

PROJECT LEARNING TREE
Kindergarten Language Arts
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Language Arts Students are expected to:	Activity
K.4A predict what might happen next in text based on the cover, title, and illustrations	36, 87
K.4B ask and respond to questions about texts read aloud	36, 87
K.5A identify and use words that name actions, directions, positions, sequences, and locations	1, 55, 79
K.5C identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)	1, 13
K.6B discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience	18, 36
K.6D recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures	18
K.7A respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds	49
K.8A retell a main event from a story read aloud	18
K.8B describe characters in a story and the reasons for their actions	18, 36, 87
K.11A follow pictorial directions (e.g., recipes, science experiments)	87
K.11B identify the meaning of specific signs (e.g., traffic signs, warning signs)	87
K.13E share writing with others	2, 46, 95
K.14A dictate or write sentences to tell a story and put the sentences in chronological sequence	21, 46, 78, 79
K.14B write short poems	21, 54
K.21A listen attentively by facing speakers and asking questions to clarify information	13

PROJECT LEARNING TREE
Kindergarten Math
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Math Students are expected to:	Activity
K.2B name the ordinal positions in a sequence such as first, second, third, etc	25
K.8A describe and identify an object by its attributes using informal language	1, 21, 64
K.8C sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted	1, 6
K.9A describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures	1
K.9C describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle)	1
K.10A compare and order two or three concrete objects according to length (longer/shorter than, or the same)	1, 6, 41, 64
K.11A compare events according to duration such as more time than or less time than	27
K.12A construct graphs using real objects or pictures in order to answer questions	1, 22, 25, 41, 64, 65
K.12B use information from a graph of real objects or pictures in order to answer questions	1, 16, 22, 25
K.13A identify mathematics in everyday situations	4

PROJECT LEARNING TREE
Kindergarten Science
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Science Students are expected to:	Activity
K.1B discuss the importance of safe practices to keep self and others safe and healthy	87
K.1C demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal	36, 54
K.2A ask questions about organisms, objects, and events observed in the natural world	1, 13, 20, 22, 41, 43, 78
K.2C collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools	1, 21, 22, 25, 41, 43, 46, 47, 61, 65, 67, 70
K.2D record and organize data and observations using pictures, numbers, and words	1, 21, 41, 43, 46, 47, 53, 61, 65, 67, 70, 78
K.3A identify and explain a problem such as the impact of littering on the playground and propose a solution in his/her own words	47
K.3B make predictions based on observable patterns in nature such as the shapes of leaves	1, 64
K.3C explore that scientists investigate different things in the natural world and use tools to help in their investigations	67
K.4A collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as terrariums and aquariums	1, 25
K.4B use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment	3, 21, 61, 67
K.5A observe and record properties of objects, including relative size and mass, such as bigger or smaller and heavier or lighter, shape, color, and texture	1, 2
K.6A use the five senses to explore different forms of energy such as light, heat, and sound	4, 39
K.7C give examples of ways rocks, soil, and water are useful	70
K.8A observe and describe weather changes from day to day and over seasons	78
K.8B identify events that have repeating patterns, including seasons of the year and day and night	78

Correlation/TEKS Science Students are expected to:	Activity
K.9A differentiate between living and nonliving things based upon whether they have basic needs and produce offspring	21, 79
K.9B examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants	21, 22, 27, 41, 46, 63
K.10A sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape	6
K.10B identify parts of plants such as roots, stem, and leaves and parts of animals such as head, eyes, and limbs	16, 18, 41, 43, 61-63
K.10C identify ways that young plants resemble the parent plant	41, 43, 64
K.10D observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit	41, 65, 79

PROJECT LEARNING TREE
Kindergarten Social Studies
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Social Studies Students are expected to:	Activity
K.2B identify contributions of patriots and good citizens who have shaped the community	74
K.3A place events in chronological order	95
K.3B use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow	95
K.4B locate places on the school campus and describe their relative locations	4
K.4C identify tools that aid in determining location, including maps and globes	54
K.5B identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location	16, 55
K.6A identify basic human needs of food, clothing, and shelter	55
K.6C explain how basic human needs can be met such as through self-producing, purchasing, and trading	13
K.8A identify purposes for having rules	87
K.8B identify rules that provide order, security, and safety in the home and school	87
K.11B identify similarities and differences among people such as music, clothing, and food	20
K.12A describe and explain the importance of family customs and traditions	18
K.12B compare family customs and traditions	74
K.13B describe how technology helps accomplish specific tasks and meet people's needs	13
K.14A obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music	81, 95
K.14B obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts	81
K.15A express ideas orally based on knowledge and experiences	21
K.15B create and interpret visuals, including pictures and maps	1, 21, 22, 55, 74, 81
K.16A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	49, 53, 54
K.16B use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision	39, 49, 53, 54