2015 Calendar  
Calendar is printable and fully editable. Courtesy of [WinCalendar.com](http://www.wincalendar.com/Calendar-and-Schedule-Templates)

| ◄ Dec 2014 | **~ January 2015 ~** | | | | | Feb 2015 ► |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Created with [WinCalendar](http://www.wincalendar.com/calendar-maker.html) Calendar Creator for Word and Excel

► For more layouts (60+), colors and for calendars with holidays download WinCalendar Calendar Maker.

► You can also import [Google Calendar](http://www.wincalendar.com/Google-Calendar-Import.htm), [Yahoo](http://www.wincalendar.com/Yahoo-Calendar-Import), [Outlook](http://www.wincalendar.com/Outlook-Calendar-Import.htm) & [Ical](http://www.wincalendar.com/Ical-to-Word-or-Excel) data onto created calendars.

| ◄ Jan 2015 | **~ February 2015 ~** | | | | | Mar 2015 ► |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

| ◄ Feb 2015 | **~ March 2015 ~** | | | | | Apr 2015 ► |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | Notes: | | | |

| ◄ Mar 2015 | **~ April 2015 ~** | | | | | May 2015 ► |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20  STAAR TESTING | 21  STAAR TESTING | 22  STAAR TESTING | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | Notes: | |

| ◄ Apr 2015 | **~ May 2015 ~** | | | | | Jun 2015 ► |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  |  | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 **Field Day** | 16 |
| 17 | 18 | 19 | 20 | 21 | 22  Open Review | 23 |
| 24 | 25  Student/Teacher Holiday | 26  ACP TESTING | 27  ACP TESTING | 28  ACP TESTING | 29  ACP TESTING | 30 |
| 31 | Notes: | | | | | |

| ◄ May 2015 | **~ June 2015 ~** | | | | | Jul 2015 ► |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  | 1 | 2 | 3 | 4 | 5  Last Day of School | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | Notes: | | | |

| ◄ Jun 2015 | **~ July 2015 ~** | | | | | Aug 2015 ► |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | Notes: |

| ◄ Jul 2015 | **~ August 2015 ~** | | | | | Sep 2015 ► |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  |  |  | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13  First Day for Teachers | 14  Teacher Work Day | 15 |
| 16 | 17  STAFF Development | 18  STAFF Development | 19  STAFF Development | 20  STAFF Development | 21  STAFF Development | 22 |
| 23 | 24 First Day of School  2.2 A  use concrete and pictorial models to compose and decompose numbers up to (900)1,200 in more than one way as a sum of so many thousands, hundreds, tens, and one  First Day Guidelines and Procedures | 25  2.2 A  use concrete and pictorial models to compose and decompose numbers up to (900)1,200 in more than one way as a sum of so many thousands, hundreds, tens, and one | 26  2.2 A  use concrete and pictorial models to compose and decompose numbers up to (900)1,200 in more than one way as a sum of so many thousands, hundreds, tens, and one | 27  2.2 A  use concrete and pictorial models to compose and decompose numbers up to (900)1,200 in more than one way as a sum of so many thousands, hundreds, tens, and one | 28  2.2 A  use concrete and pictorial models to compose and decompose numbers up to (900)1,200 in more than one way as a sum of so many thousands, hundreds, tens, and one | 29 |
| 30 | 31  2.2 B  use standard, word, and expanded forms to represent  numbers up  to (900)1,200 | Notes: | | | | |

| ◄ Aug 2015 | **~ September 2015 ~** | | | | | Oct 2015 ► |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  | 31  2.2 B  use standard, word, and expanded forms to represent  numbers up  to (900)1,200 | 1  2.2 B  use standard, word, and expanded forms to represent  numbers up  to (900)1,200 | 2  2.2 B  use standard, word, and expanded forms to represent  numbers up  to (900)1,200 | 3  2.2 C  generate a number that is greater than or  less than a given whole number up to (900)1,200 | 4  2.2 C  generate a number that is greater than or  less than a given whole number up to (900)1,200 | 5 |
| 6 | 7 Labor Day | 8  2.2 D  use place value to compare and order whole numbers up to (900)1,200 using comparative language, numbers, and symbols (<,>, or =) | 9  2.2 D  use place value to compare and order whole numbers up to (900)1,200 using comparative language, numbers, and symbols (<,>, or =) | 10  2.2 D  use place value to compare and order whole numbers up to (900)1,200 using comparative language, numbers, and symbols (<,>, or =) | 11  3 week Assessment  2.2 A, 2.2 B, 2.2 C, 2.2 D, | 12 |
| 13 | 14  2.2 E  locate the position of a given whole number on an open number line | 15  2.2 E  locate the position of a given whole number on an open number line | 16  2.2 F  name the whole number that corresponds to a specific point on a number line | 17  2.2 F  name the whole number that corresponds to a specific point on a number line | 18  2.2 F  name the whole number that corresponds to a specific point on a number line | 19 |
| 20 | 21  2.5 A  determine the value of a collection of coins up to one dollar | 22  2.5 A  determine the value of a collection of coins up to one dollar  2.5 B  use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins | 23  2.5 B  use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins | 24  2.7 A  determine whether a number up to 40 is even or odd using pairing of objects to represent the number | 25  2.7 A  determine whether a number up to 40 is even or odd using pairing of objects to represent the number | 26 |
| 27 | 28  2.7 B  use an understanding of place value to determine the number that is 10 or 100 more or less than a given  number up to (900)1,200 | 29  2.7 B  use an understanding of place value to determine the number that is 10 or 100 more or less than a given  number up to (900)1,200 | 30  2.7 C  represent and solve addition and subtraction word problems where unknowns may be any one of the terms  in the problem | Notes: | | |

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| ◄ Sep 2015 | **~ October 2015 ~** | | | | | Nov 2015 ► |
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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  | 28  2.7 B  use an understanding of place value to determine the number that is 10 or 100 more or less than a given  number up to (900)1,200 | 29  2.7 B  use an understanding of place value to determine the number that is 10 or 100 more or less than a given  number up to (900)1,200 | 30  2.7 C  represent and solve addition and subtraction word problems where unknowns may be any one of the terms  in the problem | 1  2.7 C  represent and solve addition and subtraction word problems where unknowns may be any one of the terms  in the problem  Review for assessment | 2 End of 1st 6 weeks  6 week Assessment  2.2 A, 2.2 B, 2.2 C, 2.2 D, 2.2 E, 2.2 F, 2.5 A, 2.5 B, 2.7 A, 2.7 B, 2.7 C  Low SE’s from assessment 1 | 3 |
| 4 | 5 Beginning of 2nd 6 weeks  2.4 A  recall basic facts to add and subtract within 20 with automaticity | 6  Reteach | 7  Reteach | 8  Reteach | 9 Elementary Fair Day | 10 |
| 11 | 12  2.4 B  add up to four two  - digit numbers and subtract two - digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations    SWBAT add up to three two digit numbers based on knowledge of place value | 13  2.4 B  add up to four two  - digit numbers and subtract two - digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations    SWBAT add up to four two digit numbers based on knowledge of place value | 14  2.4 B  add up to four two  - digit numbers and subtract two - digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations  SWBAT add up to four two digit numbers based on properties of operations | 15  2.4 B  add up to four two  - digit numbers and subtract two - digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations  SWBAT subtract up to three two digit numbers based on knowledge of place value | 16 Secondary Fair Day  2.4 B  add up to four two  - digit numbers and subtract two - digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations  SWBAT subtract up to four two digit numbers based on knowledge of place value | 17 |
| 18 | 19 Staff Development | 20  2.4 C  solve one - step and multi-step word problems involving addition and  subtraction within (500)1,000 using a  variety of strategies based on place  value, including algorithms | 21  2.4 C  solve one - step and multi-step word problems involving addition and  subtraction within (500)1,000 using a  variety of strategies based on place  value, including algorithms | 22  2.4 D  generate and solve problem situations for a given mathematical  number sentence involving addition and subtraction of whole  numbers within (500)1,000 | 23  2.4 C  solve one - step and multi-step word problems involving addition and  subtraction within (500)1,000 using a  variety of strategies based on place  value, including algorithms | 24 |
| 25 | 26  2.4 C  solve one - step and multi-step word problems involving addition and  subtraction within (500)1,000 using a  variety of strategies based on place  value, including algorithms | 27  2.4 D  generate and solve problem situations for a given mathematical  number sentence involving addition and subtraction of whole  numbers within (500)1,000 | 28  2.7 C  represent and solve addition and subtraction word problems where unknowns may be any one of the terms  in the problem | 29  2.7 C  represent and solve addition and subtraction word problems where unknowns may be any one of the terms  in the problem | 30  2.7 C  represent and solve addition and subtraction word problems where unknowns may be any one of the terms  in the problem | 31 |

| ◄ Oct 2015 | **~ November 2015 ~** | | | | | Dec 2015 ► |
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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| 1 | 2  Review | 3  Review | 4  Assessment | 5  Review | 6 End of 2nd 6 weeks  Review | 7 |
| 8 | 9 Staff Development  DDI Meeting | 10 Beginning of 3rd 6 weeks  2.3 C  use concrete models to count fractional parts beyond one whole using words and recognize how many parts  it takes to equal one whole | 11  2.3 D  explain that the more fractional parts used to make a whole, the  smaller the part; and the fewer the fractional parts, the larger the  part | 12  2.3 D  explain that the more fractional parts used to make a whole, the  smaller the part; and the fewer the fractional parts, the larger the  part | 13  2.3 D  explain that the more fractional parts used to make a whole, the  smaller the part; and the fewer the fractional parts, the larger the  part | 14 |
| 15 | 16  2.8 A  create two -  dimensional shapes based on given attributes, including number of sides and vertices | 17  2.8 A  create two -  dimensional shapes based on given attributes, including number of sides and vertices | 18  2.8 D  compose two -  dimensional shapes and three -  dimensional solids with given properties or attributes | 19  2.8 D  compose two -  dimensional shapes and three -  dimensional solids with given properties or attributes | 20  2.8 D  compose two -  dimensional shapes and three -  dimensional solids with given properties or attributes | 21 |
| 22 | 23  Review  2.8 D  compose two -  dimensional shapes and three -  dimensional solids with given properties or attributes | 24  Assessment  2.3 C, 2.3 D, 2.8 A, 2.8 D  2.8 D  compose two -  dimensional shapes and three -  dimensional solids with given properties or attributes | 25 Thanksgiving | 26 Thanksgiving | 27 Thanksgiving | 28 |
| 29 | 30  2.8 C  classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices | Notes: | | | | |

More Calendars from WinCalendar.com: [2015 Calendar](http://www.wincalendar.com/2015-Word-Calendar.htm), [2016 Calendar](http://www.wincalendar.com/2016-Word-Calendar.htm), [Web Calendar with Holidays](http://www.wincalendar.com/Online-Calendar-With-Holidays)

| ◄ Nov 2015 | **~ December 2015 ~** | | | | | Jan 2016 ► |
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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  | 2.8 C  classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices | 1  2.8 C  classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices | 2  2.8 B  classify and sort three  -dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular  prisms),and triangular prisms, based on attributes using formal  geometric language | 3  2.8 B  classify and sort three  -dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular  prisms),and triangular prisms, based on attributes using formal  geometric language | 4  2.8 B  classify and sort three  -dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular  prisms),and triangular prisms, based on attributes using formal  geometric language | 5 |
| 6 | 7 | 8  Review Category 1 | 9  Review Category 2 | 10  Review Category 3 | 11  Review Category 4 | 12 |
| 13 | 14  ACP | 15  ACP | 16  ACP | 17  ACP | 18 End of 3rd 6 weeks | 19 |
| 20 | 21 Winter Break | 22 Winter Break | 23 Winter Break | 24 Winter Break | 25 Winter Break | 26 |
| 27 | 28 Winter Break | 29 Winter Break | 30 Winter Break | 31 Winter Break | Notes: | |