Math Teachers Press, Inc.
4850 Park Glen Road, Minneapolis, MN 55416
phone (800) 852-2435 fax (952) 546-7502

# Correlation of Texas Essential Knowledge and Skills (TEKS) for Mathematics to Moving with Math Connections Pre-Kindergarten

| | | Lessons | Skill Builders |
|---|---|---|---|
| **V.A.1.** | Child knows that objects, or parts of an object, can be counted. | 41, 42 | 5-5, |
| **V.A.2.** | Child uses words to rote count from 1 to 30. | 58, 101, 113, 114, 147, | 7-1 to 7-4 |
| **V.A.3.** | Child counts 1 - 10 items, with one count per item. | 43-50, 52, 54, 55, 57, 58, 101-110, 112 | 2-1, 5-1, 5-3 to 5-8, 6-1, 30-1 |
| **V.A.4.** | Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted. | 48, 50, 52, 54, 55, 57, 58, 101, 105, 108, 110-112, 115 | 2-1, 5-1, 5-3, 5-6, 5-7 |
| **V.A.5.** | Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted. | 44-46, 50, 52, 54, 55, 57, 75, 105-108, 110 | 5-1 |
| **V.A.6.** | Child demonstrates understanding that when counting, the items can be chosen in any order. | 102, 105 | |
| **V.A.7.** | Child uses the verbal ordinal terms. | 59, 116 | 9-1, 9-2 |
| **V.A.8.** | Child verbally identifies, without counting, the number of objects from 1 to 5. | 48, 49, 52, 55, 75, 102 | 6-1 |
| **V.A.9.** | Child recognizes one - digit numerals, 0 - 9. | 42, 45-49, 51, 52, 54-57, 75-77, 101-110, 112, 114, 115 | 5-1, 5-3 to 5-8, 6-1 |
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| **V.B.1.** | Child uses concrete models or makes a verbal word problem for adding up to 5 objects. | 76, 77, 106, 121-134, 153 | 26-1 to 26-4, 27-1, 27-2, 28-1, 29-1 |
| **V.B.2.** | Child uses concrete models or makes a verba word problem for subtracting 1 - 5 objects from a set. | 141-146, 148-150, 153 | 27-3, 27-4 |
| **V.B.3.** | Child uses informal strategies to share or divide up to 10 items equally. | 14 | |
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| **V.C.1.** | Child names common shapes. | 21, 23, 25-27, 32, 36-39, 68 | 15-1 to 15-3, 16-1, 16-2 |
| **V.C.2.** | Child creates shapes. | 34, 68, 69, 70, | |
| **V.C.3.** | Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.). | 1, 9, 11 | 12-1, 12-2 |

| | | Lessons | Skill Builders |
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| **V.C.4.** | Child slides, flips, and turns shapes to demonstrate that the shapes remain the same. | | 15-4 |
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| **V.D.1.** | Child recognizes and compares heights or lengths of people or objects. | 29, 30, 82, 83, 85, 86 | 14-1, 20-2 |
| **V.D.2.** | Child recognizes how much can be placed within an object. | 89 | 21-1 |
| **V.D.3.** | Child informally recognizes and compares weights of objects or people. | 95-98 | 21-3 |
| **V.D.4.** | Child uses language to describe concepts associated with the passing of time. | 5-7, 99 | 17-1, 18-1 |
| | | | |
| **V.E.1.** | Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. | 12, 13, 21, 64, 67 | 13-1 |
| **V.E.2.** | Child collects data and organizes it in a graphic representation. | 24, 35, 39, 53, 139 | |
| **V.E.3.** | Child recognizes and creates patterns. | 61-67, 71, 72, 74, 78, 79 | 4-1 to 4-3 |