Correlation of KENS Math to

Texas Essential Knowledge and Skills for Mathematics for Kindergarten

(1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	
(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;	Level 1: Lesson 3 Level 2: Lesson 1 Level 3: Lesson 2 Level 5: Lesson 2 Level 6: Lesson 1 Level 8: Lesson 1 Level 9: Lesson 1 Level 12: Lessons 1 and 4 Measurement and Data Activities KENS Math Games
(B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and	Level 1: Lesson 3 Level 2: Lesson 1 Level 3: Lesson 2 Level 5: Lesson 2 Level 6: Lesson 1 Level 8: Lesson 1 Level 9: Lesson 1 Level 12: Lessons 1 and 4 Measurement and Data Activities KENS Math Games
(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.	Level 1: Lesson 3 Level 2: Lesson 1 Level 3: Lesson 2 Level 5: Lesson 2 Level 6: Lesson 1 Level 8: Lesson 1 Level 9: Lesson 1 Level 12: Lessons 1 and 4 Measurement and Data Activities KENS Math Games

(2) Number, operation, and quantitative reasoning. The student describes order of events or objects. The student is expected to:	
(A) use language such as before or after to describe relative position in a sequence of events or objects; and	Level 1: Lesson 1 Level 3: Lesson 2 Level 5: Lesson 2 Level 6: Lesson 1 Level 8: Lesson 1 Level 9: Lesson 1 Level 12: Lessons 1 and 4 Measurement and Data Activities KENS Math Games
(B) name the ordinal positions in a sequence such as first, second, third, etc.	*This standard is not addressed in KENS Math.*
(3) Number, operation, and quantitative reasoning. The student recognizes that there are quantities less than a whole. The student is expected to:	
(A) share a whole by separating it into two equal parts; and	*This standard is not addressed in KENS Math.*
(B) explain why a given part is half of the whole.	*This standard is not addressed in KENS Math.*
(4) Number, operation, and quantitative reasoning. 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.	Level 1: Lesson 3 Level 2: Lesson 1 Level 3: Lesson 2 Level 4: Lesson 4 Level 5: Lesson 2 Level 8: Lesson 1 Level 9: Lesson 1 KENS Math Games
(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.	KENS Movement, Rhythm, and Chants

(6) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:	
(A) use patterns to predict what comes next, including cause-and-effect relationships; and	Measurement and Data Activities
(B) count by ones to 100.	Level 10: Lesson 4 Level 11: Lesson 2
(7) Geometry and spatial reasoning. The student describes the relative positions of objects. The student is expected to:	
(A) describe one object in relation to another using informal language such as over, under, above, and below; and	Bonus Level 2: Lesson 1
(B) place an object in a specified position.	Bonus Level 2: Lesson 1
(8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:	
(A) describe and identify an object by its attributes using informal language;	Bonus Level 1: Lessons 1 and 2 KENS Math Games
(B) compare two objects based on their attributes; and	Bonus Level 1: Lesson 1
(C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.	Bonus Level 1: Lesson 2
(9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	
(A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;	Bonus Level 1: Lesson 1
(B) recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures; and	Bonus Level 1: Lessons 1 and 3
(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).	Bonus Level 1: Lesson 1

(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. The student is expected to:	
(A) compare and order two or three concrete objects according to length (longer/shorter than, or the same);	Measurement and Data Activities
(B) compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same);	*This standard is not addressed in KENS Math.*
(C) compare two containers according to capacity (holds more, holds less, or holds the same);	*This standard is not addressed in KENS Math.*
(D) compare two objects according to weight/mass (heavier than, lighter than or equal to); and	*This standard is not addressed in KENS Math.*
(E) compare situations or objects according to relative temperature (hotter/colder than, or the same as).	*This standard is not addressed in KENS Math.*
(11) Measurement. The student uses time to describe, compare, and order events and situations. The student is expected to:	
(A) compare events according to duration such as more time than or less time than;	*This standard is not addressed in KENS Math.*
(B) sequence events (up to three); and	*This standard is not addressed in KENS Math.*
(C) read a calendar using days, weeks, and months.	*This standard is not addressed in KENS Math.*
(12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:	
(A) construct graphs using real objects or pictures in order to answer questions; and	Measurement and Data Activities
(B) use information from a graph of real objects or pictures in order to answer questions.	Measurement and Data Activities

(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. The student is expected to:	
(A) identify mathematics in everyday situations;	Level 1: Lesson 4 Level 4: Lesson 4 Level 5: Lesson 2 Level 7: Lesson 3 Bonus Level 2: Lesson 1 Measurement and Data Activities
(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;	*This standard is addressed throughout KENS Math.*
(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	*This standard is addressed throughout KENS Math.*
(D) use tools such as real objects, manipulatives, and technology to solve problems.	*This standard is addressed throughout KENS Math.*
(14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	
(A) communicate mathematical ideas using objects, words, pictures, numbers, and technology; and	*This standard is addressed throughout KENS Math.*
(B) relate everyday language to mathematical language and symbols.	Level 1: Lesson 3 Level 4: Lessons 4 and 5 Level 11: Lesson 1
(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.	*This standard is addressed throughout KENS Math.*