

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
36 to 60 Months	Uses geometric modeling and spatial reasoning according to different dimensions.	<ul style="list-style-type: none"> ▪ Matches, sorts, groups, and classifies objects based on one or more attributes or related characteristics. ▪ Compares several objects based on one or more attributes (length, size, weight) using words such as "shorter," and "shortest," "bigger," and "lighter." ▪ Uses positional terms such as "between," "inside," "over," "under," and "behind." ▪ Orders objects by size, volume, height, weight, and length; with assistance. ▪ Orders events in terms of time. ▪ Uses vocabulary to explain passage of time, including yesterday, today, tomorrow, next week, though not always accurately. ▪ Uses events to show passage of time (e.g. when I go home after school, my nana will be coming to my house). ▪ Uses descriptive words for measurable properties such as length and weight, or capacity. ▪ Uses measuring tools in play activities (e.g. measuring tape, measuring cups, and scales and balances). ▪ Measures liquids, solids, and semi-solids, such as sand and water, using a variety of containers. ▪ Measures objects using variable nonstandard units (e.g. "It's five shoes long!"). ▪ Uses measuring tools for objects using standard units and vocabulary, though not always accurately 	<ul style="list-style-type: none"> ▪ Demonstrate, explain, and engage child in activities that use nonstandard measurement (e.g. use handfuls to measure rice, use footsteps to measure distance). ▪ Provide sand and water play with measurement tools to explore measurement, volume, and weight. ▪ Model language and use body and objects using positional terms (behind, inside, on top, under). ▪ Provide materials that support classifying and ordering objects by size, shape, color, and volume. ▪ Provide a variety of measuring tools (tape measures, rulers, balance scales, measuring cups) for child to use in purposeful ways (e.g. cooking experiences). ▪ Model and engage use of conventional measuring tools and methods in everyday situations (e.g. during cooking, art projects, grocery shopping). ▪ Continue to model language involving comparisons for size, volume, weight, and height (length) of people, toys, and objects. ▪ Play measuring games with child (e.g. "Which is heavier?" "Which is longer?" or "Let's see if we can tell what comes next in our schedule."). ▪ Display information using measurement graphs to visually compare activities and experiences (e.g. how many children have had asparagus or which is heavier, a pine cone, or a rectangular block). ▪ Measure objects using standard measuring units (measure a wooden block using paper clips, markers, then – ruler, tape measure, and balance.) Document

		<p>(rulers, tape measures, scales).</p> <ul style="list-style-type: none"> ▪ Standard unit (one-inch cubes, paper clips). ▪ Uses picture cookbook to follow sequence and measures amounts for cooking projects, with assistance. ▪ Uses some vocabulary in relationship to measurement tools (scale, cup, and ruler). May not have accurate understanding of meaning. ▪ Estimates size (e.g. "I'm as tall as the yellow bookshelf."). 	<p>findings with the children.</p>
--	--	---	------------------------------------