

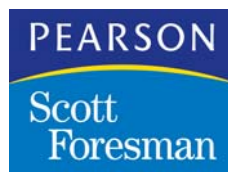
**A Correlation of**

**SCOTT FORESMAN ■ ADDISON WESLEY**

**Mathematics**

**to the**

**Louisiana  
Department of Education  
Mathematics—Grade Level Expectations  
Kindergarten**



**C/M-91\_K**

**Book Title:** Scott Foresman – Addison Wesley Mathematics **Grade Level:** Kindergarten

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**Kindergarten**

**Number and Number Relations**

**In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.**

**Students use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers as they investigate problems involving whole numbers.**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
1. Count by ones to 20 (N-1-E) (N-3-E)	53A–53B, 53–54, 57A–57B, 57–58, 75L, 77A–77B, 77–78, 79A–79B, 79–80, 83A–83B, 83–84, 103A–103B, 103–104, 115A–115B, 115–116, 289A–289B, 289–290, 291A–291B, 291–292
2. Count a set of 20 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (N-1-E) (N-3-E) (A-1-E)	53A–53B, 53–54, 57A–57B, 57–58, 63A–63B, 63–64, 75I, 75L, 77A–77B, 77–78, 79A–79B, 79–80, 83A–83B, 83–84, 87A–87B, 87–88, 89A–89B, 89–90, 101I, 101K–101L, 103A–103B, 103–104, 115A–115B, 115–116, 121A–121B, 121–122
3. Use the ordinal numerals 1 <sup>st</sup> through 10 <sup>th</sup> to discuss positions in ordered lists (N-1-E)	69A–69B, 69–70, 93A–93B, 93–94
4. Identify the numerals for the numbers 0 through 20 (N-1-E) (N-3-E)	53A–53B, 53–54, 55A–55B, 55–56, 57A–57B, 57–58, 59A–59B, 59–60, 289–290
5. Using a number line or chart, identify the numbers coming before/after a given number and between 2 given numbers (N-1-E) (N-3-E) (A-1-E)	91A–91B, 91–92, 113A, 113–114
6. Identify pennies, nickels, and dimes and their values using the cent sign (¢) (N-1-E) (N-2-E) (N-6-E) (M-1-E)	179A–179B, 179–180, 181A–181B, 181–182, 183A–183B, 183–184
7. Count forward and backward from a given number between 1 and 10 (N-3-E)	53A–53B, 53–54, 57A–57B, 57–58, 91A–91B, 91–92, 113A–113B, 113–114

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
8. Compare sets containing 20 or fewer objects using the words <i>same/different</i> and <i>more/less/greater/fewer</i> (N-3-E) (N-1-E)	11A–11B, 11–12, 27A–27B, 27–28
9. Use concrete objects to model simple real-life addition and subtraction problems (N-4-E)	223I, 223J, 223K, 223L, 225A–225B, 225–226, 227A–227B, 227–228, 229A–229B, 229–230, 231A–231B, 231–232, 233A–233B, 233–234, 235A–235B, 235–236, 237A–237B, 237–238, 239A–239B, 239–240, 243K, 243L, 245A–245B, 245–246, 247A–247B, 247–248, 249A–249B, 249–250, 251A–251B, 251–252, 253A–253B, 253–254, 255A–255B, 255–256, 257A–257B, 257–258, 259A–259B, 259–260, 263K, 263L, 265A–265B, 265–266, 267A–267B, 267–268, 271A–271B, 271–272, 273A–273B, 273–274, 275A–275B, 275–276, 277A–277B, 277–278, 279A–279B, 279–280, 281–281B, 281–282
10. Use operational vocabulary ( <i>add, subtract, join, remove, take away, put together</i> ) to explore sets of objects (N-5-E)	223I, 223J, 223K, 223L, 225A–225B, 225–226, 227A–227B, 227–228, 229A–229B, 229–230, 231A–231B, 231–232, 233A–233B, 233–234, 235A–235B, 235–236, 237A–237B, 237–238, 239A–239B, 239–240, 243K, 243L, 245A–245B, 245–246, 247A–247B, 247–248, 249A–249B, 249–250, 251A–251B, 251–252, 253A–253B, 253–254, 255A–255B, 255–256, 257A–257B, 257–258, 259A–259B, 259–260, 263K, 263L, 265A–265B, 265–266, 267A–267B, 267–268, 271A–271B, 271–272, 273A–273B, 273–274, 275A–275B, 275–276, 277A–277B, 277–278, 279A–279B, 279–280, 281–281B, 281–282

## Algebra

In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.

Students use manipulatives, models, graphs, tables, technology, number sense, and estimation as they investigate problems involving the concepts and application of algebra.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
11. Use the words <i>same</i> , <i>different</i> , <i>equal</i> , <i>not equal</i> , <i>greater than</i> , and <i>less than</i> while using concrete objects for comparative models (A-1-E)	11A–11B, 11–12, 27A, 63A–63B, 63–64, 87A–87B, 87–88, 189A–189B, 189–190, 198A–198B
12. Model and act out story problems, physically or with objects, to solve whole number sentences with sums less than or equal to 6 (A-2-E)	225A–225B, 225–226, 227A–227B, 227–228, 229A–229B, 229–230, 231A–231B, 231–232, 233A–233B, 233–234, 235A–235B, 235–236, 237A–237B, 237–238, 239A–239B, 239–240, 245A–245B, 245–246, 247A–247B, 247–248, 249A–249B, 249–250, 251A–251B, 251–252, 253A–253B, 253–254, 255A–255B, 255–256, 257A–257B, 257–258, 259A–259B, 259–260, 263K, 263L, 265A–265B, 265–266, 267A–267B, 267–268, 271A–271B, 271–272, 273A–273B, 273–274, 275A–275B, 275–276, 277A–277B, 277–278, 279A–279B, 279–280, 281–281B, 281–282

## Measurement

In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

Students use number sense, estimation, appropriate manipulatives, tools, and technology as they investigate problems involving measurement.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
13. Use vocabulary such as: <i>yesterday, today, tomorrow, hours, weeks</i> , names of days, names of months; sequence events; and identify calendars and clocks as objects that measure time (M-1-E) (M-2-E) (M-5-E)	123–124, 159K, 163A–163B, 163–164, 167A–167B, 167–168, 169A–169B, 169–170, 171A–171B, 171–172, 173–174, 175–176
14. Measure and estimate length and capacity using non-standard units (e.g., sticks, paper clips, blocks, beans) (M-2-E) (M-3-E)	139A–139B, 139–140, 141A–141B, 141–142, 147A–147B, 147–148
15. Use comparative and superlative vocabulary in measurement settings (e.g., <i>longest, shortest, most, hottest, heaviest, biggest</i> ) (M-3-E) (M-1-E) (M-2-E)	133A–133B, 133–134, 135A–135B, 135–136, 145A–145B, 145–146, 149A–149B, 149–150

## Geometry

In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.

Students use number sense, estimation, models, drawings, manipulatives, and technology as they investigate problems involving geometric concepts.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
16. Name and identify basic shapes using concrete models (e.g., circles, squares, triangles, rectangles, rhombuses, balls, boxes, cans, cones) (G-2-E) (G-1-E) (G-4-E) (G-5-E)	195K, 197–198, 203A–203B, 203–204, 205A–205B, 205–206

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
17. Compare, contrast, and sort objects or shapes according to two attributes (e.g., shape and size, shape and color, thickness and color) (G-2-E)	17A–17B, 17–18
18. Use words that indicate direction and position of objects and arrange an object in a specified position and orientation (e.g., between, behind, above) (G-3-E)	1K, 3A–3B, 5A–5B, 7A–7B
19. Investigate the results of combining shapes (using paper shapes, pattern blocks, tangrams, etc.) (G-3-E) (G-1-E)	209–210
20. Draw circles, squares, rectangles, and triangles (G-4-E)	<i>These pages provide opportunities for students to draw these shapes.</i> 203A–203B, 203–204, 205A–205B, 205–206

### **Data Analysis, Probability, and Discrete Math**

**In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.**

**Students use collection and organizational techniques, number sense, estimation, manipulatives, and technology as they investigate problems involving data.**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
21. Collect and organize concrete data using tally mark charts (D-1-E)	125A–125B, 125–126
22. Collect and organize data in a simple bar graph using pictures or objects (D-1-E) (D-2-E)	33A–33B, 33–34
23. Sort, represent, and use information in simple tables and bar/picture graphs (D-2-E) (D-3-E)	29A–29B, 29–30, 31A–31B, 31–32, 33A–33B, 33–34, 67A–67B, 67–68

## Patterns, Relations, and Functions

In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations. Students use number sense, estimation, manipulatives, drawings, tables, graphs, formulas, and technology as they investigate problems involving patterns, relations, and functions.

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
24. Recognize, copy, name, create, and extend repeating patterns (e.g., ABAB, AABB, ABBA) using concrete objects, shapes, pictures, numbers, and sounds (P-1-E)	35A–35B, 35–36, 37A–37B, 37–38, 39A–39B, 39–40, 41A–41B, 41–42, 43A–43B, 43–44, 95A–95B, 95–96