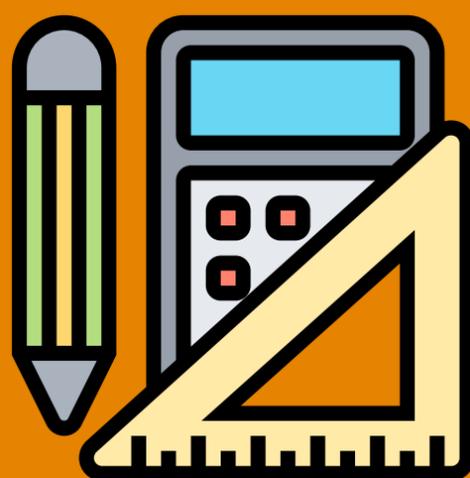
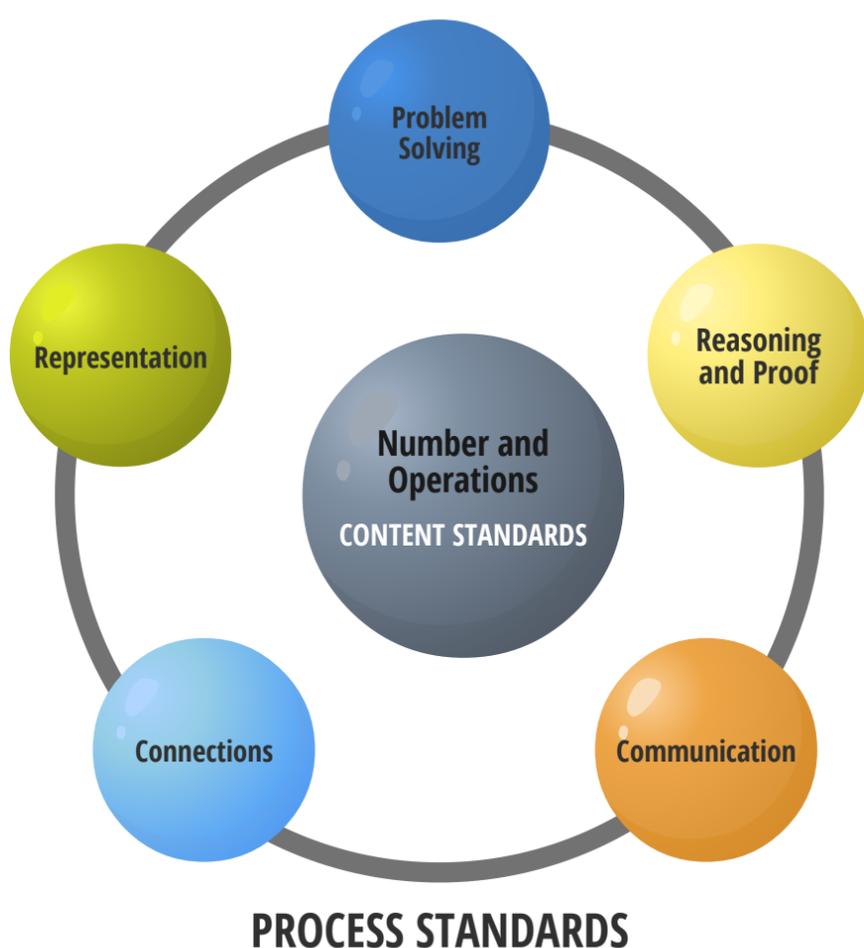


Foundational Mathematics Skills in Early Childhood



In this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their futures. Mathematical competence opens doors to productive futures. A lack of mathematical competence keeps those doors closed ... All students should have the opportunity and the support necessary to learn significant mathematics with depth and understanding (NCTM, 2000, p. 50).

Content Standards	Process Standards
Content standards provide goals for what children should know throughout their educational careers. In early childhood, emphasis is on number and operations.	Process standards are the mathematical processes through which children should gather, acquire, and apply mathematical knowledge and skills.



Key Foundational Mathematics Skills

Number Sense

Children understand numbers are used in many ways (e.g., ordinal, cardinal, nominal, referential); they demonstrate numerosity, which is the understanding that quantity is an attribute of a set of objects and numbers are used to name specific quantities. Children also begin to subitize, or recognize the quantity of a small collection of objects without actually counting them.

Number Operations

Children learn sets can be changed by adding items or taking some away; they use their numerosity skills to compare sets and order them by more than, less than, and equal to. Children begin to decompose sets by breaking them down into equal or unequal parts, and those parts can be composed to form the whole.

