

## SEMPL E MATH LEVEL II ALIGNMENT TO THE TEKS OBJECTIVES OF 2006

| LEVEL II         | SEMPL E OBJECTIVE  | TEKS          | TEKS OBJECTIVE   |
|------------------|--|---------------|--|
| <b>Lesson 10</b> | Read & write cardinal #'s 1-100; read & write Base 10 #'s 001-100; read & write #'s 101-999.   | <b>K.6-A</b>  | Use patterns to predict what comes next, including cause-and-effect relationships.   |
|                  |  | <b>K.6-B</b>  | Count by ones to 100.  |
|                  |  | <b>2.1-A</b>  | Use concrete models of hundreds, tens and ones to represent a given whole number (up to 999) in various ways.  |
|                  |  | <b>2.5-A</b>  | Find patterns in numbers such as in a 100's chart.   |
| <b>Lesson 11</b> | Match each number with its complement by shape association.<br><br><br><br>(Fact Families are not addressed.)  | <b>1.5-D</b>  | Use patterns to develop strategies to solve basic addition and basic subtraction problems.   |
|                  |  | <b>1.11-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
|                  |  | <b>1.12-B</b> | Relate informal language to mathematical language and symbols.   |
|                  |  | <b>2.5-C</b>  | 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 $8+9=17$ , $9+8=17$ , $17-8=9$ and $17-9=8$ . |
|                  |  | <b>2.7-A</b>  | Identify attributes of any shape of solid.   |
|                  |  | <b>2.7-B</b>  | Use attributes to describe how two shapes or two solids are alike or different.  |
| <b>Lesson 12</b> | Write, read and interpret the sequence of ordinal numbers 1st to 100th.  | <b>K.2-B</b>  | Name the ordinal positions in a sequence such as first, second, third, etc.  |
|                  |  | <b>1.1-A</b>  | Compare and order whole numbers up to 99 (less than, greater than or equal to) using sets of concrete objects and pictorial models.  |
| <b>Lesson 13</b> | Identify the operation (Punch-away), name the clue (Tens Family), identify The Friend and retrieve the answer to subtraction facts $10-1=$ through $10-9=$ . | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
|                  |  | <b>1.12-B</b> | Relate informal language to mathematical language and symbols.   |
|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |  | <b>2.5-C</b>  | 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 $8+9=17$ , $9+8=17$ , $17-8=9$ and $17-9=8$ . |
| <b>Lesson 14</b> | Identify the operation (Punch-away), name the clue (Poor Zero), identify The Friend and retrieve the answer to subtraction facts $0-0=$ through $9-0=$ .     | <b>1.3-B</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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|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |  | <b>2.5-C</b>  | 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 $8+9=17$ , $9+8=17$ , $17-8=9$ and $17-9=8$ . |
| <b>Lesson 15</b> | Associate the ones', tens' and hundreds' places with a family made up of Kids, Teenagers and Grownups who live in the first house on the street. AND | <b>1.5-C</b>  | Compare and order whole numbers using place value.   |
|                  | Identify the set of whole numbers and begin to form (spot) a visual image of its structure in the Base 10 system.                                    | <b>1.12-B</b> | Relate informal language to mathematical language and symbols.   |
|                  |  | <b>2.1-A</b>  | Use concrete models of hundreds, tens and ones to represent a given whole number (up to 999) in various ways.  |
|                  |  | <b>2.1-B</b>  | Use place value to read, write and describe the value of whole numbers to 999.   |
|                  | (The symbols are not addressed.)   | <b>2.1-C</b>  | Use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).  |
|                  |  | <b>2.5-B</b>  | Use patterns in place value to compare and order whole numbers through 999.  |
| <b>Lesson 16</b> | Read, set up, interpret and solve word problems involving subtraction. AND   | <b>1.3-A</b>  | Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.   |
|                  | Discriminate between word problems involving addition and word problems involving subtraction.   | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
|                  |  | <b>1.11-A</b> | Identify mathematics in everyday situations  |
|                  |  | <b>1.11-B</b> | 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>1.11-C</b> | 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>1.11-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |  | <b>2.3-C</b>  | Select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary.  |
| <b>Lesson 17</b> | Given any number (1-9), the students will answer the question, "How many more make ten?".  | <b>1.5-D</b>  | Use patterns to develop strategies to solve basic addition and basic subtraction problems.   |
|                  |  | <b>1.11-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |

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|                  |   | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  | (Only pennies and dimes are addressed.)   | <b>3.1-C</b>  | Determine the value of a collection of coins and bills.  |
| <b>Lesson 18</b> | Make change from a dollar for any amount from .01 to .99.   | <b>1.5-D</b>  | Use patterns to develop strategies to solve basic addition and basic subtraction problems.   |
|                  |   | <b>1.11-A</b> | Identify mathematics in everyday situations.   |
|                  |   | <b>1.11-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
|                  |   | <b>1.12-B</b> | Relate informal language to mathematical language and symbols.   |
|                  |   | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |   | <b>2.3-B</b>  | Select addition or subtraction & solve problems using two-digit numbers, whether or not regrouping is necessary.   |
|                  |   | <b>2.3-C</b>  | Determine the value of a collection of coins less than one dollar.   |
|                  |   | <b>2.3-E</b>  | Describe how the cent symbol, dollar symbol and the decimal point are used to name the value of a collection of coins.   |
|                  |   | <b>2.12-A</b> | Identify mathematics in everyday situations.   |
|                  |   | <b>3.1-C</b>  | Determine the value of a collection of coins and bills.  |
|                  |   | <b>4.1-B</b>  | Use place value to read, write, compare and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.  |
|                  |   | <b>4.3-B</b>  | Add and subtract decimals to the hundredths place using concrete objects and pictorial models.   |
| <b>Lesson 19</b> | Identify the operation (Punch-away), name the clue (Punch-away 9) and retrieve the answers to subtraction facts $11-9=$ through $18-9=$ . | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
|                  |   | <b>1.12-B</b> | Relate informal language to mathematical language and symbols.   |
|                  |   | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  | (Fact Families are not addressed.)  | <b>2.5-C</b>  | 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 $8+9=17$ , $9+8=17$ , $17-8=9$ and $17-9=8$ . |
| <b>Lesson 20</b> | Identify the operation (Punch-away), name the clue (Punch-away 8) and retrieve the answers to subtraction facts $9-8=$ through $17-8=$ .  | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
|                  |   | <b>1.12-B</b> | Relate informal language to mathematical language and symbols.   |

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|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  | (Fact Families are not addressed.)   | <b>2.5-C</b>  | 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 $8+9=17$ , $9+8=17$ , $17-8=9$ and $17-9=8$ . |
| <b>Lesson 21</b> | Associate the one thousands', ten thousands and hundred thousands' places with a family made up of Kids, Teenagers and Grownups. The Thousands family lives in the second house on the street. AND | <b>1.12-B</b> | Relate informal language to mathematical language and symbols.   |
|                  |  | <b>2.5-A</b>  | Find patterns in numbers such as in a 100's chart.   |
|                  |  | <b>2.5-B</b>  | Use patterns in place value to compare and order whole numbers through 999.  |
|                  | Form a visual image of the structure within which whole numbers fit in the Base 10 number system.  | <b>2.12-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
|                  |  | <b>3.1-A</b>  | Use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999.  |
|                  |  | <b>3.1-B</b>  | Use place value to compare and order whole numbers through 9,999.  |
|                  |  | <b>3.1-C</b>  | Determine the value of a collection of coins and bills.  |
| <b>Lesson 22</b> | Auditorily discriminate, analyze and write amounts from 1 to 999,999. AND  | <b>3.1-A</b>  | Use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999.  |
|                  | Visually discriminate, analyze and read amounts from 1 to 999,999.   | <b>3.1-B</b>  | Use place value to compare and order whole numbers through 9,999.  |
| <b>Lesson 23</b> | Identify the operation (Punch-away), name the clue (Punch-away 7) and retrieve the answers to subtraction facts $8-7=$ through $16-7=$ .   | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |  | <b>2.5-C</b>  | 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 $8+9=17$ , $9+8=17$ , $17-8=9$ and $17-9=8$ . |
| <b>Lesson 24</b> | Identify the operation (Punch-away), name the clue (Punch-away 6) and retrieve the answers to subtraction facts $7-6=$ through $15-6=$ .   | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |

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|                  |  | <b>2.5-C</b>  | 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 $8+9=17$ , $9+8=17$ , $17-8=9$ and $17-9=8$ . |
| <b>Lesson 25</b> | Make change from ten dollars for any amount .01 to \$9.99.   | <b>1.5-D</b>  | Use patterns to develop strategies to solve basic addition and basic subtraction problems.   |
|                  |  | <b>1.11-A</b> | Identify mathematics in everyday situations.   |
|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |  | <b>2.12-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
|                  |  | <b>3.1-C</b>  | Determine the value of a collection of coins and bills.  |
|                  |  | <b>3.3-A</b>  | Model addition and subtraction using pictures, words and numbers.  |
|                  |  | <b>3.15-A</b> | Identify mathematics in everyday situations.   |
|                  |  | <b>4.1-B</b>  | Use place value to read, write, compare and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.  |
|                  |  | <b>4.3-B</b>  | Add and subtract decimals to the hundredths place using concrete objects and pictorial models.   |
| <b>Lesson 26</b> | Identify the operation (Punch-away), name the clue (Punch-away 5) and retrieve the answers to subtraction facts $6-5=$ through $14-5=$ . | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |  | <b>2.5-C</b>  | 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 $8+9=17$ , $9+8=17$ , $17-8=9$ and $17-9=8$ . |
| <b>Lesson 27</b> | (Punch-away 4) and retrieve the answers to subtraction facts $5-4=$ through $13-4=$ .  | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |  | <b>2.5-C</b>  | 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 $8+9=17$ , $9+8=17$ , $17-8=9$ and $17-9=8$ . |
| <b>Lesson 28</b> | Read, set up, interpret & solve word problems that contain more abstract vocabulary.   | <b>1.3-B</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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|                  |  | <b>1.11-B</b> | 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>1.12-B</b> | Relate informal language to mathematical language and symbols.   |
|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |  | <b>2.3-C</b>  | Select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary.  |
|                  |  | <b>2.12-A</b> | Identify mathematics in everyday situations.   |
|                  |  | <b>2.12-B</b> | 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>2.12-C</b> | 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>2.12-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
|                  |  | <b>3.3-B</b>  | Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.  |
| <b>Lesson 29</b> | Identify the operation (Punch-away), name the clue (Punch-away 3) and retrieve the answers to subtraction facts $4-3=$ through $12-3=$ . | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |  | <b>2.5-C</b>  | 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 $8+9=17$ , $9+8=17$ , $17-8=9$ and $17-9=8$ . |
| <b>Lesson 30</b> | Identify the operation (Punch-away), name the clue (Punch-away 2) and retrieve the answers to subtraction facts $3-2=$ through $11-2=$ . | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |  | <b>2.5-C</b>  | 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 $8+9=17$ , $9+8=17$ , $17-8=9$ and $17-9=8$ . |
| <b>Lesson 31</b> | Make change from one hundred dollars for any amount .01 to \$99.99.  | <b>K.6-A</b>  | Use patterns to predict what comes next, including cause-and-effect relationships.   |
|                  |  | <b>1.11-A</b> | Identify mathematics in everyday situations.   |

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|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |  | <b>2.12-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
|                  |  | <b>3.1-C</b>  | Determine the value of a collection of coins and bills.  |
|                  |  | <b>3.3-A</b>  | Model addition and subtraction using pictures, words and numbers.  |
|                  |  | <b>3.3-B</b>  | Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.  |
|                  |  | <b>3.15-A</b> | Identify mathematics in everyday situations.   |
|                  |  | <b>4.1-B</b>  | Use place value to read, write, compare and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.  |
|                  |  | <b>4.3-B</b>  | Add and subtract decimals to the hundredths place using concrete objects and pictorial models.   |
| <b>Lesson 32</b> | Identify the operation (Punch-away), name the clue (Punch-away1) and retrieve the answers to subtraction facts $2-1=$ through $9-1=$ . | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
|                  |  | <b>2.3-A</b>  | Recall and apply basic addition and subtraction facts (to 18).   |
|                  |  | <b>2.5-C</b>  | 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 $8+9=17$ , $9+8=17$ , $17-8=9$ and $17-9=8$ . |
| <b>Lesson 33</b> | Associate the concept of subtraction with people living in an apartment building - some of whom have not paid their rent.              | <b>2.3-B</b>  | Model addition and subtraction of two-digit numbers with objects, pictures, words and numbers.   |
|                  |  | <b>2.13-B</b> | Relate informal language to mathematical language and symbols.   |
| <b>Lesson 34</b> | Form a mental image of the concept called subtraction.<br>AND  | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
|                  | Identify the operation, name the clue (Punch-away Everyone) and retrieve the answers to $0-0=$ through $9-9=$ .                        | <b>2.3-B</b>  | Model addition and subtraction of two-digit numbers with objects, pictures, words and numbers.   |
|                  |  | <b>2.12-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
| <b>Lesson 35</b> | Review basic subtraction facts as he/she forms a mental image of the concept involved in computing each equation.                      | <b>1.3-B</b>  | Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).  |
| <b>Lesson 36</b> | Compare two amounts (0-18) and indicate the bigger number.   | <b>1.1-A</b>  | Compare and order whole numbers up to 99 (less than, greater than or equal to) using sets of concrete objects and pictorial models.  |

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|                  |  | <b>2.12-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
|                  |  | <b>2.13-B</b> | Relate informal language to mathematical language and symbols.   |
| <b>Lesson 37</b> | Associate the one million's, ten million's and hundred million's places with a family (known as the Millions family) made up of Kids, Teenagers and Grownups who live in the third house on Whole Number Street. | <b>3.1-C</b>  | Determine the value of a collection of coins and bills.  |
|                  | Form a visual image of the whole number structure to the millions.   | <b>4.1-A</b>  | Use place value to read, write, compare and order whole numbers through 999,999,999.   |
|                  | Visually analyze and read amounts to \$999,999,999.99.   |               |  |
|                  | Auditorily analyze and record amounts to \$999,999,999.99.   |               |  |
| <b>Lesson 38</b> | Associate Kids, Teenagers & Grownups in Millions family with one, ten & hundred million dollar bills.  | <b>3.1-C</b>  | Determine the value of a collection of coins and bills.  |
|                  | Apply clues to the new positions for each person and to the bill associated with that person.  | <b>4.1-A</b>  | Use place value to read, write, compare and order whole numbers through 999,999,999.   |
|                  | Tell how many one, ten &/or hundred millions are represented in various amounts.   | <b>4.14-C</b> | Select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem or working backwards to solve a problem. |
|                  | Count, trade and record one, ten & hundred million dollar bills.   | <b>4.14-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
| <b>Lesson 39</b> | Subtract a one-digit number from a two-digit number with regrouping in the one's place.  | <b>1.12-B</b> | Relate informal language to mathematical language and symbols.   |
|                  |  | <b>2.3-B</b>  | Model addition and subtraction of two-digit numbers with objects, pictures, words and numbers.   |
|                  |  | <b>2.12-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
| <b>Lesson 40</b> | Discriminate between subtraction problems which require regrouping and those that do not.  | <b>2.3-B</b>  | Model addition and subtraction of two-digit numbers with objects, pictures, words and numbers.   |
|                  |  | <b>2.12-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
| <b>Lesson 41</b> | Subtract a 2-digit number from a 3-digit number with regrouping in the ones' place.  | <b>2.3-B</b>  | Model addition and subtraction of two-digit numbers with objects, pictures, words and numbers.   |
|                  |  | <b>2.12-D</b> | Use tools such as real objects, manipulatives and technology to solve problems.  |
|                  |  | <b>3.3-B</b>  | Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.  |

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| <b>Lesson 42</b> | Subtract a 2-digit number from a 3-digit number with regrouping in the ones' and tens' places. | 2.3-B  | Model addition and subtraction of two-digit numbers with objects, pictures, words and numbers.   |
|                  |  | 2.12-D | Use tools such as real objects, manipulatives and technology to solve problems.  |
|                  |  | 3.3-B  | Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.  |
| <b>Lesson 43</b> | Subtract a 2-digit number from a 3-digit number with zero in the tens' place.                  | 2.3-B  | Model addition and subtraction of two-digit numbers with objects, pictures, words and numbers.   |
|                  |  | 2.12-D | Use tools such as real objects, manipulatives and technology to solve problems.  |
|                  |  | 3.3-B  | Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.  |
| <b>Lesson 44</b> | Subtract a 3-digit number from a 4-digit number with zero in the tens' and hundreds' places.   | 4.3-A  | Use addition and subtraction to solve problems involving whole numbers.  |
|                  |  | 4.14-C | Select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem or working backwards to solve a problem. |
|                  |  | 4.14-D | Use tools such as real objects, manipulatives and technology to solve problems.  |
| <b>Lesson 45</b> | Discriminate between the terms "before" and "after" as they apply to mathematics.              | 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.   |
|                  |  | 2.1-A  | Use concrete models to represent, compare & order whole numbers (through 999), read the numbers & record the comparisons using numbers and symbols (>, <, =).  |
|                  | (The symbols are not addressed.)   |        |  |
|                  | Form a visual image of the concept called "rounding off".                                      | 4.5-A  | Round whole numbers to the nearest ten, hundred or thousand to approximate reasonable results in problem situations.   |
|                  | Round off numbers (1-99) to the nearest ten with the assistance of a concrete model.           | 4.14-C | Select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem or working backwards to solve a problem. |
|                  |  | 4.14-D | Use tools such as real objects, manipulatives and technology to solve problems.  |
|                  |  | 4.15-B | Relate informal language to mathematical language and symbols.   |

## SEMPL E MATH LEVEL II ALIGNMENT TO THE TEKS OBJECTIVES OF 2006

| LEVEL II         | SEMPL E OBJECTIVE  | TEKS         | TEKS OBJECTIVE  |
|------------------|--|--------------|---|
| <b>Lesson 46</b> | Given any number (1-99) construct the appropriate rounding off hill for that number and round off that number to the nearest ten.            | <b>K.2-A</b> | Use language such as before or after to describe relative position in a sequence of events or objects.  |
|                  |  | <b>3.5-A</b> | Round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.  |
|                  |  | <b>4.5-A</b> | Round whole numbers to the nearest ten or hundred or thousand to approximate reasonable results in problem situations.  |
| <b>Lesson 47</b> | Given any number (101-999) construct the appropriate rounding off hill for that number and round off that number to the nearest hundred.     | <b>K.2-A</b> | Use language such as before or after to describe relative position in a sequence of events or objects.  |
|                  |  | <b>3.5-A</b> | Round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.  |
|                  |  | <b>4.5-A</b> | Round whole numbers to the nearest ten or hundred or thousand to approximate reasonable results in problem situations.  |
| <b>Lesson 48</b> | Set up and compute addition problems which contain a variety of multi-digit numbers.   | <b>4.3-A</b> | Use addition and subtraction to solve problems involving whole numbers.   |
| <b>Lesson 49</b> | Set up and compute subtractions of multi-digit numbers of varying length.  | <b>4.3-A</b> | Use addition and subtraction to solve problems involving whole numbers.   |
| <b>Lesson 50</b> | Given any number (101-999) construct the appropriate rounding off hill for that number and round off that number top the nearest ten.        | <b>K.2-A</b> | Use language such as before or after to describe relative position in a sequence of events or objects.  |
|                  |  | <b>3.5-A</b> | Round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.  |
|                  |  | <b>4.5-A</b> | Round whole numbers to the nearest ten or hundred or thousand to approximate reasonable results in problem situations.  |
| <b>Lesson 51</b> | Given any number (1,001-1,999) construct the appropriate rounding off hill for that number and round off that number to the nearest hundred. | <b>K.2-A</b> | Use language such as before or after to describe relative position in a sequence of events or objects.  |
|                  |  | <b>3.5-A</b> | Round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations.  |
|                  |  | <b>4.5-A</b> | Round whole numbers to the nearest ten or hundred or thousand to approximate reasonable results in problem situations.  |
| <b>Lesson 52</b> | Using play money count by ones, tens and hundreds. (Only skip counting by 10's)  | <b>1.5-A</b> | Use patterns to skip count by twos, fives and tens.   |
|                  | Using paper and pencil add tens and hundreds. (The symbols are not addressed.)   | <b>2.1-A</b> | Use concrete models to represent, compare & order whole numbers (through 999), read the numbers & record the comparisons using numbers and symbols (>, <, =). |
|                  |  | <b>2.5-A</b> | Find patterns in numbers such as in a 100's chart.  |
|                  | Using paper and pencil subtract tens and hundreds  | <b>3.3A</b>  | Model addition and subtraction using pictures, words and numbers.   |

