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Indiana's Foundations for Young Children Correlated to *Moving with Math Primary Connections Pre-Kindergarten **

		Student Book	Skill Builders
F.1	NUMBER SENSE		
F.1.1	Sing and dance to a number song		
F.1.2	Count a number of objects up to three		
F.1.3	Count each object only once		
F.1.4	Imitate counting behavior using the names of large numbers		
F.1.5	Identify first and last		
F.1.6	Use whole numbers up to five to describe objects and experiences		
F.1.7	Identify when objects are the same number, even if the arrangement is changed		
F.1.8	Rote count to five		
F.1.9	Draw pictures or symbols to represent a spoken number		
F.1.1	Match number symbols with amounts 1-3		
0			
F.1.1	Give "all" objects when asked		
1			
F.1.1	Identify the concept of "less"	19	
2			
F.1.1	Count backward from five		
3			
F.1.1	Give "some" and give "the rest" when asked		
4			
F.1.1	Identify the concept of "none"	1 (T.G.)	
5			
F.1.1	Rote count to ten		
6			
F.1.1	Match number symbols with amounts 0-5		
7			
F.1.1	Apply one-to-one correspondence with objects and people	15	
8			
F.1.1	Identify the next number in a series of numbers up to ten		
9			

F.1.2 0	Count backward from ten		
F.1.2 1	Pass out objects or food to people or characters	14	
F.1.2 2	Name groups of objects	3	
F.1.2 3	Use a tally system	4 (T.G.)	
F.2	COMPUTATION		
F.2.1	Identify "first" and "last"		
F.2.2	Trade several smaller items for a larger item		
F.2.3	Count on fingers		
F.2.4	Identify and use the concepts of "one more" and "one less"	16, 18	
F.2.5	Communicate that a snack is split in "half"		
F.2.6	Make a collection of items smaller by taking away items when asked		
F.2.7	Make a collection of items larger by adding items when asked		
F.2.8	Describe addition situations for numbers less than three		
F.2.9	Make guesses related to quantity		
F.2.1 0	Describe subtraction situations for numbers less than three		
F.2.1 1	Describe addition situations for numbers less than five		
F.2.1 2	Describe subtraction situations for numbers less than five		
F.2.1 3	Break apart a whole quantity of something into a set	3 (T.G.)	
F.2.1 4	Combine a whole quantity of something (e.g., pop beads)		
F.2.1 5	Represent object/activity by drawing or selecting picture		
F.3	ALGEBRA AND FUNCTIONS		
F.3.1	Follow along and imitate patterns of sounds and movements		
F.3.2	Reproduce patterns of sounds and movement		
F.3.3	Reproduce simple AB patterns of concrete objects		

F.3.4	Represent objects/activities by drawing or selecting pictures		
F.3.5	Predict what comes next when shown a simple AB pattern of concrete objects		
F.3.6	Identify attributes of objects		
F.3.7	Give reason for placement of objects	3	
F.3.8	Draw pictures or symbols to represent a spoken number		
F.3.9	Sort a group of objects by more than one way		
F.3.1 0	Name groups of objects	3	
F.3.1 1	Divide a set of four objects into equal parts		
F.3.1 2	Apply one to one correspondence with objects and people	15	
F.3.1 3	Categorize familiar objects by function and class		
F.4	GEOMETRY		
F.4.1	Give clues for finding hidden objects	11 (T.G.)	
F.4.2	Discriminate between object that is pulled apart and one that is put together		
F.4.3	Identify the missing parts (e.g., the door of a car, nose of the dog)		
F.4.4	Copy a vertical and horizontal line		
F.4.5	Imitate drawing a cross		
F.4.6	Sort by one attribute (e.g., size, shape, color)	3	
F.4.7	Sort a group of objects by more than one way		
F.4.8	Use "in" and "out" to indicate where things are in space	1 (T.G.)	
F.4.9	Use "on" and "off" to indicate where things are in space		
F.4.1 0	Use the words "here" or "there" to indicate where things are in space		
F.4.1 1	Follow instructions to place an object "here" or "there"		
F.4.1 2	Follow instructions to place an object "beside" or "next to" something		
F.4.1 3	Follow instructions to place an object "between" two things		

F.4.1 4	Copy circles, squares, triangles, and rectangles	25-27, 32	
F.4.1 5	Identify circles, squares, triangles, and rectangles	21, 23	
F.4.1 6	Communicate when something does not belong or should not happen	12	
F.4.1 7	Identify ten body parts	9 (T.G.)	
F.4.1 8	Identify attributes of objects	12	
F.4.1 9	Put objects into groups by attributes	13	
F.4.2 0	Complete interlocking puzzle of 8-12 pieces		
F.5	MEASUREMENT		
F.5.1	Follow a daily schedule		
F.5.2	Follow steps in a simple routine		
F.5.3	Order three objects by size	13, 30	
F.5.4	Use any descriptive word or gesture to express amount or size		
F.5.5	Use cups and tools in sand and water		
F.5.6	Use common measuring tools in correct context		
F.5.7	Communicate the size of things relative to self (e.g., compared to size of finger, arms length)		
F.5.8	Identify when something is hot and cold		
F.5.9	Communicate feelings of hot and cold		
F.5.1 0	Sort objects into long and short	29	
F.5.1 1	Identify similarities and differences in objects	12	
F.5.1 2	Ask why something is the same or different	12 (T.G.)	
F.5.1 3	Identify when something is too heavy to lift		
F.5.1 4	Relate time to events	6	
F.5.1 5	Associate events with time-related concepts	5, 6	
F.5.1 6	Tell what comes before and after	5	
F.5.1 7	Tell what activity comes first and what follows in sequence	5	
F.5.1 8	Tells three events in chronological order	5	

F.5.1 9	Categorize familiar items by function and class		
F.5.2 0	Choose an object based on function		
F.5.2 1	Choose between two activities		
F.6	PROBLEM SOLVING		
F.6.1	Identify attributes of objects	12	
F.6.2	Identify the missing object		
F.6.3	Give clues for finding hidden objects	11 (T.G.)	
F.6.4	Make simple cause/effect predictions		
F.6.5	Find an indirect way to obtain an object		
F.6.6	Discriminate between object that is pulled apart and one that is put together		
F.6.7	Create a collection equal to objects in a collection already constructed		
F.6.8	Identify similarities and differences in objects	12	
F.6.9	Identify the missing part		
F.6.1 0	Make guesses related to quantity		
F.6.1 1	Give reason for placement of objects		
F.6.1 2	Communicate when something does not belong or should not happen	12	
F.6.1 3	Use a tool in a new way		
F.6.1 4	Use a secondary strategy when the first one fails		
F.6.1 5	Use trial and error to solve problems		
F.6.1 6	Generalize a solution to a new situation		
F.6.1 7	Identify parts of an object		
F.6.1 8	Imitate the use of an adult tool in play		
F.6.1 9	See a simple task through to completion		
F.6.2 0	Recognize silly absurdities in song and play		

* Correlated to Units 1 and 2 only