Think Tank (Measurement and Geometry) and TEKS
1st Grade

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Steady Starters	6GM	6GM	6GM	3NO	6GM	6GM	5AR	6GM	7GM	6GM	6GM	6GM	5AR	6GM	7GM	6GM	6GM	6GM	6GM	6GM
Brain Busters	6GM	5AR	6GM	6GM	6GM	6GM	7GM	6GM	7GM	6GM	6GM	6GM	7GM	6GM	3NO	6GM	6GM	6GM	6GM	6GM
Fact Finders	2NO	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM
Game Changers	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	3NO	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM
Head Expanders	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	3NO	6GM	6GM	6GM	6GM	6GM	6GM
Master Minds	6GM	8D	6GM	3NO	6GM	6GM	8D	6GM	6GM	6GM	6GM	6GM	3NO	6GM	6GM	6GM	6GM	6GM	6GM	6GM
Ponder Puzzles	6GM	8D	6GM	3NO	6GM	6GM	8D	6GM	6GM	6GM	6GM	6GM	3NO	6GM	6GM	6GM	6GM	6GM	6GM	6GM
Problem Posers	6GM	6GM	6GM	6GM	8D	3NO	6GM	8D	6GM	3NO	6GM	3NO	6GM	6GM	6GM	3NO	6GM	6GM	8D	6GM
Tough Teasers	6GM	6GM	6GM	3NO	8D	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	8D	6GM	6GM	6GM	6GM	6GM	8D
No Brainers	6GM	6GM	6GM	8D	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM
Quirky Questions	6GM	6GM	3NO	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	3NO	6GM	6GM	6GM	8D
Ready Riddles	6GM	6GM	6GM	6GM	6GM	8D	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	6GM	8D	6GM

Texas Essential Knowledge and Skills

Standard 1 - Mathematical process standards
The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Standard 2 - Number and Operation (2NO) – Comparison, Magnitude, Relative Position
The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value

Standard 3 – Number and Operation – Computation (3NO)
The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.

Standard 4 – Number and Operation – Money (4NO)
The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions.

Standard 5 – Algebraic Reasoning (5AR)
The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.

Standard 6 – Geometry and Measurement – 2D and 3D (6GM)
The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.

Standard 7 – Geometry and Measurement – Length and Time (7GM)
The student applies mathematical process standards to select and use units to describe length and time.

Standard 8 – Data Analysis (8D)
The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.

Developmental Activity (DA)
DA indicates that the content is developmental, intended to build foundational skills for mathematics that will be taught at a later stage.

Note to Teachers: The Think Tank problems have been correlated to the Grade Level Standards in 1st Grade. Please refer to the TEKS and the grade level student expectations. This correlation is only a starting point in your instructional planning.