



# Math Teachers Press, Inc.

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## DISTRICT OF COLUMBIA EARNING STANDARDS CORRELATED TO *MOVING WITH MATH® PRIMARY CONNECTIONS GRADE PRE-KINDERGARTEN*

		Student Book	Skill Builders
<b>NUMBER SENSE AND OPERATIONS</b>			
<b>Number Sense</b>			
<b>PK.NSO-N.1.</b>	Use one-to-one correspondence (e.g., sees 4 children at table and gives each child 1 cup. Touches each doll as she counts how many are in the cradle).	14, 15, 42	3-1, 3-2
<b>PK.NSO-N.2.</b>	Count with understanding to at least 10 (e.g., counts 10 blocks, pointing to each as he counts and then says, "I have 10!" Chooses and counts 7 beads to put on necklace.).	111	5-3, 5-7
<b>PK.NSO-N.3.</b>	Use numbers to tell how many (number quantity) (e.g., says, "I broke my cookie into 4 pieces." Takes attendance and says, "There are 10 boys and 9 girls.").	58	5-1
<b>PK.NSO-N.4.</b>	Use numbers and counting as a means to solve problems, predict, and measure quantities (e.g., says, "5 cups" when asked to predict how many cups it will take to fill the bucket. Says, "Only 4 kids can ride tricycles now because that's all there are.").	89	5-6
<b>PK.NSO-N.5.</b>	Recognize and name numerals up to 10 (e.g., points to each number on the toy clock while counting aloud. Points to sign and says, "See, only 4 kids can be at the water table.").	111, 112	7-2
<b>PK.NSO-N.6.</b>	Quickly recognize quantity of small groups of objects up to 4 (e.g., sees 3 bear counters and says, "There are 3 of them" without having to count them. While getting ready to paint at the easel, asks, "Why are there only 3 paint colors today? We always have 4!").	43, 45, 47, 52	5-3
<b>PK.NSO-N.7.</b>	Construct sets of a given number using concrete objects (e.g., counts 6 blocks to match the numeral 6. Plays a game of dominoes with a friend, lining up sides with the same number of dots to each other.	49 (T.G.)	5-4

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<b>PK.NSO-N.8.</b>	Use ordinal numbers and positional words in everyday activities (e.g., looks at picture schedule and describes what comes first, second, and third. Arranges objects in order (seriate) from small to large).	5, 11, 13, 59	9-2
	<b>Computation and Operations</b>		
<b>PK.NSO-C.9.</b>	Demonstrate the idea of adding and subtracting by using concrete objects (e.g., while playing "Bears in a Cave," says, "I see 2 bears, so 1 must be hiding." Arranges 3 teddy bear counters in a block construction and then gets 1 more, saying, "No I have 4.")	122, 124, 144, 145	26-1, 27-1
	<b>PATTERNS, RELATIONS, AND ALGEBRA</b>		
<b>PK.PRA.1.</b>	Sort and classify objects by more than one attribute - color, shape, size, number, etc. (e.g., sorts play dough cookies by size, color, or shape. Sorts a collection of buttons into those with 1-4 holes).	1-3 (T.G.)	20-2
<b>PK.PRA.2.</b>	Recognize, describe, and copy simple patterns (e.g., joins the teacher in a clapping pattern, <i>slap the knee, clap hands; slap the knees, slap the knees, clap hands</i> . Use a stamp to repeat a pattern).	62-67	4-1, 4-2
	<b>GEOMETRY</b>		
<b>PK.G.1.</b>	Describe, name, and interpret distance and position in space; understand and use positional words (e.g., turns Loto game board so player sitting opposite can see it right side up. Frustrated, says, "I can't reach the ball; it's too high!").	11	12-1
<b>PK.G.2.</b>	Recognize, name, and describe simple two- and three-dimensional shapes (e.g., says, "this is a triangle. See, it has three sides." Says, "You need balls of clay to make a snowman.").	25-27, 32, 37	15-1, 16-2
<b>PK.G.3.</b>	Match, sort, and classify shapes (e.g., says "These all go together because they have three sides." When cleaning up blocks, orders the different shapes on the shelf by matching them to the outlines on the shelf.).	21 (T.G.), 36 (T.G.)	15-1, 15-4
<b>PK.G.4.</b>	Put together and take apart shapes to make new shapes (e.g., makes a picture using a variety of pattern block shapes. Puts a straw across a square and says, "Now I have triangles.").	23 (T.G.), 36 (T.G.), 68, 69	21-1

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<b>PK.G.5.</b>	Create shapes using concrete materials such as straws (e.g., uses toothpicks to make rectangles of different sizes. Put a ball on top of a triangular block and says, "I'm eating an ice cream cone.").	34	
<b>MEASUREMENT</b>			
<b>PK.M.1.</b>	Identify appropriate tools of measurement (e.g., picks up a measuring cup and says, "We need to add 2 cups of water to the cake mix" in dramatic play. Experiments using a balance scale to see how many wooden cubes make one side go all the way down.).	86, 91, 96	21-3
<b>PK.M.2.</b>	Make use of nonstandard and standard units for measurement to obtain information (e.g., uses footsteps to measure the length of the hopscotch grid on the playground. Looks at the clock and asks, "Is it time to go outside?").	82, 83, 87	20-1
<b>PK.M.3.</b>	Show awareness of time concepts and sequence (e.g., says, "After lunch we have read-aloud time." Says, "We go home at 3 o'clock.").	99	17-1
<b>DATA ANALYSIS, STATISTICS, AND PROBABILITY</b>			
<b>PK.DASP.1.</b>	Graph real objects or pictures of objects (no more than three) as a way to organize information (e.g., helps to make a graph [using actual shoes] showing how many children have sneakers with Velcro and how many have laces. Places cutouts of a hamster next to his favorite name for his new classroom pet.).	24, 39	30-1
<b>PK.DASP.2.</b>	Describe and analyze information from graphs (e.g., says "more kids like oranges than bananas" after looking at the tally marks next to the pictures of an orange and a banana. Says, "There are more boys than girls here today" after looking at the attendance graph).	39, 139	30-1