

SEMPL E MATH LEVEL 1 ALIGNMENT TO THE TEKS OBJECTIVES OF 2006

LEVEL 1	SEMPL E OBJECTIVE	TEKS	TEKS OBJECTIVE
Lesson 1	Spot and name the numbers represented by one, two and three dots on a card.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-B	Use sets of concrete objects to represent quantities given in verbal or written form through 20.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
Lesson 2	Count with one-to-one correspondence for one, two or three squares on a game board.	K.1-B	Use sets of concrete objects to represent quantities given in verbal or written form through 20.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
		K.13-D	Use tools such as real objects, manipulatives, and technology to solve problems.
Lesson 3	Match the concrete amount represented by one, two and three dots with the abstract numerals 1, 2 and 3.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
Lesson 4	Print the numerals 1, 2 and 3 with correct formation and orientation.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
Lesson 5	Place cards containing numerals 1, 2 and 3 in sequential order.	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
		K.6-A	Use patterns to predict what comes next including cause-and-effect relationships.

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		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
		K.14-B	Relate everyday language to mathematical language and symbols.
Lesson 6	Spot and name the number represented by four dots on a card.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-B	Use sets of concrete objects to represent quantities given in verbal or written form through 20.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
Lesson 7	Match the concrete amount represented by four dots with the abstract numeral 4.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
Lesson 8	Print the numeral 4 with correct formation and orientation.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
Lesson 9	Spot and name the number represented by five dots on a card.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.

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		K.1-B	Use sets of concrete objects to represent quantities given in verbal or written form through 20.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
Lesson 10	Match the concrete amount represented by five dots with the abstract numeral 5.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
		K.14-A	Communicate mathematical ideas using objects, words, pictures, numbers, and technology.
Lesson 11	Print the numeral 5 with correct formation and orientation.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
Lesson 12	Spot and name the number represented by six dots on a card.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-B	Use sets of concrete objects to represent quantities given in verbal or written form through 20.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.

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		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
Lesson 13	Match the concrete amount represented by six dots with the abstract numeral 6.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
Lesson 14	Print the numeral 6 with correct formation and orientation.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
Lesson 15	Spot and name the numbers represented by the combination of dots on a card such as; 6 dots and 1 dot is (7).	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-B	Use sets of concrete objects to represent quantities given in verbal or written form through 20.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
	(Subtraction covered in Level 2.)	K.4-A	Model and create addition and subtraction problems in real situations with concrete objects.
		K.5-A	Identify, extend, and create patterns of sounds, physical movement, and concrete objects.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.

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LEVEL 1	SEMPLER OBJECTIVE	TEKS	TEKS OBJECTIVE
	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, $17 - 9 = 8$.
Lesson 16	Match the concrete amount represented by seven, eight, nine or ten dots with the abstract numerals 7, 8, 9 and 10.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
	(Subtraction covered in Level 2.)	K.4-A	Model and create addition and subtraction problems in real situations with concrete objects.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
		K.13-D	Use tools such as real objects, manipulatives, and technology to solve problems.
Lesson 17	Print the numerals 7, 8, 9 and 10 with correct formation and orientation.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
	(Subtraction covered in Level 2.)	K.4-A	Model and create addition and subtraction problems in real situations with concrete objects.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
Lesson 18	Write in vertical form and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. ($6+1$, $6+2$, $6+3$, $6+4$)	K.4-A	Model and create addition and subtraction problems in real situations with concrete objects.
		K.7-A	Describe one object in relation to another using informal language such as over, under, above, and below.
		K.7-B	Place an object in a specified position.
	(Subtraction covered in Level 2.)	K.14-B	Relate everyday language to mathematical language and symbols.

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LEVEL 1	SEMPLER OBJECTIVE	TEKS	TEKS OBJECTIVE
		K.15	The student is expected to <u>justify</u> his or her thinking using objects, words, pictures, numbers, and technology.
	(Subtraction covered in Level 2.)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
		1.13	The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.
Lesson 19	Read and write the additions of two numerals in vertical and horizontal (number sentence) form.	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
		K.3-A	Share a whole by separating it into <u>two</u> equal parts.
	(Subtraction covered in Level 2.)	K.4-A	Model and create addition and subtraction problems in real situations with concrete objects.
		K.14-A	Communicate mathematical ideas using objects, words, pictures, numbers, and technology.
		K.14-B	Relate everyday language to mathematical language and symbols.
		K.15	The student is expected to <u>justify</u> his or her thinking using objects, words, pictures, numbers, and technology.
	(Subtraction covered in Level 2.)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
		1.12-B	Relate informal language to mathematical language and symbols.
		1.13	The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.
Lesson 20	Write in vertical form and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. (1+1, 2+2, 3+3, 4+4, 5+5)	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
		K.5-A	Identify, extend, and create patterns of sounds, physical movement, and concrete objects.
	(Subtraction covered in Level 2.)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.

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	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, $17 - 9 = 8$.
Lesson 21	Write in vertical form and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. ($0+0 - 9+0$)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, $17 - 9 = 8$.
Lesson 22	Write in vertical form and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. ($2+1$, $3+1$, $4+1$, $5+1$, $7+1$, $8+1$)	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
	(Subtraction covered in Level 2.)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
		1.11-A	Identify mathematics in everyday situations.
	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, $17 - 9 = 8$.
Lesson 23	Write vertically and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. ($3+2$, $4+2$, $5+2$, $7+2$, $8+2$)	K.14-A	Communicate mathematical ideas using objects, words, pictures, numbers, and technology.
	(Subtraction covered in Level 2.)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
		1.3-B	Learn and apply basic addition facts (sums to 18) using concrete models.
	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, $17 - 9 = 8$.

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Lesson 24	Write in vertical form and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. (4+3, 5+3, 7+3)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, $17 - 9 = 8$.
Lesson 25	Follow three sequential steps when solving mathematical problems and compute addition facts with addends in opposite positions.	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
	(Subtraction covered in Level 2.)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
		1.11-B	Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan and evaluation the solution for reasonableness.
		1.12-B	Relate informal language to mathematical language and symbols.
Lesson 26	Read and solve simple word problems.	K.4-A	Model and create addition and subtraction problems in real situations with concrete objects.
	(Subtraction covered in Level 2.)	K.13-B	Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan and evaluation the solution for reasonableness.
		K.13-C	Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.
		K.14-A	Communicate mathematical ideas using objects, words, pictures, numbers, and technology.
		K.15	The student is expected to <u>justify</u> his or her thinking using objects, words, pictures, numbers, and technology.
		1.11-A	Identify mathematics in everyday situations.
		1.11-B	Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan and evaluation the solution for reasonableness.

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		1.11-C	Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve it.
		1.11-D	Use tools such as real objects, manipulatives and technology to solve problems.
		1.13	The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.
Lesson 27	Name and write the numerals 11-20 with correct formation and orientation.	K.1-A	Use one-to-one correspondence and language such as more than, same number as, or two less than, to describe relative sizes of sets of concrete objects.
		K.1-C	Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
		K.14-A	Communicate mathematical ideas using objects, words, pictures, numbers, and technology.
		K.14-B	Relate everyday language to mathematical language and symbols.
		K.15	The student is expected to <u>justify</u> his or her thinking using objects, words, pictures, numbers, and technology.
		1.12-B	Relate informal language to mathematical language and symbols.
		1.13	The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.
Lesson 28	Identify the bigger number of two unequal numbers from 1-10.	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
		K.13-D	Use tools such as real objects, manipulatives, and technology to solve problems.
		K.14-B	Relate everyday language to mathematical language and symbols.
		1.1-A	Compare and order whole numbers up to 99 (less than, greater than or equal to) using sets of concrete objects and pictorial models.
Lesson 29	Count and trade red, yellow and blue chips (exchanging 10 for one) and then print the numeral that represents the number of chips for each color on place value sheets.	K.13-D	Use tools such as real objects, manipulatives, and technology to solve problems.
		K.14-A	Communicate mathematical ideas using objects, words, pictures, numbers, and technology.
		K.15	The student is expected to <u>justify</u> his or her thinking using objects, words, pictures, numbers, and technology.
		1.5-C	Compare and order whole numbers using place value.

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		1.12-A	Explain and record observations using objects, words, pictures, numbers, and technology.
		1.13	The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.
Lesson 30	Write in vertical form and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. (8+3, 7+4, 8+4)	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
	(Subtraction covered in Level 2.)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, $17 - 9 = 8$.
Lesson 31	State the number left when one is subtracted from 10, 9, 8, 7, 6, 5, 4, 3, 2 & 1.	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
		K.6-A	Use patterns to predict what comes next, including cause-and-effect relationships.
		K.13-D	Use tools such as real objects, manipulatives, and technology to solve problems.
		K.14-B	Relate everyday language to mathematical language and symbols.
Lesson 32	Write in vertical form and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. (8+5)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
		1.11-A	Identify mathematics in everyday situations.
	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, $17 - 9 = 8$.
Lesson 33	Write in vertical form and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. (8+6)	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
	(Subtraction covered in Level 2.)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.

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	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 =$
Lesson 34	Write in vertical form and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. (5+7)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 =$
Lesson 35	Write in vertical form and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. (8+8, 6+6, 7+7)	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
	(Subtraction covered in Level 2.)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 =$
Lesson 36	Write in vertical form and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. (9+1 through 9+9)	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
	(Subtraction covered in Level 2.)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
	(Subtraction covered in Level 2.)	1.5-D	Use patterns to develop strategies to solve basic addition and basic subtraction problems.

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	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 =$
Lesson 37	Identify the smaller number of two unequal numbers from 1-10.	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
		K.13-D	Use tools such as real objects, manipulatives, and technology to solve problems.
		1.1-A	Compare and order whole numbers up to 99 (less than, greater than or equal to) using sets of concrete objects and pictorial models.
Lesson 38	Write in vertical form and compute addition facts using abstract symbols (numerals, plus signs, etc.) with correct placement and alignment. (4+5, 5+6, 6+7, 7+8)	K.2-A	Use language such as before or after to describe relative position in a sequence of events or objects.
		K.14-B	Relate everyday language to mathematical language and symbols.
	(Subtraction covered in Level 2.)	1.3-A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
	(Subtraction covered in Level 2.)	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
	(Subtraction covered in Level 2.)	1.5-D	Use patterns to develop strategies to solve basic addition and basic subtraction problems.
		1.12-B	Relate informal language to mathematical language and symbols.
	(Subtraction covered in Level 2.)	2.5-C	Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$
Lesson 39	Name, sequence and write numbers 1-100.	K.6-B	Count by ones to 100.
		K.15	The student is expected to <u>justify</u> his or her thinking using objects, words, pictures, numbers, and technology.
		1.1-D	Read and write numbers to 99 to describe sets of concrete objects.
		1.13	The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.
Lesson 40	Identify the number of tens in a dictated number 1-99.	1.5-C	Compare and order whole numbers using place value.
		2.5-A	Find patterns in numbers such as in a 100's chart.
Lesson 41	Identify and name the ordinal numbers 1 - 100.	K.2-B	Name the ordinal position in a sequence such as first, second, third, etc.

SEMPL E MATH LEVEL 1 ALIGNMENT TO THE TEKS OBJECTIVES OF 2006

LEVEL 1	SEMPL E OBJECTIVE	TEKS	TEKS OBJECTIVE
		2.5-A	Find patterns in numbers such as in a 100's chart.
		1.1-A	Compare and order whole numbers up to 99 (less than, greater than or equal to) using sets of concrete objects and pictorial models.
Lesson 42	REVIEW: Addition facts to 18; Word problems & Numbers 1-100.	1.11-A	Identify mathematics in everyday situations.
	(Subtraction covered in Level 2.)	2.3-A	Recall and apply basic addition and subtraction facts to 18.
		2.5-A	Find patterns in numbers such as in a 100's chart.
Lesson 43	Compute additions of 3 single-digit numbers whose sum is less than 10.	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
		2.5-A	Find patterns in numbers such as in a 100's chart.
Lesson 44	Read, write and create amounts to .99 using pennies and dimes.	K.14-B	Relate everyday language to mathematical language and symbols.
		1.1-C	Identify individual coins by name and value and describe relationships among them.
		1.11-A	Identify mathematics in everyday situations.
		1.12-A	Explain and record observations using objects, words, pictures, numbers, and technology.
		1.12-B	Relate informal language to mathematical language and symbols.
		2.3-D	Determine the value of a collection of coins up to one dollar.
		2.3-E	Describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.
		2.12-A	Identify mathematics in everyday situations.
Lesson 45	Compute additions of 3 single-digit numbers with the sum of the first 2 digits greater than 9 but the sum of all 3 less than 20.	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
		2.5-A	Find patterns in numbers such as in a 100's chart.
Lesson 46	Identify and write the number of tens and ones heard in a dictated number between 1 - 99.	1.1-A	Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.
		1.1-B	Create sets of tens and ones using concrete objects to describe, compare, and order whole numbers.
		1.1-D	Read and write numbers to 99 to describe sets of concrete objects.
		1.5-C	Compare and order whole numbers using place value.

SEMPL E MATH LEVEL 1 ALIGNMENT TO THE TEKS OBJECTIVES OF 2006

LEVEL 1	SEMPL E OBJECTIVE	TEKS	TEKS OBJECTIVE
		1.11-A	Identify mathematics in everyday situations.
		1.12-A	Explain and record observations using objects, words, pictures, numbers, and technology.
Lesson 47	Compute additions of 3 single-digit numbers, using basic addition facts, whose sum is greater than 19.	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
		2.5-A	Find patterns in numbers such as in a 100's chart.
Lesson 48	Read and write amounts to \$99.99.	1.11-A	Identify mathematics in everyday situations.
		1.12-A	Explain and record observations using objects, words, pictures, numbers, and technology.
		1.12-B	Relate informal language to mathematical language and symbols.
		2.3-E	Describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.
		3.1-C	Determine the value of a collection of coins and bills.
		3.14-A	Identify mathematics in everyday situations.
		3.14-D	Use tools such as real objects, manipulatives and technology to solve problems.
		4.1-B	Use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.
Lesson 49	Compute additions of 4 single-digit numbers, using basic addition facts, whose sum is greater than 29.	1.3-B	Use concrete and pictorial models to apply basic addition and subtraction facts up to $9 + 9 = 18$ and $18 - 9 = 9$.
		2.5-A	Find patterns in numbers such as in a 100's chart.
Lesson 50	Associate the word "place" with a house or place to live, count by 10's, and trade 10 ten dollar bills for a one hundred dollar bill.	1.11-A	Identify mathematics in everyday situations.
		1.12-A	Explain and record observations using objects, words, pictures, numbers, and technology.
		1.12-B	Relate informal language to mathematical language and symbols.
		2.1-A	Use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways.
		2.1-B	Use place value to read, write, and describe the value of whole numbers to 999.
		2.1-C	Use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols ($>$, $<$, $=$).

SEMPLER MATH LEVEL 1 ALIGNMENT TO THE TEKS OBJECTIVES OF 2006

LEVEL 1	SEMPLER OBJECTIVE	TEKS	TEKS OBJECTIVE
		2.5-A	Find patterns in numbers such as in a 100's chart.
		2.5-B	Use patterns in place value to compare and order whole numbers through 999.
Lesson 51	Create, read and write amounts to \$999.99.	1.12-A	Explain and record observations using objects, words, pictures, numbers, and technology.
		3.1-C	Determine the value of a collection of coins and bills.
		3.14-A	Identify mathematics in everyday situations.
		3.14-D	Use tools such as real objects, manipulatives and technology to solve problems.
		4.1-B	Use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.
Lesson 52	Compute additions of 3 double-digit numbers with regrouping in both columns.	2.3-B	Model addition and subtraction of two digit numbers with objects, pictures, words and numbers.
	(Subtraction covered in Level 2.)	2.3-C	Select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary.
	(Subtraction covered in Level 2.)	3.3-B	Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.