

# Texas Kindergarten TEKS and Correlations to Stephen Fite's Stephen's Funtastic School Day Concert

## **English Language Arts and Reading**

### (3) Reading/Beginning Reading Skills/Phonics.

Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(A) identify the common sounds that letters represent;

### (5) Reading/Vocabulary Development.

Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:

(A) identify and use words that name actions, directions, positions, sequences, and locations;

### (16) Oral and Written Conventions/Conventions.

Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):

(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and

### (18) Oral and Written Conventions/Spelling. Students are expected to:

(A) use phonological knowledge to match sounds to letters

(21) Listening and Speaking/Listening.

Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively by facing speakers and asking questions to clarify information; and

(B) follow oral directions that involve a short related sequence of actions.

(23) Listening and Speaking/Teamwork.

Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed - upon rules for discussion, including taking turns...

## **Mathematics**

(K.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.

(K.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

(K.7) Geometry and spatial reasoning.

The student describes the relative positions of objects. The student is expected to:

(B) place an object in a specified position.

(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.

The student is expected to:

(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;

(B) 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;

## **Science**

(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.

The student is expected to:

(A) ask questions about organisms, objects, and events observed in the natural world;

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(A) observe and describe weather changes from day to day and over seasons;

(B) identify events that have repeating patterns, including seasons of the year and day and night; and

(C) observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun.

(9) Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:

- (B) 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.

## **Social Studies**

(5) Geography. The student understands physical and human characteristics of place. The student is expected to:

- (A) identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather; and

(8) Government. The student understands the purpose of rules. The student is expected to:

- (A) identify purposes for having rules; and
- (B) identify rules that provide order, security, and safety in the home and school.

(9) Government. The student understands the role of authority figures. The student is expected to:

- (A) identify authority figures in the home, school, and community; and

(14) Social studies skills. The student applies critical - thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

- (C) sequence and categorize information.

(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:

- (A) express ideas orally based on knowledge and experiences;

## **Physical Education**

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) travel in different ways in a large group without bumping into others or falling;
- (C) demonstrate non - locomotor (axial) movements such as bend and stretch;
- (F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and
- (B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.

(3) Physical activity and health. The student exhibits a health enhancing, physically - active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

- (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
- (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;

(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and

(5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:

(A) use equipment and space properly;

(B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity;

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) respond appropriately to starting and stopping signals; and

(B) demonstrate the ability to play within boundaries during games and activities.

(7) Social development. The student develops positive self - management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and safe practices;

(B) work in a group setting in cooperation with others; and

(C) share space and equipment with others.

## **Music**

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) identify the difference between the singing and the speaking voice;  
and

(B) identify the timbre of adult voices and instruments.

(4) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) identify steady beat in musical performances; and

(B) identify higher/lower, louder/softer, faster/slower, and same/different in musical performances.

## **Theatre**

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) begin to identify appropriate audience behavior;

(B) respond to dramatic activities;

(C) demonstrate awareness of the use of music, creative movement, and visual components in dramatic play; and

(D) observe the performance of artists and identify theatrical vocations.