

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.2 (A) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.4(E) Categorize time interval and uses language associated with time in everyday situations.	K.2 (A) Use of language such as before or after to describe relative position in a sequence of events or objects.	1.8 (C) Order events by how much time they take.
	Specific Student Objectives	
	Choose objects, events or activities in the school day to describe position words <u>before</u> and <u>after</u> .	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Manipulatives • Storytelling • Tubbing • Workshops (Dramatic Play) • Calendar 	SF/AW <ul style="list-style-type: none"> • Read Audiotape “The Farmer in the Dell” • Performance Assessment TE p. 20C • TE p. 8A “Teddy Takes a Trip” • MTW – The Opening (Calendar Activities) 	SF/AW <ul style="list-style-type: none"> • “Music Time” • TE p. 13A (See Daily Routines Section)
Assessment		
Classroom	TAKS/Other Assessments	
SFAW Clarifying Activity Students recall and orally sequence the events in familiar fairy tales and/or stories such as “Goldilocks tasted the porridge before she broke the chair.”	TAKS Objective 1	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.2(B) Grade Level Kinder Time Range

Grade Pre-K	Grade <u>K</u> inder	Grade <u>1</u> st
PK.3(B) Use words that indicate where things are in space.	K.2 (B) Name the ordinal positions in a sequence such as first, second, third, etc.	1.2 (B) Use appropriate language to describe part of a set such as three out of the eight crayons are red.
	Specific Student Objectives	
	Describe positions in a sequence of events using first, second, and third.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> Workshops Manipulatives Tubbing (MTW) Storytelling “Hey Diddle, Diddle” 	SFAW <ul style="list-style-type: none"> TE p. 121A (Daily Routine) Chapter 5, Lesson 12, pp. 121A-122 MTW <ul style="list-style-type: none"> PP. 206-207 Word Problems Using Blocks and Paper 	<ul style="list-style-type: none"> Literature – <u>The Spooky Old Tree</u>, Stan and Jan Berenstain Science – TE p. 141 (snack time)

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> p. 124C, Activity C <p>Students count off to make sure that all of the students are in line. They first count off numbers and then count off ordinal position. Students describe their place in line, such as “I am first in line today, Maria is third.”</p> MTW <ul style="list-style-type: none"> p. 205 	TAKS Objective 1 Point to positions, 1 st , 2 nd , 3 rd

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems Math Blaster Computer Program SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.6(B) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.1(B) Counts by ones to 10 or higher.	K.6(B) Count by ones to 25.	1.1(A) Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.
	Specific Student Objectives	
	Count by ones to 25.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Centers • Tubbing 	MTW <ul style="list-style-type: none"> • Ch. 7, p. 49 “Dot to Dot” p. 320 “Unifix Stacks” 	

Assessment	
Classroom	TAKS/Other Assessments
Clarifying Activities Assess students using the calendar, manipulatives, 100 chart	TAKS Objective 2

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.7(A) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.3(B) Use words that indicate where things are in space.	K. 7 (A) Describe one object in relation to another using informal language, such as over, under, above, and below.	1.6 (A) Describe and identify objects in order to sort them according to a given attribute using informal language.
	Specific Student Objectives	
	Describe the relative position of objects (over, under, above and below).	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Manipulatives • Tubbing • Storytelling • Workshops • Calendar 	SF/AW <ul style="list-style-type: none"> • Start-up TE pp. 5A-6A • Performance Assessment Activity B p. 20C 	<ul style="list-style-type: none"> • Science: TE p. 6A
Assessment		
Classroom	TAKS/Other Assessments	
SFAW <ul style="list-style-type: none"> • Activity B, p. 20C Clarifying Activity Students describe objects in the class. “The clock is over the chalkboard. The pans in the housekeeping center are under the cabinet. The lights are above our heads. Our book bags are below our coats in the closet.”	TAKS Objective 3	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Geometry Standard Analyze characteristics and properties of two- and three-dimensional geometric shapes SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.7(B) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.3(C) Recognize when a shape’s position or orientation has changed.	K.7 (B) Place an object in a specified position.	1.6 (A) Describe and identify objects in order to sort them according to a given attribute using informal language.
	Specific Student Objectives	
	Describe one object in relation to another using informal language over, under, above, below, between, top, middle, bottom, before, after, first, last, left, right, inside, and outside.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling • Calendar 	SFAW <ul style="list-style-type: none"> • Ch. 1, Lesson 2, pp. 5A-6A • Performance Assessment B p. 20C • MTW pp. 117 • “Things in the Room” pg. 11 “Food Coloring” pg. 12 “Reproducing Designs” 	<ul style="list-style-type: none"> • Science TE p. 6A “Riddle Me This” • Center Time TE p. 15 Block Corner

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • Performance Assessment, p. 20C, pp. 21-22 Clarifying Activity Student select a desired object from a “junk box” and place the object in positions specified by the teacher such as, “Put your key under the chair”	TAKS Objective 3

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Geometry Standard Analyze characteristics and properties of two- and three-dimensional geometric shapes SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.8 (A) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.3(A) Recognize, describe, and name shapes.	K. 8 (A) Describe and identify an object by its attributes using informal language – (color, shape, and size words).	1.6 (A) Describe and identify objects in order to sort them according to a given attribute using informal language.
	Specific Student Objectives	
	Uses attributes to determine how objects are alike and different using (color, shape, and size words).	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Manipulatives • Tubbing • Storytelling • Workshops • Calendar 	<p>SF/AW</p> <ul style="list-style-type: none"> • Chapter 1, Lesson 1, 2, 3, 3A, p. 5A, 7A, 8, 16A, 17A <p>MTW</p> <ul style="list-style-type: none"> • P. 42 “Necklace Patterns” • Clarifying Lesson • Buttons, Buttons, Everywhere • Geometry in Our World 	<ul style="list-style-type: none"> • Science & Language Arts TE p. 13A I Spy: A Book of Picture Riddles • Art: TE p.16A Color Book
Assessment		
Classroom	TAKS/Other Assessments	
Clarifying Activity Students reach into a “feely box” and describe the object they feel. For example, “ I feel something round. I think it is a ball.” Or “ I feel something with a point. I thing it is a pencil.”	TAKS Objective 3	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Geometry Standard Analyze characteristics and properties of two- and three-dimensional geometric shapes SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.8(B) Grade Level Kinder Time Range _____

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.5(B) Describes similarities and differences between objects.	K.8 (B) Compare two objects based on their attributes.	1.6 (A) Sort by attributes using informal language. 1.6 (B) Identify circles, triangles and rectangles including squares.
	Specific Student Objectives	
	Identify objects with the same or with a different shape and objects with the same or with a different size.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling • Calendar 	SFAW <ul style="list-style-type: none"> • Start-up p. 17A • MTW Border Patterns p. 41 • Problem of the Day TE p. 17A • Activity Bank p. 20B • Clarifying Lessons “Buttons, Buttons Everywhere” 	<ul style="list-style-type: none"> • Literature – <u>Circles, Triangles, and Squares</u>, Tana Hoban • Math Center –sort shapes to see likenesses and differences • Housekeeping Center – organize by sorting and stacking kitchenware p. 17

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • p. 20C, Activity D Clarifying Activity Pairs of students pick two objects found in the classroom and discuss how they are alike and how they are different. For example. “A book and the tissue box are both hard” MTW <ul style="list-style-type: none"> • p. 117 	Look for shapes around the room TAKS Objective 3

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Geometry Standard Analyze characteristics and properties of two- and three-dimensional geometric shapes SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.8(C) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.5(C) Sort objects into groups by an attribute and begin to explain how the grouping was done.	K.8 (C) Sort objects according to their attributes and describe how those groups are formed.	1.6 (A) Describe and identify objects in order to sort them according to a given attribute using informal language.
	Specific Student Objectives	
	Use attributes to determine how objects are alike and different	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling 	SFAW <ul style="list-style-type: none"> • Ch 1, Lesson 9, pp. 19A-20A • Problem of the Day TE p. 19A • Performance Assessment Activity D, TE p. 20C • MTW pp. 59-60, “Sorting on the Overhead Projector” 	<ul style="list-style-type: none"> • Literature – <u>Caps for Sale</u>, E. Slobodkina • Buttons, Buttons, Everywhere (Clarifying Lesson)

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • p. 20C, Activity D Modified Clarifying Activity Students sort a group of attribute (or pattern) blocks and explain the attribute used to sort. For example, “These blocks have three sides and these have more than three sides.”	TAKS Objective 3

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Geometry Standard Analyze characteristics and properties of two- and three-dimensional geometric shapes Math Blaster Computer Program SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.11(D) Grade Level Kinder Time Range ongoing

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.4(E) Begins to categorize time in intervals and use language associated with time in everyday situations.	K. 11 (D) Read a calendar using days, weeks, and months.	1.8 (C) Order three or more events by how much time they take.
	Specific Student Objectives	
	Read a calendar using days, weeks and months.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Manipulatives • Storytelling • Tubbing • Workshops • Calendar 	SF/AW <ul style="list-style-type: none"> • Start-up TE p. 3A • Daily Routines – Calendar: Circle time • MTW – p.12 	<ul style="list-style-type: none"> • LA-Recite “Old Mother Hubbard” • Science – TE p. 6A “What do you see?”
Assessment		
Classroom	TAKS/Other Assessments	
SFAW <ul style="list-style-type: none"> • P. 268, Portfolio MTW <ul style="list-style-type: none"> • NL p. 44 Clarifying Activities, p. 14	TAKS Objective 4	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.12(A) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.5(D) Participate in creating and using real and pictorial graphs.	K. 12 (A) Construct graphs using real objects in order to answer questions	1.7 (A) Collect and sort data 1.9 (B) Use organized data to construct real object graphs
	Specific Student Objectives	
	<ul style="list-style-type: none"> • Construct graphs using real objects in order to answer questions related to comparisons 	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Manipulatives • Storytelling • Tubbing • Workshops 	SFAW <ul style="list-style-type: none"> • TE Start-up p. 37A • TE pp. 37-38 • Activity Bank: TE p. 36B • Performance Assessment TE p. 42C • MTW p. 146-148, “Real Graphs Using Two Groups” 	<ul style="list-style-type: none"> • LA – Literature ESL: <u>The Button Box</u>

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • TE, p. 42C Clarifying Activity Students find the answer to the question, “What kind of shoes do students wear in our class?” by each student taking off one shoe, sorting the shoes into like groups (laces, no laces, velcro, etc.), then graphing the groups on the floor. At a later time, students cut pictures that represent their own shoes from catalogs and use the pictures to create a class graph. Students decide from the shoe graph what kind of shoes the store needs to have based upon the information they see...”The store needs to have more shoes with velcro because we had more kids who wear velcros shoes in our class.”	TAKS Objective 5

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Data Analysis and Probability Standard Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.12(B) Grade Level Kinder Time Range 3rd six wks

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.5(D) Participates in creating and using real and pictorial graphs.	K.12 (B) Use information from a graph of real objects or pictures in order to answer questions.	1.10(A) Draw conclusions and answer questions using information organized in real-object graphs.
	Specific Student Objectives	
	Use information from a real object graph to answer questions.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling 	SFAW <ul style="list-style-type: none"> • TE p. 37 and TE p. 41A • TE Assessment p. 42C (Activity D) MTW <ul style="list-style-type: none"> • p. 146 – 148 “Real Graphs Comparing Three Groups” 	<ul style="list-style-type: none"> • Literature: TE p. 37A “The Button Box” • Social Studies – sort different types of buttons (ex. Color of buttons)
Assessment		
Classroom	TAKS/Other Assessments	
SFAW <ul style="list-style-type: none"> • Chapter 2, p. 42C; Act. C – graphing; Act. D – graphing • P. 38, Share and Assess Construct graphs using pictures in order to answer questions. Materials: scissors, magazines, glue, prepared graph chart Pre-Activity: Review graph from MTW (weather graph) Description: Children will graph their favorite fruits cut out from magazines. 1. First they will look through magazines and cut pictures of fruits, 2. They will sort the fruits, 3. They will pick their favorite, 4. Children will be called to place their favorite one on an already prepared chart) Assessment: Formative: T.O. Oral Interview (more, less, how many for each) why do you think this one got the most. Summative: Portfolio (pictures) create their own graphs with different manipulatives.	TAKS Objective 5 MTW <ul style="list-style-type: none"> • p. 147 Real Graphs, Comparing Three groups. SFAW <ul style="list-style-type: none"> • Student book, p. 37, Share and Assess 	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Data Analysis and Probability Standard Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.13(A) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.6(A) Identify mathematics in everyday situations.	K. 13 (A) Identify mathematics in everyday situations.	1.11(A) Identify mathematics in everyday situations.
	Specific Student Objectives	
	Solve problems using logical reasoning.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling 	SF/AW <ul style="list-style-type: none"> • TE Start-up p. 35A • TE pp. 35-36A • Activity Bank: p. 36B • MTW – pp. 70-71 <u>Read My Mind</u> p. 82 “Geoboard Arrow Game” 	SFAW <ul style="list-style-type: none"> • ESL, TE p. 35A, “Name the Category” • Art, “Pictures Take Shape”, TE p. 35A

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • p. 36 Clarifying Activities, p. 21	TAKS Objective 6

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Connections Standard Recognize and apply mathematics in contexts outside of mathematics SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.13(B) Grade Level Kinder Time Range 1st six wks.

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.1(I) Combines, separates, and names, “how many” concrete objects.	K. 13 (B) Use a problem-solving model, with guidance, that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	1.11(B) Use a problem-solving model, with guidance as needed, that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
	Specific Student Objectives	
	Solve problems using objects using a problem solving model, with guidance, that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Manipulatives • Storytelling • Tubbing • Workshops • Calendar 	SF/AW <ul style="list-style-type: none"> • Start-up: p. 83A • TE pp. 83-84A MTW <ul style="list-style-type: none"> • pp. 96-97, People Counting Games p. 83, Food Coloring 	<ul style="list-style-type: none"> • ESL: TE p. 383A “More Fewer”
Assessment		
Classroom	TAKS/Other Assessments	
MTW, pp. 96-97 Clarifying Activity Students work as a class to solve the problem, “How can we line up for our class picture, tallest to shortest?” They design a plan to solve the problem, carry out the plan, and discuss whether they think the plan has resulted in the class being lined up properly.	TAKS Objective 6	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade First http://www-tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Problem Solving Standard Apply and adapt a variety of appropriate strategies to solve problems Buttons, Buttons Everywhere, p. 3 Data Discovery, p. 7 Using Numbers Everywhere, p. 32 SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # K.13(C) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.1(I) Combines, separates, and names, “how many” concrete objects.	K. 13 (C) 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.	1.11(C) Select or develop an appropriate problem solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it in order to solve a problem.
	Specific Student Objectives	
	Develop the problem-solving strategy of drawing a picture in order to solve a problem.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Manipulatives • Storytelling • Tubbing • Workshops • Calendar 	SFAW <ul style="list-style-type: none"> • TE pp. 91-92A • Activity Bank: p. 92B • Performance Assessment p. 92C • MTW p. 126 NL 10.4 “Acting Out Situations” 	<ul style="list-style-type: none"> • ESL TE p. 91A: “Set the Picnic Table”

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • TE, pp. 91-92A • p. 92C, Activity C Clarifying Activity During each problem-solving situation, students try different ways to solve the problem and select an appropriate strategy, such as acting it out. Teachers focus students’ thinking onto the type of strategy used, by asking questions such as, “What did you think about doing to solve the problem? What did you actually do to solve the problem? Why did you decide to do that instead of something else?”	TAKS Objective 6

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade First http://www-tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Problem Solving Standard Apply and adapt a variety of appropriate strategies to solve problems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.13(D) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.1(I) Combines, separates, and names, “how many” concrete objects.	K. 13 (D) Use tools such as real objects, manipulatives, and technology to solve problems.	1.11(D) Use tools such as real objects, manipulatives, and technology to solve problems.
	Specific Student Objectives	
	Solve problems using real objects	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> Manipulatives Storytelling Tubbing Workshops Calendar 	SFAW <ul style="list-style-type: none"> TE Start-up TE p. 55A TE pp. 55 – 56A Activity Bank: p. 62B Performance Assessment: p. 62C MTW pp. 33-34 	<ul style="list-style-type: none"> LA - Literature ESL A) Over In The Meadow

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> TE, p. 62C, Activity C, Lesson 3, 5 Clarifying Activity The students use tools to connect numbers to quantities. For example, students reach into a container holding 20 objects such as beans or buttons and grab a handful. They then count the beans and verbally tell the number they grabbed. Students can record their counting of these objects on most calculators by pressing + 1 and then = for each object counted. For example, students prepare the calculator to count by ones by entering +1, place an object to be counted on their workmat, press the = key, say “one” and see “1” displayed on the calculator. Students place the second object on their workmat, press =, say “two” and see “2” displayed on the calculator, and so forth.	TAKS Objective 6

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade First http://www-tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Problem Solving Standard Apply and adapt a variety of appropriate strategies to solve problems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.14 (A) Grade Level Kinder Time Range _____

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.5(B) Describes similarities and differences between objects.	K.14 (A) Explain and record observations using objects, words, pictures, numbers, and technology.	1.2(A) Explains and records observations using objects, words, pictures, numbers, and technology.
	Specific Student Objectives	
	Use objects, words, pictures, numbers and technology to record observations.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Calendar • Manipulatives • Tubbing • Story Telling • Workshops 	SFAW <ul style="list-style-type: none"> • TE 9-9, pp. 225, 226 • Re-teaching p. 87 • Practice p. 88 • Enrichment p. 88 • Problem of the Day, TE p. 225A • MTW pp. 312 & 313, “Determining Prices” 	<ul style="list-style-type: none"> • Literature – <u>Ser Util</u>, George Ancona • Play Money Bingo (Teacher Made) • Predict and Graph with linking cubes (Clarifying Lesson) p. 10

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • Student Book, pp. 229 & 230 Observation Clarifying Activity Students record in personal or class journals, using pictures or words, the strategy used and the solution to a problem.	TAKS Objective 6 SFAW <ul style="list-style-type: none"> • Chapter 9, Assessment Source Book

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Problem Solving Standard Apply and adapt a variety of appropriate strategies to solve problems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.14(B) Grade Level Kinder Time Range _____

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.6(A) Relate everyday language to mathematical language using informal language.	K.14 (B) Relate everyday language to mathematical language and symbols	1.12 (B) Relate informal language to mathematical language and symbols.
	Specific Student Objectives	
	Explain to a partner their individual or class journal entry about how they solved a problem using data from a graph.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> Math Journals Workshops Calendar Storytelling 	SFAW <ul style="list-style-type: none"> Chapter2, 2-7 & 2-8, pp. 39A-42 Practice 2-8, p. 42A Re-teaching 2-8, p. 42A Enrichment 2-8, p. 42A Problem of the Day 2-8, p. 41A Jumbo p. 42, Student book, p. 41 Workmat 5, Student book, p. 41, p. 42C 	<ul style="list-style-type: none"> Literature “1,2,3: Un Cuento Para Contar”, Vicky Sampere “La Caja de los Botones”, Margaret S. Reid

Assessment					
Classroom	TAKS/Other Assessments				
Relate everyday language to mathematical language and symbols. Activity/Assessment: The student will get a handful of unifix cubes and will graph them by color on a graph place mat. The student will explain his/her graph to the teacher. <div style="text-align: center; margin: 10px 0;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> </div> <div style="margin: 10px 0;"> <input checked="" type="checkbox"/> Mastered <input type="checkbox"/> + Making Progress <input type="checkbox"/> Has not exited behavior </div> Clarifying Activity Students explain to a partner (parent, teacher, tutor, etc.) their individual or class journal entry about how they solved a problem, such as students use a paper model of a cookie or cracker to show how they would share one cookie or cracker fairly with a friend at snack time. Students then apply their plan for sharing with a real cookie or cracker.					TAKS Objective 5 Student will explain his/her graph to the teacher.

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Data Analysis and Probability Standard Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # K.15 Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.6(E) Reason and support his or her thinking using objects, pictures, numbers, and technology.	K. 15 Reason and support student thinking using objects, words, pictures, numbers, and technology.	1.13 Reason and support his or her thinking using objects, words, pictures, numbers, and technology.
	Specific Student Objectives	
	Reason and support student thinking using objects.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Manipulatives • Storytelling • Tubbing • Workshops • Calendar 	SFAW <ul style="list-style-type: none"> • Ch. 2, Lesson 4, pp. 33A • Ch. 1, Lesson 9, pp. 19A-20 MTW <ul style="list-style-type: none"> • TE, pp. 59, 60 “Sorting on the Overhead Projector” • Clarifying Lesson “Buttons, Buttons Everywhere,” Data Discovery Center,” “Geometry in Our World,” “Patterns All Around,” “Using Numbers Everywhere” 	<ul style="list-style-type: none"> • Literature-LA TE p. 37A <u>The Button Box</u> • Social Studies – sorting buttons, sizes of buttons

Assessment	
Classroom	TAKS/Other Assessments
Students explain and demonstrate how they used attributes to sort a set of objects into two groups. For example each student will bring an object from home that represents one of the geometric solids introduced in class. Students sort items according to attributes	TAKS Objective 6

Additional Resources	
Internet	Other
Texas SSI Website http://www-tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Data Analysis and Probability Standard Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SECOND SIX WEEKS

TEKS # K.1(A) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
<p>PK.1(A) Arranges sets of concrete objects in one-to-one correspondence.</p>	<p>K.1 (A) Use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects. (6) Systems' Parts-Organisms & Objects a. sort organism & objects into groups b. record observations about plant parts c. record observations about animal parts d. part separated from whole may not work e. manipulate parts of objects. (7) Change Occurs a. observe, describe, record changes in size, mass, color, position, quantity, time, temperature, sound movement b. identify that heat causes change-compare objects according to temperature c. observe and record weather changes day to day and seasons d. observe and record stages in life cycles (1) Classroom & Field Investigations a. demonstrate safe practices-home and school b. use and conserve resources and materials. 2(A) ask questions 2(B) plan and conduct simple descriptive investigations (10) Natural World: Rocks, Soil , Water a. observe and describe properties of rocks, soils, water b. give usefulness of rocks, soil, water</p>	<p>1.1 (A) Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects.</p>

Specific Student Objectives

Use one-to-one correspondence and language such as more than, same number as, and less than to describe relative sizes of sets of concrete objects (through 5)

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling 	<p>SF/AW</p> <ul style="list-style-type: none"> • Chapter 2, TE p. 32A (Re-teaching Act.) • Performance Assessment Activity C TE, p. 92C • TE p. 80A (Cookie Count) • TE p. 34A (Housekeeping) • TE pg. 115 – 116A • MTW pp. 96 & 97 <p>“People Counting Games” MTW NL 5.4 “Slide and Check”</p>	<ul style="list-style-type: none"> • Literature – Ten Black Dots, D. Crews • Music – Musical Chairs, TE p. 92B • Science – TE p. 74A • Part 4: Making Sandwich Wood • Part 5: Nailing • Part 7: Wood Sculptures • Activity 1-4: Observation of Comparison • Part 4, p. 13, Activity 8, Sort Paper Samples • Part 2, p. 14, Activity 6, Manipulative Parts of objects (Sorting) paper module • Paper: Activity 1, Part 1, Matching Paper Samples (Introduce Paper), Paper-Act. 1, Part 1, p. 6 • Activity 2, Part 4, Shells, p. 13; Shell Books • Wood & Water, Act. 1, Part 3 • Ten Block Dots • Caps for Sale • Part 4, Graphing Fabric uses Science(k.2ade, K.4ab, k.5b); Math (k.8abcd, k.12ab)

Assessment

Classroom	TAKS/Other Assessments
<p>SFAW</p> <ul style="list-style-type: none"> • TE pp. 92 and p. 94 <p>Clarifying Activity Pairs of students use two small cups of pasta, cubes beans, etc. Students pour objects out and line sets side by side. They verbally describe their sets. “I have two more pebbles than you. “We have the same number of cubes. “You have one less bean than I do.”</p>	<p>TAKS Objective 1</p>

Additional Resources

Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/</p> <p>SFAW Website www.teacher.mathsurf.com</p>	<p>NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems</p> <p>SCANS</p> <ul style="list-style-type: none"> • Things I can make with Paper • Paper by kids • The House that Jack Built

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SECOND SIX WEEKS

TEKS # K.5

Grade Level Kinder

Time Range 2nd six wks

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.2(A) Imitates pattern of sounds and physical movement, (e.g. clap, stomp...).	K.5 Create patterns of sounds, physical movement and concrete objects. (5) Properties & Patterns-Organisms, Objects, & Events a. properties of objects & characteristics of organisms b. observe & identify patterns c. recognize & copy patterns in charts & graphs (9) Living Organisms-Basic Needs a. identify basic needs of organisms b. give examples how organisms depend on each other c. identify ways Earth provides resources for life	1.5 (A) Find patterns such as odd and even.
Specific Student Objectives		
Create patterns of sounds, physical movement and concrete objects.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Manipulatives • Story telling • Calendar • Math Journals 	SFAW <ul style="list-style-type: none"> • Ch. 2, Lesson 2-3, TE p. 31A • Student Book Lesson Organizer 2-3 MTW <ul style="list-style-type: none"> • p. 117, “Things in the Room” • Student Book Reteaching Activity “Match One to One” p. 32A 	<ul style="list-style-type: none"> • Literature, <u>One to One</u>, by Judy Hindley. • Part 2: Sawdust & Shavings • Part 4: Making Sandwich Wood • Part 6: Staining • Act. 11, p. 11; Act. 2, pp. 6-7; Act. 2, p. 13, 11; Act. 3, p. 11 • Part 1, Act. 2, Form groups and explore paper samples • P. 14, Act. 1, Paint on Paper (patterns) Paper Module • Paper 3, Act. 3, Part 3: Paper Weaving, demonstrate paper weaving, p. 11 • Act. 3, Part 2, Earthworms, p. 8 • Sinking Investigation, Act. 1, Part 5

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • Ch. 2, Student p. 32A, “Math Strand Connection: Patterns” • Student Practice 2-3 Clarifying Activity Students uses the objects in “junk boxes” to create interesting patterns to share with classmates. Students select a pattern to identify and extend.	TAKS Objective 2

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Algebra Standard Understand patterns, relations, and functions SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SECOND SIX WEEKS

TEKS # K.6(A) Grade Level Kinder Time Range 3rd six wks

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.2(B) Recognize and reproduce simpler patterns of concrete objects.	K.6(A) Use patterns to predict what comes next, including cause and effect relationships. (7) Change Occurs a. observe, describe, record changes in size, mass, color, position, quantity, time, temperature, sound, movement b. identify that heat causes change-compare objects according to temperature c. observe and record weather changes d. observe and record stages in life cycles (3) Critical Thinking & Decision Making a. make decisions using information b. justify merits of decisions c. explain a problem & propose a solution (5) Properties & Patterns-Organisms, Objects & Events a. properties of objects & characteristics of organisms b. observe & identify patterns c. recognize & copy patterns in charts & graphs	1.4 (A) Identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.

Specific Student Objectives
Identify patterns and make predictions to solve problems.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Daily Calendar • Tubbing • Storytelling • Workshops • Math journals • Manipulatives 	SFAW <ul style="list-style-type: none"> • Chapter 3, TE p. 47, Chapter Opener • Chapter 3, Lesson 3-1, TE p. 49A, Start Up Readiness Act. • Lessons 3-4, TE p. 56A, Enrichment Patchwork Pattern • Lesson 3-4, TE p. 56B Act. Bank MTW <ul style="list-style-type: none"> • The Dot Chart • p. 23-25, "Rhythmic Clapping" • p. 21, "People Row Patterns" • p. 25, Snap & Clap Patterns • p. 33, Unifix, Slap & Clap Patterns • Geoboard Sequence, p. 37 	SFAW Cultural Connections <ul style="list-style-type: none"> • TE p. 54A, Music Makes • TE p. 47G, Interactive Bulletin Board Pattern Up & Pattern Down • TE p. 47E, Science Center • Part 2: Sawdust & Shaving • Wood: Inv. 2, Part 1, pp. 4 & 5, Inv. 1, Act. 4, pp. 10 & 11 • Act. 1, p. 3; Act. 2, p. 2; Act. 3, pp. 3-4; Act. 4, p. 3; Act. 5, p. 3& 4 • Part 2, p. 14, Discuss uses of paper, (decision making) Paper module • Act. 2, Part 4, Shells, p. 13 • Sink the Pine & Plywood, Part 1, Act. 4 • Paper, Act. 3, Part 3, Paper Weaving, (ask questions to guide weaving), p. 12

Assessment							
Classroom	TAKS/Other Assessments						
Identify patterns and make predictions to solve problems. Materials: Pattern blocks, tag board stand Preparation: (pre-req.)-know the definition of a pattern. - have pattern walls ready - also know colors and shapes (pre-req.) Procedure: Ask child to create a pattern on their pattern wall. Assessment: Through teacher observation check to see if a pattern is created on their pattern wall. Prediction: Predict what comes next on their neighbors pattern wall. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Name</td> <td style="width: 33%; text-align: center;">Identify</td> <td style="width: 33%; text-align: center;">Predict</td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </table> ✓ - Meets objective + - with assistance blank – unable to demonstrate	Name	Identify	Predict				TAKS Objective 2 Level: Kinder Directions: Students will create an AB using picture cut-outs from magazines and explain orally their pattern. Procedures: Children will work independently in small groups, creating their AB pattern: Group 1: Boy/Girl Pattern Group 2: Tall/Short Pattern Group 3: Young/Old *Rotate group check for mastery of the AB pattern (checklist and student's work) oral explanation. Materials: Pre-cut pictures from magazines, scissors, glue, sentence strips, and pencil.
Name	Identify	Predict					

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Algebra Standard Understand patterns, relations, and functions SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SECOND SIX WEEKS

TEKS # K.6(B) Grade Level Kinder Time Range 2nd six wks

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.1(B) Number operations. Counts by ones to 10 or higher.	K.6(B) Count by ones to 50. K(6) Systems Parts-Organisms & Objects a. sort organisms & objects into groups (7) Change Occurs a. observe, describe, record changes in size, mass, color, position, quantity, time, temperature, sound movement b. identify that heat causes change-compare objects according to temperature c. observe and record weather changes day to day and seasons d. observe and record stages in life cycles	1.1(A) Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete and objects and pictorial models.
	Specific Student Objectives	
	Count orally by ones to 50.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling • Calendar • Math Journals 	SFAW <ul style="list-style-type: none"> • Ch. 11, Lesson 5, pp. 265A-266A MTW – Chapter 7 <ul style="list-style-type: none"> • p. 49 “Dot to Dot” • p. 320 “Unifix Stacks” 	Art <ul style="list-style-type: none"> • TE p. 265A Creating Numbers • TE p. 255G Interactive Bulleting Board • Paper Act. 2, Part 1, Paper and Water (drop water on the paper towel and tagboard samples) p. 5 • Act. 3, Part 1, Worms, p. 6

Assessment	
Classroom	TAKS/Other Assessments
Assess students using the calendar, manipulatives, 100 chart Clarifying Activity Students count the number of elapsed school days recorded each day during calendar time, with the goal being a celebration on the hundredth day of school.	TAKS Objective 1

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www-tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # K.1(B) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.1(C) Use sets of concrete objects to represent quantities given in verbal form (through 9).	K.1(B) Use sets of concrete objects to represent quantities given in written form (through 9).	1.1(D) Read and write numbers (1-99) to describe sets of concrete objects.
	Specific Student Objectives	
	Use sets of concrete objects to demonstrate quantities given in written form (through 9).	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> Workshops Manipulatives Tubbing Storytelling Calendar Math journals 	<p>SFAW</p> <ul style="list-style-type: none"> Ch. 4, pp. 67A-96 Ch. 5, pp. 97A-128 <p>MTW</p> <ul style="list-style-type: none"> pp. 217-218 Learning to Write Numerals, p. 93 Count and Turn 	<ul style="list-style-type: none"> Literature: <u>Ten Block Dots</u> <u>The Very Hungry Caterpillar</u> <u>Anno’s Counting Book</u> <u>One by One?</u> <u>The Napping House</u> <u>Seven Blind Mice</u> Five Little Monkeys Jumping on the Bed <u>Emeka’s Gift</u>

Assessment																	
Classroom	TAKS/Other Assessments																
<p>SFAW</p> <ul style="list-style-type: none"> Ch. 4, Performance Assess., p. 92C, Act. A, B and p. 93-94 Ch. 5, Performance Assess., p. 124C, Act. A and pp. 125-126 <p>Assessment: The students will demonstrate quantities given in written form using mats divided in sections and matching blocks to the corresponding number.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;">□□□□□□□</td> <td style="text-align: center;">□□□□□</td> <td style="text-align: center;">□□□</td> <td style="text-align: center;">□□□□</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">□□</td> <td style="text-align: center;">□□□□□□□□□</td> <td style="text-align: center;">□</td> <td style="text-align: center;">□□□□□□□□</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">9</td> <td style="text-align: center;">1</td> <td style="text-align: center;">8</td> </tr> </table> <p>Use sets of concrete objects to represent quantities given in written form (through 9).</p> <ol style="list-style-type: none"> Show a number card (1-9). Students will use unifix cubes or color tile to represent a quantity in written form (1-9). <p>Example: 5 </p> <p style="text-align: center;">□ □ □ □ □ □</p>	□□□□□□□	□□□□□	□□□	□□□□	7	5	3	4	□□	□□□□□□□□□	□	□□□□□□□□	2	9	1	8	<p>TAKS Objective 1</p> <p>SFAW Share and Assess Student Book, pp. 103-104 TE, p. 104</p>
□□□□□□□	□□□□□	□□□	□□□□														
7	5	3	4														
□□	□□□□□□□□□	□	□□□□□□□□														
2	9	1	8														

Additional Resources	
Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com</p>	<p>NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems</p> <p>SCANS</p>

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # K.1(B) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.1(C) Counts concrete objects to five or higher.	K.1 (B) Use of concrete objects to represent quantities given in verbal form (through 9).	1.1 (B) Create sets of tens and ones using concrete objects to describe, compare, and order whole numbers.
	Specific Student Objectives	
	Use of concrete objects to represent objects to represent quantities given in verbal form (through 9).	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling • Calendar 	SF/AW <ul style="list-style-type: none"> • TE – p. 108A “Picking Beans” • MTW – pp. 217-218 MTW NL 5.4 “Slide and Check” 	<ul style="list-style-type: none"> • Literature – LA “Emeka’s Gift” p. 109A • Science – TE p. 109
Assessment		
Classroom	TAKS/Other Assessments	
TE p. 108A- Give each child 10 counters. Hold up a number card for 9 or 10 and have children show how many counters. Assessment Task Given dot or number cards, students make sets using buttons, cubes or pasta to show the quantity represented on the card. For example, the children make a set of 8 buttons.	TAKS Objective 1	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # K.1(C) Grade Level Kinder Time Range 3rd six wks

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.1(A) One to one correspondence arranges sets of concrete objects in a set.	K.1 (C) Use numbers to describe how many objects are in a set (through 20).	1 (A) Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.
	Specific Student Objectives	
	Use numbers to describe how many objects are in a set (through 10).	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> Workshops Manipulatives Tubbing Storytelling Calendar Math journals 	SFAW <ul style="list-style-type: none"> Chapter 5 TE, p. 105A, Start-Up TE, p. 105A, Problem of the day TE, pp. 105-106, Introduce 8 TE, p. 106A, Follow-Up 7 & 8 TE, p. 107A Start-Up 9 & 10 TE, p. 113A Start-Up; p. 113A Problem of the day MTW <ul style="list-style-type: none"> p. 128 "Tic Tac Toe" 	<ul style="list-style-type: none"> Chapter 5 – TE pp. 115A – 127 TE, p. 113A, Literature Resources, Start-Up TE, p. 117A, Problem of the day p. 113, Center Time, Lesson 10 MTW <ul style="list-style-type: none"> pp. 113-134 TE, p. 121A

Assessment	
Classroom	TAKS/Other Assessments
Uses numbers to describe how many objects are in a set. Given a set of objects, the child will identify how many objects are in the set. Materials: Beans or other counters, yarn or work mat. Preparation: Display sets of 1-10 objects inside work mat or yarn loop. Procedure: Point to a set. Ask child, "How many are in this set?" Continue with other sets. Record by circling numerals or make anecdotal notes. (e.g. check for 1 to 1, rote counting, and instant recognition) **Prerequisite rote counting, one-to-one Rubric: 4: Identifies correct numbers (9/10) 3: Identifies most sets correctly (7/10) 2: Identifies sets through 5. 1: unable to identify more than 3. Explanation: Show me the set that has _____. Count the objects in this set. Matches numeral to set.	TAKS Objective 1 Performance Assessment, p.124C <ul style="list-style-type: none"> Ch. 5 Rev./Test pp. 125-126

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems SCANS

Assessment	
Classroom	TAKS/Other Assessments
<p>Performance Assessment: SFAW Activities A & B, p. 124C Specific Objective: Use number to describe how many objects are in a set (through 10). Pre-Assessment: Teacher observation</p> <ul style="list-style-type: none"> • Using manipulatives (whole group setting) Count 6-10 objects • Look at a number card and then display that many objects. • Using MTW cards (numerals and dots) children match objects and count and write numeral. <p>Post-Assessment: SFAW, p. 124C, Activity A Rubrics – listed on p. 124C Time Frame: 8 days</p> <p>Use numbers to describe how many concrete objects are in a set (1-10) by teacher made game “Mystery Numbers”.</p> <p>Pre-requisite for these assessment children will use numbers to describe how many concrete objects are in a set (1-10).</p> <p>Directions for Teacher:</p> <ul style="list-style-type: none"> • Children will get the Mystery Containers from the math shelf and take it to their work place. • Children will open one film canister at a time and take out objects and count them. • Children will select proper number that corresponds to the objects counted. • Children will raise hand, when complete, for teacher assessment and document findings on a checklist. <p>Directions for Students: Mystery Container Rebus Chart</p>	<p>TAKS Objective 1</p> <p>SFAW – Student Book</p> <ul style="list-style-type: none"> • p. 116 • p. 118 • p. 119 • p. 120 • p. 122 • p. 124
Additional Resources	
Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/</p> <p>SFAW Website www.teacher.mathsurf.com</p>	<p>NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems</p> <p>SCANS</p>

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # K.2(A) Grade Level Kinder Time Range 3rd

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.3(B) Begins to use words that indicate where things are in space.	K.2(A) Use language such as before or after to describe relative position in a sequence of events.	1.8(C) Order events by how much time they take.
	Specific Student Objectives	
	Choose objects, event or activities in the school day to describe position words <u>before</u> and <u>after</u> .	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Manipulatives • Storytelling • Tubbing • Workshops (Dramatic play) • calendar 	SFAW <ul style="list-style-type: none"> • TE, p. 7A “Start-Up” • TE, pp. 7-8 • Read audio tape “Farmer...Doll” • Performance Assessment • TE, p. 20C • TE, p. 8A • “Teddy Takes a Trip” MTW <ul style="list-style-type: none"> • Opening Exercises (Calendar Activities) 	SFAW <ul style="list-style-type: none"> • “Music Time”, TE p. 13A (See Daily Routines Section)
Assessment		
Classroom	TAKS/Other Assessments	
The student describes order of events or objects, p. 8	TAKS Objective 1	
Additional Resources		
Internet	Other	
Texas SSI Website Clarifying activities and lessons, Grade First http://www-tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART THIRD SIX WEEKS

TEKS # K.6(B) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.1(B) Count by one to 10 or higher.	K.6(B) Count by ones to 75.	1.1(A) Compare and order whole numbers up to 99 (less than, greater than or equal to) using sets of concrete objects and pictorial models.
	Specific Student Objectives	
	County orally by ones to 75.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Calendar Activities • Manipulatives • Math Journals • Tubbing 	MTW <ul style="list-style-type: none"> • Ch. 7, NL 4.8 	

Assessment	
Classroom	TAKS/Other Assessments
<ul style="list-style-type: none"> • Assess students individually using the number line, calendar 	TAKS Objective 1

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # K.11(C) Grade Level Kinder Time Range 3rd

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.4(E) Begins to categorize time intervals and uses language associated with time in everyday situations (e.g., “in the morning,” “after snack”)	K.11 (C) Sequence events.	1.8 (C) Order events by length of time.
	Specific Student Objectives	
	Sequence events.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • “Intervals of Time” • p. 123, “Water Time” 	SFAW <ul style="list-style-type: none"> • Chapter 9, Lesson 1, pp. 209A-210A • Chapter 9, Lesson 2, pp. 211A-212A MTW <ul style="list-style-type: none"> • “Water Timer” • p. 133 “Intervals of Time” 	SFAW <ul style="list-style-type: none"> • Ch.9, p. 212A, “Science Center” • Ch.9, p.211A, Nursery Rhymes • p. 209A, Literature Connection • p. 209, “Centers”

Assessment	
Classroom	TAKS/Other Assessments
Sequence picture cards (nursery rhymes)	TAKS Objective 4 SFAW <ul style="list-style-type: none"> • Share and Assess, p. 210

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement SFAW Re-teach, Practice, Enrichment Activities, p. 210A SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FOURTH SIX WEEKS

TEKS # K.6(B) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.1 Number operations B- counts by ones to 10 or higher.	K.6(B) Count by ones to 100. (7) Change Occurs a. observe, describe, record changes in size, mass, color, position, quantity, time, temperature, sound movement b. identify that heat causes change-compare objects according to temperature. c. observe and record weather changes day to day and seasons d. observe and record stages in life cycles (6) Systems' Parts-Organism & Objects a. sort organisms & objects into groups	1.1(A) Compare and order whole numbers up to 99 (less than, greater than or equal to) using sets of concrete objects and pictorial models.
Specific Student Objectives		
Count orally by ones to 100.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> Workshops Manipulatives Tubbing Storytelling Calendar Math Journals 	SFAW <ul style="list-style-type: none"> Ch. 11-5 MTW <ul style="list-style-type: none"> Ch. 7, NL 4.8 	<ul style="list-style-type: none"> Ch. 11, pp. 255A-255B Paper, Act. 2, Part 1: Paper & Water (drop water on the paper towel and tagboard samples) p. 5

Assessment																																																																																																					
Classroom	TAKS/Other Assessments																																																																																																				
<ul style="list-style-type: none"> Ch. 11, Assess individually using number line Assessment: Ch. 11, Assessment individually using the 100 chart. <table border="1" style="width: 100%; text-align: center; border-collapse: collapse; margin-top: 10px;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	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	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	TAKS Objective 1
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Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers and, number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FOURTH SIX WEEKS

TEKS # K.10(A) Grade Level Kinder Time Range

Grade Pre-K	Grade Kinder	Grade 1 st
<p>PK.4(I) Order two and three objects by size (seriation).</p>	<p>K. 10 (A) Compare and order two or three concrete objects according to length (shorter or longer). (4) Tools a. use senses as tools of observations b. make observations using tools: hand lenses, balances, cups, bowls, computers (5) Properties & Patterns-Organisms, Objects, & Events a. properties of objects & characteristics of organisms b. observe & identify patterns (7) Change Occurs a. observe, describe, record changes in size, mass, color, position, quantity, time, temperature, sound, movement b. identify that heat causes change-compare objects according to temperature c. observe and record weather changes day to day and seasons d. observe and record stages in life cycles (2) Scientific Inquiry: Classroom & Field a. ask questions b. plan & conduct simple descriptive investigations c. use equipment & tools-extend senses d. explanations based on information e. communicate findings (6) Systems' Parts-Organisms & Objects a. sort organisms & objects into groups b. record observations about plant parts c. record observations about animal parts d. parts separated from whole may not work e. manipulate parts of objects (10) Natural World: Rocks, Soil, Water a. observe and describe properties of rocks, soil, water b. give usefulness of rocks, soil, water</p>	<p>1.8 (A) Estimate and measure length of objects using non-standard units.</p>

Specific Student Objectives

Compare and order two or three concrete objects according to length (through 5).

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling • Calendar 	<p>SFAW</p> <ul style="list-style-type: none"> • Start up: TE p. 133A • TE pp. 133-134A • MTW – Measuring Strings p. 135 	<ul style="list-style-type: none"> • Literature – LA “Math Soup”, pp. 151-152 • Soc. Stud.: “Math in the Community” p. 130 • Part 2, p. 7; Paper Collage-Paper Module • Part 2, p. 15, Act. 10; Teach Students Original, Fractions & Shapes (Measurement) • FOSS: Animals-Act. 1, Part 1, p. 8 • Act. 1, Exploration and Feely Boxes • Wood & Water, Act. 1, Part 3 • Comparison, Act. 1, p. 3, Act. 3, p. 11, #4 • Paper, Act. 1, Part 1, Matching Paper Samples • Act. 3, Part 3, Comparing Redworms to Night Crawlers, p. 9 • Inv. 1, Wood, Act. 4, pp. 10 & 11; Act. 5, pp. 12-14

Assessment

Classroom	TAKS/Other Assessments
<p>SFAW</p> <ul style="list-style-type: none"> • TE, p. 132 – Children will explain how they compared their snap cubes to determine which was longer, longest, shorter, shortest, or the same length. <p>Clarifying Activities, p. 12</p>	<p>TAKS Objective 1</p>

Additional Resources

Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/</p> <p>SFAW Website www.teacher.mathsurf.com</p>	<p>NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers and, number systems</p> <p>SCANS</p>

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FOURTH SIX WEEKS

TEKS # K.10(B) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.4(C) Make size comparisons between objects.	K. 10 (B) Find concrete objects that are about the same as, less than, or greater than a given object according to length.	1.7 (B) Describe the relationship between the size of the unit and the number of units needed in a measurement.
	Specific Student Objectives	
	Find concrete objects that are about the same as, less than, or greater than a given object according to length.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Manipulatives • Storytelling • Tubbing • Workshops 	SFAW <ul style="list-style-type: none"> • TE Start-up TE p.199A TE pp.199-200 • Performance Assessment TE p. 202C • Activity Bank p.194B • MTW – p.135 Measuring Strings 	<ul style="list-style-type: none"> • Physical Ed. TE p. 200A • Science TE p. 201A

Assessment	
Classroom	TAKS/Other Assessments
The student applies kinder math to solve problems connected to everyday experiences and activities in and outside of school.	TAKS Objective 1

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers and, number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FOURTH SIX WEEKS

TEKS # K.12(A) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.5(D) Participates in creating and using real and pictorial graphs.	K.12 (A) Construct graphs using pictures in order to answer questions.	1.9 (A) Collect and sort data 1.9 (B) Use organized data to construct real object graphs.
	Specific Student Objectives	
	Construct graphs using pictures in order to answer questions related to comparisons	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Daily Calendar (weather graph) 	SFAW <ul style="list-style-type: none"> • Chapter 2, Lesson 2-6, pp. 37-38 MTW <ul style="list-style-type: none"> • p. 149, Picture Graphs Comparing 3 groups 	<ul style="list-style-type: none"> • TE p. 25B

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • Chapter 2, Performance Assessment Activities C and D, p. 42c Materials: scissors, glue, magazines, paper, prepared graph chart Description: children will sort and graph their favorite fruits cut out from magazines. Level: Kinder Directions: look through magazines and cut out pictures of fruits. Children will then sort them. They will pick one as their favorite. Teacher will call them to place them on the graph. Assessment: Formative (teacher observation, oral interview. Summative (portfolio, after lessons are completed).	TAKS Objective 5 SFAW <ul style="list-style-type: none"> • Student Book, pp. 37-38, Interview • Student Book, p. 40, Portfolio • Student Book, p. 42, Portfolio

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Data and Analysis and Probability Standard Select and use appropriate statistical methods to analyze data SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FOURTH SIX WEEKS

TEKS # K.12(B) Grade Level Kinder Time Range _____

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.5(D) Participate in creating and using real and pictorial graphs.	K. 12 (B) Use information to form a graph of real objects in order to answer questions	1.10 (A) Draw conclusions and answer questions using information organized in real-object graphs
	Specific Student Objectives	
	Uses information from a picture graph to answer questions.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> Workshops Manipulatives Tubbing Storytelling 	SFAW <ul style="list-style-type: none"> TE p. 37 TE p. 41A TE Assessment p. 42C (Activity D) MTW pp.148 “Picture Graphs Comparing Four Groups” 	<ul style="list-style-type: none"> Literature: TE p. 37A “The Button Box” Social Studies –sort different types of buttons (ex. Color of buttons)

Assessment	
Classroom	TAKS/Other Assessments
Construct graphs using pictures in order to answer questions. Materials: scissors, magazines, glue, prepared graph chart. Pre-Activity: Review graph from MTW (weather graph). Description: Children will graph their favorite fruits cut out from magazines. <ol style="list-style-type: none"> 1. First, they will look through magazines and cut pictures of fruits. 2. They will sort the fruits. 3. They will pick their favorite. 4. Children will be called to place their favorite one on an already prepared chart. Assessment: Formative: T.O., Oral interview (more, less, how many for each) (why do you think this one got the most) Summative: Portfolio, (pictures) create their own 3-D graphs with different manipulatives.	TAKS Objective 5

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Data and Analysis and Probability Standard Select and use appropriate statistical methods to analyze data SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIFTH SIX WEEKS

TEKS # K.4 Grade Level Kinder Time Range _____

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.1(I) Combine, separate, and name “how many” concrete objects.	K.4 Model addition and subtraction problems in real situations with concrete objects. (3) Critical Thinking & Decision Making a. make decisions using information b. justify merits of decisions c. explain a problem & propose a solution (7) Change Occurs a. observe, describe, record changes in size, mass, color, position, quantity, time, temperature, sound, movement b. identify that heat causes change-compare objects according to temperature c. observe and record weather changes day to day and seasons d. observe and record stages in life cycles	1.3 (A) Model and create addition and subtraction problem situations with concrete objects.
	Specific Student Objectives	
	Model addition and subtraction up to (4) with concrete objects-orally.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Tubbing MTW • Manipulatives • Storytelling • Workshops • Calendar 	SFAW <ul style="list-style-type: none"> • TE, p. 236A, Re-teach Activity • TE p. 239A Readiness Activity • TE p. 244b “The People on the Bus” MTW <ul style="list-style-type: none"> • pp. 221-224 	<ul style="list-style-type: none"> • LA: “Start-up”, TE p. 243A • Literature: Ten Little Mice, TE p. 241A • Part 2: Sawdust & Shavings • Part 3: Making Sandwich Board • Part 6: Staining • Part 7: Wood Sculptures • Paper, Act. 3, Part 4, Paper Constructions, p. 14 • Act. 2, Part 4, p. 12, Shells • Exploration & Feely boxes (Part 1), p. 4

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • TE, p. 236A • String Beads-Re-teaching activities Clarifying Activities, p. 5 Teacher Observation TE p. 289 Assessment Task While listening to a poem or story such as Over in the Meadow, students use story mats and edible goldfish to model situations described in the story. After hearing the story, students tell their own stories about joining and separating groups of goldfish to model addition and subtraction.	TAKS Objective 1 SFAW <ul style="list-style-type: none"> • Share and Assess • Ch. 12, Lesson 12-5, p. 290

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand meanings of operations and how they relate to one another SFAW Worksheet activities, TE p. 290A SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIFTH SIX WEEKS

TEKS # K.9(A) Grade Level Kinder Time Range

Grade Pre-K	Grade Kinder	Grade 1 st
PK.5(B) Describes similarities and differences.	K.9 (A) Describe and compare real-life objects or models of solids. (9) Living Organisms-Basic Needs a. identify basic needs of organisms b. give examples how organisms depend on each other c. identify ways Earth provides resources for life (10) Natural World: Rocks, Soil, Water a. observe and describe properties of rocks, soil, water b. give usefulness of rocks, soil, water (8) Living Organisms & Nonliving Objects a. identify organisms or objects as living or nonliving b. group organisms and objects as living or nonliving	1.6 (B) Describe the shape of balls, boxes, cans, and cones.
	Specific Student Objectives	
	Name shapes (circles, squares, triangles, and rectangles) and solids (cones, cylinders, pyramids, spheres, rectangular prisms) and identify their attributes.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> Workshops Manipulatives 	SFAW <ul style="list-style-type: none"> Ch. 7, Lesson 1, pp. 155A-156A Ch. 7, Lesson 2, pp. 157A-158A Ch. 7, Lesson 3, pp. 159A-160A MTW <ul style="list-style-type: none"> pp. 70-71 "Read My Mind" pp. 76-77 "Tiptoe: A Sorting Game" 	<ul style="list-style-type: none"> Literature: <u>Changes, Changes</u>, Pat Hutchins Science TE p. 160A Fabric Hunt: Part 2, p. 7 Wood, Water; Act. 1, Part 3 Paper (module) Act. 2, Parts 1 & 2, Paper & Water, pp. 4-7 Paper, Paper Everywhere by Gail Gibbons Act. 1, Part 3, Fish Tunnels, p. 11 Part 2, p. 15, Activity 7; Recycle Paper (Sequence0 Inv. 2, Wood, Part 1, pp. 4 & 5 (K.9(a,b); Act. 2, pp. 6 & 7 (9a); Act. 3, pp. 8 & 9 (9a) Part 1: Sanding Wood; Part 2: Sawdust & Shavings; Part 3: Making Sawdust Wood; Part 4: Making Sandwich Wood; Part 5: Nailing Act. 1, p. 7; Act. 4, p. 7

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> p. 115A, pp. 156-160 Clarifying Activity Each student will bring an object from home that represents one of the geometric solids introduced in class. Students sort items according to attributes.	TAKS Objective 3 Least number of sides Same number of sides Correct name

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www-tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Geometry Standard Use visualization , spatial reasoning, and geometric modeling to solve problems SCANS <ul style="list-style-type: none"> Changes, Changes Nature Walk Hunt The Rainbow Fish, by Marcus Pfister

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIFTH SIX WEEKS

TEKS # K.9 (B) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.3(A) Recognize, describe, and name shapes (e.g., circles, triangles, rectangles – including squares).	K.9 (B) Recognize shapes in real-life objects or models of solids. (10) Natural World: Rocks, Soil, Water a. observe and describe properties of rocks, soil, water b. give usefulness of rocks, soil, water (8) Living Organisms & Nonliving Objects a. identify organisms or objects as living or nonliving b. group organisms and objects as living or nonliving (5) Properties & Patterns-Organisms, Objects & Patterns a. properties of objects & characteristics of organisms b. observe & identify patterns c. recognize & copy patterns in charts & graphs (3) Critical Thinking & Decision Making a. make decisions using information b. justify merits of decisions b. explain a problem & propose a solution (7) Change Occurs a. observe, describe, record changes in size, mass, color, position, quantity, time, temperature, sound, movement	1.6 (B) Identify circles, triangles and rectangles, including squares.
	Specific Student Objectives	
	Recognize shapes (circles, triangles, rectangles and squares).	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling • Calendar 	SF/AW <ul style="list-style-type: none"> • Start-up TE p. 13A • “In the Know” (Shape Cards) • TE 7-4 p. 161A • MTW - p. 80 “Geoboard Sorting Game” 	<ul style="list-style-type: none"> • Literature – circles, triangles and squares TE p.17A • Graphing Fabric Uses, p. 12 • Act. 2, Part 1, Land Snails, p. 5 • The Snail’s Spell by Joanne Ryder • Wood Sculptures, Act. 2, Part 7 • Part 2, Paper Collage, p. 9; Paper Module • Paper Module: Act. 2, Part 2, Paper Boxes, p. 8 • Part 1: Sanding Wood • FOSS: Module, Wood-Act. 1, pp. 4 & 5 (9(b), Inv. I

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • TE, p. 162 Clarifying Activity Students go on a “Shape Hunt” in the classroom or on a neighborhood walk. They identify the shades they see in common objects and later use pictures to record them in their journals	TAKS Objective 3

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade First http://www-tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Geometry Standard Use visualization , spatial reasoning, and geometric modeling to solve problems SCANS <ul style="list-style-type: none"> • Shapes for Sale • Pick up Sticks • Block Center

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIFTH SIX WEEKS

TEKS # K.9(C)

Grade Level Kinder

Time Range 4 days

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.3(A) Begins to recognize, describe, and name shapes.	K.9 (C) Describe, identify, and compare circles, triangles, and rectangles including squares. (4) Tools a. uses senses as tools of observation (6) Systems' Parts-Organisms & Objects a. sort organism & Objects into groups (7) Change Occurs a. observe, describe, record change in size, mass, color, position, quantity, time, temperature, sound, movement. (5) Properties & Patterns-Organisms, Objects & Events a. properties of objects & characteristics of organisms b. observe & identify patterns c. recognize & copy patterns in charts & graphs (10) Natural World: Rocks, Soil, Water a. observe and describe properties of rocks, soil b. give usefulness of rocks, soil, water	1.6 (B) Identify circles, triangles, and rectangles, including squares. Describe the shapes of balls, boxes, cans, and cones.

Specific Student Objectives
Compare and identify circles, triangles, and rectangles, including squares.

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling • Calendar • Math Journals 	SFAW <ul style="list-style-type: none"> • Ch. 7, Lesson 4, pp. 161a-162A • Ch. 7, Lesson 5, pp. 163A-164A • Ch. 7, Lesson 6, pp. 165A-166A • Ch. 7, Lesson 7, pp. 167A-168A • Interactive Bulletin Board-Sharing Shapes p. 153G • MTW p.170 • Assessment p.176C 	SFAW <ul style="list-style-type: none"> • Literature – LA <u>Shapes, Shapes, Shapes</u> Block City <u>Changes, Changes</u> • Videotape 3 – <u>Shapes for Sale</u> p. 153D • Technology – <u>James Discovers Math</u> • Paper Module:, Act. 1, Part 4, Making a Paper Hat, p. 13 • Great Paper Folding Projects by Ingrid Klettenheimer • Part 2, p. 14, Act. 5, Make Collage Masks, (Shapes), Paper Module • Sanding Wood, Act. 2, Part 1 • Act. 1, Part 1, Structure of the Goldfish, p. 6 • Fish Faces by Norbert Wu • Graphing Fabric Uses, p. 12 • Part 3: Fabric Collage, Science (k.4ab), (k.5b), (k.6e); Math (k.7ab), k.8abc), (k.9c)

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • Performance Assessment, p. 176C MTW <ul style="list-style-type: none"> • p. 241 and p. 77 teacher observation – Student oral responses Clarifying Activity, p. 11 Assessment Task Students play “I Spy”, describing various shapes in the classroom. One student says, “I Spy something with stars on it. What shape is it?” Other students guess the item (a poster) and its shape (a rectangle).	TAKS Objective 1

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www-tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Geometry Standard Use visualization , spatial reasoning, and geometric modeling to solve problems Math Blaster SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIFTH SIX WEEKS

TEKS # K.10(A)

Grade Level Kinder

Time Range _____

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PreK-4(B) Fills a shape with solid or liquids (e.g. ice cubes, water)	K.10 (A) Compare and order two or three concrete objects according to capacity (holds more or less) and weight. (3) Critical Thinking & Decision Making a. make decisions using information b. justify merits of decisions c. explain a problem & propose a solution (4) Tools a. use senses as tools of observation b. make observations using tools: hand lenses, balances, cups, bowls, computer (7) Change Occurs a. observe, describe, record changes in size, mass, color, position, quantity, time, temperature, sound, movement b. identify that heat causes change-compare objects according to temperature c. observe and record weather changes day to day and seasons d. observe and record stages in life cycles	1.7(A) Estimate and measure weight of objects using non-standard units.
	Specific Student Objectives	
	Compare capacities of different containers.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Story Telling • Calendar • Math Journals 	SFAW <ul style="list-style-type: none"> • Chapter 6, Lesson 5-6-7-8-9, pp. 139A-150 • MTW pp. 132, "Weighing and Comparing" 	SFAW <ul style="list-style-type: none"> • Ch. 6, pp. 129A-129B; Literature: • <u>Just A Little Bit</u> • <u>Peter's Pockets</u> • Inv. 1, Wood, Act. 3, pp. 8 & 9 • Paper Module: Act. 1, Part 4, Folding Paper Cups, p. 15 • Wood and Water, Act. 1, Part 3 • Part 1, Water & Fabrics, p. 4 • Act.2, Part 1, Land Snails, p. 6

Assessment	
Classroom	TAKS/Other Assessments
SFAW Chapter 6, Student, p. 139 <ul style="list-style-type: none"> • Student Book, p. 140, p. 141, p. 142 • TE, p. 148C, Activities C Assessment: 1. Using a balance the student will be able to compare the weight of different objects and will rank them according to their weight. Lightest – middle – Heaviest Clarifying Activity Student use a paper model of a cookie or cracker to show how they would share one cookie or cracker fairly with a friend at snack time. Students then apply their plan for sharing with a real cookie or cracker.	TAKS Objective 4 SFAW <ul style="list-style-type: none"> • Chapter 6, Activity Book, p. 148B Assessment Source Book, Section B

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems and processes of measurement SCANS <ul style="list-style-type: none"> • Great Paper Folding Projects by Ingrid Klettenheimer • Just a Little Bit • The Snail's Spell, by Joanne Ryder

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIFTH SIX WEEKS

TEKS # K.10(B) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.4(D) Begins to use tools to imitate measuring.	K.10 (B) Find concrete objects that are about the same as, less than, or greater than given object according to capacity or weight. (4) Tools a. use senses as tools of observation b. make observations using tools: hand lenses, balances, cups, bowls, computers (7) Change Occurs a. observe, describe, record changes in size, mass, color, position, quantity, time, temperature, sound, movement b. identify that heat causes change-compare objects according to temperature c. observe and record weather changes day to day and seasons d. observe and record stages in life cycles. (6) System's Parts-Organisms & Objects a. sort organisms & objects into groups	1.7(B) Identify events as certain or impossible.
	Specific Student Objectives	
	Find concrete objects that are about the same as, less than, or greater than given according to capacity.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Story Telling • Calendar • Math Journals 	SFAW <ul style="list-style-type: none"> • Chapter 6 MTW <ul style="list-style-type: none"> • Chapter 5 	<ul style="list-style-type: none"> • Chapter 6, TE, pp 129A-129B • Part 1: Water & Fabric, p. 4 • Act.2, Part 1, Land Snails, p. 6 • Making Sandwich Wood, Act. 2, Part 4 • Paper Module: Act. 1, Part 1, Matching Paper Samples, p. 4 • Inv. 1, Wood-Act. 2, pp. 6 & 7

Assessment	
Classroom	TAKS/Other Assessments
<ul style="list-style-type: none"> • Chapter 6, p. 148C Assessment: Concrete Objects <ol style="list-style-type: none"> 1. 2 pencils (1 long – 1 short) which is longer? 2. Unifix cubes (2 stacks – 1 taller – 1 short) Which stack is taller? 3. Unifix cubes, crayon (measure crayon – How many unifix cubes long is the crayon?) 4. 3 plastic cups (different sizes) Which cup holds more? Which cup holds less? 5. Plastic container – unifix cubes How many unifix cubes will fit in the container? 6. 2 objects 1 heavier than the other – scale which is heaviest? 	TAKS Objective 4

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www-tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems and processes of measurement SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SIXTH SIX WEEKS

TEKS # K.3 (A)

Grade Level Kinder

Time Range _____

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
<p>PK.1(G) Demonstrate part of and whole with real objects (e.g., an orange).</p>	<p>K.3 (A) Share a whole by separating it into equal parts. (6) Systems' Parts-Organisms & Objects a. sort organisms & objects into groups b. record observations about plant parts c. record observations about animal parts d. parts separated from whole may not work e. manipulate parts of objects (5) Properties & Patterns-Organisms, Objects, & Events a. properties of objects & characteristics of organisms b. observe & identify patterns c. recognize & copy patterns in charts & graphs (4) Tools a. use senses as tools of observation b. make observations using tools: hand lenses, balances, cups, bowls, computers</p>	<p>1.2 (A) Separate a whole into parts and use appropriate language to describe the parts.</p>

Specific Student Objectives

Share a whole by separating it into equal parts.

Instruction

Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • One to one correspondence • Math Journals • Workshops • Calendar • Storytelling 	<p>SFAW</p> <ul style="list-style-type: none"> • Chapter 7, TE, 7-8; 7-9; 7-10; and 7-11; Math Soup TE, pp. 169-178 <p>MTW</p> <ul style="list-style-type: none"> • Mirrors, p. 10 • Pattern Blocks Puzzles, pp. 349-350 	<p>Literature</p> <ul style="list-style-type: none"> • Eating Fractions • The Big Hungry Bear • Act.1, Part 1, Structure of Goldfish, p. 6 • Sawdust & Shavings, Act. 2, Part 1 • Fabric Collage, p. 8 • Paper, Act. 1, Part 4, Folding Paper (count the number of folds), p. 13 • Part 4, p. 12, Folding Paper • FOSS: Fabric-Act. 1, Fabric All Around, Part 4, pp. 10-11, #1-6, Taking Fabric Apart; Act. 2: Fabric Interactions, Part 3, p. 10, #3, Dyeing Fabric; Part 4, pp. 12-13, #1-6, Graphing Fabric Uses

Assessment

Classroom	TAKS/Other Assessments
<p>SFAW</p> <ul style="list-style-type: none"> • Student workbook, pp. 173-176 	<p>TAKS Objective 1</p> <ul style="list-style-type: none"> • Assessment Source Book Section

Additional Resources

Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/</p> <p>SFAW Website www.teacher.mathsurf.com</p>	<p>NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems</p> <p>SCANS</p>

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SIXTH SIX WEEKS

TEKS # K.3 (B) Grade Level Kinder Time Range

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.1(G) Demonstrate part of and whole with real objects (e.g., an orange)	K.3 (B) Explain why a given part is half of the whole. (4) Tools a. use senses as tools of observation b. make observations using tools: hand lenses, balances, cups, bowls, computers (6) Systems' Parts-Organisms & Objects a. sort organisms & objects into groups b. record observations about plant parts c. record observations about animal parts d. parts separated from whole may not work e. manipulate parts of objects (5) Properties & Patterns-Organisms, Objects, & Patterns a. properties or objects & characteristics of organisms b. observe & identify patterns c. recognize & copy patterns in charts & graphs	1.2 (A) Separate whole into parts and describe the parts.
Specific Student Objectives		
Identify equal parts of a whole.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling • Calendar • Math Journals 	SFAW <ul style="list-style-type: none"> • Chapter 7, Lesson 9, pp. 171A-173A MTW <ul style="list-style-type: none"> • pp. 349-350, "Pattern Block Puzzles" 	<ul style="list-style-type: none"> • Chapter 7, TE, p. 153A-153B • Literature, <i>El ratoncito, la fresa roja y madura y el gran oso</i>, by Dan Audrey Wood. • FOSS: Fabric-Act. 1, Fabric All Around, Part 1, p. 5,#3, Explorations and Feely Boxes; Act. 1, Fabric All Around, Part 2, p. 7, #3-5, Fabric Hunt Classifying; Act. 1, Fabric All Around, Part 3, p. 9, 33-4, Fabric Collage, Parts-Whole; Act. 1, Fabric All Around, Part 6: p. 16, #2, Sewing (needles) • Paper, Act. 1, Part 4, Folding Paper (demonstrate folding paper in half), p. 13 • Fabric Collage, p. 8 • Sanding Wood, Act. 2, Part 1 • Act. 3, Part 1, p. 6; The Structure of Earthworms

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • Chapter 7, Student pp. 171-172 • Student Practice Lesson 7-9 	TAKS Objective 1 SFAW <ul style="list-style-type: none"> • Chapter 7, p. 176C, Activity C • Assessment Source Book, Section B TAKS Objective: 1, 2, 3

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SIXTH SIX WEEKS

TEKS # K.4

Grade Level Kinder

Time Range 6th six wks

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
<p>Prek 1(I) Combines, separates, and names “how many” concrete objects.</p>	<p>K.4 Create addition and subtraction problems in real situations using concrete objects. (8) Living Organisms & Nonliving Objects a. identify organisms or objects as living or nonliving b. group organisms and objects as living or nonliving (2) Scientific Inquiry: Classroom & Field a. ask questions b. plan & conduct simple descriptive investigations c. use equipment & tools-extend senses d. explanations based on information e. communicate findings (3) Critical Thinking & Decision Making a. make decisions using information b. justify merits of decisions c. explain a problem & propose a solution (7) Change Occurs a. observe, describe, record changes in size, mass, color, position, quantity, time, temperature, sound, movement b. identify that heat causes change-compare objects according to temperature c. observe and record weather changes day to day and seasons d. observe and record stages in life cycles (4) Tools a. use sense as tools of observation make observations using tools: hand lenses, balances, cups, bowls, computers</p>	<p>1.3 (A) Model and write addition and subtraction sentences.</p>
Specific Student Objectives		
Use concrete objects to model and create addition and subtraction problems.		

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Daily Calendar • Story telling 	<p>SFAW</p> <ul style="list-style-type: none"> • Chapter 10, Lesson 10.2, p. 235A to 10.5 p. 244A • Chapter 12, Lesson 12.1-12.5, pp. 280-290 (Addition); 12.6-12.10, pp. 290C-300C (Subtraction) <p>MTW</p> <ul style="list-style-type: none"> • pp. 204-205-206, 221-224 • pp. 217-218, 219-220, 221-224, 229, 193-194, 248-249, 188-189 	<ul style="list-style-type: none"> • TE, p. 291A • Language Development • Literature Connections • Fish Eyes • Ten Little Mice • The Twelve Days of Summer <p>Chapter 12</p> <ul style="list-style-type: none"> • One Gorilla • Mouse Party • Benny’s Penny • Number One Number Fun • Part 2: Sawdust & Shavings • Part 3: Making Sawdust Wood • Part 6: Staining • Part 7: Wood Sculptures • FOSS: Fabric; Act. 1-Fabric All Around, Part 6, p. 19, #6(Sewing)(Count Pocket & make a graph); • Paper Module: Act. 2, Part 2, Paper Recycling, pp. 6-7 • Act., p. 12, Graphing Fabric Uses

Assessment	
Classroom	TAKS/Other Assessments
<p>SFAW</p> <ul style="list-style-type: none"> • Chapter 10, p. 250, Activity A Student book pp. 251-252 • Chapter 12, p. 300C, Activity A & C Student Book, pp. 301-302 <p>Teacher Observation</p>	<p>TAKS Objective 1 Share and Assess SFAW, p. 29</p>

Additional Resources	
Internet	Other
<p>Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/</p> <p>SFAW Website www.teacher.mathsurf.com</p>	<p>NCTM-Number and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers, and number systems SFAW Student Book, p. 291-292</p> <p>SCANS</p>

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SIXTH SIX WEEKS

TEKS # K.11(A) Grade Level Kinder Time Range _____

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.5(B) Describes similarities and differences between objects.	K. 11 (A) Compare situations or objects according to temperature such as <u>hotter</u> or <u>colder</u> . (7) Change Occurs a. observe, describe, record changes in size, mass, color, position, quantity, time, temperature, sound, movement b. identify that heat causes change-compare objects according to temperature c. observe and record weather changes day to day and seasons d. observe and record stages in life cycles	1.9 (A) Recognize temperatures such as a hot day or a cold day.
	Specific Student Objectives	
	Compare different temperatures such as hot and cold (fair, warm, cold, etc.)	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Calendar • Songs • Storytelling 	SF/AW <ul style="list-style-type: none"> • See Daily Routines • MTW – Calendar Activities “Weather Graphing” 	<ul style="list-style-type: none"> • Science – Weather, Seasons • Social Studies – different clothing, ex. (dress the weather doll) • LA – <u>“What’s the Weather”</u> • FOSS: Act. 2-Fabric Interactions, Part 1, p. 5, #2-5, Water & Fabrics

Assessment	
Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • p. 268, Portfolio Clarifying Activities, p. 13	TAKS Objective 4

Additional Resources	
Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade First http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SIXTH SIX WEEKS

TEKS # K.11(B) Grade Level Kinder Time Range 6th six wk.

Grade <u>Pre-K</u>	Grade <u>Kinder</u>	Grade <u>1st</u>
PK.4(E) Begins to categorize time intervals and uses language associated with time in everyday situations (e.g., “in the morning,” “after snack”).	K.11(B) Compare events according to duration such as more time than or less time than. (3) Critical Thinking & Decision Making a. make decisions using information b. justify merits of decisions c. explain a problem & propose a solution (7) Change Occurs a. observe, describe, record changes in size, mass, color, position, quantity, time, temperature, sound, movement b. identify that heat causes change-compare objects according to temperature c. observe and record weather changes day to day and seasons d. observe and record stages in life cycles	1.8 (B) Describe time on a clock [hours, half-hours].

Specific Student Objectives

Compare events according to duration such as more time than or less time than

Instruction

Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Workshops • Manipulatives • Tubbing • Storytelling • Calendar • Math Journals 	SFAW <ul style="list-style-type: none"> • Chapter 9-1, pp. 209-210A MTW <ul style="list-style-type: none"> • p. 123, “Water Timer” 	<ul style="list-style-type: none"> • Literature: One Afternoon • <u>Pajaros en la cabeza</u> by Laura Fernandez • FOSS: Fabric, Act. 2, Fabric Interactions; Part 2, p. 9, #12, Soiling & Washing (drying) • Wood, Act. 3, pp. 8 & 9; Inv. 1 • Sawdust & Shavings, Act. 2, Part 2 • Paper Module, Act. 1, Part 2, Paper Mache, pp. 6-8 • Act. 2, Part 2, Snail Races, p. 7 • Drying Fabric, p. 10

Assessment

Classroom	TAKS/Other Assessments
SFAW <ul style="list-style-type: none"> • Chapter 9, Student Book, pp. 209-216 	TAKS Objective 4 SFAW <ul style="list-style-type: none"> • Chapter 9, Student Book, p. 210 • Chapter 9, TE, p. 218B, Activity “Melt Away”

Additional Resources

Internet	Other
Texas SSI Website Clarifying activities and lessons, Grade Kinder http://www.tenet.cc.utexas.edu/ssi/ SFAW Website www.teacher.mathsurf.com	NCTM-Measurement Standard Understand measurable attributes of objects and the units, systems, and processes of measurement SCANS