

Summary of First Grade Math-Sample Ideas and Strategies

Projected Timeline	Topic	TEKS	Concrete	Pictorial	Abstract	Language, Process & Generalizations	Comments
Aug. 11 – Aug. 31 (See Next Page)	(5 Hours) Representing Numbers (See Teacher Notes)	1.1b. Create sets of tens and ones using concrete objects to describe whole numbers. <i>Process TEKS: 1.11a, 1.11b, 1.11d, 1.12a, 1.12b, 1.13</i> CX1 AB 6, 7, 11, 13, 38	Each group of students uses 2 color counters to organize the counters in sets of tens and ones and match the number from word cards. Use units cube to organize in sets of tens and one and trade 10 units for rod.	Each group of students draws pictures of 2-color counters to represent numbers.	Write numbers on clothespins. Students work in pairs or groups using a poster-board divided in 3 sections to build the number with base-ten blocks in section 1, draw a picture of the base-ten blocks in section 2, and match the number in words in the section 3.	Students explain how they knew the number of tens, the number of ones, and how to arrange the digits. Vocabulary: tens, ones, rods, units, one, two, three...twenty-five.	
		1.1d. Read and write numbers to 25 to describe sets of concrete objects. <i>Process TEKS: 1.11a, 1.11b, 1.11d, 1.12a, 1.12b, 1.13</i> CX1 AD 3, 7, 13 20	Write numbers on clothespins, Students work in pairs using base-10 blocks to build numbers.	Write numbers on index cards. Students work in pairs to draw a picture of the base-ten blocks and write the number in words.	Write numbers on clothespin and attach to clothesline.		
		2.8a. Locate and name points on a number line. <i>Process TEKS: 1.11a, 1.11b, 1.11d, 1.12a, 1.12b, 1.13</i> Grade 2 CX1 BJ 1, 3, 4, 6	Connect unifix cubes, draw a line under the cubes, and write the numbers.	Draw a picture of a number line on sentence strips.		Describe location of numbers (before, after, between).	Ensure students can name the name counting forward and backward.