

# Scope and Sequence Kindergarten Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
K.2(A)	<b>The student is expected to:</b> use language such as before or after to describe relative position or objects.		-	-	-	-	-
K.2(B)	name the ordinal positions in a sequence such as first, second, third, etc.		-	-	-	-	-
K.6(B)	count by ones to 25.		-	-	-	-	-
K.7(A)	describe one object in relation to another using informal language, such as over, under, above, and below.		-	-	-	-	-
K.7(B)	place an object in a specified position.		-	-	-	-	-
K.8(A)	describe and identify an object by its attributes using informal language.		-	-	-	-	-
K.8(B)	compare two objects based on their attributes.		-	-	-	-	-
K.8(C)	sort objects according to their attributes and describe how those groups are formed.		-	-	-	-	-
K.11(D)	read a calendar using days, weeks and months.		-	-	-	-	-
K.12(A)	construct graphs from a graph of real objects in order to answer questions.		-	-	-	-	-
K.12(B)	use information from a graph of real objects in order to answer questions.		-	-	-	-	-
K.13(A)	identify mathematics in everyday situations.		-	-	-	-	-
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.		-	-	-	-	-
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.		-	-	-	-	-
K.13(D)	use tools such as real objects, manipulatives, and technology to solve problem.		-	-	-	-	-
K.14(A)	explain and record observations using objects, words, pictures, numbers, and technology.		-	-	-	-	-

Shaded objective indicates algebra emphasis

- Introduced objective
- Maintained objective

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TEKS	OBJECTIVES	SIX WEEKS					
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K.14(B)	<b>The student is expected to:</b> relate everyday language to mathematical language and symbols.	-	-	-	-	-	-
K.15	reason and support student thinking using objects, words, pictures, numbers, and technology.	-	-	-	-	-	-

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TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
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.			-	-	-	-
K.5	create patterns of sounds, physical movement, and concrete objects.			-	-	-	-
K.6(A)	use patterns to predict what comes next, including cause-and-effect relationship.			-	-	-	-
K.6(B)	counts by ones to 50.			-	-	-	-

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TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
K.1(B)	use of concrete objects to represent quantities given in verbal form (through 9).			-	-	-	-
K.1(C)	use numbers to describe how many objects are in a set (through 20).			-	-	-	-
K.2(A)	use language such as before or after to describe relative position in a sequence of events.			-	-	-	-
K.6(B)	count by ones to 75.			-	-	-	-
K.11(C)	sequence events.			-	-	-	-

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		1	2	3	4	5	6
K.6(B)	count by ones to 100.				—	—	—
K.10(A)	compare and order two or three concrete objects according to length (shorter or longer).				—	—	—
K.10(B)	find concrete objects that are about the same as, less than, or greater than a given object according to length.				—	—	—
K.12(A)	construct graphs using pictures in order to answer questions.				—	—	—
K.12(B)	use information from a graph of pictures in order to answer questions.				—	—	—

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TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
K.4	<b>The student is expected to:</b> model addition and subtraction problems in real situations with concrete objects.					—	—
K.9(A)	describe and compare real-life objects or models of solids.					—	—
K.9(B)	recognize shapes in real-life objects or models of solids.					—	—
K.9(C)	describe, identify, and compare circles, triangles, and rectangles including squares.					—	—
K.10(A)	compare and order two or three concrete objects according to capacity (holds more or holds less) and weight.					—	—
K.10(B)	find concrete objects that are about the same as, less than, or greater than a given object according to capacity.					—	—

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TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
K.3(A)	share a whole by separating it into equal parts.						
K.3(B)	explain why a given part is half of the whole.						
K.4	create addition and subtraction problems in real situation with concrete objects.						
K.11(A)	compare situations or objects according to temperature such as hotter or colder.						
K.11(B)	compare events according to duration such as more time or less time than.						

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