Northpoint Horizons

Math CAVS™(Content Academic Vocabulary System)
Correlated to the
Texas Essential Knowledge and Skills

Grade K

This document provides a sampling of the extensive math directives offered throughout the *CAVS* program that meet the Texas Essential Knowledge and Skills

Math Content Standard	**Math CAVS, K-2 Teacher's Guide Examples/Lessons**
K.1. Number, operation and quantitative reasoning. The student uses numbers to name quantities.	Lesson 1: How do you count? pp. 1-6 Lesson 2: What are some kinds of numbers? pp. 7-12 Lesson 3: How do numbers work together? pp. 13-18
K.2. Number, operation and quantitative reasoning. The student describes order of events or objects.	Lesson 1: How do you count? pp. 1-6 Lesson 2: What are some kinds of numbers? pp. 7-12 Lesson 3: How do numbers work together? pp. 13-18
K.3. Number, operation and quantitative reasoning. The student recognizes that there are quantities less than a whole.	**Math CAVS, 3-5** Lesson 5: How do you show a number that is not a whole? pp. 25-30 Lesson 6: How else can you show less than one whole? pp. 31-36
K.4. Number, operation and quantitative reasoning. The student is expected to model and create addition and subtraction problems in real situations with concrete objects.	Lesson 3: How do numbers work together? pp. 13-18 Lesson 4: Why do you add numbers? pp. 19-24 Lesson 5: Why do you subtract numbers? pp. 25-30
K.5. Patterns, relationships and algebraic thinking. The student identifies, extends, and creates patterns.	Lesson 6: How are objects the same? pp. 31-36 Lesson 7: What makes a pattern? pp. 37-42
K.6. Patterns, relationships and algebraic thinking. The student uses patterns to make predictions.	Lesson 6: How are objects the same? pp. 31-36 Lesson 7: What makes a pattern? pp. 37-42
K.7. Geometry and spatial reasoning. The student describes the relative positions of objects.	Lesson 16: Where are you? pp. 91-96 Lesson 17: Where are you now? pp. 97-102 Lesson 18: Which way did you go? pp. 103-108
K.8. Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different.	Lesson 6: How are objects the same? pp. 31-36 Lesson 19: What are some common shapes? pp. 109-114 Lesson 20: How can you describe shapes? pp. 115-120 Lesson 21: How can you change shapes? pp. 121-126
K.9. Geometry and spatial reasoning. The student recognizes attributes of two-and three-dimensional geometric figures.	Lesson 19: What are some common shapes? pp. 109-114 Lesson 20: How can you describe shapes? 115-

	120
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.	Lesson 11: How far? How long? pp. 61-66 Lesson 12: How do you tell how far or long? pp. 67-72 Lesson 13: How much space does it take up? pp. 73-78 Lesson 14: How much does it weight? pp. 79-84 Lesson 15: How hot or cold is it? pp. 85-90
K.11. Measurement. The student uses time to describe, compare, and order events and situations.	Lesson 10: When is your birthday? pp. 55-60
K.12. Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.	Lesson 22: How can you show facts? pp. 127-132 Lesson 23: What do you think will happen? pp. 133-138
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.	Lesson 4: Why do you add numbers? pp. 19-24 Lesson 5: Why do you subtract numbers? pp. 25-30 Lesson 24: How do we solve problems?
K.14. Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language.	Lesson 4: Why do you add numbers? pp. 19-24 Lesson 5: Why do you subtract numbers? pp. 25-30 Lesson 24: How do we solve problems? pp. 139-144 *All lessons require students to communicate mathematics.*
K.15. Underlying processes and mathematical tools. The student uses logical reasoning.	Lesson 4: Why do you add numbers? pp. 19-24 Lesson 5: Why do you subtract numbers? pp. 25-30 Lesson 23: What do you think will happen? pp. 133-138 Lesson 24: How do we solve problems? pp. 139-144 *All lessons require students to respond with objects, pictures, numbers, and technology (Radius machine activities in lessons)*