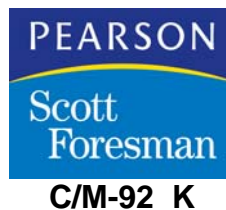


**A Correlation of**



**to the**

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



**Book Title:** Investigations in Number, Data, & Space **Grade Level:** Kindergarten

**Publisher:** Pearson Scott Foresman

**Subject/Course:** Mathematics

**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)	Mathematical Thinking in Kindergarten Investigation 1: Focus Time: Attendance Investigations 2, 3, 4 Collecting, Counting, and Measuring Investigations 1, 2, 4, 5, 6 Counting Ourselves and Others Investigations 1, 3, 4
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)	Mathematical Thinking in Kindergarten Investigations 1, 2, 3 Patterns, Trains, and Hopscotch Paths Investigation 4: Choice Time: 12 Chips; Choice Time: Staircase Patterns Collecting, Counting, and Measuring Investigations 1, 2, 3, 4, 5 Counting Ourselves and Others Investigations 1, 3, 4 How Many in All? Investigations 1, 2, 3, 4 Classroom Routines: Attendance, The Counting Jar, Calendar
3. Use the ordinal numerals 1 <sup>st</sup> through 10 <sup>th</sup> to discuss positions in ordered lists (N-1-E)	Mathematical Thinking in Kindergarten Investigation 3: Focus Time: Calendar

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
4. Identify the numerals for the numbers 0 through 20 (N-1-E) (N-3-E)	Mathematical Thinking in Kindergarten Investigations 2, 3, 4 Counting Ourselves and Others Investigation 1 How Many in All? Investigation 2 Investigation 3: Choice Time: Counters in a Cup Investigation 4: Choice Time: Six Crayons in All Collecting, Counting, and Measuring Investigation 1 Investigation 2: Focus Time: Taking Inventory
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)	Number lines can be introduced during any of these activities. All curriculum units: Classroom Routines: Counting Jar; Calendar
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)	Counting Ourselves and Others Investigation 2: Choice Time: The Grocery Store
7. Count forward and backward from a given number between 1 and 10 (N-3-E)	In these Investigations, students have the opportunity to count up or count back by 1. Mathematical Thinking in Kindergarten Investigation 1: Focus Time: Attendance Investigation 2 Patterns, Trains, and Hopscotch Paths Investigation 4: Choice Time: Staircase Patterns Collecting, Counting, and Measuring Investigations 1, 4 How Many In All? Investigation 1: Choice Time: Collect 15 Together Classroom Routines: Counting Jar <i>See also, Grade 1.</i>

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
<p>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)</p>	<p>Mathematical Thinking in Kindergarten  Investigation 1: Focus Time:  Attendance  Investigations 2, 3, 4  Patterns, Trains, and Hopscotch Paths  Investigation 4: Choice Time: 12  Chips; Choice Time: Staircase  Patterns  Counting Ourselves and Others  Investigations 3, 4  How Many In All?  Investigation 2: Choice Time: Grab  Two Handfuls  Investigation 3: Choice Time: Double  Compare  Investigation 4: Focus Time: Blue and  Red Crayons  Collecting, Counting, and Measuring  Investigations 3, 4, 5, 6</p>
<p>9. Use concrete objects to model simple real-life addition and subtraction problems (N-4-E)</p>	<p>How Many in All?  Investigation 1: Choice Time: Collect  15 Together, Inventory Bags  Investigations 2, 3, 4  Counting Ourselves and Others  Investigation 4  Collecting, Counting, and Measuring  Investigation 4: Choice Time: Collect  10 Together  Investigation 5: Choice Time: Racing  Bears  Investigation 6</p>
<p>10. Use operational vocabulary (<i>add, subtract, join, remove, take away, put together</i>) to explore sets of objects (N-5-E)</p>	<p>How Many in All?  Investigation 3: Focus Time: Story  Problems  Investigation 4: Ongoing Story  Problems investigation</p>

## 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)	These activities provide opportunities for students to use this specific vocabulary. Mathematical Thinking in Kindergarten Investigation 1: Focus Time: Attendance Investigations 2, 3, 4 Patterns, Trains, and Hopscotch Paths Investigation 4: Choice Time: 12 Chips; Choice Time: Staircase Patterns Counting Ourselves and Others Investigations 3, 4 How Many In All? Investigation 2: Choice Time: Grab Two Handfuls Investigation 3: Choice Time: Double Compare Investigation 4: Focus Time: Blue and Red Crayons Collecting, Counting, and Measuring Investigations 3, 4, 5, 6
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)	How Many in All? Investigation 3: Focus Time: Story Problems Investigation 4: Ongoing Story Problems investigation

## 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)	Mathematical Thinking in Kindergarten Investigation 3: Focus Time: Calendar Classroom Routines: Calendar
14. Measure and estimate length and capacity using non-standard units (e.g., sticks, paper clips, blocks, beans) (M-2-E) (M-3-E)	How Many in All? Investigation 1 Collecting, Counting and Measuring Investigation 3
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)	Patterns, Trains and Hopscotch Paths Investigation 1: Focus Time: Cubes What Do You Notice? How Many in All? Investigation 1 Investigation 2: Choice Time: Towers of Six Collecting, Counting and Measuring Investigations 3, 4, 5 Making Shapes and Building Blocks: Investigations 4, 5

## 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)	Mathematical Thinking in Kindergarten Investigation 1: Choice Time: Exploring Pattern Blocks, Exploring Geoblocks Making Shapes and Building Blocks Investigations 1, 2, 3, 4, 5
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)	Mathematical Thinking in Kindergarten Investigation 1: Choice Time: Exploring Pattern Blocks, Exploring Geoblocks Making Shapes and Building Blocks Investigations 1, 2, 3, 4, 5
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)	Patterns, Trains, and Hopscotch Paths Investigation 4: Choice Time: Staircase Patterns Making Shapes and Building Blocks Investigations 2, 3, 4
19. Investigate the results of combining shapes (using paper shapes, pattern blocks, tangrams, etc.) (G-3-E) (G-1-E)	Making Shapes and Building Blocks Investigation 1: Choice Time: Pattern Block Pictures Investigation 2: Choice Time: Pattern Block Puzzles Investigation 3: Choice Time: Shape of Things on the Computer Investigation 4: Choice Time: Build a Block
20. Draw circles, squares, rectangles, and triangles (G-4-E)	Making Shapes and Building Blocks Investigation 1

## 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.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
21. Collect and organize concrete data using tally mark charts (D-1-E)	Counting Ourselves and Others Investigation 1: Choice Time: Counting Chairs Investigation 3
22. Collect and organize data in a simple bar graph using pictures or objects (D-1-E) (D-2-E)	Counting Ourselves and Others Investigation 2: Focus Time: What Did You Eat for Lunch? Investigation 3 <i>See also, Teacher Note, page 54.</i>
23. Sort, represent, and use information in simple tables and bar/picture graphs (D-2-E) (D-3-E)	Counting Ourselves and Others Investigation 2: Focus Time: What Did You Eat for Lunch?; Choice Time: Boxes, Bottles, and Cans; Clothing Sort Investigation 3



## 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.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
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)	Pattern Trains and Hopscotch Paths Investigations 1–4