

Subject	Grade Level/ Course	TEKS	Lesson #	Lesson Title	Brief Description of Lesson
English Language Arts and Reading					
English Language Arts and Reading	Kindergarten	K(2)(C)	TXLS013	<a href="#">Rhyming</a>	The teacher will model how to recognize rhyming words by hearing them, seeing them, reading them, and writing them. Then the students will practice hearing, seeing, reading, and writing "at" word family words.
English Language Arts and Reading	Kindergarten	K(13)(C)	TXLS013A	<a href="#">Revising Sentences</a>	Students will revise a simple sentence by copying it on a series of sticky notes and adding new words using glitter pens and star-shaped sticky notes.
English Language Arts and Reading	1st	1(Fig. 19)(D)	TXLS002	<a href="#">Adventures in Inferring</a>	Students will infer the message the author is trying to convey using schema and evidence from the text. Readers use this strategy, known as making inferences, to think about what they are reading.
English Language Arts and Reading	1st	1(17)(A)	TXLS032	<a href="#">Planning a Draft</a>	Students will employ critical thinking skills to order details logically and become more effective at communicating their ideas to readers. The lesson will guide students to use critical thinking in the planning phase of drafting to purposefully include details that interest readers.
English Language Arts and Reading	1st	1(17)(E)	TXLS058	<a href="#">Outlining Our Memory</a>	Students will compare a silly short story to a detailed story from a previous lesson. Then, they will write a rough draft/outline about a memory using details and transition words.
English Language Arts and Reading	2nd	2(6)(B), 2(14)(C)	TXLS007	<a href="#">Traditional vs. Contemporary: "The Three Little Pigs"</a>	Students will compare a contemporary version of "The Three Little Pigs" to a traditional version with respect to characters, setting, and plot. In a small group, students will analyze story elements on a t-chart to determine which parts of the stories are the same and which are different.
English Language Arts and Reading	2nd	2(17)(C)	TXLS048	<a href="#">Revision Rally</a>	Students will use the ARMS (add, remove, move, and substitute words and phrases) revision strategy to revise a procedural passage.
English Language Arts and Reading	2nd	2(14)(C)	TXLS049	<a href="#">Super Sequencing Strategies</a>	Students will explore the informational text structure of sequencing in multiple contexts, as a reader and a writer, in order to improve their comprehension of informational text and their ability to analyze the author's purpose. They will make connections between sequencing and events in their everyday life and use pictures and time order words to write their own informational text using sequencing.
English Language Arts and Reading	2nd	2(14)(C)	TXLS051	<a href="#">Navigating Informational Text with Text Mapping</a>	Students will apply the comprehension strategy of text mapping by using a scroll to sequence and organize information. They also will describe the order of events using time order transition words.
English Language Arts and Reading	2nd	2(9)(B), 2(F19)(D)	TXLS137	<a href="#">Many Stripes of inferring</a>	Students will infer character feelings and motivations and support their inference with text evidence.
English Language Arts and Reading	2nd	2(6)(A)	TXLS123	<a href="#">Text Evidence and the Moral Lesson</a>	Teacher will read How Spiders Got Eight Legs as a read-aloud. Students will write notes about what they think the moral is. Students will collaborate in groups to determine what they think the moral lesson is. Students will reread, highlight, and write the text evidence that identifies the moral lesson.
English Language Arts and Reading	3rd	3(4)(B)	TXLS015	<a href="#">Context Clues Are Out of This World!: Using Inference and Sentence-Level Context to Teach Unfamiliar Word Meanings</a>	The teacher will introduce context clues using visuals by reading the book Baloney (Henry P.) by Jon Scieszka and Lane Smith. Then, students will use textual evidence to find the meaning of unfamiliar words via direct teach and group collaboration.
English Language Arts and Reading	3rd	3(4)(B)	TXLS016	<a href="#">Zoom Out: Overlapping Context Clue and Semantic Gradients Through Manipulating Context</a>	This lesson will scaffold students into the reading strategy of finding textual evidence. They will be able to "zoom out," or read before and after the unknown word, to construct meaning using context.

English Language Arts and Reading	3rd	3(F19)(D)	TXLS036	<a href="#">Being a Reading Detective</a>	Students will infer, make predictions, and draw conclusions based on evidence in the text to figure out what an author is not saying directly.
English Language Arts and Reading	3rd	3(F19)(E) and 3(2)(B)	TXLS141	<a href="#">Writing Summaries with Get the Gist</a>	This lesson teaches students to use the Get the Gist strategy to find the main idea of a section. Students will then put those Get the Gist statements together to begin a written summary of their text.
English Language Arts and Reading	4th	4(20)(B)	TXLS134	<a href="#">Discovering the Power of a Complete Sentence</a>	Students will discover the necessary components of a complete sentence and use the complete subject and complete predicate in their own writing through a process called ratiocination.
English Language Arts and Reading	4th	4(15)(C); 4(15)(D); 4(20)(C); 4(21)(C)(i)	TXLS138	<a href="#">Rolling Into Compound Sentences</a>	Students will create compound sentences from simple sentences.
English Language Arts and Reading	5th	5(11)(A)	TXLS009	<a href="#">Main Idea</a>	Students will identify supporting details and the main idea in a passage.
English Language Arts and Reading	6th	6(10)(D)	TXLS024	<a href="#">A Reader's Survival Guide: Connecting and Synthesizing Ideas in Nonfiction Texts</a>	This lesson is designed to teach students to synthesize and make connections between ideas within a text and with previous texts students have read.
English Language Arts and Reading	7th	7(F19)(E)	TXLS124	<a href="#">Summarization Routine</a>	Teacher will teach the routine of summarization by modeling with a short passage. Then, the teacher will have students practice in partners and have students share. Next, students will try writing a summary of their own. Students will use the rubric created by the teacher to make sure they have met the requirements of a well-written summary.
English Language Arts and Reading	9th	E1(4), E1(5)(B), E1(F19)(A), E1(F19)(B)	TXLS003	<a href="#">How Authors Develop Complex Yet Believable Characters in Drama by Contrasting Characters</a>	The students will identify characteristics of characters from Shakespeare's Romeo and Juliet, explain why the characters are foils to each other, and use text evidence to support their understanding.
English Language Arts and Reading	9th	9(Fig. 19)(B)	TXLS022	<a href="#">Sparking Curiosity and Wonder: Making Complex Inferences</a>	Students will learn how to activate their curiosity and use questioning strategies to make complex inferences and connections across texts.
English Language Arts and Reading	10th	E2(F19)(B)	TXLS023	<a href="#">Exploring Identity and Diving Deep into the Complex of Meaning of Poetry</a>	This lesson is designed to teach students to make complex inferences, choose specific text evidence that strongly supports the inference, and develop a coherent explanation of how the evidence strongly supports the validity of the idea within the genre of poetry.
Mathematics					
Mathematics	1st	1(1)(E), 1(3)(C)	TXLS021	<a href="#">Making Ten is as Easy as Pie!</a>	Students will practice composing 10 by interacting with a counting story, playing a dice game with ten frames and response sheets, and participating in a small group to extend the learning with three addends.
Mathematics	1st	1(7)(A)	TXLS052	<a href="#">It's All About the Bend. No Breaking</a>	Students will experiment with choosing tools to measure around a previously created pet habitat in preparation for choosing appropriately sized food bowls. Students will use a graphic organizer to record tools chosen and why they were or were not a good choice for continuous measurement.
Mathematics	1st	1(1)(E); 1(5)(D); 1(5)(E); 1(5)(F)	TXLS056	<a href="#">Humpty Dumpty's Mystery Fall</a>	Students will listen to the story of Humpty Dumpty and share what they know about the nursery rhyme character. Then, they will help solve the math mystery of Humpty Dumpty and determine the number of broken eggs by finding the missing addend.
Mathematics	2nd	2(3)(B)	TXLS043	<a href="#">Comparing Fractional Parts</a>	Students will participate in whole-group and small-group instruction as they collaborate and use manipulatives, visuals, and hands-on activities to explore fractional parts. Ultimately, students will understand that when dividing a whole into fractions, the smaller the fractional part, the greater the number of parts, and the larger the part, the fewer the number of parts.

Mathematics	2nd	2(4)(C)	TXLS136	<a href="#">Let's Talk Turkey</a>	Students will work collaboratively to apply different strategies such as pictorial representations, part-part-whole, number sentences, and open number lines to solve Thanksgiving-themed one-step and multi-step word problems.
Mathematics	3rd	3(4)(K)	TXLS010	<a href="#">Distributive Property</a>	Students break an array apart to represent the sum of two multiplication facts, showing the distributive property.
Mathematics	3rd	3(5)(B)	TXLS038	<a href="#">Learning the Two-Step Equation</a>	Students will physically represent an array, a strip diagram, and an equation before working collaboratively in small groups to create these three models using a word problem.
Mathematics	3rd	3(4)E, 3(5)(B)	TXLS025	<a href="#">Birthday Conundrum</a>	Students will work together to determine the amount of each snack item it will take to feed the guests at a birthday party using different methods of multiplication representation.
Mathematics	3rd	3(5)(B), 3(8)(B)	TXLS030	<a href="#">Just Graph It!</a>	Students will be involved in a problem-solving lesson in which they are to visually represent previously collected survey data.
Mathematics	3rd	3(8)(A)	TXLS119	<a href="#">Analyzing Data Using a Dot Plot</a>	Students will construct a dot plot using data collected on the faces of a cube after it is rolled. Students will then use a key to change the data to represent a larger population.
Mathematics	4th	4(4)(H)	TXLS004	<a href="#">Interpreting Division with Remainders</a>	Students will be given various one- and two-step word problems and asked to interpret the remainder. Students will use foldables and anchor charts to determine under which category ("Drop the Remainder," "Add One to the Quotient," "Share the Remainder," or "The Remainder is the Answer") the question will fall. After completing that portion of the lesson, students will solve division problems and determine which type of remainder question they are working with. They will use Plicker © cards to display their answers so the teacher can have immediate formative assessment data.
Mathematics	4th	4(8)(C)	TXLS042	<a href="#">Time Using the Z Method</a>	In small groups, students will calculate elapsed time using the Z method. This method helps students better understand the importance of start time and end time when performing elapsed-time calculations.
Mathematics	5th	5(3)(J); 5(3)(L)	TXLS033	<a href="#">Dividing Fractions</a>	Students will model dividing unit fractions and whole numbers.
Mathematics	5th	5(1)(B), 5(1)(F), 5(4)(H)	TXLS062	<a href="#">Young Architects</a>	Students will explore area by finding the square footage of their "dream home." They will discuss different strategies as a class and describe the strategy they feel most comfortable with in their journals. They will also write about any new information they learned during the lesson and questions they still have.
Mathematics	6th	6(3)(E)	TXLS031	<a href="#">How Does the Cookie Crumble?</a>	Students will self-discover how to multiply mixed numbers by using background knowledge of estimation, computations, and real-world application of a recipe.
Mathematics	7th	7(11)(A), 7(11)(B)	TXLS012	<a href="#">Modeling and Solving Two-Step Equations</a>	Students will use various materials to create models of two-step equations. Then, they will take an equation, create their own model, and solve for the variable from the model.
Mathematics	7th	7(11)(A)	TXLS034	<a href="#">Equations and Inequalities</a>	Using a graphic organizer, students will write and solve a one-variable, two-step equation using the distributive property. They also will draw a picture and justify their solution.
Mathematics	7th	7(9)(A), 7(5)(C)	TXLS029	<a href="#">Does Paper Have Volume?</a>	Students will be involved in a problem-solving lesson to determine if paper has volume, find the volume of a piece of paper and a ream of paper, and determine how many pieces of paper will fit inside their classroom.
Mathematics	7th	7(5)(B) and 7(8)(C)	TXLS031A	<a href="#">Discovering the Ratio of Pi</a>	Students will discover the ratio of pi by relating the circumference to the diameter of various circles. Students will use this ratio to approximate the formulas for circumference.
Mathematics	7th	7(9)(A)	TXLS045	<a href="#">Volume of Triangular Prisms</a>	Students will use hands-on manipulatives to discover the connection between the shape of the base and the height to determine the volume of a prism.

Mathematics	7th	7(6)(I)	TXLS044	<a href="#">Compound Probability: Independent vs. Dependent Events</a>	Students will review steps for solving compound probability problems through an activity involving doughnuts. Students will then determine the difference between independent and dependent events through compound probability task cards. To encourage students to work through their struggle, students will rate themselves on a scale measuring effort and achievement at the end of the lesson.
Mathematics	7th	7(9)(C)	TXLS012A	<a href="#">Area of Composite Figures</a>	Students will progress through performance tasks to strengthen their understanding of composite figures. During the performance tasks, students will refer to blueprints to find missing dimensions and solve for composite area.
Mathematics	7th	7(9)(C)	TXLS039	<a href="#">Area of Composite Figures</a>	Student groups will work collaboratively using the appropriate formulas to find the area of simple figures and combine the area of each shape to find the area of composite figures in real-world situations.
Mathematics	9th	A(2)(C), A(2)(B), A(1)(B)	TXLS026	<a href="#">Up, Up, and Away</a>	Students will determine an appropriate tabular/graphic/formulaic linear solution given 3 sets of data points.
Science					
Science	3rd	3(6)(B)	TXLS118	<a href="#">Push Back, Pull Forward</a>	Students will conduct an experiment to demonstrate force, such as pushes and pulls.
Science	5th	5(6)(A), 5(2)(D)	TXLS018	<a href="#">Uses of Energy Lab</a>	Students will rotate through lab stations equipped with objects and videos as they explore the uses and conversion of five different types of energy.
Science	5th	5(7)(B)	TXLS127	<a href="#">Going on an Expedition</a>	Students observe how dunes and canyons are created through agents of erosion by weathering and erosion.
Science	6th	6(8)(D)	TXLS028	<a href="#">Motion Pictures</a>	In this lesson, students will be introduced to the concept of motion representation using distance vs. time graphs. Students will recognize labeling of axes, steepness related to speed, horizontal lines as non-motion, and downward slope as return to origin.
Science	6th	6(11)(A)	TXLS059	<a href="#">Earth: A Titled Affair</a>	After a brief review of direct and indirect sunlight, students will arrange heat maps and globes around a drawing of the Sun based on the tilt of Earth and how it affects Earth's temperature.
Science	8th	8(6)(B)	TXLS006	<a href="#">Full Space Ahead</a>	Students will use hover pucks to measure speed over a distance of 6 meters. Once speed has been calculated, velocity will be determined using the same data. Finally, students will be able to label all points of acceleration.
Science	8th	8(9)(B)	TXLS135	<a href="#">Convergent Plate Boundaries</a>	Students will design and test models that will identify crustal features formed by convergent plate boundaries.
Science	Biology	B(6)(C), B(6)(E)	TXLS128	<a href="#">DNA Sequencing</a>	In this lesson, students will investigate how gene expression is a regulated process controlled by DNA and the interpretations of codons through translation.
Social Studies					
Social Studies	6th	6(3)(D)	TXLS011A	<a href="#">Data Banks to Bar Graphs</a>	Students will create a bar graph representing data about China, Japan, North Korea, South Korea, India, and the United States using information from a data bank. The data bank includes information on population, population density, gross domestic product, literacy rates, annual salary, infant mortality, and land area. Students then will examine a light pollution map to make connections between the data presented and the bar graphs.
Social Studies	8th	8(4)(D)	TXLS001	<a href="#">The Great Compromise</a>	Students will debate the representation argument of the Constitutional Convention and create a compromise that addresses the concerns of both large states and small states (the Great Compromise). Then, students will connect this concept to the present-day system of government.
Social Studies	8th	8(19)(A), 8(10)(B), 8(19)(C), 8(19)(D), 8(19)(F), 8(21)(B)	TXLS027	<a href="#">What? Can you Really Say That?</a>	Students will examine several items related to the First Amendment and respond to the teacher-created questions. Student groups will present their conclusions to the class.