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California Pre-Kindergarten Learning and Development Guidelines Correlated to *Moving with Math Primary Connections Pre-Kindergarten*

| | | Student Book | Skill Builders |
|------------------------------|--|----------------|------------------|
| NUMBER SENSE | | | |
| NS1.0 | Children begin to understand numbers and quantities in their everyday environment | | |
| NS1.1 | Recite numbers in order to ten with increasing accuracy | 111, 113 | 5-4, 5-8 |
| NS1.2 | Begin to recognize and name a few written numerals | 43-52, 103-109 | 5-5 |
| NS1.3 | Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize) | 45, 47, 49 | 5-1 |
| NS1.4 | Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy | 55, 58 | 6-1 |
| NS1.5 | Use the number name of the last object counted to answer the question, "How many...?" | 58 | 6-1 |
| NS2.0 | Children begin to understand number relationships and operations in their everyday environment | | |
| NS2.1 | Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or "same" | 15-19 | 2-1, 3-1 |
| NS2.2 | Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group | 122, 142, 143 | 26-1, 27-1 |
| NS2.3 | Understand that putting two groups of objects together will make a bigger group | 124, 129 | 26-4 |
| NS2.4 | Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5) | 130-132, 149 | 26-4, 27-2, 27-3 |
| ALGEBRA AND FUNCTIONS | | | |
| AF1.0 | Children begin to sort and classify objects in their everyday environment | | |
| AF1.1 | Sort and classify objects by one attribute into two or more groups, with increasing accuracy | 3 | |

| | | Student Book | Skill Builders |
|-------------------------------|--|-------------------------|------------------------|
| AF2.0 | Children begin to recognize simple, repeating patterns | | |
| AF2.1 | Begin to identify or recognize a simple repeating pattern | 65-67 | 4-1, 4-3 |
| AF2.2 | Attempt to create a simple repeating pattern or participate in making one | 63, 64 | 4-2 |
| MEASUREMENT | | | |
| M1.0 | Children begin to compare and order objects | | |
| M1.1 | Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger</i> , <i>longer</i> , <i>heavier</i> , or <i>taller</i> , or by placing objects side by side to compare length | 29, 84, 91-97 | 14-1, 20-2, 21-2, 21-3 |
| M1.2 | Order three objects by size | 13, 30 | 14-1 |
| GEOMETRY | | | |
| G1.0 | Children begin to identify and use common shapes in their everyday environment | | |
| G1.1 | Identify simple two-dimensional shapes, such as a circle and square | 25-27, 32, 36 | 15-2 |
| G1.2 | Use individual shapes to represent different elements of a picture or design | 68-71 | |
| G2.0 | Children begin to understand positions in space | | |
| G2.1 | Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside | 11 | 12-1 |
| MATHEMATICAL REASONING | | | |
| MR1.0 | Children use mathematical thinking to solve problems that arise in their everyday environment | | |
| MR1.1 | Begin to apply simple mathematical strategies to solve problems in their environment | 128, 135, 137, 148, 153 | 29-1 |