

Texas Essential Knowledge and Skills	Excel Math Lesson Numbers	Activity Numbers
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NUMBER, OPERATION, QUANTITATIVE REASONING		
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities		
(A) Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;	7, 11, 12, 21, 24, 28, 34, 52, 53, 80, 81, 91, 121, 126, 129	11, 12, 106, 131, 144 Exercise: 1 Objects: 17, 26, 34, 37, 93, 104, 147
(B) Create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;	6, *13, *16, *21, *24, *33, 42, 51, *61, 63, 69, 72, 74, 82, 86, 94, 97, 111, 122, 126, 130, 147	33, 106, 111 Exercise: 1
(C) Identify individual coins by name and value and describe relationships among them; and	23, 29, 51, 68, 139, 154	68, 81, 83, 84, 128, 144
(D) Read and write numbers to 99 to describe sets of concrete objects.	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 28, 29, 33, 46, 47, 61, 69, 72, 82, 86, 84, 98, 109, 113, 118 Ordinals: 59, 132	2, 3, 4, 27, 46, 47, 82, 114, 132 Exercise: 1, 2, 4, 6
(1.2) Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.		
(A) Separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and	107, 108, 119, 148, 155	
(B) Use appropriate language to describe part of a set such as three out of the eight crayons are red.	107, 108, 119, 125, 148, 155	54, 66, 67, 94, 96, 102, 108, 134
(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations.		
(A) Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and	14, 15, 18, 22, *28, 29, 30, 31, 32, 34, 35, 37, 38, 39, 41, 43, 44, 45, 48, 49, 51, 54, 57, 58, 60, 61, 66, 67, 70, 74, 78, 79, 85, 89, 92, 93, 96, 97, 100, 101, 103, 104, 117, 123, 136, 137, 139, 141, 146, 147, 154	27, 62, 67, 92, 117, 123, 127, 151 Exercise: *1, 3, 8
(B) Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).	14, 15, 18, 22, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39, 41, 43, 44, 45, 46, 48, 49, 51, 54, 56, 57, 58, 60, 64, 66, 67, 70, 71, 72, 74, 78, 79, 84, 85, 88, 89, 92, 93, 96, 97, 99, 101, 103, 104, 106, 110, 111, 114, 116, 117, 122, 123, 141, 142, 149, 154	18, 27, 31, 58, 67, 92, 117, 118, 127 Exercise: 1, 3

Texas Essential Knowledge and Skills	Excel Math Lesson Numbers	Activity Numbers
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PATTERNS, RELATIONSHIPS, ALGEBRAIC THINKING		
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions.		
The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	5, 10, 17, 19, 25, 36, 40, 42, 61, 72, 82, 112, 124, 133, 144	6, 8, 9, 19, 22, 23, 51, 56, 59, 78, 87, 96, 98, 154
(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations.		
(A) Use patterns to skip count by twos, fives, and tens;	42, 72, 73, 74, 82, 86, 90, 102, 112, 124, 129, 130, 133, 144	
(B) Find patterns in numbers, including odd and even;	63, 69, 72, 74, 82, 90, 124, 130, 131, 133	
(C) Compare and order whole numbers using place value;	42, 69, 86, 97, 130	33, 106, 111
(D) Use patterns to develop strategies to solve basic addition and basic subtraction problems; and	71, 72, 73, 88, 93, 106, 116	73
(E) Identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, and $5 - 3 = 2$.	71, 72, 88, 93, 106, 116, 127	73

Texas Essential Knowledge and Skills	Excel Math Lesson Numbers	Activity Numbers
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GEOMETRY, SPATIAL REASONING		
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.		
(A) Describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);	8, 9, 25, 65, 75, 125, 135 Flip/Slide/Turn:140	7, 8, 19, 22, 26, 28, 37, 49, 51, 57, 61, 86, 88, 89, 97, 101, 103, 107, 109, 112, 119, 121, 126, 133, 148, 152, 153 Exercise: 3, 4, 7
(B) Describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;	150, 151	*147
(C) Describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and	8, 9, 65, 75, 135, 151	137
(D) Use concrete models to combine two-dimensional geometric figures to make new geometric figures.	Symmetry 152	49, 57, 61, 64, 86, 88, 97, 101, 103, 107, 109, 112, 119, 121, 122 (symmetry), 124, 126, 129, 133, 152, 153
MEASUREMENT		
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length.		
(A) Estimate and measure length using nonstandard units such as paper clips or sides of color tiles;	50, 56, 83, 91, 134	13, 24, 32 Exercise: 5
(B) Compare and order two or more concrete objects according to length (from longest to shortest);	50, 56, 83, 91, 134	13, 24, 32 Exercise: 5
(C) Describe the relationship between the size of the unit and the number of units needed to measure the length of an object;	50, 56, 83, 91, 134	13, 24, 32 Exercise: 5



Texas 1st Grade TEKS / *Excel Math* Correlation

Texas Essential Knowledge and Skills	Excel Math Lesson Numbers	Activity Numbers
(D) Compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least);	11, 12, 107, 125	
(E) Compare and order two or more containers according to capacity (from holds the most to holds the least);	134 Volume: 87	21, 29, 41, 48 Volume: 52, 71
(F) Compare and order two or more objects according to weight/mass (from heaviest to lightest); and	87, 91, 134	14, 39, 43, 53, 63, 69, 136
(G) Compare and order two or more objects according to relative temperature (from hottest to coldest).	87	42
(1.8) Measurement. The student understands that time can be measured. The student uses time to describe and compare situations.		
(A) Order three or more events according to duration; and	105, 143	*44, 76, 138, 139, 143 Deductive Reasoning: 146, 149
(B) Read time to the hour and half-hour using analog and digital clocks.	26, 27, 62, 138, 152 Days/Months/Year: 76, 95	143 Days/Months/Year: Exercise 9

Texas Essential Knowledge and Skills	Excel Math Lesson Numbers	Activity Numbers
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PROBABILITY AND STATISTICS		
(1.9) Probability and statistics. The student displays data in an organized form.		
(A) Collect and sort data; and	73, 120	2, 4, 13, 14, 16, 17, 32, 34, 37, 38, 41, 52, 54, 66, 67, 72, 79, 93, 94, 96, 99, 102, 104, 108, 113, 134, 136, 141 Exercise: 5, 12
(B) Use organized data to construct real-object graphs, picture graphs, and bar-type graphs.	73, 120	*2, *4, 13, 14, 17, 32, 34, 38, 41, 52, 54, 66, 67, 72, 79, 93, 94, 96, 99, 102, 104, 108, 113, 134, 136, 141, 142 Exercise: 5, 12
(1.10) Probability and statistics. The student uses information from organized data.		
A) Draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and	73, 115, 120	13, 14, 16, 17, 32, 38, 41, 52, 54, 66, 67, 72, 93, 94, 96, 99, 102, 108, 113, 134, 136, 141, 142 Exercise: 5, 12
(B) Identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.	55, *120, *125	*54, 66, 94, 96, 108
UNDERLYING PROCESSES AND MATHEMATICAL TOOLS		
(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.		
(A) Identify mathematics in everyday situations;	20, 31, 32, 73, 115, 120, 145	13, 14, 17, 32, 36, 38, 41, 54, 66, 72, 74, 77, 79, 93, 94, 96, 99, 102, 108, 113, 116, 134, 136, 141, 142, 151 Exercise: 5, 12
(B) 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;	22, 31, 32, 37, 54, 77	41, 54, 62, 94, 99, 102, 108, 134, 146, 149, 151 Exercise: 12



Texas 1st Grade TEKS / *Excel Math* Correlation

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(C) Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and	22, 31, 32, 37, 54, 77	41, 54, 62, 94, 99, 102, 108, 134, 146, 149, 151 Exercise: 12
(D) Use tools such as real objects, manipulatives, and technology to solve problems.	20, 22, 31, 32, 37, 54, 77, 120	2, 4, 41, 54, 62, 72, 74, 77, 94, 99, 102, 108, 134, 151 Exercise: 5, 12
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language.		
(A) Explain and record observations using objects, words, pictures, numbers, and technology; and	20, 30, 73, 115, 120	2, 4, 13, 14, 17, 32, 38, 41, 54, 62, 66, 67, 72, 93, 94, 96, 99, 102, 108, 113, 116, 134, 136, 141, 142 Exercise: 5, 11, 12
(B) Relate informal language to mathematical language and symbols.	11, 20, 30, 73, 115, 120	13, 17, 32, 36, 38, 41, 54, 62, 66, 67, 72, 74, 77, 93, 94, 96, 99, 102, 108, 113, 116, 134, 136, 141, 142 Exercise: 5, 11, 12
(1.13) Underlying processes and mathematical tools. The student uses logical reasoning.		
The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	30, 73, 115, 120	4, 13, 14, 17, 32, 38, 41, 54, 62, 66, 67, 72, 93, 94, 96, 99, 102, 108, 113, 116, 134, 136, 142 Exercise: 5, 11, 12