

Rhode Island Early Learning Standards



Strategies that Support Children in the Area of Mathematics

Number and Operations

- Make a tally chart and ask children to survey each other on a favorite topic. "Do you like strawberry or chocolate ice cream?"¹
- Provide materials that allow children to explore one-to-one correspondence, such as nuts/bolts and cups/sauces. Children will also make one-to-one correspondence with any sets of materials they are playing with; for example, giving each bear a plate or ball.²
- Use written numerals and encourage children to write them. For example, when they play store, encourage them to write size and price labels, orders, and the amount of the bill.³

Geometry and Spatial Sense

- Use geoboards and elastics to create different shape triangles. Have children draw their shapes on paper that resembles a geoboard.⁴
- Encourage children to identify different shapes (not just circle, square, and triangle but others as well) and three-dimensional figures as they draw, look at books, work with geometric puzzles, build structures in the block center, or take a neighborhood walk.⁵
- Give children many opportunities to handle objects, such as blocks, boxes or containers, shape sorters, and puzzles.⁶
- Let them climb in and out of boxes or large block structures; on or around outdoor equipment; and under, over, around, through, into, on top of, and out of different things to experience themselves in space.⁷

¹ [National Council for Teachers of Mathematics www.illustrations.nctm.org](http://www.illustrations.nctm.org) (Bar Graph Investigations)

² Ann S. Epstein, *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning* (Washington: NAEYC, 2007) 51.

³ Ann S. Epstein, 53.

⁴ [National Council for Teachers of Mathematics www.illustrations.nctm.org](http://www.illustrations.nctm.org) *Investigating shapes (Triangles)*

⁵ U.S. Department of Health and Human Services, Administration on Children, Youth and Families, Head Start Bureau. *The Head Start Leader's Guide to Positive Child Outcomes: Strategies to Support Positive Child Outcomes*. (Washington, D.C September 2003), 65.

⁶ *The Head Start Leader's Guide*, 65.

⁷ *The Head Start Leader's Guide*, 65.

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Patterns and Measurement

- Ask children to measure big objects by taking steps. Vary the steps by asking children to take “baby step”, “giant steps”, “tip-toe steps”.⁸
- Create a rhythmic pattern such as clap-clap-snap, clap-clap-snap⁹
- Increase awareness of patterns around the classroom and throughout the day. For instance, teachers—
 - ~ Help children find patterns in designs and pictures, as well as in movement and in recurring events such as the daily classroom schedule, the days of the week, or the seasons of the year;
 - ~ engage children in creating and noticing patterns as they string beads; place shapes or blocks into arrays; and arrange other materials. Over time children can reproduce and create more complex patterns; and
 - ~ talk to children about patterns created or noticed in constructing with unit blocks, legos, and other construction materials.¹⁰

⁸ National Council for Teachers of Mathematics www.illustrations.nctm.org (How many steps)

⁹ Diane Trister Dodge, Laura Colker & Cate Heroman. *Creative Curriculum for Preschooler*. Washington, DC: Teaching Strategies, 2002. 426.

¹⁰ *The Head Start Leader's Guide*, 66.