Indiana Early Learning Standards

Mathematics: Preschool

Numeracy

1 Demonstrate strong sense of counting M1.1

Younger Preschool

- a Count the number sequence 1-10 M1.1.Y.A
- b Recognize that the count remains the same regardless of the order or arrangement of the objects M1.1.Y.B
- c Apply one-to-one correspondence with small number of objects and/or people (2- 3 objects) M1.1.Y.C
- d Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5 M1.1.Y.D
- e Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize) M1.1.Y.E

Older Preschool

- a Count the number sequence 1-20 M1.1.O.A
- b Recognize the last number name said tells the number of objects counted M1.1.O.B
- c Apply one-toone correspondence with increasing number of objects and/or people (5-10 objects) M1.1.O.C
- d Draw pictures, symbols, or use manipulatives to represent spoken number 0-10 M1.1.O.D
- e Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize) M1.1.O.E

2 Demonstrate understanding of written numerals M1.2

Younger Preschool

- a Begin to recognize that number symbols indicate quantity and that different number symbols indicate different quantities M1.2.Y.A
- b Identify numerals in general as different from letters or other symbols M1.2.Y.B
- c Begin to match number symbols with amounts 1-3 M1.2.Y.C

Older Preschool

- a Match number symbols with amounts 1-10 M1.2.O.A
- b Name written numerals from 0-10 M1.2.O.B
- c Begin to write numerals 1-10 M1.2.O.C

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3 Recognition of number relations M1.3

Younger Preschool

a Readily identify first and last M1.3.Y.A

b Correctly use the words for comparing quantities M1.3.Y.B

c Separate sets of 6 or fewer objects into equal groups M1.3.Y.C

d Demonstrate the understanding of the concept of after M1.3.Y.D

Older Preschool

a Identify when 2 sets are equal using matching and counting strategies M1.3.O.A

b Correctly use the words for position M1.3.O.B

c Compare the values of two numbers from 1 to 10 presented as written numerals M1.3.O.C

d Demonstrate the understanding of the concept of before M1.3.O.D

Computation and Algebraic Thinking

1 Exhibit understanding of mathematical structure M2.1

Younger Preschool

a Begin to understand that numbers can be composed and decomposed to create new numbers M2.1.Y.A

Older Preschool

a Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five M2.1.O.A

2 Demonstrate awareness of patterning M2.2

Younger Preschool

a Physically extend simple ABAB patterns of concrete objects to other concrete objects M2.2.Y.A

Older Preschool

a Begin to create and extend a new simple pattern M2.2.O.A

Younger and Older Preschool

a Understand sequence of events when clearly explained M2.2.YO.A

Data Analysis

1 Demonstrate understanding of classifying M3.1

Younger Preschool

a Sort, classify, and compare objects by one attribute M3.1.Y.A

Older Preschool

a Explain simple sorting or classifying strategies M3.1.O.A

b Sort a group of objects in multiple ways M3.1.O.B

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Geometry

1 Understanding of spatial relationships M4.1

Younger and Older Preschool

a Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes M4.1.YO.A

Younger Preschool

a Use position terms such as in, on, and under M4.1.Y.A

Older Preschool

a Use position terms such as above, below, beside, and between M4.1.O.A

2 Exhibit ability to identify, describe, analyze, compare, and create shapes M4.2

Younger Preschool

a Match similar shapes when given a variety of three-dimensional shapes M4.2.Y.A

b Start to identify the attributes of shapes M4.2.Y.B

c Use names of two- dimensional shapes (e.g., square; triangle; circle) when identifying objects M4.2.Y.C

d Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder) M4.2.Y.D

Older Preschool

a Use the attributes of shapes, such as number or length of sides, to distinguish between shapes M4.2.O.A

b Differentiate two- and three-dimensional shapes (e.g., squares from cubes) M4.2.O.B

Measurement

1 Understand the concept of time M5.1

Younger Preschool

a Understand time limit cue M5.1.Y.A

b Understand transition from one activity to the next M5.1.Y.B

c Tell what activity comes before and after M5.1.Y.C

Older Preschool

a Know daily concepts of earlier and later, morning and afternoon M5.1.O.A

2 Understand measurement through description and comparison M5.2

Younger Preschool

a Directly compare and describe two objects with a measurable attribute M5.2.Y.A

b Begin to measure length and volume (capacity) using nonstandard measurement tools M5.2.Y.B

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Older Preschool

a Directly compare and describe two or more objects with a measurable attribute M5.2.O.A

b Engage in measuring type play/behaviors using standard tools like rulers or measuring tapes, liquid measuring cups, or cylinders M5.2.O.B