



Teaching Young Children

Teaching Young Children Mathematics



Sydney L. Schwartz

Teaching Young Children Mathematics

**National Research Council, Division of
Behavioral and Social Sciences and
Education, Center for
Education, Committee on Early
Childhood Mathematics**

Teaching Young Children Mathematics:

Engaging Young Children in Mathematics Douglas H. Clements, Julie Sarama, Associate Editor DiBiase, Ann-Marie DiBiase, 2003-10-17 This book consists of conclusions drawn from the expertise shared at the Conference on Standards for Prekindergarten and Kindergarten Mathematics Education. It offers substantive detail regarding young students' understandings of mathematical ideas.

Teaching Young Children Mathematics Janice Minetola, Robert G. Ziegenfuss, J. Kent Chrisman, 2013-09-11 Teaching Young Children Mathematics provides a comprehensive overview of mathematics instruction in the early childhood classroom. Taking into account family differences, language barriers, and the presence of special needs students in many classrooms throughout the U.S., this textbook situates best practices for mathematics instruction within the larger frameworks of federal and state standards, as well as contemporary understandings of child development. Key topics covered include developmental information of conceptual understanding in mathematics from birth through 3rd grade, use of national and state standards in math, including the new Common Core State Standards information for adapting ideas to meet special needs, and English Language Learners literacy connections in each chapter, real world connections to the content, and information for family connections to the content.

Teaching Young Children Mathematics Sydney L. Schwartz, 2005-09-30 Children learn mathematics most effectively in contexts that are meaningful to them. Realizing the potential of these contexts for fostering young children's mathematical learning while nurturing and challenging them requires knowledge of mathematics as well as of child development. Avoiding the debates surrounding hands-on learning vs. direct instruction, the author focuses on the value of different contexts for learning and illustrates ways to genuinely engage children as active learners. The work is rich with examples of children's interactions with each other and with adults as they utilize and extend their understanding of mathematics. Examples and guidelines for developing lessons and activities will be useful to educators and parents. Chapters explore how we underestimate young children's mathematical capabilities, how appropriate sequencing of learning and building on prior knowledge will enhance understanding, what teachers, including parent teachers, need to know, and high-stakes testing. This is a work that brings together the connections between knowing the basics and constructing knowledge in accessible and practical ways.

Teaching Young Children Mathematics Janice Minetola, Robert Ziegenfuss, J. Kent Chrisman, 2013-09-11 Teaching Young Children Mathematics provides a comprehensive overview of mathematics instruction in the early childhood classroom. Taking into account family differences, language barriers, and the presence of special needs students in many classrooms throughout the U.S., this textbook situates best practices for mathematics instruction within the larger frameworks of federal and state standards, as well as contemporary understandings of child development. Key topics covered include developmental information of conceptual understanding in mathematics from birth through 3rd grade, use of national and state standards in math, including the new Common Core State Standards information for adapting ideas to meet special needs, and English Language Learners

literacy connections in each chapter real world connections to the content and information for family connections to the content

Understanding Mathematics for Young Children Derek Haylock, Anne D Cockburn, 2013-03-13 Lecturers why waste time waiting for the post arrive Request your e inspection copy today This book was a delight to read The mathematical content is excellent and the approach to explaining complex concepts is exceptionally good Dr Jennifer Way University of Sydney I m a really big fan of this book it is the single most influential text in my experience of working with primary maths teachers in the last 12 years Andy Tynemouth Every Child Counts National Adviser Edge Hill University Every teacher of maths should read this book It helped me realize why some children are struggling with doing simple word problems Amazon reader review If you are a teacher or student teacher in a nursery or primary school you need a secure understanding of the mathematical ideas behind the material you will use in the classroom To help young children develop their understanding of mathematics you need to develop your own understanding of how mathematics is learnt In this indispensable book the authors help you to understand mathematical concepts and how children come to understand them and also help develop your own confidence with mathematical activities Each chapter of this book includes Real life examples and illustrations from children and teachers in the classroom The research behind some of the concepts and teaching approaches discussed Pauses to reflect and discuss your own mathematical knowledge and experience Age appropriate classroom activities to try with your class or group

Mathematics in the Early Years Juanita V. Copley, 1999 Noting that young children are capable of surprisingly complex forms of mathematical thinking and learning this book presents a collection of articles depicting children discovering mathematical ideas teachers fostering students informal mathematical knowledge adults asking questions and listening to answers and researchers examining children s mathematical thinking The chapters are 1 Why Do We Teach Young Children So Little Mathematics Some Historical Considerations Balfanz 2 Children s Ways of Knowing Lessons from Cognitive Development Research Sophian 3 The Sociology of Day Care McDill and Natriello 4 Cultural Aspects of Young Children s Mathematics Knowledge Guberman 5 Ready To Learn Developing Young Children s Mathematical Powers Greenes 6 The Development of Informal Counting Number and Arithmetic Skills and Concepts Baroody and Wilkins 7 Geometric and Spatial Thinking in Young Children Clements 8 Rational Number Learning in the Early Years What Is Possible Hunting 9 Young Children Doing Mathematics Observations of Everyday Activities Ginsburg Inoue and Seo 10 Cognitively Guided Instruction in One Kindergarten Classroom Warfield and Yttri 11 Supporting Students Ways of Reasoning about Patterns and Partitions McClain and Cobb 12 The Effective Use of Computers with Young Children Clements 13 Making Connections A Number Curriculum for Preschoolers Shane 14 Within Easy Reach Using a Shelf Based Curriculum To Increase the Range of Mathematical Concepts Accessible to Young Children Nelson 15 Teaching Mathematics through Musical Activities Kim 16 The Boston University Chelsea Project Greenes 17 The Outdoors as a Context for Mathematics in the Early Years Basile 18 Using Storybooks To Help Young Children Make Sense of Mathematics Hong 19

Movement Mathematics and Learning Experiences Using a Family Learning Model Coates and Franco 20 Math in Motion Goodway Rudisill Hamilton and Hart 21 Assessing the Mathematical Understanding of the Young Child Copley 22 Improving Opportunities and Access to Mathematics Learning in the Early Years Padron 23 What To Do When They Don't Speak English Teaching Mathematics to English Language Learners in the Early Childhood Classroom Weaver and Gaines 24 Involving Parents of Four and Five Year Olds in Their Children's Mathematics Education The FAMILY MATH Experience Coates and Thompson 25 Perspectives on Mathematics Education and Professional Development through the Eyes of Early Childhood Administrators Weber and 26 Early Childhood Mathematics in Japan Hatano and Inagaki Each chapter contains references

KB Learning and Teaching Early Math Douglas H. Clements, Julie Sarama, 2014-05-23 In this important book for pre and in service teachers early math experts Douglas Clements and Julie Sarama show how learning trajectories help diagnose a child's level of mathematical understanding and provide guidance for teaching By focusing on the inherent delight and curiosity behind young children's mathematical reasoning learning trajectories ultimately make teaching more joyous They help teachers understand the varying levels of knowledge exhibited by individual students which in turn allows them to better meet the learning needs of all children Using straightforward no nonsense language this book summarizes the current research about how children learn mathematics and how to build on what children already know to realize more effective teaching This second edition of Learning and Teaching Early Math remains the definitive research based resource to help teachers understand the learning trajectories of early mathematics and become quintessential professionals Updates to the new edition include Explicit connections between Learning Trajectories and the new Common Core State Standards New coverage of patterns and patterning Incorporation of hundreds of recent research studies Mathematics Learning in Early Childhood National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Early Childhood Mathematics, 2009-11-13 Early childhood mathematics is vitally important for young children's present and future educational success Research demonstrates that virtually all young children have the capability to learn and become competent in mathematics Furthermore young children enjoy their early informal experiences with mathematics Unfortunately many children's potential in mathematics is not fully realized especially those children who are economically disadvantaged This is due in part to a lack of opportunities to learn mathematics in early childhood settings or through everyday experiences in the home and in their communities Improvements in early childhood mathematics education can provide young children with the foundation for school success Relying on a comprehensive review of the research Mathematics Learning in Early Childhood lays out the critical areas that should be the focus of young children's early mathematics education explores the extent to which they are currently being incorporated in early childhood settings and identifies the changes needed to improve the quality of mathematics experiences for young children This book serves as a call to action to improve the state of early childhood mathematics It will be especially useful for policy makers and

practitioners those who work directly with children and their families in shaping the policies that affect the education of young children

Understanding Mathematics for Young Children Derek Haylock, Anne D Cockburn, 2008-10-14 This book is the ideal way to dispel some of the fears which surround the subject area of mathematics and should be an essential part of the professional development library of every early years setting provider for children aged three and over Early Years Update A book that is both readable and rigorous Its guidance will help teachers to make mathematics meaningful to young children Throughout the book connections are made which relate language symbols concrete materials and pictures to the key ideas that are central to effective learning for the 21st century This book will help teachers gain a depth of understanding that will make them confident in engaging children with real mathematical thinking Dr J E Anghileri Senior Lecturer in Mathematics and Mathematics Education Faculty of Education University of Cambridge This is an updated version of a classic text which has been a best seller among teachers and student teachers for many years Being always strongly grounded in the classroom it develops in a non intimidating way teachers own understanding of the mathematics they are teaching Many insightful examples of children s thinking and appropriate activities help to illustrate the points This is an essential book for teachers of Early Years and Key Stage 1 Margaret Brown Professor of Mathematics Education King s College London UK This is a fully revised version of the authors successful and much used book Understanding Mathematics in the Lower Primary Years updated to include the current Foundation Stage Curriculum and the new Primary Framework in England The authors empower the reader to have a clearer understanding of the mathematical ideas behind the material they use in the classroom They also show how children can be helped to develop an understanding of mathematics for themselves rather than just learning recipes and routines with little meaning Major themes are Understanding through making connections Equivalence and transformation Using and applying mathematics It is written for teachers and teacher trainees engaged in teaching mathematics to children aged 3 to 8 years It is an essential student text and professional reference work for all teachers of children aged 3 to 8 years Dr Derek Haylock is an education consultant and author working in the field of mathematics education His book Mathematics Explained for Primary Teachers has been a leader in the field for many years with a third edition published in 2006 Dr Anne Cockburn is a Reader in the School of Education and Lifelong Learning at the University of East Anglia Norwich Watch the authors talking about their book here [YouTube](#) [Young Children as Mathematicians](#) Dianna Mannigel, 1992 This text is for students in early childhood teacher education courses It focuses on mathematics education with children from three to eight years in preschool and the early primary grades It could also be used by teachers wishing to become familiar with maths in these early childhood years The integration of theory and practice occurs through topics about how children learn what they learn as young mathematicians the provision of an appropriate learning environment and relevant teaching strategies The text provides a developmental basis for new approaches to mathematics education and explains how teachers can organise the learning environment so children can

construct their own knowledge It steers a middle course between closed over structured teaching and laissez faire unsupported experience Detailed lists of developmental sequences help teachers to identify children s mathematical thinking so they can offer appropriate support at the right time It offers guidance in the use of curriculum documents from state education departments for developing a mathematics program In view of increasing use of games in maths education a chapter offers not only games but general principles about the use purchase and adaptation of games Each chapter includes activities for students

Young Children Learning Mathematics Robert Hunting,Judy Mousley,Bob Perry,2012-03-01

Can young children learn mathematics before school What ideas and concepts are they capable of learning How can adults develop a child s mathematical thinking from birth to five years Early learning plays a critical role in laying a foundation for later success in schooling Young children learning mathematics A guide for educators and families explores the possibilities and potential for early childhood educators parents and carers to stimulate young children s mathematical thinking Drawing on the authors significant research it answers frequently asked questions about early childhood mathematics discusses the experiences activities and conversations that could lead to mathematics learning and provides simple easy to follow guidelines on introducing and building on the mathematical concepts underpinning play and activity in young children aged from birth to five

Contemporary Challenges in Teaching Young Children Gayle Mindes,2019-09-02

Contemporary Challenges in Teaching Young Children provides both veteran and aspiring early childhood educators with the information and tools they need to build on their understanding of developmentally appropriate practice Teachers face many challenges including family configuration social and political stressors related to accountability requirements funding shortages and the resulting need to teach with fewer resources This innovative book focuses exclusively on problem solving at the classroom level and fosters creative methods of ensuring best practices are in place for all children including those with limited experience in formal social settings and a lack of self regulatory behaviors Drawing on current research and their own wealth of experience expert contributors cover topics from the critical importance of social emotional learning to culturally responsive teaching to using technology to empower teachers and learners Written in accessible non technical language this book addresses complex factors affecting child development guiding readers through the best strategies for tackling real problems in their practice

Children's Mathematical Thinking in Primary Years Julia Anghileri,2005-05-01

This popular Continuum series intended chiefly for teachers and trainee teachers places strong emphasis on practice but at the same time incorporates the latest research in the field The book demonstrates a strong belief in the ability of children to learn and in the ability of teachers to increase children s learning potential The series authors are distinguished practitioners in their fields who write with authority but without jargon With the increasingly popular constructivist framework for learning teachers are coming to recognize the limitations of taught procedures and to find ways to encourage children to generate their own knowledge and understanding in mathematics The challenge for teachers is to promote an environment

that encourages mathematical thinking in which pupils of all abilities are able to achieve their full potential This text brings together experiences of teachers and researchers who examine the ways children work mathematically in order to provide an enhanced learning environment within the classroom It also addresses key issues in current maths teaching **Teaching**

Young Children: Choices In Theory And Practice Mac Naughton, Glenda, Williams, Gillian, 2008-11-01 This book presents early childhood students and staff with a broad and diverse range of teaching techniques to support children s learning It examines 26 techniques ranging from simple ones such as describing and listening to more complex methods such as deconstruction and scaffolding The strategies selected are derived from the best current research knowledge about how young children learn A detailed evaluation of each strategy enables childcare staff early childhood teachers and students to expand their repertoire of teaching strategies and to critically evaluate their own teaching in early childhood settings Vignettes and examples show how early childhood staff use the techniques to support children s learning and help to bring the discussion of each technique to life Revised and updated in light of the latest research new features include Coverage of the phonics debate Addition of ICT content Questions for further discussion Revision to the chapter on problem solving Updated referencing throughout **Teaching Young Children** is key reading for students and experienced early childhood staff working in diverse settings with young children **Teaching Mathematics 3-5** Sue Gifford, 2005-08-16 With freshness

humour and originality Sue Gifford demonstrates the interactive strategies that are required to teach mathematics to young children The text is both refreshingly free from conventional wisdom and solidly grounded in recent research on learning and teaching early mathematics At the same time it is unfailing in its accuracy in uncovering children s own humour and instinct for subverting teacherly overtures Given the demonstrated lack of spontaneous mathematics in early childhood setting this assembled collage of children s own observations activities and comments is in itself a work of art Professor Carol Aubrey Institute of Education University of Warwick UK What are the most important aspects of mathematics for young children to learn How do children learn mathematics How can adults best teach mathematics to children so young The book informs practitioners students and parents about how three to five year olds learn mathematics and shows them how best to develop enjoyable mathematical learning in early years settings The book includes a summary of relevant research and considers issues relating to current practice This book Establishes principles for teaching mathematics to young children Takes into account the way children learn including social emotional physical and cognitive aspects Helps practitioners find the middle ground between not initiating enough mathematical activity and being too directive Suggests principles and frameworks for planning and assessment The book places particular emphasis on adult initiated number focused activities and playful challenging and sensitive teaching strategies to engage younger children The strategies are based on research and work with practitioners and are illustrated by children s own responses such as making number jokes It covers key areas of mathematics including number shape and space measures and problem solving with appropriate expectations and common

difficulties as well as suggested activities Essential reading for those teaching or preparing to teach mathematics to young children as well as parents interested in the mathematical education of their children **Teaching Young Children Using Themes** Marjorie J. Kostelnik, 2008-11 Find more than 1400 activity ideas organized according to 24 age appropriate themes that build social studies science math or language arts skills Themes include families clothing dental health space exploration rocks birds dinosaurs numbers and numerals measuring and storytelling Each thematic unit includes clearly written teacher directions including purpose procedures background information ways to simplify or extend the unit related literature lists for children and suggested reference books for the teacher Grades preK 1 Index of activities Illustrated Good Year Books 537 pages *Understanding the Math We Teach and How to Teach It, K-8* Small Marian, 2025-08-26 Dr Marian Small has written a landmark book for a wide range of educational settings and audiences from pre service math methods courses to ongoing professional learning for experienced teachers Understanding the Math We Teach and How to Teach It K 8 focuses on the big mathematical ideas in elementary and middle school grade levels and shows how to teach those concepts using a student centered problem solving approach Comprehensive and Readable Dr Small helps all teachers deepen their content knowledge by illustrating core mathematical themes with sample problems clear visuals and plain language Big Focus on Student Thinking The book s tools models and discussion questions are designed to understand student thinking and nudge it forward Particularly popular features include charts listing common student misconceptions and ways to address them a table of suggested manipulatives for each topic and a list of related children s book Implementing Standards That Make Sense By focusing on key mathematics principles Understanding the Math We Teach and How to Teach It K 8 helps to explain the whys of state standards and provides teachers with a deeper understanding of number sense operations algebraic thinking geometry and other critical topics Dr Small a former dean with more than 40 years in the field conceived the book as an essential guide for teachers throughout their career Many teachers who teach at the K 8 level have not had the luxury of specialist training in mathematics yet they are expected to teach an increasingly sophisticated curriculum to an increasingly diverse student population in a climate where there are heightened public expectations They deserve help

Young Children's Mathematics Thomas P. Carpenter, Megan Loef Franke, Nicholas C. Johnson, Angela Chan Turrou, Anita A. Wager, 2017 This book is for pre K to 1st grade and shows how teachers can promote math development in ways that honor children s thinking **Handbook of Research on the Education of Young Children** Bernard Spodek, Olivia N. Saracho, 2014-01-27 The Handbook of Research on the Education of Young Children Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues The field has changed significantly since the publication of the first edition of this Handbook in 1993 creating a need for an update The Handbook of Research on the Education of Young Children Second Edition is thus focused on research conducted over the

past decade or so The volume is organized in four parts Early Childhood Education and Child Development New in this edition moral development the development of creativity Early Childhood Educational Curriculum New in this edition movement or dance education the education of linguistically and culturally diverse children Foundations of Early Childhood Educational Policy New in this edition childhood poverty the education of bilingual children Research and Evaluation Strategies for Early Childhood Education New in this edition doing historical research in early childhood education postmodern and feminist orientations The Handbook of Research on the Education of Young Children Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible It is a valuable tool for all who work and study in the field

Teaching Mathematics Creatively Linda Pound, Trisha Lee, 2021-09-30 This revised and updated third edition offers a range of strategies activities and ideas to bring mathematics to life in the primary classroom Taking an innovative and playful approach to maths teaching this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge understanding and enjoyment of the subject In the creative classroom mathematics becomes a tool to build confidence develop problem solving skills and motivate children The fresh approaches explored in this book include a range of activities such as storytelling music and construction elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way Key chapters of this book explore Learning maths outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Stimulating accessible and underpinned by the latest research and theory this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom

Embark on a breathtaking journey through nature and adventure with is mesmerizing ebook, Natureis Adventure: **Teaching Young Children Mathematics** . This immersive experience, available for download in a PDF format (Download in PDF: *), transports you to the heart of natural marvels and thrilling escapades. Download now and let the adventure begin!

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Teaching Young Children Mathematics Introduction

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