

HANDOUT 3

Mathematical Reasoning Alignment

2.0 Children begin to understand positions in space.	2.0 Children expand their understanding of positions in space.	Geometry <ul style="list-style-type: none"> Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres). <ol style="list-style-type: none"> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.
Strand: Mathematical Reasoning		Mathematical Practices
At around 48 months	At around 60 months	By the end of kindergarten
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	Mathematical Practices
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	Mathematical Practices <ol style="list-style-type: none"> Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.