

# IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Kiddom	Texas Math: Grade 2 Powered by Kiddom
Subject	Grade Level
Mathematics	Grade 2

<b>Texas Essential Knowledge and Skills (TEKS) Coverage:</b>	<b>100%</b>
<b>English Language Proficiency Standards (ELPS) Coverage:</b>	<b>100%</b>
<b>Quality Review Overall Score:</b>	<b>220 / 227</b>

## IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	15	0
2. Alignment with Public Education’s Constitutional Goal	0	0
3. Parental Rights and Responsibilities	0	0
4. Prohibition on Forced Political Activity	0	0
5. Protecting Children’s Innocence	0	0
6. Promoting Sexual Risk Avoidance	0	0
7. Compliance with the Children’s Internet Protection Act (CIPA)	0	0

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education’s Constitutional Goal, 2.1.1	0	0
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	0	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	14	0

**Count of Publisher Submitted Changes** **59**

## Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	0

## All Feedback Items from IMRA Reviewers Remaining After Update

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The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list “None”.

### Flags for Suitability Noncompliance After Updates

- None

### Flags for Suitability Compliance After Updates

- None

### Factual Errors Remaining After Updates

- None

### Feedback Not Responded After Updates

- None

## All Feedback Items by Category

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### IMRA Reviewer Suitability Noncompliance

#### IMRA Reviewer Suitability ID SF000047

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (N/A)

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Specific

**Page Number(s):** 1, 5, 8

**Location:** It's listed as the "standard alignment " within each component of the lesson.

**Link:** [https://docs.google.com/document/d/1GOYeT1Y6V1UMu\\_jbYcObN8eLX\\_7i3jcX/edit](https://docs.google.com/document/d/1GOYeT1Y6V1UMu_jbYcObN8eLX_7i3jcX/edit)

**Publisher Response:** Accept

We are removing all instances of Common Core.

#### IMRA Reviewer Suitability ID SF000048

**Component:** Texas Math: Grade 2 Powered by Kiddom English Print (N/A)

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Specific

**Page Number(s):** 423

**Location:** Common core listed under "standards" after each lesson component.

**Link:** <https://drive.google.com/file/d/1nXWDw6DeUKCnquRizCFUYqqYCKOmcVn1/view>

**Publisher Response:** Accept

We are removing all instances of Common Core.

#### IMRA Reviewer Suitability ID SF000049

**Component:** Texas Math: Grade 2 Powered by Kiddom English Print (N/A)

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Specific

**Page Number(s):** All pages

**Location:** Common core standard listed under standard alignment within each component.

**Link:** [Texas Math: Grade 2 Powered by Kiddom English Print Page Number\(s\): 5](#)

**Publisher Response:** Accept

We are removing all instances of Common Core.

#### IMRA Reviewer Suitability ID SF000081

**Component:** About These Materials (online platform)

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Specific

**Page Number(s):** online

**Location:** Teacher Guide- About These Materials-Further Reading section/ heading

**Link:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddeaaa-f138-11ee-b082-06dd2b7bf731>

**Publisher Response:** Accept

We are removing all instances of Common Core.

#### IMRA Reviewer Suitability ID SF000105

**Component:** IM Talking Math (N/A)

**Suitability Indicator:** 1. Prohibition on Common Core

**Suitability Sub-Indicator:** 1.1

**Specific or Thematic:** Specific

**Page Number(s):** Slide 13

**Location:** There are different questions on the slide with common core standards attached to each question.

**Link:** [https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM\\_B6Dp\\_AHkoNg/edit?usp=sharing](https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing)

**Publisher Response:** Accept

We are removing all instances of Common Core.

#### IMRA Reviewer Suitability ID SF000130

**Component:** Course Overview: How to use these materials (online platform)

**Suitability Indicator:** 1. Prohibition on Common Core

**Suitability Sub-Indicator:** 1.1

**Specific or Thematic:** Specific

**Page Number(s):** online

**Location:** Course Overview: How to use these materials, 3/4 of the way down the page in the section title Center Overview.

**Link:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddeb72-f138-11ee-b089-06dd2b7bf731>

**Publisher Response:** Accept

We are removing all instances of Common Core.

#### IMRA Reviewer Suitability ID SF000250

**Component:** Talking Math, Slide 13 (N/A)

**Suitability Indicator:** 1. Prohibition on Common Core

**Suitability Sub-Indicator:** 1.1

**Specific or Thematic:** Specific

**Page Number(s):** n/a

**Location:** Updated Text:

In Teacher note.

"Where do you see rows and columns of windows in the picture? Describe how you see them (2.G.A.2)

**Link:** n/a

**Publisher Response:** Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000270

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital ( )

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Specific

**Page Number(s):** 157 of 318 (starts on 156)

<https://safalpartners1.sharepoint.com/sites/Education/Active/Forms/AllItems.aspx?e=5%3A1ca1e3e7679e4a4ab88eef6eb5c218dc&sharingv2=true&fromShare=true&at=9&CID=85a0fdd3%2D35be%2D427d%2D9701%2De614d5687069&FolderCTID=0x0120005>

**Location:** Unit 6, Lesson 4, Activity 2, Question 5

"Diameter" is not in the 2nd grade mathTEKS

**Link:** <https://app.kiddom.co/signup?redirect=%2Fcurriculum%2F905371%2Fnode%2F4be8a50d-8cf2-441b-a4ae-8f9ed5234824%3A991f9956-f13c-11ee-b7dd-06215d1efb8b%3A41febb11-f138-11ee-97dc-06dd2b7bf731>

**Page Number(s):**

**Location:**

**Link:**

**Page Number(s):**

**Location:**

**Link:**

**Publisher Response:** Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000073

**Component:** Texas Math: Grade 2 Powered by Kiddom (N/A)

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Thematic

**Page Number(s):** Adaptation Guide

**Location:** Standards in top row of table.

**Link:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf68a-f138-11ee-b110-06dd2b7bf731>

**Page Number(s):** Scope and Sequence

**Location:** Standards Alignments in each section

**Link:** Standards Alignments in each section

**Page Number(s):** Lessons by Standard

**Location:** Entire webpage.

**Link:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf464-f138-11ee-b0eb-06dd2b7bf731>

**Publisher Response: Accept**

We are removing all instances of Common Core.

## IMRA Reviewer Suitability ID SF000079

**Component:** Course Overview (N/A)**Suitability Indicator:** 1. Prohibition on Common Core**Suitability Sub-Indicator:** 1.1**Specific or Thematic:** Thematic**Page Number(s):** NA**Location:** Course Overview -> Course Guide -> Scope and Sequence**Link:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddec4b-f138-11ee-b0a0-06dd2b7bf731>**Page Number(s):** NA**Location:** Course Overview -> Course Guide -> Lessons by Standard**Link:** Course Overview -> Course Guide -> Lessons by Standard**Page Number(s):** NA**Location:** Unit 1 -> Adaptation Guide**Link:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf68a-f138-11ee-b110-06dd2b7bf731>**Publisher Response: Accept**

We are removing all instances of Common Core.

## IMRA Reviewer Suitability ID SF000106

**Component:** Scope and Sequence (9798385116720)**Suitability Indicator:** 1. Prohibition on Common Core**Suitability Sub-Indicator:** 1.1**Specific or Thematic:** Thematic**Page Number(s):** There are no page numbers.**Location:** Standards Alignment**Link:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddec4b-f138-11ee-b0a0-06dd2b7bf731>**Page Number(s):** There are no page numbers.**Location:** Adaptation Guide**Link:** Adaptation Guide**Page Number(s):** There are no page numbers.**Location:** Lessons by Standard**Link:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf464-f138-11ee-b0eb-06dd2b7bf731>**Publisher Response: Accept**

We are removing all instances of Common Core.

## IMRA Reviewer Suitability ID SF000260

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Thematic

**Page Number(s):** N/A (179 of Publisher New Content Document)

**Location:** New Content

Updated Text (2nd paragraph); MLR1 Stronger and Clearer Each Time.

**Link:** N/A

**Page Number(s):** N/A (179-180 of Publisher New Content Document)

**Location:** New Content

Updated Text (2nd paragraph); MLR1 Stronger and Clearer Each Time.

**Link:** New Content

Updated Text (2nd paragraph); MLR1 Stronger and Clearer Each Time.

**Page Number(s):** 175

**Location:** Updated Text Section

**Link:** <https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?...>

**Publisher Response:** Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

## IMRA Reviewer Suitability ID SF000280

**Component:** Kiddom Mathematics Grade 2 (9798894308845)

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Thematic

**Page Number(s):** 2105 editorial changes

**Location:** Second paragraph

**Link:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e547b2-f138-11ee-85f5-06dd2b7bf731>

**Page Number(s):** 2107 editorial pages

**Location:** Second paragraph

**Link:** Second paragraph

**Page Number(s):** 2109 new content

**Location:** Paragraphs 1-3

**Link:** <https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?...>

**Publisher Response:** Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

## IMRA Reviewer Suitability ID SF000283

**Component:** Kiddom Mathematics Grade 2 (9798894308845)

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Thematic

**Page Number(s):** 47 of 343

**Location:** Second Paragraph

**Link:** <https://drive.google.com/file/d/1QhwmZEOjnAFBwltEILGAf83lu4QTSSuy/view>

**Page Number(s):** page 2112 editorial pages

**Location:** Second paragraph

**Link:** Second paragraph

**Page Number(s):** page 2114 editorial pages

**Location:** Section title activity synthesis.

**Link:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731>

**Publisher Response:** Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000285

**Component:** Kiddom Grade 2 Mathematics (9798894308845)

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Thematic

**Page Number(s):** 2116 editorial pages

**Location:** Second paragraph and section under MLR6 Three Reads

**Link:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e48325-f138-11ee-ba0f-06dd2b7bf731>

**Page Number(s):** 2117 editorial pages

**Location:** Second paragraph

**Link:** Second paragraph

**Page Number(s):** 2122 editorial pages

**Location:** section activity narrative: MLR8 Discussion Supports

**Link:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731>

**Publisher Response:** Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

**IMRA Reviewer Suitability Compliance**

- None

**IMRA Reviewer Factual Errors**

- None



## IMRA Reviewer Feedback

### IMRA Reviewer Feedback ID 9271076

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** Students discuss number of points. Consider explicitly referencing number of vertices.

**Page Number(s):** 6

**Location:** N/A

**URL to Content:** [https://docs.google.com/document/d/1RgrxkhdVz-aih16A90M96r\\_a4dYIRSl8/edit](https://docs.google.com/document/d/1RgrxkhdVz-aih16A90M96r_a4dYIRSl8/edit)

**Publisher Response:** Accept

As part of the errata process we will include references to number of vertices in this lesson.

### IMRA Reviewer Feedback ID 9587236

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** Specify that the shape needs to be two-dimensional.

**Page Number(s):** online

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1yREof\\_wQ3KptG\\_Ol5DWCgY5Uz0g2qLRB/view?usp=drive\\_link](https://drive.google.com/file/d/1yREof_wQ3KptG_Ol5DWCgY5Uz0g2qLRB/view?usp=drive_link)

**Publisher Response:** Accept

We will be adding this language as to the activity synthesis section of Activity 1, as part of the errata process.

### IMRA Reviewer Feedback ID 9075951

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** I would suggest increasing the number of students can solve within from 100 to 1,000 to match the breakout.

**Page Number(s):** Online

**Location:** N/A

**URL to Content:** <https://app.kiddom.co/curriculum/901071/node/caeb68a8-c026-45d4-9253-6a9c87c7818e:f007c040-e875-11ee-b163-02fe2bddb0a9:b1a2f213-7d9b-11ee-a618-02133630717d>

**Publisher Response:** Accept

We will include an opportunity for students to solve from 100 to 1,000 as part of the errata process.

### IMRA Reviewer Feedback ID 9310441

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** Keep in mind that second grade students are not expected to use line plots.

**Page Number(s):** Online

**Location:** N/A

**URL to Content:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e547b2-f138-11ee-85f5-06dd2b7bf731>

**Publisher Response:** Accept

As part of the errata process we will include language to the teacher to indicate that using line plots may be an extension beyond grade level.

## IMRA Reviewer Feedback ID 9275191

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** Keep in mind that second grade students do not use functions. I suggest removing that statement from the material.

**Page Number(s):** Online

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/18gTVDVqgfJ9zZKgjW-nlUFTmUKUvNwc/view?usp=sharing>

**Publisher Response:** Accept

As part of the errata process we will include language to the teacher to indicate that using functions may be an extension beyond grade level.

## IMRA Reviewer Feedback ID 9596331

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** Keep in mind the students would be generating a number that is greater than or less than a GIVEN number. For example, the teacher displays the number 763 and asks students to write a number greater than 763.

Since this breakout is asking for greater than or less than, I would remove the option of students comparing using the equal sign.

**Page Number(s):** online

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1IW7SmljCXdWQUFNA03pcMdTrjfU0Eld9/view?usp=drive\\_link](https://drive.google.com/file/d/1IW7SmljCXdWQUFNA03pcMdTrjfU0Eld9/view?usp=drive_link)

**Publisher Response:** Accept without change

Thank you for your feedback. We have revised this lesson to better match the breakout as required by the standard review.

## IMRA Reviewer Feedback ID 9332936

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** This series of text documents are very well written.

**Page Number(s):** Online

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/18gTVDVqgfJ9zZKgjW-nlUFTmUKUvNwc/view?usp=sharing>

**Publisher Response:** Accept without change

Thank you for the feedback.

## IMRA Reviewer Feedback ID 9307791

**Component:** Texas Math: Grade 2 Powered by Kiddom English Print (9798894308852)

**Reviewer Feedback:** Consider adding an audio component to the slides.

**Page Number(s):** 30

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1M4jIGuEDuzPud\\_-DEjuUEJ-YYPMaUluk/view?usp=sharing](https://drive.google.com/file/d/1M4jIGuEDuzPud_-DEjuUEJ-YYPMaUluk/view?usp=sharing)

**Publisher Response:** Reject

Thank you for your feedback. We do not currently support audio components in our slides however we will consider this feedback for future updates to the program.

## IMRA Reviewer Feedback ID 9413011

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** Although there is some evidence of students being able to use addition to solve a subtraction problem, consider using word problems that focus on addition.

**Page Number(s):** Online

**Location:** N/A

**URL to Content:** <https://app.kiddom.co/curriculum/901071/node/caeb68a8-c026-45d4-9253-6a9c87c7818e:f007c040-e875-11ee-b163-02fe2bddb0a9:b1a2f2bb-7d9b-11ee-a623-02133630717d>

**Publisher Response:** Reject

Thank you for your feedback. Students do solve problems that meet the breakout within the current lesson. We will consider your feedback in future updates to the program.

## IMRA Reviewer Feedback ID 9059886

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** This is a VERY weak example of meeting the standard.

**Page Number(s):** Online

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/14jneglUMGMzUDRSJrreFx1TONbtOoslz/view?usp=sharing>

**Publisher Response:** Reject

Thank you for your feedback. There is no indication of how or what changes are needed, therefore we are not editing this lesson at this time as it does meet the breakout.

## IMRA Reviewer Feedback ID 9212596

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** Though students are working on creating fractions greater than one, keep in mind that second grade students are not expected to combine fractional pieces of different sizes to create a fraction greater than one.

**Page Number(s):** Online

**Location:** N/A

**URL to Content:** <https://docs.google.com/document/d/170D96h5wGQmtwO-NkhL7DbuxEbWaPjUKFPIMqfE0BWs/edit>

**Publisher Response:** Reject

Thank you for your feedback. We will take it into consideration alongside other teacher feedback for future updates to the program.

## IMRA Reviewer Feedback ID 9359466

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** This could be improved if students wrote any of their responses. They respond verbally and write numerical answers as this is currently outlined.

**Page Number(s):** Online

**Location:** N/A

**URL to Content:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e4dd0b-f138-11ee-bf7b-06dd2b7bf731>

**Publisher Response:** Reject

In the instructions, students "Students roll and record." which would involve writing. Therefore, we are not making this change at this time to the program, but will consider it for future updates to the program.

## IMRA Reviewer Feedback ID 9587186

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** It would be good to leave the directions open to students generating an addition or subtraction problem since the breakout state more or less.

**Page Number(s):** online

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1uuVSiNh76Y1S4RwvsYUcJwDY2fu5ZHuo/view?usp=drive\\_link](https://drive.google.com/file/d/1uuVSiNh76Y1S4RwvsYUcJwDY2fu5ZHuo/view?usp=drive_link)

**Publisher Response:** Reject

Thank you for your feedback. We will consider this suggestion for future updates to our program.

## IMRA Reviewer Feedback ID 9060031

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Reviewer Feedback:** This a a VERY WEAK lesson for meeting the standard. I would reject it, but it technically meets the breakout.

**Page Number(s):** Online

**Location:** N/A

**URL to Content:** <https://drive.google.com/file/d/14jnegUMGMzUDRSJrreFx1TONbtOoslz/view?usp=sharing>

**Publisher Response:** Reject

Thank you for your feedback. There is no indication of how or what changes are needed, therefore we are not editing this lesson at this time as it does meet the breakout.

## Publisher Submitted Changes

Change ID 9681741

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 9, Lesson 1, Activity 1, Student Response

**Original URL:** [https://drive.google.com/file/d/1j\\_CeQhaDHSrt4H0KB2Zg42nMO7k-RjQp/view](https://drive.google.com/file/d/1j_CeQhaDHSrt4H0KB2Zg42nMO7k-RjQp/view)

**Original Text:** Students will graph the function  $y=5x$ , where 'y' represents the total savings and 'x' represents time in weeks.

**Updated URL:** [N/A](#)

**Updated Text:**

Students will graph the function  $y=5x$ , where 'y' represents the total savings and 'x' represents time in weeks. Students are not expected to solve using functions, this is an extension beyond second-grade standards

Change ID 9681751

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Activity 1

**Original URL:** [https://drive.google.com/file/d/1WpbZAHWLFEGn6wBqh6Aj4t2kO1-Dtj8K/view?usp=drive\\_link](https://drive.google.com/file/d/1WpbZAHWLFEGn6wBqh6Aj4t2kO1-Dtj8K/view?usp=drive_link)

**Original Text:** As students sort, they may sort by defining attributes such as number of sides or corners.

**Updated URL:** [N/A](#)

**Updated Text:**

As students sort, they may sort by defining attributes such as number of sides or vertices.

Change ID 9681761

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 16, Activity 2, Activity Narrative

**Original URL:** [https://drive.google.com/file/d/1fuEgUBmo7J9w4UdicPJtDVL079Oj7ER\\_/view?usp=drive\\_link](https://drive.google.com/file/d/1fuEgUBmo7J9w4UdicPJtDVL079Oj7ER_/view?usp=drive_link)

**Original Text:** In this activity, students will use physical objects like fruit slices or blocks to demonstrate the concept of creating more than a whole by combining fractional parts and articulate the process using precise vocabulary.

**Updated URL:** [N/A](#)

**Updated Text:**

In this activity, students will use physical objects like fruit slices or blocks to demonstrate the concept of creating more than a whole by combining fractional parts and articulate the process using precise vocabulary. Students are not expected to combine different sized fractions to create a fraction greater than one.

### Change ID 9681781

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 9, Lesson 1, Activity 12 Student Response

**Original URL:** [https://drive.google.com/file/d/1j\\_CeQhaDHSrt4H0KB2Zg42nMO7k-RjQp/view?usp=sharing](https://drive.google.com/file/d/1j_CeQhaDHSrt4H0KB2Zg42nMO7k-RjQp/view?usp=sharing)

**Original Text:** Students will calculate the interest as 5% of \$100, which is \$5. After 1 year, they will have \$105.

They will graph the function  $y=100*1.05^x$ , where 'y' represents the total savings and 'x' represents time in years. After 5 years, they will have approximately \$127.63.

**Updated URL:** [N/A](#)

**Updated Text:**

Students will calculate the interest as 5% of \$100, which is \$5. After 1 year, they will have \$105. After 5 years, they will have approximately \$127.63.

### Change ID 9699546

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 7, Lesson 10, Activity 2, Activity Synthesis

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731>

**Original Text:** If time, continue to select students to share strategies for expressions that they felt were less or more challenging.

**Updated URL:** [N/A](#)

**Updated Text:**

If time, continue to select students to share strategies for expressions that they felt were less or more challenging. "What are some problem situations that these number sentences could represent? In question 3, create some situations for questions 1 and 2, and then share them with your partner."

## Change ID 9699606

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 6, Activity 2, Activity Synthesis

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fed732-f138-11ee-98e2-06dd2b7bf731>

**Original Text:** Display selected students' shapes.

"Describe how these shapes are composed." (They used 2 trapezoids to compose a hexagon. They used 4 small squares to compose a larger square.)

**Updated URL:** [N/A](#)

**Updated Text:**

Display selected students' shapes.

"Describe how these shapes are composed." (They used 2 trapezoids to compose a hexagon. They used 4 small squares to compose a larger square.)

Who would like to share how they decomposed their shapes in question 2? Was there only one correct way to decompose these shapes, or were there multiple ways to decompose them?

What connections can we make between composing and decomposing shapes?

## Change ID 9699586

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 2, Activity 1, Activity Synthesis

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fea117-f138-11ee-96e8-06dd2b7bf731>

**Original Text:** Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not? (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

**Updated URL:** [N/A](#)

**Updated Text:**

"Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not?" (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Let's draw a few more shapes based on the number of vertices! Who would like to come up and draw a shape that has 7 vertices?

## Change ID 9699646

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Talking Math Slides, Slide 13

**Original URL:**

[https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM\\_B6Dp\\_AHkoNg/edit#slide=id.g71c4df7dde\\_0\\_10](https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g71c4df7dde_0_10)

**Original Text:** Dinner at Panda Palace Video

**Updated URL:** [N/A](#)

**Updated Text:**

Replace with Playground Guests now embedded on slide 14

Rough Cut link to replacement video: [https://drive.google.com/file/d/1VfHqcPFn4oYMPyODYv7f3ztqylgXbj\\_E/view?...](https://drive.google.com/file/d/1VfHqcPFn4oYMPyODYv7f3ztqylgXbj_E/view?...)

#### Change ID 9681636

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 7, Lesson 4, Activity 2, Activity Synthesis

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ffe038-f138-11ee-a26a-06dd2b7bf731>

**Original Text:** How was it the same or different when finding the sum versus finding the difference? (It worked either way. I liked Diego's way of finding the difference because it was lined up by place, so the answer is across the bottom when you are done.)

**Updated URL:** [N/A](#)

**Updated Text:**

"How was it the same or different when finding the sum versus finding the difference?" (It worked either way. I liked Diego's way of finding the difference because it was lined up by place, so the answer is across the bottom when you are done.)

"How did you use your knowledge of place value to find the sums and differences in question 5?"

#### Change ID 9681646

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 9, Lesson 7, Activity 2, Activity Synthesis

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421fc0e1-f138-11ee-b404-06dd2b7bf731>

**Original Text:** Invite previously identified students to share different methods for finding the values.

**Updated URL:** [N/A](#)

**Updated Text:**

Invite previously identified students to share different methods for finding the values.



Who would like to share one of their word problems from question 4? Please create a diagram for this new word problem, and then share it with your partner. How were your diagrams similar? How were they different?

#### Change ID 9681706

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 2, Lesson 11

**Original URL:** [https://drive.google.com/file/d/1M4jGuEDuzPud\\_-DEjuUEJ-YYPMaUluk/view](https://drive.google.com/file/d/1M4jGuEDuzPud_-DEjuUEJ-YYPMaUluk/view)

**Original Text:** MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the display as needed, and update it throughout the lesson. Advances: Conversing, Reading

**Updated URL:** [N/A](#)

**Updated Text:**

Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading

#### Change ID 9681716

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 3, Lesson 4, Activity 2

**Original URL:** <https://drive.google.com/file/d/1QhwmZEOjnAFBwltEIIgAf83Iu4QTSSuy/view>

**Original Text:** The purpose of this activity is for students to measure the lengths they estimated in the previous activity with a centimeter ruler to find the actual lengths. As needed, encourage students to use base-ten blocks to check their measurements to help them assess their accuracy and deepen their understanding of how length is represented on the ruler (MP2, MP6). Access for English Language Learners MLR2 Collect and Display. Collect the language students use to explain how they are measuring. Display words and phrases such as: "ruler," "edge," "measure," "length," "centimeter," "estimate," "longer," and "shorter." During the Synthesis, invite students to suggest ways to update the display: "What are some other words or phrases we should include?" Invite students to borrow language from the display as needed."

**Updated URL:** [N/A](#)

**Updated Text:**

MLR1 Stronger and Clearer Each Time. For second graders, pause the read along at key points and ask students to turn to one another and repeat portions of the story that relate involve adding additional animals to the restaurant. As second graders locate rows and columns from the image on the slide, have them start with sharing their counting of rows and columns orally and then having them write down the numbers to support their counting related to the image.

## Change ID 9681666

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 4, Activity 2, Activity Synthesis

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41febb11-f138-11ee-97dc-06dd2b7bf731>

**Original Text:** Some of you noticed that a cube has 6 square faces. Would this shape fold to make a cube? (No. It has 6 squares, but some aren't the same size.)

**Updated URL:** [N/A](#)

**Updated Text:**

"Some of you noticed that a cube has 6 square faces. Would this shape fold to make a cube?" (No. It has 6 squares, but some aren't the same size.)

Share your solids from question 5 with your partner. Did you come up with the same shapes? If not, what was different about them?

Can somebody please share their solids with the class?

Let's do one more together- we are all going to create a triangular prism! This is a 5-sided solid with triangles on either end, and rectangles connecting them. Compose your triangular prism with a partner. Once you are done, we will all take turns sharing ours.

## Change ID 9681726

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 2, Lesson 11, Activity 1

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e4bc8d-f138-11ee-bd6b-06dd2b7bf731>

**Original Text:** MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the display as needed, and update it throughout the lesson. Advances: Conversing, Reading

**Updated URL:** [N/A](#)

**Updated Text:**

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Review the action verbs in the first column of the class poster (environmental print) posted in the classroom. For each set of the sentence frames, discuss with students what each term means and why you would "describe" vs "justify" details with their classmates. For key terms used in the sentence starters, allow students to share how the image helps represent the word for each section. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading

## Change ID 9681736

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 2, Activity 1

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fea117-f138-11ee-96e8-06dd2b7bf731>

**Original Text:** Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not? (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

**Updated URL:** [N/A](#)

**Updated Text:**

"Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not?" (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Let's draw a few more shapes based on the number of vertices! Who would like to come up and draw a two dimensional shape that has 7 vertices?

## Change ID 9699656

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 3, Lesson 4, Activity 2

**Original URL:** <https://drive.google.com/file/d/1QhwmZEOjnAFBwltEILGAf83lu4QTSSuy/view>

**Original Text:** The purpose of this activity is for students to measure the lengths they estimated in the previous activity with a centimeter ruler to find the actual lengths. As needed, encourage students to use base-ten blocks to check their measurements to help them assess their accuracy and deepen their understanding of how length is represented on the ruler (MP2, MP6). Access for English Language Learners MLR2 Collect and Display. Collect the language students use to explain how they are measuring. Display words and phrases such as: "ruler," "edge," "measure," "length," "centimeter," "estimate," "longer," and "shorter." During the Synthesis, invite students to suggest ways to update the display: "What are some other words or phrases we should include?" Invite students to borrow language from the display as needed."

**Updated URL:** [N/A](#)

**Updated Text:**

MLR1 Stronger and Clearer Each Time. For second graders, pause the read along at key points and ask students to turn to one another and repeat portions of the story that relate involve adding additional animals to the restaurant. As second graders locate rows and columns from the image on the slide, have them start with sharing their counting of rows and columns orally and then having them write down the numbers to support their counting related to the image.

## Change ID 9699716

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 9, Lesson 1, Activity 1, Student Response

**Original URL:** [https://drive.google.com/file/d/1j\\_CeQhaDHSrt4H0KB2Zg42nMO7k-RjQp/view?usp=sharing](https://drive.google.com/file/d/1j_CeQhaDHSrt4H0KB2Zg42nMO7k-RjQp/view?usp=sharing)

**Original Text:** Students will graph the function  $y=5x$ , where 'y' represents the total savings and 'x' represents time in weeks. After 26 weeks (6 months), they will have \$130, and after 52 weeks (1 year), they will have \$260.

**Updated URL:** [N/A](#)

**Updated Text:**

Students will create a graph that shows how the total savings will grow each week of the year. After 26 weeks (6 months), they will have \$130, and after 52 weeks (1 year), they will have \$260.

#### Change ID 9699666

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 2, Lesson 11, Activity 1

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e4bc8d-f138-11ee-bd6b-06dd2b7bf731>

**Original Text:** MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the display as needed, and update it throughout the lesson. Advances: Conversing, Reading

**Updated URL:** [N/A](#)

**Updated Text:**

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Review the action verbs in the first column of the class poster (environmental print) posted in the classroom. For each set of the sentence frames, discuss with students what each term means and why you would "describe" vs "justify" details with their classmates. For key terms used in the sentence starters, allow students to share how the image helps represent the word for each section. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading

#### Change ID 9699676

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 2, Activity 1

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fea117-f138-11ee-96e8-06dd2b7bf731>

**Original Text:** Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not? (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

**Updated URL:** [N/A](#)

**Updated Text:**

"Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not?" (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Let's draw a few more shapes based on the number of vertices! Who would like to come up and draw a two dimensional shape that has 7 vertices?

Change ID 9699686

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 3, Lesson 14, Activity 2, Activity Narrative

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e547b2-f138-11ee-85f5-06dd2b7bf731>

**Original Text:** The purpose of this activity is for students to interpret data represented in a line plot. They engage in a discussion about what they notice and how a line plot can be used to interpret data.

**Updated URL:** [N/A](#)

**Updated Text:**

The purpose of this activity is for students to interpret data represented in a line plot, using line plots in second grade may be a beyond-grade-level extension. They engage in a discussion about what they notice and how a line plot can be used to interpret data.

Change ID 9699696

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Activity 1, Synthesis

**Original URL:** [https://drive.google.com/file/d/1WpbZAHWLFEGn6wBqh6Aj4t2kO1-Dtj8K/view?usp=drive\\_link](https://drive.google.com/file/d/1WpbZAHWLFEGn6wBqh6Aj4t2kO1-Dtj8K/view?usp=drive_link)

**Original Text:** Highlight the use of terms like triangle, circle, rectangle, square, hexagon, corners, and sides.

**Updated URL:** [N/A](#)

**Updated Text:**

Highlight the use of terms like triangle, circle, rectangle, square, hexagon, vertices, and sides.

Change ID 9681746

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 3, Lesson 14, Activity 2, Activity Narrative

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e547b2-f138-11ee-85f5-06dd2b7bf731>

**Original Text:** The purpose of this activity is for students to interpret data represented in a line plot. They engage in a discussion about what they notice and how a line plot can be used to interpret data.

**Updated URL:** [N/A](#)

**Updated Text:**

The purpose of this activity is for students to interpret data represented in a line plot, using line plots in second grade may be a beyond-grade-level extension. They engage in a discussion about what they notice and how a line plot can be used to interpret data.

#### Change ID 9681756

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Activity 1, Synthesis

**Original URL:** [https://drive.google.com/file/d/1WpbZAHWLFEGn6wBqh6Aj4t2kO1-Dtj8K/view?usp=drive\\_link](https://drive.google.com/file/d/1WpbZAHWLFEGn6wBqh6Aj4t2kO1-Dtj8K/view?usp=drive_link)

**Original Text:** Highlight the use of terms like triangle, circle, rectangle, square, hexagon, corners, and sides.

**Updated URL:** [N/A](#)

**Updated Text:**

Highlight the use of terms like triangle, circle, rectangle, square, hexagon, vertices, and sides.

#### Change ID 9681776

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Unit 9, Lesson 1, Activity 1, Student Response

**Original URL:** [https://drive.google.com/file/d/1j\\_CeQhaDHSrt4H0KB2Zg42nMO7k-RjQp/view?usp=sharing](https://drive.google.com/file/d/1j_CeQhaDHSrt4H0KB2Zg42nMO7k-RjQp/view?usp=sharing)

**Original Text:** Students will graph the function  $y=5x$ , where 'y' represents the total savings and 'x' represents time in weeks. After 26 weeks (6 months), they will have \$130, and after 52 weeks (1 year), they will have \$260.

**Updated URL:** [N/A](#)

**Updated Text:**

Students will create a graph that shows how the total savings will grow each week of the year. After 26 weeks (6 months), they will have \$130, and after 52 weeks (1 year), they will have \$260.

#### Change ID 9699506

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Insert document at the top of the page

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddec4b-f138-11ee-b0a0-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

<https://drive.google.com/file/d/12KahhQ-pWfBRDBPL5Oybz8ZjHqTa-ON6/view?...>

#### Change ID 9699516

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 5, Lesson 9, Activity Synthesis

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe45c2-f138-11ee-9363-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Who can share some more numbers up to 1,200? I will write them on the board so we can compare them together!

#### Change ID 9699526

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 5, Lesson 12, Activity 2, Questions

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe5f0e-f138-11ee-9467-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

"5.

A. How can we use place value to order numbers?

B. Order the following numbers: 1,100, 1,001, 110, 101, 10, 1"

#### Change ID 9681771

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 2, Lesson 3, Activity 2

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e483d3-f138-11ee-ba1a-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

add question 4. There were 12 fish tanks in the pet store. The pet store added another 32 tanks. How many fish tanks did the store have in total?

Change ID 9699536

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 7, Activity 2, Problems

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fee302-f138-11ee-9951-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

G2\_3.D.vi\_Revised.pdf

Change ID 9681791

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Talking Math Slides, Slide 2

**Original URL:**

[https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM\\_B6Dp\\_AHkoNg/edit#slide=id.g71c4df7dde\\_0\\_10](https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g71c4df7dde_0_10)

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Complete the sentences:

There are 2 more \_\_\_\_\_ than \_\_\_\_\_.

There are 8 \_\_\_\_\_.

In this picture there are groups of \_\_\_\_\_.



The number of \_\_\_\_\_ is less than the number of \_\_\_\_\_.

#### Change ID 9681586

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 5, Lesson 12, Activity 2, Activity Synthesis

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe5f0e-f138-11ee-9467-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

How did you use place value to help order the numbers?

#### Change ID 9681596

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 7, Activity 2, Activity Synthesis

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fee302-f138-11ee-9951-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

3 minutes: independent work time

How can we determine which circles in question 5 are examples of eights, and which aren't? Who would like to come up and draw an example and a non-example of eighths on the board using rectangles?

#### Change ID 9681606

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 7, Lesson 10, Activity 2, Question

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731>

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**Updated Text:**

G2\_4.D.i\_Revised.pdf

#### Change ID 9681616

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 7, Lesson 10, Activity 2

**Original URL:** <https://drive.google.com/file/d/1YMoRfqI-TpccHaXzC7f5daMPkrHOrrqX/view>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

"3. For each of the number sentences above, create a problem situation.

Sample Responses:

If John has 430 marbles in his collection, how many marbles does he need to buy to get to 1,000? (Answer: 570)

A school club raised \$615 during their popcorn sale, bringing their total savings to \$1,000. How much money did they have before the fundraiser? (Answer: \$385)

#### Change ID 9681566

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Insert document at bottom of the page

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf703-f138-11ee-b118-06dd2b7bf731>

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**Updated Text:**

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#### Change ID 9681626

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 7, Lesson 16, Activity 2

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

"7. Select 2 of the number sentences above and create problem situations.

Sample responses:

If Angela had \$535 in her savings account and spent \$214, how much money would she have left? (\$321)

A weather balloon is floating at 602 feet and then descends 487 feet. What is its new elevation? (115 feet)

## Change ID 9681576

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 5, Lesson 9, Activity 1

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe45c2-f138-11ee-9363-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Add new item.

"Think of two numbers up to 1,200. Use  $>$ ,  $=$ , or  $<$  to compare them.

Sample response: I picked 899 and 1,036.  $899 < 1,036$ ."

## Change ID 9699556

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 7, Lesson 16, Activity 2

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

What are some problem situations that these number sentences could represent? In question 7, create some situations for 2 of the number sentences, and then share them with your partner.

## Change ID 9699616

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 11, Activity 1

**Original URL:** <https://drive.google.com/file/d/14KPwmUnnmcnqLyKXvUs--X1Tz8s3vNQ/view>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Gather an analog clock (a large wall clock or a Judy Clock) or a video of an analog clock that can be used to demonstrate the movement of the hour hand as the minute hand moves around the clock face.

Video: <https://vimeo.com/454805326>

Change ID 9699566

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 7, Lesson 4, Activity 2, Question

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ffe038-f138-11ee-a26a-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

5. Use your knowledge of place value to find the following sums and differences:

A.  $1,001 + 100$  (1,101)

B.  $1,001 - 100$  (901)

C.  $987 + 10$  (997)

D.  $987 - 10$  (977)

Change ID 9699626

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Talking Math, Slide 13

**Original URL:**

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**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Watch/Listen: Playground Parade

Respond orally:

How many turtles came to the playground? [three]

How many rabbits? [two]

How many squirrels? [one]

### Change ID 9699576

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 9, Lesson 7, Activity 2, Question 4

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421fc0e1-f138-11ee-b404-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

4.

A. Write 2 new addition problems. The unknown value can be any number in the expression.

Sample responses:  $35 + ? = 50$   $60 + 21 = ?$

B. Write word problems that represent your newly written addition problems.

Sample responses:

- Jose has 35 stamps in his collection. How many more stamps does he need to reach his goal of 50?

- Mary had \$61 in her wallet and found \$20. How much money does she have in her wallet now?

C. Represent your word problems using diagrams.

Responses will vary.

### Change ID 9699636

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 2, Lesson 11, Activity 1

**Original URL:** [https://drive.google.com/file/d/1M4jGuEDuzPud\\_-DEjuUEJ-YYPMaUluk/view](https://drive.google.com/file/d/1M4jGuEDuzPud_-DEjuUEJ-YYPMaUluk/view)

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Unit 1, Lesson 1, page 21 Math Community In the Lesson Synthesis, students discuss what it means to be a part of a mathematical community. Prepare a Math Community poster by drawing a two-column chart as shown. Note that there are sections for students and the teacher to emphasize that both parties are responsible for the way math is done in the classroom. In this lesson, students add their ideas to the "Doing Math" column. In upcoming lessons, students will add to and revise these ideas, including drafting classroom goals and expectations for the "Norms" column. Keep the poster displayed in the classroom.

### Change ID 9699596

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 4, Activity 2, Question 5

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41febb11-f138-11ee-97dc-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

5. Compose solid 3 dimensional shapes given the following properties:

A. Compose a 6-sided solid, with equally sized squares for all sides.

Responses will vary. Students should compose cubes.

B. Compose a cylinder that is 4 inches tall, with 2-inch diameter circles on either side.

Responses will vary. Students should compose cylinders.

Change ID 9681696

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Talking Math, Slide 2

**Original URL:**

[https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM\\_B6Dp\\_AHkoNg/edit#slide=id.g71c4df7dde\\_0\\_10](https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g71c4df7dde_0_10)

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Complete the sentences:

There are 2 more \_\_\_\_\_ than \_\_\_\_\_.

There are 8 \_\_\_\_\_.

In this pictures there are groups of \_\_\_\_\_.

The number of \_\_\_\_\_ is less than the number of \_\_\_\_\_.

Change ID 9681656

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 2, Activity 1, Question 5

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fea117-f138-11ee-96e8-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

5.

A. Draw a shape with 3 vertices. (Responses will vary. Students should draw various triangles)

B. Draw a shape with 4 vertices. (Responses will vary. Students should draw various quadrilaterals)

Change ID 9681676

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 6, Activity 1, Question 2

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fed732-f138-11ee-98e2-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

G2\_8.E.i\_Revised.pdf

New question with images

Change ID 9681686

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Talking Math, Slide 13

**Original URL:**

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**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

In Teacher note.

"Where do you see rows and columns of windows in the picture? Describe how you see them (2.G.A.2)

Change ID 9699706

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 2, Lesson 3, Activity 1

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e48325-f138-11ee-ba0f-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Add question 5. Extension question. The zoo beekeeper had 200 bees in 5 hives. She then added 455 bees in 10 new hives. How many bees did she have in total?

#### Change ID 9699726

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Talking Math Slides, Slide 97

**Original URL:**

[https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM\\_B6Dp\\_AHkoNg/edit#slide=id.g71c4df7dde\\_0\\_10](https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g71c4df7dde_0_10)

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Watch/Listen: Last Stop on Market Street by Matt de la Pena

Respond orally:

[at 2:00] How many people are on the bus with CJ and his grandma?

#### Change ID 9699736

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Add to the bottom of the page

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf13e-f138-11ee-b0c6-06dd2b7bf731>

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#### Change ID 9699501

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Insert document at bottom of the page



**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf703-f138-11ee-b118-06dd2b7bf731>

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**Updated Text:**

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#### Change ID 9699511

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 5, Lesson 9, Activity 1

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe45c2-f138-11ee-9363-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Add new item.

"Think of two numbers up to 1,200. Use  $>$ ,  $=$ , or  $<$  to compare them.

Sample response: I picked 899 and 1,036.  $899 < 1,036$ ."

#### Change ID 9699521

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 5, Lesson 12, Activity 2, Activity Synthesis

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe5f0e-f138-11ee-9467-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

How did you use place value to help order the numbers?

#### Change ID 9681766

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 2, Lesson 3, Activity 1

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**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Add question 5. Extension question. The zoo beekeeper had 200 bees in 5 hives. She then added 455 bees in 10 new hives. How many bees did she have in total?

#### Change ID 9699531

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 6, Lesson 7, Activity 2, Activity Synthesis

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fee302-f138-11ee-9951-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

3 minutes: independent work time

How can we determine which circles in question 5 are examples of eighths, and which aren't? Who would like to come up and draw an example and a non-example of eighths on the board using rectangles?

#### Change ID 9699541

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 7, Lesson 10, Activity 2, Question

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

G2\_4.D.i\_Revised.pdf

#### Change ID 9681786

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Talking Math Slides, Slide 97

**Original URL:**

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**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Watch/Listen: Last Stop on Market Street by Matt de la Pena

Respond orally:

[at 2:00] How many people are on the bus with CJ and his grandma?

Change ID 9681591

**Component:** Texas Math: Grade 2 Powered by Kiddom Digital (9798894308845)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** Unit 5, Lesson 12, Activity 2, Questions

**Original URL:** <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe5f0e-f138-11ee-9467-06dd2b7bf731>

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

"5.

A. How can we use place value to order numbers?

B. Order the following numbbbers: 1,100, 1,001, 110, 101, 10, 1"

**Public Alleged Factual Errors**

- None

**Public Suitability Flags**

- None

**Public Comments**

- None