



# Math Teachers Press, Inc.

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## Washington State Early Learning Benchmarks 60 Months to Kindergarten Entry Correlated to *Moving with Math Primary Connections Pre-Kindergarten*

|                                    |   | Student Book | Skill Builders |
|------------------------------------|---|--------------|----------------|
| <b>NUMBER SENSE AND OPERATIONS</b> |   |              |                |
| <b>Goal 38</b>                     | <b>Children demonstrate knowledge of numbers and counting</b>   |              |                |
| •                                  | Counts to at least 31 from memory   | 7            | 10-1           |
| •                                  | Understands that the last number counted represents the total quantity of objects   | 46, 49, 57   | 6-1            |
| •                                  | Uses math manipulatives, games, toys, and coins in daily activities   | Throughout   | Throughout     |
| •                                  | Uses basic numbers and counting operations (e.g., "I gave Sammy one of my blocks. Now he has two blocks")                     | 123          |                |
| •                                  | Tells what number comes before or after a given number to 20, with assistance   | 114, 115     |                |
| •                                  | Explains the difference between addition and subtraction, with assistance   | 153          | 29-1           |
| <b>MEASUREMENT</b>                 |   |              |                |
| <b>Goal 39</b>                     | <b>Children demonstrate knowledge of size, volume, height, weight, and length</b>   |              |                |
| •                                  | Measures sand or water using a variety of containers  | 91, 93       |                |
| •                                  | Measures ingredients for a cooking project, with guidance   | 99 (T.G.)    |                |
| •                                  | Uses some conventional vocabulary of measurement (e.g., inch, cup, pound), though may not have exact understanding of meaning | 98 (T.G.)    |                |
| •                                  | Estimates how many steps it will take to walk across the room   |              |                |
| •                                  | Matches objects correctly (e.g., bolts to nuts, jars to lids, greeting cards to envelopes)                                    |              | 13-2           |
| <b>PROPERTIES OF ORDERING</b>      |   |              |                |
| <b>Goal 40</b>                     | <b>Children identify and label shapes</b>   |              |                |

|                |  | <b>Student Book</b> | <b>Skill Builders</b> |
|----------------|--|---------------------|-----------------------|
| •              | Describes familiar geometric and non-geometric shapes in environment, with assistance                      | 21 (T.G.)           | 15-2, 16-2            |
| •              | Puts together and takes apart shapes to make other shapes (e.g., uses two triangles to make a rectangle)   | 69, 70              |                       |
|                |  |                     |                       |
| <b>Goal 41</b> | <b>Children sort, classify, and organize objects</b>   |                     |                       |
| •              | Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color) | 3                   |                       |
| •              | Completes a given pattern  | 65-67, 71           | 4-1, 4-2              |
| •              | Creates and describes a simple pattern   | 63, 64              |                       |
| •              | Describes how and why objects are arranged or sorted the way they are                                      | 3, 12 (T.G.)        |                       |