

Course: Kindergarten Math			Designated Six Weeks: Ongoing every 6 weeks		
Unit: Problem Solving			Days to teach: Ongoing		
TEKS	Guiding Questions/ Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks
PROBLEM SOLVING TEKS PRACTICED EACH SIX WEEKS					

K.13 The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.					
*K.13A Identify mathematics in everyday situations.	Identify items in and out of the classroom that are in the problem. (ex: crayons)	We have 22 students total and 3 students are absent. How many students are present today?	ELPS Strategies 1C, 1E, 2E, 3E, 3H, 4D, 4F	The student will: BOY- count students in class to find total. MOY- use thermometer to determine appropriate attire to wear to school. EOY- use manipulatives to solve addition and subtraction problems.	Problem Solving Board Investigations “Who Is Here Today?” EnVision: Problem of the Day
*K.13B Solve problems with guidance that incorporates the process of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	Use problem solving mat to guide the plan.	Sarah had 4 balls, 2 balls rolled away. How many are left? TLW use problem solving mat to answer questions.		EOY- The student will determine which item will hold more (school box/ tissue box); and use problem solving mat with teacher assistance, to make a plan, carry out the plan, and evaluate the solution.	Problem Solving Board EnVision: Problem of the Day
*K.13C 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.	Select a problem solving strategy. Use manipulatives to model different problem solving strategies. Record strategy that is chosen.	Draw a picture to solve: Cam bought 4 apples and 3 oranges. How many pieces of fruit did he buy?		EOY- The student will solve an addition and subtraction story problem using the problem solving mat with teacher assistance. Example: Tim bought 5 apples and 4 oranges. How many pieces of fruit did he buy?	

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*K.13D Use tools such as real objects, manipulatives, and technology to solve problems.	Choose tools for solving problems such as objects, manipulatives, document cameras, Envision e-tools, promethean board, etc.	Sort objects by color, type, size, and construct graphs using manipulatives, objects, or other technology applications.		EOY- The student will sort shapes by attribute and construct a graph to display results.	
K.14 The student communicates about Kindergarten mathematics using informal language.					
*K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology.	Draw a picture, demonstrate, and explain the problem using words and numbers.	Using objects, words, pictures, and technology such as KidPix, TLW answer question like the following: There are 3 birds in the tree. How many wings are in the tree?		The student will: BOY- draw a picture of their eyes and discuss: total number of eyes, total girls/boys eyes, different color eyes. MOY/EOY- solve problem using words, objects, pictures, and numbers.	Problem Solving Board EnVision: Problem of the Day
*K.14B Relate everyday language to mathematical language and symbols.	Solve problems in oral or written form using numerals.	When given math problem, explain how they solved the problem, for example: When given a cup and a bowl, which container will hold less? How do you know?		The student will: BOY- discuss number of sides on shapes. MOY- graph and compare temperatures. EOY- create their own addition/subtraction problem.	Problem Solving Board EnVision: Problem of the Day

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K.15 The student uses logical reasoning.					
*K.15A Justify his or her thinking using objects, words, pictures, numbers, and technology.	Prove answers using oral, written, or pictorial representation.	Circle the dog that is 3 rd . Explain why you chose that answer.		The student will: BOY- predict the pattern on the calendar and explain verbally to a partner or class. MOY- explain reasoning behind the sequence of events. EOY- explain the plan that they made and how they carried it out, using the problem solving mat.	Problem Solving Board EnVision: Problem of the Day