

Scope and Sequence

Pre-Kindergarten Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
PK.1(A)	The student is expected to: arrange sets of concrete objects in one-to-one correspondence.		-	-	-	-	-
PK.2(A)	imitate pattern sounds and physical movements (e.g., clamp, stomp, clap, stomp).		-	-	-	-	-
PK.3(A)	recognize shapes.		-	-	-	-	-
PK.4(B)	fill a shape with solids (e.g., ice cubes, water).		-	-	-	-	-
PK.5(A)	match objects that are alike.		-	-	-	-	-
PK.6(A)	identify mathematics in everyday situations.		-	-	-	-	-
PK.6(B)	use tools such as real objects, manipulatives, and technology to solve problems.		-	-	-	-	-
PK.6(D)	relate everyday language to mathematical language.		-	-	-	-	-

Shaded objective indicates algebra emphasis

- Introduced objective
- Maintained objective

Scope and Sequence

Pre-Kindergarten Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
PK.1(B)	count by one to 5 or higher.			-	-	-	-
PK.1(H)	identify first and last in a series.			-	-	-	-
PK.2(B)	recognize simple patterns of concrete objects (e.g., a string of beads).			-	-	-	-
PK.2(C)	recognize patterns in their environment (e.g., day follows night, repeated in phrases in storybooks, patterns in carpeting or clothing).			-	-	-	-
PK.3(E)	put together puzzles of increasing complexity.			-	-	-	-
PK.4(A)	cover an area with shapes.			-	-	-	-
PK.5(D)	participate in creating and using real graphs.			-	-	-	-

Shaded objective indicates algebra emphasis

█ Introduced objective

█ Maintained objective

Scope and Sequence

Pre-Kindergarten Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
	The student is expected to:						
PK.1(C)	count concrete objects to five or higher.				-	-	-
PK.1(D)	compare numbers of concrete objects using language (“same,” “equal,” “one more,” “more than,” “less than”).				-	-	-
PK.1(F)	recognize and describe the concept of zero (meaning there are none).				-	-	-
PK.2(B)	reproduce simple patterns of concrete objects (e.g., a string of beads).				-	-	-
PK.3(A)	name shapes (circles, triangles, rectangles – including squares).				-	-	-
PK.3(D)	investigate the results of putting together two or more shapes.				-	-	-
PK.4(D)	use tools to imitate measuring.				-	-	-
PK.5(C)	sort objects into groups by an attribute.				-	-	-

Shaded objective indicates algebra emphasis

Introduced objective

Maintained objective

Scope and Sequence

Pre-Kindergarten Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
PK.1(B)	count by one to 10 or higher.				-	-	-
PK.1(G)	demonstrate part of and whole with real objects (e.g., an orange).				-	-	-
PK.3(B)	use words that indicate where things are in space (e.g., “beside,” “inside,” “behind,” “above,” “below”).				-	-	-
PK.4(B)	fill a shape with liquids.				-	-	-
PK.4(C)	make size comparisons between objects (e.g., taller than, smaller than).				-	-	-
PK.5(B)	describe similarities and differences between objects.				-	-	-
PK.6(C)	explain observations using objects and pictures.				-	-	-

Shaded objective indicates algebra emphasis

Introduced objective

Maintained objective

Scope and Sequence Pre-Kindergarten Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
	The student is expected to:						
PK.1(I)	combine, separate, and name “how many” concrete objects.						-
PK.1(E)	name “how many” are in a group of up to three (or more) objects, without counting (e.g., recognizing two/three crayons in a box).						-
PK.3(A)	describe shapes.						-
PK.3(D)	predict the results of putting together 2 or more shapes.						-
PK.4(F)	order 2 or 3 objects by (age 4) size (seriation) (e.g., largest to smallest).						-
PK.5(C)	explain how the grouping was done.						-
PK.5(D)	participate in creating pictorial graphs.						-
PK.6(E)	reason and support his or her thinking using objects, pictures, and technology.						-

Shaded objective indicates algebra emphasis

- Introduced objective
- Maintained objective

Scope and Sequence

Pre-Kindergarten Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
	The student is expected to:						
PK.2(D)	predict what comes next when patterns are extended.						
PK.3(C)	recognize when a shape's position or orientation has changed.						
PK.4(E)	categorize time intervals and use language associated with time in everyday situations (e.g., "in the morning," "after snack").						

Shaded objective indicates algebra emphasis

- Introduced objective
- Maintained objective

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # PK.1(A) Grade Level Pre-K Time Range on-going

PreKinder Science TEKS	Pre-K	Kinder
N/A	PK.1(A) Arrange sets of concrete objects in one-to-one correspondence.	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.
	Specific Student Objectives	
	Arrange sets of concrete objects in one-to-one correspondence.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • Tubbing • NL 5.2 • One-to-one class activity 	<ul style="list-style-type: none"> • Scholastic, Theme 1, p. 50 • Math Their Way, p. 94 	<ul style="list-style-type: none"> • Language Arts Book – <u>I Can Count the Petals of a Flower</u> • Science, p. 62 Scholastic

Assessment	
Classroom	TAKS/Other Assessments
MTW <ul style="list-style-type: none"> • p. 92 • Scholastic, Theme 1, p. 58 	TAKS Objective 1 Scholastic Games and Manipulatives Theme 1, p. 58 NL p. 3.7

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-Numbers and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers and number systems Language Arts – Book <ul style="list-style-type: none"> • <u>Counting Kids</u> by Annie Kubler • Song – “Five Little Frogs” SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # PK.2(A) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
N/A	PK.2(A) Imitate pattern sounds and physical movement (e.g., clap, stomp, clap, stomp,...)	K.5 Identify, extend, and create patterns of sounds, physical movement, and concrete objects.
	Specific Student Objectives	
	Imitate pattern sounds.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • Tubbing • NL, p. 9.3 • Rhythmic Clapping 	<ul style="list-style-type: none"> • Scholastic, Theme 2, p. 132 • NL, p. 9.16 	
Assessment		
Classroom	TAKS/Other Assessments	
MTW <ul style="list-style-type: none"> • pp. 21-22 • Scholastic, Theme 2, p. 58 	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 Science: Theme #1, p. 82 Keeping Fit Theme #1, p. 86 Match Makers SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # PK.3(A) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(J) Compare objects and organisms and identifies differences and similarities.	PK.3(A) Recognize shapes.	K.9 (B) Recognize shapes in real-life objects or models of solids.
	Specific Student Objectives	
	Recognize shapes.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<p style="text-align: center;">MTW</p> <ul style="list-style-type: none"> • Tubbing • NL 9.4 Mirrors & Shapes 	<p>MTW</p> <ul style="list-style-type: none"> • pp. 38-39 • Scholastic, Theme 1, p. 26 	<ul style="list-style-type: none"> • Scholastic, Theme 1, p. 68

Assessment	
Classroom	TAKS/Other Assessments
NL p. 8.2 Real Life Sorting Scholastic Theme 1, p. 144	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 and develop mathematical arguments about geometric relationships Literature: Hutchins, Pat. <u>The Doorbell Rang</u> , Greenwillow Books. Dr. Drew's Discovery Blocks, Theme #1 p. 24 Theme #1 p. 130 The Circle Walk (Science) SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # PK.4(B) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(H) Explore by manipulating materials with simple equipment (e.g., pouring from a cup and using a spoon to pick up sand or water).	PK.4(B) Fill a shape with solids.	K.10 Use attributes such as length, weight, or capacity.
	Specific Student Objectives	
	Fill a shape with solids.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
	MTW <ul style="list-style-type: none"> • p. 136, Mark the Scoop Scholastic <ul style="list-style-type: none"> • Theme 3, p. 36 • Theme 4, p. 45 	
Assessment		
Classroom	TAKS/Other Assessments	
	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 and develop mathematical arguments about geometric relationships SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # PK.5(A) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(K) Sort objects and organisms into groups and describe how groups were organized.	PK.5(A) Matches objects that are alike.	K.8(C) Sort objects according to their attributes and describes how those groups are formed.
	Specific Student Objectives	
	Match objects that are alike.	

Instruction	
Strategies	Resources
MTW Tubbing NL, p. 8.2 Real-Life Sorting Activities	Scholastic, Theme 6, p. 26 Math Their Way, p. 8.4
Assessment	
Classroom	TAKS/Other Assessments
MTW, p. 61 Scholastic Theme 6, p. 30	TAKS Objective 3 Scholastic Games and Manipulatives Theme 6, p. 42
Additional Support	
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 Science: Theme #1, p. 88 Our Favorite Foods SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # PK.6(A) Grade Level Pre-K Time Range ongoing

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(C) Shows an interest in investigating unfamiliar objects, organisms, and phenomena.	PK.6(A) Identify mathematics in everyday situations.	K.13 Identify mathematics in everyday situations.
	Specific Student Objectives	
	Identify math in everyday situations.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • Junk Box Sorting • NL, p. 8.3, Sorting Items from school and home 	<ul style="list-style-type: none"> • Scholastic, Theme 1, p. 32 MTW <ul style="list-style-type: none"> • Chapter 3, p. 61 	<ul style="list-style-type: none"> • The Pick Up Song, Theme 1, p. 133

Assessment	
Classroom	TAKS/Other Assessments
MTW <ul style="list-style-type: none"> • P. 61, Chapter 3 Scholastic, Theme 1, p. 60	TAKS Objective 6 Scholastic Games and Manipulatives Theme 1, p. 42

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 Solve problems that arise in mathematics and in other contexts Literature: A Chair for My Mother. SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIRST SIX WEEKS

TEKS # PK.6(B) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(I) Use simple measuring devices to learn about objects and organisms.	PK.6(B) Use tools such as real objects, manipulatives, and technology to solve problems.	K.13(D) Use tools such as real objects, manipulatives, technology, to solve problems.
	Specific Student Objectives	
	Use tools such as real objects to solve problems.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • p. 175, Junk Boxes, • Tubbing • NL p. 8.3, “Junk Box” sorting 	MTW <ul style="list-style-type: none"> • p. 175 • NL, p. 8.3 • Scholastic, Theme 1, p. 34 	<ul style="list-style-type: none"> • Scholastic, Theme 1, p. 28 (Science)
Assessment		
Classroom	TAKS/Other Assessments	
MTW NL 9.7, Mirrors & Shapes	TAKS Objective 6 Scholastic – Games and Manipulatives, Theme 1, p. 34	
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-Representation Standard Use representations to model and interpret physical, social and mathematics phenomena Literature: Hoban, Tana. <u>Shapes, Shapes, Shapes</u> , MacMillan SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIRST SIX WEEKS

TEKS # PK.6(D) Grade Level Pre-K Time Range ongoing

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.2(J) Use scientific words and phrases to describe objects, events, and living things.	PK.6(D) Relate everyday language to mathematical language.	K.14(B) Relate everyday language to mathematical language and symbols.
	Specific Student Objectives	
	Relate everyday language to mathematical language.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • NL, Chapter 4, The Opening, pp. 4.1-4.14 <p>MTW</p> <ul style="list-style-type: none"> • Free Exploration, pp. 2-7 (Tubbing) 	<ul style="list-style-type: none"> • Scholastic, Theme 1, pp. 16-17 	<ul style="list-style-type: none"> • Theme 1, Language Games, Ten Little Fingers, p. 17 • Good Morning to You, p. 16

Assessment	
Classroom	TAKS/Other Assessments
<ul style="list-style-type: none"> • Theme 1, (Scholastic) Language – “I Spy”, p. 32 	TAKS Objective 6

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-Communication Standard Organize and consolidate their mathematical thinking through communication Literature <ul style="list-style-type: none"> • <u>Five Little Monkeys Jumping on the Bed</u>, by Christelow, Eileen, New, York, Clarion, 1989. • <u>One, Two, Buckle My Shoe</u>, by Barnes-Murphy, Rowan. Simon & Schuster, Inc., 1998. SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SECOND SIX WEEKS

TEKS # PK.1(B) Grade Level Pre-K Time Range 6 days

Pre-Kinder Science TEKS	Pre-K	Kinder
N/A	PK.1(B) Count by one to five.	K.6(B) Count by one to 100.
	Specific Student Objectives	
	Count with ease by one to 5.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW • Counting • NL pp. 5.3-5.4	MTW • NL pp. 5.1-5.2	
Assessment		
Classroom	TAKS/Other Assessments	
MTW • pp. 93, 95, 98-99, 109-111	TAKS Objective 1 NL Assessment: Rote Counting p. 3.7	
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 Literature: • Bang, Molly. <u>Ten, Nine, Eight</u> . Greenwillow. • Hoban, Tana. <u>Count and See</u> . Collier Books. • Song-Carol Perkins, “How Many Fingers” SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SECOND SIX WEEKS

TEKS # PK.1(H) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(D) Use one or more senses to observe and learn objects, events, and organisms.	PK.1(H) Identify first and last in a series.	K.2(B) Name the ordinal positions in a sequence such as first, second, third, etc.
	Specific Student Objectives	
	Model first and last in a series.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW • “Number Operations” pp. 205, 207	<ul style="list-style-type: none"> • Scholastic, Theme 2, pp. 40, 42, 70 • Photo Files 	
Assessment		
Classroom	TAKS/Other Assessments	
MTW • “Word Problems”, p. 204	TAKS Objectives 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 system Literature: Hutchins, Pat. <u>The Doorbell Rang</u> ,” Greenwillow Books. Literature: Lottridge, Celia Barker. <u>“One Watermelon Seed,”</u> Oxford University Press Literature: Ancona, George. <u>“Ricardo’s Day”</u> SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SECOND SIX WEEKS

TEKS # PK.2(B) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
<p>PK.1(C) Observe changes in size, color position, weather, and sound.</p> <p>PK.1(H) Uses patterns (such as growth and day following night to predict what happens next).</p>	<p>PK.2(B) Recognize simple patterns of concrete objects (e.g., a string of beads).</p>	<p>K.5 Identify, extend, and create patterns.</p>
	Specific Student Objectives	
	<p>Models simple patterns of concrete objects.</p>	
Instruction		
Strategies	Resources	Interdisciplinary Connection
	<ul style="list-style-type: none"> • Scholastic Theme #4, pp. 52-56 	
Assessment		
Classroom	TAKS/Other Assessments	
<p>MTW p. 18 NL p. 9.1 MTW p. 21</p>	<p>TAKS Objective 2 MTW Blackline Masters A2, A3, A12, A14</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-Algebra Standard Understand patterns, relations and functions</p> <p><u>The Very Busy Spider</u>, by Eric Carle</p> <p>SCANS</p>	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SECOND SIX WEEKS

TEKS # PK.2(C) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.2(D) Use patterns (such as growth and day following night to predict what happens now).	PK.2(C) Recognize patterns in their environment (e.g., day follows night, repeated phrases in story books, patterns in carpeting or clothing).	K.5 Identify, extend and create patterns of sounds, physical movement and concrete objects.
	Specific Student Objectives	
	Solve problems using patterns in the student's environment.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW • “ <u>Pattern One</u> ”, p. 21 • NL 9.5	<ul style="list-style-type: none"> • Scholastic, Theme 1, pp. 24-25, 108-109, 110 • Scholastic, Theme 2, pp. 64-65, 107 	

Assessment	
Classroom	TAKS/Other Assessments
MTW, pp. 42, 257, 360, 361, 364	TAKS Objective 2 NL Assessment: pp. 9.5, 9.6, 9.11 MTW pp. 265-267

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 Literature: Krauss, Robert <u>Whose Mouse Are You?</u> Literature: Ancona, George, <u>Ricardo's Day</u> SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART SECOND SIX WEEKS

TEKS # PK.3(E) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
N/A	PK.3(E) Put together puzzles of increasing complexity.	K.7(B) Place an object in a specified position.
	Specific Student Objectives	
	Put together puzzles of increasing complexity.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
Puzzles – variety	Classroom Puzzles	
Assessment		
Classroom	TAKS/Other Assessments	
Teacher observation during center time	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 Use visualization, spatial reasoning and geometric modeling to solve problems	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SECOND SIX WEEKS

TEKS # PK.4(A) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(H) Explore by manipulating materials with simple equipment (e.g., pouring from a cup and using a spoon to pick up sand or water).	PK.4(A) Cover an area with shapes (e.g., tiles).	K.9(B) Recognize shapes in real-life objects or models of solids.
	Specific Student Objectives	
	Design an object by covering an area of shapes.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Scholastic, Theme 3, pp. 84-85 • NL, pp. 7.12-7.14 <p>MTW</p> <ul style="list-style-type: none"> • Measurement 	<ul style="list-style-type: none"> • Scholastic, Theme 2, p. 145 • Scholastic, Theme 3, p. 58 • NL, p. 7.4 	

Assessment	
Classroom	TAKS/Other Assessments
<p>MTW, p. 1132</p> <p>Scholastic, Theme 3, p. 86</p>	TAKS Objective 3

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-Measurement Standard Understand measurable attributes of objects and the units, systems and processes of measurement</p> <p>SCANS</p>

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SECOND SIX WEEKS

TEKS # PK.5(D) Grade Level Pre-K Time Range 2 days

Pre-Kinder Science TEKS	Pre-K	Kinder
1(J) Compare objects and organisms and identifies similarities and differences.	PK.5(D) Participate in creating and using real graphs.	K.12(A) Construct graphs using real objects or pictures in order to answer questions.
	Specific Student Objectives	
	Participate in creating and using real graphs.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW • Graphing, NL 8.8	MTW • NL 4.5-4.6 • Scholastic, Theme 2, pp. 26, 32	

Assessment	
Classroom	TAKS/Other Assessments
MTW • pp.146-147, 150	TAKS Objective 5 MTW Blackline Masters A7

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 • Saprienza, Marilyn. <u>Stone Soup</u> . Weekly Reader SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # PK.1(C) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
N/A	PK.1(C) Count concrete objects to five or higher.	K.1(C) Use numbers to describe how many objects are in a set.
	Specific Student Objectives	
	Count objects to five or higher.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW, p. 94 “The Counting Tape” • NL, p. 5.4 “Slide and Check” 	<ul style="list-style-type: none"> • MTW, p. 94 • NL, p. 5.4 	Literature: Crews, Don – <u>Ten Black Dots</u> – Greenwillow Books
Assessment		
Classroom	TAKS/Other Assessments	
<ul style="list-style-type: none"> • MTW, p. 100 Counting Chapter 4 	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 # PK.1(D) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
N/A	PK.1(D) Compare numbers of concrete objects using language (same, equal, one more, more than, less).	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.
	Specific Student Objectives	
	Compare numbers of concrete objects using language.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW, pp. 142-145 • NL 8.3 	<ul style="list-style-type: none"> • Scholastic, Theme 3, pp. 70, 78 • NL, Chapter 8 	Literature: Stinson, Kathy. <u>Red is Best.</u>

Assessment	
Classroom	TAKS/Other Assessments
MTW, Chapter 6	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-Communication Standard Organize and consolidate their mathematical thinking through communication SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART THIRD SIX WEEKS

TEKS # PK.1(F) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
N/A	PK.1(F) Recognize and describes the concept of zero (meaning there are none).	K.1(B) Use sets of concrete objects to represent quantities given in verbal or written form (through 9); and
	Specific Student Objectives	
	Recognize and describe the concept of zero.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW, Numeral Station • NL, p. 6.2 	<ul style="list-style-type: none"> • NL, p. 6.2 	Literature: Conover, Chris, <u>Six Little Ducks</u> . Crowel

Assessment	
Classroom	TAKS/Other Assessments
NL 6.7 “Numeral Dice Toss”	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-Numbers and Operations Standard Understand numbers, ways of representing numbers, relationships among numbers and number systems SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # PK.2(B) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.2(H) Use patterns (growth and day following night, to predict what happens next).	PK.2(B) Reproduce simple patterns of concrete objects (e.g., a string of beads).	K.5 Identify, extend and create patterns of sounds physical movement and concrete objects.
	Specific Student Objectives	
	Reproduce and create simple patterns of concrete objects (e.g., a string of beads).	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • NL, Chapter 9.5 • MTW, Chapter 10, p. 252 	<ul style="list-style-type: none"> • NL, Chapter 9.5 • Scholastic, Theme 3, pp. 40, 42, 145. • MTW, Chapter 10 	Literature: Carle, Eric, <u>The Very Busy Spider</u> . Philomel.

Assessment	
Classroom	TAKS/Other Assessments
Junk Pattern Cards MTW, p. 40	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

THIRD SIX WEEKS

TEKS # PK.3(A) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
N/A	PK.3(A) Name shapes (circles, triangles, rectangles, including squares).	K.9(C) Describe, identify and compare circles, triangles, and rectangles, including squares.
	Specific Student Objectives	
	Name shapes (circles, triangles, rectangles, including squares).	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW – Tubbing • NL, Chapter 8, Sorting and Classifying p. 8.1 • NL, Chapter 9, Pattern • Tubbing Station p. 9.4 	<ul style="list-style-type: none"> • Scholastic, Theme 3, pp. 58, 84, 86, 145 • NL, Chapter 8, Sorting and Classifying p. 8.1 • NL, Chapter 9 	Literature: Hoban, Tana – <u>Circles, Triangles, and Squares</u> . MacMillan.

Assessment	
Classroom	TAKS/Other Assessments
Color Shape Bingo I Spy Game Clarifying Activity 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 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 Literature: Pienkowski, Jan- <u>Shapes</u> . Harvey House. SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # PK.3(D) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(F) Perform simple investigations.	PK.3(D) Investigate the results of putting together two or more shapes.	K.5 Identifies, extends, and creates patterns.
	Specific Student Objectives	
	Investigate results of putting together two or more shapes.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW, p.170 Pattern Blocks 	<ul style="list-style-type: none"> • MTW Pattern Blocks • Scholastic, Theme 3 	Literature: Hutchins, Pat. <u>Changes, Changes</u> . Greenwillow Books
Assessment		
Classroom	TAKS/Other Assessments	
MTW, p. 170 Pattern Blocks Construct building using blocks.	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 Use visualization, spatial reasoning and geometric modeling to solve problems SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART S

THIRD SIX WEEKS

TEKS # PK.4(D) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(I) Use simple measuring devices to learn about objects and organisms.	PK.4(D) Use tools to imitate measuring.	K.13(D) Use tools such as real objects, manipulatives, and technology to solve problems.
	Specific Student Objectives	
	Use tools to imitate and model measuring.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • NL Chapter 7 • MTW Chapter 11 	<ul style="list-style-type: none"> • Scholastic, Theme 3, Week 4 • NL Chapter 7 • MTW Chapter 11 	<ul style="list-style-type: none"> • Literature: Krauss, Ruth. <u>The Carrot Seed</u>. Harper & Rowe.

Assessment	
Classroom	TAKS/Other Assessments
MTW p. 307	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 Apply appropriate techniques, tools and Formulas to determine measurements SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

THIRD SIX WEEKS

TEKS # PK.5(C) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(K) Sort objects and organisms organized into groups and begins to describe how groups were.	PK.5(C) Sort objects into groups by attribute.	K.8(C) Sort objects according to their attributes and describe how those groups are formed.
	Specific Student Objectives	
	Sort objects into groups by attributes.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • NL pp. 8.1 – 8.7 • MTW Chapter 3 	<ul style="list-style-type: none"> • Scholastic, Theme 3, pp. 58, 70, 78, 145. 	Literature: Hoban, Tana. <u>Is it Read, Is it Yellow, Is it Blue?</u> Greenwillow Books
Assessment		
Classroom	TAKS/Other Assessments	
NL 8.3 – Junk Box Sorting	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 and develop mathematical arguments about geometric relationships SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FOURTH SIX WEEKS

TEKS # PK.1(B) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
	PK.1(B) Count by one to ten or higher.	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.
	Specific Student Objectives	
	Count from one to ten or higher.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW Tubbing • NL, pp. 5.1-5.8 • Real-life counting activities 	<ul style="list-style-type: none"> • Math Their Way, p. 92 • Scholastic, Theme 1, p. 50 • Scholastic, Theme 4, p. 26 • Scholastic, Theme 6, p. 42 	<ul style="list-style-type: none"> • Scholastic, Theme 6, p. 66, Science
Assessment		
Classroom	TAKS/Other Assessments	
<ul style="list-style-type: none"> • NL pp. 3.7-3.8 • MTW p. 100 Counting 	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 and number systems SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FOURTH SIX WEEKS

TEKS # PK.1(G) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
	PK.1(G) Demonstrate part and whole with real objects. (e.g., an orange)	K.3(B) Explain why a given part is half of the half.
	Specific Student Objectives	
	Demonstrate part and whole with real objects.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW Tubbing • Picture Cards • Calendar • Power blocks • MTW p. 349 	<ul style="list-style-type: none"> • Scholastic, Theme 1, p. 54 • Scholastic, Theme 3, p. 78 • Scholastic, Theme 3, p. 86 	<ul style="list-style-type: none"> • Scholastic, Theme 3, Language, p. 86 • Scholastic, Theme 3, Science, p. 90
Assessment		
Classroom	TAKS/Other Assessments	
<ul style="list-style-type: none"> • The use of unifix cubes, worksheet chart MTW, p. 391. 	TAKS Objectives 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 Understanding number, ways of representing numbers, relationships SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FOURTH SIX WEEKS

TEKS # PK.3(B) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
	PK.3(B) Use words that indicate where things are in space (e.g., “beside,” “inside,” “behind,” “above,” “below”)	K.7(A) Describe one object in relation to another using informal language such as over, above, and below.
	Specific Student Objectives	
	Use words that indicate where things are in space.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW Tubbing • MTW Calendar • Scholastic, Photo Files Theme 7 • Scholastic, Tool Theme 1/5 	<ul style="list-style-type: none"> • Scholastic, Theme 3, p. 78 	<ul style="list-style-type: none"> • Scholastic, Theme 1, pp. 54, 145 • Theme, 5, pp. 50, 98 • Theme 7, pp. 26, 60

Assessment	
Classroom	TAKS/Other Assessments
Scholastic, Theme 1, p. 54	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-Communication Standard Use the language of mathematics to express mathematical ideas precisely SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FOURTH SIX WEEKS

TEKS # PK.4(B) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(H) Explore by manipulating materials with simple equipment, (e.g., pouring from a cup, and using a spoon to pick up sand or water).	PK.4(B) Fill a shape with liquids (water).	K.10(A) Compare and order 2 or 3 concrete objects according to capacity (holds more or holds less or weight (lighter or heavier)).
	Specific Student Objectives	
	Fill a shape with liquids.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW <ul style="list-style-type: none"> • Real-life Pouring Activities • NL p. 7.4 • Measurement Station: containers, cups, tubs, basters, etc. 	<ul style="list-style-type: none"> • Scholastic, Theme 6, p. 62, Science 	<ul style="list-style-type: none"> • Scholastic, Theme 6, p. 30, Messy Play

Assessment	
Classroom	TAKS/Other Assessments
<ul style="list-style-type: none"> • Scholastic, Theme 6, p. 34, Science • Scholastic, Theme 6, p. 58, Messy Play • Scholastic, Theme 6, p. 66, Science 	TAKS Objective 4 Teacher Observation Theme checklist

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 Apply appropriate techniques, tools and formulas to determine measurements Literature: Tello, Jerry. <u>The New Batch</u> , Illustrated by Chon Bribiescas. SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FOURTH SIX WEEKS

TEKS # PK.4(C) Grade Level Pre-K Time Range 1 week

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(J) Compares objects and organisms and identifies similarities and differences.	PK.4(C) Make size comparisons between objects (e.g., taller than, smaller than).	K.8(B) Compare two objects based on their attributes.
	Specific Student Objectives	
	Make size comparisons between objects.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW Tubbing • MTW Calendar • NL, p. 7.18 • Comparing length or height 	<ul style="list-style-type: none"> • MTW pp. 114-121 Comparing • Scholastic, Theme 1, pp. 34, 70, 72, 82 • Theme 5, p. 88 • Theme 8, p. 50 	<ul style="list-style-type: none"> • Scholastic Theme 8, pp. 24, 54, 82
Assessment		
Classroom	TAKS/Other Assessments	
<ul style="list-style-type: none"> • Unifix Cubes 	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-Measurement Standard Understand measurable attributes of objects and the units, systems and processes of measurement SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FOURTH SIX WEEKS

TEKS # PK.5(B) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(J) Compare objects and organisms and identifies similarities and differences.	PK.5(B) Describe similarities and differences between objects.	K.8(B) Compare two objects based on their attributes; and
	Specific Student Objectives	
	Describe similarities and differences.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW Tubbing • MTW pp. 74-87 	<ul style="list-style-type: none"> • MTW pp. 74-75 Sorting & Classifying • Scholastic, Theme 1, pp. 30, 38 • Scholastic, Theme 3, p. 50 • Scholastic, Theme 5, pp. 58, 62 • Scholastic, Theme 7, pp. 30, 42 • Scholastic, Theme 8, p. 26 	<ul style="list-style-type: none"> • Scholastic, Theme 1, p. 88 • Scholastic, Theme 3, pp. 42, 54, 60, 88, 98 • Scholastic, Theme 4, pp. 106, 54 • Scholastic, Theme 5, pp. 36, 32, 64, 144 • Scholastic, Theme 7, pp. 46, 66 • Scholastic, Theme 8, pp. 48, 54, 74, 78, 80, 82

Assessment	
Classroom	TAKS/Other Assessments
Teacher Observation	TAKS Objective 3 Teacher Observation Checklist

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 FOURTH SIX WEEKS

TEKS # PK.6(C) Grade Level Pre-K Time Range _____

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(E) Describes observations.	PK.6(C) Explain observations using objects and pictures.	K.14(A) Explain and record observations using objects, words, pictures, numbers, and technology.
	Specific Student Objectives	
	Explains observations using objects and pictures.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW • Graphing, p. 144-163	Scholastic • Theme #6, p. 26, 30, 34, 54	
Assessment		
Classroom	TAKS/Other Assessments	
Tubbing Activities	TAKS Objective 6	
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-Communication Standard Organize and consolidate their mathematical thinking through communication SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIFTH SIX WEEKS

TEKS # PK.1(I) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(B) Ask questions about objects, events, and organisms.	PK.1(I) Combine, separate, and name “how many” concrete objects.	K.4 Model and create addition and subtraction problems in real situations with concrete objects.
	Specific Student Objectives	
	Combine, separate, and name “how many” concrete objects.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW, pp. 237-249, 251 • NL, pp. 10.5-10.6, 10.1-10.2, 10.15-10.16 • Clarifying Activity, K.4 	<ul style="list-style-type: none"> • MTW, pp. 237-249, 251 • NL, pp. 10.5-10.6, 10.1-10.2, 10.15-10.16 • Clarifying Activity, K.4 	Literature: <ul style="list-style-type: none"> • Bogart, JoEllen. <u>Ten for Dinner</u>. New York. 1989
Assessment		
Classroom	TAKS/Other Assessments	
<ul style="list-style-type: none"> • MTW, pp. 237-249, 251 • NL, pp. 10.5-10.6, 10.1-10.2, 10.15-10.16 	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 Understand meanings of operations and how they relate to one another SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIFTH SIX WEEKS

TEKS # PK.1(E) Grade Level Pre-K Time Range 5th six wks.
6th six wks.

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(B) Ask questions about objects, events, and organisms.	PK.1(E) Name how many are in a group of up to three or more objects.	K.1(C) Use numbers to describe how many objects are in a set. K.1(B) Use sets of concrete objects to represent quantities given in verbal or written form.
	Specific Student Objectives	
	Recognize instantly groups of three or more.	

Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • NL, p. 5.8, Milk Carton Dice • NL, 5.4, Slide and Check 	<ul style="list-style-type: none"> • MTW, pp. 89-91, 100, 103, 106, 112 • MTW, pp. 90-98 • MTW, p. 100 • Scholastic, Theme 5, pp. 38-39 • MTW, pp. 100-102 	

Assessment	
Classroom	TAKS/Other Assessments
<ul style="list-style-type: none"> • MTW, pp. 91-92 • NL, pp. 3.7-3.10 	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 Understand numbers, ways of representing numbers, relationships among numbers and number systems <ul style="list-style-type: none"> • Crews, Donald. <u>The Dot Book</u>. • Bang, Molly. <u>Ten, Nine, Eight</u>. Orlando. 1989 • Demi. <u>Count the Animals</u>. 1, 2, 3. New York. 1986 SCANS

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART FIFTH SIX WEEKS

TEKS # PK.3(A) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(E) Describe observations.	PK.3(A) Describe shapes.	K.9(C) Describe, identify and compare circles, triangles, and rectangles, including squares.
	Specific Student Objectives	
	Describe shapes.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW, p. 80 • NL, 9.14 • Scholastic, Theme 5, pp. 145, 151 	<ul style="list-style-type: none"> • Scholastic, Theme 5, pp. 98-98 • MTW, Blackline, #2-6 • Scholastic, Theme 5, pp. 145, 151 	Literature: <ul style="list-style-type: none"> • Hoban, Tana. <u>Circles, Triangles, and Squares</u>. New York. 1974 • Hoban, Tana. <u>Shapes, Shapes, Shapes</u>. New York. 1986
Assessment		
Classroom	TAKS/Other Assessments	
MTW, p. 80 NL, p. 9.14	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 and develop mathematical arguments about geometric relationships SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIFTH SIX WEEKS

TEKS # PK.3(D) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(N) Solve simple design problems.	PK.3(D) Predict the results of putting together two or more shapes.	K.7(B) Place an object in a specified position.
	Specific Student Objectives	
	Predict the results of putting together two or more shapes.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Clarifying Activity, K.6(A) • Clarifying Activity, K.7(B) • MTW, pp. 12-13 • NL, p. 1.15 	<ul style="list-style-type: none"> • Clarifying Activity, K.6(A) • Clarifying Activity, K.7(B) • MTW, pp. 12-13 • NL, p. 1.15 	Literature: <ul style="list-style-type: none"> • Emberley, Ed. <u>Picture Pie</u>. Little, Brown and Co. • Mathews, Louise. <u>Gator Pie</u>. Dodd, Mead & Co.
Assessment		
Classroom	TAKS/Other Assessments	
<ul style="list-style-type: none"> • MTW, pp. 12-13 • NL, p. 1.15 	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 Specify locations and describe spatial relationships using coordinate geometry and other representational systems SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIFTH SIX WEEKS

TEKS # PK.4(F) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.2(C) Observe changes in size.	PK.4(F) Order two or three objects by size. (e.g., largest to smallest)	K.10(A) Compare and order two or three concrete objects according to length, capacity, or weight.
	Specific Student Objectives	
	Order two or three objects by size.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • Clarifying activity, K.10(A) • MTW, p. 135 • NL, p. 7.5 • NL, p. 7.5 • Clarifying Activity, K.10(A) 	<ul style="list-style-type: none"> • MTW, p. 135 • NL, p. 7.5 • NL, p. 7.5 • Clarifying Activity, K.10(A). K.10(B) 	Literature: <ul style="list-style-type: none"> • Fey, James. <u>Long, Short, High, Low Thin, Wide</u>. New York, 1971 • Froman, Robert. <u>Bigger and Smaller</u>. New York. 1971
Assessment		
Classroom	TAKS/Other Assessments	
<ul style="list-style-type: none"> • MTW, p. 135 • NL, p. 7.5 	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 FIFTH SIX WEEKS

TEKS # PK.5(C) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.2(J) Use scientific words and phrases to describe objects, events, and living things.	PK.5(C) Sort objects into groups by an attribute and begins to explain how the grouping was done.	K.8(C) Sort objects according to their attributes and describe how those groups are formed.
	Specific Student Objectives	
	Sort objects into groups by an attribute and explain how the grouping was done.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW, pp. 58-83 • MTW, pp. 72-74 • NL pp. 8.2-8.7 	<ul style="list-style-type: none"> • MTW, pp. 58-83 • MTW, pp. 72-74 • NL, pp. 8.2-8.7 	Literature: <ul style="list-style-type: none"> • Hoban, Tana. <u>Is it Red? Is it Yellow? Is it Blue?</u> New York 1998 • Hoban, Tana, <u>Is it Rough? Is it smooth?</u> New York 1985
Assessment		
Classroom	TAKS/Other Assessments	
MTW, pp. 58-83 NL, pp. 8.2-8.7	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 and develop mathematical arguments about geometric relationships SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

FIFTH SIX WEEKS

TEKS # PK.5(D) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(O) Participate in creating and using simple data charts.	PK.5(D) Participate in creating pictorial graphs.	K.12(A) Construct graphs using real objects or pictures in order to answer questions.
	Specific Student Objectives	
	Participate in creating pictorial graphs.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW, pp. 152-154 • NL, pp. 8.9-8.10 • MTW, pp. 148-149, 151 	<ul style="list-style-type: none"> • MTW, pp. 152-154 • NL, pp. 8.9-8.10 • MTW, pp. 148-149, 151 	Literature: <ul style="list-style-type: none"> • Arnold, Caroline. <u>Charts and Graphs and Fun, Facts, and Activities</u>. New York. 1984.
Assessment		
Classroom	TAKS/Other Assessments	
<ul style="list-style-type: none"> • MTW, pp. 152-154 • NL, pp. 8.9-8.10 • MTW, pp. 148, 149, 151 	TAKS Objectives 5	
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 FIFTH SIX WEEKS

TEKS # PK.6(E) Grade Level Pre-K Time Range on-going

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.1(L) Offer explanations using his or her own words.	PK.6(E) Reason and support his or her thinking using objects, pictures, and technology.	K.13(D) Use tools such as real objects, manipulatives, and technology to solve problems.
	Specific Student Objectives	
	Reason and support his or her thinking using objects, pictures, and technology.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW, pp. 142-145, 117-136 • NL, p. 8.1, 8.8, 7.6, 7.11-7.2 • Clarifying Activity, K.13(D) 	Scholastic <ul style="list-style-type: none"> • Theme used for Fifth six week 	Literature: <ul style="list-style-type: none"> • Kaufman, Joe. <u>Big and Little</u>. New York. 1966
Assessment		
Classroom	TAKS/Other Assessments	
<ul style="list-style-type: none"> • MTW, pp. 142-145 • NL, pp. 8.1, 8.8 	TAKS Objective 6	
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-Reasoning and Proof Standard Develop and evaluate mathematical arguments and proofs SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SIXTH SIX WEEKS

TEKS # PK.2(D) Grade Level Pre-K Time Range 1-2 wks.

Pre-Kinder Science TEKS	Pre-K	Kinder
<p>PK.1(M) Predict what will happen next based on previous experience.</p> <p>PK.2(H) Use patterns (such as growth and day following night to predict what happens next).</p>	<p>PK.2(D) Predict what comes next when patterns are extended.</p>	<p>K.6(A) Use patterns to predict what comes next, including cause-and-effect relationships.</p>
	Specific Student Objectives	
	Predict what comes next when patterns are extended.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW Tubbing • NL, p. 9.3 	<ul style="list-style-type: none"> • Scholastic, Games & Manipulatives • Theme 4, p. 52 • Theme 4, p. 144 • Theme 5, p. 40 • Theme 5, p. 42 • Theme 7, p. 82 • Theme 8, p. 144 • Math Their Way, p. 26 	<p>Literature:</p> <ul style="list-style-type: none"> • Walter, Marion. <u>Another, Another, Another and More.</u> London: Andre Deutsch. 1975.
Assessment		
Classroom	TAKS/Other Assessments	
<ul style="list-style-type: none"> • MTW, p. 29 • Scholastic, Theme 7, p. 98 	<p>TAKS Objective 2 Teacher Observation during Tubbing</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-Algebra Standard Understand patterns, relations and functions</p> <p>SCANS</p>	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART

SIXTH SIX WEEKS

TEKS # PK.3(C) Grade Level Pre-K Time Range 1-2 wks.

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.2(C) Observe changes in size, color, position, weather, and sound.	Pk.3(C) Recognize when a shape's position or orientation has changed.	K.7 Describes the relative positions of objects.
	Specific Student Objectives	
	Recognize when a shape's position or orientation has changed.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
MTW Tubbing When children are at tubing use open-ended questions such as: <ul style="list-style-type: none"> • What would happen if I change the position of the geo-band? Did it change the shape? • What other way can we change the shape? 	Scholastic <ul style="list-style-type: none"> • Theme 7, pp. 48, 50, 52 • Theme 6, pp. 42, 54, 107 • Theme 8, p. 107 	Literature: <ul style="list-style-type: none"> • Hoban, Tana. <u>Over, Under, and Through and Other Spatial Concepts</u>. New York; Macmillan, 1973.
Assessment		
Classroom	TAKS/Other Assessments	
Scholastic <ul style="list-style-type: none"> • Theme 3, p. 84 • Theme 7, pp. 50, 52 	TAKS Objective 3 <ul style="list-style-type: none"> • Teacher observation during tubing 	
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 Specify locations and describe special relationships Indoor game: Shape it. Theme 8, p. 128 SCANS	

MATHEMATICS INSTRUCTIONAL ALIGNMENT CHART SIXTH SIX WEEKS

TEKS # PK.4(E) Grade Level Pre-K Time Range 6 weeks

Pre-Kinder Science TEKS	Pre-K	Kinder
PK.2(H) Uses patterns (such as growth and day following night to predict what happens next).	PK.4(E) Categorize time intervals and use language associated with time in everyday situations.	K.11(B) Compare events according to duration such as more time than or less time than.
	Specific Student Objectives	
	Categorize time intervals in daily activities.	
Instruction		
Strategies	Resources	Interdisciplinary Connection
<ul style="list-style-type: none"> • MTW, pp. 133, 247 • NL, p. 7.24, Time 	<ul style="list-style-type: none"> • Scholastic, Theme 3, p. 74 • Scholastic, Theme 7, p. 94 • Scholastic, Theme 8, pp. 38, 42, 86, 94 	<ul style="list-style-type: none"> • How Ducklings Grow • The Very Hungry Caterpillar • Soon We'll be Six (Th. 8, p. 133)
Assessment		
Classroom	TAKS/Other Assessments	
NL, Time pp. 7.21-7.24 Scholastic, Theme 7, pp. 98, 110	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 <ul style="list-style-type: none"> • The Grouchy Ladybug • My Spring Robin • My Favorite Time of Year, Jennings, Terry. Time, NY: Gloucester Press, 1990. • Burns, Marilyn. <u>This Book is About Time</u>. Boston: Little, Brown, 1978. SCANS	