Texas Essential Knowledge & Skills (TEKS)
Bridges In Mathematics Pre-K

The following citations are representative, not comprehensive.

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Domain, Expectation & End of Prekindergarten Year Outcome	Bridges Citations
(A) Counting Skills **Prekindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means.**	
(V.A.1) Child knows that objects, or parts of an object, can be counted.	Unit 1 **(September)** Module 2 Session 5: Number Games Unit 3 **(November)** Module 2 Session 1: Number Games Unit 3 **(November)** Module 2 Session 3: Number Games
(V.A.2) Child uses words to rote count from 1 to 30.	Unit 6 **(February)** Module 2 Session 5: Number Games Unit 8 **(April) Mathematizing Daily Routines (Unit Overview, pg. 13)**: Transitions and Attendance & Line Up Unit 9 **(May) Mathematizing Daily Routines (Unit Overview, pg. 12)**: Transitions and Snack Time
(V.A.3) Child counts 1–10 items, with one count per item.	Unit 5 **(January)** Module 3 Session 3: Investigation 1 Unit 6 **(February)** Module 3 Session 2: Investigation 2 Unit 8 **(April)** Module 1 Session 4: Theme Introduction Unit 9 **(May)** Module 2 Session 1: Number Games
(V.A.4) Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	Unit 2 **(October)** Module 4 Sessions 2–4: Number Games Unit 3 **(November)** Module 2 Session 3: Number Games Unit 8 **(April)** Module 3 Sessions 1–5: Calendar Collector
(V.A.5) Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.	Unit 7 **(March)** Module 2 Session 1: Number Games Unit 7 **(March)** Module 3 Session 3: Investigation 1 Unit 8 **(April)** Module 2 Session 1: Number Games Unit 8 **(April)** Module 2 Session 3 & 4: Number Games
(V.A.6) Child demonstrates understanding that when counting, the items can be chosen in any order.	Unit 2 **(October)** Module 4 Session 3: Investigation 1 Unit 6 **(February)** Module 3 Sessions 2–5: Calendar Collector Unit 7 **(March)** Module 2 Session 5: Number Games Unit 8 **(April)** Module 3 Sessions 1–5: Calendar Collector
(V.A.7) Child uses the verbal ordinal terms.	Unit 2 **(October)** Module 1 Session 4: Investigation 2 Unit 4 **(December)** Module 2 Session 2: Investigation 2 Unit 5 **(January)** Module 4 Session 2: Investigations 1 & 2 Unit 8 **(April)** Module 3 Session 2: Investigation 2
(V.A.8) Child verbally identifies, without counting, the number of objects from 1 to 5.	Unit 4 **(December)** Module 2 Session 1: Number Games Unit 5 **(January)** Module 2 Sessions 1 & 2: Number Games Unit 5 **(January)** Module 2 Session 3: Investigation 1 Unit 7 **(March)** Module 2 Sessions 3 & 4: Number Games
(V.A.9) Child recognizes one-digit numerals, 0–9.	Unit 4 **(December)** Module 4 Session 3: Investigation 1 Unit 6 **(February)** Module 4 Session 2: Number Games Unit 7 **(March)** Module 2 Session 2: Investigation 1 Unit 8 **(April)** Module 1 Session 2: Theme Introduction
(B) Adding To/Taking Away Skills **Prekindergarten children use informal and formal strategies to make a collection larger or smaller. This includes teacher showing (modeling) children a mathematical behavior and asking the children to do the same**	
(V.B.1) Child uses concrete objects, creates pictorial models, and shares a verbal word problem for adding up to 5 objects.	Unit 5 **(January)** Module 1 Session 3: Investigation 1 Unit 6 **(February)** Module 1 Session 2: Investigation 1 Unit 6 **(February)** Module 3 Session 3: Investigation 1 Unit 6 **(February)** Module 4 Session 3: Number Games Unit 7 **(March)** Module 2 Session 5: Number Games Unit 8 **(April)** Module 1 Session 3: Investigation 1
(V.B.2) Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.	Unit 5 **(January)** Module 2 Session 2: Investigation 2 Unit 6 **(February)** Module 3 Session 3: Investigation 1 Unit 7 **(March)** Module 4 Session 2: Investigation 1 Unit 8 **(April)** Module 1, Session 4: Theme Introduction Unit 9 **(May)** Module 1 Session 4: Theme Introduction

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Domain, Expectation & End of Prekindergarten Year Outcome	Bridges Citations
(V.B.3) Child uses informal strategies to separate up to 10 items into equal groups.	Unit 1 **(September) Mathematizing Daily Routines (Unit Overview, pg. 10)**: Snack Time Unit 2 **(October) Mathematizing Daily Routines (Unit Overview, pg. 11)**: Breakfast or Lunch, Snack Time Unit 6 **(February)** Module 4 Session 5: Number Games
(C) Geometry & Spatial Sense Skills **Prekindergarten children recognize, describe, and name attributes of shapes.**	
(V.C.1) Child names common shapes.	Unit 3 **(November)** Module 1 Sessions 2 & 4: Theme Introductions Unit 3 **(November)** Module 4 Session 4: Investigation 1 Unit 7 **(March)** Module 1 Session 2: Theme Introductions Unit 7 **(March)** Module 2 Session 3: Investigation 2
(V.C.2) Child creates shapes.	Unit 3 **(November) Mathematizing the Pre-K Classroom (Unit Overview, pgs. 13–14)**: Building Blocks Unit 3 **(November)** Module 4 Session 2: Investigations 1 & 2 Unit 7 **(March)** Module 1 Session 2: Investigation 1 Unit 7 **(March)** Module 2 Session 3: Investigation 1
(V.C.3) Child demonstrates use of location words such as "over," "under," "above," "on," "besides," "next to," "between," "in front of," near," "far," etc.	Unit 3 **(November)** Module 1 Session 3: Investigation 1 Unit 3 **(November)** Module 3 Session 4: Investigation 1 Unit 6 **(February)** Module 1 Session 3: Theme Introduction Unit 6 **(February)** Module 1 Session 4: Theme Introduction
(V.C.4) Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	Unit 3 **(November)** Module 3 Session 3: Investigation 1. Also see the Work Place Guide for Hungry Caterpillars. Unit 4 **(December)** Module 2 Session 3: Investigation 1. Also see the Work Place Guide for Fill the Fir Tree. Unit 7 **(March)** Module 2 Session 3: Investigation 1. Also see the Work Place Guide for Pattern Block Puzzles. Unit 8 **(April)** Module 2, Session 3: Investigation 2
(D) Measurement Skills **Prekindergarten children verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight.**	
(V.D.1) Child recognizes and compares heights or lengths of people or objects.	Unit 2 **(October)** Module 1, Session 2: Investigation 2 Unit 4 **(December)** Module 3 Session 2: Investigations 1 & 2 Unit 8 **(April)** Module 4, Session 3: Investigation 2
(V.D.2) Child recognizes how much can be placed within an object.	Unit 4 **(December) Mathematizing the Pre-K Classroom (Unit Overview, pg. 9)**: Sensory Table Unit 9 **(May) Mathematizing the Pre-K Classroom (Unit Overview, pg. 11)**: Water Table suggestions 1 & 2 Unit 9 **(May)** Module 3 Session 3: Investigation 1
(V.D.3) Child informally recognizes and compares weights of objects or people.	Unit 1 **(September)** Module 2 Session 4: Investigation 2 Unit 2 **(October)** Module 2 Session 3: Investigation 1 Unit 6 **(February)** Module 4, pg. 2: The Teddy Bears' Visit Extensions
(V.D.4) Child uses language to describe concepts associated with the passing of time.	Unit 6 **(February)** Module 2 Session 5: Number Games Unit 8 **(April)** Module 1 Sessions 2 & 3: Calendar Grid Unit 9 **(May)** Module 1 Sessions 2 & 3: Calendar Grid Unit 9 **(May) Mathematizing the Pre-K Classroom (Unit Overview, pgs. 10–11)**: Math Center suggestion 1

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(E) Classification & Pattern Skills **Prekindergarten children sort and classify objects using one or more attributes. They begin to use attributes of objects to duplicate and create patterns (typically referred to as algebraic thinking such as described in NCTM focal points.) With formal instruction, they will participate in creating and using real/pictorial graphs.**	
(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.	Unit 5 **(January)** Module 3 Sessions 3 & 4: Calendar Collector Unit 6 **(February)** Module 4 Session 2: Investigation 1 Unit 7 **(March)** Module 1 Session 3: Theme Introductions Unit 9 **(May)** Module 1 Session 3: Investigation 1 Unit 9 **(May)** Module 4 Session 2: Investigation 1
(V.E.2) Child collects data and organizes it in a graphic representation.	Unit 2 **(October)** Module 4 Session 3: Investigation 1 Unit 3 **(November)** Module 3 Session 4: Calendar Collector Unit 5 **(January)** Module 3 Session 3: Investigation 1 Unit 6 **(February)** Module 2 Session 2: Investigation 1 Unit 9 **(May)** Module 4 Session 3: Investigation 1
(V.E.3) Child recognizes and creates patterns.	Unit 1 **(September)** Module 3 Session 3: Investigation 2 Unit 4 **(December)** Module 3 Session 3: Investigation 1 Unit 5 **(January)** Module 4 Session 3: Investigation 1 Unit 7 **(March)** Module 4 Session 3: Investigation 1