

DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: MATHEMATICS AND NUMERACY****MEASUREMENT**

GOAL 40: CHILDREN DEMONSTRATE UNDERSTANDING OF MEASURABLE ATTRIBUTES OF OBJECTS AND THE UNITS, SYSTEMS, AND PROCESSES OF MEASUREMENT (INCLUDING SIZE, VOLUME, HEIGHT, WEIGHT, LENGTH, AREA, AND TIME).

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>6 to 18 Months</p>	<p>Investigates environments to compare spatial relationships among objects.</p>	<ul style="list-style-type: none"> ▪ Increases awareness of body space in relation to people and objects. ▪ Intentionally passes objects from hand to hand. ▪ Moves one object to gain access to another object. ▪ With assistance, matches a few objects by simple size attributes (big, little). ▪ Fills and empties containers with objects, sometimes filling and emptying when full, but typically simply putting items in containers and then emptying without concern for amount. ▪ Looks under a blanket or pillow to find a toy that child has seen adult “hide” there. ▪ Nests two to three objects, such as cups or blocks, though not always sequentially. ▪ Takes objects apart and attempts to put them together. ▪ Moves wheeled toys around furniture or large objects. 	<ul style="list-style-type: none"> ▪ Provide defined areas that allow for spatial movement activities. ▪ Offer a variety of materials that are different sizes, volume, height, weight, and lengths. ▪ Provide containers of various sizes and shapes to fill and empty with toys and objects. ▪ Help children begin to understand volume (filling, emptying) by offering water and sand play often. ▪ Play hiding and find games (e.g. Peek-a-boo). ▪ Model language for making comparisons such as more, less, or same and encourage child to make comparisons. ▪ Provide safe, simple, and multi-part toys such as snap-together blocks and simple puzzles. ▪ Comment on items and activities using vocabulary for size, volume, weight, and length (e.g. “Please hand me the big truck,” or, “Let’s go sit on the long rug,” or “My, that is a heavy block you are moving.”). ▪ During daily care routines, talk about measurement concepts using everyday activities and language such as tiny and big, more, less, colder, raining harder, all gone, or lots of cereal in the bowl. ▪ To show the passage of time, use familiar events and “what comes next” or “what comes after” language (e.g. “After we eat snack, your mommy will come to take you

			home," or "When you wake up from your nap, we will go outside.").Then follow through. Remind the child..."You took a nap, and now it is time to go outside," or "We had snack, and now I see your mommy coming in to get you."
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