

# Teaching Preschool Math: Foundations and Activities

Maffei, Anthony C.

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# Teaching Preschool Math Foundations And Activities

**Eugene Geist**



## **Teaching Preschool Math Foundations And Activities:**

**Teaching Preschool Math** Anthony C. Maffei, Patricia Buckley, 1980-01-01      [Preschool Math at Home: Simple Activities to Build the Best Possible Foundation for Your Child](#) Kate Snow, 2016-04-15 Giving your preschooler a great start in math doesn't have to be complicated. Learn how to use fun but purposeful games and activities to give your young child the best possible foundation. Preschool Math at Home will guide you step by step as you introduce your preschooler to the world of numbers. Your child will develop a thorough understanding of the numbers up to ten including counting, comparing, and ordering numbers, recognizing written numerals, beginning addition and subtraction. All of the activities are quick and playful with lots of movement, manipulatives, and games. Each takes less than five minutes with no special materials needed other than a few household items. Play each game several times for a full year of preschool math curriculum.      [Purposeful Play with Your Preschooler](#) Anthony C. Maffei, 2013-11-11      [Teaching Preschool and Kindergarten Math](#) Ann Carlyle, Brenda Mercado, 2012 Through an exciting multimedia format, Teaching Preschool and Kindergarten Math takes you into an early childhood classroom for a seeing is believing look at how to create a focused, successful mathematics program while simultaneously deepening your knowledge of the mathematical ideas that need to be developed at an early age. You'll find 26 video segments filmed in an actual classroom, more than 150 lessons and investigations, dozens of ideas for encouraging and supporting math talk with young children, numerous formative assessment recommendations, including videos of one-on-one interviews, research-based strategies, and insights to student misconceptions. Reproducibles also available in a downloadable, printable format at [www.mathsolutions.com/teachingpreschoolreproducibles](http://www.mathsolutions.com/teachingpreschoolreproducibles) and more. The demands of the Common Core State Standards require students to have a stronger grounding in math concepts early on. In addition, research indicates that mastery of math concepts in early childhood is the most powerful predictor of later learning. These factors and more make Teaching Preschool and Kindergarten Math an essential go-to resource for the teaching and learning of early childhood mathematics.      **Fun and Fundamental Math for Young Children** Marian Small, 2018 Educators of young children who don't yet know the work of Marian Small are in for a gift, a treasure trove to enhance their teaching and thinking about math. This book focuses on the most important concepts and skills needed to provide early learners, preK-2, with a strong foundation in mathematics in ways that are fun for both children and educators. For each mathematical concept, professional developer Marian Small provides sample activities and lessons as well as guidance for using children's books, games, manipulatives, and electronic devices. This resource also demonstrates how to differentiate instruction using tasks and questions designed to include all students. Like other Marian Small bestsellers, the text features her special brand of lucid explanation of difficult concepts, fresh and engaging teaching examples, troubleshooting tips, and formative assessments. Fun and Fundamental Math for Young Children is separated into special grade-level sections for pre-K, kindergarten, first grade, and second grade. It can be used with any early childhood curriculum or as a stand-alone program in preschools. Marian Small is available for in

person and online professional development Within the first few pages it quickly became apparent that whether you are a new or veteran teacher your knowledge and appreciation of and for primary mathematics will grow page by page From the Foreword by Graham Fletcher math specialist Atlanta Georgia Marian Small describes the development of major aspects of children s mathematical thinking and connects them to many interesting and useful classroom activities Herbert Ginsburg professor emeritus Teachers College Columbia University I love this book The ideas are invaluable and the attention to detail is amazing Nicki Newton math consultant      *Cognitive Foundations for Improving Mathematical Learning* David C. Geary, Daniel B. Berch, Kathleen Mann Koepke, 2019-01-08 The fifth volume in the Mathematical Cognition and Learning series focuses on informal learning environments and other parental influences on numerical cognitive development and formal instructional interventions for improving mathematics learning and performance The chapters cover the use of numerical play and games for improving foundational number knowledge as well as school math performance the link between early math abilities and the approximate number system and how families can help improve the early development of math skills The book goes on to examine learning trajectories in early mathematics the role of mathematical language in acquiring numeracy skills evidence based assessments of early math skills approaches for intensifying early mathematics interventions the use of analogies in mathematics instruction schema based diagrams for teaching ratios and proportions the role of cognitive processes in treating mathematical learning difficulties and addresses issues associated with intervention

fadeout      **Second Handbook of Research on Mathematics Teaching and Learning** Frank K. Lester, 2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community s willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research fi ndings might be for those outside their immediate community      **Everyday Activities for Preschool** Grace Jasmine, 1995 Games activities fun things to color and all sorts of activities for preschool children      Proficiency and Beliefs in Learning and Teaching Mathematics Yeping Li, Judit N. Moschkovich, 2013-09-04 Efforts to improve mathematics education have led educators and researchers to not only study the nature of proficiency beliefs and practices in mathematics learn ing and teaching but also identify and assess possible

influences on students and teachers' proficiencies, beliefs, and practices in learning and teaching mathematics. The complexity of these topics has fascinated researchers from various backgrounds, including psychologists, cognitive or learning scientists, mathematicians, and mathematics educators. Among those researchers, two scholars with a similar background, Alan Schoenfeld in the United States and Gnter Trier in Germany, are internationally recognized for their contributions to these topics. To celebrate their 65th birthdays in 2012, this book brought together many scholars to reflect on how their own work has built upon and continued Alan and Gnter's work in mathematics education. The book contains 17 chapters by 33 scholars from six different education systems. This collection describes recent research and provides new insights into these topics of interest to mathematics educators, researchers, and graduate students who wish to learn about the trajectory and direction of research on these issues.

**Math Instruction for Students with Learning Problems** Susan Perry Gurganus, 2017-02-24  
**Math Instruction for Students with Learning Problems** Second Edition provides a research-based approach to mathematics instruction designed to build confidence and competence in pre- and in-service PreK-12 teachers. This core textbook addresses teacher and student attitudes toward mathematics as well as language issues, specific mathematics disabilities, prior experiences, and cognitive and metacognitive factors. The material is rich with opportunities for class activities and field extensions, and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis.

**Measuring Teachers' Knowledge of Early Mathematical Development and Their Beliefs about Mathematics Teaching and Learning in the Preschool Classroom** Linda Michele Platas, 2008

*Resources in Education*, 2001-10     Developing Culturally and Developmentally Appropriate Early STEM Learning Experiences Philip Hui Li, Anne Forbes, Weipeng Yang, 2023-12-11  
This book informs best practice for enhancing young children's STEM learning experiences in formal settings such as preschool environments and less formal settings such as home environments. It is the first collection of multidisciplinary and multinational studies on early STEM programs worldwide and presents diverse, authentic, and current STEM-relevant scenarios that address two fundamental problems: where are we in early STEM education and where shall we go? The book explores factors that influence young learners' abilities to make informed choices in authentic, problem-based STEM-relevant scenarios and how those abilities have been identified, documented, and enhanced. Chapters address topics related to curriculum and pedagogy, teacher education and professional development, family environment, and inclusive education from a variety of international settings, including Australia, Germany, Hong Kong, Mainland China, Singapore, and the United States. Each chapter is based around a research project and describes relevant background information from the research literature, details of how the study was designed, findings from the study, and discussion as to what the findings mean for practical implementation. Developing Culturally and Developmentally Appropriate Early STEM Learning Experiences will be a key resource for researchers and practitioners of early childhood education and care, STEM education, educational psychology, educational research, and

educational technology This book was originally published as a special issue of the journal Early Education and Development

**Foundations of Physical Activity and Public Health** Harold W. Kohl, III, Tinker D. Murray, Deborah Salvo, 2025-04-02 This book defines the intersection of kinesiology and public health It offers a solid introduction to the basic concepts of physical activity and the effects of physical activity as it relates to public health and builds up this foundation by offering evidence based strategies for increasing physical activity in individuals and populations Research in Education ,1972

**Handbook of Research on Innovative Approaches to Early Childhood Development and School Readiness** Betts, Anastasia Lynn, Thai, Khanh-Phuong, 2022-02-11 School readiness is as much about schools recognizing the existing capabilities and knowledge each child has when they enter school as it is about supporting children and families in their preparation for entering formal learning environments Effective approaches that address learning variability must take these differences into account recognizing and leveraging opportunities inherent in the child s ecosystem of resources The Handbook of Research on Innovative Approaches to Early Childhood Development and School Readiness assembles the most current research and thought leadership on the ways in which innovative education stakeholders are working together to impact the most critical years in a child s life the years leading up to and including kindergarten Covering topics such as change agency experience quality and social emotional development this book is a crucial resource for educational researchers child development professionals school administrators pre K teachers pre service teachers program managers policymakers non profit service organizations early childhood EdTech developers curriculum developers and academicians

**Subject Catalog, 1982** Library of Congress, 1982 **Math Instruction for Students with Learning Difficulties** Susan Perry Gurganus, 2021-11-29 This richly updated third edition of Math Instruction for Students with Learning Difficulties presents a research based approach to mathematics instruction designed to build confidence and competence in preservice and inservice PreK 12 teachers Referencing benchmarks of both the National Council of Teachers of Mathematics and Common Core State Standards for Mathematics this essential text addresses teacher and student attitudes towards mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors Chapters on assessment and instruction precede strands that focus on critical concepts Replete with suggestions for class activities and field extensions the new edition features current research across topics and an innovative thread throughout chapters and strands multi tiered systems of support as they apply to mathematics instruction Transforming the Workforce for Children Birth Through Age 8 National Research Council, Institute of Medicine, Board on Children, Youth, and Families, Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, 2015-07-23 Children are already learning at birth and they develop and learn at a rapid pace in their early years This provides a critical foundation for lifelong progress and the adults who provide for the care and the education of young children bear a great responsibility for their health development and learning Despite the fact that they share the same

objective to nurture young children and secure their future success the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well Transforming the Workforce for Children Birth Through Age 8 explores the science of child development particularly looking at implications for the professionals who work with children This report examines the current capacities and practices of the workforce the settings in which they work the policies and infrastructure that set qualifications and provide professional learning and the government agencies and other funders who support and oversee these systems This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning shared knowledge and competencies for care and education professionals and principles for effective professional learning Young children thrive and learn best when they have secure positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice specific actions to improve professional learning systems and workforce development and research to continue to build the knowledge base in ways that will directly advance and inform future actions The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive and ultimately improve outcomes for children

*Reinventing STEM in Early Childhood Education* Eugene Geist, 2025-05-09 Teaching STEM to young children is about more than helping them learn their numbers and facts It is an important and complex process that to be effective should honor the way children's brains are developing This book outlines how early childhood educators can best support young children's STEM journeys as children naturally take in information about their environment synthesize it and grow in the process This comprehensive text details different theories of learning research on how young brains develop practical information on preparing your environment and yourself for teaching STEM to children guidance for supporting diverse populations of students and developmental guidelines sample standards resources and lesson plans Organized chronologically the book connects relevant STEM topics with each developmental age range and outlines common school standards for each grade Reinventing STEM in Early Childhood Education is meant to be a core text for preservice teachers in math and science methods courses and is also important reading for teacher educators and professional development programs

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