

Math Learning Environmental Inventory

	Yes	No
I have an area set aside specifically for math exploration.		
I have a block area in my setting that the children use regularly.		
I have a variety of math picture books accessible to children in my setting.		
I read books to the children related to math regularly.		
Numbers are visibly displayed at a child's eye level in my setting.		
My setting has templates or tools to help young children form numbers.		
My setting has a clock(s) available for children to see.		
A calendar is maintained in my setting with the children.		
The children have access to an outside thermometer that we read regularly.		
I have charts/posters with numbers and/or math words & concepts displayed.		
The children are involved regularly with counting, comparing, and sorting activities.		
A variety of math props/toys/manipulatives are available to the children.		
My setting has puzzles that relate to math concepts.		
A computer is available to children with a variety of math games/activities.		
Children are often involved in problem solving in my setting.		
I have a water and/or sand table available for the children with a variety of liquid measuring tools.		
My setting has a scale and/or balance for children to weigh items.		
I purposefully introduce and regularly use math vocabulary with the children.		
My setting is organized with supportive math materials located throughout the setting.		
I have a schedule posted within my setting with times and pictures of activities.		
The children are engaged in mathematics daily specifically relating to their real life experiences.		
I involve the students in baking projects/snacks that involve math concepts.		
I often involve the students in songs, chants, and rhymes relating to math concepts.		
I encourage children to problem solve by asking open ended questions and support them while they brainstorm various solutions.		
I regularly plan math experiences for the children relating to preschool math standards and goals.		
There are opportunities for the children to collect data and create graphs.		
I provide regular opportunities for the children to recognize, create, extend, and interpret patterns.		
The children and I create "real life" story problems that relate to math concepts.		
We discuss math concepts/ideas regularly in my setting throughout the day.		