

***Correlation of Pearson Mathematics Makes Sense Kindergarten
to
The Curriculum***

Number

General Outcome

- Develop number sense

It is expected that students will:

Specific Outcomes	<i>Pearson Mathematics Makes Sense Kindergarten</i>
1. Say the number sequence by 1 s starting anywhere from 1 to 10 and from 10 to 1.	Unit 2, Lesson 9, pp. 46–49; Unit 4, Lesson 12, pp. 50–53
2. Recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots.	Unit 2, Lesson 7, pp. 38–41; Unit 2, Lesson 8, pp. 42–45
3. Relate a numeral, 1 to 10, to its respective quantity.	Unit 2, Lesson 3, pp. 22–25; Unit 2, Lesson 4, pp. 26–29; Unit 2, Lesson 5, pp. 30–33; Unit 2, Lesson 6, pp. 34–37; Unit 2, Lesson 7, pp. 38–41; Unit 2, Lesson 8, pp. 42–45; Unit 4, Lesson 1, pp. 16–17, 20–21; Unit 4, Lesson 2, pp. 18–21; Unit 4, Lesson 3, pp. 22–23, 26–27; Unit 4, Lesson 4, pp. 24–27; Unit 4, Lesson 5, pp. 28–29, 32–33; Unit 4, Lesson 6, pp. 30–33; Unit 4, Lesson 7, pp. 34–35, 38–39 Unit 4, Lesson 8, pp. 36–39; Unit 4, Lesson 9, pp. 40–41, 44–45; Unit 4, Lesson 10, pp. 42–45; Unit 4, Lesson 11, pp. 46–49

Specific Outcomes	<i>Pearson Mathematics Makes Sense Kindergarten</i>
4. Represent and describe numbers 2 to 10, concretely and pictorially.	Unit 2, Lesson 3, pp. 22–25; Unit 2, Lesson 4, pp. 26–29; Unit 2, Lesson 5, pp. 30–33; Unit 2, Lesson 6, pp. 34–37; Unit 2, Lesson 7, pp. 38–41; Unit 2, Lesson 8, pp. 42–45; Unit 4, Lesson 1, pp. 16–17, 20–21; Unit 4, Lesson 2, pp. 18–21; Unit 4, Lesson 3, pp. 22–23, 26–27; Unit 4, Lesson 4, pp. 24–27; Unit 4, Lesson 5, pp. 28–29, 32–33; Unit 4, Lesson 6, pp. 30–33; Unit 4, Lesson 7, pp. 34–35, 38–39 Unit 4, Lesson 8, pp. 36–39; Unit 4, Lesson 9, pp. 40–41, 44–45; Unit 4, Lesson 10, pp. 42–45; Unit 4, Lesson 11, pp. 46–49
5. Compare quantities, 1 to 10, using one-to-one correspondence.	Unit 2, Lesson 1, pp. 14–17; Unit 2, Lesson 2, pp. 18–21

Patterns and Relations

General Outcome

- Use patterns to describe the world and solve problems.

It is expected that students will:

Specific Outcomes	<i>Pearson Mathematics Makes Sense Kindergarten</i>
1. Demonstrate an understanding of repeating patterns (two or three elements) by: <ul style="list-style-type: none"> • identifying • reproducing • extending • creating patterns using manipulatives, sounds and actions.	Unit 1, Lesson 3, pp. 20–23; Unit 1, Lesson 4, pp. 24–27; Unit 1, Lesson 5, pp. 28–31

Shape and Space (Measurement)

General Outcome

- Use direct or indirect measurement to solve problems.

It is expected that students will:

Specific Outcomes	<i>Pearson Mathematics Makes Sense Kindergarten</i>
1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity).	Unit 3, Lesson 5, pp. 30–33; Unit 3, Lesson 6, pp. 34–37; Unit 3, Lesson 7, pp. 38–41; Unit 3, Lesson 8, pp. 42–45

Shape and Space (3-D Objects and 2-D Shapes)

General Outcome

- Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

It is expected that students will:

Specific Outcomes	<i>Pearson Mathematics Makes Sense Kindergarten</i>
1. Sort 3-D objects using a single attribute.	Unit 1, Lesson 1, pp. 12–15; Unit 1, Lesson 2, pp. 16–19; Unit 3, Lesson 2, pp. 18–21; Unit 3, Lesson 5, pp. 30–33
2. Build and describe 3-D objects.	Unit 3, Lesson 1, pp. 14–17; Unit 3, Lesson 2, pp. 18–21; Unit 3, Lesson 3, pp. 22–25; Unit 3, Lesson 4, pp. 26–29