

## Kindergarten Grade Math Scope and Sequence Overview 2009-2010

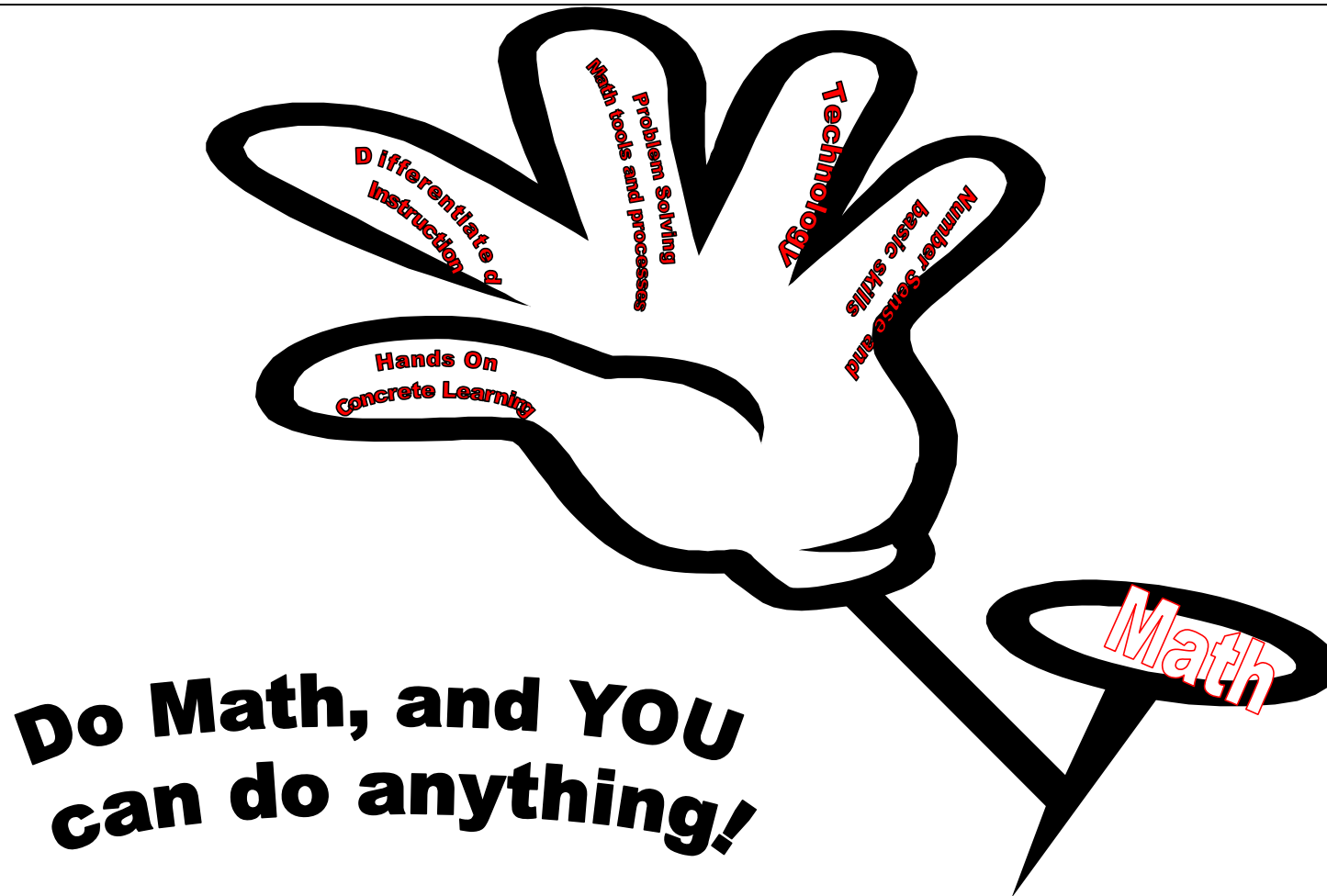
	1st 9wks Aug 24- Oct 23	2nd 9wks Oct 26 - Jan 15	3rd 9weeks Jan 18 - March 26	4th 9 weeks March 29 - June 4
Week One	<b>Getting Ready Activities G1-G8</b> Relative Position of Objects (K.7A - B) Aug. 24-Sept 4	Name Quantities (6-10) (K.1 A,B,C) Look for patterns Oct 26 -Nov 6	Name Quantities (11-20) (K.1 A,B,C) Guess and Check Jan 18-29	Addition (K.4A) Draw a picture March 29-April 9
Week Two				
Week Three	Sort and Compare (K.8 A,B,C) Act it out Sept 7 - 18	Order of Events or objects (K.2 AB) Look for patterns Nov 9- 13	Name Quantities (20 and Beyond ) (K.1 A,B,C) Guess and Check Feb 1 -12 <b>FEB 4 - 100th Day of School</b>	Subtraction (K.4A) Draw a picture April 12-23
Week Four				
Week Five	Name Quantities (0-5) (K.1 A,B,C) Act it out Sept 21 - Oct 2	Graphing (K.12A-B) Look for Patterns Nov 16 - Dec 4 <b>Measurement Mania I</b>	<b>Counts by Ones to 100</b> (K.6 A-B) Guess and Check Feb 15-19	Name Quantities (20 and Beyond ) (K.1 A,B,C) Draw a picture April 26-30
Week Six				
Week Seven	Patterns and Position (K.5A, K.6A, K.7AB) Act it out Oct 5-9	Geometry (K.9 A-C) Look for Patterns Dec 7 - 18	Measurement (K.10 A-D) Guess and Check Feb 22- March 5	Counts by 1st to 100 (K.6 A-B) Draw a picture May 3-7  Measurement (K.10 A-E) Draw a picture May 10-14
Week Eight	Measuring Length K.10A  Nine Week Assessment Act it out Oct 12 - 16			
Week Nine	Patterns and Position (K.5A, K.6A, K.7AB) Act it out Oct 19-23	Fractions (K.3 A-B) Look for Patterns Jan 11-15	Measurement: Time and Temp. (K.10 E, K.11 A-C K.2A) Guess and Check March 22-26	Underlying Process and Mathematical Tools (K.13 A-D, K.14 A-B, K.15) <b>Measurement Mania II</b>
Week Ten	/	/	/	
	<b>On going TEKS: Graphing, Problem Solving and Calendar.</b>			Remember: Review occurs throughout the year.
Instructional Levels: I - Introduced D- Developed M- Mastered T- Tested and R - Retought				



## Math Principles for Clint ISD 2009-2010



The math curriculum at CLINT ISD operates under these **five principles**.



Math lessons need to reflect these five components.



## Underlying Processes and Mathematical Tools




The following TEKS are to be taught from day one in the classroom and need to be to increase the mathematical thinking of the students.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>(K.13)</b> Underlying processes and mathematical tools. The student <b>applies</b> Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	<b>(1.11)</b> Underlying processes and mathematical tools. The student <b>applies</b> Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	<b>(2.12)</b> Underlying processes and mathematical tools. The student <b>applies</b> Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	<b>(3.14)</b> Underlying processes and mathematical tools. The student <b>applies</b> Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	<b>(4.14)</b> Underlying processes and mathematical tools. The student <b>applies</b> Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	<b>(5.14)</b> Underlying processes and mathematical tools. The student <b>applies</b> Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
<b>(A) Identify</b> mathematics in everyday situation			<b>(A) Identify</b> mathematics in everyday situation <b>(MT)</b>		
<b>(B) solve</b> problems <b>with guidance</b> , that incorporates the process of <b>understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</b>			<b>(B) solve</b> problems <b>with guidance</b> , that incorporates the process of <b>understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (MT)</b>		
<b>(C) select or develop</b> an appropriate problem-solving strategy <b>including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out</b> in order to solve a problem	<b>(C) select or develop</b> an appropriate problem-solving <b>plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out</b> in order to solve a problem		<b>(C) select or develop</b> an appropriate problem-solving <b>plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards</b> to solve a problem		
<b>(D) use</b> tools such as real objects, manipulatives, and technology <b>to solve</b> problems			<b>(D) use</b> tools such as real objects, manipulatives, and technology <b>to solve</b> problems <b>(RM)</b>		
<b>(K.14)</b> Underlying processes and mathematical tools. The student <b>communicates</b> about Kindergarten mathematics <b>using informal language</b> . The student is expected to:	<b>(1.12)</b> Underlying processes and mathematical tools. The student <b>communicates</b> about Grade 1 mathematics <b>using informal language</b> . The student is expected to:	<b>(2.13)</b> Underlying processes and mathematical tools. The student <b>communicates</b> about Grade 2 mathematics <b>using informal language</b> . The student is expected to:	<b>(3.15)</b> Underlying processes and mathematical tools. The student <b>communicates</b> about Grade 3 mathematics <b>using informal language</b> . The student is expected to:	<b>(4.15)</b> Underlying processes and mathematical tools. The student <b>communicates</b> about Grade 4 mathematics <b>using informal language</b> . The student is expected to:	<b>(5.15)</b> Underlying processes and mathematical tools. The student <b>communicates</b> about Grade 5 mathematics <b>using informal language</b> . The student is expected to:
<b>(A) communicate</b> mathematical ideas <b>using</b> objects, words, pictures, numbers, and technology	<b>(A) explain and record observations using</b> objects, words, pictures, numbers, and technology		<b>(A) explain and record observations using</b> objects, words, pictures, numbers, and technology <b>(RM)</b>		
<b>(B) relate everyday language to mathematical language and symbols</b>			<b>(B) relate informal language to mathematical language and symbols (MT)</b>		
<b>(K.15)</b> Underlying processes and mathematical tools. The student is expected to:	<b>(1.13)</b> Underlying processes and mathematical tools. The student is expected to:	<b>(2.14)</b> Underlying processes and mathematical tools. The student is expected to:	<b>(3.16)</b> Underlying processes and mathematical tools. The student <b>uses</b> logical reasoning. The student is expected to:	<b>(4.16)</b> Underlying processes and mathematical tools. The student <b>uses</b> logical reasoning. The student is expected to:	<b>(5.16)</b> Underlying processes and mathematical tools. The student <b>uses</b> logical reasoning. The student is expected to:
			<b>(A) make generalizations</b> from patterns or sets of examples and nonexamples <b>(MT)</b>		
The student <b>uses</b> logical reasoning. The student is expected to <b>justify</b> his or her thinking <b>using</b> objects, words, pictures, numbers and technology.			<b>(B) justify</b> why an answer is reasonable and <b>explain</b> the solution process <b>(RM)</b>		
<b>Assumptions</b>					
<ul style="list-style-type: none"> <li>▶ Mathematic processes and tools will be used everyday in the classroom by teachers and students.</li> <li>▶ Open-ended assessments will be given to students three times a year and student growth charts will be kept to be review throughout the year.</li> <li>▶ Review boards are expected to be used weekly by teachers and students.</li> <li>▶ Mathematic lessons are planned and implemented under the district five principles. (See Principle section)</li> <li>▶ 15-30-45 Model with 90 minute block</li> </ul>					


**Kindergarten Math Scope and Sequence 2009-2010**

First Nine Weeks - **Week One and two** - August 24- Sep 4 Rituals and Routines/Time

 <b>Standards</b>	<b>Ins. Level</b>	<b>Vertical Alignment</b>	<b>Vocabulary</b>	<b>Sample Questions</b>	<b>Resources/ Materials</b>
<p><b>Getting Ready</b>  <b>Activities G1-G8</b>  <b>Relative Position of Objects (K.7A - B)</b>                      (K.7) Geometry and spatial reasoning. The student describes the relative positions of objects.  <b>The student is expected to:</b>  <b>(A) describe</b> one object in relation to another <b>using</b> informal language such as  <b>The student is expected to:</b>  <b>(B) place</b> an object in a specified position.</p>	<p>K.7A IDM  K.7B IDM</p>	<p><b>K.7A</b>  <b>Pre-Kinder</b>                      V.C.3                      V.C.3.                      Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).   <b>Grade 1</b>                      No direct future reference   <b>K.7B</b>                      Pre-Kinder                      V.C.3.                      Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).   <b>Grade 1</b>                      No direct future reference</p>	<p>up down top bottom near far close apart left right * over * under * above * below *Note: TEKS Vocabulary</p>	<p><b>Relative Positions</b>                      1. If I ask you to sit, will you move up or down?      2. If you are sitting and I ask you to stand will you move up or down?</p>	<p><b>Textbooks:</b>                      p GR4 - up or down                      p GR6 - top and bottom                      p GR10 - Simon Says                      p GR16 - Sizing things up and down  <b>Math Practice/ Lessons</b>  <b>All concepts go to:</b>  <a href="http://www.hartcourtschool.com/math">http://www.hartcourtschool.com/math</a>      ↻                      ↻ HSP Math                      ↻ Learning Site</p>


**Kindergarten Math Scope and Sequence 2009-2010**

**First Nine Weeks - Week Two and Three - Sept 7 - 18 - Sort and Compare**

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p><b>Sort and Compare</b> (K.8 A,B,C)</p> <p>(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. <b>The student is expected to:</b></p> <p><b>(A) describe and identify</b> an object by its attributes using informal language;</p> <p><b>(B) compare</b> two objects based on their attributes; and</p> <p><b>(C) sort</b> a variety of objects including two- and threedimensional geometric figures according to their attributes and describe how the objects are sorted</p>	<p><b>K.8A</b> <b>IDM</b></p> <p><b>K.8B</b> <b>IDM</b></p> <p><b>K.8C</b> <b>ID</b></p>	<p><b>K.8A</b> <b>Pre-Kinder</b> V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. Grade 1 No direct future reference</p> <p><b>K.8B</b> <b>Pre-kinder</b> V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. Grade 1 No direct future reference</p> <p><b>K.8C</b> <b>Pre-Kinder</b> V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. <b>Grade 1</b> <b>No future reference</b></p>	<p>* alike</p> <p>* different</p> <p>sort</p> <p>group</p> <p>color</p> <p>size</p> <p>shape</p> <p>graph</p> <p>column</p> <p>row</p> <p><b>*Note: TEKS Vocabulary</b></p>	<p><b>Sort and Compare</b></p> <p>1. How do you know these two objects are alike?      2.</p> <p>How would you compare the other to the ones you are holding?</p>	<p><b>Textbooks:</b> p 5B - Alike and Different</p> <p><b>Reteach:</b> p 7B - Color p 12 - Sponge shapes</p> <p><b>Advanced Learners</b> p 17B - Sorting Rules</p> <p><b>Language Support:</b> p 21B - Graph</p> <p><b>Internet - United Streaming</b> - Math Monsters Series - Nuber Conservation, transform-ation, and equivalency - Data Collection - Looking at Data</p> <p><b>* Internet Site:</b> <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a></p> <p>➔ HSP Math ➔ Data Analysis ➔ Sorting and Classifying</p> <p><b>Think Math</b> p 98 Making a Graph with Real Objects p 218-19 Sorting Rules p 221 Sorting Rules p 242 Whats My Sorting Rule?</p> <p><b>EDM</b> p 100 Birthday Bar Graph p 27 Feely Bag or Box p 37 Attribute Blocks p 99 What's My Rule? p 106 Find the Block p 166 Read My Mind Game</p>


**Kindergarten Math Scope and Sequence 2009-2010**

**First Nine Weeks - Weeks Five and Six - Sept 21-Oct 2 - Name Quantities**

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p><b>Name Quantities (0-5)</b> (K.1 A,B,C)</p> <p>(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities.</p> <p><b>The student is expected to:</b></p> <p><b>(A) use</b> one-to-one correspondence and language such as more than, same number as, or two less than to <b>describe</b> relative sizes of sets of concrete objects</p> <p><b>(B) use</b> sets of concrete objects <b>to represent</b> quantities given in verbal or written form (through 20)</p> <p><b>(C) use</b> numbers <b>to describe</b> how many objects are in a set (through 20) using verbal and symbolic descriptions</p>	<p><b>K.1A</b> <b>IDM</b></p> <p><b>K.1B</b> <b>IDM</b></p> <p><b>K.1C</b> <b>IDM</b></p>	<p><b>K.1A</b> Pre-Kinder VA.1-6; V.A.8</p> <p>Grade 1 (1.1A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models</p> <p><b>K.1B</b> Pre-Kinder Grade 1 (1.1B) create sets of tens and ones using concrete objects to describe, compare and order whole numbers</p> <p><b>K.1C</b> Pre-Kinder</p> <p>Grade 1 (1.1D) read and write numbers to 99 to describe sets of concrete objects</p>	<p>* same as equal set fewer than one two three four five less zero</p> <p>* more than * two less than</p> <p><b>*Note: TEKS Vocabulary</b></p>	<p><b>Name Quantities</b></p> <p>1. Which numeral is represented by the picture/object?</p>	<p><b>Textbooks:</b> p 30 - Hippy Hop Chart</p> <p><b>Advanced Learners:</b> p 33B - Begin a number book p 34 - Story numbers p 36 - Johnny's Five Hammers p 38 - "Fun with Five" Art</p> <p><b>Internet - United Streaming</b></p> <ul style="list-style-type: none"> <li>- Math Monsters Series</li> <li>- Doubles and Their Neighbors</li> <li>- Counting and Symbolizing</li> <li>- Play and Discover with Digger and Splat</li> </ul> <p><b>* Internet Site:</b> <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a></p> <ul style="list-style-type: none"> <li>➤ Learning site</li> <li>➤ Math</li> <li>➤ HSP Math</li> <li>➤ Number (Activities)</li> </ul> <p><b>Exemplars:</b> - Petal Power</p> <p><b>EDM</b> p 210-211 Name Collection Box p 33 Give the Next number p 176 Remnder for Tally Marks</p> <p><b>Think Math</b> p 123 Comparing Dominoes</p>

**Kindergarten Math Scope and Sequence 2009-2010**

**First Nine Weeks - Week Seven - October 5-9 - Pattern and Position**

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p><b>Patterns and Position</b> (K.5A, K.6A, K.7AB)</p> <p><b>(K.5)</b> Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. <i>The student is expected to:</i></p> <p><b>(A) identify, extend, and create</b> patterns of sounds, physical movement,</p> <p><b>(K.6)</b> Patterns, relationships, and algebraic thinking. The student uses patterns <b>to make</b> predictions. <i>The student is expected to:</i></p> <p><b>(A) use patterns to predict</b> what comes next, including cause-and-effect rel</p> <p><b>(K.7)</b> Geometry and spatial reasoning. The student describes the relative positions of objects. <i>The student is expected to:</i></p> <p><b>(A) describe</b> one object in relation to another <b>using</b> informal language such as <b>as</b> over, under, above, and below</p> <p><b>(B) place</b> an object in a specified position.</p>	<p><b>K.5A</b> <b>IDM</b></p> <p><b>K.6A</b> <b>IDM</b></p> <p><b>K.7A</b> <b>IDM</b></p> <p><b>K.7B</b> <b>IDM</b></p>	<p><b>K.5A</b> <b>Pre-Kinder</b> V.E.3. Child recognizes and creates patterns.</p> <p><b>Grade 1</b> (1.4) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems</p> <p><b>K.6A</b> <b>Pre-kinder</b> V.E.3. Child recognizes and creates patterns</p> <p><b>Grade 1</b> (1.4) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems</p> <p><b>K.7A</b> <b>Pre-Kinder</b> <b>V.C.3.</b> Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).</p> <p><b>Grade 1</b> No direct future reference</p>	<p>* over</p> <p>* under</p> <p>* above</p> <p>* below</p> <p>pattern</p> <p>predict</p> <p>* next</p> <p><b>*Note: TEKS Vocabulary</b></p>	<p><b>Patterns and Positions</b></p> <p>1. Which object/picture is missing from this pattern?</p>	<p><b>Textbooks:</b></p> <p><b>Language Support</b> p 63B - Above and below</p> <p><b>Advanced Learners:</b> p 65B - Positional words p 68 - Over and under the bridge</p> <p><b>Internet - United Streaming</b> - Math Monsters Series - Patterns</p> <p><b>* Internet Site:</b> <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a></p> <ul style="list-style-type: none"> <li>☞ Learning site</li> <li>☞ Math</li> <li>☞ HSP Math</li> <li>☞ Algebra</li> <li>☞ Patterns</li> </ul> <p><b>EDM</b> p 45 Patterns with Craft Sticks p 76 Patterns with Colors p 163 Stand, Squat, Kneel Patterns p 188 Shoe Patterns</p>

**Kindergarten Math Scope and Sequence 2009-2010**

**First Nine Weeks - Week Eight- Oct 12-16 - Measuring Length and Nine Week Assessment**

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p><b>Nine Week Assessment</b>  <b>Measuring Length</b>  <b>K.10A</b> (K.10)                      Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions.</p> <p>(A) <b>compare and order</b> two or three concrete objects according to length (longer/shorter than, or the same)</p>	<p><b>K.10A</b>  <b>IDM</b></p>	<p><b>Pre-Kinder</b>                      V.D.1.                      Child recognizes and compares heights or lengths of people or objects.</p> <p><b>Grade 1</b>                      1.7AB                      (A) estimate and measure length using nonstandard units, such as paper clips or sides of color tiles                      (B) compare and order two or more concrete objects according to length (from longest to shortest)</p>	<p>largest                      shortest                      * longer than                      taller                      * shorter than                      * covers more                      * covers less                      * same                      equal                      * holds more                      * holds less                      * heavier than                      * lighter than                      *Note: <b>TEKS Vocabulary</b></p>	<p><b>Assessment</b>                      See Exemplars                      Pattern Block Fish                      If this pattern continued.....                      How many fins do 7 fish have?                      How many fins do 10 fish have?                      How many fins do 20 fish have?</p>	<p><b>Textbooks:</b>                      p .216 Long and short hands                      p 218 Ordering Bears  <b>Internet - United Streaming - Math Monsters Series</b>                      - Standard and non-standard measurement                      - using paces to measure a playhouse  <b>* Internet Site:</b>  <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a>                      ↻ Learning site                      ↻ Math                      ↻ HSP Math                      ↻ Activities                      - Length: Paper Clips                      - Length: Inches                      - Length: Centimeters                      * Explore Measurement                      * Longer/shorter?                      * Which tool?  <b>Problem Solver 1</b>                      #27 (Act it out)  <b>EDM</b>                      p 43 Comparing Lengths                      p 135 How Big Is A Foot?                      p 146 Standard Measure                      p 150 Tools For Measuring Length                      p 136 Measuring with Childrens Feet  <b>Think Math</b>                      p 761 How Long Is It?</p>
<p><b>Assessment Week</b></p>					


**Kindergarten Math Scope and Sequence 2009-2010**

**First Nine Weeks - Week Nine-October 19-23 - Pattern and Position**

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p><b>Patterns and Position</b> (K.5A, K.6A, K.7AB)</p> <p><b>(K.5)</b> Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. <i>The student is expected to:</i></p> <p><b>(A) identify, extend, and create</b> patterns of sounds, physical movement,</p> <p><b>(K.6)</b> Patterns, relationships, and algebraic thinking. The student uses patterns <b>to make</b> predictions. <i>The student is expected to:</i></p> <p><b>(A) use patterns to predict</b> what comes next, including cause-and-effect rel</p> <p><b>(K.7)</b> Geometry and spatial reasoning. The student describes the relative positions of objects. <i>The student is expected to:</i></p> <p><b>(A) describe</b> one object in relation to another <b>using</b> informal language such as <b>as</b> over, under, above, and below</p> <p><b>(B) place</b> an object in a specified position.</p>	<p><b>K.5A</b> <b>IDM</b></p> <p><b>K.6A</b> <b>IDM</b></p> <p><b>K.7A</b> <b>IDM</b></p> <p><b>K.7B</b> <b>IDM</b></p>	<p><b>K.5A</b> <b>Pre-Kinder</b> V.E.3. Child recognizes and creates patterns.</p> <p><b>Grade 1</b> (1.4) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems</p> <p><b>K.6A</b> <b>Pre-kinder</b> V.E.3. Child recognizes and creates patterns</p> <p><b>Grade 1</b> (1.4) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems</p> <p><b>K.7A</b> <b>Pre-Kinder</b> <b>V.C.3.</b> Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).</p> <p><b>Grade 1</b> No direct future reference</p>	<p>numberline</p> <p>first</p> <p>second</p> <p>third</p> <p>fourth</p> <p>fifth</p> <p>last</p> <p><b>REVIEW</b></p> <p>* over</p> <p>* under</p> <p>* above</p> <p>* below</p> <p>* what comes next</p> <p><i>*Note: TEKS Vocabulary</i></p>	<p><b>Patterns and Positions</b></p> <p>Ask groups of 6 children to create a <u>movement</u> or <u>sound</u> pattern and act it out?</p> <p>1. What movement comes next in your pattern?                      2.</p> <p>What sound comes next in your pattern?</p>	<p><b>Textbooks:</b></p> <p>p. 72 - Connecting cube patterns</p> <p>p. 78 - Letter Patterns</p> <p><b>Internet - United Streaming</b></p> <p>- Math Monsters Series</p> <p>- Landmark Numbers and Number Line</p>


**Kindergarten Math Scope and Sequence 2009-2010**

Second Nine Weeks - **Week One and Two**- October 26 - Nov 6 - Look for patterns

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p><b>Name Quantities (6-10)</b> (K.1 A,B,C) (K.1)</p> <p>Number, operation, and quantitative reasoning. The student uses numbers to name quantities.</p> <p><b>The student is expected to:</b> (A) use one-to-one correspondence and language such as more than, same number as, or two less than to <b>describe</b> relative sizes of sets of concrete objects</p> <p><b>(B) use</b> sets of concrete objects <b>to represent</b> quantities given in verbal or written form (through 20)</p> <p><b>(C) use</b> numbers <b>to describe</b> how many objects are in a set (through 20) using verbal and symbolic descriptions</p>	<p><b>K.1A</b> <b>IDM</b></p> <p><b>K.1B</b> <b>IDM</b></p> <p><b>K.1C</b> <b>IDM</b></p>	<p><b>K.1A</b> <b>Pre-Kinder</b> VA.1-6; V.A.8</p> <p>Grade 1 (1.1A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models</p> <p><b>K.1B</b> Pre-Kinder Grade 1 (1.1B) create sets of tens and ones using concrete objects to describe, compare and order whole numbers</p> <p><b>K.1C</b> Pre-Kinder</p> <p>Grade 1 (1.1D) read and write numbers to 99 to describe sets of concrete objects</p>	<p>six seven eight nine ten</p> <p>* more than * same as * two less than * ordinal positions 1st 2nd 3rd 4th etc...</p> <p><b>*Note: TEKS Vocabulary</b></p>	<p><b>Name Quantities (6-10)</b> 1. What number comes before/after this number?</p>	<p><b>Textbooks:</b> p 88 - Shaving Cream #s p 90 - Eight-Legged Spider</p> <p><b>Language Support:</b> p 90B - Model 10 On a 10 Frame p 100 - Counting Book Riddles</p> <p><b>Math Practice Lesson</b> - <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a> ☞ Learning site ☞ Math ☞ HSP Math ☞ Number</p> <p><b>Problem Solver 1:</b> - #22</p> <p><b>Think Math:</b> - Chapter 1 My Math Book: Making Numbers p 117 Spin to Win Game</p> <p><b>EDM</b> p 210-211 Name Collection Box p 118 Interrupt Counts p 33 Give The Next Number p 49 Simple Hopscotch p 81 Spin a Number p 169 Playing Cards p 226 Dominoe Name Game p 276 Number Clues</p>

**Kindergarten Math Scope and Sequence 2009-2010**

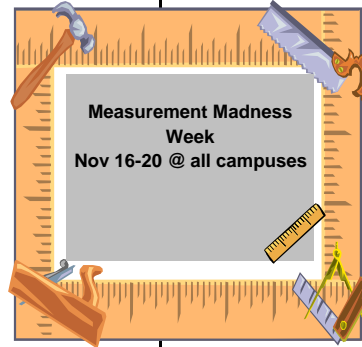
Second Nine Weeks - **Week Three** - Nov 9-13 - Order of Events or objects

 <b>Standards</b>	<b>Ins. Level</b>	<b>Vertical Alignment</b>	<b>Vocabulary</b>	<b>Sample Questions</b>	<b>Resources/ Materials</b>
<p><b>Order of Events or objects (K.2 AB)</b>                      (K.2) Number, operation, and quantitative reasoning. The student describes order of events or objects.  <b>The student is expected to:</b>  <b>(A) use</b> language such as before or after to describe relative position in   <b>(B) name</b> the ordinal positions in a sequence such as</p>	<p><b>K.2A IDM</b>   <b>K.2B ID</b></p>	<p><b>K.2A Pre-Kinder</b>                      V.C.3.                      Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).  <b>Grade 1</b>                      No direct future reference   <b>K.2B Pre-Kinder</b>                      V.A.7.                      Child uses the verbal ordinal terms.  <b>Grade 1</b>                      No direct future reference</p>	<p>sixth                      seventh                      eighth                      ninth                      tenth                      *ordinal positions                      *Note: TEKS                      Vocabulary</p>	<p><b>Order of Events and Objects</b>                      1. What number comes before/after this number?</p>	<p><b>Textbooks:</b>                      1. <b>Language Support:</b>                      p 103B -Ordinal Numbers to 10th  <b>Reteach:</b>                      - 105B - grid to represent #'s and form a pattern  <b>Problem Solver 1:</b>                      - #23  <b>EDM</b>                      p 160 Order of Events                      p 164 How Many Ways for 3 People to Line up                      p 208 Ordinal Numbers</p>

**Kindergarten Math Scope and Sequence 2009-2010**

**Second Nine Weeks - Weeks Four and Five - Nov 16 - Dec 4 - Graphing**

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p><b>Graphing (K.12A-B)</b> (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.</p> <p><b>The student is expected to:</b> <b>(A) construct</b> graphs using real objects or pictures in order</p> <p><b>The student is expected to:</b> <b>(B) use</b> information from a graph of real objects or picture</p>	<p><b>K.12A ID</b></p> <p><b>K.12B ID</b></p>	<p><b>K.12A Pre-Kinder</b> V.E.2. Child collects data and organizes it in a graphic representation.</p> <p><b>Grade 1</b> (1.9 A) collect and sort data (1.9B) use organized data to construct real object graphs, picture graphs, and bar-type graphs</p> <p><b>K.12B V.E.2.</b> Child collects data and organizes it in a graphic representation.</p> <p><b>Grade 1</b> (1.10A) draw conclusions and answer questions using information organized in realobject graphs, picture graphs, and bar graphs</p>	<p>* graph column row sort more fewer</p> <p><b>*Note: TEKS Vocabulary</b></p>	<p><b>Graphing</b></p> <p>1. How many more _____ are there than _____?      2. Which one has the most/least/equal?</p>	<p><b>Textbooks:</b> <b>Reteach:</b> p .117B Make Concrete Graphs p 126 Fruit Store p .128 Insects Abound</p> <p><b>Advanced Learners:</b> - Draw picture to solve a problem p 130 Favorite Graph</p> <p><b>Internet:</b> <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a> ☞ Learning site ☞ Math ☞ HSP Math ☞ Data Analysis ☞ Graphs - Also -<b>Operations</b> ☞ Counting Objects-graphs</p> <p><b>Problem Solver 1</b> #24</p> <p><b>EDM</b> p 100 Birthday Graph p 24 Weather p 161 Favorite Color p 184 Pet Gragh p 32 Age Change Graph</p> <p><b>Think Math</b> p 303 Kinds of Fruit in a Fruit Bowl</p>




**Kindergarten Math Scope and Sequence 2009-2010**

Second Nine Weeks - **Weeks Six and Seven** - Dec 7-Dec 18- Geometry

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p><b>Geometry</b> (K.9 A-C)</p> <p>(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures.</p> <p><b>The student is expected to:</b></p> <p><b>(A) describe and compare</b> the attributes of real-life object</p> <p><b>(B) recognize</b> shapes in real life three-dimensional geometric figures or <b>models</b> of three-dimensional geometric figures</p> <p><b>(C) describe, identify, and compare</b> circles, triangles, rectangles</p>	<p><b>K.9A ID</b></p> <p><b>K.9B ID</b></p> <p><b>K.9C ID</b></p>	<p><b>K.9A Pre-Kinder</b> V.C.1. Child names common shapes. V.C.2. Child creates shapes.</p> <p><b>Grade 1</b> (1.6C) describe and identify two and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language</p> <p><b>K.9B Pre-Kinder</b> V.C.1. Child names common shapes. V.C.2. Child creates shapes.</p> <p><b>Grade 1</b> (1.6B) describe and identify three-dimensional geometric figures including spheres, rectangular prisms (including cubes), cylinders, and cones</p> <p><b>K.9C Pre-kinder</b> V.C.1. Child names common shapes. V.C.2. Child creates shapes.</p> <p><b>Grade 1</b> (1.6A) describe and identify two dimensional geometric figures including circles, triangles, rectangles, and squares (a special type of rectangle)</p>	<p>cone      cube</p> <p>cylinder</p> <p>sphere      roll</p> <p>stack</p> <p>slide</p> <p>circle</p> <p>rectangle</p> <p>square</p> <p>triangle</p> <p>corner      side</p> <p>curve</p> <p>*whole      *equal</p> <p>parts      *half of a</p> <p>whole      *Note:</p> <p><b>TEKS Vocabulary</b></p>	<p><b>Geometry</b></p> <p>1. Which of the following shows one-half or 2 equal parts of a whole?</p>	<p><b>Textbooks:</b></p> <p>p .142 Picturing Attributes</p> <p>145B Identifying geometric pictures</p> <p>p .148 Rainbow Figures</p> <p><a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a></p> <p>Learning site</p> <p>Math</p> <p>☞ HSP Math</p> <p>☞ Geometry</p> <p><b>Internet - United Streaming</b></p> <ul style="list-style-type: none"> <li>- Math Monsters Series</li> <li>- Shapes Around Us</li> <li>- Geometry</li> </ul> <p><b>Problem Solver 1</b></p>

**Kindergarten Math Scope and Sequence 2009-2010**

**Second Nine Weeks - Week Eight - Jan 5-8 - Measuring Area and weight/Assessment week**

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p><b>Nine Week Assessment Measuring Area, weight (K.10B,D)</b>                      (K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions.  <b>The student is expected to:</b>  <b>(B) compare</b> the area of two flat surfaces of two dimensional figures (covers more, covers less, or covers the same)  <b>(D) compare</b> two objects according to <b>weight/mass</b> (heavier than, lighter than, or equal to)</p>	<p><b>K.10B ID</b> <b>K.10D IDM</b></p>	<p><b>K.10B Pre-Kinder</b>                      No previous reference  <b>Grade 1</b>                      (1.7D) compare and order the area of two or more twodimensional surfaces (from covers the most to covers the least)   <b>K.10D Pre-kinder</b>                      V.D.3.                      Child informally recognizes and compares weights of objects or people.  <b>Grade 1</b>                      (1.7F) compare and order two or more objects according to weight/mass (from heaviest to lightest)</p>	<p>* heavier                      * lighter                      heaviest                      lightest                      area                      *Note: TEKS Vocabulary</p>	<p><b>Assessment:</b>                      See Exemplars:                      Buttons for snowmen                      1. How many buttons do you need?</p>	<p><b>Textbooks:</b>                      p .228 Balance It  <b>Reteach:</b>                      p 231 Explore Area  <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a>                      ↻ Learning site                      ↻ Math                      ↻ HSP Math                      ↻ Measurement  <b>Internet - United Streaming</b>                      - Calculating Area of a Square                      - Area  <b>Problem Solver 1</b>                      #41  <b>EDM</b>                      p 48 Rocker Balance                      p 168 More or Less On A Rocker Balance                      p 190 Hand Weighing with Two Containers                      p 204 Which weighs more, dry or wet?                      p 271 Covering shapes  <b>Think Math</b>                      p 178 Exploring Spatial Problems w/ More                      p 737 Comparing Weights</p>
<b>Assessment Week</b>					


**Kindergarten Math Scope and Sequence 2009-2010**

Second Nine Weeks - **Week Nine** - Jan 11-15 - Fractions

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p><b>Fractions</b> (K.3 A-B) (K.3) Number, operation, and quantitative reasoning. The student recognizes that there are quantities less than a whole.</p> <p><b>The student is expected to:</b> (A) <b>share</b> a whole by separating it into two equal parts (B) <b>explain</b> why a given part is half of the whole</p>	<p><b>K.3A</b> <b>IDM</b></p> <p><b>K.3B</b> <b>IDM</b></p>	<p><b>K.3A</b> <b>Pre-Kinder</b> V.B.3. Child uses informal strategies to share or divide up to 10 items equally. <b>Grade 1</b> (1.2A) separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts</p> <p><b>K.3B</b> <b>Pre-Kinder</b> V.B.3. Child uses informal strategies to share or divide up to 10 items equally. <b>Grade 1</b> (1.2A) separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts</p>	<p>* equal parts * whole half <b>*Note: TEKS Vocabulary</b></p>	<p><b>Fractions</b> 1. Which of the following shows one-half or 2 equal parts of a whole?</p>	<p><b>Textbooks:</b> <b>Language Support:</b> p 153B - Part and Piece p 156 - Painting Parts <b>EDM</b> p 200 Divide Groups into Half Groups p 245 Cracker Fractions p 246 Fraction Stories <b>Think Math</b> p 556-7 Making Halves p 563 Sharing 12 or Fewer Items</p>






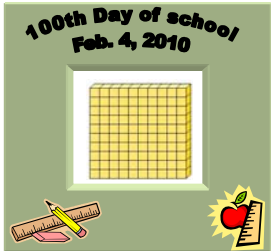
**Kindergarten Math Scope and Sequence 2009-2010**

**Third Nine Weeks - Week One and Two - Jan 18 - 29 - Name Quantities 11-20**

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p><b>Name Quantities (11-20)</b> (K.1 A,B,C) (K.1)</p> <p>Number, operation, and quantitative reasoning. The student uses numbers to name quantities.</p> <p><b>The student is expected to:</b> (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</p> <p><b>(B) use</b> sets of concrete objects <b>to represent</b> quantities given in verbal or written form (through 20)</p> <p><b>(C) use</b> numbers <b>to describe</b> how many objects are in a set (through 20) using verbal and symbolic descriptions</p>	<p><b>K.1A</b> <b>IDM</b></p> <p><b>K.1B</b> <b>IDM</b></p> <p><b>K.1C</b> <b>IDM</b></p>	<p><b>K.1A</b> <b>Pre-Kinder</b> VA.1-6; V.A.8</p> <p>Grade 1 (1.1A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models</p> <p><b>K.1B</b> <b>Pre-Kinder</b> Grade 1 (1.1B) create sets of tens and ones using concrete objects to describe, compare and order whole numbers</p> <p><b>K.1C</b> <b>Pre-Kinder</b> Grade 1 (1.1D) read and write numbers to 99 to describe sets of concrete objects</p>	<p>eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty</p> <p>*seq. of events</p> <p><b>*Note:</b> <b>TEKS Vocabulary</b></p>	<p><b>Name Quantities (11-10)</b></p> <p>What number comes after _____?                      What number comes before _____?</p> <p>How can you show number _____?</p>	<p><b>Textbooks:</b> p 168 - Eggs-actly a dozen p 170 - How does your garden grow? p 172 - Fruit Stand Murial</p> <p><b>Inter-net:</b> - <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a> ➔ Learning site ➔ Math ➔ HSP Math ➔ Number (Tab) Activities</p> <p><b>Problem Solver:</b> #19</p> <p><b>EDM</b> p 210-211 Name Collection Box p 33 Give the Next Number p 89 Dominoe Concentration p 116 Listen and Do p 198 Number Line Mathematics</p>


**Kindergarten Math Scope and Sequence 2009-2010**

Third Nine Weeks - **Weeks Three and Four** - Feb 1 - Feb 12 - Name Quantities 20 and beyond

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p><b>Name Quantities (20 and beyond)</b> (K.1 A,B,C) (K.1)</p> <p>Number, operation, and quantitative reasoning. The student uses numbers to name quantities.</p> <p><b>The student is expected to:</b> (A) use one-to-one correspondence and language such as more than, same number as, or two less than to <b>describe</b> relative sizes of sets of concrete objects</p> <p><b>(B) use</b> sets of concrete objects to <b>represent</b> quantities given in verbal or written form (through 20)</p> <p><b>(C) use</b> numbers to <b>describe</b> how many objects are in a set (through 20) using verbal and symbolic descriptions</p>	<p><b>K.1A</b> <b>IDM</b></p> <p><b>K.1B</b> <b>IDM</b></p> <p><b>K.1C</b> <b>IDM</b></p>	<p><b>K.1A</b> <b>Pre-Kinder</b> VA.1-6; V.A.8</p> <p>Grade 1 (1.1A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models</p> <p><b>K.1B</b> <b>Pre-Kinder</b> Grade 1 (1.1B) create sets of tens and ones using concrete objects to describe, compare and order whole numbers</p> <p><b>K.1C</b> <b>Pre-Kinder</b></p> <p>Grade 1 (1.1D) read and write numbers to 99 to describe sets of concrete objects</p>	<p>twenty-one twenty-two twenty-three twenty-four twenty-five twenty-six twenty-seven twenty-eight twenty-nine thirty one hundred</p> <p>*more than *same as *two less than</p> <p><b>*Note: TEKS Vocabulary</b></p>	<p><b>Name Quantities (20 and beyond)</b></p> <p>Count by 10's from any single digit using the 100 chart (i.e. start at 5's and count by 10's -5's 15, 20, 25,.... What comes next?</p>	<p><b>Textbooks:</b> p 194 - Even or Odd?</p> <p><b>Reteach:</b> p 197B - Count to 30</p> <p><b>Inter-net:</b> - <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a>   Learning site   Math   HSP Math   Number (Tab) Activities</p> <p><b>Problem Solver:</b> #21</p> <p><b>EDM</b> p 170 Top-It p 212-216 100th Day p 222 Number Grid</p> <div align="center" data-bbox="1533 917 1801 1166">  </div>


**Kindergarten Math Scope and Sequence 2009-2010**

**Third Nine Weeks - Week Five - Feb 15-19 - Counts by Ones to 100**

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p><b>Counts by ones to 100</b> (K.6 A-B) (K.6)</p> <p>Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions.</p> <p><b>The student is expected to:</b></p> <p><b>(A) use patterns to predict</b> what comes next, including cause-and-effect rela</p> <p><b>(B) count</b> by ones to 100.</p>	<p><b>K.6A</b> <b>IDM</b></p> <p><b>K.6B</b> <b>IDM</b></p>	<p><b>K.6A</b> <b>Pre-kinder</b> V.E.3. Child recognizes and creates patterns</p> <p><b>Grade 1</b> (1.4) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems</p> <p><b>K.6B</b> <b>Pre-Kinder</b> V.A.2. Child uses words to rote count from 1 to 30.</p> <p><b>Grade 1</b> No direct future reference</p>	<p>hundred chart</p> <p>*predict what comes next</p> <p><b>*Note: TEKS Vocabulary</b></p>	<p><b>Counts by 1's to 100</b></p> <p>Count by ones from any digit number using the 100's char</p> <p>Start at?</p> <p>What comes next?</p>	<p><b>Textbooks:</b> p 202 - Hit or Miss p 204 - Hand prints by Fives</p> <p><b>Inter-net:</b> - <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a></p> <ul style="list-style-type: none"> <li>☞ Learning site</li> <li>☞ Math</li> <li>☞ HSP Math</li> <li>☞ Number (Tab) Activities</li> </ul> <p><b>Problem Solver:</b> # 61</p> <p><b>EDM</b> p 84 Monster Squeeze Game p 118 Interrupted Counts p 141 Skip Counting p 262 Reading and Comparing Numbers p 267 Digits Game p 268 Double-Digit Dice Game</p>

**Kindergarten Math Scope and Sequence 2009-2010**

**Third Nine Weeks - Weeks Six and Seven - Feb 22-March 5 - Measurement**

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p><b>Measurement</b> (K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. <b>The student is expected to:</b> <b>(A) compare and order</b> two or three concrete objects according <b>to length</b> (longer/shorter than, or the same) <b>(B) compare the area</b> of two flat surfaces of two dimensional figures (covers more, covers less, or covers the same) <b>(C) compare</b> two containers according <b>to capacity</b> (holds more, holds less, or holds the same) <b>(D) compare</b> two objects according <b>to weight/mass</b> (heavier than, lighter than, or equal to)</p>	<p><b>K.10A</b> <b>IDM</b></p> <p><b>K.10B</b> <b>ID</b></p> <p><b>K.10C</b> <b>IDM</b></p> <p><b>K.10D</b> <b>IDM</b></p>	<p><b>Pre-Kinder</b></p> <p>V.D.1. Child recognizes and compares heights or lengths of people or objects.</p> <p>V.D.2. Child recognizes how much can be placed within an object.</p> <p>V.D.3. Child informally recognizes and compares weights of objects or people.</p> <p><b>Grade 1</b> (1.7A) estimate and measure length using nonstandard units, such as paper clips or sides of color tiles (1.7B) compare and order two or more concrete objects according to length (from longest to shortest) (1.7D) compare and order the area of two or more twodimensional surfaces (from covers the most to covers the least) (1.7E) compare and order two or more containers according to capacity (from holds the most to holds the least) (1.7F) compare and order two or more objects according to weight/mass (from heaviest to lightest)</p>	<p>*longer than taller</p> <p>*shorter than longest shortest measure</p> <p>*holds more</p> <p>*holds less</p> <p>*heavier than</p> <p>*lighter than heaviest lightest area equal as</p> <p>*same</p> <p><b>*Note: TEKS Vocabulary</b></p>	<p><b>Measurement</b></p> <p>1. weight Which one weights more/ less?</p> <p>2. length Put these objects in order from longest to short or shrtest to longest</p> <p>3. capacity Which one holds more/ less?</p> <p>4. Area Which one uses the most/ less area?</p>	<p><b>Textbooks:</b> p 224 Liquid Capacity p 224 - Cubes, beads, beans, and rice</p> <p><b>Inter-net:</b> - <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a> ☞ Learning site ☞ Math ☞ HSP Math ☞ Measurement (Tab) Activities</p> <p><b>Problem Solver:</b> # 61</p> <p><b>EDM</b> p 236 Comparisons of volume p 239 Measuring Volume</p>

**Kindergarten Math Scope and Sequence 2009-2010**

Third Nine Weeks- **Week Eight** - March 8-12 - Assessment Week/ Measurement Week part 1

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p><b>Nine Week Assessment</b>  <b>Measurement: Time and Temperature</b>  <b>(K.10 E, K.11 A-C K.2A)</b>                      (K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. <b>The student is expected to:</b>  <b>(E) compare</b> situations or objects according to relative temperature (hotter/colder than, or the same as)                       (K.2) Number, operation, and quantitative reasoning. The student describes order of events or objects.  <b>The student is expected to:</b>  <b>(A) use</b> language such as before or after to describe relative position in a</p>	<p><b>K.10E</b>  <b>IDM</b>   <b>K.2A</b>  <b>IDM</b></p>	<p><b>K.10E</b>  <b>Pre-Kinder</b>                      None  <b>Grade 1</b>                      (1.7G) compare and order two or more objects according to relative temperature (from hottest to coldest)   <b>K.2A</b>  <b>Pre-Kinder</b>                      V.C.3.                      Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).  <b>Grade 1</b>                      No direct future reference</p>	<p>*hotter than                      *colder than *                      same as                      *more time                      *less time                      date                      *day *week                      *month                      today                      yesterday                      tomorrow                      morning                      afternoon                      evening                      *first                      *second                      *third etc.                      *Note: <b>TEKS Vocabulary</b></p>	<p><b>Assessment</b>                      See Exemplars:                      Farmer Brown                      Show how many animals are in each of the 3 pens?</p>	<p><b>Textbooks:</b>                      - <b>Reteach:</b>                      p 245B - Days of the Week                      p 247B - Hot and Cold Weather  <b>Language Support:</b>                      p 255B - Morning, Afternoon , and Evening                      p 247B - Hot and Cold Weather  <b>Internet - United Streaming</b>                      - Math Monsters Series                      - Measuring Time in Standard Limits   <b>Inter-net:</b>                      - <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a>                      ↻ Learning site                      ↻ Math                      ↻ HSP Math                      ↻ Time and Money Tab                      ↻ Telling Time  <b>Assessment Week</b></p>
<p><b>Assessment Week</b></p>					


**Kindergarten Math Scope and Sequence 2009-2010**

Third Nine Weeks- **Week Nine**- March 22-26 - /Measurement Week part 2

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p><b>Measurement: Time and Temperature</b> (K.10 E, K.11 A-C K.2A) (K.11) Measurement. The student uses time to describe, compare, and order events and situations. <b>The student is expected to:</b></p> <p><b>(A) compare</b> events according to duration such as more time than or less time than;</p> <p><b>(B) sequence</b> events (up to three)</p> <p><b>(C) read</b> a calendar <b>using</b> days, weeks, and months.</p>	<p><b>K.11A</b> <b>IDM</b></p> <p><b>K.11B</b> <b>IDM</b></p> <p><b>K.11C</b> <b>ID</b></p>	<p><b>K.11A</b> <b>Pre-Kinder</b> V.D.4. Child uses language to describe concepts associated with the passing of time. <b>Grade 1</b> (1.8A) order three or more events according to duration</p> <p><b>K.11B</b> <b>Pre-Kinder</b> V.D.4. Child uses language to describe concepts associated with the passing of time. <b>Grade 1</b> No direct future reference</p> <p>K.11C <b>Pre-kinder</b> None <b>Grade 1</b> No direct future reference</p>	<p>*hotter than *colder than same as *more time *less time date *day *month today yesterday tomorrow morning afternoon evening *first *second *third etc. <b>*Note: TEKS Vocabulary</b></p>	<p><b>Measurement: Time and Temperature</b> What activity takes more or less time? Put these objects from shortest/ longest or longest/shortest? Can you identify the difference between hot or cold?</p>	<p><b>EDM</b> p 134 How Long Is A Minute? p 191-92 Clock p 2541 Hour Hand/Minute Hand Story p 256-57 Time <b>Think Math</b> p 399 Graphing Jumping Jacks</p>


**Kindergarten Math Scope and Sequence 2009-2010**

**Fourth Nine Weeks - Weeks One and Two - March 29-April 9 - Addition**

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p><b>Addition (K.4A)</b>                      (K.4) Number, operation, and quantitative reasoning. The student models addition (joining) and subtraction (separating).                      The student is expected to                      (A) model and create addition and subtraction problem</p>	<p><b>K.4A ID</b></p>	<p><b>K.4A Pre-Kinder</b>                      V.B.1.                      Child uses concrete models or makes a verbal word problem for adding up to 5 objects.</p> <p><b>Grade 1</b>                      (1.3A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences</p>	<p>in all and is plus is equal to one more                      *add (joining)                      *subtraction (separating)                      *Note: TEKS Vocabulary</p>	<p><b>Addition</b>                      How many more _____ than _____?</p>	<p><b>Textbooks:</b>  <b>Advanced Learners:</b>                      p 273B- Model Addition                      p 276- Fish Stories                      p 278 - Partner Add                      p 284 - Telling an Addition Story</p> <p><b>Inter-net:</b>                      - <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a>                      ↻ Learning site                      ↻ Math                      ↻ HSP Math                      ↻ Operations                      - Adding Bricks                      - Addition Surprise                      - etc.....</p> <p>Use "Draw a Picture" throughout addition problem solving</p> <p><b>EDM</b>                      p 296 Dice Throw                      p 94 one more/one less                      p 132 Joining Groups                      p 201 Pocket Games                      p 217 Disappearing Train                      p 230 Hidden Sticks</p> <p>p 248-253 What's My Rule?</p> <p>p 277 Dice Addition</p> <p><b>Think Math:</b>                      p 337 Recording Jumps                      p 350-56 Recording Jumps                      p 544 If-Then Statements</p>


**Kindergarten Math Scope and Sequence 2009-2010**

**Fourth Nine Weeks - Weeks Three and Four - April 12 - 23 - Subtraction**

 <b>Standards</b>	<b>Ins. Level</b>	<b>Vertical Alignment</b>	<b>Vocabulary</b>	<b>Sample Questions</b>	<b>Resources/ Materials</b>
<p><b>Subtraction (K.4A)</b>                      (K.4) Number, operation, and quantitative reasoning. The student models addition (joining) and subtraction (separating).                      The student is expected to model and create addition and subtraction problem</p>	<p><b>K.4A ID</b></p>	<p><b>K.4A Pre-Kinder</b>                      V.B.2.                      Child uses concrete models or makes a verbal word problem for subtracting <math>1 \square 5</math></p> <p><b>Grade 1</b>                      (1.3A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences</p>	<p>are left                      take away                      minus            one                      less                      *subtraction (seperating)                      *Note: TEKS Vocabulary</p>	<p><b>Subtraction</b>                      How many less _____ than _____?</p>	<p><b>Textbooks:</b>  <b>Advanced Learners:</b>                      p 298- Bear Stories                      p 300- Finish the picture                      p 302 - Bean Bag Subtraction                      p 308 - Fold Back Pictures</p> <p><b>Inter-net:</b>                      - <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a>                      ☞ Learning site                      ☞ Math                      ☞ HSP Math                      ☞ Operations                      - Subtraction</p> <p>Use "Draw a Picture" throughout subtraction problem solving</p> <p><b>EDM</b>                      p 87 Snacking Subtraction                      p 196 change-to-less Stories                      p 201 Pocket Game                      p 202 Operator, operator                      p 209 Which Operation Do I need?                      p 217 Disappearing Train                      p 279 How many hidden objects?</p> <p><b>Think Math:</b>                      p 337 Recording Jumps                      p 350-56 Recording Jumps</p>


**Kindergarten Math Scope and Sequence 2009-2010**

**Fourth Nine Weeks - Week Five - April 26-30 - Name Quantities 20 and Beyond**

 <b>Standards</b>	<b>Ins. Level</b>	<b>Vertical Alignment</b>	<b>Vocabulary</b>	<b>Sample Questions</b>	<b>Resources/ Materials</b>
<p><b>Name Quantities (20 and beyond)</b> (K.1 A,B,C) (K.1)</p> <p>Number, operation, and quantitative reasoning. The student uses numbers to name quantities.</p> <p><b>The student is expected to:</b> (A) <b>use</b> one-to-one correspondence and language such as more than, same number as, or two less than to <b>describe</b> relative sizes of sets of concrete objects</p> <p><b>(B) use</b> sets of concrete objects <b>to represent</b> quantities given in verbal or written form (through 20)</p> <p><b>(C) use</b> numbers <b>to describe</b> how many objects are in a set (through 20) using verbal and symbolic descriptions</p>	<p><b>K.1A</b> <b>IDM</b></p> <p><b>K.1B</b> <b>IDM</b></p> <p><b>K.1C</b> <b>IDM</b></p>	<p><b>K.1A</b> Pre-Kinder VA.1-6; V.A.8</p> <p>Grade 1 (1.1A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models</p> <p><b>K.1B</b> Pre-Kinder Grade 1 (1.1B) create sets of tens and ones using concrete objects to describe, compare and order whole numbers</p> <p><b>K.1C</b> Pre-Kinder</p> <p>Grade 1 (1.1D) read and write numbers to 99 to describe sets of concrete objects</p>	<p><b>Review:</b> more than less than first second third etc.</p>	<p><b>Name Quantities (20 and Beyond )</b> How do we read and write the number _____?</p>	<p><b>Inter-net:</b> - <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a> ➤ Learning site ➤ Math ➤ HSP Math ➤ Number Patterns ➤ Ten &amp; Something More</p> <p><b>Exemplar:</b> - Ice Cream (Draw A Picture)</p> <p><b>EDM</b> p 210-11 Name Collection Box p 33 Give the Next Number p 94 One More/One Less</p>


**Kindergarten Math Scope and Sequence 2009-2010**

**Fourth Nine Weeks - Week Six - May 5 -9 - Counts by ones to 100**

 <b>Standards</b>	<b>Ins. Level</b>	<b>Vertical Alignment</b>	<b>Vocabulary</b>	<b>Sample Questions</b>	<b>Resources/ Materials</b>
<p><b>Counts by ones to 100</b> (K.6 A-B) (K.6)</p> <p>Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions.</p> <p><b>The student is expected to:</b></p> <p><b>(A) use patterns to predict</b> what comes next, including cause-and-effect rela</p> <p><b>(B) count</b> by ones to 100.</p>	<p><b>K.6A</b> <b>IDM</b></p> <p><b>K.6B</b> <b>IDM</b></p>	<p><b>K.6A</b> <b>Pre-kinder</b> V.E.3. Child recognizes and creates patterns</p> <p><b>Grade 1</b> (1.4) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems</p> <p><b>K.6B</b> <b>Pre-Kinder</b> V.A.2. Child uses words to rote count from 1 to 30.</p> <p><b>Grade 1</b> No direct future reference</p>	<p>* predict what comes next</p> <p><b>*Note: TEKS Vocabulary</b></p>	<p><b>Counts by 1st to 100</b></p> <p>How do you count by 1's to 100?</p> <p>How do you think you would count by 2's, 5's, or 10's to 100?</p>	<p><b>Inter-net:</b></p> <ul style="list-style-type: none"> <li>- <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a></li> <li>➤ Learning site</li> <li>➤ Math</li> <li>➤ HSP Math</li> <li>➤ Number (Tab)</li> <li>➤ Whole numbers</li> <li>- Count Along to 100</li> <li>- # Patterns</li> </ul> <p><b>EDM</b></p> <ul style="list-style-type: none"> <li>p 118 Interrupted Counts</li> <li>p 141 Skip Counting</li> <li>p 167 Counting pairing of objects</li> <li>p 175 Counting fingers by 5</li> <li>p 285 Say The Next Number (by 10's )</li> <li>p 291 Say The Next Number (Backwards )</li> </ul>

**Kindergarten Math Scope and Sequence 2009-2010**

**Fourth Nine Weeks - Week Seven - May 12-14 - Measurement**

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
 <p><b>Measurement</b> (K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. <b>The student is expected to:</b> <b>(A) compare and order</b> two or three concrete objects according to <b>length</b> (longer/shorter than, or the same) <b>(B) compare the area</b> of two flat surfaces of two dimensional figures (covers more, covers less, or covers the same) <b>(C) compare</b> two containers according to <b>capacity</b> (holds more, holds less, or holds the same) <b>(D) compare</b> two objects according to <b>weight/mass</b> (heavier than, lighter than, or equal to) <b>(E) compare</b> situations or objects according to relative temperature (hotter/colder than, or the same as)</p>	<p><b>K.10A IDM</b> <b>K.10B ID</b> <b>K.10C IDM</b> <b>K.10D IDM</b> <b>K.10E IDM</b></p>	<p><b>Pre-Kinder</b> V.D.1. Child recognizes and compares heights or lengths of people or objects. V.D.2. Child recognizes how much can be placed within an object. V.D.3. Child informally recognizes and compares weights of objects or people. <b>Grade 1</b> (1.7A) estimate and measure length using nonstandard units, such as paper clips or sides of color tiles (1.7B) compare and order two or more concrete objects according to length (from longest to shortest) (1.7D) compare and order the area of two or more twodimensional surfaces (from covers the most to covers the least) (1.7E) compare and order two or more containers according to capacity (from holds the most to holds the least) (1.7F) compare and order two or more objects according to weight/mass (from heaviest to lightest)</p>	<p>*hotter than *colder than * same as *more time *less time date *day *week *month today yesterday tomorrow morning afternoon evening *first *second *third etc. <b>*Note: TEKS Vocabulary</b></p>	<p><b>Measurement</b> <b>Length</b> 1. How can you compare the length of two objects? <b>Capacity</b> 2. What does the word capacity mean? <b>Weight</b> 3. How can you compare the weight of two objects? <b>Area</b> 3. How can you compare the area of two different surfaces?</p>	<p><b>Inter-net:</b> - <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a> ➔ Learning site ➔ Math ➔ HSP Math ➔ Measurement - Lessons/Practice Interactive <b>Think Math</b> p 706 Introducing Capacity</p>

**Kindergarten Math Scope and Sequence 2009-2010**

Fourth Nine Weeks - Weeks Eight, Nine and Ten- May 17 - June 4 - Review of Mathematical Tools

Standards	Ins. Level	Vertical Alignment	Vocabulary	Sample Questions	Resources/ Materials
<p><b>Underlying Process and Mathematical Tools (K.13 A-D, K.14 A-B, K.15)</b>                      (K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.  <b>The student is expected to:</b>                      See alignment for underlying processes and tools page.</p>	<p>K.13A I K.13B I K.13C I K.13D I K.14A I K.14B I K.15A I</p>	<p>These TEKS are the same on grade Kinder, first and second.</p>	<p>*hotter than                      *colder than *                      same as                      *more time                      *less time                      date                      *day *week                      *month                      today                      yesterday                      tomorrow                      morning                      afternoon                      evening                      *first                      *second                      *third etc.                      *Note: TEKS Vocabulary</p>	<p><b>Assessment:</b>                      See Exemplars:                      Lining Up                      Who will be tenth?                      1.</p>	<p><b>Inter-net:</b>                      - <a href="http://www.hartcourtschool.com">http://www.hartcourtschool.com</a>                      ↻ Learning site                      ↻ Math                      ↻ HSP Math                      ↻ Calculator                      - Addition and Subtraction  <b>EDM</b>                      p 120-30 Calculators                      p 140 Calculator Telephones                      p 189 Counting Backwards w/the calculator                      p 206 Skip Count w/ Calculators</p>
<p><b>Measurement Madness II</b></p>					