With the advent of a STEM (Science, Technology, Engineering and Mathematics) approach, many resources are available for integrating science and mathematics. A critical viewing reveals that much of the early implementation of STEM results in activities which prioritize one subject area over another where either mathematics serves the scientific ideas with technical skills or a mathematics idea is dressed up in a scientific context. However, we see an area with great potential for growth, given thoughtful design of opportunities for children to experience synchronicity in thinking across multiple subject areas to support integration. We reviewed literature to explore the question: To what extent is the process of reasoning a possible intersection between mathematical thinking and scientific thinking in elementary school classrooms? Our findings demonstrate commonalities of mathematical and scientific reasoning lie in the area of observing, analyzing, and justifying in a problem solving process. To understand and solve the problem, children observe, collect data (evidence), and analyze the observed data to come up with answers. In mathematics classrooms, conjecturing and justification are commonly used to explain this problem solving process and in science classrooms, teachers use the terms of making claims, seeking evidence, and justification. We’ll invite participants to examine the commonalities as they try a STEM task and analyze their own thinking.