

Texas Essential Knowledge and Skills	Excel Math Lesson Numbers	Exercise
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NUMBER, OPERATION, QUANTITATIVE REASONING

(K.1) The student uses numbers to name quantities.		
(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;	8, 10, 15, 16, 20, 21, 25, 26, 28, 30, 31, 32, 33, 36, 37, 40, 42, 44, 45, 47, 49, 50, 52, 55, 56, 58, 60, 62, 65, 71, 80, 89, 90, 95, 96, 100, 105, 110, 118, 120, 122, 125, 130, 135, 136, 138, 142, 143, 144, 145, 146, 152	3, 7, 20
(B) Use sets of concrete objects to represent quantities given in verbal or written form (through 20); and	8, 10, 15, 16, 20, 25, 28, 30, 32, 33, 40, 44, 45, 50, 56, 58, 60, 65, 80, 89, 90, 95, 98, 100, 105, 108, 110, 115, 120, 122, 124, 130, 135, 138, 142, 143, 144, 145, 146	1, 7
(C) Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.	8, 10, 15, 16, 20, 25, 28, 30, 40, 44, 45, 50, 58, 60, 80, 89, 90, 95, 98, 100, 105, 108, 110, 115, 120, 122, 124, 130, 135, 138, 142, 143, 144, 145, 146	7
(K.2) The student describes order of events or objects.		
(A) Use language such as before or after to describe relative position in a sequence of events or objects; and	3, 6, 7, 9, 29, 74, 87, 128, 139, 153	10, 20
(B) Name the ordinal positions in a sequence such as first, second, third, etc.	27, 53, 59, 74, 75, 153	
(K.3) The student recognizes that there are quantities less than a whole.		
(A) Share a whole by separating it into two equal parts; and	104, 111, *155	18
(B) Explain why a given part is half of the whole.	104, 111, *155	18
(K.4) The student models addition (joining) and subtraction (separating).		
The student is expected to model and create addition and subtraction problems in real situations with concrete objects.	42, 47, 49, 56, 62, 64, 70, 71, 81, 85, 86, 93, 96, 97, 99, 103, 106, 107, 109, 113, 116, 121, 123, 131, 132, 133, 136, 138, 142, 143, 145, 146, 147, 148, 149, 150, 151	20

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PATTERNS, RELATIONSHIPS, ALGEBRAIC THINKING

(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns.

The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.	12, 13, 18, 38, 41, 72, 134	5
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(K.6) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions.

(A) Use patterns to predict what comes next, including cause-and-effect relationships;	12, 13, 18, 38, 41, 69, 72, 87, 91, 101, 112, 127, 134	
(B) Count by ones to 100.	8, 10, 15, 17, 20, 22, 25, 26, 28, 30, 31, 32, 33, 36, 37, 40, 44, 45, 50, 52, 55, 56, 58, 60, 62, 65, 69, 80, 85, 89, 90, 91, 95, 98, 100, 101, 105, 108, 110, 115, 120, 122, 124, 125, 127, 130, 135, 142, 143, 144, 145, 146	1, 2, 3, 4, 6, 7, 9, 11, 12, 14, 22

GEOMETRY, SPATIAL REASONING

(K.7) The student describes the relative-positions of objects.

(A) Describe one object in relation to another using informal language such as over, under, above, and below; and	1, 3, 4, 6, 9, 11, 58, 128, 141, *139	*5, 17, *19
(B) Place an object in a specified position.	1, 3, 4, 6, 9, 128, *139, 141	17, 19

(K.8) The student uses attributes to determine how objects are alike and different.

(A) Describe and identify an object by its attributes using informal language;	14, 17, 23, 43, 46, 48, 51, 58, 61, 63, 66, 76, 79, 92, 126, 128	5, 8, 9, 15, 17, 21, 24
(B) Compare two objects based on their attributes; and	5, 11, 14, 17, 23, 34, 43, 46, 48, 51, 61, 63, 66, 68, 76, 111, 126	5, 13, 15, 21, 23, 24
(C) Sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.	5, 17, 22, 35, 48, 51, 58, 68, 126	5, 21

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(K.9) The student recognizes attributes of two- and three-dimensional geometric figures.		
(A) Describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;	*43, *48, *58, *61, 67, 77, 78, 83, *92, 117, *123, *126, *128, 137	*13, 16, 18
(B) Recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures;	*43, *48, *58, *61, 67, 77, 78, 83, *92, 117, *123, *126, *128, 137	*13, 16, 18
(C) Describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).	43, 48, 58, 61, 104, 128, 134	5, 8, 15, 17, 19
MEASUREMENT		
(K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions.		
(A) Compare and order two or three concrete objects according to length (longer/shorter than, or the same);	11, 19, 24, 39, 114, 119	13, 21
(B) Compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same);	*43, *48, *128	*19
(C) Compare two containers according to capacity (holds more, holds less, or holds the same);	84 Volume 54	
(D) Compare two objects according to weight/mass (heavier than, lighter than or equal to); and	34, 94, 126	13
(E) Compare situations or objects according to relative temperature (hotter/colder than, or the same as).	129	23
(K.11) Measurement. The student uses time to describe, compare, and order events and situations.		
(A) Compare events according to duration such as more time than or less time than;	*2, 57 Tell Time: 73, 78, 82, 83	
(B) Sequence events (up to three); and	2, 74	
(C) Read a calendar using days, weeks, and months.	2, 53, 82, 87, 88	

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PROBABILITY AND STATISTICS

(K.12) The student constructs and uses graphs of real objects or pictures to answer questions.

(A) Construct graphs using real objects or pictures in order to answer questions;	35, 54, 104, 111, 114, 119, 140, 153, 154, 155	18
(B) Use information from a graph of real objects or pictures in order to answer questions.	35, 54, 104, 111, 114, 119, 140, 153, 154, 155	18

UNDERLYING PROCESSES AND MATHEMATICAL TOOLS

(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.

(A) Identify mathematics in everyday situations;	35, 54, 64, 70, 81, 86, 93, 94, 97, 99, 102, 103, 106, 107, 109, 113, 121, 131, 132, 147, 148, 151	18, 24
(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;	35, 54, 64, 70, 81, 86, 93, 94, 97, 99, 102, 103, 106, 107, 109, 113, 121, 131, 132, 147, 148, 151	18, 24
(C) 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; and	35, 54, 64, 70, 81, 86, 93, 94, 97, 99, 102, 103, 106, 107, 109, 113, 121, 131, 132, 147, 148, 151	18, 24
(D) Use tools such as real objects, manipulatives, and technology to solve problems.	35, 54, 64, 70, 81, 86, 93, 94, 97, 99, 102, 103, 106, 107, 109, 113, 121, 131, 132, 147, 148, 151	18, 24

(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language.

(A) Communicate mathematical ideas using objects, words, pictures, numbers, and technology; and	35, 54, 64, 70, 81, 86, 93, 94, 97, 99, 102, 103, 106, 107, 109, 113, 121, 131, 132, 147, 148, 151	18, 24
(B) Relate everyday language to mathematical language and symbols.	35, 54, 64, 70, 81, 86, 93, 94, 97, 99, 102, 103, 106, 107, 109, 113, 121, 131, 132, 147, 148, 151	18, 24



Texas Kindergarten TEKS / *Excel* Math Correlation

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(K.15) 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.	35, 54, 64, 70, 81, 86, 93, 94, 97, 99, 102, 103, 106, 107, 109, 113, 121, 131, 132, 147, 148, 151	18, 24