

Course: Kindergarten Math			Designated Six Weeks: 6th 6 weeks		
Unit: Step Up to 1st			Days to teach:		
TEKS	Guiding Questions/ Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks
PROBLEM SOLVING TEKS PRACTICED EACH SIX WEEKS					

K.1* Identify whole numbers to 20 on a number line	Use number lines to count up and back.	Given a number card-student will go stand on place on number line.	ELPS Strategies 1C, 1E, 2E, 3E, 3H, 4D, 4F	Demonstrate with walk on number line how numbers go forward and backward. Students walk the number line and count. Cover up some numbers and have students find missing numbers.	Walk on number line Number cards
1.1D Read and write numbers to 99 to describe sets of concrete objects.	Create a concrete set to illustrate a number.(Up to 20) Use 100's chart to describe number. Connect CRA with numbers.	Give counters to student-they will make the number 18, then draw a model and write the number.		Think Aloud showing how to connect concrete, pictorial and abstract with number amounts.	Counters
1.3B Use concrete and pictorial models to apply basic addition and subtraction facts (up to	Explain how combining two things is adding. Count dots on dominoes	Given a domino the student can write a fact to match the dots.	combine take away	Demonstrate with floor sized domino mats how to create dominoes.	Dominoes Floor size domino mats

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6+6=12 and 12-6=6)	to add.			Explain how to combine the counters in parts of the dominoes to get a total.	
1.5A Use Patterns to skip count by fives and tens	Skip count by 5s and 10s		fives tens	Use songs to help learn skip counting.	Greg Hartman, Discovery Toys
K.13-K.15 Problem Solving more independently with Problem Solving Mat	Use math language and pictures to explain problems.	While listening to a story, the student will draw a pictorial model of the problem and be able to explain orally how to solve.		Read Aloud Problem solving stories	