



Teacher Learning Report Kindergarten Math

>> Representation and Comparison of Whole Numbers

K.2 Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.

Connected Knowledge and Skills K.5

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

K.1(A) apply math in everyday situations ③
K.1(B) use problem-solving models ③

connected K.1(C)

Unit	CHECKPOINT		
	1	2	3

Content

Representation of Whole Numbers

K.2(B)* read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures

K.2(I) compose and decompose numbers up to 10 with objects and pictures ③

K.2(C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order

K.2(D) recognize instantly the quantity of a small group of objects in organized and random arrangements

K.5(A) recite numbers up to at least 100 by ones and tens beginning with any given number

Unit	CHECKPOINT		
	1	2	3

Comparison of Whole Numbers

K.2(H)* use comparative language to describe two numbers up to 20 presented as written numerals ③

K.2(A) count forward and backward to at least 20 with and without objects

K.2(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20

K.2(F) generate a number that is one more than or one less than another number up to at least 20

K.2(G) compare sets of objects up to at least 20 in each set using comparative language

Process (Ways to Show)

Unit	CHECKPOINT		
	1	2	3



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K.1(E) create representations				
K.1(F) analyze information [Ⓢ]	connected K.1(D), K.1(G)			

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Kindergarten Math

>> Addition and Subtraction of Whole Numbers

K.3 Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

K.1(A) apply math in everyday situations ③
K.1(B) use problem-solving models ③ *connected K.1(C)*

Unit	CHECKPOINT		
	1	2	3

Content

Addition and Subtraction of Whole Numbers

K.3(B)* solve word problems using objects and drawings to find sums up to 10 and differences within 10 ③

K.3(A)* model the action of joining to represent addition and the action of separating to represent subtraction

K.3(C)* explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

K.1(E) create representations
K.1(F) analyze information ③ *connected K.1(D), K.1(G)*

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Kindergarten Math

>> Geometry

K.6 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

K.1(A) apply math in everyday situations ③
K.1(B) use problem-solving models ③ *connected K.1(C)*

Unit	CHECKPOINT		
	1	2	3

Content

Two-Dimensional

K.6(E)* classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size ③

K.6(A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles

K.6(D) identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably ③

K.6(F) create two-dimensional shapes using a variety of materials and drawings

Unit	CHECKPOINT		
	1	2	3

Three-Dimensional

K.6(E)* classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size ③

K.6(B)* identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world

K.6(C) identify two-dimensional components of three-dimensional objects

Process (Ways to Show)

K.1(E) create representations
K.1(F) analyze information ③ *connected K.1(D), K.1(G)*

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Kindergarten Math

Measurement	Unit	CHECKPOINT		
		1	2	3
K.7 Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.1(A) apply math in everyday situations ③				
K.1(B) use problem-solving models ③ <i>connected K.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Measurement				
K.7(B) compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference				
K.7(A) give an example of a measurable attribute of a given object, including length, capacity, and weight				


Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.1(E) create representations				
K.1(F) analyze information ③ <i>connected K.1(D), K.1(G)</i>				




Teacher Learning Report Kindergarten Math

Data Analysis	Unit	CHECKPOINT		
		1	2	3
K.8 Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.1(A) apply math in everyday situations ③ K.1(B) use problem-solving models ③ <i>connected K.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Representation of Data				
K.8(B)* use data to create real-object and picture graphs				
K.8(A) collect, sort, and organize data into two or three categories				
 Social Studies Integration K.13(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance				

Interpretation of Data	Unit	1	2	3
 Social Studies Integration K.14(D) create and interpret visuals, including pictures and maps				


Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.1(E) create representations K.1(F) analyze information ③ <i>connected K.1(D), K.1(G)</i>				



Teacher Learning Report Kindergarten Math

Personal Financial Literacy	Unit	CHECKPOINT		
		1	2	3
K.4 Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions.				
K.9 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.1(A) apply math in everyday situations ⑩				
K.1(B) use problem-solving models ⑩ <i>connected K.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Money				
K.4(A) identify U.S. coins by name, including pennies, nickels, dimes, and quarters				
Needs and Income				
K.9(A) identify ways to earn income				
K.9(B) differentiate between money received as income and money received as gifts				
K.9(C) list simple skills required for jobs				
K.9(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs				
 Social Studies Integration K.5(A) identify basic human needs of food, clothing, and shelter K.6(A) identify jobs in the home, school, and community K.5(B) explain the difference between needs and wants K.5(C) explain how basic human needs and wants can be met K.6(B) explain why people have jobs				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.1(E) create representations				
K.1(F) analyze information ⑩ <i>connected K.1(D), K.1(G)</i>				



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PROCESS STANDARDS: MATHEMATICAL PROCESS STANDARDS		Unit	CHECKPOINT		
			1	2	3
K.1	The student uses mathematical processes to acquire and demonstrate mathematical understanding.				
	Tools to Know				

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
K.1(A)	apply mathematics to problems arising in everyday life, society, and the workplace ⑧				
K.1(B)	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution ⑧				
K.1(C)	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems				

WAYS TO SHOW		Unit	CHECKPOINT		
K.1(D)	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate				
K.1(E)	create and use representations to organize, record, and communicate mathematical ideas				
K.1(F)	analyze mathematical relationships to connect and communicate mathematical ideas ⑧				
K.1(G)	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication				