



Math/Number

FCCERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> • A least 5 different math materials for each age group should be accessible to children for much of the day. <ul style="list-style-type: none"> ○ Infants and Toddlers- rattles, cradle gyms with hanging shapes, number and shape board books, simple puzzles, shape sorters, toy telephone, nesting cups, stacking rings ○ Preschool- small objects to count, rulers, number puzzles, magnetic numbers, number games, books with shapes and numbers, geometric shapes <p>Definitions: Much of the day – is associated with the children’s access to materials typically used indoors. It means that most of the time that any child is awake and able to play. No wait times or inactive times longer than 3 minutes. They must have access to materials for Much of the Day.*Observation note* If any child is prevented from reaching and using materials for a total of 20 minutes during the 3 – hour observation much of the day cannot be given credit. Accessible – children don’t have to ask the teacher to get/open materials.</p>	<ul style="list-style-type: none"> • By offering a variety of materials, it allows children to use concrete objects to experiment with quantity, size, and shape. These skills build concepts for things later in life such as adding/subtracting and completing math problems. • The materials should be interesting and developmentally appropriate for the children so the children can and want to engage with the materials without too much frustration.
<ul style="list-style-type: none"> • Math materials need to be well organized and in good condition 	<ul style="list-style-type: none"> • In order for the materials to be meaningful to children, the materials need to be sorted by type and all the pieces to games need to be stored together.

<ul style="list-style-type: none">• Provider talks about math/number concepts throughout the day during routine care and free play with all age groups. At least one instance needs to be observed during free play and during routine care by observer.• Math/number activities that require more input are offered to preschool and school age children	<ul style="list-style-type: none">• Linking language about math, shape, and numbers throughout practical life events and experiences helps children understand the concepts.• Examples of opportunities:<ul style="list-style-type: none">○ Hand washing (counting with the child to ensure that proper handwashing time is occurring)○ During transition warnings- offer time limit on clean up○ Counting children and talking about birthdays○ During mealtime, talk about cut up food (whole, half, quarter)• By offering additional input with activities, it allows children more experiences to help develop an understanding of the skills.• Examples of additional input:<ul style="list-style-type: none">○ Encouraging children to sort or create patterns with counters○ Graphing○ Weighing○ Making a chart○ Measuring
--	---

SOURCE: Family Child Care Environment Rating Scale (FCCERS)

