

Garriga and Derry Elementary  
Course/Grade Level: Math/ KINDER  
Math Curriculum Map 2016-2017

*(This timeline is subject to change in order to meet the needs of students.)*

Week	Dates	Topic(s)/Student Expectation (SE)/Focus Skill	Student Expectation (SE)/Underlying Processes and Mathematical Tools
<b>Sample Week</b>	<b>10/1 – 5</b>	<b>Number, Operations and Quantative Reasoning/5.1B/Place Value read, write, compare and order decimals to the thousandths place</b>	<b>5.14C/Select or develop an appropriate problem-solving plan or strategy - making a table</b>
1	8/22-8/26 First day of 1 <sup>st</sup> quarter	<p><b>UNIT 1 MODULE 1: Number and Operations</b> K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures. Also K.2.C count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order, K.2.G compare sets of objects up to at least 20 in each set using comparative language</p> <ul style="list-style-type: none"> <li>• Daily Routine: Number recognition 1-20 Write numbers 1-20 Count 1-100 (UNIT 3 module 16 K.5 Algebraic reasoning. Applies mathematical process standards to identify the pattern in the numbers, recite numbers up to at least 100 by ones and tens beginning with any given number) Calendar - days of the week/months Problem Solving- Problem of the Day</li> </ul>	Count, write and represent numbers 1-4  K.1.E Create and use representations. Also K.1.A apply mathematics to problems arising in everyday life, society and the workplace, K.1.G display, explain and justify mathematical ideas and arguments using precise mathematical language in writing or oral communication.
2	8/29-9/2	<p><b>UNIT 1 MODULE 2: Number and Operations</b> K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures. Also K.2.C count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order,</p>	Count, write, and represent numbers through 5.  K.1.E Create and use representations. Also K.1.D communicate mathematical ideas, reasoning, and their implications, K.1.F analyze

		<p>K.2.D recognize instantly the quantity of a small group of objects in organized and random arrangements,  K.2.A count forwards and backward to at least 20 with and without objects or pictures</p>	<p>mathematical relationships to connect and communicate mathematical ideas,  K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem-solving process and the reasonableness of the solution  K.1.C Select tools, technology, and techniques</p>
3	<p>9/5 Labor Day  9/6-9/9  Patriot Day 9/11</p>	<p><b>UNIT 1 MODULE 3: Number and Operations</b> K.2.C Count and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. Also K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures.  K.2.G compare sets of objects up to at least 20 in each set using comparative language  K.2.A count forwards and backward to at least 20 with and without objects or pictures  K.2.D recognize instantly the quantity of a small group of objects in organized and random arrangements,  K.2.E generate a set concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20</p>	<p>Compare numbers through 5.   K.1.D Communicate mathematical ideas and reasoning.  K.1.E Create and use representations.  K.1.F Analyze mathematical problems  K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem-solving process and the reasonableness of the solution</p>
4	<p>9/12-9/16  9/17  Constitution Day</p>	<p><b>UNIT 1 MODULE 4: Number and Operations</b> K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures.  Also K.2.C Count and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.  K.2.I Compose and Decompose number up to 10 with objects and pictures.  K.2.E generate a set concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20</p>	<p>Represent, count and write number through 8   K.1.A Apply mathematics to problems  K.1.E Create and use representations.  K.1.G Display, explain and justify mathematical ideas and arguments  K.1.D Communicate mathematical ideas and reasoning.  K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the</p>

			problem- solving process and the reasonableness of the solution
5	9/19-9/23	<p><b>UNIT 1 MODULE 5: Number and Operations</b> K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures.</p> <p>Also K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures.</p> <p>K.2.I Compose and Decompose number up to 10 with objects and pictures.</p>	<p>Represent, count and write number through 10</p> <p>K.1.E Create and use representations.</p> <p>K.1.A Apply mathematics to problems</p> <p>K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution</p>
6	9/26-9/30	<p><b>UNIT 1 MODULE 6: Number and Operations</b> K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures.</p> <p>K.2.C Count and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.</p> <p>K.2.G compare sets of objects up to at least 20 in each set using comparative language</p> <p>K.2.E generate a set concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20</p> <p>K.2.H use comparative language to describe two numbers up to 20 presented as written numerals</p> <p>K.2.F generate a number that is one more than or one less than another number up to at least 20</p>	<p>Compare numbers through 10</p> <p>K.1.A Apply mathematics to problems</p> <p>K.1.F Analyze mathematical problems</p> <p>K.1.E Create and use representations</p> <p>K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution</p>
7	10/3-10/7 TPRI TESTING	<p><b>UNIT 1 MODULE 7: Number and Operations</b> K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures.</p> <p>K.2.A count forwards and backward to at least 20 with and without objects or pictures</p>	<p>Count, write and represent number through 15</p> <p>K.1.E Create and use representations</p> <p>K.1.D Communicate mathematical ideas and reasoning</p> <p>K.1.G Display, explain and justify mathematical ideas and arguments</p>

		<p>K.2.C Count and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.</p> <p>K.2.F generate a number that is one more than or one less than another number up to at least 20</p>	
8	<p>10/10 Staff Development 10/11-10/14 TPRI End of the quarter 10/10 Columbus Day</p>	<p><b>UNIT 1 MODULE 8: Number and Operations</b> K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures</p> <p>K.2.G compare sets of objects up to at least 20 in each set using comparative language</p> <p>K.2.A count forwards and backward to at least 20 with and without objects or pictures</p> <p>K.2.D recognize instantly the quantity of a small group of objects in organized and random arrangements,</p> <p>K.2.E generate a set concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20</p> <p>K.2.C Count and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.</p> <p>K.2.F generate a number that is one more than or one less than another number up to at least 20</p> <p>K.2.H use comparative language to describe two numbers up to 20 presented as written numerals</p>	<p>Count, write represent number through 20</p> <p>K.1.E Create and use representations</p> <p>K.1.A Apply mathematics to problems</p> <p>K.1.F Analyze mathematical problems</p> <p>K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution</p> <p>K.1.D Communicate mathematical ideas and reasoning</p>
9	<p>10/17-10/21 Start of the 2<sup>nd</sup> quarter</p>	<p><b>UNIT 2 MODULE 9: Numbers and Operations</b> K.2.I Compose and Decompose number up to 10 with objects and pictures.</p>	<p>Compose and decompose numbers through 5</p> <p>K.1.C Select tools, technology, and techniques</p> <p>K.1.E Create and use representations</p> <p>K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the</p>

			problem- solving process and the reasonableness of the solution
10	10/24-10/28	<b>UNIT 2 MODULE 9: Numbers and Operations</b> K.2.I Compose and Decompose number up to 10 with objects and pictures.	Compose and decompose numbers through 5  K.1.C Select tools, technology, and techniques K.1.E Create and use representations K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution
11	10/31-11/4	<b>UNIT 2 MODULE 10: Numbers and Operations</b> K.2.I Compose and Decompose number up to 10 with objects and pictures. K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures. K.2.C Count and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. K.2.D recognize instantly the quantity of a small group of objects in organized and random arrangements,	Compose and decompose numbers up to 10 ‘  K.1.C Select tools, technology, and techniques K.1.E Create and use representations
12	11/7-11/11	<b>UNIT 2 MODULE 10: Numbers and Operations</b> K.2.I Compose and Decompose number up to 10 with objects and pictures. K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures. K.2.C Count and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. K.2.D recognize instantly the quantity of a small group of objects in organized and random arrangements,	Compose and decompose numbers up to 10  K.1.C Select tools, technology, and techniques K.1.E Create and use representations

13	11/14-11/18	<p><b>UNIT 2 MODULE 11: Numbers and operations</b> K.3.A Model the action of joining to represent addition and the action of separating to represent subtraction.</p> <p>also K.3.B solve word problems using objects and drawings to find sums up to 10 and differences within 10</p> <p>K.3.C explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences</p>	<p>Add up to 5</p> <p>K.1.E Create and use representations</p> <p>K.1.G Display, explain, justify mathematical ideas and arguments.</p> <p>K.1.A Apply mathematics to problems</p> <p>K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution</p> <p>K.1.C Select tools, technology, and techniques</p>
	11/21-11/25	Thanksgiving Break	
14	11/28-12/2	<p><b>UNIT 2 MODULE 11: Numbers and operations</b> K.3.A Model the action of joining to represent addition and the action of separating to represent subtraction.</p> <p>also K.3.B solve word problems using objects and drawings to find sums up to 10 and differences within 10</p> <p>K.3.C explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences</p>	<p>Add up to 5</p> <p>K.1.E Create and use representations</p> <p>K.1.G Display, explain, justify mathematical ideas and arguments.</p> <p>K.1.A Apply mathematics to problems</p> <p>K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution</p> <p>K.1.C Select tools, technology, and techniques</p>
15	12/5-12/9	<p><b>UNIT 2 MODULE 12: Numbers and operations</b> K.3.A Model the action of joining to represent addition and the action of separating to represent subtraction</p> <p>also K.3.B solve word problems using objects and drawings to find sums up to 10 and differences within 10,</p>	<p>Subtract within 5</p> <p>K.1.A Apply mathematical problems</p> <p>K.1.E create and use representations</p> <p>K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a</p>

		<p>K.3.C explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences</p> <p>K.2.C Count and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.</p>	<p>solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution</p> <p>K.1.D Communicate mathematical ideas and reasoning</p>
16/17	<p>12/12-12/20 Last day of 2<sup>nd</sup> quarter and end of 1<sup>st</sup> semester</p>	<p><b>UNIT 2 MODULE 12: Numbers and operations</b> K.3.A Model the action of joining to represent addition and the action of separating to represent subtraction also K.3.B solve word problems using objects and drawings to find sums up to 10 and differences within 10,</p> <p>K.3.C explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences</p> <p>K.2.C Count and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.</p>	<p>Subtract within 5</p> <p>K.1.A Apply mathematical problems K.1.E create and use representations K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution K.1.D Communicate mathematical ideas and reasoning</p>
	<p>12/21-12/23 <i>Christmas Break</i></p>	CHRISTMAS BREAK	
	12/23-1/6	Christmas Break	
18	<p>1/9-1/13 Start 2<sup>nd</sup> semester and 3<sup>rd</sup> quarter</p>	<p><b>UNIT 2 MODULE 13: Numbers and operations</b> K.3.A Model the action of joining to represent addition and the action of separating to represent subtraction also K.3.B solve word problems using objects and drawings to find sums up to 10 and differences within 10,</p> <p>K.3.C explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences</p>	<p>Add up to 10</p> <p>K.1.D Communicate mathematical ideas and reasoning</p> <p>K.1.C Select tools, technology, and techniques K.1.A Apply mathematical problems K.1.E create and use representations</p>

		K.2.F generate a number that is one more than or one less than another number up to at least 20	K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution
19	1/16-1/20 MOY TPRI	<b>UNIT 2 MODULE 13: Numbers and operations</b> K.3.A Model the action of joining to represent addition and the action of separating to represent subtraction also K.3.B solve word problems using objects and drawings to find sums up to 10 and differences within 10, K.3.C explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences K.2.F generate a number that is one more than or one less than another number up to at least 20	Add up to 10  K.1.D Communicate mathematical ideas and reasoning  K.1.C Select tools, technology, and techniques K.1.A Apply mathematical problems K.1.E create and use representations K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution
20	1/23-1/27 MOY TPRI	<b>UNIT 2 MODULE 14 : Number and Operations</b> K.3.B Solve word problems using objects and drawings to find sums up to 10 and differences within 10 K.3.C explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences	Subtract within 10  K.1.C Select tools, technology, and techniques K.1.D Communicate mathematical ideas and reasoning K.1.E create and use representations K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a



			solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution
21	1/30-2/3	<p><b>UNIT 2 MODULE 14 : Number and Operations</b> K.3.B Solve word problems using objects and drawings to find sums up to 10 and differences within 10</p> <p>K.3.C explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences</p>	<p>Subtract within 10</p> <p>K.1.C Select tools, technology, and techniques</p> <p>K.1.D Communicate mathematical ideas and reasoning</p> <p>K.1.E create and use representations</p> <p>K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution</p>
22	2/6-2/10	<p><b>UNIT 2 MODULE 15: Number and Operations</b> K.4 Identify U.S. coins by name, including pennies, nickels, dimes, and quarters. Also K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures,</p> <p>K.2.C count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order,</p> <p>K.9.A identify ways to earn income,</p> <p>K.9.D distinguish between money received as income and money received as gifts.</p> <p>K.9.B Differentiate between money received as income and money received as gifts</p> <p>K.9.C list simple skills required for jobs</p>	<p>Identify, describe and name coins</p> <p>K.1.A Apply mathematical problems</p> <p>K.1.C Select tools, technology, and techniques</p> <p>K.1.G Display, explain, and justify mathematical ideas and arguments.</p> <p>K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution</p>

23	2/13-2/17 2/15-2/16 simulated assessment	<p>UNIT 2 MODULE 15: Number and Operations K.4 Identify U.S. coins by name, including pennies, nickels, dimes, and quarters. Also K.2.B Read, write and represent whole number from 0 to at least 20 with and without objects or pictures, K.2.C count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order, K.9.A identify ways to earn income, K.9.D distinguish between money received as income and money received as gifts. K.9.B Differentiate between money received as income and money received as gifts K.9.C list simple skills required for jobs</p>	<p>Identify, describe and name coins</p> <p>K.1.A Apply mathematical problems K.1.C Select tools, technology, and techniques K.1.G Display, explain, and justify mathematical ideas and arguments.</p> <p>K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution</p>
24	2/20-2/24	<p><b>UNIT 4 MODULE 17: Geometry and Measurement</b> K.6.A Identify two- dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles K.6.E classify and using a variety of materials and drawings K.6.D identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably K.6.F create two-dimensional shapes using variety of materials and drawings</p>	<p>Identify, sort and describe two dimensional shapes</p> <p>K.1.A Apply mathematics to problems K.1.C Select tools, technology, and techniques K.1.G Display, explain, and justify mathematical ideas and arguments.</p> <p>K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution</p>
25	2/27-3/3 2/28-3/1 simulated assessment	<p><b>UNIT 4 MODULE 17: Geometry and Measurement</b> K.6.A Identify two- dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles K.6.E classify and using a variety of materials and drawings K.6.D identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably K.6.F create two-dimensional shapes using variety of materials and drawings</p>	<p>Identify, sort and describe two dimensional shapes</p> <p>K.1.A Apply mathematics to problems K.1.C Select tools, technology, and techniques K.1.G Display, explain, and justify mathematical ideas and arguments.</p>

			K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution
26	3/6-3/10 3/6-4/5 TELPAS WINDOW Last day of 3 <sup>rd</sup> quarter	<b>UNIT 4 MODULE 18: Geometry and Measurement</b> K.6.B Identify three- dimensional solids including cylinders, cones, spheres, and cubes, in the real world also K.6.E classify and sort a variety of regular and irregular two- and three dimensional figures regardless of orientation or size, K 8.A collect, sort, and organize data into two or three categories K.6.C Identify two-dimensional components of three-dimensional objects	Identify, sort and describe three dimensional shapes  K.1.A Apply mathematical to problems K.1.E create and use representations K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution
	3/13-3/17	SPRING BREAK	
27	3/21-3/24 3/20 Staff Development start of the 4 <sup>th</sup> quarter	<b>UNIT 4 MODULE 18: Geometry and Measurement</b> K.6.B Identify three- dimensional solids including cylinders, cones, spheres, and cubes, in the real world also K.6.E classify and sort a variety of regular and irregular two- and three dimensional figures regardless of orientation or size, K 8.A collect, sort, and organize data into two or three categories K.6.C Identify two-dimensional components of three-dimensional objects	Identify, sort and describe three dimensional shapes  K.1.A Apply mathematical to problems K.1.E create and use representations K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution
28	3/27-3/31 3/28-3/29 STAAR	<b>UNIT 4 MODULE 19: Geometry and Measurement</b> K.7.A Give an example of a measurable attribute of a given object, including length, capacity, and weight.	Measure using length, height, weight  K.1.A Apply mathematics to problems

		K.7.B compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference	K.1.D Communicate mathematical ideas and reasoning
29	4/3-4/7	<b>UNIT 4 MODULE 19: Geometry and Measurement</b> K.7.A Give an example of a measurable attribute of a given object, including length, capacity, and weight. K.7.B compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference	Measure using length, height, weight  K.1.A Apply mathematics to problems K.1.D Communicate mathematical ideas and reasoning
30	4/10-4/13 4/14 Good Friday	<b>UNIT 5 MODULE 20: Data Analysis</b> K.8.A Collect, sort and organize data into two or three categories also K.6.E classify and sort a variety of regular and irregular two- and three dimensional figures regardless of orientation or size, K.6.D identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably K.8.B use data to create real-object and picture graphs K.8.C draw conclusions from real-object and picture graphs	Organize data analysis  K.1.E create and use representations K.1.D Communicate mathematical ideas and reasoning K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution
31	4/17 Easter Monday Vacation 4/18-4/21 TPRI	<b>UNIT 5 MODULE 20: Data Analysis</b> K.8.A Collect, sort and organize data into two or three categories also K.6.E classify and sort a variety of regular and irregular two- and three dimensional figures regardless of orientation or size, K.6.D identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably K.8.B use data to create real-object and picture graphs K.8.C draw conclusions from real-object and picture graphs	Organize data analysis  K.1.E create and use representations K.1.D Communicate mathematical ideas and reasoning K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution

32	4/24-4/28 TPRI TESTING	<p><b>UNIT 6 MODULE 21: Number and Operations</b> K.9.B Differentiate between money received as income and money received as gifts also K.2.G compare sets of objects up to at least 20 in each set using comparative language K.8.A Collect, sort and organize data into two or three categories K.9.A identify ways to earn income K.9.C list simple skills required for a job K.9.D distinguish between wants and needs and identify income as a source to meets one’s wants and needs.</p>	<p>Use financial literacy</p> <p>K.1.A Apply mathematics to problems K.1.D Communicate mathematical ideas and reasoning K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution</p>
33	5/1-5/5	<p><b>UNIT 6 MODULE 21: Number and Operations</b> K.9.B Differentiate between money received as income and money received as gifts also K.2.G compare sets of objects up to at least 20 in each set using comparative language K.8.A Collect, sort and organize data into two or three categories K.9.A identify ways to earn income K.9.C list simple skills required for a job K.9.D distinguish between wants and needs and identify income as a source to meets one’s wants and needs.</p>	<p>Use financial literacy</p> <p>K.1.A Apply mathematics to problems K.1.D Communicate mathematical ideas and reasoning K.1.B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justify the solution and evaluating the problem- solving process and the reasonableness of the solution</p>
34	5/8-5/12 5/8-5/10 STAAR	<p><b>REVIEW WEEK: 3<sup>rd</sup> and 4<sup>th</sup> quarter TEKS FROM MODULE 9- MODULE 14- (refer to TEKS in those modules.) Review addition and subtraction</b></p>	<p>ALL TEKS FROM MODULE 9-14 (refer to TEKS above)</p>
35	5/15-5/18 end of 4 <sup>th</sup> quarter end of semester 5/19 Teachers Workday	<p><b>REVIEW WEEK: ALL YEAR- ALL TEKS TEKS FROM MODULE 8- MODULE 14 (refer to TEKS in those modules.) Review number recognition and addition/subtraction.</b></p>	<p>ALL TEKS FROM MODULE 8-14 (refer to TEKS above)</p>

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