



2nd 6 Weeks Gap Implementation Calendar

Overview: The purpose of this document is to provide teachers with clarity for how to best approach instructional content for the 20-21 school year. At Trinity Basin Preparatory we believe in the importance of Learning Acceleration through the prioritization of pre-requisite skills and knowledge. Within this document you will find labels to help emphasize key learning that occurs within this six-week unit:

	Essential Standards	All TEKS labeled as an essential standard have been identified as a key understanding for the unit. These standards are labeled essential because they are a) a readiness standard, b) vertically aligned to many other concepts, or c) key to mastering the skills needed within this unit. These standards should be prioritized in both small- and whole-group instruction.
	Supporting Standards	All TEKS labeled as a supporting standard help reach the key understandings of the unit but are not the focal point throughout the unit. It is important to note that standards spiral throughout the year and, while a TEKS may not be essential within this SWIC it may later become an essential standard for sequential units.
	Additional Standards	All TEKS labeled as an additional standard indicate that these standards should be covered through whole group instruction but are not a priority in small group instruction and reteach. These standards typically focus on isolated vocabulary and knowledge and do not build multiple skills at once. While all standards must be taught to fidelity, these standards are not the focus of a given unit.

Additional guiding documents: This document is one of several that is utilized at Trinity Basin Preparatory for guiding classroom instruction. Please utilize all documents to assist in planning for high-quality classroom instruction:

<u>Lesson Design Document</u>	<u>TEKS Resource System</u>	<u>Curriculum</u>	<u>Scope and Sequence</u>

Additional Considerations for Closing Gaps

1.2A-**Recognize instantly** the quantity of structured arrangements: Subitizing is an important foundational skill that prepares students for more complex math. Subitizing should be a part of your regular math routines.

There are multiple TEKS including K.2F, K.2H, and K.2I. Teachers should be prepared to pre-assess students prior to building on these skills and include practice of these skills in math routines and/or centers. These include:

- **Compose** and **decompose** numbers up to 10 with objects and pictures.
- **Generate** a number that is one more or one less than a given number.
- **Use** comparative language to **describe** the relationship between two numbers.

TEKS Covered

1.3B-	Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 10.
1.3C-	Compose 10 with two or more addends with and without concrete objects.
1.3D-	Apply basic fact strategies to add and subtract within 20, including making 10.
1.3E	Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.
1.3F-	Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.
1.5D-	Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
1.5E-	Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).
1.5F-	Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.
1.5G-	Apply properties of operations to add and subtract two or three numbers.

Ongoing Process TEKS:

Mathematics Process Standards should be taken into consideration in all lesson plans throughout the year. These include:

- 1.1A **Apply** mathematics to problems to real life
- 1.1B **Use** the problem-solving model (analyze, plan, solve, justify, evaluate)
- 1.1C **Select** appropriate tools, technology, and techniques to solve problems
- 1.1D **Communicate** mathematical ideas **using** multiple representations
- 1.1E **Create** and **use** representations to **organize, record, and communicate** mathematical ideas.
- 1.1F **Analyze** mathematical relationships to **connect and communicate** mathematical ideas.
- 1.1G **Display, explain, and justify** mathematical ideas

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Week 1 Sept. 28th – Oct. 2nd</p>	<p>Unit 02: Addition and Subtraction up to 10 (12 days for the entire unit) TEKS:</p> <p>1.3C-Compose 10 with two or more addends with and without concrete objects. 1.5E-Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).</p> <p>Key Vocabulary: compose, addend, equal sign</p> <p>Key point(s) from IFD:</p> <ul style="list-style-type: none"> ● See TRS Enhanced TEKS Clarification document for visual examples and instructional recommendations. ● Making 10 includes with two addends and with more than two addends. ● The key understanding of 1.5E is that an equal sign does not necessarily mean “the answer”. Either side of an equal sign will have the same value, but the unknown can be in any position of a number sentence. 				
<p>Week 2 Oct. 5th – Oct. 9th</p>	<p>Unit 02: Addition and Subtraction up to 10 (12 days for the entire unit) TEKS:</p> <p>1.3B- Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 10. 1.3D- Apply basic fact strategies to add and subtract within $20(10)$, including making 10. 1.3E Explain strategies used to solve addition and subtraction problems up to $20(10)$ using spoken words, objects, pictorial models, and number sentences. 1.3F-Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within $20(10)$.</p> <p>Key Vocabulary: compose, decompose, sum, difference, addend, minuend, subtrahend, fact families</p> <p>Key point(s) from IFD:</p> <ul style="list-style-type: none"> ● See TRS Enhanced TEKS Clarification document for visual examples and instructional recommendations. ● Students should be using word problems that require them to process in various ways. ● Inverse Operations-Subtraction can be reversed by addition and addition can be reversed by subtraction. ● Students should be recording their responses in number sentence form. ● See IFD for a list of Basic fact strategies. Students can be exposed to these strategies through modeling, practice, and class discussion. 				

Process Standards

- 1.1A Apply math to everyday life
- 1.1B Use problem solving model
- 1.1C Select math tools
- 1.1D Communicate math ideas
- 1.1E Create and use representations
- 1.1F Analyze math relationships
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<p>Week 3 Oct. 13th – Oct. 16th</p>	<p>No School Monday, Oct 12th</p> <div style="border: 2px solid blue; padding: 5px; margin-top: 10px;"> <p>Process Standards</p> <p>1.1A Apply math to everyday life</p> <p>1.1B Use problem solving model</p> <p>1.1C Select math tools</p> <p>1.1D Communicate math ideas</p> <p>1.1E Create and use</p> </div>	<p>Unit 02: Addition and Subtraction up to 10 (12 days for the entire unit)/Unit 05: Addition and Subtraction up to 20 (15 days for the entire unit)</p> <p>TEKS:</p> <p>1.5D- Represent word problems involving addition and subtraction of whole numbers up to 20(10) using concrete and pictorial models and number sentences.</p> <p>1.5F- Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.</p> <p>1.5G Apply properties of operations to add and subtract two or three numbers.</p> <p>Key Vocabulary: sum, difference, addend, minuend, subtrahend, expression, equation</p> <p>Key point(s) from IFD:</p> <ul style="list-style-type: none"> ● See TRS Enhanced TEKS Clarification document for visual examples and instructional recommendations. ● Students should be representing and describing word problems using a variety of methods including pictorial models, concrete models, number sentences, and oral and written descriptions. ● Considerations for applying properties-fact families, relationships between the parts and the whole, and balancing the expressions on each side of the equal sign.
<p>Week 4 Oct. 19th – Oct. 23rd</p>	<p>Unit 05: Addition and Subtraction up to 20 (15 days for the entire unit)</p> <p>TEKS:</p> <p>1.3B- Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20.</p> <p>1.3D- Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.</p> <p>1.3E- Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.</p> <p>Key Vocabulary: compose, decompose, sum, difference, addend, minuend, subtrahend, fact families</p> <p>Key point(s) from IFD:</p> <ul style="list-style-type: none"> ● See TRS Enhanced TEKS Clarification document for visual examples and instructional recommendations. ● Students should be using word problems that require them to process in various ways. ● Inverse Operations-Subtraction can be reversed by addition and addition can be reversed by subtraction. ● Students should be recording their responses in number sentence form. ● See IFD for a list of Basic fact strategies. Students can be exposed to these strategies through modeling, practice, and class discussion. 	<div style="border: 2px solid black; padding: 5px;"> <p>Process Standards</p> <p>1.1A Apply math to everyday life</p> <p>1.1B Use problem solving model</p> <p>1.1C Select math tools</p> <p>1.1D Communicate math ideas</p> <p>1.1E Create and use representations</p> <p>1.1F Analyze math relationships</p> <p>1.1G Display, explain, and justify ideas</p> </div>

<p>Week 5 Oct. 26th – Oct. 30th Friday, Oct. 30th – Special Events Day</p>	<p>Unit 05: Addition and Subtraction up to 20 (15 days for the entire unit)</p> <p>TEKS:</p> <p>1.5D- Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.</p> <p>1.5F- Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.</p> <p>1.5G Apply properties of operations to add and subtract two or three numbers.</p> <p>Key Vocabulary: sum, difference, addend, minuend, subtrahend, expression, equation</p> <p>Key point(s) from IFD:</p> <ul style="list-style-type: none"> ● See TRS Enhanced TEKS Clarification document for visual examples and instructional recommendations. ● Students should be representing and describing word problems using a variety of methods including pictorial models, concrete models, number sentences, and oral and written descriptions. ● Considerations for applying properties-fact families, relationships between the parts and the whole, and balancing the expressions on each side of the equal sign. 	<p>Process Standards</p> <p>1.1A Apply math to everyday life 1.1B Use problem solving model 1.1C Select math tools 1.1D Communicate math ideas 1.1E Create and use representations 1.1F Analyze math relationships 1.1G Display, explain, and justify ideas</p>
<p>Week 6 Nov. 2nd – Nov. 5th CBA Week</p>	<p>Review and Assess</p> <p>TEKS:</p> <p>1.3E- Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.</p> <p>1.3F-Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.</p> <p>1.5D- Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.</p> <p>1.5E- Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).</p> <p>1.5F- Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.</p> <p>1.5G- Apply properties of operations to add and subtract two or three numbers.</p> <p>Key Vocabulary: sum, difference, addend, minuend, subtrahend, fact family, expression, equation</p> <p>Key point(s) from IFD:</p> <ul style="list-style-type: none"> ● See TRS Enhanced TEKS Clarification document for visual examples and instructional recommendations. ● Students should be representing and describing word problems using a variety of methods including pictorial models, concrete models, number sentences, and oral and written descriptions. 	<p>Process Standards</p> <p>1.1A Apply math to everyday life 1.1B Use problem solving model 1.1C Select math tools 1.1D Communicate math ideas 1.1E Create and use representations 1.1F Analyze math relationships 1.1G Display, explain, and justify ideas</p>

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