

What You Need to Know About Bluebonnet Learning Edition 1

K–5 RLA

K-3 Skills

K–5 Math

Secondary Mathematics

Introduction



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Objectives

By the end of the presentation, we will answer the following questions:

- What should you know about **Bluebonnet Learning K–5 RLA and K-3 Skills?**
- What should you know about **Bluebonnet Learning K–5 Math** and **Secondary Mathematics?**
- How do you **access** the **Bluebonnet Learning instructional materials** and **implementation resources?**

Bluebonnet Learning RLA Products Align with TEKS and ELPS, and Student Learning Research

Materials Not Aligned with Research

Stand-alone scope and sequence and units

Skills-based reading comprehension instruction

Units are **not cross-curricular** in design

Leveled reading in Tier-1 instruction

Writing grounded in personal experience

Materials Designed Based on Research

Strategic and **coherent units and lessons sequenced** to build upon learning within units and across grades

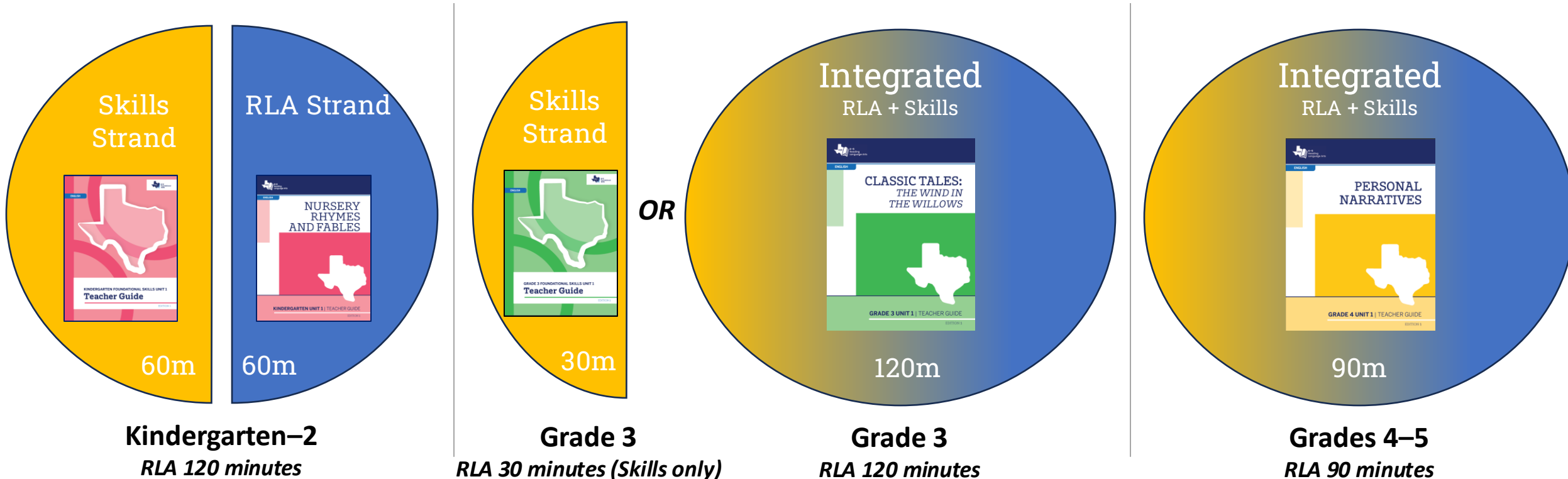
Knowledge-based instruction, connecting topics within and across grades

Cross-curricular content to build knowledge in science and social studies

All students reading **grade-level, complex texts**

Writing and responses based on **evidence from text**

Foundational Skills and Knowledge Strands



Bluebonnet Learning Spanish Materials for K-5 are currently under review for the IMRA 2025 cycle and are awaiting approval from the SBOE. Once approved, they will be available for the 2026-27 school year. The minute allocations will be the same as English Reading Language Arts with exception of K-2, which will be 100 minutes for Spanish Language Arts.

Bluebonnet Learning Edition 1 RLA is Aligned to the RLA RBIS

1	2	3	4
Foundational Skills	Text Complexity	Knowledge Coherence	Text-based Responses
Explicit, systematic practice with Literacy Foundational Skills.	Regular practice with grade-level, complex text and its academic language.	Building knowledge and vocabulary through text in all content areas.	Reading, writing, and speaking grounded in evidence from text, both literary and informational.

RLA RBIS

Explicit Practice with Handwriting and Letter Formation

ENGLISH

- Tell students some uppercase letters have a different shape than their lowercase partners. Students will learn to recognize and write several uppercase letters over the next few lessons.
- Uppercase Letters: 'A', 'B', 'C', 'D'**
- Tell students you are going to show them how to write uppercase letters for the first four letters of the alphabet, 'A', 'B', 'C', and 'D'.
- Mark primary handwriting guidelines on the board/chart paper. Write a lowercase 'a'.
- Ask students to name the letter and point out this is a lowercase 'a'. Also point out the letter is written completely below the dotted line.
- Write an uppercase 'A' next to the lowercase 'a', describing what you are doing using the phrases provided.
- Tell students the uppercase letter 'A' starts at the top line. It touches both the top line and the bottom line. All uppercase letters stretch from the top line to the bottom line.
- Point out uppercase 'A' has a very different shape than the lowercase 'a'.
- Model writing the 'A' two or three times, using the writing stroke cues.
- Have students write the uppercase and lowercase letters, 'A' and 'a' in the air with a pointed finger while saying whether the letter is uppercase or lowercase.
- Repeat these steps for 'B', 'C', and 'D', pointing out which uppercase letter looks more or less like the lowercase letter ('C' and which ones do not ('B' and 'D').

A	B	C	D
Start on the top line.	Start on the top line.	Start just below the top line.	Start on the top line.
1. diagonal left (lift)	1. long line down (lift)	1. most of a circle to the left	1. long line down (lift)
2. diagonal right (lift)	2. half a circle to the right		2. half a circle to the right
3. line across	3. half a circle to the right		

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Foundational Skills 9

KINDERGARTEN FOUNDATIONAL SKILLS UNIT 9

Teacher Guide

EDITION 1

ENGLISH

NAME: _____

DATE: _____

1.1 Activity Page

Print the caps and the words.

A A A B B B

C C C D D D

word word

when when

Foundational Skills 9

1

KINDERGARTEN FOUNDATIONAL SKILLS UNIT 9

Activity Book

EDITION 1

Direct Instruction and Practice with Sound-Spelling Connections

ENGLISH

LESSON

1

BASIC CODE

Introduce /ee/ > 'ee'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read one-syllable words with /a/ > 'a', /e/ > 'e', /i/ > 'i', /o/ > 'o', and /u/ > 'u'. **TEKS 1.2.B.i**

Students will listen to and orally produce the /ee/ sound at the beginning, middle, and end of words. **TEKS 1.2.A.vii**

Students will read and write one-syllable words spelled with the vowel digraph /ee/ > 'ee'. **TEKS 1.2.B.iii**

Students will decode words with open syllables. **TEKS 1.2.B.iii**

Reading

As the teacher reads "Gran's Trips" aloud, students will identify features of a sentence, as well as answer questions about literal and evaluative questions about key details, characters, and main events of the story.

TEKS 1.6.G; TEKS 1.11.D.iv

Students will develop handwriting by printing legibly and leaving appropriate spaces between words. **TEKS 1.2.F**

FORMATIVE ASSESSMENT

Observation

Activity Page 1.2

Discussion Questions "Gran's Trips"

Story Questions "Gran's Trips"

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences. **TEKS 1.2.A.vii** Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends. **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables, open syllables, VCe syllables, vowel teams, including vowel digraphs and diphthongs, and r-controlled syllables. **TEKS 1.11.D.iv** Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences. **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance. **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Lesson 1 Basic Code: Introduce /ee/ > 'ee'

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GRADE 1 FOUNDATIONAL SKILLS UNIT 1

Teacher Guide

EDITION 1

ENGLISH

NAME: _____

DATE: _____

1.1 Activity Page

ee

bee

seen

feet

queen

bee

sheep

teeth









Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.

Foundational Skills 2

GRADE 1 FOUNDATIONAL SKILLS UNIT 1

Activity Book

EDITION 1

TEA
Texas Education Agency

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Decodable Text for Student Practice: Kindergarten–Grade 2

Sam and his dad fish in a pond.

Sam's dad brings a rod.

Sam brings a net.



Grade K Skills – Unit 8 – Big Book



Grade 2 Skills – Unit 3 – Student Reader

Karen and Gail smiled.

Karen whispered to me, “When we were dating, David used to write me notes. They were so cute, but there were some spelling mistakes in them.”

“When could you tell Gail was a hot shot at spelling?” I asked.

“Well,” David said, “I could tell she was good at it, but I did not see just how good she was for a long time. Shucks, I am so proud of her!”

“When I look back on it,” Karen Day said, “it seems to me it all started in second grade, when Gail was in Miss Baker’s class.”

Gail nodded and said, “It was Miss Baker who got me started. Miss Baker was the best!” 🐾

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Read-Alouds On or Above Grade Level



"GEORGE WASHINGTON CARVER" (15 MIN.)

TEKS K.9.E



Show image 11A-2: George Washington Carver

Today you are going to hear about another man who, like Johnny Appleseed, became famous because of his love for plants. *Do you remember what Johnny Appleseed did that made him famous?* He, too, lived many years ago, though not quite as long ago as Johnny Appleseed. His name

was George Washington Carver. He became famous throughout the United States as a **botanist**—which is a scientist who studies plants. George first developed his interest in plants as a young boy.



Show image 11A-3: Young George

As a child, George used his free time to explore the forests surrounding his home on a farm in Missouri. *[On a map, point to Texas, then point to Missouri.]* He spent many hours roaming the woods discovering all sorts of wonderful things. George liked to collect things that caught his eye.



ENGLISH

PLANTS: HOW DO THEY GROW?



KINDERGARTEN UNIT 4 | TEACHER GUIDE

EDITION 1

Read-Alouds Develop Tier 2 and 3 Vocabulary

Lesson 1: Insects Everywhere!
Read-Aloud

30M

Reading: Student

Language: Student

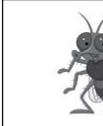
habits: **TEKS 2.6.G**

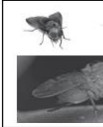
PURPOSE FOR

Tell students world.

"INSECTS EVERYWHERE"

Note: The Read-Aloud is a think-aloud. It is a rhetorical question to pause, simplify.

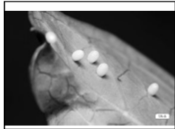

billions of cousins


difference between

TEKS 2.6.G Evaluate details and the meaning of unfamiliar words.

Support

Host can also mean a person who is having a party.


Show Image 1A-6: Insect eggs on leaf
Many insects depend on plants to live. Many insects eat plants and some lay their eggs on plants. The plant on which an insect lays its eggs, and which provides food for its young, acts as a host and is called a host plant. A host is a plant or animal on which, or in which, another thing lives. Each host plant attracts different types of insects. Many insects have developed very specific diets and would die without their host plants.


Show Image 1A-7: Grasshopper, leafhopper, aphids
Many meadow plants attract grasshoppers. [Point to the insect in the top left corner.] Grasshoppers feed on the leaves and stems of the alfalfa plant. Harder to spot is the tiny leafhopper. [Point to the insect in the bottom left corner.] but this wedge-shaped insect can slow down the host plant's growth by sucking the plant's juices as it feeds.

Lesson 1 habitats insects social solitary	Lesson 4 colonies cooperate drones pollen	Lesson 7 adapt armor beetles mimicry
Lesson 2 abdomen antennae exoskeletons microscopic thorax	Lesson 5 aggressive chambers destructive emit nurseries	Lesson 8 entomologist extinction foe pesticides pollinators
Lesson 3 larva molt nymph progression pupa	Lesson 6 bioluminescence communicate lanterns	

OER K-5 Reading Language Arts

ENGLISH

INSECTS:
ALL AROUND



GRADE 2 UNIT 6 | TEACHER GUIDE

EDITION 1

Student Readers Start in Grade 3

Chapter
5 **Hernando de Soto**

On May 30, 1539, the veteran **conquistador** Hernando de Soto led a group of Spaniards ashore on the western coast of Florida. De Soto staked a flagpole into the sandy beach and claimed the land for the king of Spain on behalf of the Spanish King and Queen who had provided the resources for the journey.



De Soto's landing in Florida and map of prior Florida exploration.

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Hernando de Soto preparing for the expedition.

was rumored to be there. De Soto invested much of his own money in his Florida **expedition**, and he prepared for it carefully. De Soto signed up lots of other experts, including soldiers, sailors, tailors, shoemakers, engineers, and priests. Most of the seven hundred men on his **expedition** were Spaniards, but there were a number of recruits from other countries in Europe. The **expedition** sailed from Spain in April of 1538. After a year in Cuba, de Soto and his men sailed to Florida, arriving at the end of May in 1539.

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ENGLISH

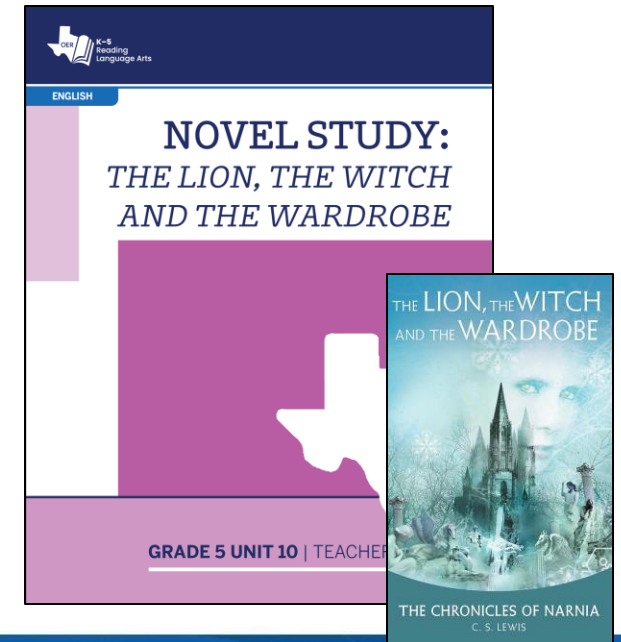
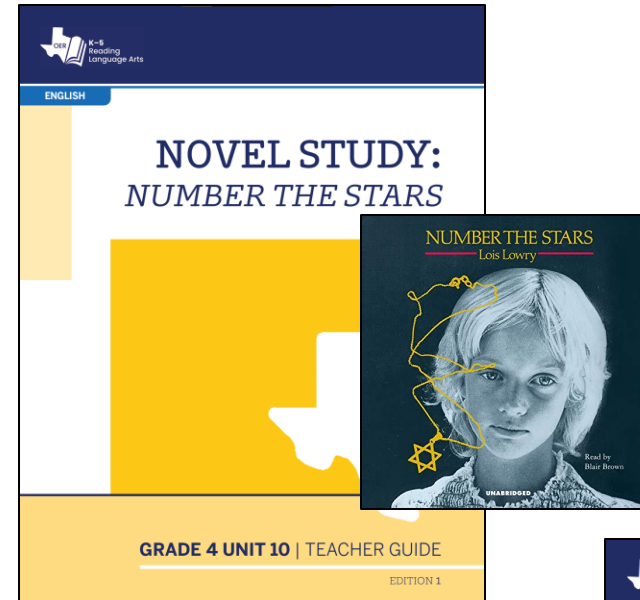
THE AGE OF EXPLORATION



GRADE 3 UNIT 8 | READER

EDITION 1

Trade Book Units and Lessons Throughout the Materials



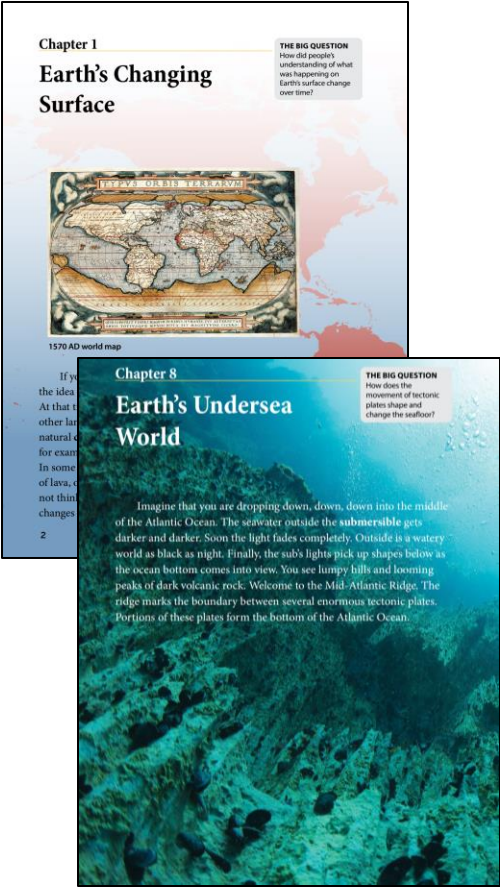
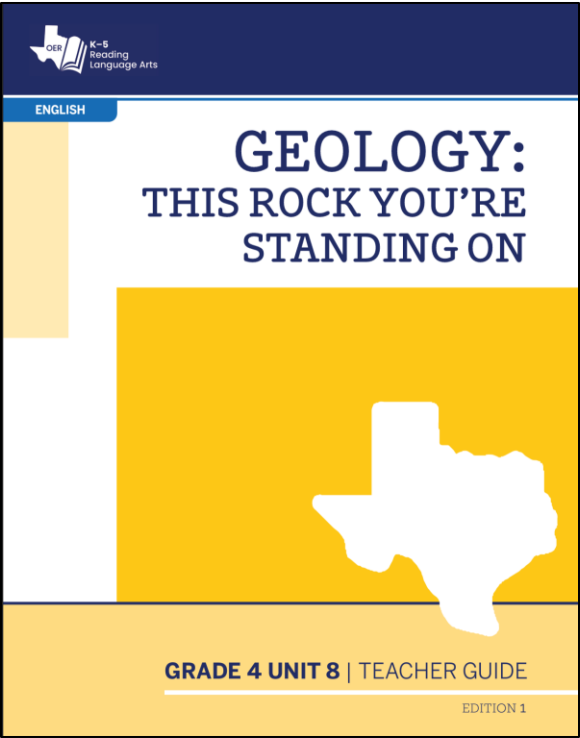
Bluebonnet Learning Edition 1 K–5 RLA Knowledge Map (Topic Progression)

	Literary
	Science
	Social Studies

	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	
1	Nursery Rhymes & Fables	Sharing Stories	Fairy Tales and Tall Tales	<i>The Wind in the Willows</i>	Personal Narratives	Personal Narratives	1
2	The Five Senses	The Human Body	The Ancient Greek Civilization	Animal Classification	Eureka!	The Renaissance	2
3	Fairy Tales and Folktales	Early American Civilization	Stories of the Ancient Greeks	The Human Body	<i>Letters from Heaven</i>	Early American Civilizations	3
4	Plants	Astronomy	The War of 1812	Ancient Rome	The Middle Ages	<i>Don Quixote</i>	4
5	Farms	This Planet Rocks	Cycles of Nature	Exploring Sight and Sound	American Revolution	Poetry	5
6	Colonial & Native Americans	Animals and Habitats	Insects	Astronomy	<i>Treasure Island</i>	<i>Midsummer Nights Dream</i>	6
7	Serving Our Neighbors	Fairy Tales	The US Civil War	The Frontier	Poetry	World War II	7
8	Kings and Queens	American Independence	The Human Body	Early Explorations of N America	Geology	Chemical Matter	8
9	Seasons and Weather	Frontier Explorers	Land of Opportunity	Colonial America	Energy	Juneteenth and Beyond	9
10	America: Our Great Country	Adventure Stories	Fighting for a Cause	All That Jazz	Novel: Number the Stars	Novel: <i>Lion, Witch, and Wardrobe</i>	10
11	Exploring Art	N/A	Flight Story of Aviation	N/A	N/A	N/A	11

Cross-Curricular Connections: Grades 4–5

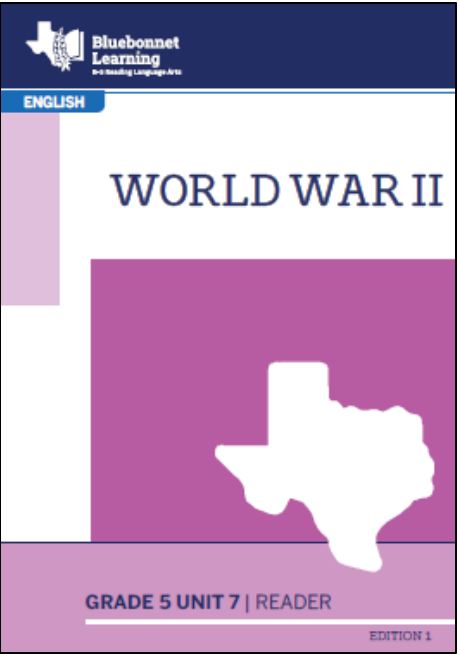
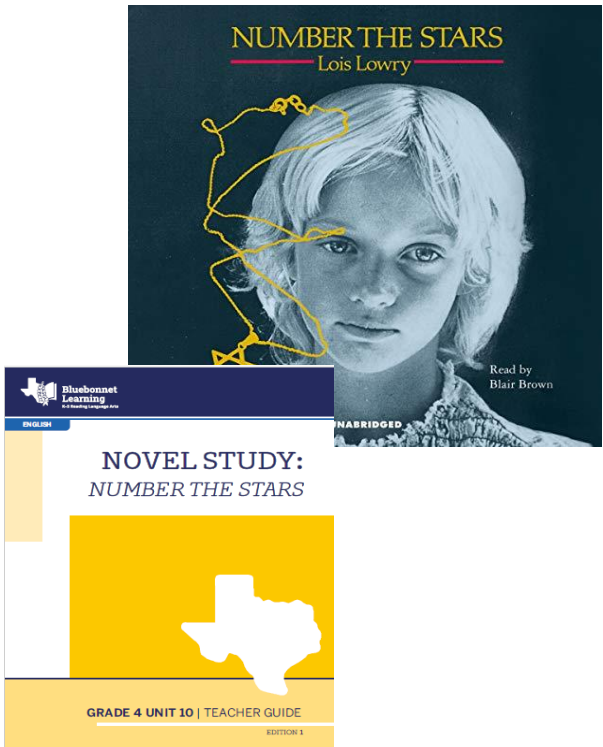
SCIENCE · GRADE 4



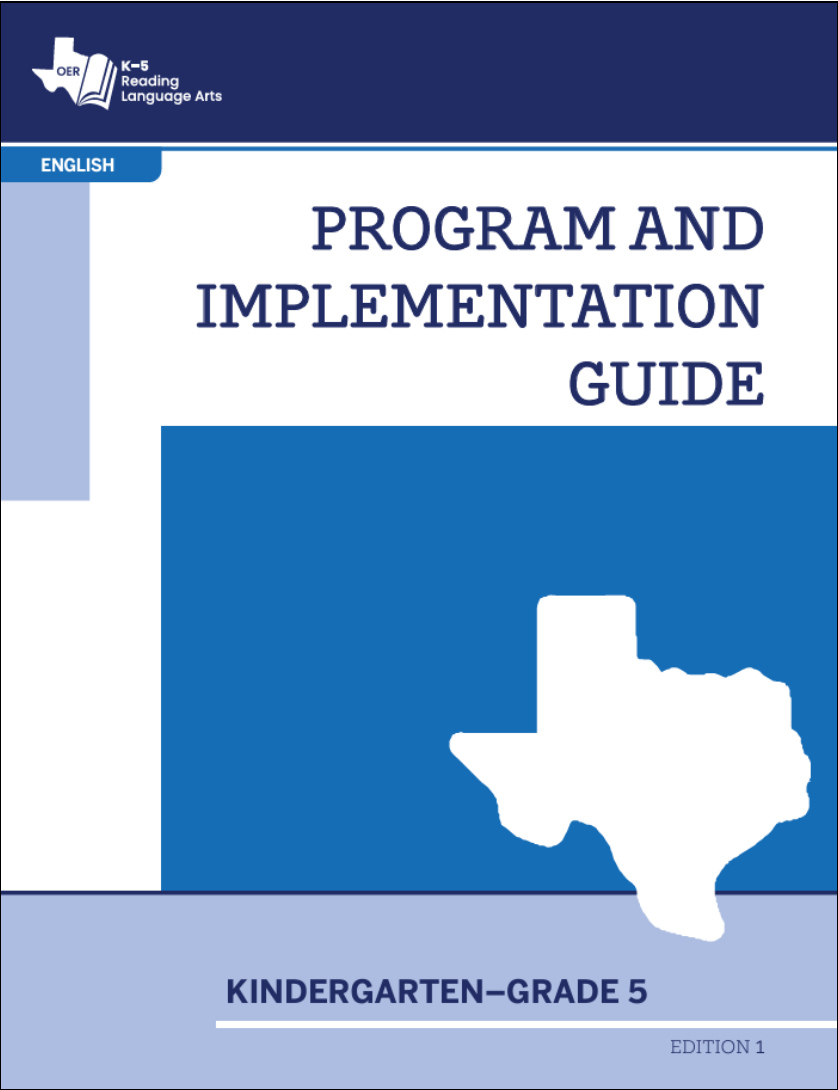
SOCIAL STUDIES · GRADES 4–5

WHY THE NOVEL NUMBER THE STARS IS IMPORTANT

Showing elementary-aged students what it was like to live in Europe during World War II with a hopeful tenor, *Number the Stars* presents a prime opportunity to connect to themes around the importance of courageous adherence to one's ideals. This belief was exemplified by the Danish during World War II and by the main characters in this book. The Danish population may not have been able to match the might of the German military the way Allied forces did, but they mentally resisted, which young people can relate to and be inspired by. In addition, it offers the opportunity for students to learn about World War II as they build background knowledge in preparation for reading the story.



Bluebonnet Learning Edition 1 RLA Program and Implementation Guide



Religious Source Material in Reading Language Arts

[I]t might well be said that one's education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historic qualities. Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistently with the First Amendment.

—US Supreme Court, *Abington School District v. Schempp*, 1963

The study of Reading Language Arts gives students access to rich texts that further their understanding of our society, including our history, economy, and culture. Rich texts are interspersed throughout this product for that purpose, and they periodically include content that comes from different religious traditions, including various monotheistic and polytheistic faiths around the world.

It is important to note that including content from or about religious source material in these instructional materials is not for the purpose of advancing any particular religious belief. Rather, it is included for the literary and historical value of the content and its connection to creating a strong background of knowledge for students.

Rationale and Relevance

There are varied religious source materials used in this product. One example of this is content that comes from the Hebrew Scriptures, also known as the Tanakh, which are viewed as sacred texts by members of the Jewish religion. Another example is the Bible, which is a collection of books, including those of the Old Testament and the New Testament, that are viewed as sacred texts by members of the Christian religion. Other examples include content that comes from faiths of ancient civilizations, including the polytheism of ancient Greece and the ancient Maya. Students will also encounter content that would be recognized by those who practice Islam, Buddhism, and other faiths. Regardless of the nature of the religious source material used, content is chosen for its relevance both to our students' future academic studies and to their adult lives in our country.

OER K-5 Reading Language Arts

Program and Implementation Guide 23

is found in content that comes from the Bible. The Bible exists in as those translations, is the most printed book produced in human American culture is demonstrated by the inclusion of biblical an historical texts, laws, and symbols. For example, the Liberty Bell viticus, and multiple Bible quotations are featured on the walls of the town in Exodus and Leviticus served as an inspiration for multiple laws. Many of the country's founders, abolitionist leaders, and civil bible as critical in informing the laws for which they advocated.

works of Western literature cannot be fully understood without a es, requiring students to be taught these narratives to fully engage e, authors such as William Faulkner, Nathaniel Hawthorne, Herman oni Morrison have written novels that are rich with biblical imagery ns in the English language have their origin in the Bible. For example, hat someone described as a person who has the "wisdom of ent or that the saying "My cup runneth over" means that the person

en based on the complexity and imagery of the written language -level match for students. Understanding archaic language and is source material is essential to building reading comprehension rial that originated in a language other than English, effort was taken widely recognized and that have an open copyright.

Teacher in Rich Discussions

de content from religious source materials, some students may tenets during the discussion that do not occur with other reading material. These discussions are not prohibited in public schools, as students have a constitutional right to be their religious selves at school. But as would occur with any other text or lesson, teachers should focus class discussions on the lesson's learning standards, objectives, and activities.

24 Program and Implementation Guide

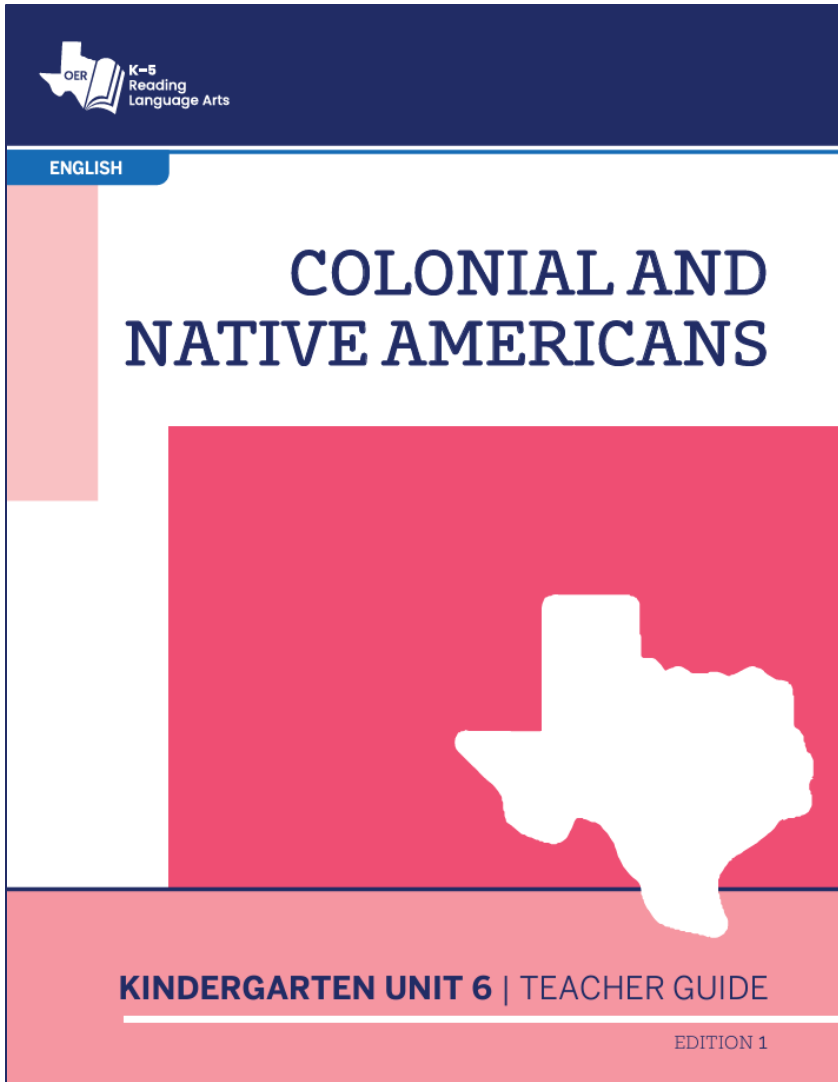
OER K-5 Reading Language Arts

Text-based Writing

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Genre	N/A	Reading Response	Reading Response	Reading Response	Reading Response	Reading Response
	Literary	Literary	Literary	Literary	Literary	Literary
	Information	Information	Information	Information	Information	Information
	Correspondence	Correspondence	Correspondence	Correspondence	Correspondence	Correspondence
	N/A	N/A	N/A	Argumentative/ Opinion	Argumentative/ Opinion	Argumentative/ Opinion

In alignment with the RLA and Spanish RLA TEKS, students study and analyze texts to understand the author's purpose and craft, enabling them to develop their own pieces in various genres and for diverse purposes and audiences.

Developing the Craft of Writing Connected to Reading-Kindergarten



Lesson 6: Colonial Life

Application

Writing: With assistance, students will edit drafts using standard English conventions, including complete sentences, capitalization, and end punctuation.

TEKS K.10.D.i; TEKS K.10.D.vii; TEKS K.10.D.viii

Students will share their pamphlets with a partner or in small groups.

TEKS K.10.E

Flip Book Poster 3M



Support

Have students circle what they think is the most important item on the checklist and edit their work for only that one item. If time, students can go back and choose the next most important item to edit for as well.

Challenge

Explain to students what a proper noun is. Have students check for correct capitalization of proper nouns when editing their work.

Lesson 6: Colonial Life

Application

Writing: With assistance, students will edit drafts using standard English conventions, including complete sentences, capitalization, and end punctuation.

TEKS K.10.D.i; TEKS K.10.D.vii; TEKS K.10.D.viii

Students will share their pamphlets with a partner or in small groups.

TEKS K.10.E

PAMPHLET ACTIVITY (15 MIN.)

Writing: Editing Pamphlets

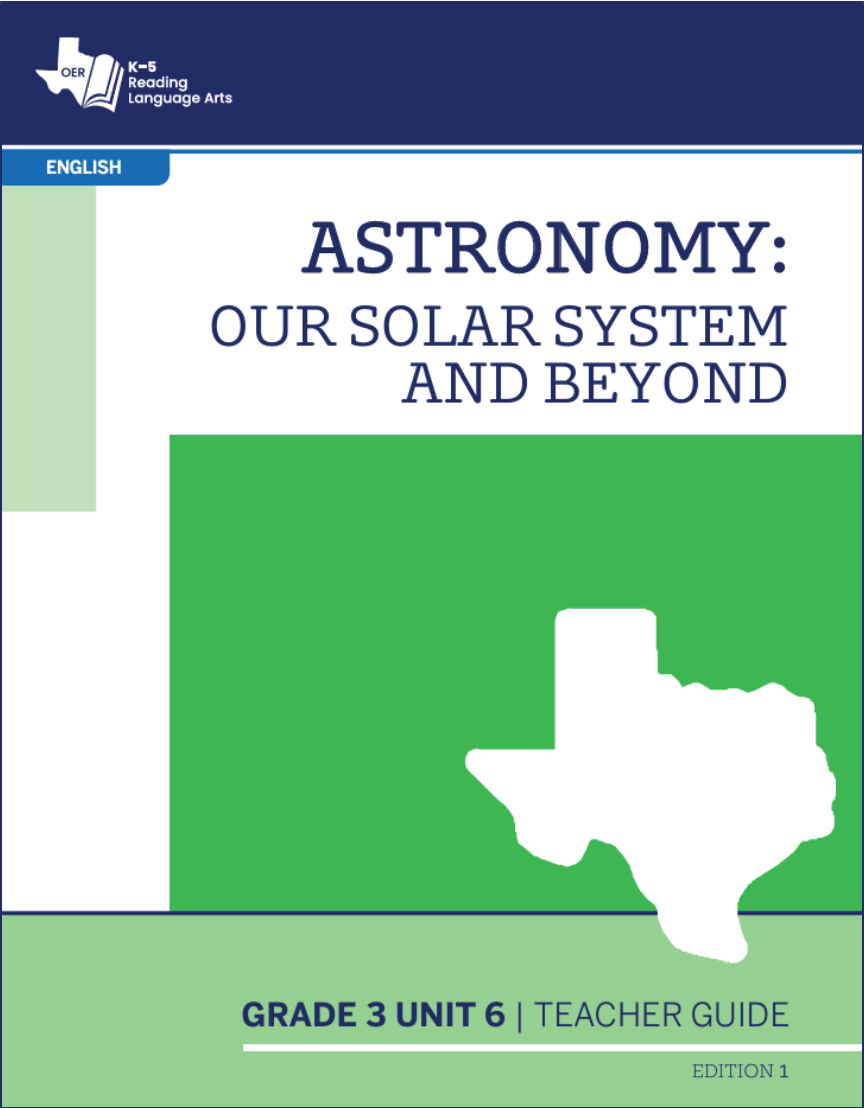
Display Editing Checklist

- Remind students that they revised their pamphlets to make them better by adding details.

TEKS K.10.D Edit drafts with adult assistance using standard English conventions, including: (i) complete sentences, (vii) capitalization of the first letter in a sentence and name, (viii) punctuation marks at the end of declarative sentences, TEKS K.10.E Share writing.

Unit 6 Colonial Life

Developing the Craft of Writing Connected to Reading–Grade 3



Informative Writing

PRIMARY FOCUS OF LESSON

INFORMATIVE WRITING: PLAN AND DRAFT (50 MIN.) TEKS 3.11.B.1-III

Structure of Writing

- Make sure that students have plenty of writing paper.
- Tell students that today they will be finishing planning their informative piece on a day in the life of an astronaut on the International Space Station.
- Remind students that a well-written informative introduction, a logical structure, and key ideas.
- Ask students what informational text structure writing project. [Answers will vary, but descriptions would work best.]
- Explain to the students that for descriptive information, they want to organize their paragraphs and writing routines. Eating, Sleeping, etc., and give details.
- Explain that for a chronological writing, they want to know what the astronaut does first, what they do second, and the readers would need clue words like *first/second/next/last* to understand the chronology better.
- Have students take a few minutes to review their plans and structure their writing.

Writing an Introduction

- Tell students that writing a strong introduction reader's interest, is very important in informative writing.
- Read the following two introductions below. Ask students to share their thoughts.
- Life aboard the International Space Station don't mind taking a shower while floating in space.
- Astronauts live, work, eat, and sleep on the International Space Station.
- Explain that both of these sentences describe which one makes you want to read more? (Life aboard the International Space Station is just like life on Earth, if you don't mind taking a shower while floating in space or taking a walk in space!) Why? (It so much more interesting.)
- Give students several minutes to write their introductions and share theirs with the class.
- Provide support for students to write complete answers legibly in cursive leaving appropriate margins in this unit. **TEKS 3.2.D**

TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive in this unit.

Lesson 17 Informative Writing

INFORMATIVE WRITING: DRAFTING/REVISING (45 MIN.) TEKS 3.11.C

- Tell students that as they are finishing their drafts and beginning their revising, they should look for places to add more information, details, or descriptive words that will help the readers visualize the International Space Station and what the astronaut is doing or what they are experiencing.
- Tell the students that they also might want to revise their drafts so that the sentences flow better or make more sense to the reader.
- Copy Activity Page 18.1 onto chart paper or the board. Go through the Revision Checklist with students.

1.	Do I have a good topic sentence?	
2.	Do I have a good conclusion?	
3.	Are there any parts that are missing?	
4.	Do my sentences flow well?	
5.	Do I have a good variety of sentence structures?	
6.	Could I combine any of my sentences?	
7.	Do I have a good variety of words?	
8.	Is my writing interesting?	
9.	Is this my best work?	

INFORMATIVE WRITING: EDITING/PUBLISHING (45 MIN.)

TEKS 3.2.D; TEKS 3.11.D.i-vii, ix-xi; TEKS 3.11.E; TEKS 3.13.H

- Have students complete their revisions if they haven't already done so.
- Draw on chart paper or on the board or use the previously prepared Editing Checklist Chart (DP.U6.L18.2).

Projection DP.U6.L18.2

1.	Do I have a fitting title?	
2.	Do all of my sentences start with a capital letter?	
3.	Do all of my sentences end with the correct punctuation?	
4.	Have I spelled all of my words correctly?	
5.	Have I used correct grammar?	
6.	Does each sentence provide a complete thought?	

Developing the Craft of Writing Connected to Reading–Grade 5

 **K–5**
Reading
Language Arts

ENGLISH

JUNETEENTH
AND BEYOND



GRADE 5 UNIT 9 | TEACHER GUIDE

EDITION 1

Lesson 1: Framing Freedom
Writing

Primary Focus: Students will identify relevant information from various sources. **TEKS 5.2.C: TE**

RESEARCH PREPARATION (40M)

- Tell students that, in this unit, they will explore the historical experiences of African Americans.
- Explain that, throughout the unit, they will be working with a table of contents, bibliography, and other information from the texts that they will read.
- Tell students that the first chapter of the unit will be the start of the knowledge sequence.
- Inform students that the following chapters will explore any ideas/topics they choose to research.
- Tell students that research is a process that involves many steps.
- Explain to students that they will be reading and writing texts they read.
- Tell students that they will be using their research to write ideas in the texts.
- Explain that they will use their research to write self-select texts and answer the questions they have.

Note: Students will be conducting research under teacher guidance and supervision.

- Project or display Digital Comp for students to refer back to.

	Advanced	Proficient	Basic
Ideas	The writing draft has a clear purpose in the form of a research question, clear ideas with facts and details, using varied word choice.	The writing draft has a clear purpose in the form of a research question, clear ideas with facts and details.	The writing draft does not have a clear purpose in the form of a research question, clear ideas, or facts and details.
Organization	The writing draft is organized using an introduction, at least four transitions (to open, connect, and close) as well as transitions within the body paragraphs.	The writing draft is organized using an introduction, at least four transitions (to open, connect, and close), and a conclusion.	The writing draft is not organized using an introduction, at least four transitions (to open, connect, and close), and a conclusion.
Conventions	The writing draft uses complete sentences, correct spelling, punctuation, and capitalization of proper nouns.	The writing draft uses complete sentences, correct spelling, capitalization, or punctuation.	The writing draft does not use complete sentences, correct spelling, capitalization, or punctuation.

 **TEKS 5.2.C:** Write legibly in cursive. **TEKS 5.13.C:** Identify and gather relevant information from a variety of sources.

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Unit 9: Juneteenth and Beyond

Key Takeaways–Bluebonnet Learning Edition 1 RLA

- Bluebonnet Learning Edition 1 English RLA and Spanish RLA are made up of **Foundational Skills (K–3)** and **Reading Language Arts (K–5)**.
- Bluebonnet Learning Edition 1 RLA provides **full coverage of the English and Spanish RLA TEKS** and is **aligned to the RLA RBIS**.
- **Knowledge coherence** includes **literary, science, and social studies units**, as well as **religious source material** and **other rich texts** to build students' background knowledge and improve language comprehension.
- Responses **grounded in text evidence** are a daily part of each lesson, building to **extended written responses** according to the grade-level TEKS.

Bluebonnet Learning Math Instructional Materials

Introduction



Ligia Aragón

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OpenEducationResources@TEA.Texas.gov

Objectives

By the end of the presentation, participants will:

- Understand the **Bluebonnet Learning Math product portfolio** expansions for SY 2026-27.
- Explore key features of **Bluebonnet Learning Spanish mathematics materials, including cross-linguistic connections and cognates.**
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The Bluebonnet Learning Math Edition 1 Portfolio



**Bluebonnet
Learning**

K-5 Math



**Aprendizaje
Bluebonnet™**

Matemáticas K-5



**Bluebonnet
Learning**

Secondary Mathematics

**Grade 6, Grade 7, Grade 8,
Algebra I, Geometry, Algebra II**



**Aprendizaje
Bluebonnet**

Matemáticas de secundaria

Grado 6

Bluebonnet Learning Math Products Align to the TEKS/ELPS and with Student Learning Research



Research-Based Mathematics Instructional Materials

Strategic and **coherent modules and lessons sequenced** to build upon learning within modules and across grades

Concentrates time and effort on going deep on the **most important** topics for the grade level

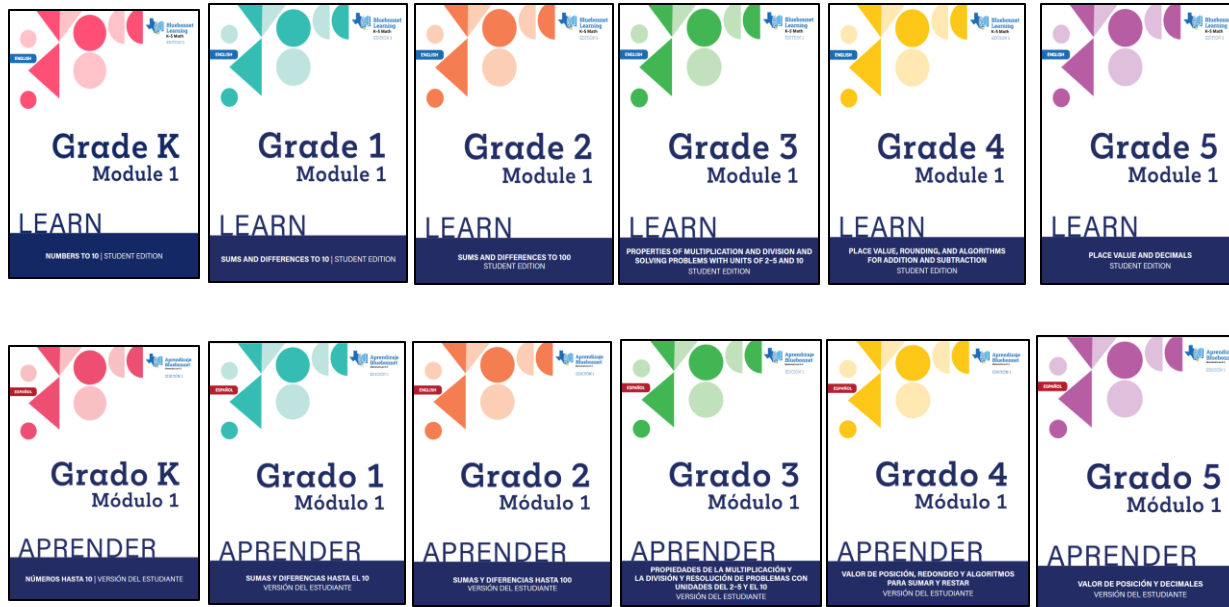
Builds **conceptual understanding, procedural fluency,** and **automaticity**

All students working on **grade-level tasks**

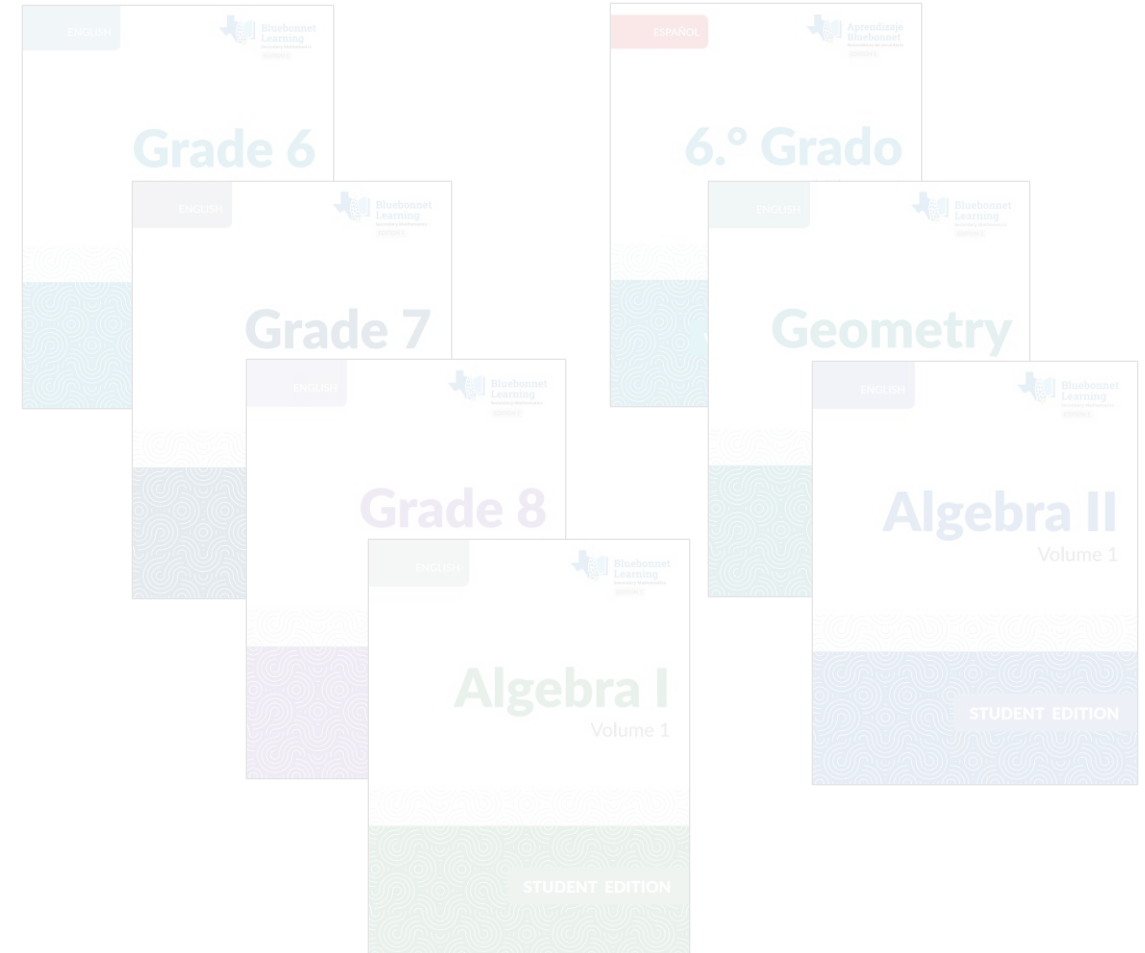
Provides **opportunities for students to engage in effective practice**

Bluebonnet Learning Math Instructional Materials

K-5 Math



Secondary Mathematics

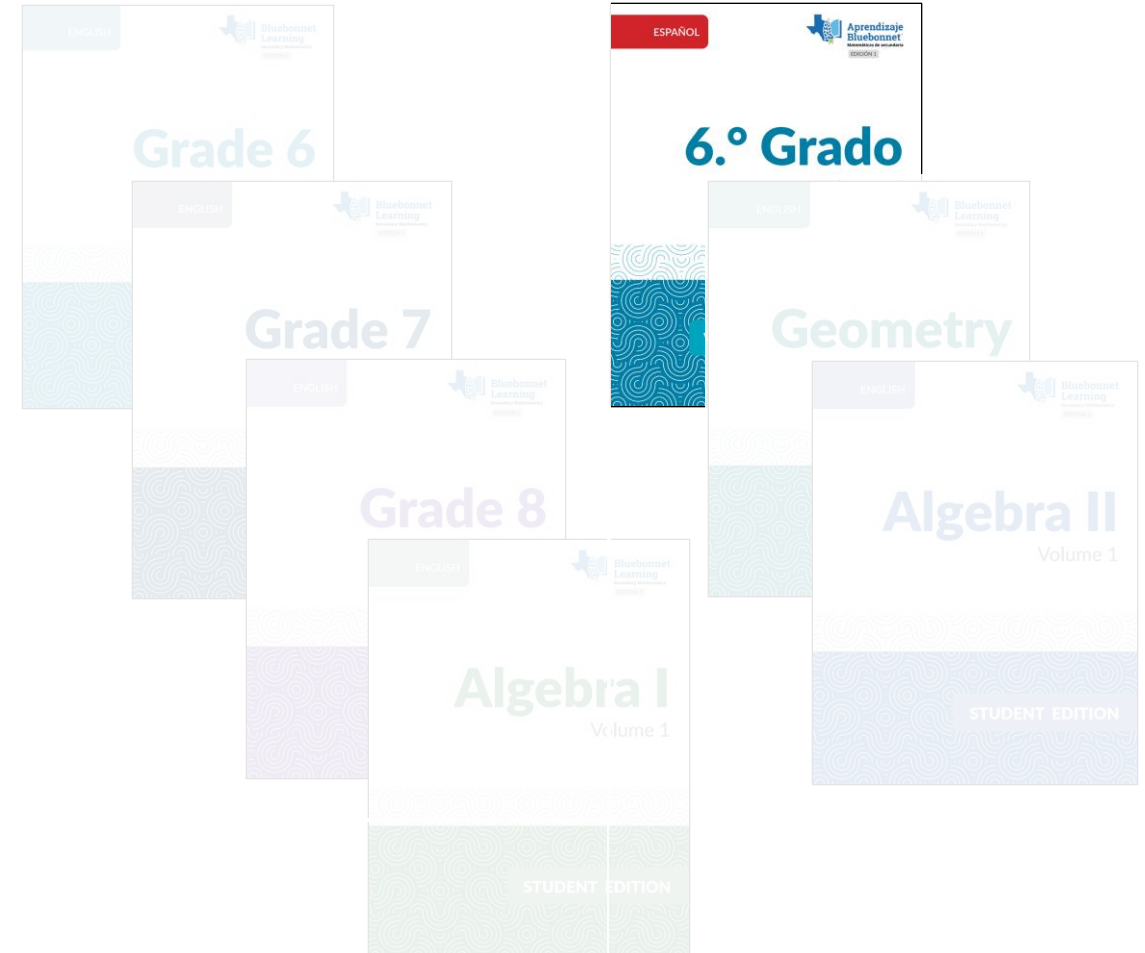


Bluebonnet Learning Math Instructional Materials

K-5 Math



Secondary Mathematics



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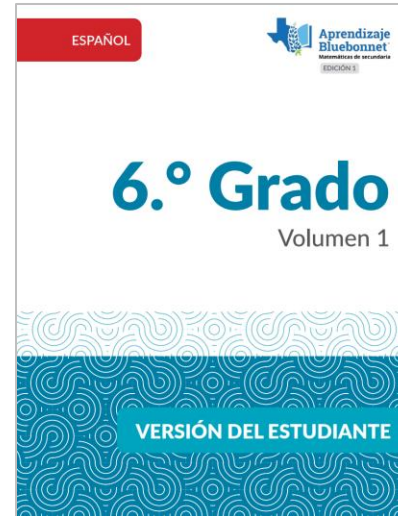
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Bluebonnet Learning K–6 Math Spanish



Components:

- **Guía de programa e implementación** | Program and Implementation Guide
- **Versión del maestro** | Teacher Editions
- **Guías para la familia** | Family Guides (English and Spanish)
- **Días adicionales del año escolar** | Additional Days School Year (ADSY)
- **Evaluaciones** | Assessments
- **Kit de manipulativos** | Classroom Manipulative Kits
- **Versión del estudiante** | Student Editions
 - **Aprender** | Learn
 - **Practicar** | Practice
 - **Triunfar** | Succeed
- **Componentes digitales** | Digital Components (PDF)



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- **Versión del maestro** | Teacher Editions
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- **Evaluaciones** | Assessments
- **Versión del estudiante** | Student Editions
 - **Volumen 1** | Volume 1
 - **Volumen 2** | Volume 2
 - **Práctica de destrezas** | Skills Practice
- **Componentes digitales** | Digital Components (PDF)

Aprendizaje Bluebonnet Matemáticas K–6 are high-quality instructional materials (HQIM) that are a transadapted version of the Bluebonnet Learning K–6 Math English Edition 1. Just like Bluebonnet Learning K–6 Math, Aprendizaje Bluebonnet Matemáticas K–6 instructional materials are SBOE approved through the IMRA process, grounded in research-based instructional strategies and are aligned to the Texas Essential Knowledge and Skills

Bluebonnet Learning Math: Program and Implementation Guides

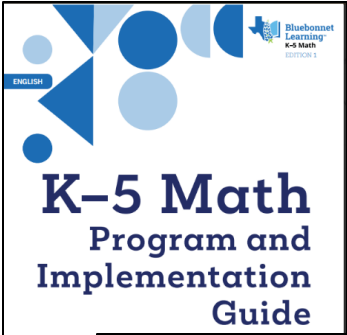
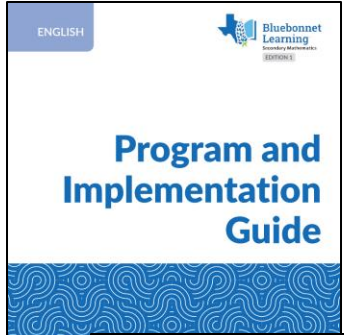


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Welcome to the Program and Implementation Guide for Secondary Mathematics

Welcome FM-5

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Bluebonnet Learning K–6 Math Spanish

BLUEBONNET LEARNING K–5 MATH

K–5

Although all lessons provide space for TEKS MPS by design, a chart in each grade-level's Course Guide helps teachers track which lessons emphasize each TEKS MPS, make instructional decisions about lesson sequences, and adapt lessons for their classrooms. More than one TEKS MPS may be identified per lesson.

Cross-Linguistic Connections

Approach to Spanish Transadaptation

In order to support students learning concepts in Spanish, *Bluebonnet Learning K–5 Math* materials have been created to maintain Spanish grammatical structure, vocabulary and syntax, a general Latin American language, and using localized context appropriate to Texas. When necessary, guidance is added for teachers to help them support students who speak Spanish as their home language and may bring different conventions into the classroom. Because students are learning through a Spanish product in the United States, some US conventions have been maintained. In large numbers, a comma is used to separate place values, rather than the decimal students may have seen in a Spanish-speaking country. In working with decimals, students will use the decimal point to separate wholes from fractional parts.

In addition, special care has been taken to use terms that accurately reflect the mathematics as well as the tools used in classrooms while maintaining coherence across grade levels. For example, the English version of *Bluebonnet Learning K–5 Math* references 'straws' often in place value work to show a concrete representation of tens and ones. In the Spanish product, we use the term 'palitos' or sticks as a preferred term when modeling quantities. While the terms may differ slightly than if directly translated, the modeling process is the same, and students and teachers will see the same content in English and Spanish versions of the product throughout all grade levels.

Cross-Linguistic Connections section of
the K-5 Math Program and
Implementation Guide (English)

Conexiones lingüísticas

Enfoque de la transadaptación

Con el fin de apoyar a los estudiantes que aprenden conceptos en español, los materiales de Aprendizaje Bluebonnet Matemáticas de Secundaria han sido creados para mantener la estructura gramatical, el vocabulario y la sintaxis en español, una lengua general latinoamericana y utilizando un contexto localizado apropiado para Texas. Cuando es necesario, se añaden orientaciones para que los maestros les ayuden. Dado que los estudiantes aprenden a través de un producto español en Estados Unidos, se han mantenido algunas convenciones estadounidenses. En los números grandes, se utiliza una coma para separar los valores de posición en lugar del decimal que los alumnos pueden haber visto en un país hispanohablante. Al trabajar con decimales, los estudiantes utilizarán el punto decimal para separar los enteros de las partes fraccionarias.

Al igual que en el producto en inglés, los estudiantes de Texas que aprenden matemáticas en español con Aprendizaje Bluebonnet Matemáticas de Secundaria tienen oportunidades significativas de participar en conversaciones ricas en lenguaje con sus compañeros y participar en experiencias auténticas de resolución de problemas. Puede que los estudiantes sean hispanohablantes nativos o aprendan español en un programa bilingüe tal como el de inmersión lingüística dual en la escuela. De cualquier forma, darán sentido a las matemáticas que aprenden mientras hablan, escuchan, leen y escriben sobre matemáticas en español. Con su estructura consistente y su enfoque coherente para modelar a lo largo del curso, los estudiantes se involucrarán con las matemáticas de una manera que les ayudará a entender el arco de las matemáticas, construyendo sus conocimientos y habilidades en asignaciones de nivel de grado.

Cross-Linguistic Connections section of the
Secondary Mathematics Program and
Implementation Guide (Spanish)

Bluebonnet Learning K–5 Math Spanish

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

For some classes, it may be appropriate to adjust the assignment by specifying which problems students should work on first. With this option, let the purposeful sequencing of the Problem Set guide your selections so that problems continue to be scaffolded. Balance word problems with other problem types to ensure a range of practice. Consider assigning incomplete problems for homework or at another time during the day.

- T: We used **straws** to show units of one thousand, hundreds, tens, and ones. Now, let's model and draw the units you'll need on your Problem Set.
- T: (Use **straws** to show each unit, 1 hundred, 1 ten, 1 one. Draw a sample of each unit, as shown in the picture.)
- T: Use your **straws** to show 4 hundreds. Whisper count as **you model**.
- S: (Bundle and count.)
- T: Draw and label 4 hundreds. Whisper count as you draw.

Name: Ricardo Date: _____

Use straws to decompose and model the number your teacher tells you. Then draw models of ones, tens, and hundreds in more than one way.

 4 3 5 H T O	 2 9 7 H T O
 6 7 3 H T O	 1 1 2 5 H T O
 5 17 3 H T O	 10 12 5 H T O

Grade 2 Module 3 Lesson 1

Grupo de problemas (10 minutos)

Los estudiantes deberán hacer su mejor esfuerzo para completar el Grupo de problemas en los 10 minutos asignados. Algunos problemas no especifican un método para resolverlos. Los estudiantes deben resolver estos problemas utilizando el enfoque LDE utilizado para los Problemas de aplicación.

Para algunas clases, puede ser apropiado ajustar la asignación y especificar con qué problemas deben trabajar primero los estudiantes. Con esta opción, permita que la secuenciación intencional del Grupo de problemas guíe sus selecciones para que los problemas sigan brindando apoyo. Equilibre los problemas escritos con otros tipos de problemas para garantizar una variedad de prácticas. Considere asignar los problemas incompletos como tarea o para otro momento durante el día.

- M: Utilizamos **palitos** para mostrar millares, centenas, decenas y unidades. Ahora, vamos a modelar y dibujar las unidades que necesitarán en su **Grupo de problemas**.
- M: (Utilice **palitos** para mostrar cada unidad, 1 centena, 1 decena, 1 unidad. Dibuje un ejemplo de cada unidad, como se muestra en el dibujo).
- M: Usen sus **palitos** para mostrar 4 centenas. Digan en voz baja **mientras** lo demuestran.
- E: (Agrupan y cuentan).
- M: Dibujen y etiqueten 4 centenas. Digan en voz baja mientras dibujan.

Nombre: Ricardo Fecha: _____

Usa palitos para descomponer y representar el número que te indique tu maestro. Luego, dibuja modelos de unidades, decenas y centenas usando más de una forma.

 4 3 5 C D U	 2 9 7 C D U
 6 7 3 C D U	 1 1 2 5 C D U
 5 17 3 C D U	 10 12 5 C D U

Grado 2 Módulo 3 Lección 1

Bluebonnet Learning Grade 6 Math Spanish

Chunking the Activity

- Read each statement and have students jot down the meaning.
- Group students to complete the activity.
- Share and summarize.

Getting Started

One and the Same

Percents are everywhere! Write one or two sentences to explain the meaning of each statement.

- Big Sale! 25% discount on all regularly priced items.
Sample answer:
When an item costs \$100, it will cost \$25 less.

Where else do you see percents used in the real world?

- The star of the high school basketball team makes 80 percent of her free throws.
Sample answer:
The player makes 80 out of every 100 free throws she attempts.
- I scored an 80% on the 20-question test.
Sample answer:
I answered 16 questions correctly. I passed the test!

326 MODULE 2 • TOPIC 2 • LESSON 1

Grade 6 Module 2 Topic 2 Lesson 1

Dividir la actividad

- Lea cada declaración y pida a los estudiantes que anoten su significado.
- Agrupe a los estudiantes para que hagan la actividad.
- Comparta y resuma.

Inicio

Uno y el mismo

¡Los porcentajes están en todos lados! Escribe una o dos oraciones para explicar el significado de cada declaración.

- ¡Gran oferta! 25 % de descuento en todos los artículos a precio regular.
Ejemplo de respuesta:
Si un objeto cuesta \$100, costará \$25 menos.
- La estrella del equipo de baloncesto de la escuela secundaria hace el 80 por ciento de sus tiros libres.
Ejemplo de respuesta:
La jugadora acierta 80 de cada 100 tiros libres que intenta.
- Obtuve una puntuación del 80 % en el examen de 20 preguntas.
Ejemplo de respuesta:
Respondí 16 preguntas de forma correcta. ¡Aprobé la prueba!

¿En dónde más has notado el uso de porcentajes en el mundo real?

NOTA En español y en inglés, los porcentajes se escriben y usan de manera diferente. En inglés, el símbolo de porcentaje (%) va pegado al número, como en "25% of students like soccer", mientras que en español debe llevar un espacio, como en "El 25 % de los estudiantes prefiere el fútbol". Además, en inglés no se usa artículo antes del porcentaje, pero en español sí, por eso decimos "El 50 % de la clase terminó la tarea". Otra diferencia es que el verbo en español concuerda con "porcentaje", que es singular, así que decimos "El 30 % de los estudiantes quiere más tiempo para estudiar", aunque "estudiantes" sea plural. También, en inglés se usa una sola palabra para decir "por ciento" (percent), mientras que en español siempre son dos palabras. Entender estas diferencias ayuda a escribir correctamente en ambos idiomas.

326 MÓDULO 2 • TEMA 2 • LECCIÓN 1

Grado 6 Módulo 2 Tema 2 Lección 1

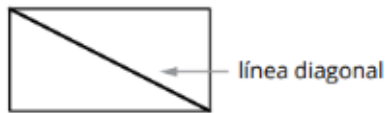
Bluebonnet Learning K–6 Math Spanish

Terminología

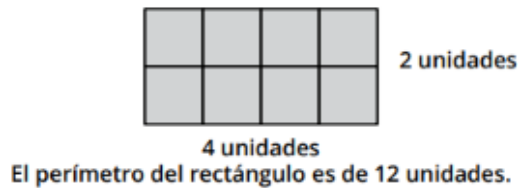
Se incluye un cognado en inglés cuando el término tiene un significado y una ortografía similar en español. No todos los términos de este módulo tienen un cognado en inglés.

Términos nuevos o recién presentados

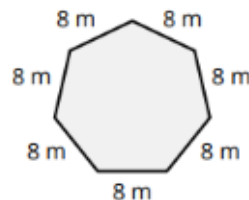
- **Diagonal** (*Diagonal*): la línea que une los ángulos opuestos de un polígono



- **Perímetro** (*Perimeter*): contorno o longitud del contorno de una figura de dos dimensiones



- **Polígono regular** (*Regular polygon*): polígono con lados y ángulos interiores iguales



Grado 3 Módulo 7

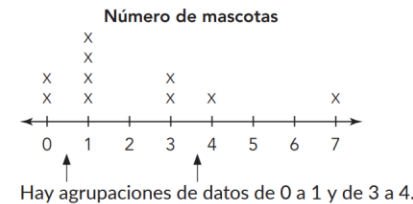
Glosario de matemáticas

A

agrupaciones

Las agrupaciones son áreas de la gráfica en donde se agrupan los datos de forma ajustada.

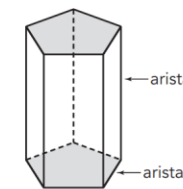
Ejemplo



arista

Una arista es la intersección de dos caras de una figura de tres dimensiones.

Ejemplo



algoritmo [algorithm]

Un algoritmo es un proceso o descripción de pasos que se pueden seguir para completar un cálculo matemático.

aumento

Aumentar significa multiplicar ambas partes de una razón por el mismo factor mayor que 1.

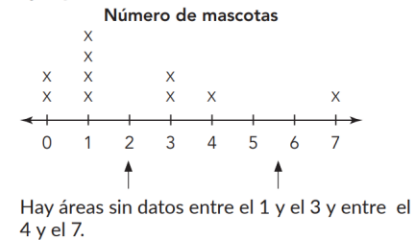
Ejemplo

$$\begin{array}{c} \cdot 3 \\ \frac{1}{2} = \frac{3}{6} \\ \cdot 3 \end{array}$$

áreas sin datos

Las áreas sin datos son partes de la gráfica en donde no hay datos.

Ejemplo



B

base [base]

La base de una potencia es el factor que se multiplica repetidamente en la potencia.

Ejemplos

$$\begin{array}{cc} 2^3 = 2 \cdot 2 \cdot 2 = 8 & 8^0 = 1 \\ \uparrow & \uparrow \\ \text{base} & \text{base} \end{array}$$

Grado 6 Glosario de matemáticas

Objectives

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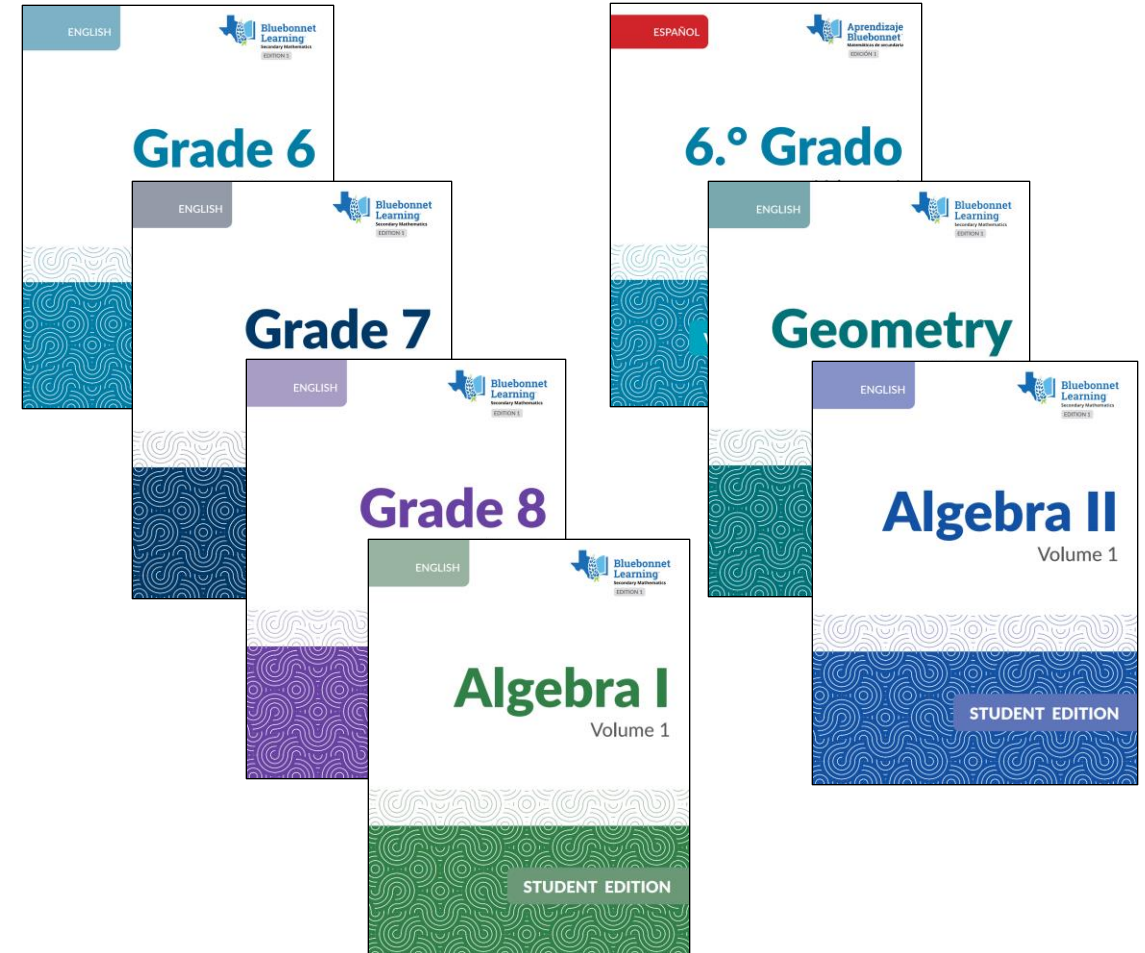
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Bluebonnet Learning Math Instructional Materials

K-5 Math



Secondary Mathematics

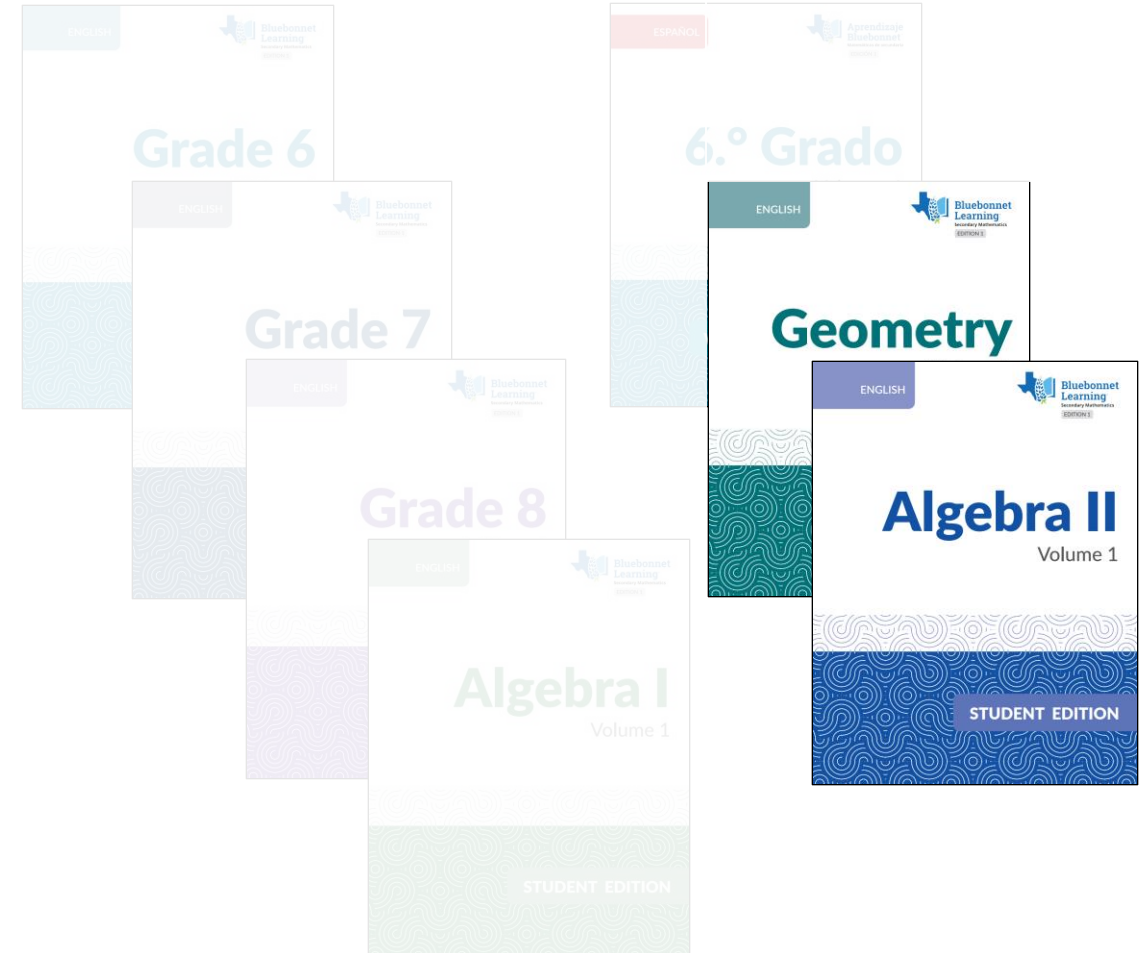


Bluebonnet Learning Math Instructional Materials

K-5 Math



Secondary Mathematics



Geometry Lesson Highlight – Module 3, Topic 1, Lesson 5

...

Talk the Talk

A Monumental Measurement

The Washington Monument in Washington, D.C., is the tallest freestanding masonry structure in the world. It is possible to determine the height of the Washington Monument using only a simple tape measure and a few known facts:

- Your eyes are 6 feet above ground level.
- The reflecting pool is located between the Washington Monument and the Lincoln Memorial.
- You are standing between the Washington Monument and the Lincoln Memorial facing the Monument with your back to the Lincoln Memorial while gazing into the reflecting pool at the reflection of the Washington Monument.
- You can see the top of the monument in the reflecting pool.
- You measured the distance from the spot where you are standing to the spot where you see the top of the monument in the reflecting pool to be 12 feet.
- You measured the distance from the location in the reflecting pool where you see the top of the monument to the base of the monument to be 1110 feet.

PROBLEM SOLVING

NOTICE

REPORT

ORGANIZE

INTERPRET

ANALYZE

1. With this information, calculate the height of the Washington Monument. Begin by drawing a diagram of the problem situation.

$$\frac{6}{12} = \frac{x}{1110}$$
$$12x = 6660$$
$$x = 555$$

Washington Monument

Reflecting Pool

Lincoln Memorial

The height of the Washington Monument is 555 feet.

TEA
Texas Education Agency

40

Algebra II Lesson Highlight – Module 1, Topic 2, Lesson 1

ACTIVITY 1.3

Loose Change

- Lucia has 12 coins in her coin collection. The mix of Seated Liberty quarters, Buffalo Head nickels, and Barber dimes add up to a total value of \$2.00. She has three times as many Seated Liberty quarters as Buffalo Head nickels.

- Write a system of three linear equations in three variables to represent this problem situation. Be sure to define your variables.

$$\begin{cases} 0.25q + 0.10d + 0.05n = 2 \\ q + d + n = 12 \\ q - 3n = 0 \end{cases}$$

Let q = the number of Seated Liberty quarters, d = the number of Barber dimes and n = the number of Buffalo Head nickels.

PROBLEM SOLVING



- How many of each coin does Colleen have in her pocket? Solve this system using Gaussian elimination.

Student work may vary.

$$\begin{array}{r} -1(q - 3n = 0) \\ -q + 3n = 0 \\ + \quad q + d + n = 12 \\ \hline \quad \quad d + 4n = 12 \end{array} \qquad \begin{array}{r} -5(0.4d + 3.2n = 8) \\ 2(d + 4n = 12) \\ -2d - 16n = -40 \\ + \quad 2d + 8n = 24 \\ \hline \quad \quad -8n = -16 \\ \quad \quad -8 \quad -8 \\ \quad \quad n = 2 \end{array}$$

$$\begin{array}{r} 4(0.25q + 0.10d + 0.05n = 2) \\ q + 0.4d + 0.2n = 8 \\ + \quad -q \quad \quad + 3n = 0 \\ \hline \quad \quad 0.4d + 3.2n = 8 \end{array} \qquad \begin{array}{r} q - 3(2) = 0 \\ q - 6 = 0 \\ q = 6 \end{array}$$

Colleen has 2 Buffalo Head nickels, 6 Seated Liberty quarters, and 4 Barber dimes.

$$\begin{array}{r} 6 + d + 2 = 12 \\ 8 + d = 12 \\ -8 \quad -8 \\ \hline \quad d = 4 \end{array}$$

Ask Yourself . . .
Did you make a plan to solve the problem?

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The Bluebonnet Learning Portal: TEA-Created Implementation Resources

Implementation resources have been created to support the implementation of SBOE-approved Bluebonnet Learning instructional materials.

All implementation resources are freely available on the [Bluebonnet Learning Portal](#).



Lesson Slides

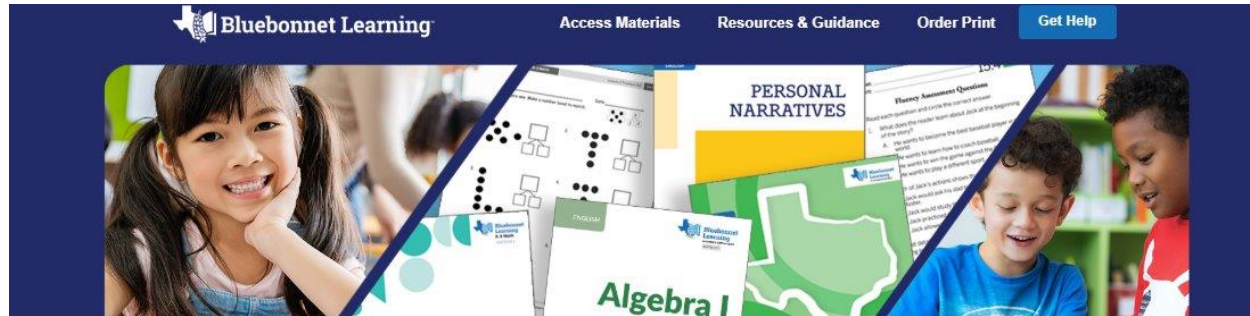


**Math Demonstration
Videos**



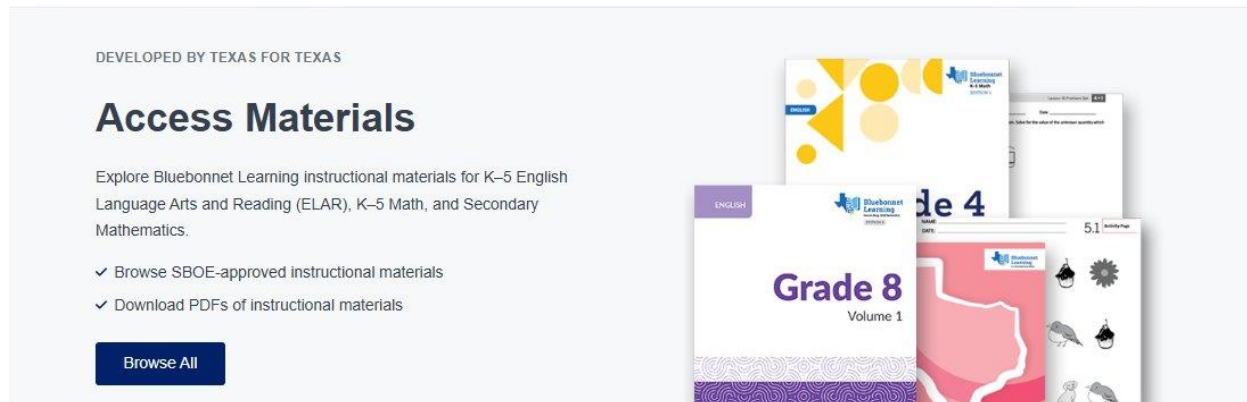
**Unit/Module
Snapshots**

The Bluebonnet Learning Portal



Bluebonnet Learning Portal

Access State Board of Education (SBOE)-Approved Bluebonnet Learning instructional materials and TEA-created implementation resources.

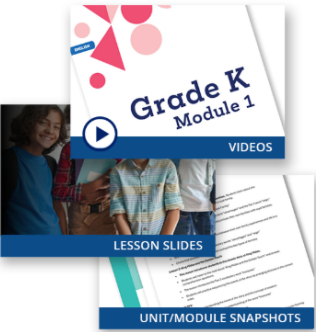


<https://bluebonnet.tea.texas.gov/>

Note: Assessment/Teacher Edition Answer Keys can be requested by submitting a Help Desk ticket via the “Get Help” button.

The Bluebonnet Learning Portal: Access Implementation Resources

Access classroom implementation resources on the Bluebonnet Learning Portal landing page by clicking on **View Resources**.



CLASSROOM IMPLEMENTATION

Resources

Access resources that support Bluebonnet Learning implementation for districts and classrooms, including lesson slides, math content support videos, and unit/module snapshots. Resources will be provided on a rolling basis in preparation for the 2025–26 school year.

View Resources

Guidance

Review information and guidance about Bluebonnet Learning implementation, such as:

- ✓ assessments,
- ✓ the instructional materials feedback process, and
- ✓ an inventory list.



<https://bluebonnet.tea.texas.gov/>

It is highly recommended to view the ‘Start Here’ materials to understand how to easily navigate the implementation resources.