



Teaching Young Children

Teaching Young Children Mathematics



Sydney L. Schwartz

Teaching Mathematics To Young Children

Christine Mitchell, Helen Williams

Teaching Mathematics To 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 Mathematics to Young Children Dennis Thyer, John Maggs, 1976

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 *Zero for Parents and Teachers, or (Almost) All You Need to Know about Mathematics for Young Children* Anne D. Cockburn,Anna Papadopoulou,Ioannis Papadopoulos,2020-07-20 Zero for Parents and Teachers or Almost All You Need to Know about Mathematics for Young Children is a book for people who feel nervous or uncertain about teaching maths to young children If you are anxious and confused about the subject this might just be the book you are looking for It covers all the basic topics young children need to know about maths It starts at the beginning and in an open and friendly way opens new horizons exploring fundamental ideas you may never have known you never knew Had you realised that for example zero 0 means much more than simply nothing you might have found yourself enjoying maths at school The book begins by introducing six young friends who follow us through each chapter providing a range of fun activities for you and your children to further your mathematical confidence Written by early years educators this book will offer safe and sympathetic guidance for any reader *Teaching Mathematics 3-5: Developing Learning In The Foundation Stage* Gifford, Sue,2005-08-01 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

Teaching Mathematics to Young Children Rosalie Jensen,Deborah Spector,1984-01-01 **Teaching Mathematics to Young Children** Christine Mitchell,Helen Williams,1998 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 Creative Teaching Mary J. Briggs,Sue Davis,2008 Offering teachers a dynamic and different perspective on mathematics this book enables them to see and teach in creative ways that will develop their pupil s mathematical thinking potential *Math for the Very Young* Lydia

Polonsky,Dorothy Freedman,Susan Lesher,Kate Morrison,1995-04-03 Four experienced teachers who have written math curricular materials for the University of Chicago School Mathematics Project present a comprehensive collection of innovative and fun activities easy enough for even the most math phobic parents Covers all math concepts appropriate for children ages 3-7 including measurement, counting, telling time, and temperature comparisons arrays, shapes, and patterns Organized by type of activity such as cooking, taking a trip, playing games, and making crafts **Math for the Very Young**

Lydia Polonsky,Susan Lesher,Dorothy Freedman,1995-03-01 Suggests activities for teaching mathematical concepts and skills in and outside the home using personal facts, calendars, animals, crafts, and games and provides counting rhymes and stories **Teaching Mathematics as to be Meaningful - Foregrounding Play and Children's Perspectives** Hanna Palmér, Camilla Björklund, Elin Reikerås, Jessica Elofsson, 2023-10-29 This open access book's theme is Teaching mathematics as to be meaningful foregrounding children's play and perspectives. It discusses the relation between teachers, children, and mathematical content within the context of play with a particular focus on the framing of these relations within this context which is an important theme in the debate on whether teaching should be integrated with or separated from children's play. The work further addresses meaningfulness in the learning process particularly from the child's perspective. Globally most guidelines and curricula for early childhood education mention play as one of the key features for young children's learning. Still there are quite different views on the definitions of play and in what ways play should become part of children's learning. The chapters of the book mirror the research topics presented at the fifth POEM conference in May 2022 divided into four sub themes: Play and learning, Children's perspectives on mathematics, Teachers' competencies, and Theorizing aspects of early mathematics education. **Learning and Teaching Mathematics 0-8** Helen Taylor, Andrew Harris, 2013-11-19 What a super book! It is absolutely packed with practical ideas and activities to help you love maths and love teaching and/or learning it. It certainly helps to develop an enthusiasm for a subject most adults tend to say I'm not good at. Early Years Educator A wonderful book packed with practical ideas and activities to help all students love maths. Jo Boaler Professor of Mathematics Education Stanford University Fostering an enthusiasm for mathematics in young children is a vital part of supporting their mathematical development. Underpinned by subject and pedagogical knowledge, case studies and research based perspectives, the authors provide clear guidance on how to support young children's learning and understanding in an effective and engaging way. Contemporary approaches to developing essential mathematical learning for young children are explored, including play, practical activities, and talk for mathematics, outdoor learning, understanding, pattern, counting, calculation, and place value, measures and shape, problem solving and representing mathematics, assessment, working with parents. Written for both trainees and practitioners working with children aged 0 to 8 years, including those studying for Early Years and Early Childhood degrees and those on Primary PGCE and Primary Education courses, this book offers mathematical subject knowledge and teaching ideas in one volume. Helen Taylor is Course Leader of PGCE Primary Part time Mathematics

at Canterbury Christ Church University Andrew Harris is Course Leader of PGCE Modular Mathematics at Canterbury Christ Church University Learning and Teaching Mathematics 0-8 Helen Taylor, Andrew Harris, 2013-11-14 What a super book! It is absolutely packed with practical ideas and activities to help you love maths and love teaching and/or learning it. It certainly helps to develop an enthusiasm for a subject most adults tend to say they're not good at. Early Years Educator A wonderful book packed with practical ideas and activities to help all students love maths. Jo Boaler Professor of Mathematics Education Stanford University Fostering an enthusiasm for mathematics in young children is a vital part of supporting their mathematical development. Underpinned by subject and pedagogical knowledge, case studies and research based perspectives, the authors provide clear guidance on how to support young children's learning and understanding in an effective and engaging way. Contemporary approaches to developing essential mathematical learning for young children are explored, including play, practical activities and talk for mathematics, outdoor learning, understanding, pattern, counting, calculation and place value, measures and shape. Problem solving and representing mathematics, assessment, working with parents. Written for both trainees and practitioners working with children aged 0 to 8 years, including those studying for Early Years and Early Childhood degrees and those on Primary PGCE and Primary Education courses, this book offers mathematical subject knowledge and teaching ideas in one volume. Helen Taylor is Course Leader of PGCE Primary Part time Mathematics at Canterbury Christ Church University. Andrew Harris is Course Leader of PGCE Modular Mathematics at Canterbury Christ Church University Mathematics Learning in Early Childhood National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Early Childhood Mathematics, 2009-12-13 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. Teaching Mathematics to All Children Benny F. Tucker, Ann H. Singleton, Terry L. Weaver, 2006 With the composition of today's classroom in mind, this book approaches teaching and

planning elementary mathematics by using methods that accommodate the diverse learning needs of any student having difficulties with basic math concepts The authors use personal experience and research that supports a complete set of developmental concepts and skills to outline the effective development of mathematical concepts and skills It stresses lesson planning that will result in learning understanding and retaining important concepts and skills K 12 Special Education and General Education Teachers

Teaching Mathematics with Insight Anne D. Cockburn,2005-08-11 The Initial Teacher Training National Curriculum says that student teachers should be trained to analyse pupil s errors in maths and act accordingly This is the only book that supports teachers analysis of mathematical errors and helps them predict potential problems and propose solutions for themselves Written in an accessible style Teaching Mathematics with Insight guides the primary and early years teacher and the student teacher through a series of processes that will enable them to become more effective and enlightened teachers of early mathematics The processes include unravelling the complexities of a concept for example subtraction by considering its component parts and the knowledge required to acquire understanding watching children work to observe common mistakes and analyse the underlying misconceptions discussing the concepts with other adults

Understanding Mathematics for Young Children Derek Haylock,Anne D Cockburn,2008-10-29 This is a fully revised and updated edition of the authors successful and much used book Understanding Mathematics in the Lower Primary Years A Guide for Teachers of Children 3 8 It is written for those who teach mathematics for those who are preparing to teach mathematics to children aged 3 to 8 years as well as for those who wish to have a clearer understanding of the mathematical ideas behind the material they use in the classroom This book also shows how children can be helped to develop an understanding of mathematics for themselves The revisions introduced in the third Edition reflect recent changes such as the Early Learning Goals for the Foundation Stage and the particular emphasis of The National Numeracy Strategy Sections on addition and subtraction multiplication and division have been revised and the book includes coverage of mental calculation strategies This is an essential student text and professional reference work for teachers of children aged 3 to 8 years

Teaching Math to Young Children Douglas Frye,Arthur J. Baroody,Margaret Burchinal,Sharon M. Carver,Nancy C. Jordan,Judy McDowell,M. C. Bradley,Elizabeth Cavadel,Julia Lyskawa,Libby Makowsky,Moira McCullough,Bryce Onaran,Michael Barna,Marc Moss,2013 The goal of this practice guide is to offer educators specific evidence based recommendations that address the challenge of teaching early math to children ages 3 to 6 The guide provides practical clear information on critical topics related to teaching early math and is based on the best available evidence as judged by the authors The guide is organized around five recommendations 1 Teach number and operations using a developmental progression 2 Teach geometry patterns measurement and data analysis using a developmental progression 3 Use progress monitoring to ensure that math instruction builds on what each child knows 4 Teach children to view and describe their world mathematically and 5 Dedicate time each day to teaching math and integrate math instruction throughout the school

day The following are appended 1 Postscript from the Institute of Education Sciences 2 About the Authors 3 Disclosure of Potential Conflicts of Interest and 4 Rationale for Evidence Ratings Contains a glossary 18 tables 11 examples 7 figures and 437 endnotes *Teaching Mathematics in the Primary School* Gill Bottle, 2005-01-01 This title highlights aspects of progression and continuity in the teaching of Mathematics across the elementary years and encourages readers to develop an understanding of key principles and the confidence to apply these appropriately to their classroom practice It addresses the connections between teaching managing planning and assessment and presents ideas about how practitioners can enhance children s mathematical understanding and ability to use mathematics in a variety of contexts

The Enigmatic Realm of **Teaching Mathematics To Young Children**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Teaching Mathematics To Young Children** a literary masterpiece penned by way of a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of people who partake in its reading experience.

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