

Wylie ISD Curriculum

Subject Area	Math	Bundle #:	1
Grade/Level	Kindergarten	Weeks:	1-3
Overview			
Patterning, Number Operation & Reasoning, and Geometric Figures			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.6 Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:	K.6B Count by ones to 100.	Including but not limited to: <ul style="list-style-type: none"> • explaining the rules of counting, including each object should be counted only once and that order does not change the number • Orally count 0-10 	
K.1 Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	K.1A Use one-to-one correspondence and language including more than, same number as, or two less than to describe relative sizes of sets of concrete objects.	Including but not limited to: <ul style="list-style-type: none"> • compare two sets of objects, each less than 20, in which both sets have the same number of objects (Focus on sets of 0-5) • compare the number of objects in two or more sets when one has one or two more or one or two fewer objects (Focus on sets of 0-5) <p><i>Describing Relative Sizes of Sets 0-5</i></p> <ul style="list-style-type: none"> ▪ <i>Given two sets of real objects or concrete objects, describe the size of the sets using one-to-one correspondence and words such as more than, less than, same number as, etc.</i> 	
K.1 Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).	Including but not limited to: <ul style="list-style-type: none"> • connect numerals and number words given in verbal form to the quantities they represent (Focus on sets of 0-5) • verbalize the counting sequence (Focus on sets of 0-5) • internalize numbers in order to show quantity without counting each item (Focus on sets of 0-5) <p><i>Representing Sets 0-5</i></p> <ul style="list-style-type: none"> ▪ <i>Use concrete objects such as counters to represent a quantity that is given in verbal or written form.</i> 	
K.1 Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic description.	Including but not limited to: <ul style="list-style-type: none"> • Connect and write numerals given in verbal form. • Focus on sets of 0-5 <p><i>Describing Sets 0-5</i></p> <ul style="list-style-type: none"> ▪ <i>Given a set of objects, verbally or symbolically describe how many objects are in the set.</i> 	

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<p>K.8 Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:</p>	<p>K.8A Describe and identify an object by its attributes using informal language.</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • select all figures or objects of one attribute from a group • describe common objects by shape, size, color, texture or use
<p>K.9 Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:</p>	<p>K.9C Describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • figures need to be displayed in different orientations
<p>K.14 Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:</p>	<p>K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology.</p> <p>Record using multiple representations and use math journals to record data.</p> <p>K.14B Relate everyday language to mathematical language and symbols.</p>	
<p>K.13 Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p>	<p>K.13A Identify mathematics in everyday situations.</p> <p>Note: Incorporate real-life experiences within all TAKS objectives.</p> <p>K.13D Use tools including real objects, manipulatives, and technology to solve problems.</p> <p>Note: Use a variety of objects, manipulatives and technology with all TAKS objectives and select the appropriate tool to justify the answer.</p>	

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Subject Area	Math	Bundle #:	2
Grade/Level	Kindergarten	Weeks:	4-6
Overview			
Patterning and Number Operation & Reasoning			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.6 Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:	K.6B Count by ones to 100.	Including but not limited to: <ul style="list-style-type: none"> explaining the rules of counting, including each object should be counted only once and that order does not change the number Orally count 0-20 	
K.1 Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	K.1A Use one-to-one correspondence and language including more than, same number as, or two less than to describe relative sizes of sets of concrete objects.	Including but not limited to: <ul style="list-style-type: none"> compare two sets of objects, each less than 20, in which both sets have the same number of objects (Focus on sets of 0-5) compare the number of objects in two or more sets when one has one or two more or one or two fewer objects (Focus on sets of 0-5) 	
	K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).	Including but not limited to: <ul style="list-style-type: none"> connect numerals and number words given in verbal form to the quantities they represent (Focus on sets of 0-5) verbalize the counting sequence (Focus on sets of 0-5) internalize numbers in order to show quantity without counting each item (Focus on sets of 0-5) 	
	K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic description.	Including but not limited to: <ul style="list-style-type: none"> Connect and write numerals given in verbal form. Focus on sets of 0-5 	
K.5 Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to:	K.5 Identify, extend, and create patterns of sounds, physical movement, and concrete objects.	Including but not limited to: <ul style="list-style-type: none"> identify how objects are alike and different replicate patterns using concrete objects extends simple patterns using concrete objects and describes how the pattern was extended 	

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<p>K.14 Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:</p>	<p>K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology.</p> <p>Record using multiple representations and use math journals to record data.</p>	
	<p>K.14B Relate everyday language to mathematical language and symbols.</p>	
<p>K.13 Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p>	<p>K.13A Identify mathematics in everyday situations.</p> <p>Note: Incorporate real-life experiences within all TAKS objectives.</p>	
	<p>K.13D Use tools including real objects, manipulatives, and technology to solve problems.</p> <p>Note: Use a variety of objects, manipulatives and technology with all TAKS objectives and select the appropriate tool to justify the answer.</p>	

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Subject Area	Math	Bundle #:	3
Grade/Level	Kindergarten	Weeks:	7-9
Overview			
Patterning, Number Operations, Geometry, and Probability and Statistics			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.6 Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to	K.6B Count by ones to 100.	Including but not limited to: <ul style="list-style-type: none"> explaining the rules of counting, including each object should be counted only once and that order does not change the number Orally count 0-30 	
K.1 Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	K.1A Use one-to-one correspondence and language including more than, same number as, or two less than to describe relative sizes of sets of concrete objects.	Including but not limited to: <ul style="list-style-type: none"> compare two sets of objects, each less than 20, in which both sets have the same number of objects (Focus on sets of 0-10) compare the number of objects in two or more sets when one has one or two more or one or two fewer objects (Focus on sets of 0-10) 	
	K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).	Including but not limited to: <ul style="list-style-type: none"> connect numerals and number words given in verbal form to the quantities they represent (Focus on sets of 0-10) verbalize the counting sequence (Focus on sets of 0-10) internalize numbers in order to show quantity without counting each item (Focus on sets of 0-10) 	
	K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic description.	Including but not limited to: <ul style="list-style-type: none"> Connect and write numerals given in verbal form. Focus on sets of 0-10 	
K.7 Geometry and spatial reasoning. The student describes the relative position of objects. The student is expected to:	K.7A Describe one object in relation to another using informal language including over, under, above, and below.		
	K.7B Place an object in a specified position.	Including but not limited to: <ul style="list-style-type: none"> Name and demonstrate the relative position of objects. 	
K.12 Probability and statistics. The student	K.12A Construct graphs using real objects	Including but not limited to:	

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<p>constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:</p>	<p>or pictures in order to answer questions.</p>	<ul style="list-style-type: none"> • arrange objects in a floor or table graph according to attributes • label graphs appropriately
<p>K.14 Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:</p>	<p>K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology.</p> <p>Record using multiple representations and use math journals to record data.</p>	
	<p>K.14B Relate everyday language to mathematical language and symbols.</p>	
<p>K.13 Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p>	<p>K.13A Identify mathematics in everyday situations.</p> <p>Note: Incorporate real-life experiences within all TAKS objectives.</p>	
	<p>K.13D Use tools including real objects, manipulatives, and technology to solve problems.</p> <p>Note: Use a variety of objects, manipulatives and technology with all TAKS objectives and select the appropriate tool to justify the answer.</p>	

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Subject Area	Math	Bundle #:	4
Grade/Level	Kindergarten	Weeks:	10-12
Overview			
Patterning, Number Operations, Geometry, and Probability and Statistics			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.6 Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:	K.6B Count by ones to 100.	Including but not limited to: <ul style="list-style-type: none"> explaining the rules of counting, including each object should be counted only once and that order does not change the number Orally count 0-40 	
K.1 Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	K.1A Use one-to-one correspondence and language including more than, same number as, or two less than to describe relative sizes of sets of concrete objects.	Including but not limited to: <ul style="list-style-type: none"> compare two sets of objects, each less than 20, in which both sets have the same number of objects (Focus on sets of 0-10) compare the number of objects in two or more sets when one has one or two more or one or two fewer objects (Focus on sets of 0-10) 	
	K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).	Including but not limited to: <ul style="list-style-type: none"> connect numerals and number words given in verbal form to the quantities they represent (Focus on sets of 0-10) verbalize the counting sequence (Focus on sets of 0-10) internalize numbers in order to show quantity without counting each item (Focus on sets of 0-10) 	
	K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic description.	Including but not limited to: <ul style="list-style-type: none"> Connect and write numerals given in verbal form. Focus on sets of 0-10 	
K.4 Number, operation and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to:	K.4 Model and create addition and subtraction problems in real situations with concrete objects.	Including but not limited to: <ul style="list-style-type: none"> represent and use whole numbers in flexible ways by composing and decomposing numbers (using manipulatives) model using manipulatives real life situations analyzing operation needed to solve the problem 	
K.5 Patterns, relationships, and algebraic	K.5 Identify, extend, and create patterns of	Including but not limited to:	

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thinking. The student identifies, extends, and creates patterns. The student is expected to:	sounds, physical movement, and concrete objects.	<ul style="list-style-type: none"> • identify how objects are alike and different • replicate patterns using concrete objects • extends simple patterns using concrete objects and describes how the pattern was extended • creates patterns using sounds, movement, and concrete objects
K.8 Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:	K.8B Compare two objects based on their attributes.	Including but not limited to: <ul style="list-style-type: none"> • sort or classify figures and objects into groups based on student-defined categories • describe how objects are alike or different using appropriate vocabulary based on size, shape, color, texture, or use
K.12 Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:	K.12A Construct graphs using real objects or pictures in order to answer questions.	Including but not limited to: <ul style="list-style-type: none"> • arrange objects in a floor or table graph according to attributes • label graphs appropriately
K.14 Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology. Record using multiple representations and use math journals to record data.	
	K.14B Relate everyday language to mathematical language and symbols.	
K.13 Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	K.13A Identify mathematics in everyday situations. Note: Incorporate real-life experiences within all TAKS objectives.	
	K.13D Use tools including real objects, manipulatives, and technology to solve problems. Note: Use a variety of objects, manipulatives and technology with all TAKS objectives and select the appropriate tool to justify the answer.	

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Subject Area	Math	Bundle #:	5
Grade/Level	Kindergarten	Weeks:	13-15
Overview			
Patterning, Measurement, and Number Operation			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.6 Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:	K.6B Count by ones to 100.	Including but not limited to: <ul style="list-style-type: none"> explaining the rules of counting, including each object should be counted only once and that order does not change the number Orally count 0-50 	
K.1 Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	K.1A Use one-to-one correspondence and language including more than, same number as, or two less than to describe relative sizes of sets of concrete objects.	Including but not limited to: <ul style="list-style-type: none"> compare two sets of objects, each less than 20, in which both sets have the same number of objects (Focus on sets of 0-10) compare the number of objects in two or more sets when one has one or two more or one or two fewer objects (Focus on sets of 0-10) 	
	K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).	Including but not limited to: <ul style="list-style-type: none"> connect numerals and number words given in verbal form to the quantities they represent (Focus on sets of 0-10) verbalize the counting sequence (Focus on sets of 0-10) internalize numbers in order to show quantity without counting each item (Focus on sets of 0-10) 	
	K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic description.	Including but not limited to: <ul style="list-style-type: none"> Connect and write numerals given in verbal form. Focus on sets of 0-10 	
K.4 Number, operation and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to:	K.4 Model and create addition and subtraction problems in real situations with concrete objects.	Including but not limited to: <ul style="list-style-type: none"> represent and use whole numbers in flexible ways by composing and decomposing numbers (using manipulatives) model using manipulatives real life situations analyzing operation needed to solve the problem 	
K.5 Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to:	K.5 Identify, extend, and create patterns of sounds, physical movement, and concrete objects.	Including but not limited to: <ul style="list-style-type: none"> identify how objects are alike and different order three events or objects according to given 	

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		<p>attribute(s)</p> <ul style="list-style-type: none"> • replicate patterns using concrete objects • extends simple patterns using concrete objects and describes how the pattern was extended • creates patterns using sounds, movement, and concrete objects
<p>K.3 Number, operation, and quantitative reasoning. The student recognizes that there are quantities less than a whole. The student is expected to:</p>	<p>K.3A Share a whole by separating it into two equal parts.</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • verbalizes an understanding of equal as being the same size or number • use models to separate a set of objects into two equal parts • demonstrate ways to divide an object in half • recognizes items as being whole or parts of a whole
	<p>K.3B Explain why a given part is half of the whole.</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Explain what the word equal means and justify if an object has or has not been divided equally
<p>K.10 Measurement. The student directly compares the attributes of length, area, weight/mass, capacity and/or relative temperature. The student uses comparative language, to solve problems and answer questions. The student is expected to :</p>	<p>K.10A Compare and order two or three concrete objects according to length (longer/shorter than, or the same)</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • estimate before measuring with nonstandard units • identify tools used to measure area • identify objects that are equal in length • use a benchmark length to decide if one object is longer than another • use mathematical language to describe lengths including "longer than" or "shorter than"
<p>K.14 Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:</p>	<p>K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology.</p> <p>Record using multiple representations and use math journals to record data.</p>	
	<p>K.14B Relate everyday language to mathematical language and symbols.</p>	
<p>K.13 Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p>	<p>K.13A Identify mathematics in everyday situations.</p> <p>Note: Incorporate real-life experiences within all TAKS objectives.</p>	
	<p>K.13D Use tools including real objects, manipulatives, and technology to solve problems.</p> <p>Note: Use a variety of objects, manipulatives and technology with all TAKS objectives and select the appropriate tool to justify the answer.</p>	

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Subject Area	Math	Bundle #:	6
Grade/Level	Kindergarten	Weeks:	16-18
Overview			
Patterning and Number Operation			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.6 Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:	K.6B Count by ones to 100.	Including but not limited to: <ul style="list-style-type: none"> explaining the rules of counting, including each object should be counted only once and that order does not change the number Orally count 0-60 	
K.4 Number, operation and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to:	K.4 Model and create addition and subtraction problems in real situations with concrete objects. <ul style="list-style-type: none"> use equation (number sentence) to represent addition or subtraction situations 	Including but not limited to: <ul style="list-style-type: none"> represent and use whole numbers in flexible ways by composing and decomposing numbers (using manipulatives and ten frames) model using manipulatives real life situations analyzing operation needed to solve the problem introduce thinking patterns (some and some more, some went away) 	
K.2 Number, operation, and quantitative reasoning. The student describes order of events or objects. The student is expected to:	K.2A Use language including before or after to describe relative position in a sequence of events or objects.	Including but not limited to: <ul style="list-style-type: none"> describe using association words to describe relative position of events or object sequence a minimum of 3 common daily events 	
K.14 Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology. Record using multiple representations and use math journals to record data.		
	K.14B Relate everyday language to mathematical language and symbols.		
K.13 Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	K.13A Identify mathematics in everyday situations. Note: Incorporate real-life experiences within all TAKS objectives.		
	K.13D Use tools including real objects, manipulatives, and technology to solve problems. Note: Use a variety of objects, manipulatives and technology with all TAKS objectives and select the appropriate tool to justify the answer.		

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Subject Area	Math	Bundle #:	7
Grade/Level	Kindergarten	Weeks:	19-21
Overview			
Patterning, Measurement, Geometry and Number Operation			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.6 Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:	K.6B Count by ones to 100.	Including but not limited to: <ul style="list-style-type: none"> explaining the rules of counting, including each object should be counted only once and that order does not change the number Orally count 0-70 	
K.1 Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	K.1A Use one-to-one correspondence and language including more than, same number as, or two less than to describe relative sizes of sets of concrete objects.	Including but not limited to: <ul style="list-style-type: none"> compare two sets of objects, each less than 20, in which both sets have the same number of objects (Focus on sets of 0-15) compare the number of objects in two or more sets when one has one or two more or one or two fewer objects (Focus on sets of 0-15) 	
	K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).	Including but not limited to: <ul style="list-style-type: none"> connect numerals and number words given in verbal form to the quantities they represent (Focus on sets of 0-15) verbalize the counting sequence (Focus on sets of 0-15) internalize numbers in order to show quantity without counting each item (Focus on sets of 0-15) 	
	K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic description.	Including but not limited to: <ul style="list-style-type: none"> Connect and write numerals given in verbal form. Focus on sets of 0-15 	
K.4 Number, operation and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to:	K.4 Model and create addition and subtraction problems in real situations with concrete objects. <ul style="list-style-type: none"> use equation (number sentence) to represent addition or subtraction situations 	Including but not limited to: <ul style="list-style-type: none"> represent and use whole numbers in flexible ways by composing and decomposing numbers (using manipulatives) model using manipulatives real life situations analyzing operation needed to solve the problem analyze and explain that subtraction of whole numbers yields an answer smaller or equal to the original number analyze and explain that addition of whole numbers yields an answer equal to or greater whole number introduce thinking patterns (some and some more, some went away) 	
K.6 Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to	K.6A Use patterns to predict what comes next, including cause-and-effect relationships.	Including but not limited to: <ul style="list-style-type: none"> describe and explain orally the pattern of a given sequence orally continue and justify how the pattern was extended Use patterns to predict what comes next in cause and 	

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		<i>effect relationships.</i>
K.9 Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	K.9B Recognize shapes in real life three-dimensional geometric figures or models of three-dimensional geometric figures.	Including but not limited to: <ul style="list-style-type: none"> identify and describe two-dimensional figures and three-dimensional objects from the environment using the child's own vocabulary
K.8 Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:	K.8C Sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.	Including but not limited to: <ul style="list-style-type: none"> sort or classify two & three-dimensional geometric figures into groups based on student-defined categories describe how two & three-dimensional geometric figures are alike or different using appropriate vocabulary based on size, shape, color, texture, or use
K.14 Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology. Record using multiple representations and use math journals to record data.	
	K.14B Relate everyday language to mathematical language and symbols.	
K.13 Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	K.13B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. Note: Apply problem solving strategies within all TAKS objectives.	
	K.13C Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem. Note: Integrate within all TAKS objectives	
K.15 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.		

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Subject Area	Math	Bundle #:	8
Grade/Level	Kindergarten	Weeks:	22-24
Overview			
Patterning, Measurement, Probability and Number Operation			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.6B Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:	K.6B Count by ones to 100.	Including but not limited to: <ul style="list-style-type: none"> explaining the rules of counting, including each object should be counted only once and that order does not change the number Orally count 0-80 	
K.1 Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	K.1A Use one-to-one correspondence and language including more than, same number as, or two less than to describe relative sizes of sets of concrete objects.	Including but not limited to: <ul style="list-style-type: none"> compare two sets of objects, each less than 20, in which both sets have the same number of objects (Focus on sets of 0-15) compare the number of objects in two or more sets when one has one or two more or one or two fewer objects (Focus on sets of 0-15) 	
	K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).	Including but not limited to: <ul style="list-style-type: none"> connect numerals and number words given in verbal form to the quantities they represent (Focus on sets of 0-15) verbalize the counting sequence (Focus on sets of 0-15) internalize numbers in order to show quantity without counting each item (Focus on sets of 0-15) 	
	K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic description.	Including but not limited to: <ul style="list-style-type: none"> Connect and write numerals given in verbal form. Focus on sets of 0-15 	
K.4 Number, operation and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to:	K.4 Model and create addition and subtraction problems in real situations with concrete objects. <ul style="list-style-type: none"> use equation (number sentence) to represent addition or subtraction situations 	Including but not limited to: <ul style="list-style-type: none"> represent and use whole numbers in flexible ways by composing and decomposing numbers (using manipulatives) model using manipulatives real life situations analyzing operation needed to solve the problem analyze and explain that subtraction of whole numbers yields an answer smaller or equal to the original number analyze and explain that addition of whole numbers yields an answer equal to or greater whole number 	
K.12 Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:	K.12A Construct graphs using real objects or pictures in order to answer questions.	Including but not limited to: <ul style="list-style-type: none"> construct both horizontal and vertical graphs recognize and count tally marks Examples of graphs; bar, picture, pie, tally and line graphs. 	
K.11 Measurement. The student uses time to describe, compare, and order events and situations.	K.11A Compare events according to duration including more time than or less time than	Including but not limited to: <ul style="list-style-type: none"> order three or more events according to duration 	

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The student is expected to:		<ul style="list-style-type: none"> • order everyday events according to occurrence
K.11 Measurement. The student uses time to describe, compare, and order events and situations. The student is expected to:	K.11B Sequence events (up to three)	
K.14 Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology. Record using multiple representations and use math journals to record data.	
	K.14B Relate everyday language to mathematical language and symbols.	
K.13 Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	K.13B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. Note: Apply problem solving strategies within all TAKS objectives.	
	K.13C Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem. Note: Integrate within all TAKS objectives	
K.15 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.		

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Subject Area	Math	Bundle #:	9
Grade/Level	Kindergarten	Weeks:	25-27
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.6 Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:	K.6B Count by ones to 100.	Including but not limited to: <ul style="list-style-type: none"> • explaining the rules of counting, including each object should be counted only once and that order does not change the number • Orally count 0-90 	
K.1 Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	K.1A Use one-to-one correspondence and language including more than, same number as, or two less than to describe relative sizes of sets of concrete objects.	Including but not limited to: <ul style="list-style-type: none"> • compare two sets of objects, each less than 20, in which both sets have the same number of objects (Focus on sets of 0-20) • compare the number of objects in two or more sets when one has one or two more or one or two fewer objects (Focus on sets of 0-20) 	
	K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).	Including but not limited to: <ul style="list-style-type: none"> • connect numerals and number words given in verbal form to the quantities they represent (Focus on sets of 0-20) • verbalize the counting sequence (Focus on sets of 0-20) • internalize numbers in order to show quantity without counting each item (Focus on sets of 0-20) 	
	K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic description.	Including but not limited to: <ul style="list-style-type: none"> • Connect and write numerals given in verbal form. Focus on sets of 0-20 	
K.4 Number, operation and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to:	K.4 Model and create addition and subtraction problems in real situations with concrete objects. <ul style="list-style-type: none"> • use equation (number sentence) to represent addition or subtraction situations 	Including but not limited to: <ul style="list-style-type: none"> • represent and use whole numbers in flexible ways by composing and decomposing numbers (using manipulatives) • model using manipulatives real life situations analyzing operation needed to solve the problem • analyze and explain that subtraction of whole numbers yields an answer smaller or equal to the original number • analyze and explain that addition of whole numbers yields an answer equal to or greater whole number 	
K.9 Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	K.9A Describe and compare the attributes of real-life objects including balls, boxes, cans and cones or models of three-dimensional geometric figures	Including but not limited to: <ul style="list-style-type: none"> • identify and describe two-dimensional figures and three-dimensional objects from the environment using the child's own vocabulary • explain why groups are alike and different • justify how groups were formed <p>■ Compare real-life objects</p>	
K.14 Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics	K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology.		

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<p>using informal language. The student is expected to:</p>	<p>Record using multiple representations and use math journals to record data.</p>	
	<p>K.14B Relate everyday language to mathematical language and symbols.</p>	
<p>K.13 Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p>	<p>K.13B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p> <p>Note: Apply problem solving strategies within all TAKS objectives.</p>	
	<p>K.13C Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</p> <p>Note: Integrate within all TAKS objectives</p>	
<p>K.15 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</p>		

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Subject Area	Math	Bundle #:	10
Grade/Level	Kindergarten	Weeks:	28-30
Overview			
Patterning and Number Operations			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.6 Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:	K.6B Count by ones to 100.	Including but not limited to: <ul style="list-style-type: none"> explaining the rules of counting, including each object should be counted only once and that order does not change the number Orally count 0-100 	
K.1 Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	K.1A Use one-to-one correspondence and language including more than, same number as, or two less than to describe relative sizes of sets of concrete objects.	Including but not limited to: <ul style="list-style-type: none"> compare two sets of objects, each less than 20, in which both sets have the same number of objects (Focus on sets of 0-20) compare the number of objects in two or more sets when one has one or two more or one or two fewer objects (Focus on sets of 0-20) 	
	K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).	Including but not limited to: <ul style="list-style-type: none"> connect numerals and number words given in verbal form to the quantities they represent (Focus on sets of 0-20) verbalize the counting sequence (Focus on sets of 0-20) internalize numbers in order to show quantity without counting each item (Focus on sets of 0-20) 	
	K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic description.	Including but not limited to: <ul style="list-style-type: none"> Connect and write numerals given in verbal form. Focus on sets of 0-20 	
K.4 Number, operation and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to:	K.4 Model and create addition and subtraction problems in real situations with concrete objects. <ul style="list-style-type: none"> use equation (number sentence) to represent addition or subtraction situations 	Including but not limited to: <ul style="list-style-type: none"> represent and use whole numbers in flexible ways by composing and decomposing numbers (using manipulatives) model using manipulatives real life situations analyzing operation needed to solve the problem analyze and explain that subtraction of whole numbers yields an answer smaller or equal to the original number analyze and explain that addition of whole numbers yields an answer equal to or greater whole number 	
K.2 Number, operation, and quantitative reasoning. The student describes order of events or	K.2B Name the ordinal positions in a sequence including first, second, third, etc.	Including but not limited to: <ul style="list-style-type: none"> name ordinal positions (ex: runners in a race, students in a 	

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objects. The student is expected to:		<ul style="list-style-type: none"> line, pattern, etc) • describe the steps needed to perform a common task using ordinal vocabulary (ex: brushing teeth, sharpening pencil) • name ordinal positions 1-10
<p>K.14 Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:</p>	<p>K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology.</p> <p>Record using multiple representations and use math journals to record data.</p>	
	<p>K.14B Relate everyday language to mathematical language and symbols.</p>	
<p>K.13 Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p>	<p>K.13B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p> <p>Note: Apply problem solving strategies within all TAKS objectives.</p>	
	<p>K.13C Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</p> <p>Note: Integrate within all TAKS objectives</p>	
<p>K.15 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</p>		

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Subject Area	Math	Bundle #:	11
Grade/Level	Kindergarten	Weeks:	31-33
Overview			
Measurement and Number Operation			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.4 Number, operation and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to:	K.4 Model and create addition and subtraction problems in real situations with concrete objects. <ul style="list-style-type: none"> • use equation (number sentence) to represent addition or subtraction situations 	Including but not limited to: <ul style="list-style-type: none"> • represent and use whole numbers in flexible ways by composing and decomposing numbers (using manipulatives) • model using manipulatives real life situations analyzing operation needed to solve the problem • analyze and explain that subtraction of whole numbers yields an answer smaller or equal to the original number • analyze and explain that addition of whole numbers yields an answer equal to or greater whole number • model real situations when start (beginning), change (middle), or result (end) is unknown • use equation (number sentence) to represent addition or subtraction situations 	
K.11 Measurement. The student uses time to describe, compare, and order events and situations. The student is expected to:	K.11C Read a calendar using days, weeks, and months	Including but not limited to: <ul style="list-style-type: none"> • identify units of time and compare calendar elements • use pattern to read calendar • identifies current month, last month, and the next month • identifies yesterday, today, and tomorrow 	
K.10 Measurement. The student directly compares the attributes of length, area, weight/mass, capacity and/or relative temperature. The student uses comparative language, to solve problems and answer questions. The student is expected to	K.10E Compare situations or objects according to relative temperature (hotter/colder than, or the same as).	Including but not limited to: <ul style="list-style-type: none"> • identify hot and cold in everyday experiences • identify the tool to measure temperature (thermometer) 	
K.10 Measurement. The student directly compares the attributes of length, area, weight/mass, capacity and/or relative temperature. The student uses comparative language, to solve problems and answer questions. The student is expected to	K.10B Compare the area of two flat surfaces of two-dimensional figures (covers more, covers less or covers the same).	Including but not limited to: <ul style="list-style-type: none"> • use visual estimation to determine which 2-dimensional object covers more or less area • identify non-standard tools used to measure area (including, bears, shoes, tiles, etc.) • use a benchmark area to decide if one object covers more than another 	
K14 Underlying processes and	K.14A Communicate mathematical ideas		

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<p>mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:</p>	<p>using objects, words, pictures, numbers, and technology.</p> <p>Record using multiple representations and use math journals to record data.</p>	
	<p>K.14B Relate everyday language to mathematical language and symbols.</p>	
<p>K.13 Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p>	<p>K.13B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p> <p>Note: Apply problem solving strategies within all TAKS objectives.</p>	
	<p>K.13C Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</p> <p>Note: Integrate within all TAKS objectives</p>	
<p>K15 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</p>		

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Subject Area	Math	Bundle #:	12
Grade/Level	Kindergarten	Weeks:	34-36
Overview			
Probability, Measurement, and Number Operation			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
K.4 Number, operation and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to:	K.4 Model and create addition and subtraction problems in real situations with concrete objects. <ul style="list-style-type: none"> • use equation (number sentence) to represent addition or subtraction situations 	Including but not limited to: <ul style="list-style-type: none"> • represent and use whole numbers in flexible ways by composing and decomposing numbers (using manipulatives) • model using manipulatives real life situations analyzing operation needed to solve the problem • analyze and explain that subtraction of whole numbers yields an answer smaller or equal to the original number • analyze and explain that addition of whole numbers yields an answer equal to or greater whole number • model real situations when start (beginning), change (middle), or result (end) is unknown • use equation (number sentence) to represent addition or subtraction situations 	
K.12 Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:	K.12B Use information from a graph of real objects or pictures in order to answer questions.	Including but not limited to: <ul style="list-style-type: none"> • gather and sort data in response to questions posed by the teacher and students (likely/ unlikely, possible/impossible) 	
K.10 Measurement. The student directly compares the attributes of length, area, weight/mass, capacity and/or relative temperature. The student uses comparative language, to solve problems and answer questions. The student is expected to :	K.10C Compare two containers according to capacity (hold more, holds less, or holds the same)	Including but not limited to: <ul style="list-style-type: none"> • use estimation before measuring capacity • use uniform objects in the environment to measure volume (capacity) (including, various cups, bottles etc.) • identify non-standard tools used to measure capacity • use a benchmark capacity to decide if another object is greater in capacity 	
K.10 Measurement. The student directly compares the attributes of length, area, weight/mass, capacity and/or relative temperature. The student uses comparative language, to solve problems and answer questions. The student is expected to :	K.10D Compare two objects according to weight/mass (heavier than, lighter than, or equal to).	Including but not limited to: <ul style="list-style-type: none"> • estimate weight/mass before measuring • use uniform objects in the environment to measure weight/mass • identify standard tools used to measure capacity (including, balance and scale) • use a benchmark capacity to decide if another object is greater in capacity 	
K.14 Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology. Record using multiple representations and use math journals to record data.		
	K.14B Relate everyday language to		

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	mathematical language and symbols.	
K.13 Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	<p>K.13B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p> <p>Note: Apply problem solving strategies within all TAKS objectives.</p>	
	<p>K.13C Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</p> <p>Note: Integrate within all TAKS objectives</p>	
K.15 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.		