

Program Guide

Made for Teachers, by Teachers



For Teachers, By Teachers

It's not a slogan. It's a fact.

Rooted in the collective experience of educators and math experts, STEMscopes Texas Math™ is intentionally designed *for you*. We're a true one-stop shop, committed to providing everything needed to meet the diverse needs of teachers and students.



MADE FOR TEXAS

Our lessons and resources:

- Prioritize ease of use.
- Cater to the unique needs of Texas classrooms.
- Prepare students to become successful STEM leaders.

Everything you need is all in one place.



ASSESSMENTS AND REPORTING

- Make data-driven instructional decisions with various TEKS-aligned assessments and report types.
- Provide meaningful insight and feedback.



PROVEN RESULTS

The data speaks for itself.

- Research shows that implementing our program boosts math proficiency and overall performance.
- User testimonials reveal that Texas teachers and students *love us*.

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Proven Results

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Log In and Unlock the Full Potential of Our Math Program!

The entire STEMscopes Texas Math curriculum is online.

Access our full curriculum online in two easy ways:

1. Log in using your district's unique review URL and credentials.
2. Request digital access at acceleratelearning.com/math/tx.



SCAN ME TO
REQUEST
DIGITAL
ACCESS



STEMscopes Texas Math Program

Our Guiding Principles



100% ALIGNMENT

STEMscopes Texas Math is custom-designed to meet the needs of Texas teachers and students. The curriculum aligns 100% with the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). And as a Texas-based curriculum company, we're especially committed to providing Texas schools with the highest quality STEM educational materials!



FLEXIBLE APPROACH

We built STEMscopes Texas Math to be flexible, so every student can succeed in their math journey, and teachers can choose the resources that match their style. With both foundational elements and supplemental resources for enrichment, the program meets students where they are and takes them further along the pathway to math proficiency.



HANDS-ON LEARNING

We believe that the best way to learn math is to do math. So we engage students in interactive, hands-on, relevant activities that build a deep understanding of mathematical concepts.



DISCOURSE & COLLABORATION

Our approach to teaching math includes plenty of discussion and debate among students! Discourse strengthens their mathematical reasoning, use of mathematical vocabulary and concepts, and awareness of different perspectives on problem-solving.



RELEVANT, REAL-WORLD CONTEXTS

To answer that familiar question, "Why do I have to learn math?!", our program connects math skills with real-world scenarios and issues. Hands-on activities engage students' imaginations and show them the relevance of math skills and concepts to the world they know.



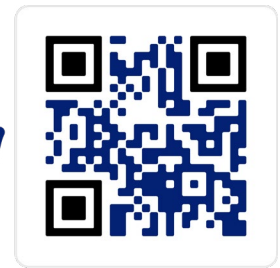
COMPUTATIONAL FLUENCY

To succeed in the 21st century, students need computational fluency that extends well beyond pure memorization. STEMscopes Texas Math students develop versatile skills that help them grasp new concepts and apply previous learning to new situations, all with accuracy and efficiency.

A Custom Approach to Texas Math

STEMscopes Texas Math is verified by the state to be 100% aligned. Our program is built with the Texas Essential Knowledge and Skills for Mathematics (TEKS) and English Language Proficiency Standards (ELPS) at its core.

Discover our tailored alignment with the TEKS on the following pages. Scan the QR code for a detailed breakdown of our program's alignment with the TEKS, ELPS, and Mathematical Process Standards.



SCAN ME



Custom Texas Alignment

KINDERGARTEN	
LESSON	TEKS
Count Objects	K.2A, K.2B, K.2C, K.5A
Compare Numbers to 10	K.2D, K.2E, K.2F, K.2G, K.2H
Compose and Decompose Numbers to 10	K.2I
Join and Separate	K.3A, K.3B, K.3C
Represent Numbers to at Least 20	K.2B, K.2C
Compare Numbers to 20	K.2E, K.2F, K.2G, K.2H
Two-Dimensional Shapes	K.6A, K.6D, K.6E, K.6F
Three-Dimensional Solids	K.6B, K.6C, K.6E
Measurement	K.7A, K.7B
Data Analysis	K.8A, K.8B, K.8C
Money	K.4A
Personal Financial Literacy	K.9A, K.9B, K.9C, K.9D

GRADE 1	
LESSON	TEKS
Add and Subtract within 10	1.3B, 1.3C, 1.3E, 1.5D
Add and Subtract within 20	1.3B, 1.3E, 1.5D
Addition and Subtraction Strategies	1.3D, 1.5E, 1.5F, 1.5G
Addition and Subtraction Problem Solving	1.3F
Data Analysis	1.8A, 1.8B, 1.8C
Two-Dimensional Shapes	1.6A, 1.6B, 1.6C, 1.6D, 1.6F
Three-Dimensional Solids	1.6B, 1.6E
Fractions	1.6G, 1.6H
Time	1.7E
Length	1.7A, 1.7B, 1.7C, 1.7D
Compose and Decompose Numbers to 120	1.2B, 1.2C, 1.3A, 1.5A, 1.5B, 1.5C
Compare and Order Numbers to 120	1.2A, 1.2D, 1.2E, 1.2F, 1.2G
Money	1.4A, 1.4B, 1.4C
Personal Financial Literacy	1.9A, 1.9B, 1.9C, 1.9D

Custom Texas Alignment

GRADE 2	
LESSON	TEKS
Represent Numbers to 1,200	2.2A, 2.2B, 2.7A
Numbers on a Number Line	2.2E, 2.2F
Compare and Order Numbers	2.2C, 2.2D, 2.7B
Fractions	2.3A, 2.3B, 2.3C, 2.3D
Add and Subtract Two-Digit Numbers	2.4A, 2.4B
Money	2.5A, 2.5B
Multiply and Divide	2.6A, 2.6B
Two-Dimensional Shapes	2.8A, 2.8C, 2.8D, 2.8E
Three-Dimensional Solids	2.8B, 2.8D
Length	2.9A, 2.9B, 2.9C, 2.9D, 2.9E
Area	2.9F
Time	2.9G
Addition and Subtraction Problem Solving	2.4C, 2.7C
Add and Subtract Three-Digit Numbers	2.4C, 2.4D
Data Analysis	2.10A, 2.10B, 2.10C, 2.10D
Personal Financial Literacy	2.11A, 2.11B, 2.11C, 2.11D, 2.11E, 2.11F

GRADE 3	
LESSON	TEKS
Addition and Subtraction Strategies	3.2C, 3.4A, 3.4B
Addition and Subtraction Problem Solving	3.4B, 3.5A, 3.4A
Multiplication Models	3.4D, 3.4E, 3.5C, 3.4F, 3.4K
Multiplication Strategies and Algorithms	3.4G, 3.4K
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Multiplication and Division Problem Solving	3.4K, 3.5B, 3.5D
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Place Value Relationships	3.2A, 3.2B
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Custom Texas Alignment

GRADE 4	
LESSON	TEKS
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Multiplication Models and Strategies	4.4B, 4.4C, 4.4D, 4.4G, 4.4H
Division Models and Strategies	4.4E, 4.4F, 4.4G, 4.4H
Problem Solve Using the Four Operations	4.4G, 4.5A
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Represent and Compare Decimals	4.2A, 4.2B, 4.2E, 4.2F, 4.2G, 4.2H, 4.3G
Add and Subtract Decimals	4.4A
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Angles	4.7A, 4.7B, 4.7C, 4.7D, 4.7E
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Measurement	4.8A, 4.8B, 4.8C
Elapsed Time	4.8C
Represent and Interpret Data	4.9A, 4.9B
Profit, Budgets, and Banking	4.10A, 4.10B, 4.10C, 4.10D, 4.10E

GRADE 5	
LESSON	TEKS
Multiplication and Division Algorithms	5.3B, 5.3C
Problem Solve with the Four Operations	5.3A, 5.4B
Represent and Compare Decimals	5.2A, 5.2B
Add and Subtract Decimals	5.2C, 5.3A, 5.3K
Multiply Decimals	5.3A, 5.3D, 5.3E
Divide Decimals	5.3A, 5.3F, 5.3G
Add and Subtract Fractions	5.4A, 5.3A, 5.3H, 5.3K
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Numerical Expressions	5.4E, 5.4F
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Custom Texas Alignment

GRADE 6	
LESSON	TEKS
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Ratios, Rates, and Unit Rates	6.4B, 6.4C, 6.4D, 6.4E, 6.4H, 6.5A
Coordinate Planes	6.11A
Two-Variable Relationships	6.4A, 6.6A, 6.6B, 6.6C
Triangle Properties	6.8A
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Represent and Interpret Data	6.12A, 6.12B, 6.13A
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LESSON	TEKS
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Proportional Relationships	7.4A, 7.4B, 7.4C, 7.4E
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Circles	7.5B, 7.8C, 7.9B
Area	7.9C, 7.9D
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Determine Probability	7.6A, 7.6B, 7.6E, 7.6I
Predictions with Probability	7.6C, 7.6D, 7.6H
Interpret Data	7.6F, 7.6G, 7.12B
Compare Data	7.12A, 7.12C
Budgets	7.13B, 7.13C, 7.13D

Custom Texas Alignment

GRADE 8	
LESSON	TEKS
Real Numbers	8.2A, 8.2B, 8.2C, 8.2D
Equations and Inequalities	8.8A, 8.8B, 8.8C
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Proportional Relationships	8.4A, 8.4B, 8.5A, 8.5E
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Distinguish between Proportional and Non-Proportional	8.5F, 8.5H, 8.5I
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Mean Absolute Deviation and Random Samples	8.11B, 8.11C
Pythagorean Theorem	8.6C, 8.7C, 8.7D
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ALGEBRA 1	
LESSON	TEKS
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Quadratic Extensions	A.7C, A.8B
Solve Quadratics	A.8A

Blended Learning: Digital, Print, and Kits

Digital

The entire STEMscopes Texas Math curriculum is online.

- Personalize your experience by bookmarking your favorite elements, crafting lesson plans, and effortlessly managing your students and classes.
- Access detailed preparation instructions, facilitation prompts, discussion questions, and sample student answers, providing everything you need for successful hands-on learning. These are also available in our printed Teacher’s Guide!
- Preview assignments from the student’s view.
- Assign activities and assignments to students digitally, grade submissions, and provide feedback seamlessly within our user-friendly interface.
- Download and print handouts and resource files for added flexibility! Experience the power of streamlined teaching and learning like never before.

The screenshot shows the Accelerate Learning website interface. The main content area displays a lesson titled "Compare and Order Numbers" for Grade 2. Below the lesson title, there are navigation tabs: Home, Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration. A "View Student (Spanish)" button is visible. A callout box on the left lists "Accessibility Features" including Adjustable Text Size, Text-to-Speech, Embedded Dictionary Tool, Highlighting, and Note-taking. A callout box on the right shows a "Print Files" menu with options to download various documents like Student Journal, Student Journal Answer Key, Store Ads, and Place Value Chart in both English and Spanish.

Print

We offer supplemental print teacher and student materials that complement our online curriculum.

STUDENT NOTEBOOKS

- Contain Student Journal pages and Skills Quizzes
- Available for purchase or printable online resources

INDEPENDENT SKILLS PRACTICE BOOKS

- Complement STEMscopes Texas Math with multi-purpose practice problems
- Ideal for extra practice and parent support

TEACHER GUIDES

- Lead through fundamental activities of each scope
- Offer facilitation tips, guidance, and note-taking space
- Printable from the digital platform or purchasable as full grade-level year guides



All student print resources are available in both Spanish and English. We go beyond mere translation to offer high-quality student Spanish materials. With a dedicated team of translators, linguistic experts, and bilingual education specialists, we provide transadapted materials to ensure accuracy and adhere to curriculum standards.

Kits

Studies show that hands-on experiences enhance engagement, improve knowledge retention, overcome language barriers, and foster essential 21st-century skills.

While districts recognize these benefits and mandate hands-on learning in math classrooms, campuses often face challenges in sourcing materials. Fortunately, our kits offer a solution to elevate your math instruction.



Manipulative Kits



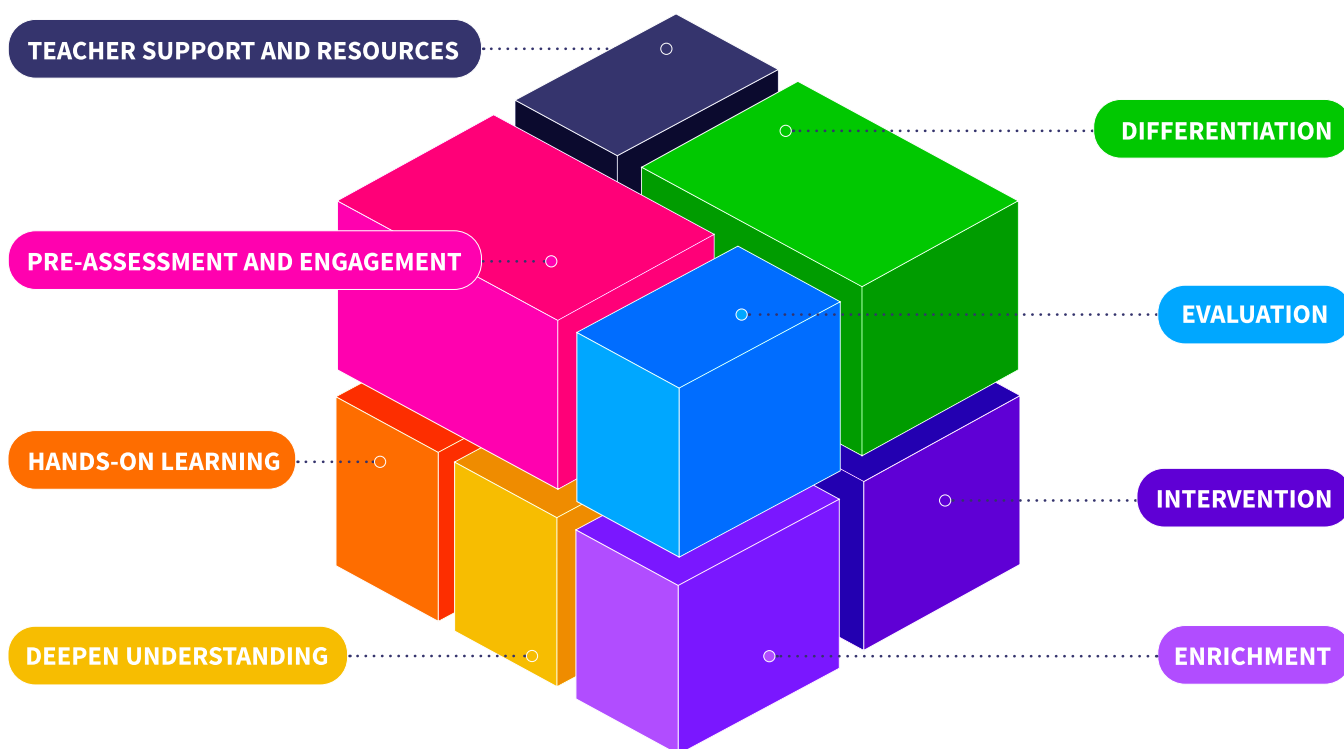
Fluency Builder Kits

Lesson Design

A Comprehensive Math Solution

Each lesson is intentionally designed to provide teachers and students with everything they need for engaging and meaningful math instruction and learning.

Everything You Need, All In One Place



Review Lessons on Our Digital Platform

Turn the page to learn more about our lesson components and to preview some of our most loved features. Log in to our digital platform to experience our lessons in action!

TEACHER SUPPORT AND RESOURCES

Our program is built by practicing and former teachers, so we know what you need to teach and that your curriculum should provide it all.

Each lesson starts with a tailored **Home** section with planning essentials, including a daily lesson calendar, comprehensive standard analysis, and even pre-drafted letters for communicating with families.



Student Expectations list the standards that are addressed in the scope.

Connecting Standards are grade-level standards that have previously been introduced and are integrated throughout the scope.

Compare and Order Numbers

Student Expectations

2.2C Generate a number that is greater than or less than a given whole number up to 1,200.

2.2D Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).

2.7B 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.

Connecting Standards

2.2A 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.

2.2E Locate the position of a given whole number on an open number line.

2.2F Name the whole number that corresponds to a specific point on a number line.

Essentials

Scope Overview T

Suggested Scope Calendar T

Content Support T

Content Unwrapped T

Take-Home Letter T

Scaffolded Instruction Guide T

Key Concepts

- I can generate a number that is greater than or less than a given whole number up to 1,200.
- I can use place value to compare and order whole numbers up to 1,200 by using comparative words, numbers, and symbols.
- I can determine a number that is 10 or 100 more or less than a given number up to 1,200 using place value.

Fundamental Questions

- What is a number that is greater than/less than ____ (whole number up to 1,200)?
- Which digit justifies that the number is greater than/less than ____?
- How can you use the words *greater than*, *less than*, or *equal to*, to compare these whole numbers?
- What is another statement you can use for that comparison?
- How can you use symbols (>, <, or =) to compare these whole numbers?
- Can you order these numbers from greatest to least (or least to greatest) by using a number line?
- When ordering numbers based on place value, in what order should the places be compared?
- What is the number 10 more/less (or 100 more/less) than ____ (number up to 1,200)?



TAKE-HOME LETTER

Learning Objectives

Suggestions for supporting student progress

Key Terms

Second Grade: Compare and Order Numbers

Your student is about to explore comparing and ordering numbers. To master this skill, your student will build on their knowledge of comparing and ordering numbers up to 120 using words and symbols. As your student extends their knowledge of this concept throughout second grade, they will learn the following concepts:

- Using place value to compare numbers. Students will use sentence structures to help: e.g., 732 is less than 794 (732 < 794), and 794 is greater than 732 (794 > 732).
- Using place value to order numbers.

- Finding numbers that are greater than or less than a given number.
- Finding numbers with given values of more or less than another number.
Example: Find the number that is 10 more than 456.

While working with your student at home, you may find the following vocabulary terms helpful in your communication about comparing and ordering numbers. These are terms your student will be encouraged to use throughout our explorations and during our Math Chats, which are short, whole-group discussions at the conclusion of each activity.

- compare:** to determine similarities or differences between two or more objects or numbers
- order:** to arrange into a sequence
- <:** less than sign; symbol used to show that the value on the left has a lower value than the value to the right of the symbol
- >:** greater than sign; symbol used to show that the value on the left has a higher value than the value to the right of the symbol
- =:** equal sign; symbol used to show that two sides of an equation have the same value

We will do many explorations in class to help your student learn these concepts from firsthand experiences. Encourage your student to share these experiences with you, and to teach you what they have learned. Ask your student to identify examples of what they are learning in everyday life, or use the attached page for ideas of activities to do at home to apply the concept your student is learning in class.

Thank you for your support as your student begins this new learning adventure.

Sincerely,

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Activities to do at home

Tic-Tac-Toe: Try This at Home

<p>he Symbol When you are out shopping, look for a greater than, less than symbol in the 2 legs of a student finds the hem point it out and</p>	<p>Spot It 1. When you are doing activities like shopping, going to the movies, bowling, etc., find numbers with your student. 2. Once you find one number together, find another, and then help your student decide if it is greater than, less than, or equal to the first number. 3. Challenge your student to find the largest numbers they can.</p>	<p>I Have, You Have 1. Use note cards or small pieces of paper to write down several numbers that are less than or equal to 1,200. 2. Flip the cards over so that you can't see the numbers. 3. You and your student each pick 1 card, and then take turns completing the sentence: I have _____ and you have _____. My number is _____ (greater than, less than, or equal to) your number.</p>
<p>number is ... Send pick any or less) number (1,200 or student complete the number is _____ (greater than, less than, or equal to) your number.</p>	<h2 style="font-size: 2em;">Free Space</h2>	<p>Give Me a ... 1. Write, or have your student write down a number on a piece of paper (1,200 or less). 2. Flip a coin. If it lands on heads, have your student name a number that is greater than the written number. If it lands on tails, have your student name a number that is less than the written number.</p>
<p>of Numbers K of cards, create a less than 1,200 ie randomly, or let plid the number. Use the deck of a number that is ber that is greater nber that is less mber that you dudent write the the comparison as 456 < 466.</p>	<p>Put It In Order 1. Write and have your student write 4 different numbers on 4 different cards. 2. Let your student pick 3 or 4 of the cards. 3. Flip a coin to decide the order. If it lands on the heads side, the sequence is from the greatest to the least, and if it lands on the tails side, the sequence is from the least to the greatest. 4. Help your student place the cards in order.</p>	<p>Draw to Compare 1. Give your student 2 numbers. 2. Ask your student to draw a model to show both numbers. Let your student use the model to compare the 2 numbers.</p>

All student-facing materials are available in English and Spanish.



SCAFFOLDED INSTRUCTION GUIDE

The Scaffolded Instruction Guide is provided to teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores.

Teachers are encouraged to allow all students to experience the Hook, Explains, Show What You Know, and Skills Quiz. These elements thoroughly cover the standards included in the scope.

The guide is broken into four percentile ranges:

0%-25%	25%-50%	50%-80%	80%-100%
Previous Grade-Level Remediation	Grade Level with Supports	Grade Level	Extending Grade Level
Students who score in this percentile range on the MAP Growth assessment need support from previous grade-level content.	Students who score in this percentile range on the MAP Growth assessment need support from grade-level intervention.	Students who score in this percentile range on the MAP Growth assessment can work on grade-level content with instructional supports.	Students who score in this percentile range on the MAP Growth assessment are ready to apply their knowledge of the content to a variety of activities.

Once the students have taken the MAP Growth assessment, complete the following steps:

- Review the data provided to determine percentile, instructional area, and/or standards breakdown for each student.
- Find the scope that includes the standards needing focus or intervention.

0%-25% (Previous Grade-Level Remediation)

5 - Add and Subtract Decimals

Fluency Builder

- Addition and Subtraction models with Decimals to the Hundredths and Thousandths Place

Math Thoughts

5 - Virtual Learning

Numbers and Operations

- Addition and Subtraction Algorithms
- Fluently Add and Subtract Fractions
- Addition and Subtraction of Fractions and Decimals
- Multiplication Algorithms
- Division Algorithms

Plan next steps with activities tailored to students' scores.

Access activities through direct links and then print or digitally assign.

PRE-ASSESSMENT AND ENGAGEMENT

Our **Engage** activities kick off student learning by capturing students’ attention and making math approachable! Use these elements to pinpoint knowledge gaps and inform your instructional approach.



ACCESSING PRIOR KNOWLEDGE

Accessing Prior Knowledge is a brief, teacher-led activity to gauge students’ prior knowledge before engaging in the inquiry process.

Accessing Prior Knowledge

Number Fish

64	100	7	13	88
26	87	99	10	99
19	13	2	7	55

Accessing Prior Knowledge

Comparing Mat

Use one of the symbols (<, >, or =) to compare the two numbers you draw out of the container.

Less than Equal to Greater than



FOUNDATION BUILDER

The Foundation Builder is an early intervention activity built to fill gaps in understanding before diving into the new content.

Foundation Builder

Draw a pictorial model of each number, and compare the numbers. Fill in each circle with >, <, or = to make the sentence true.

34 ○ 17
62 ○ 28
29 ○ 82
100 ○ 58

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Foundation Builder

Dibuja un modelo pictórico de cada número y compara los dos números. Rellena cada círculo con >, < o = para hacer la oración verdadera.

34 ○ 17
62 ○ 28
29 ○ 82
100 ○ 58

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HANDS-ON LEARNING

Scaffolded, hands-on **Explore** activities are at the heart of each lesson. We know students learn best by *doing*, so we go beyond worksheets and memorization, providing opportunities to engage in rich mathematical discourse within real-world contexts.



EXPLORE ACTIVITIES

Explore 1: Activity

**Generate Numbers
Greater Than or Less Than**

Look at each store ad. Build the original price with the base ten blocks. Use the blocks to determine the discounted price and the competitor's price. Complete the table by writing the numbers and drawing a pictorial model for each number.

Store Ad 1	Discounted Price	Original Price	Competitor's Price
	\$ ____	\$23	\$ ____

Store Ad 2	Discounted Price	Original Price	Competitor's Price
	\$ ____	\$245	\$ ____

Explore 1: Activity

Store Ad 1

Wireless Bluetooth Game Controller

Discount price is 10 less.
\$ ____

Original Price
\$ 23

Competitor's price is 10 more.
\$ ____

• Three Connection Types
 • Game Support: Allow you to play native gamepad-supported games.
 • Back-pullable Battery and Dual-Motion: Built-in lithium battery, dual-motor haptic feedback.
 • Turbo Function: The turbo function will cause sustained turbo vibrations.
 • Familiar Controller: Stick is easier to pick up and play. Crafted for a smooth like controlling experience and to reveal from traditional design.

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Explore 2: Activity

Compare and Order Numbers

Part 1
Plot the number of words each student spelled correctly on a number line. Compare the numbers in more than one way by using symbols $<$, $>$, or $=$ and comparative language: *greater than*, *less than*, or *equal to*. Circle the name of the student who won each round.

Camille vs. AJ

Comparison 1	Comparison 2
○	○
Write a comparison statement. _____ _____.	Write a comparison statement. _____ _____.

Explore 2: Activity

**Round 1
Camille vs. AJ**

1,060 words

559 words

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MATH CHATS

Students connect concepts and evaluate their peers' processes and strategies with Math Chats at the end of each Explore activity. Math Chats take place with teacher guidance for supporting language development and differentiation.


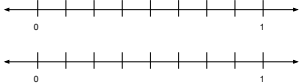
Math Chat
When you add to the tens/hundreds place or take away from the tens/hundreds place, what digit changes? Why?
How do you know if a number is greater than or less than another number?
What happens if you add ten to a number with a 9 in the tens place?
What strategies did you use to regroup the numbers in Store Ads 3, 4, and 5?
When would you need to generate numbers greater than or less than a given number outside of school?


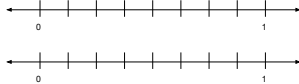
Charla de matemáticas
Cuando sumas una decena/centena o quitas una decena/centena, ¿qué dígito cambia? ¿Por qué?
¿Cómo sabes si un número es mayor o menor que otro número?
¿Qué ocurre si sumas diez a un número que tiene un 9 en el lugar de las decenas?
¿Qué estrategias utilizaste para reagrupar los números de los anuncios de tienda 3, 4 y 5?
¿Cuándo necesitarías generar números mayores o menores que un número dado fuera de la escuela?



EXIT TICKETS

Print or share digitally!

Explore
<p>Compare Fractions with Equal Denominators Exit Ticket</p> <p>Levi and Kellah ordered a cherry pie from Luigi's Pizzeria. Levi ate $\frac{6}{8}$ of the pie. Kellah ate $\frac{2}{8}$ of the pie. Who ate more of the cherry pie?</p>  <p>Create a model to compare the fractions.</p> <p>Plot these fractions on the number lines.</p>  <p>Write two statements to compare these fractions using the symbols $>$, $<$, or $=$.</p> <p>Circle the word that completes the statement.</p> <ol style="list-style-type: none"> The numerators / denominators are equal. The numerators / denominators are not equal. <p>Who ate more of the cherry pie?</p>

Explore
<p>Comparar fracciones con denominadores iguales Boleto de salida</p> <p>Levi y Kellah ordenaron una tarta de cereza de la Pizzeria Luigi. Levi se comió $\frac{6}{8}$ de la tarta. Kellah se comió $\frac{2}{8}$ de la tarta. ¿Quién comió más de la tarta de cereza?</p>  <p>Crea un modelo para comparar fracciones.</p> <p>Traza estas fracciones en las rectas numéricas.</p>  <p>Escribe dos enunciados para comparar estas fracciones mediante los símbolos $>$, $<$ o $=$.</p> <p>Encierra con un círculo la palabra que completa la afirmación.</p> <ol style="list-style-type: none"> Los numeradores/denominadores son iguales. Los numeradores/denominadores no son iguales. <p>¿Quién comió más tarta de cereza?</p>



SKILL BASICS

Pre-teach or review basic skills.

Skill Basics

Shape Cards

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Skill Basics

Formation of Numerals

Reading	Tracing		Writing	
0				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

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VIRTUAL MANIPULATIVES

Manipulatives are key to hands-on learning. We offer virtual manipulatives inside each Explore activity to support conceptual understanding. Turn to page 14 to learn about our Manipulative and Fluency Builder kits.

Thousands Hundreds Tens Ones

134

DEEPEN UNDERSTANDING

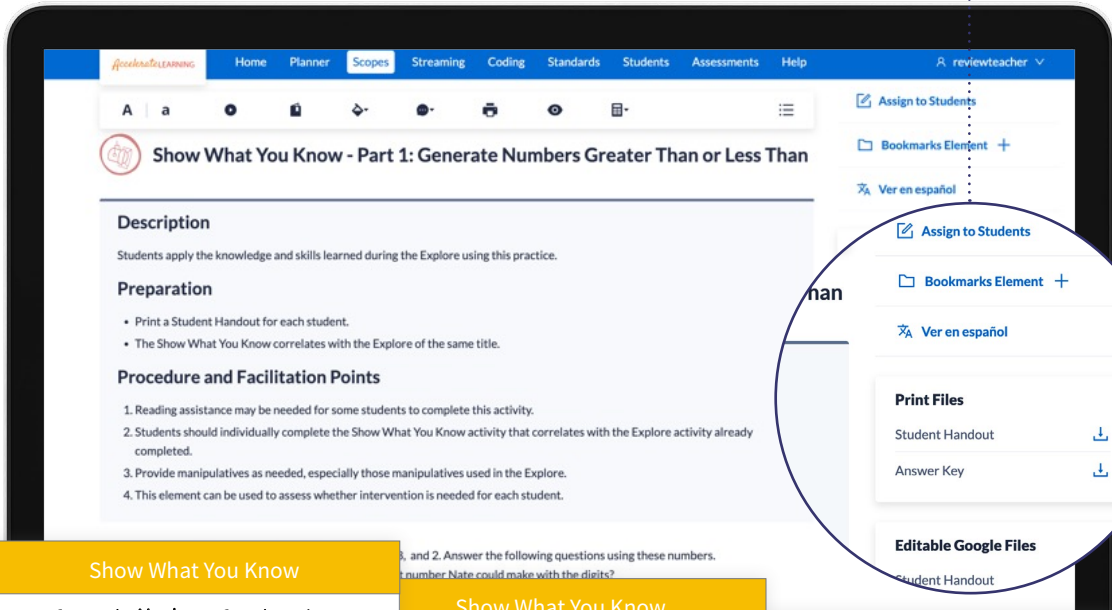
In the **Explain** section, students form authentic connections and apply their learning to various contexts. They deepen their understanding and build confidence as they master the lesson standards.



SHOW WHAT YOU KNOW

Students practice independently and apply conceptual understanding to new contexts, demonstrating their depth of understanding.

Student resources can be assigned digitally, printed, downloaded, and/or edited in Google.



Show What You Know

Generate Numbers Greater Than or Less Than

Nate spun a spinner 3 times and landed on the numbers 4, 8, and 2. Answer the following questions using these numbers.

What is the smallest number Nate could make with the digits?

What is the largest number Nate could make with the digits?

10 Less	Number	10 More
	42	
100 Less	Number	100 More
	284	
40 Less	Number	40 More
	1,147	
500 Less	Number	500 More
	589	

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Show What You Know

Compare and Order Numbers

Compare the following numbers using the $<$, $>$, or $=$ symbols. Write comparison statements using words.

190 \bigcirc 109	46 \bigcirc 64
Write a comparison statement.	Write a comparison statement.
90 \bigcirc 1,090	283 \bigcirc 238
Write a comparison statement.	Write a comparison statement.
1,116 \bigcirc 618	445 \bigcirc 445
Write a comparison statement.	Write a comparison statement.

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Show What You Know

Order the numbers on the number line. Order the numbers from greatest to least using symbols.

471 304 417 314

Order the numbers in order from greatest to least using words.

Order the numbers on the number line. Order the numbers from least to greatest using symbols.

803 538 853 1,038

Order the numbers in order from least to greatest using words.

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LANGUAGE CONNECTIONS

Language Connections use linguistic and cultural background knowledge to support connections to new skills, vocabulary, and concepts at different proficiency levels and linguistic domains.

Language Connections

Sai found 239 shells.
Nala found 314 shells.
Lin found 278 shells.
Who found the most shells?

Order the numbers of shells from least to greatest using place value.

least greatest

239 is greater than / less than _____.

Who found the most shells?
Sai Nala

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Word Bank
greater less compare

blue birds
1,146

yellow birds
1,053

We can _____ the number of yellow and blue birds.

The number of yellow birds is _____.

Word Bank
greater before
compared less

owls
1,102

blue birds
1,146

yellow birds
1,053

When we _____ the number of birds, the number of blue birds is _____ than the number of yellow birds.

Beginner

Language Connections

Sai and her two friends looked for shells at the beach.
Sai found 239 shells.
Nala found 314 shells.
Lin found 278 shells.
Who found the greatest number of shells?

Order the numbers of shells from least to greatest using place value.

least greatest

Compare the number of shells Sai and Lin found.

_____ ○ _____

Who found the greatest number of shells?
Sai Nala Lin

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Word Bank
greatest least compare
order place value not equal to

owls
1,102

blue birds
1,146

yellow birds
1,053

When we compare the number of birds from _____ to _____, their order is _____.

The number of owls is _____ the number of blue birds.

Sai and her two friends spent the day at the beach! They had a contest to see who could find the greatest number of shells. Sai found 239 shells, Nala found 314 shells, and Lin found 278 shells. Who won the contest?

Order the number of shells from least to greatest using place value.

least greatest

Order the numbers from greatest to least.

Who won the contest?
Sai Nala Lin

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Intermediate

Language Connections

Sai found 239 shells.
Nala found 314 shells.
Lin found 278 shells.
Who found the most shells?

Order the numbers of shells from least to greatest using place value.

least greatest

239 is greater than / less than _____.

Who found the most shells?
Sai Nala

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Word Bank
greater less compare

blue birds
1,146

yellow birds
1,053

We can _____ the number of yellow and blue birds.

The number of yellow birds is _____.

Word Bank
greatest least compare
order place value not equal to

owls
1,102

blue birds
1,146

yellow birds
1,053

When we compare the number of birds from _____ to _____, their order is _____.

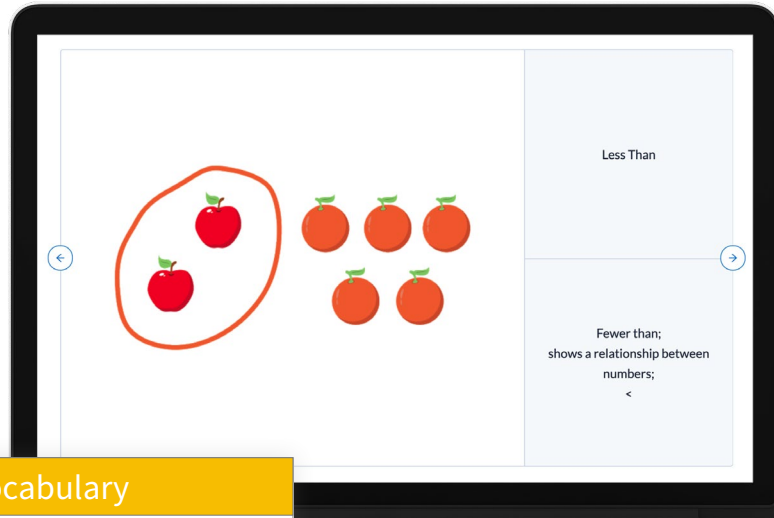
The number of owls is _____ the number of blue birds.

Advanced



PICTURE AND INTERACTIVE VOCABULARY

Students develop their academic mathematical language using our vocabulary supports and resources.



Interactive Vocabulary

Definition:

Example of Student Responses

A number with exactly two factors, one and itself, that can only form one type of rectangular array

Prime Number

Examples:
3 and 5

Only one type of rectangular array can be formed for each of these numbers:

1 by 3

Factores de 3: 1, 3

1 by 5

Factores de 5: 1, 5

Nonexamples:
4 and 6

More than one type of rectangular array can be formed for these numbers:

1 by 4 and 2 by 2

Factores de 4: 1, 2, 4

1 by 6 and 2 by 3

Factores de 6: 1, 2, 3, 6

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Interactive Vocabulary

Definition:

Ejemplos de las respuestas de los estudiantes

Un número con dos factores exactamente, que incluye el uno y el mismo número, que puede formar un tipo de matriz rectangular.

Número primo

Ejemplos:
3 y 5

Sólo un tipo de matriz rectangular puede formarse para cada uno de estos números:

1 por 3

Factores de 3: 1, 3

1 por 5

Factores de 5: 1, 5

No ejemplos:
4 y 6

Más de un tipo de matrices rectangulares se puede formar para estos números:

1 por 4 y 2 por 2

Factores de 4: 1, 2, 4

1 por 6 y 2 por 3

Factores de 6: 1, 2, 3, 6

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Compare and Order Numbers

Picture Vocabulary

Number and operations
Algebraic reasoning

2-2C
2-2D
2-7B

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Algorithm

$$\begin{array}{r}
 1 \\
 75 \\
 \times 3 \\
 \hline
 225
 \end{array}$$

A step-by-step process that can be used to solve problems

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DIFFERENTIATION

Learning math requires a personalized approach. Each lesson’s **Elaborate** section offers various resources and activities to differentiate instruction and deepen understanding of diverse learners. This section is ideal for small group instruction, center and station activities, and independent practice.



FLUENCY BUILDER

Engaging games and activities that help students build automaticity and fluency.

Fluency Builder

Match

?

?

?

?

?

?

?

?

?

Turn 2 cards over.

Keep them if they match!

?

?

?

?

?

?

?

Turn them back over if they do not match

?

?

?

?

?

?

Fluency Builder

Match Cards (Front of Page 1)

36 ○ 42	<
61 ○ 16	>
29, 54, 84, 92	least to greatest

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PROBLEM-BASED TASKS

Problem-Based Task


Zoo Food Facts

The zookeepers are making a grocery list and need help deciding how much of each type of food to buy. Read the following zoo facts, and use place value to help you solve the problems.

The lions at the zoo eat more than 500 pounds of beef in a week! What are three possible amounts of food the lions could eat in a week?



The monkeys at the zoo eat a lot of bananas every year! The baboons ate 860 bananas, the capuchins ate 685 bananas, and the spider monkeys ate 659 bananas.



Order the species of monkeys from which one ate the most to which species ate the fewest bananas.

The orangutans eat 100 more bananas than the spider monkeys. Write a comparison statement using $<$, $>$, or $=$ comparing the amount of bananas eaten by the orangutans and baboons.

_____ ○ _____

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Problem-Based Task

The zookeeper orders between 1,000 and 1,200 pounds of fish per month to feed the penguins. What might be an amount of fish the zookeeper orders?

Why did you choose this number?

The zookeeper orders between 800 and 1,000 crickets per month to feed the reptiles. What might be an amount of crickets the zookeeper orders?

Why did you choose this number?

Write a comparison statement using $<$, $>$, or $=$ comparing the amount of fish the zookeeper might order in a month and the amount of crickets the zookeeper might order in a year.

_____ ○ _____

The zoo sent some penguins to live in a new zoo in another town. The zookeeper now needs to order 100 fewer fish each month. What is 100 less than the number of fish you identified above?

They also have a new snake and need to order 10 more crickets each month. What is 10 more than the number of crickets you identified above?

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Students solve a challenging, meaningful problem.

Problem-Based Task

Field Day

The fifth graders at Smith Elementary have been asked to plan a field day for the kindergarten through fourth-grade classes. The fifth-grade students need to divide the participants evenly into teams and develop a snack budget for each grade level. If there are 15 students on each team, how many total teams will there be, and how many teams will there be in each grade level?

Grade	Number of Students	Number of Teams
Kinder	300	
First	360	
Second	285	
Third	465	
Fourth	420	
Total		

Field day makes everyone hungry and thirsty. Below is a menu of items available. Notice that some items are individual and others are per box or case. Decide what items each grade gets to eat, how many of each item is needed, and the total cost for each grade level. Use the following page to make a menu for each grade.

- Bottled water** – \$4.00 per case of 24
- Sports drinks** – \$2.50 each
- Flavored fruit water** – \$2.00 per box of 12
- Ice cream** – \$18.00 per box of 15
- Chips** – \$38.00 per case of 50
- Cookies** – \$12.00 per box of 25
- Candy** – \$21.00 per box of 40
- Pizza** – \$3.00 per slice
- Hot dogs** – \$5.00 for two hot dogs
- Hamburgers** – \$7.00 each

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Problem-Based Task

Kindergarten

First Grade

Second Grade

Third Grade

Fourth Grade

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Students use various models to apply conceptual understanding to new contexts.



SPIRALED REVIEW

Spiraled Review

The Sign Shop

Kevin's dad works in the sign shop at the Department of Transportation. His job is to make all the signs you see when you're driving down the road. Today, Kevin gets to go visit his dad at work.

At the sign shop, Kevin got his very own pair of safety glasses. Everyone was wearing safety glasses—even the grown-ups. Kevin walked around and looked at all the signs. They were all different shapes and sizes. Some had words, and some had pictures.

Kevin wanted to help out, too. His dad let him help load the finished signs on the street. The signs were heavier than they looked, but Kevin was happy to help.



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Spiraled Review

1. How many sides does this sign have?
2. Which traffic safety device is shaped like a cylinder?



_____ sides



3. Kevin's dad needs to create a square-shaped sign. Draw a square.
4. During Kevin's visit, his dad made 3 triangle-shaped signs. He made 7 square-shaped signs. Write a number sentence to find out how many signs he made.

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2

Students are given four problems about a story to review previously learned skills and concepts.



INTERACTIVE PRACTICE

SPACE DEBRIS
To blast the space debris you must turn your ship. Use the information given to compute the correct angle.
134°

DUCK POND
How many ducks?
1 3 2

ASTEROID DEFENSE
A 5,187-ton asteroid is heading toward your space station and Earth. The available missiles on your space station are able to eliminate 57-ton of asteroid each. How many missiles do we need to launch?
Type here Launch

EVALUATION

Assessments are intentionally integrated so that you can **evaluate** student progress and mastery. Collect data through TEKS-aligned assessments, along with student self-reflections and performance tasks.

DIAGNOSTIC	FORMATIVE	SUMMATIVE
<ul style="list-style-type: none"> Accessing Prior Knowledge Observation Checklist Show-and-Tell 	<ul style="list-style-type: none"> Exit Ticket Show What You Know Decide and Defend Observation Checklist Skills Quiz Quick Check Mathematical Modeling Task 	<ul style="list-style-type: none"> Skills Quiz Show-and-Tell Technology-Enhanced Questions Mathematical Modeling Task

All assessments can be printed or digitally assigned.

Student Self-Reflection



HEAT MAP

Heat Map	
Refer to your answers on the Skills Quiz. Next to each standard, color the question box green if your answer is correct. Color the question box red if your answer is incorrect.	
Skills Quiz	
Standards	Questions
2.2C Generate a number that is greater than or less than a given whole number up to 1,200.	7 8
2.2D Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	1 2 3 4 9 10
2.7B 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.	5 6
Reflection	
I think I did well on _	I need to work on _

Heat Map	
Consulta tus respuestas en la tabla «Prueba de habilidades». Al lado de cada estándar, colorea el cuadrado de la pregunta de verde si tu respuesta es correcta. Colorea el cuadrado de la pregunta de rojo si tu respuesta es incorrecta.	
Prueba de habilidades	
Estándares	Preguntas
2.2C Generar un número que es mayor que o menor que un número entero determinado hasta 1,200.	7 8
2.2D Usar el valor de posición para comparar y ordenar números enteros hasta 1,200 con el uso de lenguaje comparativo, números y símbolos (>, < o =).	1 2 3 4 9 10
2.7B Tener comprensión del valor de posición para determinar el número que es 10 o 100 más o menos que un número dado hasta 1,200.	5 6
Reflexión	
Pienso que lo hice bien en _	Necesito trabajar en _



SKILLS QUIZ

The Skills Quiz is a short, standards-based assessment to determine a student's ability to compute efficiently and accurately.

Skills Quiz

Compare and Order Numbers

For questions 1–4, place each number on the number line. Complete each statement using words, and then put a $<$, $>$, or $=$ in each circle to make the statement true.

1. 598 is _____ 543 2. 109 is _____ 142

598 ○ 543 109 ○ 142

3. 254 is _____ 389 4. 875 is _____ 875

254 ○ 389 875 ○ 875

For questions 5–8, write the number that is more or less than the given number.

5.

10 less	Number	10 more
	597	

6.

100 less	Number	100 more
	324	

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Skills Quiz

7.

50 less	Number	50 more
	1,132	

8.

200 less	Number	200 more
	761	

9. Place each number on the number line.
457, 507, 491

←-----→

400 450 500 550

List the numbers in order from least to greatest using symbols.

10. Place each number on the number line.
776, 682, 804

←-----→

500 750 800

Describe the order of the numbers from greatest to least using words.

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DECIDE AND DEFEND

Decide and Defend is an open-ended assessment that prompts students to reason mathematically and support their ideas with evidence.

Decide and Defend

Guess My Rule

Mia and Mason were playing a game where they each had to choose a rule and then count according to that rule.

What rule did each player use? Describe your reasoning for each player's rule below.

Mia	918, 908, 898, 888, 878, 868
Mason	432, 532, 632, 732, 832, 932

Decide and Defend

	Understanding	Computation	Reasoning
1	The student does not understand what the problem is asking him or her to do. The student does not address the problem. The strategies used are not appropriate for the problem.	The student does not solve the problem correctly. The student does not support his or her answer with work.	The student does not support his or her reasoning. The student does not use mathematical language.
2	The student understands some of what the problem is asking him or her to do. The student addresses most parts of the problem. The strategies used to solve the problem are somewhat appropriate.	The student solves some parts of the problem but may have some mistakes. The student supports some of his or her answer with work.	The student somewhat supports his or her reasoning with some mistakes. The student uses some mathematical language with a few mistakes.
3	The student fully understands what the problem is asking him or her to do. The student addresses all parts of the problem and is able to employ strategies to resolve the problem.	The student solves all parts of the problem correctly and is able to support his or her answer with work.	The student clearly and accurately supports the reasoning behind his or her answer. The student uses accurate mathematical language consistently.



MATHEMATICAL MODELING TASK

Students demonstrate their depth of understanding by creating a variety of models that represent mathematical situations.

Mathematical Modeling Task

Race to 48

Klara and Jacob are running a race. Klara runs 4 miles every hour, and Jacob runs 4.5 miles every hour.

Part I

Label and complete the following graph and table to represent Klara's and Jacob's distances.

$x($	$)$	$y($	$)$

Mathematical Modeling Task

Part II

- Represent each runner using an equation.
- Who will get to 48 miles first? How many hours will it take each racer to get to 48 miles? Justify your answer.
- Is the relationship proportional?
- If you know that a relationship is proportional and are given one ordered pair other than $(0, 0)$, how can you find other ordered pairs? Justify your answer.

INTERVENTION

Unleash the power of hands-on learning to provide targeted instruction and tackle conceptual misunderstandings head-on! Perfect for **intervention**, re-teaching, or test preparation, these dynamic resources are your go-to tools for transforming math challenges into triumphs in the classroom.



SMALL-GROUP INTERVENTION

Teacher Checklist

Small Group Intervention

Use the space below to create targeted small groups, and take notes about each student's progress during the Intervention activity.

Group 1			
Name	Skill 1	Skill 2	Skill 3

Activities tailored to students who have not yet achieved proficiency in grade-level content and skills.

Checkup

Compare and Order Numbers Checkup

For questions 1 and 2, complete the tables by writing the number and drawing a pictorial model for a number greater than and less than the given number.

1.	10 Less Than	Given Number	10 Greater Than
		 436	

2.	100 Less Than	Given Number	100 Greater Than
		 377	

For questions 3-6, compare each set of numbers using the symbols $<$, $>$, or $=$.

3. $319 \bigcirc 391$ 4. $462 \bigcirc 462$

5. $1,054 \bigcirc 976$ 6. $598 \bigcirc 603$

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Checkup Compare and Order Numbers

For questions 7 and 8, plot and order the numbers on the number line from least to greatest.

7. 582 559 518 525

8. 714 652 775 612



SKILL REVIEW AND PRACTICE

The Skill Review and Practice offers a structured approach for students to self-assess their understanding and for teachers to evaluate student progress effectively.

Teacher Checklist

Skill Review and Practice

Question(s)	Skill
1	Determine the slope and rate of change given an equation.
2	Determine the slope and rate of change given two points or a table.
3	Determine the slope and rate of change given two points or a table.
4	Determine the slope and rate of change given two points or a table.
5	Determine the slope and rate of change given a graph.
6	Determine the slope and rate of change given multiple representations.
7	Determine the slope and rate of change given an equation.
8	Determine the slope and rate of change given two points or a table.
9	Determine the slope and rate of change given two points or a table.
10	Determine the slope and rate of change given multiple representations.

Skill Review and Practice

Habilidad

la pendiente y la tasa de cambio dada un punto.
la pendiente y la tasa de cambio dados dos puntos o una tabla.
la pendiente y la tasa de cambio dados dos puntos o una tabla.
la pendiente y la tasa de cambio dada una gráfica.
la pendiente y la tasa de cambio dadas representaciones.
la pendiente y la tasa de cambio dada un punto.
la pendiente y la tasa de cambio dados dos puntos o una tabla.
la pendiente y la tasa de cambio dados dos puntos o una tabla.
la pendiente y la tasa de cambio dadas representaciones.

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Quick Check

Skill Review and Practice

Quick Check

Find the slope for each equation in questions 1-4.

1. $y = 4x + 5$ 2. $y + 5 = -2(x + 20)$

3.

x	2	4	6
y	4	8	12

4.

5. Which of the following options has a slope of -2? Select all that apply.

A. $y = 2x - 2$ B. $y + 2 = -2(x + 10)$

C.

x	0	5	10
y	10	0	-10

D.

Question(s)	Skill	Got It	Needs Review
1 and 2	Determine the slope and rate of change given a table.	<input type="checkbox"/>	<input type="checkbox"/>
3	Determine the slope and rate of change given two points or a table.	<input type="checkbox"/>	<input type="checkbox"/>
4	Determine the slope and rate of change given a graph.	<input type="checkbox"/>	<input type="checkbox"/>
5	Determine the slope and rate of change given multiple representations.	<input type="checkbox"/>	<input type="checkbox"/>

Skill Review and Practice

Quick Check

Habilidad

3	Determinar la pendiente y la tasa de cambio dados dos puntos o una tabla.	<input type="checkbox"/>	<input type="checkbox"/>
4	Determinar la pendiente y la tasa de cambio dada una gráfica.	<input type="checkbox"/>	<input type="checkbox"/>
5	Determinar la pendiente y la tasa de cambio dadas múltiples representaciones.	<input type="checkbox"/>	<input type="checkbox"/>

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Review

Skill Review and Practice

Review

Slope and Rate of Change Given a Graph

Rate of change or slope = $\frac{\text{Change in } y}{\text{Change in } x} = \frac{y_2 - y_1}{x_2 - x_1}$

The following steps show how to calculate slope or rate of change from a graph:

- Select 2 points on the graph.
- Find the change in y and the change in x by substituting the x and y values into the slope formula.
- Compute your slope by dividing the change in y by the change in x.

Example
Sulton has just completed a road trip and wants to know what the highest rate of change of his location was. The number of miles he drove is shown in the graph below, divided into 3 segments. Help Sulton determine which segment was the fastest.

Segment 1 includes points (0, 0) and (2, 100). The change in y is +100, and the change in x is +2. The slope is $\frac{100}{2}$, or 50 miles/hour.

Segment 2 includes points (2, 100) and (4, 250). The change in y is +150, and the change in x is +2. The slope is $\frac{150}{2}$, or 75 miles/hour.

Segment 3 includes points (4, 250) and (6, 350). The change in y is +100, and the change in x is +2. The slope is $\frac{100}{2}$, or 50 miles/hour.

The three slopes are 50, 75, and 50, so the largest is in segment 2 at 75 miles/hour.

Try It
Determine the slope of each segment of the graph.

Skill Review and Practice

Habilidad

la pendiente o la tasa de cambio dada un punto.

la pendiente o la tasa de cambio dados dos puntos o una tabla.

la pendiente o la tasa de cambio dada una gráfica.

la pendiente o la tasa de cambio dadas representaciones.

la pendiente o la tasa de cambio dada un punto.

la pendiente o la tasa de cambio dados dos puntos o una tabla.

la pendiente o la tasa de cambio dados dos puntos o una tabla.

la pendiente o la tasa de cambio dada una gráfica.

la pendiente o la tasa de cambio dadas representaciones.

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Checkup

Skill Review and Practice

Checkup

1. An Australian shepherd puppy's weight in pounds for the first year can be estimated by the equation $w(m) = 2m + 2$, where m is the age of the puppy in months. What is the rate of change of the puppy's weight?

2. What is the slope of a line that contains the points (2, 5) and (1, 2)?

3. The number of visitors at a park was measured and recorded in the table below. It was noted that there was a linear growth as the morning went on. What is the rate of change in the number of people at the park?

Time	8 a.m.	9 a.m.	10 a.m.	11 a.m.
Visitors	10	35	60	85

4. The Smiths were filling up their swimming pool. There was no water in the pool when they started, and 23 hours later there was 1,104 cubic feet of water in the pool. What is the rate of change of the volume of the water in the pool?

Time	10 a.m.	11 a.m.
Volume	35	85

Skill Review and Practice

Checkup

Habilidad

la pendiente o la tasa de cambio dada un punto.

la pendiente o la tasa de cambio dados dos puntos o una tabla.

la pendiente o la tasa de cambio dada una gráfica.

la pendiente o la tasa de cambio dadas representaciones.

la pendiente o la tasa de cambio dada un punto.

la pendiente o la tasa de cambio dados dos puntos o una tabla.

la pendiente o la tasa de cambio dados dos puntos o una tabla.

la pendiente o la tasa de cambio dada una gráfica.

la pendiente o la tasa de cambio dadas representaciones.

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ENRICHMENT

Acceleration activities allow students to dive deeper into the content and its applications, enhancing their understanding and engagement. These enrichment activities are designed for all students, providing opportunities to explore advanced concepts and develop critical thinking skills.



CREATE YOUR OWN

Create Your Own

Your friend's dad has several employees. He needs a computer software program that will help him determine their wages when they work a fraction of a day. Could you help him?

Brainstorm your ideas.

List the materials you may need.

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Create Your Own

Sketch your computer software here or, using a computer, build your software.

Create a digital presentation to convince your friend's dad that he should use the computer software you designed.

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Students use their newly learned skills to create something new.



CHOICE BOARD

Choice Board

Compare and Order Numbers

Choose one or more extension activities from the table below.

<p style="font-size: 8px; margin: 0;">Life Connection</p> <p style="margin: 0;">Can You Find?</p> <p style="font-size: 8px; margin: 0;">See if you can locate a serial number on something in your home: furniture, toys, or books. Make a list of what you find. Choose one, and place the numbers in order.</p>	<p style="font-size: 8px; margin: 0;">Social Studies Connection</p> <p style="margin: 0;">Conserve</p> <p style="font-size: 8px; margin: 0;">Find an item you can conserve. Create a table with the number of that item in a package. Then add 100 more and 100 less of that number to your table.</p>
<p style="font-size: 8px; margin: 0;">Engineering Connection</p> <p style="margin: 0;">Tower Build</p> <p style="font-size: 8px; margin: 0;">Use blocks to build a tower, making sure to keep track of how many you are using each time. Do this five times, record the numbers, and write three comparisons about the towers.</p>	<p style="font-size: 8px; margin: 0;">Writing Connection</p> <p style="margin: 0;">100 More</p> <p style="font-size: 8px; margin: 0;">Use 1,097 from your My Math Thoughts. On the back, write the number that is 100 more and how you know.</p>
<p style="font-size: 8px; margin: 0;">Real-World Connection</p> <p style="margin: 0;">Where to Compare?</p> <p style="font-size: 8px; margin: 0;">Think about all the ways that you compare numbers in the real world. Present one way in a picture.</p>	<p style="font-size: 8px; margin: 0;">Art Connection</p> <p style="margin: 0;">My Name</p> <p style="font-size: 8px; margin: 0;">Write your name in a fun way. Keep track of how many lines you use to create your design. Compare with another student, and write a comparison statement.</p>

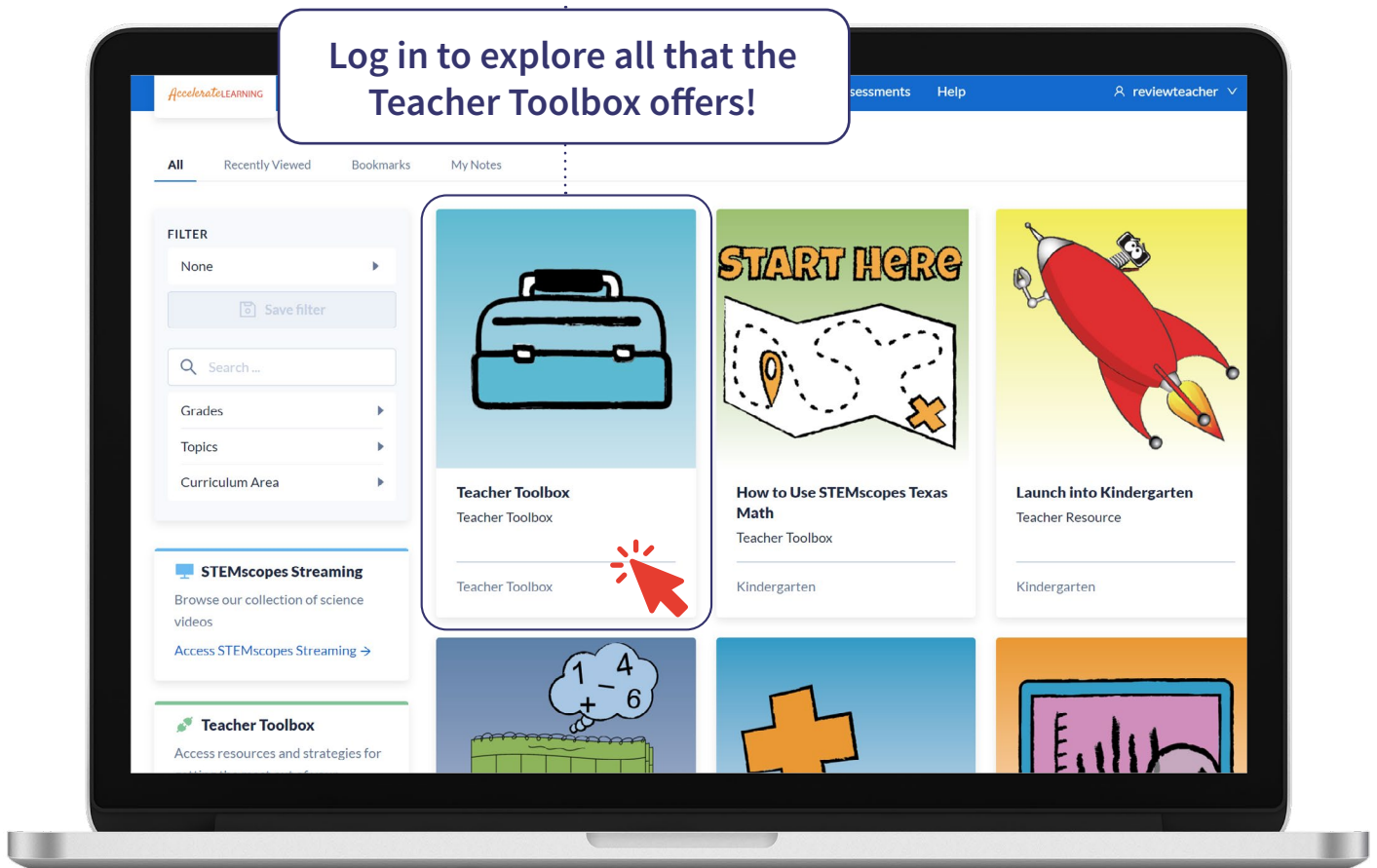
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Enrichment tasks involving real-world connections and applications of math content at varying levels of complexity.

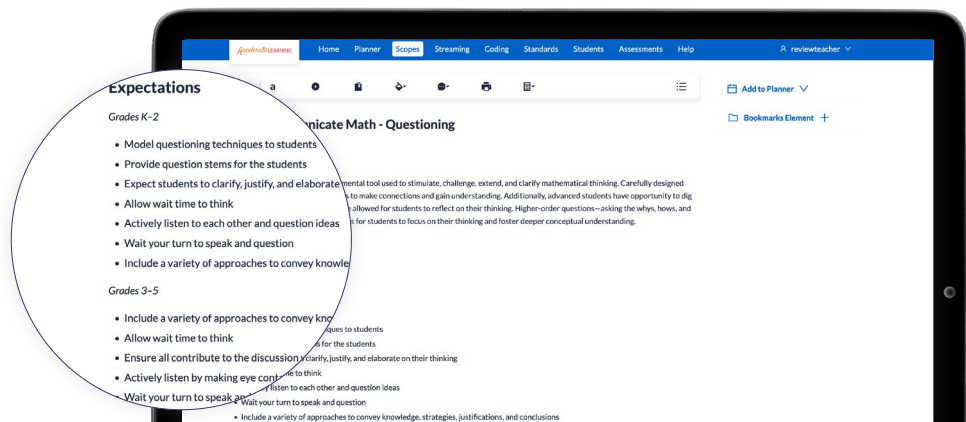
Teacher Toolbox

Your One-Stop Shop

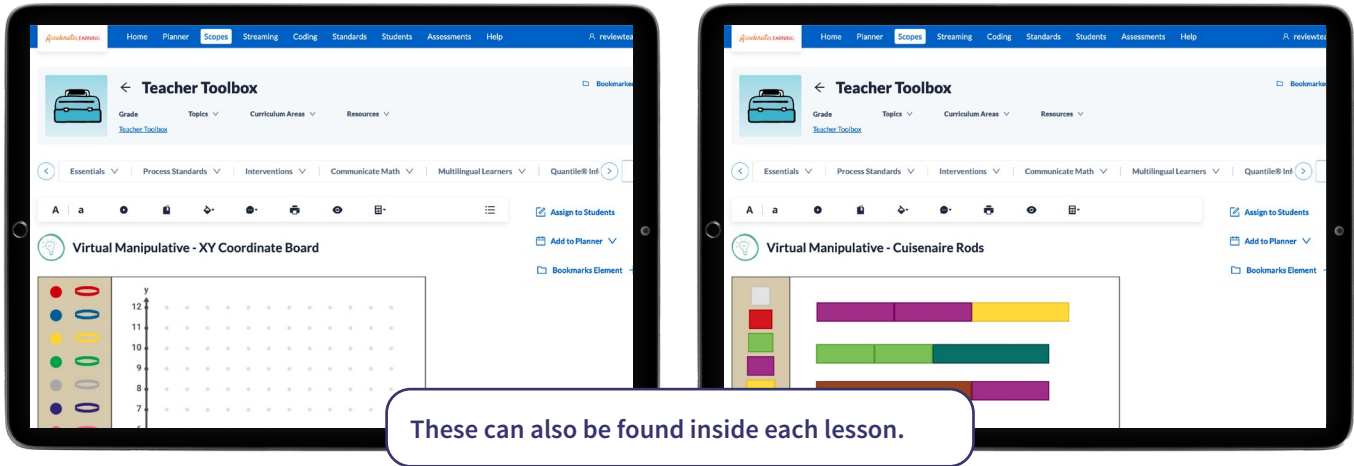
There's lots to explore in the Teacher Toolbox – we recommend starting with the elements highlighted in this guide!



COMMUNICATE MATH



VIRTUAL MANIPULATIVES



STUDENT GOAL SETTING

Student Goal Setting
My Math Goal is:

I can	I can	I can
<input type="checkbox"/> Met my goal	<input type="checkbox"/> Met my goal	<input type="checkbox"/> Met my goal

I will reach my goal by _____

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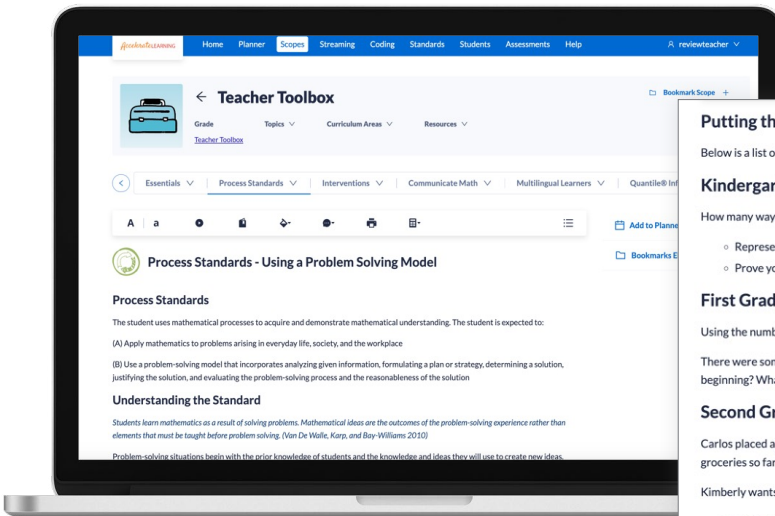
Establecer metas del estudiante
Mi meta para Matemáticas es:

Yo puedo	Yo puedo	Yo puedo
<input type="checkbox"/> Logré mi meta	<input type="checkbox"/> Logré mi meta	<input type="checkbox"/> Logré mi meta

Alcanzaré mi meta con _____

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UNDERSTAND AND PREPARE TO TEACH PROCESS STANDARDS



Putting the Standard into Action: What Might It Look Like?

Below is a list of possible problems that offer multiple entry points and allow students to determine their own method or strategy to solve.

Kindergarten

How many ways are there to compose the number 10?

- Represent each combination using manipulatives.
- Prove you have found all the possible ways by drawing a pictorial representation.

First Grade

Using the number sentence $6 + \underline{\quad} = 12$, generate two different story problems for your partner to solve.

There were some trapeze artists: 5 of them fell into the net, and 12 of them are still performing. How many trapeze artists were there at the beginning? What are two different number sentences you can use to solve this problem?

Second Grade

Carlos placed a \$25 bag of dog food in the cart. Santos placed a \$33 bottle of dog shampoo in the cart. How much have the boys spent on groceries so far? What mental math strategies can you use to solve this problem?

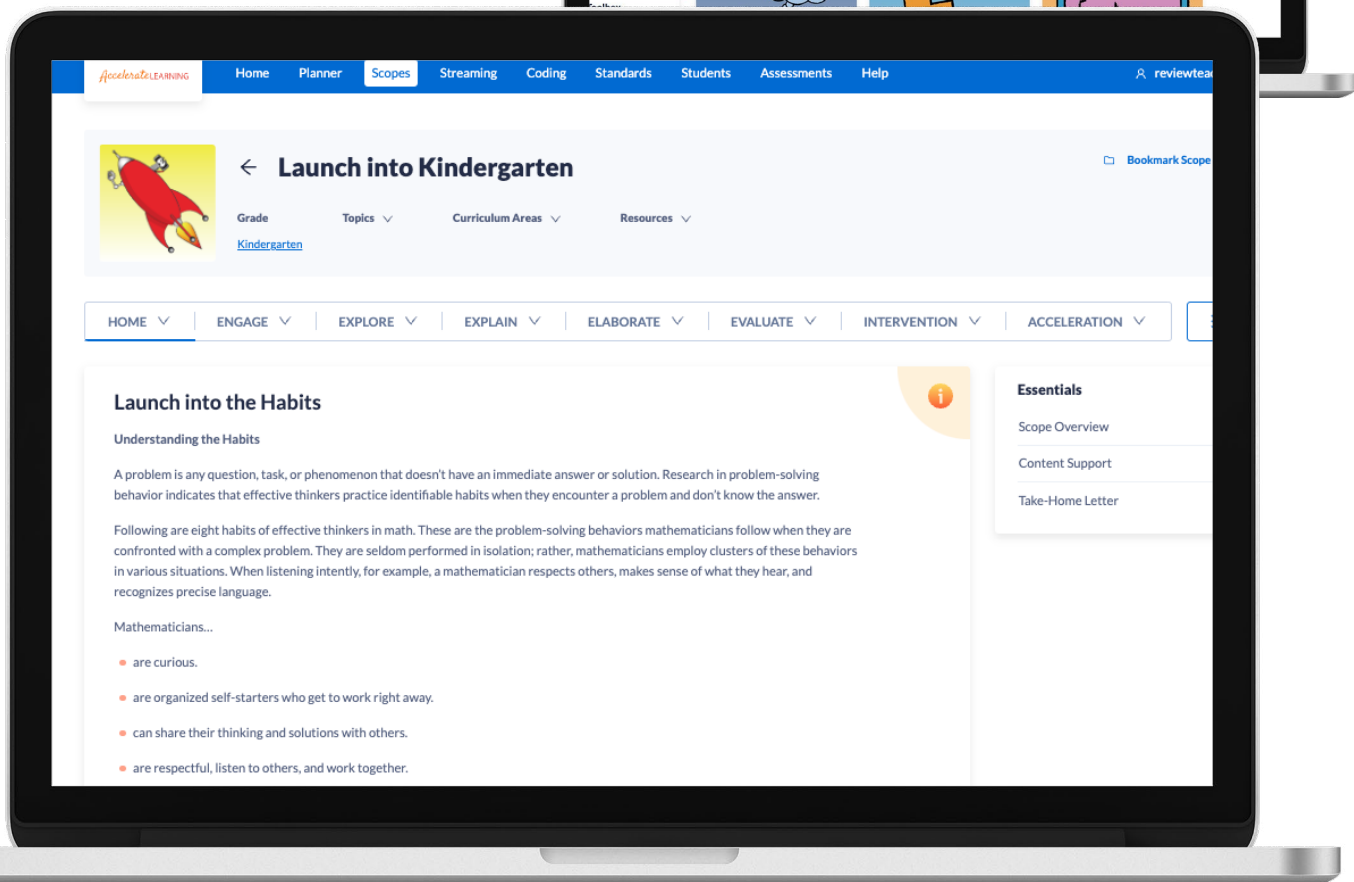
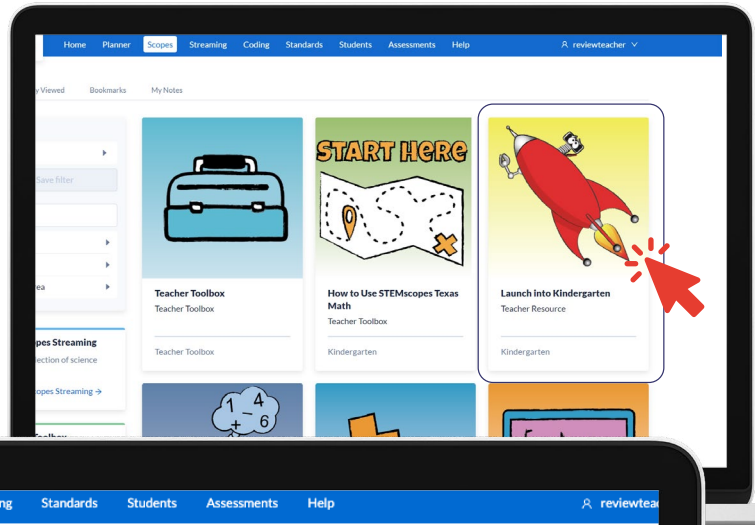
Kimberly wants 3 cookies. On each cookie, she would like 10 chocolate chips. How many chocolate chips will you need to fill this order?

- Represent each situation using manipulatives.
- How can repeated addition be used to find the answer?

Student Resources to Build Skills and Fluency

Launch Lessons


These transition lessons are designed to support instruction in the first weeks of school and help students prepare for grade-level content.



LAUNCH LESSON GAMES

Build fluency and foster a collaborative classroom environment.


Fluency Builder



Roll the die to see who is first at bat. The player who rolls the higher number is the batter. The other player is the pitcher.


Pitcher

- Pick a card, and read it to the batter.
- Check the batter's answer.
- Keep track of outs.



Batter

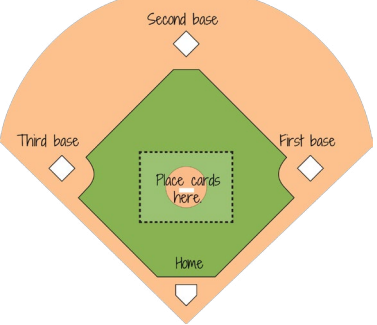
- Solve the problem.
- If correct, roll the die.
 - Roll a 1 or 3: Move to first base.
 - Roll a 2 or 4: Move to second base.
 - Roll a 5: Move to third base.
 - Roll a 6: Home run!
- If incorrect, you're out.
- Keep track of runs.



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Fluency Builder

Game Board




Inning	1	2	3	4
Outs				
Runs				

Fluency Builder

Baseball Student Recording Sheet

Record your work in the space below. Be sure to record the problem you are trying to solve, show your thinking, and circle your solution.



How many square feet of grass are needed to cover a yard? Perimeter	How many square feet of plastic are needed to cover the top of a countertop? Area	How many square feet of paint are needed to cover the top of a box? Area
How many centimeters of metal surround an eyeglass lens? Perimeter	How many square feet of plastic are needed to cover the top of a photo print? Area	How many square centimeters of paint are needed to cover the top of a box? Area

LAUNCH LESSON TROUBLESHOOTING

The class reasons about ways to problem-solve issues involving the habits of a mathematician.

Troubleshooting Prompts
What would you do if your partner started throwing the counters or manipulatives?
What if your partner's strategy is faster and they solve the problem before you?
What if your partner gives up too easily and won't try another strategy?
What if your partner won't give you a turn?
What if you do not agree with your partner?
What if you and your partner are both stuck and not sure what to do?

What would you do if

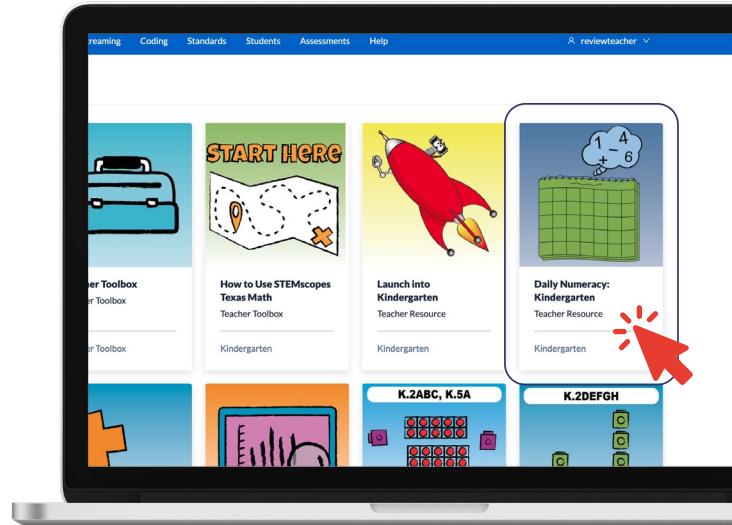
they solve the problem before you?


Daily Numeracy

Students explain their thinking and reasoning through fun games, purposeful prompts, and hands-on activities.

PURPOSEFUL PROMPTS

Paired with teacher procedure and facilitation points, prompts are provided for the class to discuss and solve together.






Is $12 \div \frac{1}{2}$ more or less than 12?
Explain your reasoning.

Solve the system below.

$$\begin{cases} x + 3y = -16 \\ 9x - 3y = 36 \end{cases}$$

NOT LIKE THE OTHERS


Daily Numeracy
Slide 1

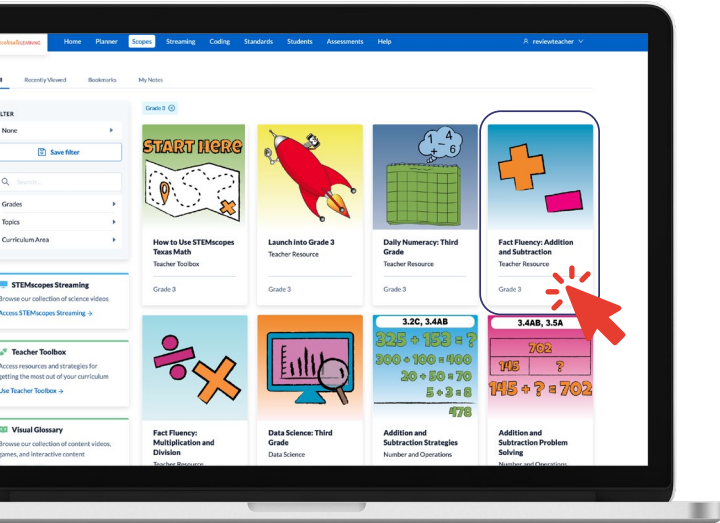
$(4 + 2) \times 3$	$4 \times 4 + 2$
$(3 + 6) \times 2$	$4 \times (2 + 3)$

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Students use reason to determine why one option is not like the others.


Fluency

Strengthen fluency skills through engaging activities and targeted practice. Students build fluency from conceptual understanding so that fluency becomes automaticity.



FACT FLUENCY: ADDITION AND SUBTRACTION

These resources are available for all grade levels, but recommended particularly for Grades K-2.



Fact Fluency

Fact Fluency: Making Ten
Game 2

Race to the End

Players: 2 to 4

Materials

- ★ 2 to 4 Colored tiles or other place markers (1 different color per player)
- ★ 1 Making 10 Game Board
- ★ 1 Die

Directions

1. Player 1 rolls the die and does the following:
 - a. hops the number of spaces rolled on the die,
 - b. determines the other addend to make 10, and
 - c. moves the number of spaces based on his or her answer. If there is a ★, the player does not do anything.
2. Player 2, 3, or 4 takes his or her turn, repeating Step 1.
3. Play continues until one player's marker reaches the end.

Fact Fluency: Making Ten
Game 2

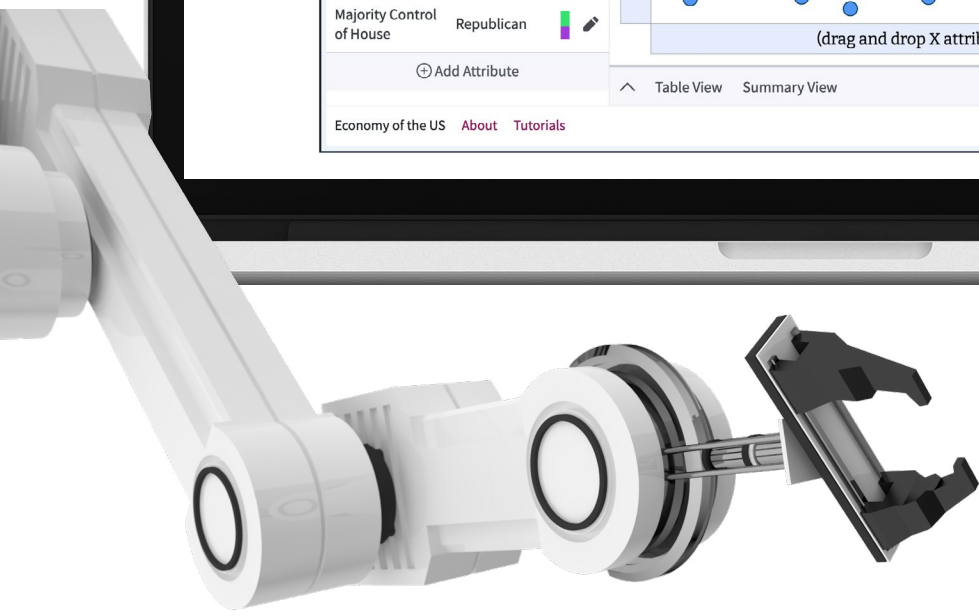
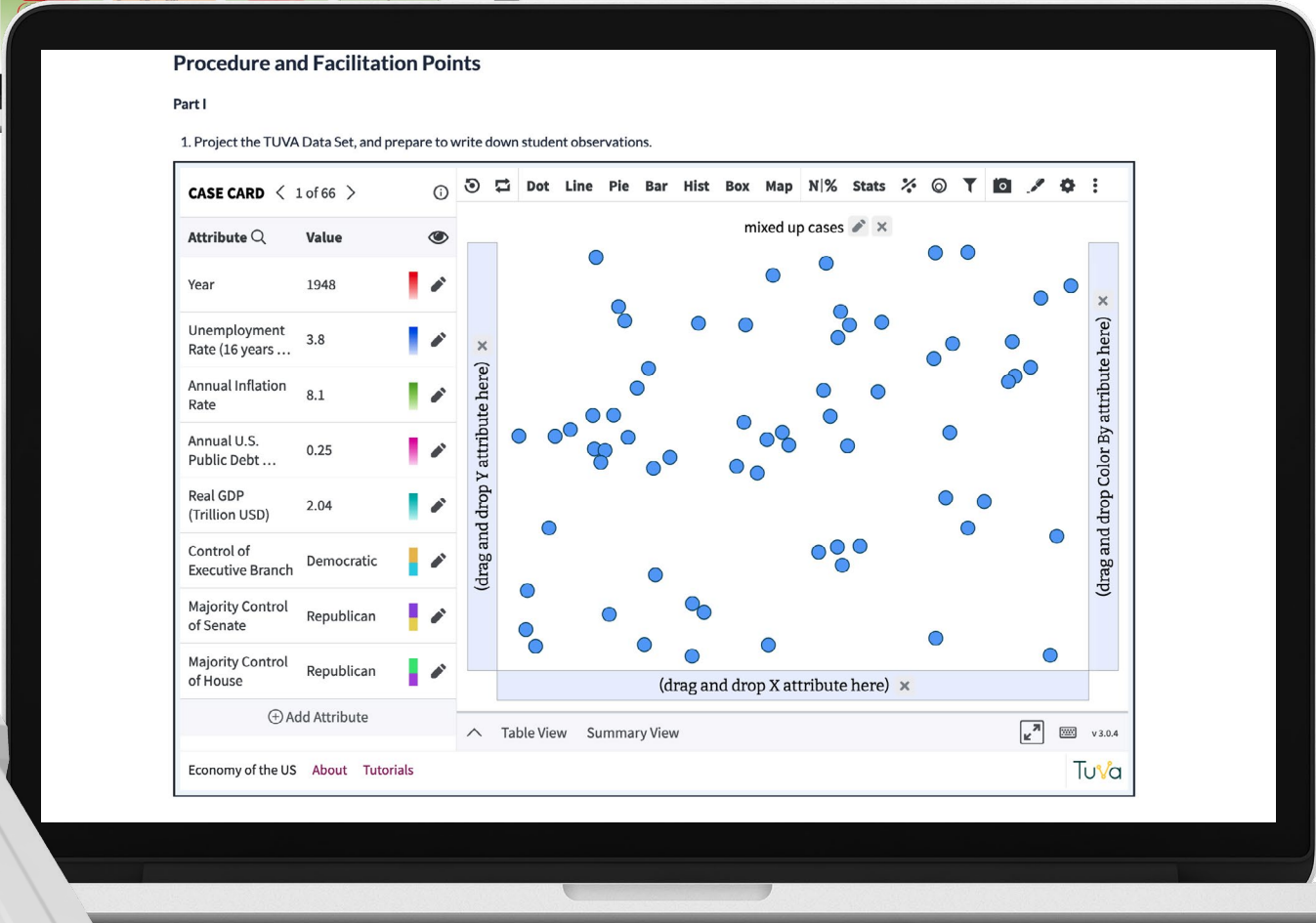
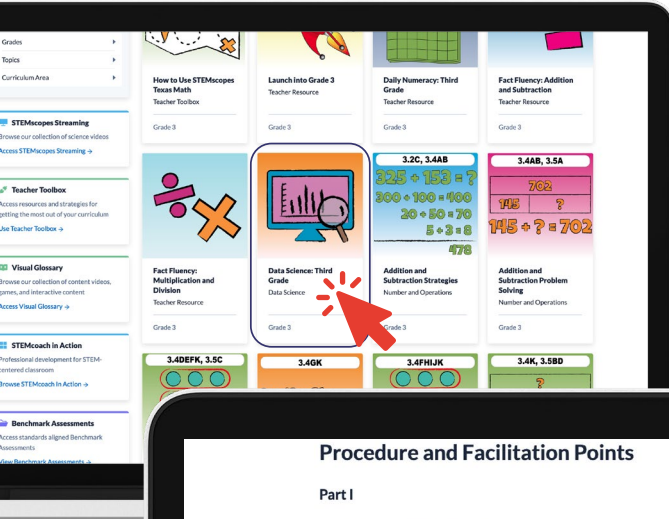
Game Board

	10	1	0	4	7	R A C E	
					3		
	9	8	★	3	5	T O	
	2	3	7	Lose a turn.	0		
					5	T H E	
END	10	9	3	4	★		5
						7	

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Data Science

Our research-based interactive activities give students practice considering and interpreting a variety of data and data representations in a low-stakes, exploratory environment.




Cross-Curricular Connections

READING – MATH STORY

Math Story

Building Contest



Read the passage, and answer the questions that follow.

- 1 It was a really hot day in the middle of summer in Austin. Inside the school, Ali, Stephen, and Karen were nice and cool! The three students were ready for the block-building contest to start. They each had to build three different buildings out of small linking blocks: a school, a house, and a building of their choice. Each building had to use less than 1,000 blocks.
- 2 Ali was new to the contest, but she had built many linking-block buildings before today. The school building she built used 945 linking blocks. Next, she built her house using 878 linking blocks. Then she decided that her building of choice would be a cupcake shop because she loved cupcakes. She built this building with 563 linking blocks that were all pink or purple. She thought those were good colors for a cupcake shop.
- 3 Stephen was excited to be at the contest because he had won the overall prize last year. First, he built his school out of 999 linking blocks. Then he built his house out of 926 linking blocks. He decided that his building of choice would be an indoor bounce house. He wanted something to do when it was really hot outside! He built his indoor bounce house out of 840 linking blocks.
- 4 Karen decided she wanted to make a tiny town, so her buildings were much smaller. Her school was built with 427 linking blocks. Her house was built with 319 linking blocks. She wanted her building of choice to be a minipark for hamsters, and she made it using only 95 linking blocks!
- 5 "Congratulations!" announced the judges. "We are so proud of everyone for working so hard. We will now take a look at all of the buildings and make our decisions." While Ali, Stephen, and Karen waited, they talked about all the fun they had while building and how they wanted to build a town together someday.

Lexile® leveled reading passages

Various question types

WRITING – MY MATH THOUGHTS

Students explain their thinking

Students reflect on their learning

My Math Thoughts

Compare and Order Numbers

First Grade	273 cans
Second Grade	
Third Grade	
Fourth Grade	198 cans

Johnson Elementary had a competition to see which grade level could collect the most canned food for the fall food drive. Use the clues to complete the chart and answer the questions to find the winner.

- Third grade collected 10 fewer cans than first grade.
- Second grade collected 100 more cans than fourth grade.

List the number of cans each grade collected in order from least to greatest.

Which grade level won the competition? Why?

SCIENCE AND SOCIAL STUDIES – CONNECTION STATION

Connection Station

Conserving Water

The table below shows the number of gallons of water that 4 families conserved last week.

Family Name	Gallons of Water
Benavides	1,008
Thomas	1,104
Nguyen	1,072
Green	986

- Generate a number that is 100 less and a number that is 100 more than the gallons of water the Green family conserved.

$\underline{\hspace{2cm}}$ $\underline{\hspace{2cm}}$ $\underline{\hspace{2cm}}$
 100 less Green family 100 more
- Use the >, <, and = symbols to compare the gallons of water.
 1,008 ○ 1,104 1,072 ○ 986 1,008 ○ 1,072
- Place the number of gallons in order from greatest to least.

- What is another natural resource each family can conserve?

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CAREER CONNECTIONS

Career Connections

Marty Aronoff
Sports Statistician

If your family enjoys watching sports, you might have seen **Marty Aronoff's** elbow! That's because he has been quietly informing sports announcers of statistics for football, baseball, and basketball games since 1975 and is often seen on ESPN *SportsCenter* today.

Marty majored in math at Penn State University. During sporting events, he combines his skills of observation and accurate arithmetic to be like a human calculator. Marty is a master of division. His skills help him find percentages for batting averages, pass completions, and predicted wins. He has to be right, because what he calculates is instantly announced on TV. That is a lot of pressure! He has done statistics for more than 7,000 games, but he loves his job and has no plans to retire. His quick math skills have led to statistics becoming an important part of evaluating games and players.



Marty Aronoff
Sports Statistician

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Multilingual Language Supports

To foster equity in the classroom, STEMscopes Texas Math incorporates research-based strategies and tools to support emergent multilingual learners at various proficiency levels. Our program offers opportunities for authentic learning through multimodal communication and provides student scaffolding.

STRUCTURED CONVERSATIONS

Structures for Intentional Discourse

<p>Provide Thinking</p> <ul style="list-style-type: none"> • I think _____. • I believe that _____. • From my point of view, _____. • Based on _____, it seems that _____. • I conclude that _____. • Because of _____, I think _____. 	<p>Agree, Disagree, or Add On</p> <ul style="list-style-type: none"> • I agree with you because _____. • I respectfully disagree because _____. • I would like to add on _____. • I would like to point out _____. • I would like to suggest _____. • To expand on what _____ said, _____.
<p>Ask for Clarification</p> <ul style="list-style-type: none"> • What do you mean by _____? • Why do you think that? • Will you explain that again? • I have a question about _____? • _____, do you mind clarifying what you mean by _____? 	<p>Restate or Rephrase Others' Ideas</p> <ul style="list-style-type: none"> • So what you are saying is _____. • In other words, you think _____. • I am definitely interested in hearing more about _____. • _____'s idea reminds me of _____. • Our ideas are similar because _____.

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SENTENCE STEMS

To explain
I can visualize this problem by ...
My answer is reasonable because ...
I chose this strategy because ...
A connection I made was ...
First I _____, and then I _____ ...

Para explicar
Puedo visualizar este problema cuando...
Mi respuesta es razonable porque...
Elegí esta estrategia porque...
Hice una conexión cuando...
Primero yo _____ y luego yo _____...

WORKING ON WORDS

Word	Part of Speech	Make a Connection	Drawing or Definition
	Noun Verb Adjective Adverb		
	Noun Verb Adjective Adverb		
	Noun Verb Adjective Adverb		
	Noun Verb Adjective Adverb		
	Noun Verb Adjective Adverb		
	Noun Verb Adjective Adverb		
	Noun Verb Adjective Adverb		
	Noun Verb Adjective Adverb		
	Noun Verb Adjective Adverb		

Palabra	Parte de la oración	Haz una conexión	Dibujo o definición
	Sustantivo Verbo Adjetivo Adverbio		
	Sustantivo Verbo Adjetivo Adverbio		
	Sustantivo Verbo Adjetivo Adverbio		
	Sustantivo Verbo Adjetivo Adverbio		
	Sustantivo Verbo Adjetivo Adverbio		
	Sustantivo Verbo Adjetivo Adverbio		
	Sustantivo Verbo Adjetivo Adverbio		
	Sustantivo Verbo Adjetivo Adverbio		
	Sustantivo Verbo Adjetivo Adverbio		

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Available in Spanish

Not only are all student resources available in English and Spanish, but we go beyond mere translation to offer high-quality student Spanish materials. With a dedicated team of translators, linguistic experts, and bilingual education specialists, we provide transadapted materials to ensure accuracy and adhere to curriculum standards.

In the field events, Lydia competes in the long jump. She jumped the distance shown below on the diagram. The distance is marked off in feet and measured to the nearest half-foot.

Label the number line to match the diagram. Write the fraction in two ways to show how far Lydia jumped.

Number line:

Lydia jumped _____ feet. I can also write it as _____.

En los eventos de campo, Lidia compite en salto de longitud. Saltó la distancia que se muestra a continuación en el diagrama. La distancia se marca en pies y se mide al medio pie más cercano.

Etiqueta la recta numérica para que coincida con el diagrama. Escribe la fracción de dos maneras para mostrar qué tan lejos saltó Lidia.

Recta numérica:

Lidia saltó _____ pies. También puedo escribirlo como _____.

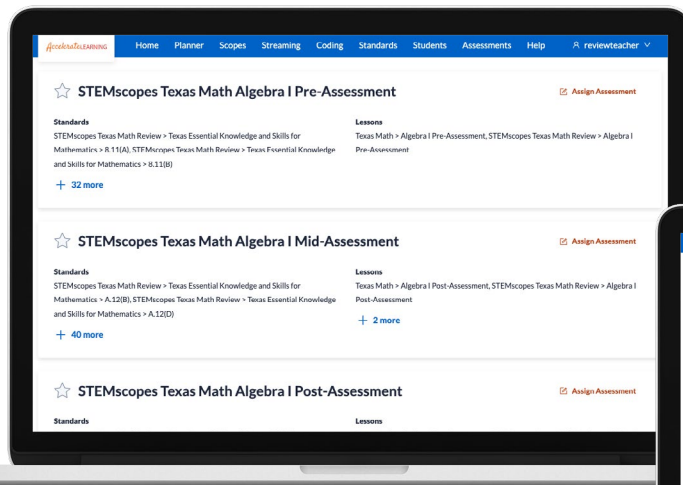
The direct translation of the word *long* would be *largo*. However, *longitud* is the Spanish math vocabulary word that the TEKS use.

Assessments and Reporting

Assessments

Our TEKS-aligned assessments ensure targeted instruction, empowering educators with valuable data to drive student success. Turn to page 28 to see the full list of assessments offered.

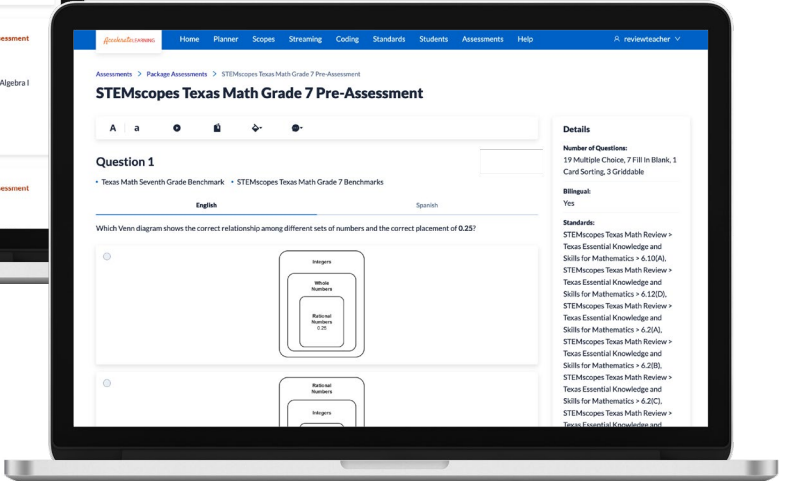
BENCHMARK ASSESSMENTS



Beginning-, middle-, and end-of-year assessment questions

All assessments can be printed or digitally assigned.

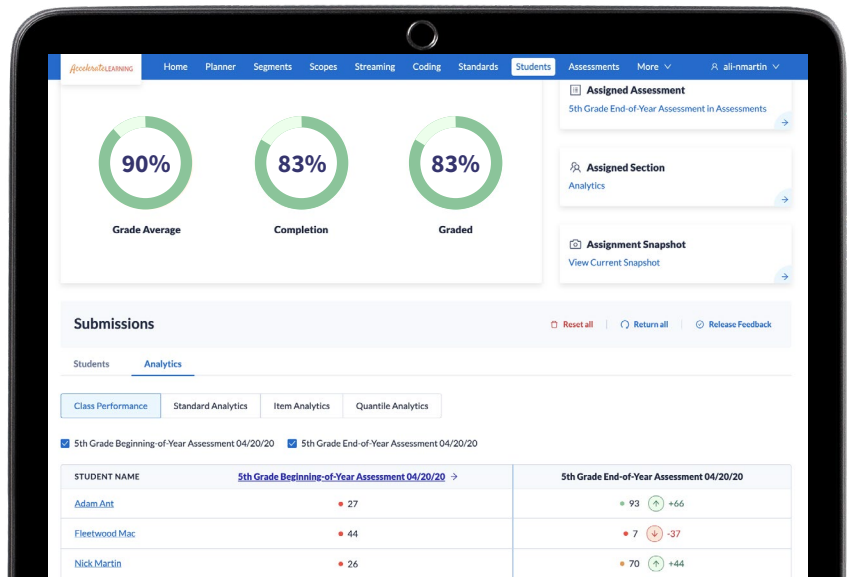
GROWTH MEASUREMENT ASSESSMENTS



Pre- and post-assessments that track growth

Reporting

Track student growth and progress with our easy-to-use reports. Analyze class, school, and district data to address student and teacher needed supports.



Professional Learning to Drive Student Outcomes

We're here for you every step of the way. STEMscopes Texas Math provides unwavering support to schools and teachers, from program implementation to ongoing professional learning opportunities. Together, we're committed to elevating student learning outcomes and fostering a lifelong love of STEM education.

Our professional development sessions are created and delivered by seasoned STEMscopes practitioners and trainers, and also through our partnership with the National Institute for STEM Education (NISE).



We offer training methods to suit every teacher:



On-site



Online Portfolios



Virtual



Individual and Small Group Coaching



Blended



Group Workshops



Online Courses

Research and Efficacy

How do we measure the success of our math program?



The proof is in the data.

Research indicates that using STEMscopes Texas Math results in a greater number of students meeting or exceeding math proficiency benchmarks. Access to a high-quality math program boosts math proficiency and achievement, and addresses the pressing demand for more students to pursue STEM careers.

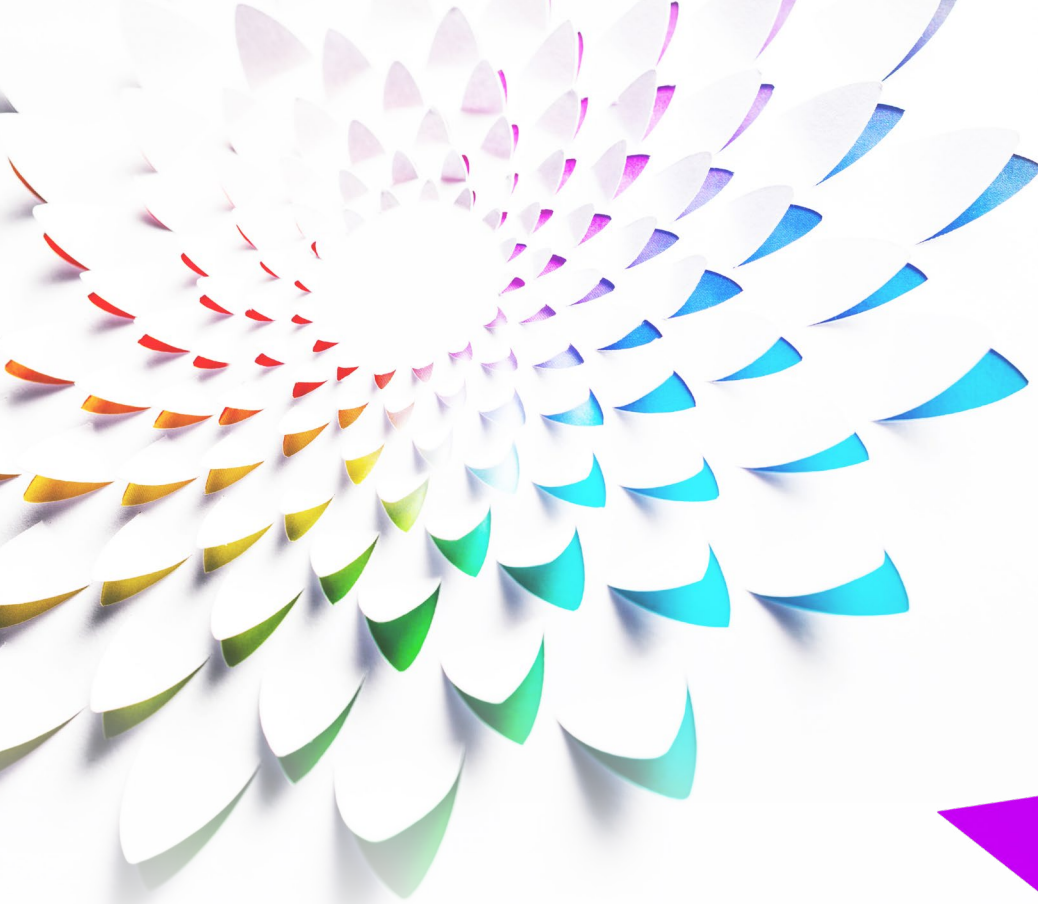
Explore our case studies to see how districts leverage STEMscopes Texas Math to enhance their math instruction and improve student performance.

Scan the QR code or visit acceleratelearning.com/research to learn more.



Scan Me and Dive into the Research

“Because our students are much more engaged, they’re ready to jump into math,” said Woodlands TX ISD Administrator Steven Wood. “They’re not as intimidated by it. We don’t hear ‘I’m not good at math’ as much as we used to and it’s because of the engagement. Students feel like they can dig into it — and we’ve seen a difference in the data across grade levels.”



MADE FOR TEXAS

Our lessons and resources:

- Prioritize ease of use.
- Cater to the unique needs of Texas classrooms.
- Prepare students to become successful STEM leaders.

Everything you need is all in one place.



ASSESSMENTS AND REPORTING

- Make data-driven instructional decisions with various TEKS-aligned assessments and report types.
- Provide meaningful insight and feedback.



PROVEN RESULTS

The data speaks for itself.

- Research shows that implementing our program boosts math proficiency and overall performance.
- User testimonials reveal that Texas teachers and students *love* us.