



CLEAR Mathematics

Pacing Guide

PreKindergarten

Second Quarter: October 31, 2005 – December 30, 2005

Missouri (GLE) Standard	Strand	Objective Number/Statement	Learning Activities/Instructional Considerations	Assessment Considerations	Textbook Alignment
MA2	Algebraic Relationships	MATH.PK.1A.01 * Imitate pattern sounds and physical movements, such as, clap, stomp, clap, stomp, clap, stomp.	<p>Pattern sounds and physical movements can be used as transitions throughout the day. Because you are involving children physically, auditorally, and visually, these types of pattern activities help children focus for learning.</p> <p>Continue with activities suggested in CLEAR Curriculum Guide, p. 19.</p>	<p>Guided Observations: Observe a child imitating a sound and physical movement patterns. Use a checklist to record if a child:</p> <ul style="list-style-type: none"> Imitates the physical movement according to the pattern most of the time; Imitates the sound according to the pattern most of the time; Consistently and confidently imitates the pattern most of the time. 	Unit 4 Literature and Music, p. 92-93 Center Activities, p. 94-95

Asterisk (*) indicates objectives assessed on 6- week benchmark assessment.

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MA2	Algebraic Relationships	MATH.PK.1A.02 * Recognize and reproduce simple patterns of concrete objects, such as, string of beads that are yellow, blue, blue, yellow, blue, blue.	Research indicates that instruction focused on patterns and relationships is more effective than drill in fostering retention and transference to unpracticed problems.	Guided Observation: Show a unifix train of a simple color pattern. Follow with these questions: Do you see a pattern? How do you know? Could you read it for me? Ask child to build the same pattern using another set of concrete objects. Ask – What is your pattern? How is it like mine? Can you read it for me? Other assessment considerations are noted in the CLEAR Curriculum Guide, p. 21.	Unit 4 Activity 1, p. 98-102 Activity 2, p. 102-105 Center Activities, p. 94-95

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MA2	Algebraic Relationships	MATH.PK.1A.03 * Recognize patterns in environment, such as, day follows night, repeated phrases in storybooks, patterns in carpeting or clothing.	Instructionally, the teacher's role is to: <ul style="list-style-type: none"> • Model discovery of patterns in the environment. • Encourage children to "read" discovered patterns using their words. • Encourage children to recognize patterns. • Question children about patterns they recognize. • Explicitly use words to connect children's discoveries with patterns created or extended in class. 	Guided Observations: After a shared reading session, children identify patterns discovered in the story or poem. Note those children who are particularly good "pattern detectives." Suggested reading materials are listed in the CLEAR Curriculum Guide, along with other assessment considerations, p. 25.	Unit 4 Activity 1, p. 98-102 Activity 2, p. 102-105 Center Activities, p. 94-95

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MA2	Algebraic Relationships	MATH.PK.2A.01 Predict what comes next when patterns are extended.	Instructionally, it is important to help children verbalize their reasoning about their predictions. Often, when young children are asked why they have predicted something, they respond with a shrug or "Because." One suggestion for encouraging children's verbalizations is to pretend you can figure out what they are thinking. State something very silly about what they might be thinking. Often they will say, "No!" and then tell you what they are thinking instead. Other suggestions are listed in the CLEAR Curriculum Guide, p. 27.	Guided Observations: Show a unifix train of a simple color pattern. Ask – What would come next in this pattern? How do you know? Ask child to build the same pattern using another set of concrete objects. Ask – What would come next in your pattern? How do you know for sure? Show what it would like. Would you read your pattern now? More assessment considerations are noted in the CLEAR Curriculum Guide, p. 27.	Unit 4 Activity 3, p. 106-109 Activity 4, p. 110-111 Music, p. 93 Center Activities, p. 94-95

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MA1	Number and Operations	MATH.PK.1N.04 * Count concrete objects to five.	Children need to see, create, and count quantities in various forms and in many different situations. Repetition is especially helpful because children need many experiences with numbers before they begin to conceptualize quantity. Possible representations are noted in the CLEAR Curriculum Guide, p. 9.	<p>Guided Observations: Children are shown a group of objects (between 6 and 10 in number). They are asked to estimate the quantity of objects without counting. Then they are asked to count the objects aloud. If correctly done, the teacher can add five more to the group to be counted. If incorrect, the teacher should take two or three away and the set can be recounted.</p> <p>Other assessment considerations are noted in the CLEAR Curriculum Guide. P. 9.</p>	Unit 1 Activity 1, p. 10-11 Activity 7, p. 30-33 Activity 8, p. 34-37 Literature and Music, p. 2-3 Center Activities, p. 4-5

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MA1	Number and Operations	MATH.PK.1N.05 * Begin to compare the numbers of concrete objects using language, such as, "same" or "equal," "one more," "more than," or "less than."	For many young children, some of their first words involve the concept of more. Very young children) one or two years of age) often say they want "one more" cookie or "another" drink. The idea of "less" is often less developed as is the idea of "equal" or "the same as." Other instructional considerations in noted in the CLEAR Curriculum Guide, p. 11.	Guided Observations: Ask a child to compare the quantities in two different handfuls of manipulatives. Observe his or her process. Questions to enhance these observations are noted in the CLEAR Curriculum Guide, p. 11.	Unit 1 Activity 6, p. 26-29 Literature and Music, p. 2-3

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MA1	Number and Operations	MATH.PK.1N.06 Begin to demonstrate part of and whole with real objects, such as, an orange.	The teacher should use everyday routines or occurrences to help children begin to demonstrate part of and whole. Suggested routines are listed in the CLEAR Curriculum Guide, p. 13	Guided Observation: Observe children's demonstration of their understanding of the terms, <i>parts</i> and <i>whole</i> . Listen to their use of vocabulary as they describe their demonstration.	

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MA1	Number and Operations	MATH.PK.1N.01 * Arrange sets of concrete objects in one-to-one correspondence.	Model concept in many different situations. Provide many opportunities for students to practice arranging sets of concrete objects, i.e., "match large sets (10-20) of objects in one tub with objects in another tub (10-20) to see which tub has more, less or the same.	Observe a child arranging two sets of concrete objects in one-to-one correspondence. One task should contain an equal number of objects in both sets. Model incorrect arrangements (i.e., two-to-one matching or incomplete matchings). Ask, "What is wrong with the way I did it? How should it be done? How would your way be different than mine?"	Unit 1 Activity 4, p. 18-21 Activity 5, p. 22-25

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MA1	Number and Operations	MATH.PK.1N.03 * Count by ones to ten.	Model writing the numbers. Cluster numbers together – stick numbers (1, 7, 4); full circle (0, 8); parts of circle numbers (3, and 6); combination of sticks, circles and parts of circles numbers (2, 5, and 6).	Ask a child to count “out loud” as they distribute papers or take attendance. Record any numbers that are skipped or mispronounced. Observe specific times when children count and their confidence with the verbal sequence.	Unit 1 Activity 1, p. 10-11 Activity 7, p. 30-33 Activity 8, p. 34-37 Literature and Music, p. 2-3 Center Activities, p. 4-5

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