

Correlation of GA Early Learning Standards, GA Pre-K Content Standards and Kindergarten Standards with Work Sampling System
Mathematics Development

Adapted* by Elise Bellair, Cobb County School District

Pre-K MD 1 Children will begin to develop an understanding of numbers

Infants Indicators	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kindergarten GPS
	<p>Shows awareness of early concepts related to amount C1M3</p> <ul style="list-style-type: none"> • Gives his cup of juice and says "awgone" when cup is empty • Approximates the verbalization for again, when wants song repeated • Signs "more" to indicate more crackers • Begins to learn number words as tries to sing along with a counting song • Puts one colored plastic egg into each section of the egg carton 	<p>Builds beginning number concepts C2M3</p> <ul style="list-style-type: none"> • Recites, "1, 2, 3" just like adult modeling it • Sings counting song about five little monkeys jumping on a bed • Chooses "just one" cookie from plate • Uses some number words; uses sign language to ask for "two books" • Says, "one" when asked how many puppies she has • Asks for another slice of apple because friend has two, and she wants the same • Puts a blanket on each doll when adult asks if each baby has one 	<p>Builds number concepts C3M3</p> <ul style="list-style-type: none"> • Recites numbers 1 – 10 although sometimes they aren't all in order • Uses some size words, e.g. "I am big, and my baby brother is little." • Lines up pennies, moves finger across row, counts, "1, 2, 3, 4, 5" although there are 8 • Practices one-to-one correspondence • Matches plastic containers with their lids to see if he has as many tops as bottoms • Places 3 small plastic apples into each of 6 baskets 	<p>Counts by rote MD1a</p> <ul style="list-style-type: none"> • Counts in finger plays or rhymes • Sings a counting song 	<p>Numbers and Operations: Shows beginning understanding of number and quantity B 1</p>	<p>Count a number of objects up to 30 MKN1a, SKCS2a</p>
	<p>Begins to sort and match objects with guidance C1M2</p> <ul style="list-style-type: none"> • Helps sort laundry by finding some socks when asked • Gets another small ball when asked to get one just like another • Helps sort silverware by handing the spoons then forks when asked • Chooses big container instead of small when asked to give the big one • Places jack-in-the-box on the picture of the jack-in-the-box on toy shelf <p>Shows awareness of early concepts related to amount C1M3 <i>Refer to Sample Behaviors above</i></p>	<p>Begins to sort and match objects C2M2</p> <ul style="list-style-type: none"> • Finds shoe that matches the one she is wearing • When shown how to do it, sorts "big socks" and "little socks" • Sorts round blocks of one color and square blocks • Visually impaired child, feels shape of wooden pieces to find two that match • Matches red circles with a sample put in front <p>Builds beginning number concepts C2M3 <i>Refer to Sample Behaviors above</i></p>	<p>Sorts and matches objects C3M2</p> <ul style="list-style-type: none"> • Sorts a group of buttons into little ones and big ones • Matches a red crayon to a picture of a red crayon in a magazine • Sorts the flowers into three piles of different colors • Sorts locks and keys; tries to match some to see if any of keys open the locks • Matches pairs of identical pictures from a stack of picture cards <p>Builds number concepts C3M3 <i>Refer to Sample Behaviors above</i></p>	<p>Arranges sets of objects in one-to-one correspondence MD 1 b</p> <ul style="list-style-type: none"> • Matches blocks with animals • Places a spoon on each plate at the table 	<p>Numbers and Operations: Shows beginning understanding of number and quantity B 1</p>	<p>Count a number of objects up to 30 MKN1a</p>

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				Counts objects using one-to-one correspondence MD 1 c <ul style="list-style-type: none"> Counts manipulatives Counts the number of children present 	Numbers and Operations: Shows beginning understanding of number and quantity B 1	Count a number of objects up to 30 MKN1a
	Shows awareness of early concepts related to amount C1M3 <i>Refer to Sample Behaviors above</i>	Builds beginning number concepts C2M3 <i>Refer to Sample Behaviors above</i>	Builds number concepts C3M3 <i>Refer to Sample Behaviors above</i>	Compares sets of objects using language MD 1 d <ul style="list-style-type: none"> Identifies “more than, less than or same” when comparing two groups Explains that all of the long sticks are in one box and all the short sticks are in another box 	Numbers and Operations: Shows beginning understanding of number and quantity B 1	Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other MKN1e Use counting strategies to find out how many items are in two sets when they are combined MKN2a Build number combinations up to 10 and for doubles to 10 MKN2b Use objects, pictures, numbers, or words to create, solve, and explain story problems for two numbers that are each less than 10 MKN2c
				Begins to understand concept of part and whole using real objects MD 1 e <ul style="list-style-type: none"> Recognizes the difference between a whole apple and part of an apple 	Numbers and Operations: Shows beginning understanding of number and quantity B 1	Use informal strategies to share objects equally (divide) between two to three people or sets MKN1g
				Begins to identify ordinal numbers MD 1 f <ul style="list-style-type: none"> Lines objects on table and points to first in line and last in line Standing in line and says, “I am first, and you are second” 	Numbers and Operations: Shows beginning understanding of number and quantity B 1	Sequence and identify using ordinal numbers (1st – 10th) MKN1d

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	Shows awareness of early concepts related to amount C1M3 <i>Refer to Sample Behaviors above</i>	Builds beginning number concepts C2M3 <i>Refer to Sample Behaviors above</i>	Builds number concepts C3M3 <i>Refer to Sample Behaviors above</i>	Associates numeral name with set of objects MD 1 g • Counts four objects and says, "I have four bears."	<u>Numbers and Operations:</u> Shows beginning understanding of number and quantity B 1	Write numerals through 20 to label sets MKN1c
				Begins to understand the concept of currency as a means of exchange MD 1 h • Sorts coins during a small group activity • Uses play money to purchase items from a pretend classroom store	<u>Numbers and Operations:</u> Shows beginning understanding of number and quantity B 1	Identify coins by name and value (penny, nickel, dime, quarter) SSKE3b, MKN1h Count out pennies to buy items that together cost less than 30 cents MKN1i Make fair trades involving combinations of pennies/nickels or pennies/dimes MKN1j
				Begins to understand the concept of estimation MD 1 i • Estimates the number of marbles in a jar • Estimates how many steps it will take to get to the playground • Estimates how many cups of water it will take to fill a pitcher	<u>Mathematical Processes:</u> Begins to use simple strategies to solve mathematical problems A 1	Estimate quantities using five and ten as a benchmark MKN1f, SKCS2b
	Shows awareness of early concepts related to amount C1M3 <i>Refer to Sample Behaviors above</i>	Builds beginning number concepts C2M3 <i>Refer to Sample Behaviors above</i>	Builds number concepts C3M3 <i>Refer to Sample Behaviors above</i>	Begins to recognize numbers MD 1 j • Says, "I see the number 2," while pointing to the morning message board • Matches the correct number of counters to the number card and says, "Here is the number 4."	<u>Numbers and Operations:</u> Shows beginning understanding of number and quantity B 1	Write numerals through 20 to label sets MKN1c

Pre-K MD 2 Children will create and duplicate simple patterns

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		Explores concepts related to patterning C2M6 <ul style="list-style-type: none"> • Attempts to imitate pattern of red and yellow beads; but they aren't in a pattern yet • With assistance, copies a simple AB pattern • Claps hands, pats knees and continues this clap-pat pattern imitating adult 	Arranges objects in simple patterns C3M6 <ul style="list-style-type: none"> • Copies an AB pattern to make a yellow-green paper chain • Copies an AB pattern of big-small blocks that his teacher made. • Finishes the simple red-blue pattern her teacher started 	Copies a pattern using sounds or physical movements MD 2 a <ul style="list-style-type: none"> • Snaps, claps, stomps a rhythmic pattern 	<u>Patterns, Relationships & Functions:</u> Recognizes simple patterns and duplicates them C 2	Extend a given pattern and recognize similarities in different patterns MKG3b
		Explores concepts related to patterning C2M6 <i>Refer to Sample Behaviors above</i>	Arranges objects in simple patterns C3M6 <i>Refer to Sample Behaviors above</i>	Recognizes and reproduces simple patterns of objects MD 2 b <ul style="list-style-type: none"> • Creates patterns using manipulatives, blocks or other objects in the classroom 	<u>Patterns, Relationships & Functions:</u> Recognizes simple patterns and duplicates them C 2	Identify a missing shape with a given pattern of geometric shapes MKG3a Extend a given pattern and recognize similarities in different patterns MKG3b
		Explores concepts related to patterning C2M6 <i>Refer to Sample Behaviors above</i>	Arranges objects in simple patterns C3M6 <i>Refer to Sample Behaviors above</i>	Reproduces and extends a pattern using objects MD 2 c <ul style="list-style-type: none"> • Sees the pattern in a string of beads and determines which bead is needed to continue the pattern 	<u>Patterns, Relationships & Functions:</u> Recognizes simple patterns and duplicates them C 2	Identify a missing shape with a given pattern of geometric shapes MKG3a Extend a given pattern and recognize similarities in different patterns MKG3b
		Explores concepts related to patterning C2M6 <i>Refer to Sample Behaviors above</i>	Arranges objects in simple patterns C3M6 <i>Refer to Sample Behaviors above</i>	Independently creates patterns using objects MD 2 d <ul style="list-style-type: none"> • Creates patterns using manipulatives, blocks, or other objects in the classroom 	<u>Patterns, Relationships & Functions:</u> Recognizes simple patterns and duplicates them C 2	Extend a given pattern and recognize similarities in different patterns MKG3b
		Explores concepts related to patterning C2M6 <i>Refer to Sample Behaviors above</i>	Arranges objects in simple patterns C3M6 <i>Refer to Sample Behaviors above</i>	Spontaneously recognizes and identifies patterns in the environment MD 2 e <ul style="list-style-type: none"> • Recognizes patterns in rugs, clothes, daily schedule • Recognizes repeated phrases in stories 	<u>Patterns, Relationships & Functions:</u> Recognizes simple patterns and duplicates them C 2	Identify a missing shape with a given pattern of geometric shapes MKG3a Extend a given pattern and recognize similarities in different patterns MKG3b

Pre-K MD 3 Children will sort and classify objects

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	Begins to sort and match objects with guidance C1M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Begins to sort and match objects C2M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Sorts and matches objects C3M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Matches like objects MD 3 a <ul style="list-style-type: none"> Places all of the bears together 	<u>Patterns, Relationships & Functions:</u> Sorts objects into subgroups that vary by one or two attributes C 1	SKP1a, SKP1b
	Begins to sort and match objects with guidance C1M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Begins to sort and match objects C2M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Sorts and matches objects C3M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Sorts objects using one characteristic MD 3 b <ul style="list-style-type: none"> Places all red blocks together and all green blocks together Places big animals in one group and small animals in another group Sorts all pennies, nickels and dimes into appropriate groups 	<u>Patterns, Relationships & Functions:</u> Sorts objects into subgroups that vary by one or two attributes C 1	SKP1a, SKP1b, SKP2a
	Begins to sort and match objects with guidance C1M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Begins to sort and match objects C2M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Sorts and matches objects C3M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Classifies objects using more than one characteristic MD 3 c <ul style="list-style-type: none"> Makes grouping of red triangles, green triangles, red squares, green squares (sorted by color & shape) 	<u>Patterns, Relationships & Functions:</u> Sorts objects into subgroups that vary by one or two attributes C 1	SKP1a, SKP1b, SKL1b, SKL1c
	Begins to sort and match objects with guidance C1M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Begins to sort and match objects C2M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Sorts and matches objects C3M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Sorts and classifies objects using self-selected criteria MD 3 d <ul style="list-style-type: none"> Sorts through a box of buttons and makes up rules for organization 	<u>Patterns, Relationships & Functions:</u> Sorts objects into subgroups that vary by one or two attributes C 1	SKP1a, SKP1b, SKL1b, SKL1c
	Begins to sort and match objects with guidance C1M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Begins to sort and match objects C2M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Sorts and matches objects C3M2 <i>Refer to Pre-K MD 1 for Sample Behaviors</i>	Explains sorting or classifying strategy MD 3e <ul style="list-style-type: none"> Sorts items and says, "I put all of the big animals together." 	<u>Patterns, Relationships & Functions:</u> Sorts objects into subgroups that vary by one or two attributes C 1	SKL2a, SKL2b, SKL2d

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	<p>Begins to solve simple problems using logical reasoning C1M5</p> <ul style="list-style-type: none"> • Puts large circle, triangle, and square pieces in knob-inset puzzle • Finds toy under blanket; realizes its still there although it can't be seen • Explores how objects relate to one another (tries to put a big block in a small box, tries to fit foot into mother's shoe, tries to fit square shape in round hole) 	<p>Begins to solve simple problems using logical reasoning and mathematical thinking C2M5</p> <ul style="list-style-type: none"> • Completes puzzle with 3 or 4 connecting pieces • Notices toy is missing after brief distraction and says, "Where's my ---?" • Finds ball under one of 3 boxes after seeing someone pretend to put it under one of the other ones 	<p>Solves simple problems using mathematical thinking and logical reasoning C3M5</p> <ul style="list-style-type: none"> • Completes a puzzle with 5 connecting pieces • Breaks cracker in two so he and friend can each have some • So everyone has a napkin, says she needs one more • Has 2 bears, says "I need another bear, so I'll have papa, mama, and baby!" • Puts paper chocolate cone in chocolate column of "Favorite Ice Cream" chart 	<p>Participates in creating and using real and pictorial graphs or other simple representations of data MD 3 f</p> <ul style="list-style-type: none"> • Helps to create a graph of types of shoes worn in the classroom by placing shoes on a floor graph • Helps create a chart of favorite foods by placing name or symbol under the correct column 	<p>Patterns, Relationships & Functions: Sorts objects into subgroups that vary by one or two attributes C 1</p>	<p>Pose information questions, collect data, organize and record results using objects, pictures and picture graphs MKD1</p>

Pre-K MD 4 Children will develop a sense of space and an understanding of basic geometric shapes

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<p>Explores objects with different shapes and sizes C0M1</p> <ul style="list-style-type: none"> • Looks at colorful shapes hanging from mobile • Lays on quilt on floor; when rolls over onto stomach, can see and touch the colorful shapes on it • Swipes at mother's dangling round earrings • Chews on soft, cloth blocks of different shapes • Sits on floor with big stuffed toy in one arm and little one in other • Picks up blanket to find block underneath after he sees adult hide it • Notices pictures of large and small animals hanging on wall 	<p>Explores basic shapes C1M1</p> <ul style="list-style-type: none"> • Tries to put round shape in holes in shape box; sometimes is correct • Plays with pots and lids and tries to fit them together • Fits large round puzzle piece in its place in a one-piece puzzle 	<p>Begins to identify basic shapes C2M1</p> <ul style="list-style-type: none"> • Fits shapes into the shape box • Puts circle, square, and triangle pieces in the shape puzzle • Finds triangle cookie cutter, to make a cookie the same shape as sister's 	<p>Identifies basic shapes C3M1</p> <ul style="list-style-type: none"> • Points to a circle when asked to find one in his book about shapes • Says "square" when asked what shape her piece of toast is • Says "circle" when asked what shape the clock is • Chooses a musical instrument during Circle Time and says "This is a triangle." • Says, "This is part of the train puzzle," when he finds the piece shaped like a caboose • Glues triangles and squares onto a piece of paper to represent a house 	<p>Recognizes, describes and compares basic geometric shapes MD 4 a</p> <ul style="list-style-type: none"> • During group time says, "I am sitting on a square." • Notes that the classroom door is a rectangle • Using unit blocks, notices that a square has four sides and a triangle has three sides 	<p>Geometry and Spatial Relations: Begins to recognize and describe the attributes of shapes D 1</p>	<p>Recognize and name the following basic two-dimensional shapes: triangles, rectangles, squares, and circles MKG1a</p> <p>Compare geometric shapes and identify similarities and differences of the following two and three-dimensional shapes: triangles, rectangles, squares, circles, spheres, and cubes MKG1e, SKCS5a</p>

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		<p>Thinks creatively using logical reasoning and mathematical thinking C2M7</p> <ul style="list-style-type: none"> • Puts toy person in each toy car; when sees extra car and no more people, puts a ball in it instead • Stacks blocks to make towers of different shapes and sizes • Experiments with different ways to use different shaped boxes 	<p>Thinks creatively using logical reasoning and mathematical thinking C3M7</p> <ul style="list-style-type: none"> • Glues different shapes of paper on mat and says, "This is my grandma's house." • Put 3 pegs in peg board and says "This is my birthday cake; these are the candles!" • While playing with wooden shapes, puts two triangle shapes together and says, with surprise, "Look, I made a square!" 	<p>Uses classroom materials to create shapes MD 4 b</p> <ul style="list-style-type: none"> • Combines unit blocks to make shapes • Forms shapes using play dough 	<p>Geometry and Spatial Relations: Begins to recognize and describe the attributes of shapes D 1</p>	<p>Observe concrete objects in the environment and represent the objects using basic shapes MKG1c</p> <p>Combine basic shapes into basic and more complicated shapes, and will decompose basic shapes into combinations of basic shapes MKG1d</p> <p>Compare geometric shapes and identify similarities/differences of the following 2- and 3-dimensional shapes: triangles, rectangles, squares, circles, spheres and cubes MKG1e</p>
		<p>Explore concepts of place and location C2SS4</p> <ul style="list-style-type: none"> • Looks under table for his truck when his mother tells him she thinks it rolled there • Says she wants to go "downstairs" to see the toy train set in the basement • Remembers where he left cup of juice and goes to get it • Leads familiar adult to her classroom when he comes to visit for the first time 	<p>Explore concepts of place and location C3SS4</p> <ul style="list-style-type: none"> • Goes up to the gate and asks mother if she can go out; knows she is supposed to stay inside her backyard • While riding a tricycle through the playground, notices that path is smooth and other places are rocky and bumpy; decides to stay on path • Names the different stores and other locations he recognizes as he rides to school • Tells teacher she's going to ride on an airplane to visit her grandma who lives far away • When it's time to go outside, leads new student from classroom to playground 	<p>Uses language to indicate where things are in space: positions, directions, distances, order MD 4 c</p> <ul style="list-style-type: none"> • Uses positional words such as over, under, behind during play • Places an object inside and outside, behind and in front, under and above, beside and on a box on a table 	<p>Geometry and Spatial Relations: Shows understanding of and uses several positional words D 2</p>	<p>Identify when an object is beside another object, above another object, or below another object MKG2a</p> <p>Identify when an object is in front of another object behind another object, inside another object or outside it MKG2b</p>

Pre-K MD 5 Children will learn how to use a variety of non-standard and standard means of measurement

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	<p>Explores concepts related to measurement C1M4</p> <ul style="list-style-type: none"> Plays with different size containers at water table Tries to fit self inside a box; almost fits Stacks a few blocks on top of each other Nests a smaller cup inside a larger one 	<p>Builds beginning measurement concepts C2M4</p> <ul style="list-style-type: none"> Uses a smaller cup to fill a larger one Says "Time to eat!" when class comes in from the playground Stack large block on bottom, smaller one next, and even smaller one on top Nests two smaller cups inside a larger one Points to "Mama Bear" instead of "Baby Bear" when asked which one is bigger 	<p>Builds measurement concepts C3M4</p> <ul style="list-style-type: none"> Points to serving spoon not teaspoon when asked which one is longer Fills the measuring cup with flour to help make play dough for class Says to friend, "My daddy comes after naptime." Says, "Let's go to Mrs. King's house now" after she finishes her breakfast When asked when he's going to the park; says, "Later, when [adult] picks me up." Tells friend that she is older, because "I am taller than you." 	<p>Associates and describes the passage of time with actual events MD 5 a</p> <ul style="list-style-type: none"> Notes that snack time is after outdoor time Remarks that yesterday was special because of the trip to the library Recalls daily schedule Uses words to describe time intervals such as, yesterday, today, and tomorrow 	<p>Measurement: Participates in measuring activities E 2</p>	<p>Know the names of the days of the week MKM2a</p> <p>Know months of year MKM2b</p> <p>Order daily events MKM3a</p> <p>Tell the time when daily events occur, e.g., lunch, to the nearest hour MKM3b</p> <p>Know the name of the day of the week when weekly events occur in class MKM3c SSKH3a, SSKH3b, SSKH3c, SSKH3d, SSKH3e, SSKH3f, SSKH3g, SKE1a</p>
	<p>Uses sounds and simple words to describe things in the environment C1S2</p> <ul style="list-style-type: none"> Identifies own nose, mouth, eyes by pointing to them and making sounds Points to cat and says "meow" Tastes spaghetti and says "hot" Sits on floor, points to toys and names them (e.g., ball, dog, airplane) Uses same word, "tuck," whenever sees a truck, car, or bus – any large vehicle with wheels Says "wet" when splashes self with water 	<p>Uses language to describe things in the environment C2S2</p> <ul style="list-style-type: none"> Points to missing part of toy to show that it is broken Draws a picture and says it's the tree in front of his house Describes pet rabbit as "soft and furry" Reports to his father that they "can't go," because "mommy's car broke" Sings a song about different body parts and moves them while singing Closes bathroom door and says, "It's dark!" Uses signs to convey a message 	<p>Uses language to describe things in the environment C3S2</p> <ul style="list-style-type: none"> Without looking inside, reaches into a paper bag with a fuzzy ball, a block, and an animal figure; grabs the block and identifies it before taking it out of the bag Watches a caterpillar crawling on window sill and describes that it "has stripes on it" Compares two plants side by side; describes that one is growing taller than the other Describes cause-effect; splashes hands in water, says, "Look at the bubbles I made" Smells the flowers on the kitchen table and says, "This one smells good." Uses sign language to describe that the magnet picks up the key but not paper Tells friend to put the trash in the trash can "to keep the earth clean" 	<p>Uses mathematical language to describe experiences involving measurement MD 5 b</p> <ul style="list-style-type: none"> Uses comparison terms, such as, "My block is longer than yours" (heavy/light, big/little, tall/short) 	<p>Measurement: Orders, compares, and describes objects according to a single attribute E 1</p>	<p>Compare and order objects on the basis of length MKM1a</p> <p>Compare and order objects on the basis of capacity MKM1b</p> <p>Compare and order objects on the basis of height MKM1c</p> <p>Compare and order objects on the basis of weight MKM1d</p>

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	Explores concepts related to measurement C1M4 <i>Refer to Sample Behaviors above</i>	Builds beginning measurement concepts C2M4 <i>Refer to Sample Behaviors above</i>	Builds measurement concepts C3M4 <i>Refer to Sample Behaviors above</i>	Measures the passage of time using non-standard or standard measures MD 5 c • Uses sand timer to measure time at the computer	Measurement: Participates in measuring activities E 2	SKE1a
	Explores concepts related to measurement C1M4 <i>Refer to Sample Behaviors above</i>	Builds beginning measurement concepts C2M4 <i>Refer to Sample Behaviors above</i>	Builds measurement concepts C3M4 <i>Refer to Sample Behaviors above</i>	Measures the length of objects using non-standard or standard measures MD 5 d • Uses links to measure the length of a table • Uses hands, feet, or string to measure length Uses a ruler to measure length of a block	Measurement: Participates in measuring activities E 2	Compare and order objects on the basis of length MKM1a Compare and order objects on the basis of height MKM1c, SKCS3a
	Explores concepts related to measurement C1M4 <i>Refer to Sample Behaviors above</i>	Builds beginning measurement concepts C2M4 <i>Refer to Sample Behaviors above</i>	Builds measurement concepts C3M4 <i>Refer to Sample Behaviors above</i>	Measures the volume (capacity) of objects using non-standard or standard measures MD 5e • Uses cup or plastic container to measure water in the sensory table • Uses measuring cups to measure recipe ingredients	Measurement: Participates in measuring activities E 2	Compare and order objects on the basis of capacity MKM1b
	Explores concepts related to measurement C1M4 <i>Refer to Sample Behaviors above</i>	Builds beginning measurement concepts C2M4 <i>Refer to Sample Behaviors above</i>	Builds measurement concepts C3M4 <i>Refer to Sample Behaviors above</i>	Measures and compares the weight of objects using nonstandard or standard measures MD 5f • Holds a block in each hand and identifies which is heaviest • Uses balance scale to compare weight of small blocks and plastic cubes	Measurement: Participates in measuring activities E 2	Compare and order objects on the basis of weight MKM1d, SKCS4b, SKCS4c, SKCS6b
	Explores concepts related to measurement C1M4 <i>Refer to Sample Behaviors above</i>	Builds beginning measurement concepts C2M4 <i>Refer to Sample Behaviors above</i>	Builds measurement concepts C3M4 <i>Refer to Sample Behaviors above</i>	Orders two or more objects by size (seriation) MD 5 g • Uses blocks of 3 different sizes and places in order of size-small, medium, large • Arranges four rods from shortest to longest	Measurement: Orders, compares, and describes objects according to a single attribute E 1	SKCS4c