Kindergarten Scope and Sequence

Bluebonnet Learning K–5 Math Instructional Materials: Kindergarten Scope and Sequence			
Module	**Topics and Instructional Days**	**Knowledge and Skills**	**Standards (Bold = focus standard)**
Module 1: Numbers to 10	A: Attributes of Two Related Objects B: Classify to Make Categories and Count C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions D: The Concept of Zero and Working with Numbers 0–5 **Mid-Module Assessment Task** E: Working with Numbers 6–8 in Different Configurations F: Working with Numbers 9–10 in Different Configurations G: *One More* with Numbers 0–10 H: *One Less* with Numbers 0–10 **End-of-Module Assessment Task** Assessments: 2 Lesson days: 35 Assessment days: 6 Total instructional days: 41	Students observe their world and begin to compare and classify objects. They focus on ordering, counting, and writing numbers to represent up to 10 objects to answer *how many* questions. Students will: • Classify, count, and sort objects, match pairs of objects according to attribute (color, size, purpose, pattern, and position), and tell if pairs of objects are exactly the same or not exactly the same. • Group items into categories, count the items in each category, and learn that the last number they say when counting is the total number of items in that category. • Learn about numbers 1–10 as they count objects to answer the question, "How many?" and write the total. • Separate objects into 5-groups and break apart numbers to find their hidden partners. • Listen to number stories and determine a matching expression: 2 + 1 or 1 + 2. • Learn how to say and read a number sentence. • Explore the idea of *one more* and *one less* with numbers 0–10 by building number stairs and number towers.	TEKS MPS K.1C K.1D K.1E K.1F K.1G TEKS **K.2A** **K.2B** **K.2C** **K.2D** **K.2E** **K.2F** (through 10) **K.2I** **K.8A** K.3C K.5A ELPS 1.A 1.B 1.D 1.E 1.F 2.C 2.D 2.E 2.F 2.I 3.B 3.C 3.D 3.E 3.F 3.G 3.J 4.C

Kindergarten Scope and Sequence (*Continued*)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
			4.D 4.E 4.F 4.G 5.B
Module 2: Two-Dimensional and Three-Dimensional Shapes	A: Two-Dimensional Flat Shapes B: Three-Dimensional Solid Shapes C: Two-Dimensional and Three-Dimensional Shapes **End-of-Module Assessment Task** Assessments: 1 Lesson days: 8 Assessment days: 2 Total instructional days: 10	Students explore flat and solid shapes in their world. They learn to recognize and name shapes based on the number of sides and corners, or vertices, instead of naming a shape based only on what it looks like. For example, students may say, "This shape is really skinny and doesn't look like a triangle, but it has 3 sides and 3 vertices so it must be a triangle." Students will: • Find and describe flat triangles, squares, rectangles, and circles in the real world. • Sort and classify flat shapes as triangles, rectangles, or circles by focusing on the number of sides and vertices. • Find and describe solid shapes, including cylinders, cones, spheres, and cubes in the real world. • Sort and classify solid shapes by focusing on the number of faces, edges, and vertices. • Create simple picture graphs to organize shapes, use the graphs to answer "how many" questions, and make comparisons of more and less.	TEKS MPS K.1A K.1B K.1E K.1G TEKS **K.6A** **K.6B** **K.6C** **K.6D** **K.6E** **K.6F** **K.8A** K.8B K.8C ELPS 1.A 1.D 1.F 2.C 2.E 2.F 2.I 3.B 3.C 3.E 3.F 4.C 4.G

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10	A: Comparison of Length and Height B: Comparison of Length and Height of Linking Cube Sticks Within 10 C: Comparison of Weight D: Comparison of Capacity **Mid-Module Assessment Task** E: Are There Enough? F: Comparison of Sets Within 10 G: Comparison of Numerals **End-of-Module Assessment Task** Assessments: 2 Lesson days: 28 Assessment days: 5 Total instructional days: 33	Students compare and analyze measurable attributes of objects, including length, weight, and capacity. The concept of making comparisons is further explored as students learn to compare numerals and sets of objects. Students will: • Compare two objects side by side and use a unit of measure, such as a linking cube stick or a piece of string, to compare the lengths and heights of the objects. • Learn to line up the endpoints of objects before comparing them. • Use language such as *longer than*, *taller than*, *shorter than*, and *the same as* to compare the lengths and heights of objects. • Compare the weights of objects based simply on feel and by using a balance scale. • Use language such as *heavier than*, *lighter than*, and *the same as* to compare the weights of objects. • Compare the capacity of containers by pouring and use language such as *more than*, *less than*, and *the same as*. • Compare sets of objects to determine whether there is enough in a real-world context and use *more than* and *fewer than* to describe situations when there is not enough of something. • Count to compare two sets of objects, saying which number is *more than* and which number is *less than* the other number. • Form groups of objects that have 1 more, 1 less, or the same number as a given set.	TEKS MPS K.1C K.1D K.1E K.1F K.1G TEKS **K.2E** (through 10) **K.2G** (through 10) **K.2H** (through 10) **K.7A** **K.7B** **K.8A** **K.8B** **K.8C** K.2D K.2F K.2I K.4A (penny only) ELPS 1.A 1.E 1.F 2.C 2.E 2.F 2.I 3.B 3.C 3.D 3.E 3.F 3.G 3.J 4.C 4.D 4.E 4.F 4.G 5.B

Kindergarten Scope and Sequence (*Continued*)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 4: Number Pairs, Addition and Subtraction to 10	A: Compositions and Decompositions of 2, 3, 4, and 5 B: Decompositions of 6, 7, and 8 into Number Pairs C: Addition with Totals of 6, 7, 8 D: Subtraction from Numbers to 8 **Mid-Module Assessment Task** E: Decompositions of 9 and 10 into Number Pairs F: Addition with Totals of 9 and 10 G: Subtraction form 9 and 10 H: Patterns with Adding 0 and 1 and Making 10 **End-of-Module Assessment Task** Assessments: 2 Lesson days: 40 Assessment days: 4 Total instructional days: 44	Students develop skills and strategies to begin adding and subtracting within 10. Students will: • Understand how to join parts together to make a whole or a total, or to separate a whole into two parts. • Use objects, drawings, and number bonds to compose and decompose numbers into number pairs. • Use objects to act out multiple stories with the same whole each time, discovering that they can break apart a whole in different ways (e.g., 5 = 4 + 1, 5 = 3 + 2, and 5 = 5 + 0). • Write an addition sentence or a subtraction sentence to match a number story. • Solve number stories in which the total is unknown, and number stories in which the parts are unknown. • Work with a number path to show the relationship between addition and subtraction when adding and then taking away the same number from a set. • Explore the fact that adding or subtracting 0 doesn't change the original number. • Use 5-groups to record how many more are needed to make 10. • Use what they know about a part–part–whole relationship to model and teach others.	TEKS MPS K.1A K.1B K.1D K.1F TEKS **K.2I** **K.3A** **K.3B** **K.3C** K.4A (nickel) **K.7B** **K.8A** ELPS 1.A 1.B 1.D 1.E 1.F 2.C 2.D 2.E 2.F 2.I 3.B 3.C 3.D 3.E 3.F 3.G 3.H 3.J 4.C 4.E 4.G 5.B

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 5: Numbers 10–20, Counting to 100, and Understanding Work	A: Count 10 Ones and Some Ones B: Compose Numbers 11–20 from 10 ones and Some Ones; Represent and Write Teen Numbers C: Decompose Numbers 11–20, and Count to Answer "How Many?" Questions in Varied Configurations **Mid-Module Assessment Task** D: Extend the Say Ten and Regular Count Sequence to 100 E: Represent and Apply Compositions and Decomposition of Teen Numbers F: Understanding Work **End-of-Module Assessment Task** Assessments: 2 Lesson days: 27 Assessment days: 4 Total instructional days: 31	Students develop an understanding of teen numbers as 10 ones and some ones. They extend that understanding to count to 100. Students also investigate concepts about money, including how it is earned, saved, and spent. Students will: • Use objects to count within 20 and model teen numbers as 10 ones and some ones. • Use number bonds and place value cards to model and write numbers 10 to 20. • Make a 20-bead Rekenrek and use it to model numbers and count up and down within 20. • Count up to 20 objects and answer *how many* questions. • Count by tens the regular way and the *Say Ten* way (ten 1, ten 2, ten 3, ten 4 …) within 100 to recognize the repetition of the number sequence 1–9. • Explore the connection among work, income, and the ability to buy items that are wanted or needed.	TEKS MPS K.1C K.1D K.1F K.1G TEKS **K.2A** **K.2B** **K.2C** **K.2D** **K.2E** (through 20) **K.2F** **K.2G** (through 20) **K.2H** (through 20) **K.4A** (all coins) **K.5A** **K.9A** **K.9B** **K.9C** **K.9D** ELPS 1.A 1.E 1.F 2.C 2.D 2.E 2.I 3.B 3.C 3.E 3.F 3.G 3.J 4.E 4.F 5.B 5.F 5.G

Kindergarten Scope and Sequence (*Continued*)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 6: Analyzing, Comparing, and Composing Shapes	A: Building and Drawing Flat and Solid Shapes B: Culminating Task **End-of-Module Assessment Task** Assessments: 1 Lesson days: 5 Assessment days: 1 Total instructional days: 6	Students name and sort two- and three-dimensional shapes. They apply what they know about the common features of shapes to build flat, two-dimensional shapes, and they use ordinal numbers (first, second, third) to describe the construction of the shapes. The school year closes with having students celebrate their learning by participating in a Math Olympics. Students will: • Build flat shapes using sticks to represent the sides of the shape and balls of clay to represent the vertices. • Use ordinal numbers to describe the steps for building each shape (e.g., "First, I cut the sticks. Second, I picked 3 sticks for the sides. Third, I stuck them together with clay!"). • Compose flat shapes with varying side lengths. • Draw to record shape compositions. • Engage in tasks related to numbers, measurement, operations, and geometry to celebrate learning from the whole year.	TEKS MPS K.1A K.1B K.1D K.1E TEKS **K.6C** **K.6D** **K.6F** K.6A K.6B K.6E ELPS 1.A 1.D 1.E 2.D 2.E 2.I 3.C 3.E 3.F 3.G 3.H 3.J 4.D 4.F 4.G 5.B 5.F 5.G
	Total instructional days: 165		