

A Correlation of

SCOTT FORESMAN ■ ADDISON WESLEY

Mathematics

Pre-K Mathematics

to the

Mississippi

Early Learning Guidelines for Four Year Old Children

Grade Pre-K

PEARSON

T/M-183

INTRODUCTION

This document demonstrates how **Scott Foresman – Addison Wesley Mathematics, Pre-K** meets the objectives of the *Mississippi Early Learning Guidelines for Four Year Old Children – Mathematical Concepts Development, Social and Emotional Development, and Physical and Motor Development (2006)*. Correlation page references are to the Teacher Edition. This program does not include Student Editions, but does include additional resources for students.

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.

**TEXTBOOK COMPANY: Pearson Education publishing as Scott Foresman
Scott Foresman – Addison Wesley Mathematics Pre-K**

CORRELATION TO THE MISSISSIPPI EARLY LEARNING GUIDELINES

PRE-K (4 YEAR OLD CHILDREN)

MATHEMATICAL CONCEPTS DEVELOPMENT

Competency		
1. Develops an awareness of and uses number sense, numbers, and operations		
Objectives	Pupil Edition Page References	Teacher Edition Page References
1.1 Develops number sense and awareness of numbers in the environment	See adjoining Teacher Edition Page References	4–5, 10–11, 12–13, 26–29, 30–33, 34– 37, 120–123, 128– 131, 176–178
1.2 Applies one-to-one correspondence by counting concrete objects by ones to 10, then 20, then 25	See adjoining Teacher Edition Page References	4–5, 10–11, 12–13, 18–21, 22–25, 34– 37
1.3 Matches quantities and numerals for 1-5, then 6-9	See adjoining Teacher Edition Page References	4–5, 34–37
1.4 Counts with understanding and recognizes how many in sets of objects	See adjoining Teacher Edition Page References	10–11, 12–13, 30– 33, 34–37, 120–123
1.5 Begins to compare numbers of concrete objects using language (e.g., some, more than, less than)	See adjoining Teacher Edition Page References	26–29, 34–37, 54– 57, 128–131
1.6 Begins to identify concepts of a fraction whole and half by using real objects	See adjoining Teacher Edition Page References	54–57

1.7 Begins to identify the position of objects in a series (e.g., first, second, third, middle)	See adjoining Teacher Edition Page References	14–17
1.8 Begins to develop the ability to combine, separate, and name how many objects	See adjoining Teacher Edition Page References	43, 46–49, 50–53, 116–117, 120–123, 124–127, 128–131

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PRE-K (4 YEAR OLD CHILDREN)

MATHEMATICAL CONCEPTS DEVELOPMENT

Competency		
2. Develops an awareness of relations and patterns		
Objectives	Pupil Edition Page References	Teacher Edition Page References
2.1 Begins to recognize, describe, reproduce, and extend simple patterns	See adjoining Teacher Edition Page References	94–95, 98–101, 102–105, 106–109, 110–111
2.2 Matches, sorts, and classifies objects based on their similarities and differences	See adjoining Teacher Edition Page References	164–165, 168–171
Competency		
3. Develops an awareness of and uses geometry and spatial reasoning		
Objectives	Pupil Edition Page References	Teacher Edition Page References
3.1 Recognizes, names, describes, and compares two-dimensional shapes (e.g., circle, square, rectangle, triangle)	See adjoining Teacher Edition Page References	62–63, 68–71, 72– 73, 164–165
3.2 Begins to recognize, name and compare three-dimensional shapes (e.g., cylinder, cube, cone, sphere)	See adjoining Teacher Edition Page References	62, 68–71
3.3 Identifies positions of objects in space using language (e.g., under, over, beside) to describe and compare their relative positions	See adjoining Teacher Edition Page References	74–77, 86–89

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PRE-K (4 YEAR OLD CHILDREN)

MATHEMATICAL CONCEPTS DEVELOPMENT

Competency		
4. Develops an awareness of and uses measurement		
Objectives	Pupil Edition Page References	Teacher Edition Page References
4.1 Sorts and compares objects by size, length, weight, area, and temperature (e.g., bigger/smaller, hotter/colder, longer/shorter., more/less)	See adjoining Teacher Edition Page References	136, 140–143, 144– 147, 148–151, 165
4.2 Uses nonstandard measurement units (e.g., unit blocks, paper clips, hand span)	See adjoining Teacher Edition Page References	137, 152–155
4.3 Uses common measuring instruments (e.g., measuring cups, simple balance scales)	See adjoining Teacher Edition Page References	136, 144–147, 148– 151
4.4 Begins to use time related words (e.g., day/night, yesterday/today/tomorrow)		NA
Competency		
5. Begins to analyze and interpret data		
Objectives	Pupil Edition Page References	Teacher Edition Page References
5.1 Creates graphs using concrete objects or pictures	See adjoining Teacher Edition Page References	136–137, 156–159

5.2 Represents ideas or experiences using graphs	See adjoining Teacher Edition Page References	136–137, 156–159
5.3 Uses graphs to answer questions	See adjoining Teacher Edition Page References	136–137, 156–159

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CORRELATION TO THE MISSISSIPPI EARLY LEARNING GUIDELINES

PRE-K (4 YEAR OLD CHILDREN)

SOCIAL/EMOTIONAL DEVELOPMENT

Competency		
1. Demonstrates a positive self-concept		
Objectives	Pupil Edition Page References	Teacher Edition Page References
1.1 Accepts attention, affection, and appreciation		NA
1.2 Expresses needs and preferences clearly and appropriately	See adjoining Teacher Edition Page References	These are some of the many examples. 12–13, 18–21, 26– 29, 30–33, 50–53, 72–73, 78–81, 98– 101, 110–111, 124– 127, 140–143, 156– 159
1.3 Describes feelings and thoughts using words, picture, and stories	See adjoining Teacher Edition Page References	These are some of the many examples. 10–11, 12–13, 30– 33, 46–49, 54–57, 68–71, 72–73, 82– 85, 106–109, 120– 123, 144–147, 152– 155, 168–171, 176– 179
1.4 Makes positive statements about self and takes pride in accomplishments		NA

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PRE-K (4 YEAR OLD CHILDREN)

SOCIAL/EMOTIONAL DEVELOPMENT

Competency		
2. Demonstrates control over emotions and behavior in various settings		
Objectives	Pupil Edition Page References	Teacher Edition Page References
2.1 Transitions attention from one activity to another with ease	See adjoining Teacher Edition Page References	These are some of the many examples. 4–5, 42–43, 62–63, 94–95, 116–117, 136–137, 164–165
2.2 Accepts not being first and begins to wait his/her turn in activities		NA
2.3 Begins to cope effectively with disappointment		NA
2.4 Begins to express frustration and anger appropriately (e.g. without harming self, others, or property)		NA
2.5 Begins to accept the consequences of her/his actions		NA

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PRE-K (4 YEAR OLD CHILDREN)

SOCIAL/EMOTIONAL DEVELOPMENT

Competency		
3. Develops positive engagement in the learning environment		
Objectives	Pupil Edition Page References	Teacher Edition Page References
3.1 Shows interest in and actively participates in various classroom activities	See adjoining Teacher Edition Page References	These are some of the many examples. 4–5, 42–43, 62–63, 94–95, 116–117, 136–137, 164–165
3.2 Begins to understand the concept of personal property versus classroom property or the property of others		NA
3.3 Demonstrates appropriate use and care of classroom and personal materials	See adjoining Teacher Edition Page References	These are some of the many examples. 4–5, 42–43, 62–63, 94–95, 116–117, 136–137, 164–165
3.4 Shows an awareness of and care for living things such as a classroom pet or plant		NA
3.5 Follows established classroom rules and simple (two-or three-step) directions	See adjoining Teacher Edition Page References	These are some of the many examples. 4–5, 42–43, 62–63, 94–95, 116–117, 136–137, 164–165

3.6 Selects tasks and begins to complete them independently	See adjoining Teacher Edition Page References	These are some of the many examples. 4–5, 42–43, 62–63, 94–95, 116–117, 136–137, 164–165
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PRE-K (4 YEAR OLD CHILDREN)

SOCIAL/EMOTIONAL DEVELOPMENT

Competency		
4. Develops positive relationships with adults and children		
Objectives	Pupil Edition Page References	Teacher Edition Page References
4.1 Approaches others positively and shows pleasure in being with others	See adjoining Teacher Edition Page References	These are some of the many examples. 10–11, 12–13, 30– 33, 46–49, 54–57, 68–71, 72–73, 82– 85, 106–109, 120– 123, 144–147, 152– 155, 168–171, 176– 179
4.2 Shows interest in others by exchanging information with them	See adjoining Teacher Edition Page References	These are some of the many examples. 12–13, 18–21, 26– 29, 30–33, 50–53, 72–73, 78–81, 98– 101, 110–111, 124– 127, 140–143, 156– 159

4.3 Listens attentively to others when interacting with them	See adjoining Teacher Edition Page References	These are some of the many examples. 10–11, 12–13, 30–33, 46–49, 54–57, 68–71, 72–73, 82–85, 106–109, 120–123, 144–147, 152–155, 168–171, 176–179
4.4 Begins to develop an awareness of others’ feelings and begins to show empathy	See adjoining Teacher Edition Page References	These are some of the many examples. 12–13, 18–21, 26–29, 30–33, 50–53, 72–73, 78–81, 98–101, 110–111, 124–127, 140–143, 156–159
4.5 Shows acceptance of individuals different from herself or himself through positive interactions	See adjoining Teacher Edition Page References	These are some of the many examples. 10–11, 12–13, 30–33, 46–49, 54–57, 68–71, 72–73, 82–85, 106–109, 120–123, 144–147, 152–155, 168–171, 176–179
4.6 Begins to use positive language or demonstrate affection toward others		NA

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PRE-K (4 YEAR OLD CHILDREN)

SOCIAL/EMOTIONAL DEVELOPMENT

Competency 4 Continue		
4. Develops positive relationships with adults and children		
Objectives	Pupil Edition Page References	Teacher Edition Page References
4.7 Uses acceptable ways of joining in an on-going activity or group	See adjoining Teacher Edition Page References	These are some of the many examples. 12–13, 18–21, 26– 29, 30–33, 50–53, 72–73, 78–81, 98– 101, 110–111, 124– 127, 140–143, 156– 159
4.8 Plays in a small group of two to five children	See adjoining Teacher Edition Page References	These are some of the many examples. 10–11, 12–13, 30– 33, 46–49, 54–57, 68–71, 72–73, 82– 85, 106–109, 120– 123, 144–147, 152– 155, 168–171, 176– 179

4.9 Begins to give and take cooperative play	See adjoining Teacher Edition Page References	These are some of the many examples. 4–5, 42–43, 62–63, 94–95, 116–117, 136–137, 164–165
4.10 Seeks help from others with difficult tasks	See adjoining Teacher Edition Page References	These are some of the many examples. 10–11, 12–13, 30–33, 46–49, 54–57, 68–71, 72–73, 82–85, 106–109, 120–123, 144–147, 152–155, 168–171, 176–179
4.11 Begins to negotiate solutions and develop compromises appropriately	See adjoining Teacher Edition Page References	These are some of the many examples. 14–17, 22–25, 26–29, 34–37, 54–57, 78–81 82–85, 140–143, 168–171, 176–179

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PRE-K (4 YEAR OLD CHILDREN)

PHYSICAL DEVELOPMENT

Competency 1. Develops a sense of body coordination and explores moving in space		
Objectives	Pupil Edition Page References	Teacher Edition Page References
1.1 Demonstrates a sense of balance and body coordination	See adjoining Teacher Edition Page References	5, 116
1.2 Begins to move in rhythm to songs and music	See adjoining Teacher Edition Page References	3, 41, 61, 93, 95, 115, 135, 163
Competency 2. Develops gross motor skills		
Objectives	Pupil Edition Page References	Teacher Edition Page References
2.1 Demonstrates coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, throwing a ball)	See adjoining Teacher Edition Page References	5, 116
2.2 Participates in group activities involving gross motor movement	See adjoining Teacher Edition Page References	5, 116

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CORRELATION TO THE MISSISSIPPI EARLY LEARNING GUIDELINES

PRE-K (4 YEAR OLD CHILDREN)

PHYSICAL DEVELOPMENT

Competency		
3. Develops fine motor skills		
Objectives	Pupil Edition Page References	Teacher Edition Page References
3.1 Demonstrates coordination of small muscles using manipulative that vary in size and shape to perform simple motor tasks (e.g., lacing, folding, cutting)	See adjoining Teacher Edition Page References	5, 62, 94, 117, 137, 164
3.2 Participates in group activities involving fine motor movement	See adjoining Teacher Edition Page References	5, 62, 94, 117, 137, 164
3.3 Uses a wide variety of writing tools and drawing materials	See adjoining Teacher Edition Page References	5, 62, 94, 117, 137, 164
3.4 Demonstrates coordination of small muscles using technology	See adjoining Teacher Edition Page References	10, 12, 14, 26, 46, 50, 54, 68, 72, 78, 98, 110, 120, 128, 168

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