

Geometry*

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.0 Children begin to identify and use common shapes in their everyday environment.	1.0 Children identify and use a variety of shapes in their everyday environment.
1.1 Identify simple two-dimensional shapes, such as a circle and square.	1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.
Examples	Examples
<ul style="list-style-type: none"> When playing a matching game, communicates, “This is a circle.” While playing shape bingo, indicates or points to the correct shape. Indicates a shape block and communicates, “This is a square.” Sorts shape manipulatives of varying sizes into different shape groups (e.g., points to the group of triangles and communicates, “Here are the triangles: big, small, and very small triangles”). 	<ul style="list-style-type: none"> While playing the “I Spy the Shape” game, communicates, “I see a circle—the clock.” Later, says, “I see a rectangle—the table.” Correctly identifies shapes as the teacher calls them out in a game of shape bingo. Uses play dough to construct rectangles of different sizes and orientations. Sorts manipulatives of different sizes and orientations by shape and explains why a particular shape does or does not belong in a group. Tears paper shape and communicates, “Look! A triangle” while making a collage.
1.2 Use individual shapes to represent different elements of a picture or design.	1.2 Combine different shapes to create a picture or design.
Examples	Examples
<ul style="list-style-type: none"> Uses a circle for a sun and a square for a house in a picture. Puts together a foam shape puzzle in which each shape is outlined. Creates a design by putting shape tiles together. 	<ul style="list-style-type: none"> Uses a variety of shapes to construct different parts of a building. Uses flannel pieces of different shapes to create a design. Creates a house, from different shapes, using a computer program.

* Throughout these mathematics foundations many examples describe the child manipulating objects. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as count, sort, compare, order, measure, create patterns, or solve problems. A child might also use adaptive materials (e.g., large manipulatives that are easy to grasp). Alternately, a child might demonstrate knowledge in these areas without directly manipulating objects. For example, a child might direct a peer or teacher to place several objects in order from smallest to largest. Children with visual impairments might be offered materials for counting, sorting, or problem solving that are easily distinguishable by touch. Their engagement is also facilitated by using containers, trays, and so forth that contain their materials and clearly define their work space.



<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.0 Children begin to understand positions in space.	2.0 Children expand their understanding of positions in space.
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.
Examples <ul style="list-style-type: none">• Goes under the table when the teacher communicates, “ Pick up the cup. It’s under the table.”• Communicates to another child in the play-house, “Put the pan on the stove.”• Requests that another child put the balls inside the box.• Looks up when the teacher says, “If you look up, you’ll see your coat.”	Examples <ul style="list-style-type: none">• During a treasure hunt, gives or follows directions to find something behind the doll bed or under the mat.• Follows directions when asked by the teacher to stand in front of or behind another child.• Communicates, “Where’s my book?” A friend says, “It’s over there on the table.” She finds the book.• Follows along with the directions during a game of “Simon Says” (e.g., “Put your hands in front of your legs”).