

A Correlation of

SCOTT FORESMAN ■ ADDISON WESLEY

Mathematics

Pre-K Mathematics

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to the

Missouri

Early Learning Standards

for Mathematics

Prekindergarten

PEARSON

G/M-272

INTRODUCTION

This document demonstrates how **Scott Foresman – Addison Wesley Mathematics, Pre-K, copyright 2004** meets the objectives of the Missouri Early Learning Standards for Mathematics (2009). Correlation page references are to the Teacher Edition.

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.

Scott Foresman – Addison Wesley Mathematics, Pre-K, was developed by noted experts Alice Klein, Prentice Starkey, and Alma Ramirez. This scientifically research-based Pre-K program is proven to be effective with a diverse population of preschoolers.

**Scott Foresman – Addison Wesley Mathematics, Pre-K © 2004
to the
Missouri Early Learning Standards for Mathematics
Pre-K**

Missouri Early Learning Standards Mathematics Pre-K	Scott Foresman–Addison Wesley Mathematics, Pre-K
Prekindergarten Standards	
Mathematics	
I. Number and Operations	
1. Uses number to show quantity	
a. Shows interest in counting and quantity.	Unit 1: 2, 3, 4, 5, 10–11, 12–13, 30–33 Unit 2: 40 Unit 5: 124–127 Unit 7: 163, 172–175
<ul style="list-style-type: none"> uses fingers to indicate the number (e.g., holds up five fingers to show age). 	Unit 1: 2, 10–11 Unit 5: 124–127
<ul style="list-style-type: none"> repeats counting rhymes and singing games with numbers. 	Unit 1: 3, 10–11
<ul style="list-style-type: none"> counts familiar objects (e.g., family members, friends, toys) although not always accurately. 	Unit 1: 2, 3, 4, 5, 10–11, 30–33 Unit 2: 40 Unit 5: 124–127
<ul style="list-style-type: none"> asks how many. 	Unit 1: 10–11, 12–13 Unit 2: 40 Unit 7: 172–175
b. Develops increasing ability to rote count in sequence.	Unit 1: 2, 3, 5 Unit 7: 163
<ul style="list-style-type: none"> counts from one to 10 or beyond. 	Unit 1: 2, 3, 5 Unit 7: 163
c. Counts objects with understanding.	Unit 1: 2, 3, 4, 5, 10–11, 12–13, 30–33 Unit 2: 40 Unit 5: 124–127
<ul style="list-style-type: none"> counts five items (e.g., blocks, crayons, cars) accurately. 	Unit 1: 2, 3, 4, 5, 10–11, 12–13, 30–33 Unit 2: 40 Unit 5: 124–127
<ul style="list-style-type: none"> hands one to five objects upon request (e.g., hands you three potatoes when you say, "Joe, hand me three potatoes.") 	Unit 1: 3, 4, 10–11, 12–13
2. Uses language to represent number of objects	
a. Uses language to compare number (e.g., more/less, greater/fewer, equal to).	Unit 1: 3, 26–29, 34–37 Unit 2: 54–57 Unit 5: 115, 117, 128–131 Unit 7: 168, 172–175, 176–179
<ul style="list-style-type: none"> looks at his or her own and another child's blocks and determines who has more blocks. 	Unit 1: 3, 26–29 Unit 5: 115, 117, 128–131 Unit 7: 168, 172–175, 176–179
<ul style="list-style-type: none"> compares raisins with a friend's and decides they have the same amount. 	Unit 1: 26–29, 34–37 Unit 2: 54–57 Unit 5: 117, 128–131 Unit 7: 176–179
<ul style="list-style-type: none"> asks, "How many more do you have?" 	Unit 1: 3, 26–29 Unit 5: 115, 117, 128–131 Unit 7: 168, 172–175, 176–179

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b. Combines and names how many.	Unit 2: 41, 42, 43, 46–49, 50–53, 120–123 Unit 5: 115, 116, 117, 120–123, 124–127, 128–131
<ul style="list-style-type: none"> puts the red, yellow and blue crayons together and counts how many crayons there are. 	Unit 2: 41, 42, 43, 46–49, 50–53 Unit 5: 115, 116, 117, 128–131
<ul style="list-style-type: none"> recognizes that three cars and two trucks is a total of five vehicles. 	Unit 2: 41, 42, 43, 46–49, 50–53 Unit 5: 115, 116, 117, 120–123, 124–127, 128–131
c. Separates and names how many.	Unit 1: 3 Unit 2: 41, 42, 43, 46–49, 50–53 Unit 5: 114, 115, 116, 117, 120–123, 124–127, 128–131 Unit 7: 163
<ul style="list-style-type: none"> participates in finger plays, songs or stories such as "Five Little Monkeys" or "Five Little Ducks" that use backward counting. 	Unit 1: 3 Unit 5: 114 Unit 7: 163
<ul style="list-style-type: none"> plays with a plastic ball and bowling pins and can tell how many fell down and how many are left standing. 	Unit 2: 41, 42, 43, 46–49, 50–53 Unit 5: 115, 116, 117, 120–123, 124–127, 128–131
d. Explores everyday fractions.	Unit 2: 54–57
<ul style="list-style-type: none"> says (although not always accurately), "I have a whole orange," or "I have half an apple." 	Unit 2: 54–57
3. Solves problems using number	
a. Names how many there are in a group (up to five objects) without counting.	Unit 1: 2, 3, 4, 5, 10–11, 12–13, 34–37 Unit 5: 124–127
<ul style="list-style-type: none"> recognizes that there are two or three crayons in a box. 	Unit 1: 34–37 Unit 5: 124–127
<ul style="list-style-type: none"> rolls a number cube and tells how many dots are on it without counting. 	Unit 1: 34–37
<ul style="list-style-type: none"> Counts five blocks and says, "There are five blocks." 	Unit 1: 2, 3, 4, 5, 10–11, 12–13 Unit 5: 124–127
b. Uses one-to-one correspondence when counting objects.	Unit 1: 2, 3, 5, 10–11, 12–13, 18–21, 22–25 Unit 2: 40
<ul style="list-style-type: none"> gets a carton of milk for each child at the table. 	Unit 1: 3, 4, 5, 10–11, 12–13, 18–21, 22–25 Unit 2: 40
<ul style="list-style-type: none"> puts a cup with each napkin when setting the table. 	Unit 1: 3, 4, 5, 10–11, 12–13, 18–21, 22–25 Unit 2: 40
<ul style="list-style-type: none"> When playing, matches one car to each block or gives one plate to each doll. 	Unit 1: 3, 4, 5, 10–11, 12–13, 18–21, 22–25 Unit 2: 40
c. Uses one-to-one correspondence to compare the size of a group of objects.	Unit 1: 3, 26–29 Unit 2: 54–57 Unit 5: 128–131
<ul style="list-style-type: none"> compares two rows of blocks, two in one line and four in another, and can tell which one has more or less. 	Unit 1: 3, 26–29 Unit 5: 128–131
<ul style="list-style-type: none"> matches number of cars to a friend's and says, "I have more." 	Unit 1: 3, 26–29 Unit 5: 128–131

Missouri Early Learning Standards Mathematics Pre-K	Scott Foresman–Addison Wesley Mathematics, Pre-K
d. Estimates, then counts to verify the number of objects.	Estimating quantities is introduced in Kindergarten. Related topics are covered by the following: Unit 1: 34–37 Unit 5: 124–127
<ul style="list-style-type: none"> while playing in the sand guesses how many cups it would take to fill a bucket and counts the cups of sand put in the bucket. 	Estimating quantities is introduced in Kindergarten. Related topics are covered by the following: Unit 1: 34–37 Unit 5: 124–127
<ul style="list-style-type: none"> guesses how many pennies are on the table, then counts the pennies. 	Estimating quantities is introduced in Kindergarten. Related topics are covered by the following: Unit 1: 34–37 Unit 5: 124–127
4. Uses numerical representation	
a. Uses drawings to represent number.	Unit 1: 3, 4
<ul style="list-style-type: none"> draws pictures showing size (e.g., short/tall) and quantity of family members. 	Unit 1: 3, 4
<ul style="list-style-type: none"> creates a way to keep score during a game. 	Related topics are covered by the following: Unit 1: 30–33 Unit 4: 110–111
<ul style="list-style-type: none"> draws a picture to indicate number of objects or snacks. 	Unit 1: 3, 4
b. Identifies numerals in everyday situations.	Unit 1: 2, 3 Unit 2: 40, 41 Unit 5: 114
<ul style="list-style-type: none"> selects numerals on the telephone, calculator or computer. 	Unit 1: 2, 3 Unit 2: 40, 41 Unit 5: 114
<ul style="list-style-type: none"> finds and names numerals in books or on signs. 	Unit 1: 2, 3 Unit 2: 40, 41 Unit 5: 114
c. Uses ordinal numbers (first, second, last).	Unit 1: 2, 3, 14–17
<ul style="list-style-type: none"> can identify position in a line of children (e.g., who is first, second, last). 	Unit 1: 2, 3, 14–17
<ul style="list-style-type: none"> can put three objects in a line and tell which object is first, middle or last. 	Unit 1: 3
<ul style="list-style-type: none"> tells the position of objects (i.e., first, second, last). 	Unit 1: 2, 3, 14–17
d. Writes some numerals.	Readiness for this topic is covered by the following: Unit 1: 4, 34–37 Unit 5: 120–123
<ul style="list-style-type: none"> draws numerals in sand. 	Readiness for this topic is covered by the following: Unit 1: 4, 34–37 Unit 5: 120–123
<ul style="list-style-type: none"> creates numerals with rolled clay or pipe cleaners. 	Readiness for this topic is covered by the following: Unit 1: 4, 34–37 Unit 5: 120–123

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<ul style="list-style-type: none"> tries to write how old he or she is. 	Readiness for this topic is covered by the following: Unit 1: 4, 34–37 Unit 5: 120–123
<ul style="list-style-type: none"> tries to copy a telephone number. 	Readiness for this topic is covered by the following: Unit 1: 4, 34–37 Unit 5: 120–123
e. Matches numeral with quantity.	Unit 1: 30–33, 34–37
<ul style="list-style-type: none"> when playing a game with a spinner or number cube, correctly counts the spaces on the game board that match the numeral or symbol. 	Unit 1: 30–33, 34–37
<ul style="list-style-type: none"> uses magnetic or flannel numerals to show how many marbles there are. 	Unit 1: 34–37
II. Geometry and Spatial Sense	
1. Investigates positions and locations	
a. Takes objects apart and puts them together.	Unit 3: 68–71, 78–81
<ul style="list-style-type: none"> builds with interlocking blocks. 	Related topics are covered by the following: Unit 1: 4 Unit 3: 62, 78–81
<ul style="list-style-type: none"> puts lids on containers. 	Related topics are covered by the following: Unit 5: 136, 148–151
<ul style="list-style-type: none"> completes simple puzzles. 	Unit 3: 78–81
b. Uses actions and words to indicate position and location.	Unit 3: 60, 74–77, 86–89 Unit 7: 172–175
<ul style="list-style-type: none"> moves self to show positions during play (e.g., under a table, in the tent, between friends). 	Unit 3: 60, 86–89
<ul style="list-style-type: none"> uses objects to show position (e.g., puts the bears on/off/on top of/ above/below/beside the box). 	Unit 3: 60, 74–77, 86–89
<ul style="list-style-type: none"> talks about objects that are on/off/under/in front of/behind/inside/ outside/next to/between/etc. 	Unit 3: 60, 86–89 Unit 7: 172–175
<ul style="list-style-type: none"> says when reading <i>The Three Billy Goats Gruff</i>: "The big billy goat is on the bridge, and the troll is under the bridge." 	Unit 3: 60, 86–89
c. Uses actions and words to indicate movement and orientation.	Unit 3: 86–89
<ul style="list-style-type: none"> moves self to show positions (e.g., up, down, forward, backward, around, through, to, from, sideways, across, back and forth, in a straight or curved path). 	Unit 3: 86–89
<ul style="list-style-type: none"> explains where objects in a room have been moved. 	Unit 3: 86–89
<ul style="list-style-type: none"> describes how to get to a location using landmarks. 	Related topics are covered by the following: Unit 1: 30–33
<ul style="list-style-type: none"> follows a path or moves through an obstacle course. 	Related topics are covered by the following: Unit 1: 30–33 Unit 4: 110–111

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<ul style="list-style-type: none"> draws paths or beginnings of a map to show location during play. 	Unit 6: 152–155
2. Explores shapes in the environment	
a. Investigates and talks about the characteristics of shapes.	Unit 3: 60, 61, 62, 63, 68–71, 72–73, 74–77 Unit 7: 164
<ul style="list-style-type: none"> says, "A circle is round." 	Unit 3: 60, 61, 63, 72–73, 74–77
<ul style="list-style-type: none"> discovers some blocks stack and some blocks roll. 	Unit 3: 62
<ul style="list-style-type: none"> says that squares and triangles have corners and straight sides. 	Unit 3: 60, 61, 62, 63, 68–71, 72–73, 74–77 Unit 7: 164
b. Creates and duplicates three-dimensional and two-dimensional shapes using a variety of materials.	Unit 1: 4 Unit 3: 60, 61, 62, 63, 68–71, 82–84 Unit 7: 164
<ul style="list-style-type: none"> uses blocks to make other shapes or objects. 	Unit 1: 4 Unit 3: 62, 78–81
<ul style="list-style-type: none"> makes shapes with Play-Doh, pipe cleaners, string or yarn. 	Unit 3: 62, 63, 68–71, 82–84
<ul style="list-style-type: none"> attempts to draw shapes and make pictures using shapes. 	Unit 3: 60, 61, 62, 63 Unit 7: 164
<ul style="list-style-type: none"> says after cutting the sandwich, "Look, I made a triangle (or rectangle) with my sandwich." 	Unit 3: 61
c. Identifies and names some shapes.	Unit 3: 60, 61, 62, 63, 68–71, 72–73, 74–77 Unit 7: 164
<ul style="list-style-type: none"> points to or names simple shapes (e.g., box shape, ball shape, circle, triangle, square). 	Unit 3: 60, 61, 62, 63, 72–73, 74–77 Unit 7: 164
<ul style="list-style-type: none"> says, "The pizza is round. My piece is triangle-shaped." 	Unit 3: 60, 61
<ul style="list-style-type: none"> says, "The flag is the shape of a rectangle." 	Unit 3: 60, 61, 62
d. Indicates if shapes are alike or different using one or more characteristics.	Unit 3: 60, 61, 62, 63, 63, 68–71, 72–73, 74–77, 82–84 Unit 7: 164
Three-dimensional shapes	
<ul style="list-style-type: none"> says, "A bubble and an orange are both like balls (spheres)." 	Unit 3: 61, 62
<ul style="list-style-type: none"> says, "A block (cube) is shaped like a box." 	Unit 3: 61, 62
<ul style="list-style-type: none"> says, "This ball rolls, but this block does not." 	Unit 3: 62
Two-dimensional shapes	
<ul style="list-style-type: none"> says, "A triangle has three sides," or "A square has four sides." 	Unit 3: 60, 62, 63, 68–71, 72–73, 74–77, 82–84 Unit 7: 164
<ul style="list-style-type: none"> says, "A circle is curved (round) like a hula hoop." 	Unit 3: 60, 62, 63, 72–73 Unit 7: 164
III. Patterns and Relationships (Algebra)	
1. Recognizes relationships in the environment	
a. Matches, sorts and regroups objects according to one or more characteristic.	Unit 7: 162, 163, 164, 165, 168–171
<ul style="list-style-type: none"> sorts plastic foods by size, color, shape or category. 	Unit 7: 162, 163, 164
<ul style="list-style-type: none"> matches objects that are alike (e.g., puts all of the two-hole buttons in one pile and four-hole buttons in another). 	Unit 7: 162, 163, 164, 165, 168–171

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<ul style="list-style-type: none"> matches adult animals to their babies. 	Unit 7: 162, 164, 165, 168–171
<ul style="list-style-type: none"> when playing Go Fish, matches all the cards with threes. 	Unit 7: 162, 164, 168–171
b. Orders things according to relative differences.	Unit 6: 135 Unit 7: 162, 165, 176–179
<ul style="list-style-type: none"> sorts stuffed animals from smallest to largest. 	Unit 7: 162, 176–179
<ul style="list-style-type: none"> talks about who is tall, taller, tallest. 	Unit 6: 135
<ul style="list-style-type: none"> arranges a group of blocks from longest to shortest. 	Unit 6: 135 Unit 7: 165, 176–179
2. Uses patterns in the environment	
a. Recognizes patterns.	Unit 4: 92, 93, 94, 98–101, 102–105, 106–109, 110–111 Unit 7: 162
<ul style="list-style-type: none"> talks about color or pattern in clothing (e.g., says, "I have red and blue stripes on my shirt."). 	Unit 4: 93, 94, 102–105, 110–111 Unit 7: 162
<ul style="list-style-type: none"> identifies color patterns that repeat (e.g., red, blue, red, blue). 	Unit 4: 92, 94, 98–101, 102–105, 110–111 Unit 7: 162
b. Duplicates and extends patterns.	Unit 4: 92, 93, 94, 102–105, 106–109, 110–111 Unit 7: 162
<ul style="list-style-type: none"> imitates a pattern of sounds and physical movements (e.g., clap, stomp, clap, stomp,...). 	Unit 4: 93, 94
<ul style="list-style-type: none"> continues rhythmic patterns. 	Unit 4: 92, 93, 95
<ul style="list-style-type: none"> completes the patterns in a story (e.g., says, "Brown Bear, Brown Bear, what do you see?"). 	Unit 4: 92
<ul style="list-style-type: none"> repeats a pattern according to size, color, shape, etc. while stringing beads. 	Unit 4: 94, 102–105, 106–109, 110–111
<ul style="list-style-type: none"> predicts what comes next when an adult "reads" the pattern using simple vocabulary (e.g., car, car, boat, car, car, ____). 	Unit 4: 93
c. Creates patterns	Unit 4: 93, 94, 102–105 Unit 7: 162
<ul style="list-style-type: none"> creates simple patterns with beads or blocks according to color, size or shape. 	Unit 4: 93, 102–105 Unit 7: 162
<ul style="list-style-type: none"> creates simple patterns when drawing, coloring or painting. 	Unit 4: 94 Unit 7: 162
IV. Measurement	
1. Makes comparisons	
a. Compares objects using measurable features.	Unit 6: 134, 135, 136, 137, 140–143, 144–147, 148–151, 176–179 Unit 7: 163, 164, 165, 176–179
<ul style="list-style-type: none"> uses words to describe opposites (e.g., big/little, long/short, heavy/light). 	Unit 6: 134, 135, 136, 137, 140–143, 144–147, 148–151 Unit 7: 165, 176–179
<ul style="list-style-type: none"> chooses the largest snack. 	Unit 7: 165
<ul style="list-style-type: none"> says, "My bucket is heavier." 	Unit 6: 135, 136, 144–147
<ul style="list-style-type: none"> says, "This crayon is shorter." 	Unit 6: 135, 137, 140–143, 176–179 Unit 7: 165

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b. Describes measurement.	Unit 6: 135, 136, 137, 140–143, 144–147, 148–151 Unit 7: 163, 165, 176–179
<ul style="list-style-type: none"> talks about an object being longer than another object. 	Unit 6: 135, 137, 140–143 Unit 7: 163, 165, 176–179
<ul style="list-style-type: none"> uses a variety of language to describe measurement (e.g., shorter, taller, wider, bigger, heavier, lighter, holds more, hot, cold). 	Unit 6: 135, 136, 137, 140–143, 144–147, 148–151 Unit 7: 163, 165, 176–179
c. Orders three or more objects according to length or size differences.	Unit 6: 135 Unit 7: 163, 165, 176–179
<ul style="list-style-type: none"> places ribbons in order by length. 	Unit 6: 135 Unit 7: 163, 165, 176–179
<ul style="list-style-type: none"> puts cars in a row according to size. 	Unit 7: 176–179
<ul style="list-style-type: none"> puts pans (or measuring cups) inside each other. 	Related topic is covered by the following: Unit 6: Activity 3
d. Uses language associated with time in everyday situations.	Unit 7: 163
<ul style="list-style-type: none"> says, "Snack time comes after rest time." 	Unit 7: 163
<ul style="list-style-type: none"> says, "It's nighttime because it is dark." 	Unit 7: 163
<ul style="list-style-type: none"> says, "I eat breakfast in the morning." 	Unit 7: 163
<ul style="list-style-type: none"> says, "My birthday comes in the summer." 	Unit 7: 163
e. Anticipates, remembers and predicts a sequence of events.	Unit 1: 1, 2, 3 Unit 7: 163
<ul style="list-style-type: none"> says, "I brush my teeth before I go to bed." 	Unit 7: 163
<ul style="list-style-type: none"> says, "We went to the library and then the grocery store." 	Unit 7: 163
<ul style="list-style-type: none"> recalls recent events and talks about them (e.g., says, "Yesterday we went to the zoo."). 	Unit 7: 163
<ul style="list-style-type: none"> describes the sequence of activities when going to the grocery store. 	Unit 1: 2, 3
<ul style="list-style-type: none"> tells stories such as "The Three Little Pigs" with events in order. 	Unit 1: 2, 3
<ul style="list-style-type: none"> points out when a familiar story is not told in the correct order. 	Unit 7: 163
2. Uses measurement	
a. Explores ways to measure.	Unit 6: 135, 136, 137, 148–151
<ul style="list-style-type: none"> fills a container with solids or liquid (e.g., sand, ice cubes, water). 	Unit 6: 135, 136, 148–151
<ul style="list-style-type: none"> pours liquid from one container to another container. 	Unit 6: 148–151
<ul style="list-style-type: none"> sees how many blocks it takes to cover a sheet of paper. 	Counting square units (area) is introduced in Kindergarten.
b. Measures using objects.	Unit 6: 135, 137, 140–143, 152–155 Unit 7: 165
<ul style="list-style-type: none"> places a string next to an object to measure length. 	Unit 6: 135
<ul style="list-style-type: none"> uses the toy thermometer to measure the "patient's" temperature. 	Temperature is introduced at Grade 1.
<ul style="list-style-type: none"> imitates using a ruler when helping dad. 	Unit 6: 137, 140–143 Unit 7: 165

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V. Exploring data (Probability)	
1. Collects, organizes and uses information	
a. Asks questions to gather information.	Unit 6: 134, 136, 137, 156–159
• asks, "What is your favorite color?"	Unit 6: 134, 136, 137, 156–159
• asks, "What month is your birthday?"	Unit 6: 134, 136, 137, 156–159
• asks, "What do you like to play outside?"	Unit 6: 134, 136, 137, 156–159
• asks, "How many brothers and sisters do you have?"	Unit 6: 134, 136, 137, 156–159
b. Sorts and classifies objects into groups.	Unit 6: 134, 136, 137, 156–159 Unit 7: 164, 165, 168–171
• puts objects together that have the same use (e.g., blocks, dishes, vehicles, clothes).	Unit 6: 134, 136, 137, 156–159 Unit 7: 164, 165, 168–171
• groups objects by their height, size, color or shape.	Unit 6: 134, 136 Unit 7: 164, 165
c. Explains how the grouping was done.	Unit 6: 136 Unit 7: 164, 165, 168–171
• Tells how the buttons were sorted. "I put the red buttons together."	Unit 6: 136 Unit 7: 164, 165, 168–171
• Tells why he put the red cars in a group and the blue cars in a group.	Unit 6: 136 Unit 7: 164, 165, 168–171
d. Uses charts and graphs to evaluate information.	Unit 6: 134, 136, 137, 156–159
• says after looking at the chart, "two kids have birthdays in July."	Unit 6: 134, 136, 137, 156–159
• says, "I have five trucks and four cars."	Unit 6: 134, 137, 156–159
• says after looking at the graph, "More buttons are red."	Unit 6: 134, 136, 137, 156–159