Glossary for Preschool Mathematical Standards Content Terms

CONTENT TERMS for MATH	DEFINITION	STANDARD(S)
amounts	a quantity of something	M.6.7
amounts of objects in daily lives	things that children can relate to or have experienced in everyday life	CC.4.2
appropriate amounts	an amount represented by the correct set of objects	CC.4.4
area of objects	amount of a surface	M.6.6
better guesses	to use evidence in order to give a more logical answer	SOBAT.5.3
cardinal numbers	natural numbers used to measure the size of sets	CC.4.7
common shapes	frequently used forms or outlines of objects (triangle, circle, star, heart, oval, rectangle, square, diamond, rhombus)	G.7.1
comparative relationships	similarities or differences found between objects or groups of objects (e.g., more/less/same number of objects or quantities)	ML.2.7
concept of time	a general idea of past, present, and future	M.6.3
concepts of weight	how an object is heavier or lighter	M.6.2
conceptual counting	counting of objects, demonstrating a one-to-one correspondence	CC.4.3
concrete mathematical situations	a real world event in which mathematics can be used to solve the problem	MP.1.4
counting as a means for determining quantity	say numbers in order to find the total	CC.4.1
counting as a means for solving problems	say numbers in order to find a solution	CC.4.1
criterion	a characteristic or trait that all things or events share (e.g., color, shape, size, time)	SOBAT.5.5
current knowledge and experience	what they know and what has happened to them	MP.1.2
daily lives	a person's environment and routines	M.6.4
differences	ways two or more things are not like each other	SOBAT.5.4
directionality of objects	the line along which anything lies, faces, moves in space	G.7.4
environment	where students live, learn, explore, and spend time	CP.3.2 G.7.3
events	things that happen	SOBAT.5.5

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events in daily lives	happenings that children can relate to or have experienced in everyday life	CC.4.2
everyday measurement problems	daily act of determining size, capacity, or quantity of task	M.6.5
geometric shapes	an object that has a specific outline or form consisting of points connected by lines or curves including triangles, squares, circles, and pentagons	G.7.3
informal conversations about mathematical concepts	talk about representing numbers, relationships among numbers, and number system	ML.2.1
informal conversations about number relationships	talk about familiar operations and how they relate to one another	ML.2.1
information displayed in different ways	data sorted and shown in a variety of ways (e.g., columns, rows, groups, subgroups)	ML.2.5
information in many forms	data presented in various formats (e.g., numerical, written, pictorial, and oral)	ML.2.5
information organized in different ways	data categorized in a variety of ways (e.g., characteristics of height, weight, size, color, kind)	ML.2.5
length of objects	unit of measure to tell how long things are	M.6.6
likenesses	ways two or more things are similar	SOBAT.5.4
mathematical discoveries	the gained insight or understanding arrived at through exploration	ML.2.5
mathematical explorations	to experiment for the purpose of gaining understanding and insight that might lead to discovery	ML.2.5
mathematical symbols	characters used in math to represent concepts (e.g., +, -, =)	ML.2.2
mathematics	the study and application of math	MP.1.1
new problems from every day mathematical situations	questions from daily math experiences	MP.1.2
non-standard measures	objects used in place of a measuring tool (e.g. ruler)	M.6.6
number concepts	numerical ideas	CC.4.5
number sequence beyond ten	order of numbers above ten	CC.4.9
number sequence up to ten	order of numbers between 0-10	CC.4.9
number symbols	numerical characters used in math to show quantity or value (e.g., 4, 5, 6, 7)	ML.2.2 ML.2.4

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CONTENT TERMS for MATH	DEFINITION	STANDARD(S)
number symbols for small amounts	numerical characters used in math to show quantity or value from 0-10	CC.4.4
number words represent quantities	numerical vocabulary to show amount or number	CC.4.6
numbers as a means for determining	know that words or symbols represent a certain amount	CC.4.1
numbers as a means for solving problems	use words or symbols to find a solution	CC.4.1
numbers used to label various aspects of lives	places that labels are used that are pertinent to the lives of children	CC.4.8
numerals	a symbol used to represent a value	ML.2.4
numerals represent quantities	number symbols that show amount or number	CC.4.6
objects	things	SOBAT.5.5
order of objects	arrangement of people, things, or events	G.7.4
ordinal numbers	number words denoting the position in sequence	CC.4.7
patterns	repeating segments that use two or more items	CP.3.2 CP.3.3 CP.3.4 G.7.7 G.7.8
patterns in their environment	repeating segments that use two or more items found where students live, learn, explore, and spend time	G.7.5
pictures	images or drawings	CP.3.1 G.7.6
positions of objects	arrangement of people, things, or events in relation to each other	G.7.4
problems in their daily lives	situations that arise in everyday life that require mathematics to solve	MP.1.1
problems involving combining	tasks that bring two or more things together as a whole or merge	SOBAT.5.1
problems involving comparing	tasks that require telling or showing what is the same and what is different	SOBAT.5.1
problems involving joining	tasks that start with a base number and adding on	SOBAT.5.1
problems involving separating	tasks that require taking apart	SOBAT.5.1

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CONTENT TERMS for MATH	DEFINITION	STANDARD(S)
problems that involve analyzing information	situations that include discovering possibilities through investigation	MP.1.5 SOBAT.5.2
problems that involve collecting information	situations that require gathering data	MP.1.5 SOBAT.5.2
problems that involve predicting information	situations that include showing or saying what will happen next	MP.1.5 SOBAT.5.2
processes and procedures	sequential rules and practices applied to solving of mathematical situations	MP.1.4
properties of objects	characteristics of items such as color, size, weight, texture	M.6.7
quantities	numerical amounts	CC.4.5
quantity-related words	terms used to show numerals, size, amount, comparative values (e.g., more, less, taller, shorter, lighter)	ML.2.5
real objects	manipulatives or hands-on items	CP.3.1 G.7.6
recognition of time	acknowledge that events happen at certain parts of the day	M.6.3
relationships	how things relate to one another	CP.3.3 G.7.7
representational graphs	symbolic organization of information in a set	SOBAT.5.7
results of changing shapes	end product when making a new shape	G.7.2
results of combining shapes	end product when two or more shapes are put together	G.7.2
results of subdividing shapes	end product when breaking an object into parts	G.7.2
same group can be classified in more than one way	same objects can be identified by specific attribute	SOBAT.5.6
same group can be sorted in more than one way	same objects can be separated in more than one way	SOBAT.5.6
sequence of events	a set of happenings that occur in the same order	M.6.3
simple concrete graphs	visual representation of a set of objects where some pairs of objects are connected (e.g., line, bar, pie, pictograph)	SOBAT.5.7
simple mathematical language	verbally articulated vocabulary of math	ML.2.5
simple mathematical situations	an event involving a one-step problem	MP.1.4

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CONTENT TERMS for MATH	DEFINITION	STANDARD(S)
simple patterns	a repeating segment that uses two items repeated one or more times (e.g., color, shape, size). Also known as AB pattern	CP.3.1 G.7.6
simple terms	words that are easy to understand	G.7.1
symbols to represent quantities	numerical characters to depict a value	ML.2.3
symbols to represent real objects	pictorial representations or numerical characters to depict authentic things	ML.2.3
temperature	existence or lack of heat in an object or environment	M.6.4
things in their environment can be measured	objects in a child's surroundings that can be quantified by length, width, weight, size etc.	M.6.1
time plays a role in daily life	daily routines	M.6.3
tools	devices used to quantify length, width, weight, size, etc.	M.6.7
trial and error experiences	testing by doing and seeing	MP.1.3
various approaches to problem solving	different ways to find the answer to a question	MP.1.3
various formats	different ways to experience patterns (e.g., things that can be seen, heard, felt)	CP.3.4 G.7.8
vocabulary	numerical words that are used in oral language	CC.4.5
why they would group or sequence in a particular way	the reason they put items together or arranged	SOBAT.5.6
work with numbers in pictorial formats	picture(s) of objects that represent an amount	ML.2.2
work with numbers in simple concrete formats	numbers represented with objects	ML.2.2
written numerals	number symbols in print	CC.4.5

Glossary for Preschool Mathematical Standards
Skill Terms

SKILL TERMS for Math	DEFINITION	STANDARD(S)
affects	to make a difference	M.6.4
appreciate	to be aware of, know they exist	G.7.3
begin to build an understanding through the use of words	to start to know and use by verbalizing	G.7.4
begin to describe	to start to tell	ML.2.7
begin to develop	to start to create, recognize	MP.1.3
begin to develop the ability to solve	show progress towards completing or resolving through various methods	SOBAT.5.1
begin to generate	to start to produce	MP.1.5
begin to predict	to start to estimate how and event will end	G.7.2
begin to recognize	to start to identify	ML.2.6 G.7.3
begin to record	to start to put in writing	ML.2.2
begin to talk about	to start to verbally describe	MP.1.4
begin to understand	start to know and use	SOBAT.5.7 M.6.2 M.6.7
begin to use	to start to apply	MP.1.3 ML.2.3 M.6.6
build	to make sets	CC.4.2
classify	arrange in different categories based on similarities	G.7.1
collecting information	gathering data	SOBAT.5.7
compare	to tell or show what is the same and different	CC.4.2
copy	to replicate or recreate	CP.3.1 G.7.6
create	to invent	CP.3.1 G.7.6
describe	to tell what something is like	CP.3.1 CP.3.3 SOBAT.5.6 G.7.6 G.7.7

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Skill Terms

SKILL TERMS for Math	DEFINITION	STANDARD(S)
describing information	attributes assigned to the collected, organized, and/or recorded data	SOBAT.5.7
develop an increasing ability to count in sequence	numbers used in order	CC.4.9
develop an increasing interest and awareness	to desire to learn more	CC.4.1
draw	to create a picture of	G.7.1
extend	to continue	CP.3.1 G.7.6
generate	to produce	MP.1.2 SOBAT.5.2
identify	to tell or show	MP.1.1 MP.1.2 MP.1.4 SOBAT.5.4
	to recognize	CP.3.2 EXCQ.G.7.5
investigate	to explore	CP.3.3 G.7.2 G.7.7
label	to name or describe in a specific way	ESCQ.CC.4.2
make models	create copies	G.7.1
make progress	to show growth	ML.2.4
making progress in moving beyond	show growth	CC.4.3
match	to pair with	CC.4.2 CC.4.4
matching	to correspond with quantity	ML.2.4
measure	to discover the exact size or amount of something	M.6.7
moving toward use of	to advance toward applying	ML.2.2
name	to label	G.7.1
organizing information	grouping data in meaningful ways	SOBAT.5.7
participate regularly	to be involved in often	ML.2.1

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Skill Terms

SKILL TERMS for Math	DEFINITION	STANDARD(S)
place in order	to arrange	SOBAT.5.5
reading	to look at and recognize	ML.2.4
recognize	to identify	CP.3.1 CP.3.4 CC.4.4 SOBAT.5.6 G.7.6 G.7.8
recognizing	identifying	ML.2.4
recording information	writing or symbolically representing the collected and /or organized data	SOBAT.5.7
rote counting	being able to say the names of the numbers in order	CC.4.3
separate	to take apart	SOBAT.5.1
show (an) awareness	to demonstrate understanding	M.6.1 M.6.3 M.6.4
show growth in understanding	to display an increase in knowledge	CC.4.6
show progress in linking in meaningful ways	to move forward to connect with purpose	CC.4.5
solve	to find a solution	MP.1.2 MP.1.4
solving	finding a solution	M.6.5
talk about	to discuss	ML.2.1
talk about using	verbally explain by applying	ML.2.5
try to solve using mathematics	to attempt to figure out the answer using mathematical thinking (e.g., counting, adding, subtracting, predicting, estimating)	MP.1.1
understand	to know and use	CC.4.8
understanding	to know and use	CC.4.3
use	to apply	MP.1.2 CC.4.7
use (using) simple estimation	to guess the value, number, quantity or extent of something	MP.1.5 SOBAT.5.3

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Skill Terms

SKILL TERMS for Math	DEFINITION	STANDARD(S)
use beginning skills of estimation	to apply a rough calculation of value, number, quantity, or extent of something	M.6.5
verbally describe	use words to tell about	G.7.1
writing	the act of forming visible characters	ML.2.4