

Kindergarten Math Curriculum Bundle # 5



Title	Suggested Dates
Predicting and Describing Patterns	November 16 – December 4 (12 days)

Big Idea/Enduring Understanding	Guiding Questions
Patterns can be found in different forms.	<p>How do patterns help me predict?</p> <p>What words can you use to describe your pattern?</p> <p>What is a real-world example of 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)	
<p>K.6 The student uses patterns to make predictions.</p> <p>K.6A Use patterns to predict what comes next, including cause-and-effect relationships.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • describe what is missing in a pattern or sequence 	<p>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>	
		<p>K.14 The student communicates about Kindergarten mathematics using informal language.</p> <p>K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content • Describe patterns using words, numbers, and technology (ex: naming patterns orally using letters AB, ABB, AAB, ABC)

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<p>K.14 The student communicates about Kindergarten mathematics using informal language.</p> <p>K.14B Relate everyday language to mathematical language and symbols.</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 2 Lessons 1-6</p>
<p>K.7 The student describes the relative position of objects.</p> <p>K.7A Describe one object in relation to another using informal language such as over, under, above, and below.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Identify and describe where an object is located in a pattern (ex: the red bear is after/before the blue bear) 		<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 2 Lesson 5</p>
<p>K.7 The student describes the relative position of objects.</p> <p>K.7B Place an object in a specified position.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Name and demonstrate the relative position of objects in a pattern. 		<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 2 Lesson 7</p>
<p>K. 1 The student uses numbers to name quantities.</p> <p>K.1 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>Including but not limited to:</p> <ul style="list-style-type: none"> • compare two sets of objects, each 20 or less, in which both sets have the same number of objects • compare two sets of objects each 20 or less in which one has more or less objects • Compare two sets of objects each 20 or less in which one set has two less or more than the other (ex: Set “A” has 10, set “b” has 7. How many more does set “A” have than set “B”.) 	<p><u>Math Investigations</u></p> <p><u>Measuring and Counting</u> Unit 4 Investigation 2 Sessions 1-5 Pages 58-84</p> <p><u>Measuring and Counting</u> Unit 4 Investigation 3 Session 1-7 Pages 90-120</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 9 Lesson 6</p>
<p>K. 1 The student uses numbers to name quantities.</p> <p>K.1 B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • verbalize the counting sequence • connect objects to numerals given in verbal and written form • connect numerals and number words given in verbal and written form to the quantities they represent 	<p>Note: Investigation 4 can be used in small groups for students who are still struggling with one to one correspondence.</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 9 Lessons 1-3</p>

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<p>K. 1 The student uses numbers to name quantities.</p> <p>K.1 C Use numbers to describe how many objects are in set (through 20) using verbal and symbolic descriptions.</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none">• counting a set of objects to compare to another set of objects.		<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 9 Lessons 4-6</p>
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