



CLEAR Mathematics

Pacing Guide PreKindergarten

Third Quarter: January 3, 2006 – March 17, 2006

Missouri (GLE) Standard	Strand	Objective Number/Statement	Learning Activities/Instructional Considerations	Assessment Considerations	Textbook Alignment
MA4	Measurement	MATH.PK.1M.01 * Begin to make size comparisons between objects, such as, taller than, smaller than.	To provide children with the experiences necessary to develop conversation, transitivity, and an understanding of unit, the teacher can facilitate experiences with size comparisons using length or weight measurement. Such activities include providing many opportunities for children to compare sizes. Include balancing scales, number scales, plastics containers with rubber band extensions, rulers, yardsticks, lengths of ribbons, or tagboard. Continue with activities suggested in CLEAR Curriculum Guide, p.44.	Activities should be followed with questions, such as, <ul style="list-style-type: none"> Which one is bigger? Why do you think so? How can you be sure? What could you do to show your friend? I wonder why this one is bigger than this one now and when we did this before it was the other way around? 	Unit 6 Activity 1, p. 140-143 Activity 2, p. 144-147 Literature and Music, p. 134-135 Center Activities (Dramatic Play and Language Building), p. 136-137

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

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MA4	Measurement	MATH.PK.1M.02 * Begin to order two or three objects by size (seriation), such as, largest to smallest (age 4).	<p>To provide children with the experiences necessary to introduce this objective, the teacher should: Provide many objects that could be easily compared because of their single differences (e.g., identical straws that are only different in length, or colored blocks that are only different in circumference). Use vocabulary to describe the seriation of objects, (i.e., "When the straws are put in order for shortest to tallest, they look like a staircase.").</p> <p>Continue with activities suggested in CLEAR Curriculum Guide, p.46.</p>	<p>Use questions to access high order thinking.</p> <p>Ask children to describe the results of a seriation task (photo of a creation or the actual sample) and the process they used to complete the task. Ask children to tell about their creation.</p> <ul style="list-style-type: none"> • How does this (piece) differ from this (piece)? What about this (piece) and this (piece)? • How did you know where to put this (piece)? Why didn't you put it here...or here? 	<p>Unit 6 Activity 1, p. 140-143 Activity 2, p. 144-147 Literature and Music, p. 134-135 Center Activities (Dramatic Play and Language Building), p. 136-137</p>

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MA4	Measurement	MATH.PK.1M.03 * Fill shape with solids or liquids, such as, ice cubes, water.	Use experiences which will provide children with the experiences necessary to develop conservation, transitivity, and an understanding of the unit, such as, <ul style="list-style-type: none"> • Provide many opportunities for children to fill shapes with solids or liquids. Add containers with a variety of shapes to the sand or water table. • Continue with activities suggested in CLEAR Curriculum Guide, pp.47-48. 	Guided observations: Observe children at the water or sand table. Questions to guide observations include: <ul style="list-style-type: none"> • Do you think the water will go over the side when you pour it? How do you know? • What would happen if I added a very big (or a very little cup) to the table? 	Unit 6 Activity 3, p. 148-151 Music, p. 135 Center Activities, p. 136

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MA4	Measurement	MATH.PK.2M.01 Begin to use tools to imitate measuring.	To provide children with the experiences necessary to imitate using a measuring tool, the teacher should: <ul style="list-style-type: none"> • Provide a variety of measuring tools (balancing scales, number scales, plastic containers, rulers, yardsticks, etc.). • Model frequently using a tool to measure length, height, weight, distance, and capacity. • Other suggested activities are noted in the CLEAR Curriculum Guide, pp 49-50. 	Guided Observations: Use a checklist to record when children are observed imitating the use of a measuring tool. Check for the following items: <ul style="list-style-type: none"> • Uses a tool. • Uses a tool that is appropriate for the item to be measured. • Models the use of the tool over and over again. • Models using numbers on the tools. • Partially describes the process used. • More assessment considerations are noted in the CLEAR Curriculum Guide, p. 50. 	Unit 6 Activity 4, p. 152-155 Center Activities (Dramatic Play and Building Center), p. 136-137

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MA4	Measurement	MATH.PK.2M.02 * Begin to categorize time intervals and use language associated with time in everyday situations, such as, "in the morning," "after a snack."	To provide children with the experiences necessary to introduce this objective, the teacher should use activities, such as, <ul style="list-style-type: none"> • Use time benchmarks (after a snack, in the morning, before center time, etc.) to describe when events will occur or have occurred and frequently ask children to tell when a classroom event occurs. • Other suggested activities are noted in the CLEAR Curriculum Guide, p. 52. 	Guided Observations: Use a checklist to record when children are heard: <ul style="list-style-type: none"> • Using time vocabulary to describe everyday situations. • Categorizing events by telling when they occurred. • Answering questions about when an event occurred. Other assessment considerations are noted in the CLEAR Curriculum Guide, p. 52.	

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MA4	Measurement	MATH.PK.2M.03 * Cover an area with shape, such as, tiles.	To provide children with experiences necessary to develop conservation, transitivity, and an understanding of unit, the teacher should facilitate many experiences with area. Provide materials so children can cover one area with 1) many different shapes of approximately the same size (e.g., pattern blocks), 2) different sizes of the same shapes, (e.g., tangram triangles), and 3) shapes of the same size and shapes (e.g., tiles). Other instructional considerations are noted in the CLEAR Curriculum Guide, pp. 53-54.	Include Portfolio Sample: Using paste and paper shapes, children can cover a white piece of drawing paper with shapes of their choice. Their job is to totally cover the entire page. When their page is complete, ask the following questions: Have you covered the entire space? How do you know? What made this task hard? Other questions to enhance this activity are noted in the CLEAR Curriculum Guide, p. 54.	Unit 3 Activity 4, p. 78-81

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MA1	Number and Operations	MATH.PK.1N.07 * Recognize and describe the concept of zero (meaning there are none).	Introducing the <i>concept</i> of zero is very different from introducing the symbol of zero "0." The concept of zero should be introduced during mathematics activities, as well as, during normal classroom routines. One suggestion is to: Use the word, "zero," interchangeably with "no more" or "all gone" or "none" to describe an empty milk crate or an empty pencil container, or an empty folder, or an empty room. Other learning activities are noted in the CLEAR Curriculum Guide, pp. 14-15.	Possible Questions: Begin with five objects in your hand – How many are in my hand? (Take away 1.) How many now? How do you know? (Take away 1.) How many now? Are you sure? (Continue with this same sequence until you get to zero.) How many now? Can you tell me in another way? How do you know? Guided Observations w/Questions to enhance these observations are noted in the CLEAR Curriculum Guide, p. 15.	

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MA1	Number and Operations	MATH.PK.1N.08 * Begin to identify first and last in a series.	<p>The teacher should use everyday routines or occurrences to help students begin to identify first and last in a series of events or objects.</p> <p>Some especially appropriate routines are:</p> <ul style="list-style-type: none"> • The class line leader is always <i>first</i> in line and the class door closer is always <i>last</i> in line. • A star is always put where you write the <i>first</i> letter of your name on your papers. • Other instructional considerations are noted in the CLEAR Curriculum Guide, p.17. 	<p>Guided Observations: Play “Find the Bear” game with individual children. Place five cups upside-down in a row. Place a teddy bear under one of them. Give clues using the words/phrases, “first,” “last,” “not first,” and “not last” in the clues. Observe children’s identification of the words and their use of the words to solve the problem. Other assessment considerations are noted in the CLEAR Curriculum Guide, p.17.</p>	Unit 1 Activity 3, p. 14-17 Literature, p. 2

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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.	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. Other assessment considerations are noted in the CLEAR Curriculum Guide. P. 9.	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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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 Centers, 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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