



MATH DOMAIN ELEMENTS

NUMBER CONCEPTS & QUANTITIES

Teaching about Numbers and Counting

Early Childhood-Head Start Task Force. (2002). Teaching about numbers and counting. *Teaching Our Youngest*. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Mathematics/edudev_art_00408_060906.html

This article offers strategies for integrating number learning and counting into daily routines.

MEASUREMENT & COMPARISON

Measuring Experiences

Copley, J. V., Glass, K., Nix, L., Faseler, A., De Jesus, M., & Tanksley, S. (2004, February). Measuring experiences for young children. *Teaching Children Mathematics*, 314–319. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Mathematics/MeasurementArticle.pdf>

This article discusses several examples of teaching measurement to preschool and kindergarten children.

PATTERNS

The Patterns of Music

Geist, K., Geist, E.A., & Kuznik, K. (2012). The patterns of music: Young children learning mathematics through beat, rhythm, and melody. *Young Children*, 67, 74–79. Retrieved from https://www.naeyc.org/yc/files/yc/file/201201/Geist_Patterns_of_Music_Jan012.pdf

This article explains how musical activities support the development of early mathematics concepts, especially those related to patterns.

Patterns: What Does Algebra in the Early Years Look Like

Taylor-Cox, J. (2003). Algebra in the early years? Yes! *Young Children*, 58, 14-21. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Mathematics/PatternsWhat.htm>

This article discusses using patterns to cultivate children's algebraic thinking and offers examples of how teachers can use patterns created by children.

GEOMETRY & SPATIAL SENSE

The Geometric World of Young Children

Clements, D. H. (1999). The geometric world of young children. *Early Childhood Today*, 13(7), 34–43. <http://gse.buffalo.edu/org/buildingblocks/writings/Geometric%20World.pdf>

This article describes ways adults can support children's knowledge and learning about spaces and space in the context of everyday activities and routines.