

Kindergarten Math Curriculum Bundle # 4

Title		Suggested Dates
Identifying and Extending Patterns and Problem Solving		October 26 - November 13 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
Patterns can be found in the world around us.	<p>How do you identify a pattern?</p> <p>How can you predict what comes next in pattern?</p> <p>How do you create a pattern?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above) Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with TEKS.	
<p>K.6 The student uses patterns to make predictions.</p> <p>K.6B Count by ones to 100.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • count by ones to 100. 		<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 10 Lessons 2-4</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Region IV Prep</u> Predictions with Patterns page 50-57</p>
<p>K. 5 The student identifies, extends, and creates patterns.</p> <p>K.5A Identify, extend, and create patterns of sounds, physical movement, and concrete objects.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • identify how objects are alike and different • order three sounds, physical movements, concrete objects according to given attributes (ex: AB, ABB, AAB, ABC) • identify and replicate patterns using concrete objects • extends horizontal and vertical patterns using concrete objects and describes how the pattern 	<p><u>Math Investigations</u></p> <p><u>What Comes Next?</u> Unit 3</p> <p>Investigations 1 and 2 in this bundle only. Investigations 3 will begin the next bundle.</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 11 Lessons 1-5</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Region IV Prep</u> Pattern Lesson</p>

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	<p>was extended</p> <ul style="list-style-type: none"> • creates patterns using sounds, movement, and concrete objects 		page 42-49
<p>K.13 The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>K.13B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p> <p><u>Note: Focus on identifying and extending patterns</u></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. 		<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 11 Lesson 6</p>
<p>K.13 The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>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.</p> <p><u>Note: Focus on identifying and extending patterns</u></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. 		<p><u>Small Group Lessons/Centers</u></p> <p><u>Navigating Through Problem Solving</u> Fire Trucks and Hats page 14</p>
<p>K.13 The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>K.13D Use tools such as real objects, manipulatives, and technology to solve problems.</p> <p><u>Note: Focus on identifying and extending patterns</u></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. 		<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 11 Lessons 7-9</p>