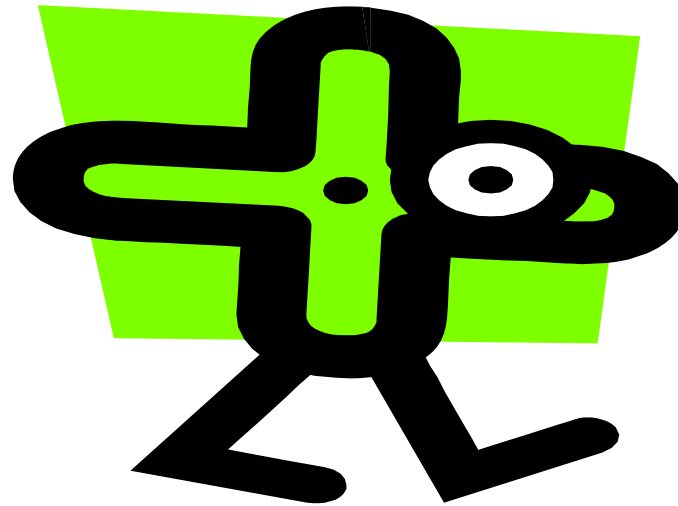




CLEAR Mathematics

Curriculum Pacing Guide



PreKindergarten

Fourth Quarter:
March 20, 2006 – May 25, 2006



CLEAR Mathematics

Pacing Guide

PreKindergarten

Fourth Quarter: March 20, 2006 - May 25, 2006

Missouri (GLE) Standard	Strand	Objective Number/Statement	Learning Activities/Instructional Considerations	Assessment Considerations	Textbook Alignment
MA3	Geometric and Spatial Sense	MATH.PK.1G.01 Recognize, describe and name shapes, such as, circles, triangles and rectangles – including squares.	Continue with activities suggested in CLEAR Curriculum Guide, p.		Unit 3 Activity 1, p. 68-71 Activity 2, p. 72-73 Literature and Music, p. 60-61 Center Activities, p. 62-63



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PreKindergarten

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Missouri (GLE) Standard	Strand	Objective Number/Statement	Learning Activities/Instructional Considerations	Assessment Considerations	Textbook Alignment
MA3	Geometric and Spatial Sense	MATH.PK.1G.02 Investigate and predict the results of putting together two or more shapes.	Continue with activities suggested in CLEAR Curriculum Guide, p.		Unit 3 Activity 4, p. 78-81 Center Activities (Art Center), p. 63



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MA3	Geometric and Spatial Sense	MATH.PK.1G.01 Use words that indicate where things are in space, such as, beside, inside, behind, above, below.	Continue with activities suggested in CLEAR Curriculum Guide, pp.		Unit 3 Activity 6, p. 86-89 Literature, p. 60



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MA3	Geometric and Spatial Sense	MATH.PK.3G.01 Recognize when a shape's position or orientation has changed.	Other suggested activities are noted in the CLEAR Curriculum Guide, pp	More assessment considerations are noted in the CLEAR Curriculum Guide, p.	Unit 3 Activity 5, p. 82-85 Activity 6, p. 86-89



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MA3	Geometric and Spatial Sense	MATH.PK.4G.01 Put together puzzles of increasing complexity.	Other suggested activities are noted in the CLEAR Curriculum Guide, p.	Other assessment considerations are noted in the CLEAR Curriculum Guide, p.	Unit 3 Activity 4, p. 78-81



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Continue the following objectives.

Missouri (GLE) Standard	Strand	Objective Number/Statement	Learning Activities/Instructional Considerations	Assessment Considerations	Textbook Alignment
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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PreKindergarten

Fourth Quarter: March 20, 2006 - May 25, 2006
Continue the following objectives.

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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.	<p>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?</p> <p>More assessment considerations are noted in the CLEAR Curriculum Guide, p. 27.</p>	Unit 4 Activity 3, p. 106-109 Activity 4, p. 110-111 Music, p. 93 Center Activities, p. 94-95



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Continue the following objectives.

Missouri (GLE) Standard	Strand	Objective Number/Statement	Learning Activities/Instructional Considerations	Assessment Considerations	Textbook Alignment
MA4	Measurement	MATH.PK.1M.02 * Begin to order two or three objects by size (seriation), such as, largest to smallest (age 4).	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."). Continue with activities suggested in CLEAR Curriculum Guide, p.46.	Use questions to access high order thinking. 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. <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? 	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