Since Montessori learning develops from concrete to abstract, concepts are often introduced at an earlier age. This provides the benefit of multi-sensory experiences with concrete materials before moving into the abstraction of pencil/paper learning and assessment. While this extends the process, it enables the child to gain a greater depth of learning. When there is a gap between the Montessori recommended age for presentation and the TEK, the assessment will be done using the material that is most appropriate to where the child is currently working.

light grey	=recommended period to present	1st grade				2nd grade				3rd grade			
dark grey	=recommended period to assess	Fall		Spring		Fall		Spring		Fall		Spring	
*	= continued practice												
Math Exercises	**TEKS**	**6- 6½**		**6½ - 7**		**7 – 7½**		**7½ - 8**		**8 – 8½**		**8½ - 9**	
Numeration													
Tens Board (Kinder review)	1.3(A) use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99		ACP										
Hundred Board/ Chain (Kinder review)	1.2(D) generate a number that is greater than or less than a given whole number up to 120;		ACP										
	1.2(F) order whole numbers up to 120 using place value and open number lines												
	1.2(G) represent the comparison of two numbers to 100 using the symbols >, <, or =.												
	1.5(A) recite numbers forward and backward from any given number between 1 and 120												
	1.5(C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120		ACP										
Skip Counting: (Kinder review)	1.5(B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set		ACP		ACP								
	Preparation for 1.4(C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.				ACP								
	1.5(C)		ACP										
Cubing Chains Global Layout	1.2(F) order whole numbers up to 120 using place value and open number lines		ACP										
	2.2(C) generate a number that is greater than or less than a given whole number up to 1,200			*									
	2.2(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)			*			ACP						
Number Line extensions required	2.2(E) locate the position of a given whole number on an open number line			*			ACP						
	2.2(F) name the whole number that corresponds to a specific point on a number line			*			ACP						

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Number Line extensions continued	2.7(B) use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200		*				
	2.9(C) represent whole numbers as distances from any given location on a number line		*				
	3.2(C) represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers						
	3.2(D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =						
	3.4(E) represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting						
Greater than/less than command cards	1.2(G) represent the comparison of two numbers to 100 using the symbols >, <, or =.						
	2.2(C) generate a number that is greater than or less than a given whole number up to 1,200 and						
	2.2(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)			ACP			
	3.2(D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =						
Data Analysis	1.8(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts	ACP					
	1.8(B) use data to create picture and bar-type graphs						
	1.8(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs						
	2.10(A) explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category						
	2.10(B) organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more						
	2.10(C) write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one				ACP		
	2.10(D) draw conclusions and make predictions from information in a graph				ACP		

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Data Analysis cont.	3.4(D) determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10						
	3.5(E) represent real-world relationships using number pairs in a table and verbal descriptions						
	3.7(C) determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes						
	3.8(A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals					ACP	
	3.8(B) solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals					one-step	two-step
Golden Bead extensions necessary in 2nd grade	2.2(A) use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones						
	2.2(B) use standard, word, and expanded forms to represent numbers up to 1,200			ACP			
	2.2(C) generate a number that is greater than or less than a given whole number up to 1,200						
	2.2(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =			ACP			
	2.4(B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations			ACP	ACP		
2nd grade Stamp Game extensions	2.2(A), (B), (C), (D)						
Even/Odd	2.7(A) determine whether a number up to 40 is even or odd using pairings of objects to represent the number						
	3.4(I) determine if a number is even or odd using divisibility rules.					ACP	
Rounding	3.4(B) round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems						

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Math Exercises	**TEKS**	**6- 6½**		**6½ - 7**		**7 – 7½**		**7½ - 8**		**8 – 8½**	**8½ - 9**
Addition: Operations											
Golden Bead Addition (Kinder review)	1.2(B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;										
	1.2(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120;		ACP		ACP						
	1.2(E) use place value to compare whole numbers up to 120 using comparative language		ACP		ACP						
	1.2(F) order whole numbers up to 120 using place value and open number lines; and		ACP								
	1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3;		ACP		ACP						
	1.5(G) apply properties of operations to add and subtract two or three numbers.				ACP						
Stamp Game: Intro/Addition	1.2(E) use place value to compare whole numbers up to 120 using comparative language		ACP		ACP						
	1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3;		ACP	*							
	1.5(G) apply properties of operations to add and subtract two or three numbers.			*	ACP						
	2.4(B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations						ACP		ACP		
Dot Board: Addition	2.4(B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations								ACP		
Small Bead Frame: Addition	2.4(B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations						ACP		ACP		
	2.7(B) use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200										

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Hierarchical Materials: Intro	3.2(A) compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate						
	3.2(B) describe the mathematical relationships found in the base-10 place value system through the hundred thousands place						
Large Bead Frame: Intro/Addition	Intro: 2.2(A) use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones						
	Intro: 2.2(B) use standard, word, and expanded forms to represent numbers up to 1,200				ACP		
	Intro: 2.2(C) generate a number that is greater than or less than a given whole number up to 1,200						
	Intro: 2.2(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers				ACP		
	3.2(A), 3.2(B)						
	3.2(C) represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers						
	3.2(D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =						
	3.4(A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction						

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Math Exercises	**TEKS**	**6- 6½**		**6½ - 7**		**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Addition: Memorization									
Addition Strip Board: (Kinder review)	1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3;		**ACP**	*	**ACP**				
	1.3(C) compose 10 with two or more addends with and without concrete objects;								
	1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences								
	1.5(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)								
	1.5(G) apply properties of operations to add and subtract two or three numbers.			*	**ACP**				
Addition Charts 3 4 5 6:	1.3(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;		**ACP**						
	1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences								
	1.5(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)								
Oral Games for Memorization of Addition Facts	1.3(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;		**ACP**						
	2.4(A) recall basic facts to add and subtract within 20 with automaticity								
	1.3(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences								
Addition Word Problems (Kinder review)	1.3(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences								
	1.3(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.								

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Math Exercises	**TEKS**	**6- 6½**		**6½ - 7**		**7 – 7½**		**7½ - 8**		**8 – 8½**		**8½ - 9**	
Addition Word Problems (Kinder review)	1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences												
	1.5(F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation	ACP											
	1.5(G) apply properties of operations to add and subtract two or three numbers.			ACP									
	2.4(C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms												
	2.4(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000					ACP		ACP					
	2.7(C) represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem					ACP		ACP					
	3.4(A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction												
	3.5(A) represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations												
Addition Snake Game:	1.2(A) recognize instantly the quantity of structured arrangements												
	1.3(C) compose 10 with two or more addends with and without concrete objects;												
Bead Bar Addition: including multiple addends	1.2(A) recognize instantly the quantity of structured arrangements												
	1.3(C) compose 10 with two or more addends with and without concrete objects;												
	1.5(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)												
	1.5(G) apply properties of operations to add and subtract two or three numbers.			ACP									

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Math Exercises	**TEKS**	**6- 6½**		**6½ - 7**		**7 – 7½**		**7½ - 8**		**8 – 8½**		**8½ - 9**	
Bead Bar Addition: missing addends and story problems	1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3;				ACP								
	1.5(F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation	ACP											
	1.5(G) apply properties of operations to add and subtract two or three numbers.				ACP								
	2.4(C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms					ACP							
	2.7(C) represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem							ACP					

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Math Exercises	**TEKS**	**6- 6½**		**6½ - 7**		**7 – 7½**		**7½ - 8**		**8 – 8½**	**8½ - 9**
Subtraction: Operations											
Golden Bead Subtraction (Kinder review)	1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3;		ACP								
	1.5(G) apply properties of operations to add and subtract two or three numbers.				ACP						
Regrouping for Subtraction & Division	2.4(B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations						ACP				
	2.4(C)										
Stamp Game: Subtraction	1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3;				ACP						
	1.5(G) apply properties of operations to add and subtract two or three numbers.				ACP						
Small Bead Frame: Subtraction	2.4(C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms										
Subtraction: Memorization											
Subtraction Strip Board: with prepared equation slips (Kinder review)	1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3;				ACP						
	1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences										
	1.5(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)										
	1.5(G) apply properties of operations to add and subtract two or three numbers.										
Subtraction Strip Board: tables (Kinder review)	1.5(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)										
	1.5(G)				ACP						
	2.4(A) recall basic facts to add and subtract within 20 with automaticity										

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Math Exercises	**TEKS**	6- 6½	6½ - 7	7 – 7½	7½ - 8	8 – 8½	8½ - 9
Subtraction Charts 2, 3:	1.3(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;	ACP					
	1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences						
	1.5(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)						
	2.4(A) recall basic facts to add and subtract within 20 with automaticity						
Subtraction Bingo: blank chart	2.4(A) recall basic facts to add and subtract within 20 with automaticity						
Oral Games for Subtraction	1.3(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;	ACP					
	1.3(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences;						
	2.4(A) recall basic facts to add and subtract within 20 with automaticity						
Basic Formats for Subtraction: missing factors	1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3;		ACP				
	1.5(F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation	ACP					
Subtraction Story Problems	1.3(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences						
	1.3(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.						
	1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences						
	1.5(F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation	ACP					
	1.5(G) apply properties of operations to add and subtract two or three numbers.		ACP				

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Subtraction Story Problems continued	2.4(C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms						
	2.4(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000			ACP	ACP		
	2.7(C) represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem			ACP	ACP		
	3.4(A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction						
	3.5(A) represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations						
Subtraction Snake Game:	2.7(C) represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem			ACP	ACP		

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Multiplication: Operations							
Golden Bead Multiplication	2.6(A) model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined			Assessed with Multiplication Bead Board a			
Stamp Game: Multiplication	2.6(A)		*	*	ACP		
	3.5(C) describe a multiplication expression as a comparison such as 3x24 represents three times as much as 24						
Large Bead Frame: Multiplication (1, 2 and 3-digit multipliers)	3.2(A), (B)						
	3.4(G) use strategies and algorithms, including the stand…						
Bank Game: 1 and 2 digit	3.2(A), 3.2(B), 3.5(C)						
Checkerboard: 1st – 4th passage	3.2(A), (B), 3.4(G), 3.5(C)						
Golden Bead Frame Intro, 2-digit multiplier, partial products, mental exchange	3.2(A), (B), 3.4(G)						
Multiplication: Memorization							
Multiplication Bead Board:	2.6(A) model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined				ACP		
Multiplication Chart 3 4 5:	3.4(F) recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts				*		
Oral Games for Multiplication	3.4(E) represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting				*		
	3.4(G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties				*		
Basic Formats for Mult.: missing factors	3.4(G)				*		
	3.5(D) determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product				*		

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Multiplication Word Problems	2.6(A) model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined				ACP		
	3.4(G)						
	3.4(K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts						
	3.5(B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations						
	3.5(C) describe a multiplication expression as a comparison such as 3x24 represents three times as much as 24						
Snake Game: Multiplication	3.4(F) recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts						
Cubing Chains (Cont. from Kinder)	See Number Lines in Numeration						
Multiplication Bead Bars: including 1 multiplicand and x10	2.6(A) model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined				ACP		
Multiplication Bead Bars: extension - representation on graph paper	Concrete foundation for the study of area: 3.6(C) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.				*	* ACP	
Multiplication Bead Bars: all factors for one product	2.6(A)				ACP		
	3.4(E) represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting						
	3.4(G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties						
	3.5(C) describe a multiplication expression as a comparison such as 3x24 represents three times as much as 24					ACP	
Squares of Numbers	4.4(C) represent the product of two-digit numbers using arrays, area models or equations including perfect squares through 15x15						
Multiplication of a Binomial	Introduction to using the later formulas for algebraic multiplication and square root						
Square of a Binomial	" "						
Square of a Trinomial	" "						
Consecutive Squares	" "						
Nonconsecutive Squares	" "						
Decanomial	" "						
Powers of Numbers	" "						

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Division: Operations							
Golden Bead Short Division	2.6(B) model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets			Assessed with Stamp Game			
Golden Bead Two-digit Divisor	2.6(B)				Assessed with Stamp Game		
Stamp Game: Division	2.6(B)				ACP		
Group Division with Stamp Game	3.4(H) determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally						
Racks and Tubes	3.4(H)						
Division: Memorization							
Unit Division Board: Intro	2.6(B) model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets				ACP		
Unit Division Board: tables/booklets	3.4(H) determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally						
Division Charts 1 and 2:	3.4(F) recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts						
Division Word Problems	2.6(B) model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets				ACP		
	3.4(H) determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally						
	3.4(K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts						
	3.5(B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations						
Relationship of Multiplication and Division: Chart 4	3.4(F) recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts						
	3.4(J) determine a quotient using the relationship between multiplication and division						
Oral Games for Memorization	3.4(F) recall facts to multiply up to 10 x 10 with automaticity, recall the corresponding div. facts						
Division with Missing Factors	3.4(H) determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally						
	3.4(J) determine a quotient using the relationship between multiplication and division						
	3.5(D) determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product						

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Math Exercises	**TEKS**	6- 6½	6½ - 7	7 – 7½	7½ - 8	8 – 8½	8½ - 9
Fractions							
Concept of a Fraction Intro (also include extension with bars to address this TEK)	1.6(H) identify examples and non-examples of halves and fourths						
	1.6(G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words						
	2.3(A) partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words						
	2.3(B) explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part						
	2.3(C) use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole						
	2.3(D) identify examples and non-examples of halves, fourths, and eighths			ACP			
Fraction Quantity Intro	2.3(A), (B), (C), (D)						
Symbols Intro	3.3(C) explain that the unit fraction 1/*b* represents the quantity formed by one part of a whole that has been partitioned into *b* equal parts where *b* is a non-zero whole number.						
****Fractions on a Number Line**	3.3(A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.						
	3.3(B) determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line						
	3.3(F) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.						
	3.3(G) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.						
	3.7(A) represent fractions of halves, fourths, and eighths as distances from zero on a number line.						
Fraction Numeration Word Problems	3.3(E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.						

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Equivalence: Wholes with Word Problems	3.3(E), 3.3(F), 3.3(G)						
Equivalence: Thirds with Word Problems	3.3(E), 3.3(F), 3.3(G)						
Equivalence: Fourths with Word Problems	3.3(E), 3.3(F), 3.3(G)						
Equivalence: Fifths with Word Problems							
Equivalence: Sixths with Word Problems	3.3(E), 3.3(F), 3.3(G)						
Equivalence: Eighths with Word Problems	3.3(E), 3.3(F), 3.3(G)						
Equivalence: Ninths with Word Problems							
Equivalence: Tenths with Word Problems							
Equivalence Extensions: Numerator as the sum of its parts with Word Problems	3.3(D) compose and decompose a fraction *a/b* with a numerator greater than zero and less than or equal to *b* as a sum of parts 1/*b* .						
***Extension:** Fraction comparison word problems using greater than, less than, equal to	3.3(H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.						

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Math Exercises	**TEKS**	**6- 6½**		**6½ - 7**		**7 – 7½**		**7½ - 8**		**8 – 8½**		**8½ - 9**	
Geometry													
Geometric Solids Review	1.6(B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape												
	1.6(E) identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;			ACP									
	2.8(B) classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language					ACP							
	2.8(D) compose two-dimensional shapes and three-dimensional solids with given properties or attributes												
	3.6(A) classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language												
Geometric Cabinet: These TEKS should be visited with each of the following drawers: **circles, triangles, rectangles, quadrilaterals, polygons, curvilinear**	1.6(A) classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language												
	1.6(B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape												
	1.6(C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons												
	1.6(D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language			ACP									
	1.6(F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible												
	2.8(A) create two-dimensional shapes based on given attributes, including number of sides and vertices												

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Geometric Cabinet cont.	2.8(C) classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices						
	2.8(D) compose two-dimensional shapes and three-dimensional solids with given properties or attributes						
	3.6(A) classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language						
Constructive Triangles (all sets)	2.8(A), 2.8(C), 2.8(D)						
	2.8(E) decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.						
	3.6(A)						
	3.6(B) use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories						
Geometry Classified Nomenclature	3.6(A)						
Basic Concepts: Solid, Plane, Line & Point	Preparation for 4.6A						
First Cards: Point to Solid	Preparation for 4.6A						
With Golden Beads	Preparation for 4.6A						
With Nomenclature Cards	Preparation for 4.6A						
Study of Line w/ Geometric Cabinet	Preparation for 4.6A						
Types of Lines, Parts of a Line, Relationship of Lines to Earth, Intersecting, Convergent and Divergent Lines	Preparation for 4.6A						
Parallel/Skew Lines, Nomenclature, Perpendicular Bisector, To Copy a Line Segment, Relationship of 3 Straight Lines	Preparation for 4.6A						
Angle & Its Parts	Preparation for 4.6A						
Types of Angles	Preparation for 4.6A						

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Measurement							
Decimal Metric System Intro							
Length, Capacity & Weight	1.7(A) use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement						
	1.7(B) illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other		ACP				
	1.7(C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ						
	1.7(D) describe a length to the nearest whole unit using a number and a unit		ACP				
	2.9(A) find the length of objects using concrete models for standard units of length						
Multiples & Sub-Multiples	2.9(C) represent whole numbers as distances from any given location on a number line						
	2.9(D) determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes				ACP		
	2.9(E) determine a solution to a problem involving length, including estimating lengths				ACP		
Pairing of Prefix & Numerical Value	2.8(C) classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices						
	2.9(D)				ACP		
Union of Prefix & Root Word: Length	2.8(C), 2.9(D)				ACP		
Measurement of Weight	3.7(D) determine when it is appropriate to use measurements of liquid volume (capacity) or weight						
	3.7(E) determine liquid volume (capacity) or weight using appropriate units and tools.						
Practical Use of Measurement	2.9(E)				ACP		
Measurement of Capacity	3.7(D), 3.7(E)						

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Measurement of Surface	2.9(F) use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit						
	3.6(C) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.					ACP	
	3.6(D) decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area						
	3.6(E) decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape						
Measurement of Volume	3.7(D), 3.7(E)						
Equivalence: Passing from One Measurement to Another	2.9(B)describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object						
English Measurement System, Intro	3.7(B), 3.7(D), 3.7(E)					ACP	
Presentation of the Symbol	3.7(B), 3.7(D), 3.7(E)					ACP	
Study of the Yard and its Subdivisions	3.7(B)						
Measurement of Capacity	3.7(D), 3.7(E)						
Measurement of Weight	3.7(D), 3.7(E)						

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
Money							
The Nomenclature of Money	1.4(A) identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them						
Value of Coins	1.4(A) 1.4(B) write a number with the cent symbol to describe the value of a coin						
Counting Like Coins	1.4(C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.		ACP				
Counting Different Coins (include bills for 3.4C)	2.5(A) determine the value of a collection of coins up to one dollar			ACP			
	3.4(C) determine the value of a collection of coins and bills						
	3.4(E) represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting.						
Money Symbols Intro	2.5(B) use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins						
Multiple Ways of Forming Values	2.5(A), (B)						
Making Change From Single and Multiple Coins, Rebus Stories	3.4(C), (E)						
Word Problems Level 1	3.4(C), (E)						
Word Problems Level 2, 3, 4	3.4(C), (E)						
History							
The Clock: Orientation to One Day	1.7(E) tell time to the hour and half hour using analog and digital clocks						
Extension of The Clock	2.9(G) Read and write time to the nearest one minute increment using analog and digital clocks and distinguish between am and pm				ACP		

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Math Exercises	**TEKS**	**6- 6½**	**6½ - 7**	**7 – 7½**	**7½ - 8**	**8 – 8½**	**8½ - 9**
ETC Economics							
The History of Money and Bartering	1.9(A) define money earned as income						
Needs and Wants /Idenitifcation of Goods and Services	1.9(B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs						
Resources	3.9(A) explain the connection between human capital/labor and income						
	3.9(B) describe the relationship between the availability or scarcity of resources and how that impacts cost						
Opportunity Costs	1.9(C) distinguish between spending and saving						
	1.9(D) consider charitable giving						
	2.11(A) calculate how money saved can accumulate into a larger amount over time						
	2.11(B) explain that saving is an alternative to spending						
	2.11(C) distinguish between a deposit and a withdrawal						
	2.11(D) identify examples of borrowing and distinguish between responsible and irresponsible borrowing						
	2.11(E) identify examples of lending and use concepts of benefits and costs to evaluate lending decisions						
	3.9(C) identify the costs and benefits of planned and unplanned spending decisions						
	3.9(D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest						
	3.9(E) list reasons to save and explain the benefit of a savings plan, including for college						
	3.9(F) identify decisions involving income, spending, saving, credit, and charitable giving.						
Producers/Production/ Consumers	2.11(F) differentiate between producers and consumers and calculate the cost to produce a simple item.						