

A Correlation of

SCOTT FORESMAN • ADDISON WESLEY

Mathematics

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to the

Louisiana
Department of Education
Mathematics Grade Level
Expectations
Pre-Kindergarten



C/M-91_PreK

Introduction

This document demonstrates how **Scott Foresman – Addison Wesley Mathematics, Pre-K Mathematics** meets the objectives of the **Louisiana Department of Education Mathematics Grade Level Expectations**. Correlation page references are to the Teacher’s Edition, which contains facsimile Student Edition pages.

Scott Foresman – Addison Wesley Mathematics was carefully developed to reflect the specific needs of students and teachers at every grade level, while maintaining an overall primary goal: to have math make sense from every perspective. This program is based on scientific research that describes how children learn mathematics well and on classroom-based evidence that validates proven reliability.

● Reaching All Learners

Scott Foresman – Addison Wesley Mathematics addresses the needs of every student through structured instruction that makes concepts easier for students to grasp. Lessons provide step-by-step examples that show students how to think about and solve the problem. Built-in leveled practice in every lesson allows the teacher to customize instruction to match students’ abilities. Reaching All Learners, featured in the Teacher Edition, helps teachers meet the diverse needs of the classroom with fun and stimulating activities that are easy to incorporate directly into the lesson plan.

● Test Prep

Scott Foresman - Addison Wesley Mathematics builds understanding through connections to prior knowledge, math strands, other subjects and the real world. It provides practice for maximum results and offers assessment in a variety of ways. Besides carefully placed reviews at the end of each Section, an important Test Prep strand runs throughout the program. Writing exercises prepare students for open-ended and short-or extended-response questions on state and national tests. Spiral review in a test format help students keep their test-taking skills sharp.

● Priority on problem solving:

Problem-solving instruction is systematic and explicit. Reading connections help children with problem-solving skills and strategies for math. Reading for Math Success encourages students to use the reading skills and strategies they already know to solve math problems.

● Instructional Support

In the Teacher Edition, the Lesson Planner provides an easy, at-a-glance planning tool. It identifies objectives, math understandings, focus questions, vocabulary, and resources for each lesson in the chapter. Professional Development at the beginning of each chapter in the Teacher Edition includes a Skills Trace as well as Math Background and Teaching Tips for each section in the chapter.

Ancillaries help to reach all learners with practice, problem solving, hands-on math, language support, assessment and teacher support. Technology resources for both the student and the teacher provide a whole new dimension to math instruction by helping to create motivating and engaging lessons.

Book Title: Scott Foresman–Addison Wesley Mathematics **Grade Level:** Pre-Kindergarten

Publisher: Pearson Scott Foresman

Subject/Course: Mathematics

Pre-Kindergarten

Number and Number Relations

In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.

Students use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers as they investigate problems involving whole numbers.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
1. Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)	10–11, 12–13, 30–33, 34–37, 120–123
2. Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)	18–21, 22–25, 34–37
3. Identify an object’s position as first or last (PK-CM-G3) (N-1-E)	14–17, 30–33, 176–179
4. Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)	34–37
5. Compare sets of objects using the words <i>same/different</i> and <i>more/less/fewer</i> (PK-CM-N1) (N-3-E) (N-7-E)	26–29

Measurement

In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

Students use number sense, estimation, appropriate manipulatives, tools, and technology as they investigate problems involving measurement.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
6. Use comparative vocabulary in measurement settings (e.g., <i>long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller</i>) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)	140–143, 144–147, 148–151, 152–155
7. Use words such as <i>day, week, month, schedule, morning, noon, night</i> (PK-CM-M1) (M-2-E)	Calendar and Time concepts are introduced in Kindergarten.

Geometry

In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.

Students use number sense, estimation, models, drawings, manipulatives, and technology as they investigate problems involving geometric concepts.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
8. Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)	62–63, 68–71, 72–73, 78–81, 82–85
9. Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)	74–77
10. Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)	82–85, 86–89
11. Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)	78–81, 82–85

Data Analysis, Probability, and Discrete Math

In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.

Students use collection and organizational techniques, number sense, estimation, manipulatives, and technology as they investigate problems involving data.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
12. Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)	156–159

Patterns, Relations, and Functions

In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations. Students use number sense, estimation, manipulatives, drawings, tables, graphs, formulas, and technology as they investigate problems involving patterns, relations, and functions.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
13. Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)	98–101, 102–105, 106–109, 110–111