

Summer Scholars and Texas Mathematics TEKS

Rising 1st Grade



Day	Lesson	Focus Standards: Mathematics TEKS
Day 1	Lesson 1	K.2(C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order
Day 2		
Day 3	Lesson 2	K.2(D) recognize instantly the quantity of a small group of objects in organized and random arrangements K.2(A) count forward and backward to at least 20 with and without objects
Day 4		
Day 5	Lesson 3	K.3(A) model the action of joining to represent addition and the action of separating to represent subtraction K.3(B) solve word problems using objects and drawings to find sums up to 10 and differences within 10
Day 6		
Day 7	Lesson 4	K.3(A) model the action of joining to represent addition and the action of separating to represent subtraction K.3(B) solve word problems using objects and drawings to find sums up to 10 and differences within 10
Day 8		
Day 9	Lesson 5	K.2(G) compare sets of objects up to at least 20 in each set using comparative language
Day 10		
Day 11	Lesson 6	K.3(A) model the action of joining to represent addition and the action of separating to represent subtraction
Day 12		
Day 13	Lesson 7	K.3(A) model the action of joining to represent addition and the action of separating to represent subtraction
Day 14		
Day 15	Lesson 8	K.3(B) solve word problems using objects and drawings to find sums up to 10 and differences within 10
Day 16		
Day 17	Lesson 9	K.2(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20 K.2(H) use comparative language to describe two numbers up to 20 presented as written numerals
Day 18		
Day 19	Lesson 10	K.2(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20
Day 20		
Day 21	Lesson 11	K.2(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20
Day 22		
Day 23	Lesson 12	K.3(A) model the action of joining to represent addition and the action of separating to represent subtraction K.2(G) compare sets of objects up to at least 20 in each set using comparative language
Day 24		

Summer Scholars and Texas Mathematics TEKS Rising 2nd Grade



Day	Lesson	Focus Standards: Mathematics TEKS
Day 1	Lesson 1	1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = \underline{\quad}$; $3 + \underline{\quad} = 7$; and $5 = \underline{\quad} - 3$
Day 2		
Day 3	Lesson 2	1.3(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20
Day 4		
Day 5	Lesson 3	1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = \underline{\quad}$; $3 + \underline{\quad} = 7$; and $5 = \underline{\quad} - 3$
Day 6		
Day 7	Lesson 4	1.5(F) 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
Day 8		
Day 9	Lesson 5	1.2(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120
Day 10		
Day 11	Lesson 6	1.2(G) represent the comparison of two numbers to 100 using the symbols $>$,
Day 12		
Day 13	Lesson 7	1.3(A) use concrete and pictorial models to determine the sum of a multiple of ten and a one-digit number in problems up to 99 1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences
Day 14		
Day 15	Lesson 8	1.3(A) use concrete and pictorial models to determine the sum of a multiple of ten and a one-digit number in problems up to 99 1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences
Day 16		
Day 17	Lesson 9	1.3(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences 1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences
Day 18		
Day 19	Lesson 10	1.7(A) use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement
Day 20		
Day 21	Lesson 11	1.8(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs
Day 22		
Day 23	Lesson 12	1.6(G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words 1.6(H) identify examples and non-examples of halves and fourths
Day 24		

Summer Scholars and Texas Mathematics TEKS

Rising 3rd Grade



Day	Lesson	Focus Standards: Mathematics TEKS
Day 1	Lesson 1	2.2(A) use concrete and pictorial models to compose & decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones;
Day 2		
Day 3	Lesson 2	2.2(B) use standard, word, and expanded forms to represent numbers up to 1,200
Day 4		
Day 5	Lesson 3	2.2(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, =)
Day 6		
Day 7	Lesson 4	2.4(B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations
Day 8		
Day 9	Lesson 5	2.4(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000
Day 10		
Day 11	Lesson 6	2.4(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000
Day 12		
Day 13	Lesson 7	2.4(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000
Day 14		
Day 15	Lesson 8	2.4(C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms
Day 16		
Day 17	Lesson 9	2.10(D) draw conclusions and make predictions from information in a graph
Day 18		
Day 19	Lesson 10	2.9(A) find the length of objects using concrete models for standard units of length
Day 20		
Day 21	Lesson 11	2.9(G) read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.
Day 22		
Day 23	Lesson 12	2.8(B) classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language 2.8(C) classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices
Day 24		

Summer Scholars and Texas Mathematics TEKS

Rising 4th Grade



Day	Lesson	Focus Standards: Mathematics TEKS
Day 1	Lesson 1	3.4(E) represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting
Day 2		
Day 3	Lesson 2	3.4(H) determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally
Day 4		
Day 5	Lesson 3	3.5(B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations
Day 6		
Day 7	Lesson 4	3.4(K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts
Day 8		
Day 9	Lesson 5	3.6(C) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row
Day 10		
Day 11	Lesson 6	3.6(C) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row
Day 12		
Day 13	Lesson 7	3.7(B) determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems
Day 14		
Day 15	Lesson 8	3.3(E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8 3.3(F) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines
Day 16		
Day 17	Lesson 9	3.3(A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines
Day 18		
Day 19	Lesson 10	3.8(A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals 3.8(B) solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals
Day 20		
Day 21	Lesson 11	3.7(E) determine liquid volume (capacity) or weight using appropriate units and tools
Day 22		
Day 23	Lesson 12	3.6(A) classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language 3.6(B) use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories
Day 24		

Summer Scholars and Texas Mathematics TEKS
Rising 5th Grade



Day	Lesson	Focus Standards: Mathematics TEKS
Day 1	Lesson 1	4.4(D) use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties
Day 2		4.4(H) solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders
Day 3	Lesson 2	4.4(F) use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor
Day 4		4.4(H) solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders
Day 5	Lesson 3	4.4(B) determine products of a number and 10 or 100 using properties of operations and place value understandings
Day 6		
Day 7	Lesson 4	4.4(G) round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers
Day 8		
Day 9	Lesson 5	4.4(H) solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainder
Day 10		
Day 11	Lesson 6	4.4(C) represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15
Day 12		4.4(H) solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders
Day 13	Lesson 7	4.4(E) represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations
Day 14		
Day 15	Lesson 8	4.3(D) compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$
Day 16		
Day 17	Lesson 9	4.3(D) compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$
Day 18		4.3(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line
Day 19	Lesson 10	4.3(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations
Day 20		4.3(B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations
Day 21	Lesson 11	4.5(D) solve problems related to perimeter and area of rectangles where dimensions are whole numbers
Day 22		
Day 23	Lesson 12	4.5(D) solve problems related to perimeter and area of rectangles where dimensions are whole numbers
Day 24		4.8(C) solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate

Summer Scholars and Texas Mathematics TEKS Rising 6th Grade



Day	Lesson	Focus Standards: Mathematics TEKS
Day 1	Lesson 1	5.4(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping
Day 2		
Day 3	Lesson 2	5.4(E) describe the meaning of parentheses and brackets in a numeric expression
Day 4		
Day 5	Lesson 3	5.2(B) compare and order two decimals to thousandths and represent comparisons using the symbols $>$,
Day 6		
Day 7	Lesson 4	5.3(K) add and subtract positive rational numbers fluently
Day 8		
Day 9	Lesson 5	5.3(D) represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models
Day 10		
Day 11	Lesson 6	5.3(F) represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models
Day 12		
Day 13	Lesson 7	5.3(H) represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations 5.3(K) add and subtract positive rational numbers fluently
Day 14		
Day 15	Lesson 8	5.3(I) represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models
Day 16		
Day 17	Lesson 9	5.3(L) divide whole numbers by unit fractions and unit fractions by whole numbers
Day 18		
Day 19	Lesson 10	5.3(L) divide whole numbers by unit fractions and unit fractions by whole numbers
Day 20		
Day 21	Lesson 11	5.4(H) represent and solve problems related to perimeter and/or area and related to volume
Day 22		
Day 23	Lesson 12	5.8(B) describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane 5.8(C) graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table
Day 24		