

A Correlation of

SCOTT FORESMAN • ADDISON WESLEY

Mathematics

Pre-K

to the

**Plainfield School District
Mathematics Curriculum**

Grade Pre-K

PEARSON

G/M-262

Introduction

This correlation shows the close alignment between **Scott Foresman – Addison Wesley Mathematics, Pre-K**, and the *Plainfield School District Math Curriculum*. Correlation page references are to the Teacher's Edition.

Scott Foresman-Addison Wesley Mathematics ©2004 grade PreK

Developed by noted experts Alice Klein, Prentice Starkey, and Alma Ramirez, this scientifically research-based program is proven to be effective with a diverse population of preschoolers. Students using this program can-and do-successfully develop and extend their mathematical thinking.

**Scott Foresman - Addison Wesley Mathematics, Pre-K
to the
Plainfield School District Math Curriculum**

Pre-K

Plainfield School District Math Curriculum	Scott Foresman–Addison Wesley Mathematics, Pre-K
MAPK Pre-Kindergarten	
Focus Statement: In a play-based environment, students in PreKindergarten will demonstrate knowledge of number representations and use manipulatives to sort and make comparisons. Students will use simple measurement concepts and patterns to explore their world.	
MAPKA Number Sense: Students will identify, count, and compare numbers with concrete objects and manipulatives. They will integrate simple addition and subtraction activities in a play-based environment using manipulatives.	
MAPKA01 Demonstrate 1:1 correspondence up to 10. (6.A.ECa)	TE: 4-5, 11, 19-21, 23-25, 31-33, 35-37
MAPKA02 Demonstrate rote counting up to 20. (6.A.ECa)	TE: 5, 31-33
MAPKA03 Name numerals 0-10 in random sequence. (6.C.ECb)	TE: 5, 36-37
MAPKA04 Produce concrete sets 0-10 and connect the number to the quantity represented. (6.C.Ecb, 6.C.ECa)	TE: 4, 13
MAPKA05 Complete simple addition and subtraction number stories with manipulatives. (6.B.EC, 8.C.EC)	TE: 42-43, 47-49, 51-53, 116-117, 121-123, 125-127, 129-131
MAPKA06 Compare quantities up to 10. (Example: more, less, same) (6.D.EC)	TE: 27-29, 117, 178-179
MAPKA07 Explore, match, and sort pennies, nickels, dimes, and quarters. (8.A.EC)	TE: 42, 116
MAPKB Measurement: Students will participate in simple non-standard measurement activities and use simple comparative words through playbased activities. They will construct a sense of time through participation in daily activities.	
MAPKB01 Participate in activities using non-standard weight comparisons using various scales. (7.A.ECa, 7.C.EC)	TE: 136, 145-147

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MAPKB02 Participate in activities using non-standard length units and manipulatives. (7.A.ECa, 7.C.EC)	TE: 137, 153-155, 165
MAPKB03 Explore volume with various kinds of medium and containers. (7.A.ECa,7.C.EC)	TE: 136, 147-151
MAPKB04 Use comparative words with measurement activities (Example: heavy/light, long/short, full/empty) (7.B.EC)	TE: 136-137, 141-143, 145-147, 154-155, 177-178
MAPKB05 Construct sense of time through daily schedules, calendar activities, and simple timers. (7.A.ECb)	<i>This objective is met at the Kindergarten level in Scott Foresman-Addison Wesley enVisionMATH.</i> SE/TE: 269C, 269D, 269E, 269H, 274C, 277, 278-278A, 278C, 279, 280-280A, 280C
MAPKC Patterns: Students will recognize patterns in their environment and use manipulatives to create and extend a variety of patterns in their daily activities.	
MAPKC01 Recognize, duplicate and extend simple patterns. (Example: sounds, shape, color and size) (8.B.ECa)	TE: 94-95, 99-101, 103-105, 107-109, 111
MAPKC02 Recognize patterns in the environment.	TE: 95
MAPKC03 Identify a logical order for variety a of objects or manipulatives and arrange by size. (Example: smallest to tallest or tallest to smallest) (8.B.ECb)	TE: 177-178
MAPKD Geometry: Students will manipulate geometric shapes, pattern blocks and attribute blocks in order to identify attributes and properties. They will explore and investigate various positional concepts and apply these concepts in their daily activities.	
MAPKD01 Manipulate, sort, and recognize basic two-dimensional shapes. (Example: circle, square, triangle, rectangle, oval) (8.B.ECA, 9.B.EC)	TE: 69-70, 73, 79-81, 83-85, 89, 164
MAPKD02 Recognize and find designs and shapes in the environment. (9.B.EC)	TE: 62-63
MAPKD03 Explore, sort and create with pattern blocks and attribute blocks. (8.A.EC)	TE: 165
MAPKD04 Use location and positional words in daily activities. (Example:	TE: 87-89

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behind/in front of, above/below, under/over) (9.B.EC)	
MAPKE Organization of Data: Students will use manipulatives and real life experiences to create simple graphs; students will use these graphs to interpret data and make simple comparisons.	
MAPKE01 Use data about themselves and their surroundings to create and interpret graphs. (10.B.EC)	TE: 136-137
MAPKE02 Create and interpret data from simple bar graphs, and informal surveys. (Example: more/less/same) (10.A.Eca 10.A.ECb)	TE: 157-159
MAPKE03 Interpret data to make simple comparisons. (10.A.ECb)	TE: 157-159