

A Correlation of

SCOTT FORESMAN • ADDISON WESLEY

**Mathematics**

to the

**Ohio Early Learning  
Content Standards  
for Mathematics**

**Pre K**



G/M-238

## Introduction

This document demonstrates how **Scott Foresman- Addison Wesley Mathematics ©2004, grade Pre-K** meets the Pre-K organizers and indicators of the Ohio Department of Education Early Learning Content Standards for Mathematics. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition contain facsimile pages of the literature selections and other components.

### **Scott Foresman- Addison Wesley Mathematics ©2004 Grade Pre-K**

Authored by leading experts in the mathematical development of early learners, this program was researched and field-tested for eight years with teachers and parents in diverse classrooms across the country. As a result, this program:

- *Teaches for Understanding* by allowing children to interact with a meaningful problem every day to develop understanding of developmentally appropriate math ideas and skills.
- *Makes Frequent Home-School Connections* with over twenty reproducible take-home activities in English or Spanish, every family can support their child's mathematical development.
- *Meets the Needs of All Learners* by offering ways to scale every problem up or down for individual students.
- *Offers Enrichment through Technology* with Math eTools electronic manipulatives that allow children to develop their math understanding.
- *Connects Math to the Young Learner's World* with literature, music and engaging activities to build background and expand students' experiences as they develop mathematical skills and concepts.

**Scott Foresman – Addison Wesley Mathematics  
to the  
Ohio Early Learning Content Standards  
for  
Mathematics**

**Pre-K**

**Number, Number Sense and Operations for Early Childhood**

**Number and Number Sense**

- 1. Count to 10 in the context of daily activities and play (e.g., number songs).**  
10-11, 12-13, 30-33, 34-37, 120-123
- 2. Touch objects and say the number names when counting in the context of daily activities and play (e.g., cookies on a plate, steps on a set of stairs).**  
10-11, 12-13, 30-33, 34-37
- 3. Demonstrate one-to-one correspondence when counting objects (e.g., give one cookie to each child in group).**  
18-21, 22-25, 34-37
- 4. Determine “how many” in sets of 5 or fewer objects.**  
10, 12, 30, 46- 47
- 5. Construct two sets of objects, each containing the same number of objects (e.g., 5 crayons and 5 blocks).**  
26-27, 34-35, 36-37
- 6. Compare sets of equal, more, and fewer and use the language of comparison (e.g., equal, more and fewer).**  
18-19, 22-23, 26-29
- 7. Group and regroup a given set in the context of daily activities and play (e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).**  
12, 13, 34, 35
- 8. Represent quantity using invented forms (e.g., child’s marks to represent a quantity of objects).**  
4,- 5, 11, 13, 15, 19

**9. Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).**

5, 23-25

**10. Identify and name numerals 0-9.**

11, 13, 29, 32-33

**11. Compare and order whole numbers up to 5.**

26-27, 28, 29

**12. Identify penny, nickel, dime and quarter and recognize that coins have different values.**

This objective is taught in Kindergarten

## **Meaning of Operations**

**13. Construct sets with more or fewer objects than a given set.**

21, 26-27, 28-29

**14. Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns (e.g., when selecting 5 apples from a bag, takes out two and continues counting 3, 4, 5).**

120-121, 122-123, 124-125

**15. Join two sets of objects to make one large set in the context of daily routines and play (e.g., combining 2 bags of raisins, each containing 3 pieces; combining 2 groups of blocks, each containing 3 blocks).**

21, 34-35, 36-37

**16. Equally distribute a set of objects into 2 or more smaller sets (e.g., share 6 crackers with 3 friends equally).**

26-27, 28-29

## Measurement for Early Childhood

### Measurement Units

**1. Begin to identify and use the language of units of time. For example:**

**a. Day, night, week**

**b. Yesterday, today, tomorrow**

This objective is taught in Kindergarten

### Use Measurement Techniques and Tools

**2. Recognizes that various devices measure time (e.g., clock, timer, calendar).**

This objective is taught in Kindergarten

**3. Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who's next for the computer).**

176-177, 178-179

**4. Begin to use terms to compare the attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more and less).**

26-27, 28-29, 128-129

**5. Order a set of objects according to size, weight or length (e.g., cups of different sizes).**

176-177, 178-179

**6. Measure length and volume (capacity) using non-standard units of measure (e.g., how many paper clips long is a pencil, how many small containers does it take to fill one big container using sand, rice or beans).**

148-149, 150-151

## **Geometry and Spatial Sense for Early Childhood**

### **Characteristics and Properties**

**1. Match identical two-and three-dimensional objects found in the environment in play situations (e.g., squares of same size, 2 stop signs).**

72-73, 74-75

**2. Sort and classify similar two-and three-dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size).**

74-75, 76-77

**3. Identify, name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares).**

72-73, 78-79, 80-81

**4. Identify, name and describe three-dimensional objects using the child's own vocabulary (e.g., sphere – “ball,” cube – “box,” cylinder – “can” or “tube” and “cone – ‘ice cream cone”).**

68-69, 70-71

### **Spatial Relationships**

**5. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front of behind. Between, next to, right side up and upside down.**

74-77, 86-89

## **Patterns, Functions and Algebra for Early Childhood**

### **Use Patterns, Relations and Functions**

**1. Sort, order and classify objects by one attribute (e.g., size, color, shape, use).**

116-117, 176-177, 178-179

**2. Identify, copy, extend and create simple patterns or sequences of sounds, shapes and motions in the context of daily activities and play (e.g., creates red, blue, red, blue pattern with blocks).**

94-95, 101-103, 104-105

### **Uses Algebraic Representations**

**3. Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?)**

54-55, 56-57, 124-125

## **Data Analysis and Probability for Early Childhood**

### **Data Collection**

**1. Gather, sort and compare objects by similarities and differences in the context of daily activities and play (e.g., leaves, nuts, socks).**

26-27, 28-29

**2. Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity).**

156-157, 158-159

## **Statistical Methods**

**3. Select the category or categories that have the most or fewest objects in a floor or table graph (e.g., favorite ice cream).**

156-157, 158-159

## **Mathematical Processes for Young Children**

There are no indicators for this standard.