red crayon from a bag of green crayons</li> </ul>	
<b>1.1 Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities</b>	<b>1.1C Identify individual coins by name and value and describe relationships among them</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• recognize the real and pictorial coins (front and back)</li> <li>• sort, name, and compare coins</li> <li>• understand relationships among coins: 1 dime is 2 nickels, 1 nickel and five pennies, or 10 pennies</li> <li>• use cent symbol with value <ul style="list-style-type: none"> <li>▪ Identify a penny, nickel, dime, and quarter.</li> </ul> </li> </ul>	
<b>1.12 Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language.</b>			
<b>1.13 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</b>			

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<b>Subject Area</b>	Math	<b>Bundle #:</b>	10
<b>Grade/Level</b>	1	<b>Weeks:</b>	28-30
<b>Overview</b>			
<b>Characteristics of 2-dimensional and 3-dimensional figures</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>1.6 The student uses attributes to identify two-and three-dimensional geometric figures. The student compares and contrasts two-and three-dimensional geometric figures or both.</b>	<b>1.6A Describe and identify two dimensional geometric figures including circles, triangles, rectangles, and squares (a special type of rectangle)</b>	Including but not limited to: <ul style="list-style-type: none"> <li>draw and verbally describes attributes of specified shapes</li> </ul>	
	<b>1.6B Describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>identify common attributes involving two- and three-dimensional geometric figures</li> </ul>	
	<b>1.6C Describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language</b>	Including but not limited to: <ul style="list-style-type: none"> <li>create and identify new shapes by combining existing shapes (Ex: two triangles make a parallelogram, etc)</li> </ul>	
	<b>1.6D Use concrete models to combine two-dimensional geometric figures to make new geometric figures.</b>		
<b>1.11 Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</b>	<b>1.11A Identify mathematics in everyday situations.</b>		
<b>1.12 Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language.</b>	<b>1.12A Explain and record observations using objects, words, pictures, numbers, and technology.</b>		
	<b>1.12B Relate everyday language to mathematical language and symbols</b>		

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<b>Subject Area</b>	Math	<b>Bundle #:</b>	11
<b>Grade/Level</b>	1	<b>Weeks:</b>	31-33
<b>Overview</b>			
<b>Measurement - Time, Temperature, Length</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>1.7 Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length.</b>	<b>1.7A Estimate and measure length using nonstandard units including paper clips and sides of color tiles.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• Estimate before measuring with nonstandard units</li> <li>• Identify tools used to measure area</li> <li>• Identify objects that have equal length</li> <li>• Compare lengths of different objects using nonstandard units</li> <li>• Use mathematical language to describe lengths including "longer than" or "shorter than"</li> <li>• Begin to measure at the edge of the object being measured</li> </ul>	
	<b>1.7C Describe the relationship between the size of the unit and the number of units needed to measure the length of an object.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• Determine the smaller the unit adds to the accuracy of the measurement</li> <li>• Identify tools used to measure length</li> </ul>	
	<b>1.7D Compare and order two or more two-dimensional surfaces (from covers the most to covers to the least)</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• Determine that the number of rows and columns have a direct correlation to the size of the area covered</li> <li>• Identify non-standard tools used to measure area (including paper clips, tiles, straws, etc)</li> <li>• Explain why using the same object to cover both surfaces is necessary to calculate area</li> <li>• Compare 2 or more two-dimensional surfaces (covers the most to covers the least).</li> </ul>	
	<b>1.7E Compare and order two or more containers according to capacity (from holds the most to holds the least).</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• use estimation before measuring capacity</li> <li>• use uniform objects in the environment to measure volume (capacity)</li> </ul>	

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		<ul style="list-style-type: none"> <li>• identify non-standard tools used to measure capacity (including, various cups, tubs, bottles, etc.)</li> <li>• use a benchmark capacity to decide if another object is greater in capacity</li> </ul>
	<b>1.7F Compare and order two or more objects according to weight/mass (from heaviest to lightest)</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• estimate weight/mass before measuring</li> <li>• use uniform objects in the environment to measure weight/mass</li> <li>• identify standard tools used to measure capacity (including, balance and scale)</li> <li>• use a benchmark capacity to decide if another object is greater in capacity</li> </ul>
<b>1.12 Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language.</b>	<b>1.12A Explain and record observations using objects, words, pictures, numbers, and technology.</b>	
<b>1.13 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</b>	<b>1.13 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</b>	

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<b>Subject Area</b>	Math	<b>Bundle #:</b>	12
<b>Grade/Level</b>	1	<b>Weeks:</b>	34-36
<b>Overview</b>			
<b>Addition and Subtraction Facts 12-18</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>1.3 Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations.</b>	<b>1.3A Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• model and explain addition or subtraction problems using concrete materials in contextual situations.</li> <li>• analyze and explain that subtraction of whole numbers yields an answer smaller or equal to the original number</li> <li>• analyze and explain that addition of whole numbers yields an answer equal to or greater whole number</li> <li>• model real situations when start (beginning), change (middle), or result (end) is unknown</li> <li>• use equation (number sentence) to represent addition or subtraction situation</li> </ul>	
	<b>1.3B Use concrete and pictorial models to apply basic addition and subtraction facts (up to <math>9+9=18</math> and <math>18-8=9</math>)</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• Representing and using whole numbers in flexible ways by composing and decomposing numbers</li> <li>• Determine the results of adding or subtracting two even, two odd or an even and odd number</li> </ul>	
<b>1.5 Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations</b>	<b>1.5A Use patterns to skip count by twos, fives, and tens.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• describe characteristics of patterns</li> <li>• extend patterns</li> <li>• model skip counting using concrete objects, 100's chart, etc</li> <li>• identify patterns in the environment</li> </ul>	
	<b>1.5B Find patterns in numbers, including odd and even.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• illustrate and explain the difference between odd and even</li> <li>• identify pattern in the environment of even and odd (including egg carton, sets of tricycle wheels, etc)</li> <li>• identify even and odd on hundreds chart</li> <li>• use real life examples to extend pattern</li> </ul>	
	<b>1.5C Compare and order whole numbers using place value.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• Use concrete models, numerals and words to represent place value through 99</li> </ul>	

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		Note: This is under the patterns strand; use patterns to teach comparison.
	<b>1.5D Use patterns to develop strategies to solve basic addition and basic subtraction problems.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• Creating and extending patterns and describing the rule in words</li> <li>• use composing and decomposing strategies including doubles plus or minus one, sums of ten, etc</li> </ul>
	<b>1.5E Identify patterns in related addition and subtraction sentences (fact families for sums to 18) including <math>2 + 3 = 5</math>, <math>3 + 2 = 5</math>, <math>5 - 2 = 3</math>, and <math>5 - 3 = 2</math>.</b>	Including but not limited to: <ul style="list-style-type: none"> <li>• develop strategies for addition and subtraction involving even and odd combinations including even plus an even always yields an even sum</li> <li>• generate another fact from that fact family when given one fact</li> <li>• generate all members of the fact family</li> </ul>
<b>1.11 Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</b>	<b>1.11B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</b>	
	<b>1.11C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</b>	
	<b>1.11D Use tools such as real objects, manipulatives and technology to solve problems</b>	
<b>1.12 Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language.</b>	<b>1.12 B Relate everyday language to mathematical language to symbols.</b>	
<b>1.13 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology .</b>	<b>1.13 A Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</b>	