

Recommendations



mathematics education [5, 19, 53] and recommendations for early childhood practice [14, 46]. While content represents the what of early childhood mathematics education, the processes—problem solving, reasoning, communication, connections, and representation—make it possible for children to acquire content knowledge [19]. These processes develop over time and when supported by well designed opportu-

7. Integrate mathematics with other activities



for children below kindergarten age [13]. This trend represents an opportunity to improve early childhood mathematics education but





