

# Hands-On Standards Deluxe

Grades: Pre K, K, 1, 2

States: Texas Essential Knowledge and Skills (TEKS)

Subjects: Mathematics

Texas Essential Knowledge and Skills (TEKS)  
Mathematics  
Grade Pre K

TEKS	TX.PK.1.	Number and Operations - Understanding the concept of number is fundamental to mathematics. Children come to school with rich and varied informal knowledge of number. A major goal is to build on this informal base toward more thorough understanding and skills. Children move from beginning to develop basic counting techniques in prekindergarten to later understanding number size, relationships, and operations.
STUDENT EXPECTATION	PK.1. (A)	<p>The child arranges sets of concrete objects in one-to-one correspondence</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
STUDENT EXPECTATION	PK.1. (B)	<p>The child counts by ones to 10 or higher</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Data Analysis and Probability (43042-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
STUDENT EXPECTATION	PK.1. (C)	<p>The child counts concrete objects to five or higher</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
STUDENT EXPECTATION	PK.1. (D)	<p>The child begins to compare the numbers of concrete objects using language (e.g., "same" or "equal," "one more," "more than," or "less than")</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
STUDENT EXPECTATION	PK.1. (E)	<p>The child begins to name "how many" are in a group of up to three (or more) objects without counting (e.g., recognizing two or three crayons in a box)</p>
STUDENT EXPECTATION	PK.1. (F)	<p>The child recognizes and describes the concept of zero (meaning there are none)</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
STUDENT EXPECTATION	PK.1. (G)	<p>The child begins to demonstrate part of and whole with real objects (e.g., an orange)</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>

STUDENT EXPECTATION	PK.1. (H)	The child begins to identify first and last in a series <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
STUDENT EXPECTATION	PK.1. (I)	The child combines, separates, and names "how many" concrete objects. <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
TEKS	TX.PK.2.	Patterns - Recognizing patterns and relationships among objects is an important component in children's intellectual development. Children learn to organize their world by recognizing patterns and gradually begin to use patterns as a strategy for problem-solving, forming generalizations, and developing the concepts of number, operation, shape, and space. Pattern recognition is the first step in the development of algebraic thinking.
STUDENT EXPECTATION	PK.2. (A)	The child imitates pattern sounds and physical movements (e.g., clap, stomp, clap, stomp,...)
STUDENT EXPECTATION	PK.2. (B)	The child recognizes and reproduces simple patterns of concrete objects (e.g., a string of beads that are yellow, blue, blue, yellow, blue, blue) <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> </ul>
STUDENT EXPECTATION	PK.2. (C)	The child begins to recognize patterns in their environment (e.g., day follows night, repeated phrases in storybooks, patterns in carpeting or clothing)
STUDENT EXPECTATION	PK.2. (D)	The child begins to predict what comes next when patterns are extended. <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> </ul>
TEKS	TX.PK.3.	Geometry and Spatial Sense - Geometry helps children systematically represent and describe their world. Children learn to name and recognize the properties of various shapes and figures, to use words that indicate direction, and to use spatial reasoning to analyze and solve problems.
STUDENT EXPECTATION	PK.3. (A)	The child begins to recognize, describe, and name shapes (e.g., circles, triangles, rectangles - including squares) <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> </ul>
STUDENT EXPECTATION	PK.3. (B)	The child begins to use words that indicate where things are in space (e.g., "beside," "inside," "behind," "above," "below") <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> </ul>
STUDENT EXPECTATION	PK.3. (C)	The child begins to recognize when a shape's position or orientation has changed
STUDENT EXPECTATION	PK.3. (D)	The child begins to investigate and predict the results of putting together two or more shapes

		<ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> </ul>
STUDENT EXPECTATION	PK.3. (E)	The child puts together puzzles of increasing complexity.
TEKS	TX.PK.4.	Measurement - Measurement is one of the most widely used applications of mathematics. Early learning experiences with measurement should focus on direct comparisons of objects. Children make decisions about size by looking, touching, and comparing objects directly while building language to express the size relationships.
STUDENT EXPECTATION	PK.4. (A)	<p>The child covers an area with shapes (e.g., tiles)</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Measurement (43042-4)</li> </ul>
STUDENT EXPECTATION	PK.4. (B)	The child fills a shape with solids or liquids (e.g., ice cubes, water)
STUDENT EXPECTATION	PK.4. (C)	<p>The child begins to make size comparisons between objects (e.g., taller than, smaller than)</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Measurement (43042-4)</li> </ul>
STUDENT EXPECTATION	PK.4. (D)	The child begins to use tools to imitate measuring
STUDENT EXPECTATION	PK.4. (E)	The child begins to categorize time intervals and uses language associated with time in everyday situations (e.g., "in the morning," "after snack")
STUDENT EXPECTATION	PK.4. (F)	<p>The child begins to order two or three objects by size (seriation) (e.g., largest to smallest) (age 4).</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Measurement (43042-4)</li> </ul>
TEKS	TX.PK.5.	Classification and Data Collection - Children use sorting to organize their world. As children recognize similarities and differences, they begin to recognize patterns that lead them to form generalizations. As they begin to use language to describe similarities and differences, they begin sharing their ideas and their mathematical thinking. Children can be actively involved in collecting, sorting, organizing, and communicating information.
STUDENT EXPECTATION	PK.5. (A)	<p>The child matches objects that are alike</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> </ul>
STUDENT EXPECTATION	PK.5. (B)	<p>The child describes similarities and differences between objects</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> </ul>
STUDENT EXPECTATION	PK.5. (C)	<p>The child sorts objects into groups by an attribute and begins to explain how the grouping was done</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> </ul>

		<ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> </ul>
STUDENT EXPECTATION	PK.5. (D)	<p>The child participates in creating and using real and pictorial graphs.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Data Analysis and Probability (43042-5)</li> </ul>

**Texas Essential Knowledge and Skills (TEKS)**  
**Mathematics**  
**Grade K**

TEKS	TX.111.12 (K.1)	Number, operation, and quantitative reasoning. The student uses numbers to name quantities.
STUDENT EXPECTATION	K.1) (A)	<p>The student is expected to use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
STUDENT EXPECTATION	K.1) (B)	<p>The student is expected to use sets of concrete objects to represent quantities given in verbal or written form (through 20).</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> </ul>
STUDENT EXPECTATION	K.1) (C)	<p>The student is expected to use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> </ul>
TEKS	TX.111.12 (K.2)	Number, operation, and quantitative reasoning. The student describes order of events or objects.
STUDENT EXPECTATION	K.2) (A)	<p>The student is expected to use language such as before or after to describe relative position in a sequence of events or objects.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
STUDENT EXPECTATION	K.2) (B)	<p>The student is expected to name the ordinal positions in a sequence such as first, second, third, etc.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
TEKS	TX.111.12 (K.3)	Number, operation, and quantitative reasoning. The student recognizes that there are quantities less than a whole.
STUDENT EXPECTATION	K.3) (A)	<p>The student is expected to share a whole by separating it into two equal parts.</p>

		<ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
STUDENT EXPECTATION	K.3) (B)	<p>The student is expected to explain why a given part is half of the whole.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
TEKS	TX.111.12 (K.4)	Number, operation, and quantitative reasoning. The student models addition (joining) and subtraction (separating).
STUDENT EXPECTATION	K.4) (A)	<p>The student is expected to model and create addition and subtraction problems in real situations with concrete objects.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
TEKS	TX.111.12 (K.5)	Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns.
STUDENT EXPECTATION	K.5) (A)	The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.
TEKS	TX.111.12 (K.6)	Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions.
STUDENT EXPECTATION	K.6) (A)	<p>The student is expected to use patterns to predict what comes next, including cause-and-effect relationships.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> </ul>
STUDENT EXPECTATION	K.6) (B)	The student is expected to count by ones to 100.
TEKS	TX.111.12 (K.7)	Geometry and spatial reasoning. The student describes the relative positions of objects.
STUDENT EXPECTATION	K.7) (A)	<p>The student is expected to describe one object in relation to another using informal language such as over, under, above, and below.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> </ul>
STUDENT EXPECTATION	K.7) (B)	<p>The student is expected to place an object in a specified position.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> </ul>
TEKS	TX.111.12 (K.8)	Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different.
STUDENT EXPECTATION	K.8) (A)	<p>The student is expected to describe and identify an object by its attributes using informal language.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> </ul>

STUDENT EXPECTATION	K.8) (B)	The student is expected to compare two objects based on their attributes. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> </ul>
STUDENT EXPECTATION	K.8) (C)	The student is expected to sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> </ul>
TEKS	TX.111.12 (K.9)	Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures.
STUDENT EXPECTATION	K.9) (A)	The student is expected to describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> </ul>
STUDENT EXPECTATION	K.9) (B)	The student is expected to recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> </ul>
STUDENT EXPECTATION	K.9) (C)	The student is expected to describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle). <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> </ul>
TEKS	TX.111.12 (K.10)	Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions.
STUDENT EXPECTATION	K.10) (A)	The student is expected to compare and order two or three concrete objects according to length (longer/shorter than, or the same). <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Measurement (43042-4)</li> </ul>
STUDENT EXPECTATION	K.10) (B)	The student is expected to compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same).
STUDENT EXPECTATION	K.10) (C)	The student is expected to compare two containers according to capacity (holds more, holds less, or holds the same).
STUDENT EXPECTATION	K.10) (D)	The student is expected to compare two objects according to weight/mass (heavier than, lighter than or equal to).
STUDENT EXPECTATION	K.10) (E)	The student is expected to compare situations or objects according to relative temperature (hotter/colder than, or the same as).

TEKS	TX.111.12 (K.11)	Measurement. The student uses time to describe, compare, and order events and situations.
STUDENT EXPECTATION	K.11) (A)	The student is expected to compare events according to duration such as more time than or less time than.
STUDENT EXPECTATION	K.11) (B)	The student is expected to sequence events (up to three).
STUDENT EXPECTATION	K.11) (C)	The student is expected to read a calendar using days, weeks, and months.
TEKS	TX.111.12 (K.12)	Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.
STUDENT EXPECTATION	K.12) (A)	The student is expected to construct graphs using real objects or pictures in order to answer questions. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Data Analysis and Probability (43042-5)</li> </ul>
STUDENT EXPECTATION	K.12) (B)	The student is expected to use information from a graph of real objects or pictures in order to answer questions. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Data Analysis and Probability (43042-5)</li> </ul>
TEKS	TX.111.12 (K.13)	Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.
STUDENT EXPECTATION	K.13) (A)	The student is expected to identify mathematics in everyday situations.
STUDENT EXPECTATION	K.13) (B)	The student is expected to solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
STUDENT EXPECTATION	K.13) (C)	The student is expected to select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Data Analysis and Probability (43042-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
STUDENT EXPECTATION	K.13) (D)	The student is expected to use tools such as real objects, manipulatives, and technology to solve problems. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Data Analysis and Probability (43042-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> <li>Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>

<b>TEKS</b>	<b>TX.111.12 (K.14)</b>	<b>Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language.</b>
<b>STUDENT EXPECTATION</b>	<b>K.14 (A)</b>	The student is expected to communicate mathematical ideas using objects, words, pictures, numbers, and technology. <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Data Analysis and Probability (43042-5)</li> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
<b>STUDENT EXPECTATION</b>	<b>K.14 (B)</b>	The student is expected to relate everyday language to mathematical language and symbols. <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Algebra (43042-3)</li> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Data Analysis and Probability (43042-5)</li> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Geometry (43042-2)</li> <li>• Hands-On Standards, Deluxe Edition Kit, PreK-K: Number and Operations (43042-1)</li> </ul>
<b>TEKS</b>	<b>TX.111.12 (K.15)</b>	<b>Underlying processes and mathematical tools. The student uses logical reasoning.</b>
<b>STUDENT EXPECTATION</b>	<b>K.15 (A)</b>	The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.

**Texas Essential Knowledge and Skills (TEKS)  
Mathematics  
Grade 1**

<b>TEKS</b>	<b>TX.111.13 (1.1)</b>	<b>Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities.</b>
<b>STUDENT EXPECTATION</b>	<b>(1.1) (A)</b>	The student is expected to compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models. <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
<b>STUDENT EXPECTATION</b>	<b>(1.1) (B)</b>	The student is expected to create sets of tens and ones using concrete objects to describe, compare, and order whole numbers. <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
<b>STUDENT EXPECTATION</b>	<b>(1.1) (C)</b>	The student is expected to identify individual coins by name and value and describe relationships among them.
<b>STUDENT EXPECTATION</b>	<b>(1.1) (D)</b>	The student is expected to read and write numbers to 99 to describe sets of concrete objects.
<b>TEKS</b>	<b>TX.111.13 (1.2)</b>	<b>Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.</b>
<b>STUDENT EXPECTATION</b>	<b>(1.2) (A)</b>	The student is expected to separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts.

		<ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(1.2) (B)	<p>The student is expected to use appropriate language to describe part of a set such as three out of the eight crayons are red.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
TEKS	TX.111.13 (1.3)	Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations.
STUDENT EXPECTATION	(1.3) (A)	<p>The student is expected to model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(1.3) (B)	<p>The student is expected to use concrete and pictorial models to apply basic addition and subtraction facts (up to <math>9 + 9 = 18</math> and <math>18 - 9 = 9</math>).</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
TEKS	TX.111.13 (1.4)	Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions.
STUDENT EXPECTATION	(1.4) (A)	<p>The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> </ul>
TEKS	TX.111.13 (1.5)	Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations.
STUDENT EXPECTATION	(1.5) (A)	<p>The student is expected to use patterns to skip count by twos, fives, and tens.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> </ul>
STUDENT EXPECTATION	(1.5) (B)	<p>The student is expected to find patterns in numbers, including odd and even.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> </ul>
STUDENT EXPECTATION	(1.5) (C)	<p>The student is expected to compare and order whole numbers using place value.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>

STUDENT EXPECTATION	(1.5) (D)	The student is expected to use patterns to develop strategies to solve basic addition and basic subtraction problems. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(1.5) (E)	The student is expected to identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$ , $3 + 2 = 5$ , $5 - 2 = 3$ , and $5 - 3 = 2$ . <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
TEKS	TX.111.13 (1.6)	Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.
STUDENT EXPECTATION	(1.6) (A)	The student is expected to describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle). <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> </ul>
STUDENT EXPECTATION	(1.6) (B)	The student is expected to describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> </ul>
STUDENT EXPECTATION	(1.6) (C)	The student is expected to describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language.
STUDENT EXPECTATION	(1.6) (D)	The student is expected to use concrete models to combine two-dimensional geometric figures to make new geometric figures. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> </ul>
TEKS	TX.111.13 (1.7)	Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length.
STUDENT EXPECTATION	(1.7) (A)	The student is expected to estimate and measure length using nonstandard units such as paper clips or sides of color tiles. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>
STUDENT EXPECTATION	(1.7) (B)	The student is expected to compare and order two or more concrete objects according to length (from longest to shortest).
STUDENT EXPECTATION	(1.7) (C)	The student is expected to describe the relationship between the size of the unit and the number of units needed to measure the length of an object. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>
STUDENT	(1.7) (D)	The student is expected to compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the

EXPECTATION		least).
STUDENT EXPECTATION	(1.7) (E)	The student is expected to compare and order two or more containers according to capacity (from holds the most to holds the least).
STUDENT EXPECTATION	(1.7) (F)	The student is expected to compare and order two or more objects according to weight/mass (from heaviest to lightest).
STUDENT EXPECTATION	(1.7) (G)	The student is expected to compare and order two or more objects according to relative temperature (from hottest to coldest).
TEKS	TX.111.13 (1.8)	Measurement. The student understands that time can be measured. The student uses time to describe and compare situations.
STUDENT EXPECTATION	(1.8) (A)	The student is expected to order three or more events according to duration.
STUDENT EXPECTATION	(1.8) (B)	The student is expected to read time to the hour and half-hour using analog and digital clocks. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>
TEKS	TX.111.13 (1.9)	Probability and statistics. The student displays data in an organized form.
STUDENT EXPECTATION	(1.9) (A)	The student is expected to collect and sort data. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> </ul>
STUDENT EXPECTATION	(1.9) (B)	The student is expected to use organized data to construct real object graphs, picture graphs, and bar type graphs. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> </ul>
TEKS	TX.111.13 (1.10)	Probability and statistics. The student uses information from organized data.
STUDENT EXPECTATION	(1.10) (A)	The student is expected to draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> </ul>
STUDENT EXPECTATION	(1.10) (B)	The student is expected to identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.
TEKS	TX.111.13 (1.11)	Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
STUDENT EXPECTATION	(1.11) (A)	The student is expected to identify mathematics in everyday situations.
STUDENT EXPECTATION	(1.11) (B)	The student is expected to solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.

		<ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(1.11) (C)	<p>The student is expected to select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(1.11) (D)	<p>The student is expected to use tools such as real objects, manipulatives, and technology to solve problems.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>
TEKS	TX.111.13 (1.12)	Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language.
STUDENT EXPECTATION	(1.12) (A)	<p>The student is expected to explain and record observations using objects, words, pictures, numbers, and technology.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>
STUDENT EXPECTATION	(1.12) (B)	<p>The student is expected to relate informal language to mathematical language and symbols.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>
TEKS	TX.111.13 (1.13)	Underlying processes and mathematical tools. The student uses logical reasoning.
STUDENT EXPECTATION	(1.13) (A)	<p>The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> </ul>

- Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)

Texas Essential Knowledge and Skills (TEKS)  
Mathematics  
Grade 2

TEKS	TX.111.14 (2.1)	Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers.
STUDENT EXPECTATION	(2.1) (A)	The student is expected to use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways. <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(2.1) (B)	The student is expected to use place value to read, write, and describe the value of whole numbers to 999.
STUDENT EXPECTATION	(2.1) (C)	The student is expected to use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >). <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
TEKS	TX.111.14 (2.2)	Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects.
STUDENT EXPECTATION	(2.2) (A)	The student is expected to use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less). <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(2.2) (B)	The student is expected to use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less). <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(2.2) (C)	The student is expected to use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$ or 1.
TEKS	TX.111.14 (2.3)	Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.
STUDENT EXPECTATION	(2.3) (A)	The student is expected to recall and apply basic addition and subtraction facts to 18. <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(2.3) (B)	The student is expected to model addition and subtraction of two digit numbers with objects, pictures, words, and numbers. <ul style="list-style-type: none"> <li>• Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> </ul>

		<ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(2.3) (C)	The student is expected to select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary.
STUDENT EXPECTATION	(2.3) (D)	The student is expected to determine the value of a collection of coins up to one dollar.
STUDENT EXPECTATION	(2.3) (E)	The student is expected to describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.
TEKS	TX.111.14 (2.4)	Number, operation, and quantitative reasoning. The student models multiplication and division.
STUDENT EXPECTATION	(2.4) (A)	<p>The student is expected to model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(2.4) (B)	<p>The student is expected to model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
TEKS	TX.111.14 (2.5)	Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations.
STUDENT EXPECTATION	(2.5) (A)	<p>The student is expected to find patterns in numbers such as in a 100s chart.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> </ul>
STUDENT EXPECTATION	(2.5) (B)	<p>The student is expected to use patterns in place value to compare and order whole numbers through 999.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(2.5) (C)	<p>The student is expected to use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as <math>8 + 9 = 17</math>, <math>9 + 8 = 17</math>, <math>17 - 8 = 9</math>, and <math>17 - 9 = 8</math>.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
TEKS	TX.111.14 (2.6)	Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions.
STUDENT EXPECTATION	(2.6) (A)	The student is expected to generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels.

STUDENT EXPECTATION	(2.6) (B)	The student is expected to identify patterns in a list of related number pairs based on a real-life situation and extend the list.
STUDENT EXPECTATION	(2.6) (C)	The student is expected to identify, describe, and extend repeating and additive patterns to make predictions and solve problems. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> </ul>
TEKS	TX.111.14 (2.7)	Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.
STUDENT EXPECTATION	(2.7) (A)	The student is expected to describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> </ul>
STUDENT EXPECTATION	(2.7) (B)	The student is expected to use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> </ul>
STUDENT EXPECTATION	(2.7) (C)	The student is expected to cut two-dimensional geometric figures apart and identify the new geometric figures formed. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> </ul>
TEKS	TX.111.14 (2.8)	Geometry and spatial reasoning. The student recognizes that a line can be used to represent a set of numbers and its properties.
STUDENT EXPECTATION	(2.8) (A)	The student is expected to use whole numbers to locate and name points on a number line.
TEKS	TX.111.14 (2.9)	Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time.
STUDENT EXPECTATION	(2.9) (A)	The student is expected to identify concrete models that approximate standard units of length and use them to measure length. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>
STUDENT EXPECTATION	(2.9) (B)	The student is expected to select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>
STUDENT EXPECTATION	(2.9) (C)	The student is expected to select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container.
STUDENT EXPECTATION	(2.9) (D)	The student is expected to select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given

		object.
TEKS	TX.111.14 (2.10)	Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit).
STUDENT EXPECTATION	(2.10) (A)	The student is expected to read a thermometer to gather data.
STUDENT EXPECTATION	(2.10) (B)	The student is expected to read and write times shown on analog and digital clocks using five-minute increments. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>
STUDENT EXPECTATION	(2.10) (C)	The student is expected to describe activities that take approximately one second, one minute, and one hour.
TEKS	TX.111.14 (2.11)	Probability and statistics. The student organizes data to make it useful for interpreting information.
STUDENT EXPECTATION	(2.11) (A)	The student is expected to construct picture graphs and bar-type graphs. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> </ul>
STUDENT EXPECTATION	(2.11) (B)	The student is expected to draw conclusions and answer questions based on picture graphs and bar-type graphs. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> </ul>
STUDENT EXPECTATION	(2.11) (C)	The student is expected to use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> </ul>
TEKS	TX.111.14 (2.12)	Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
STUDENT EXPECTATION	(2.12) (A)	The student is expected to identify the mathematics in everyday situations.
STUDENT EXPECTATION	(2.12) (B)	The student is expected to solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(2.12) (C)	The student is expected to select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem. <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>

		<ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Number and Operations (43043-1)</li> </ul>
STUDENT EXPECTATION	(2.12) (D)	<p>The student is expected to use tools such as real objects, manipulatives, and technology to solve problems.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>
TEKS	TX.111.14 (2.13)	Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language.
STUDENT EXPECTATION	(2.13) (A)	<p>The student is expected to explain and record observations using objects, words, pictures, numbers, and technology.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>
STUDENT EXPECTATION	(2.13) (B)	<p>The student is expected to relate informal language to mathematical language and symbols.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>
TEKS	TX.111.14 (2.14)	Underlying processes and mathematical tools. The student uses logical reasoning.
STUDENT EXPECTATION	(2.14) (A)	<p>The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</p> <ul style="list-style-type: none"> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Algebra (43043-3)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Data Analysis and Probability (43043-5)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Geometry (43043-2)</li> <li>Hands-On Standards, Deluxe Edition Kit, Grades 1-2: Measurement (43043-4)</li> </ul>