

DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: MATHEMATICS AND NUMERACY****PROPERTIES OF ORDERING**

GOAL 41: CHILDREN DEMONSTRATE UNDERSTANDING OF PATTERNS, RELATIONS, AND FUNCTIONS USED TO ORGANIZE THEIR WORLD AND FACILITATE PROBLEM SOLVING.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Recalls and anticipates familiar sequences of events and objects and uses this to predict and respond to events.</p>	<ul style="list-style-type: none"> ▪ Recognizes patterns in objects and events. ▪ Uses simple patterns in putting objects in order. ▪ Uses simple sequences such as socks, then shoes. ▪ Repeats actions in sequence such as sequential finger-plays. ▪ Explores matching and sequencing in games and with toys (e.g. the round block goes in the round hole, and the square block in the square hole, then we dump all of them out and start again.). ▪ Follows sequences for routines (e.g. diaper change, pajamas, brush teeth, get a drink of water, rocking chair and book, and then bed). ▪ Groups objects on the basis of visual characteristics (shape or color) or themes (functional uses such as items for scooping). ▪ Uses everyday objects that go together (e.g. shoe/sock, pencil/paper, spoon/plate). ▪ Matches simple two-dimensional shapes in form board and puzzles (circles, squares, triangles). ▪ Identifies two geometric shapes (circle, square). ▪ Sings familiar songs and clapping or marching. 	<ul style="list-style-type: none"> ▪ Point out where groups of objects belong in their surroundings (coats are hung up on coat racks or cubbies; paint is located in the art area). Talk often about how things go together. ▪ Offer verbal assistance to help children sort objects and make common relationships (e.g. "Where do we keep the scissors?" or "There, your diaper is on. What else should we put on your body?"). ▪ Provide opportunities for child to notice and describe patterns in nature (patterns in rocks, the sky, leaves, or shells). ▪ Use shapes and sequence words in daily life (e.g. "Let's cut the cornbread into squares. First we cut a line here, and then let's cut across that line.>"). ▪ Identify the features of shapes when child plays with them. ▪ Point out and talk about shapes during daily activities (e.g. "Where do you see circles?"). ▪ Provide play and art materials that have different visual attributes (thin circles, red squares, and small triangles). ▪ Demonstrate, explain, and engage child in activities that identify culturally-specific patterning in artwork or objects. ▪ Provide opportunities to help with food preparation, following a specified pattern/sequence. ▪ Play games with pattern/sequences/actions (Five Little Monkeys, Going on a Bear Hunt).

			<ul style="list-style-type: none">▪ Offer vocabulary that supports child's curiosity (e.g. "What do we use scissors for?" "Do all of these rocks fit in the bucket?" "Will the block sink in the water?").
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