



CLEAR Mathematics

Pacing Guide

PreKindergarten

First Quarter: August 22, 2005 – October 28, 2005

Missouri Standard	Strand	Objective Number/Statement	Learning Activities/Instructional Considerations	Assessment Considerations	Textbook Alignment
MA1	Number and Operations	MATH.PK.1N.01 Arrange sets of concrete objects in one-to-one correspondence.	Model concept in many different situations. Provide many opportunities for students to practice arranging sets of concrete objects, i.e., "match large sets (10-20) of objects in one tub with objects in another tub (10-20) to see which tub has more, less or the same.	Observe a child arranging two sets of concrete objects in one-to-one correspondence. One task should contain an equal number of objects in both sets. Model incorrect arrangements (i.e., two-to-one matching or incomplete matchings). Ask, "What is wrong with the way I did it? How should it be done? How would your way be different than mine?"	Unit 1 Activity 4, p. 18-21 Activity 5, p. 22-25



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MA1	Number and Operations	MATH.PK.1N.02 Begin to name "how many" are in a group of up to three or more objects without counting.	To help children begin to develop "numberness," many different, predictable representations for number should be introduced and shown. Some of the most common representations are: Domino cubes, number cubes or finger representations.	Quickly show representations for number quantities 1 to 3 and ask students to tell how many objects they see. If they are successful at these tasks, number quantities of 4 and 5 should be added.	Unit 1 Activity 2, p. 12-13 Literature and Music, p. 2-3 Center Activities, p. 4-5
MA1	Number and Operations	MATH.PK.1N.03 Count by ones to ten.	Model writing the numbers. Cluster numbers together – stick numbers (1, 7, 4); full circle (0, 8); parts of circle numbers (3, and 6); combination of sticks, circles and parts of circles numbers (2, 5, and 6).	Ask a child to count "out loud" as they distribute papers or take attendance. Record any numbers that are skipped or mispronounced. Observe specific times when children count and their confidence with the verbal sequence.	Unit 1 Activity 1, p. 10-11 Activity 7, p. 30-33 Activity 8, p. 34-37 Literature and Music, p. 2-3 Center Activities, p. 4-5



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MA5	Data Analysis and Probability	MATH.PK.1D.01 Match objects that are alike.	The teacher should build on children's vocabulary and add clarifying or additional words to help extend each child's understanding. Many different materials for matching should be part of the PreKindergarten classroom (seashells, rocks, bottle caps, milk caps, attribute blocks).	Pose questions to determine understanding: Why does one object match another? Could there be another match for this? How did you match it? Could you describe how to make another object that would match this one? What would it need to look like?	Unit 7 Activity 1, p. 168-171 Literature and Music, p. 162-163 Center Activities, p. 164-165
MA5	Data Analysis and Probability	MATH.PK.1D.02 Describe similarities and differences between objects.	Children should be encouraged to describe similarities and differences using their own language. NOT is an important word for children to learn and should be taught through models as well visually.	Pose questions to determine understanding: How are these alike? Can you tell me another way to show likeness?	Unit 7 Activity 1, p. 168-171 Literature and Music, p. 162-163 Center Activities, p. 164-165



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MA5	Data Analysis and Probability	MATH.PK.1D.03 Sort objects into groups by an attribute and begin to explain how the grouping was done.	To help students develop initial sorting and classifying skills, the teacher should: Provide materials with easily identifiable characteristics, such as, color; provide materials with only two attributes, such, as color and size.	Pose questions to determine understanding: Can you sort these another way? What if they were all red, how would you sort them?	Unit 7 Activity 1, p. 168-171 Literature and Music, p. 162-163 Center Activities, p. 164-165
MA5	Data Analysis and Probability	MATH.PK.1D.04 Participate in creating and using real and pictorial graphs.	Model developing a graph from data. Using data developed from physical responses to a question, i.e., "Do you have a pet?"	Observe students as they create graphs. Pose questions to determine understanding. Have children describe pictorial graphs created.	Unit 6 Activity 5, p. 156-159 Literature, p. 134 Center Activity (Art), p. 137