

THE YOUNG CHILD & Mathematics

Third Edition



Angela Chan Turrou, Nicholas C. Johnson, & Megan L. Franke

The Young Child And Mathematics

**Douglas H. Clements, Julie
Sarama, Associate Editor DiBiase, Ann-
Marie DiBiase**

The Young Child And Mathematics:

The Young Child and Mathematics, Third Edition Angela Chan Turrou, Nicholas C. Johnson, Megan L. Franke, 2021
Everything a child does has mathematical value these words are at the heart of this completely revised and updated third edition of The Young Child and Mathematics Grounded in current research this classic book focuses on how teachers working with children ages 3 to 6 can find and build on the math inherent in children's ideas in ways that are playful and intentional This resource Illustrates through detailed vignettes how math concepts can be explored in planned learning experiences as well as informal spaces Highlights in the moment instructional decision making and child teacher interactions that meaningfully and dynamically support children in making math connections Provides an overview of what children know about counting and operations spatial relations measurement and data and patterns and algebra Offers examples of informal documentation and assessment approaches that are embedded within classroom practice Deepen your understanding of how math is an integral part of your classroom all day every day

The Young Child and Mathematics Juanita V. Copley, 2010
Reflects recent developments in math education using vignettes from classrooms activity ideas and strategies for teaching young children about math processes and concepts Incorporates standards and guidelines from NCTM and NAEYC

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 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

Math & Science for Young Children Rosalind Charlesworth, Karen Lind, 2009-02-09 MATH AND SCIENCE FOR YOUNG CHILDREN 6th Edition is a unique text that focuses on the integration of math and science along with the other important areas of child development during the crucial birth through eight age range It also carefully addresses the ever changing and important national standards The National

Association for the Education of Young Children NAEYC National Council of Teachers of Math NCTM National Science Teachers Association NSTA American Association for the Advancement of Science AAAS and the National Research Council NRC Both math and science are presented from a common conceptual framework and problem solving is emphasized as the major means for constructing concepts The systematic approach of the book promotes developmentally appropriate assessment through observation documentation of records audio and video use performance evaluations and student portfolios This text covers the use of literature and the promotion of the written language with an emphasis on dramatic play and provides information regarding materials and resources as well as parent involvement With the units developed sequentially from pre kindergarten to primary level the book is easy and logical to follow Important Notice Media content referenced within the product description or the product text may not be available in the ebook version

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

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

Showcasing Mathematics for the Young Child Juanita V. Copley, 2004 Written for all teachers of young children this book illustrates activities that promote early mathematics development for children ages three to five and showcases mathematics for the young child The thirty five activities in this book are distributed into five content areas number and operations geometry algebra measurement and data analysis The content areas are connected by a continuing story Hanny the Honey Bear Discovers the World of Mathematics in the Big Zoo Teachers can use this book to

help themselves teach mathematics learn mathematics and most important listen to children think **Experiments in Math for Young Children** Rosalind Charlesworth, 1996-02-01 Experiences in Math for Young Children is based on theories of child development and learning and is compatible with the guidelines of the National Association for the Education of Young Children NAEYC and the National Council of Teachers of Mathematics NCTM Developmentally appropriate integrated curriculum is stressed as well as language and literature **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 **Math and Science for Young Children**, 2015 **Young Children Reinvent Arithmetic** Constance Kamii, 1999 In this fully revised second edition of the classic Young Children Reinvent Arithmetic Constance Kamii describes and develops an innovative program of teaching arithmetic

in the early elementary grades Kamii bases her educational strategies on renowned constructivist Jean Piaget's scientific ideas of how children develop logico-mathematical thinking. Written in collaboration with a classroom teacher and premised upon the conviction that children are capable of much more than teachers and parents generally realize, the book provides a rich theoretical foundation and a compelling explanation of educational goals and objectives. Kamii calls attention to the ways in which traditional textbook-based teaching can be harmful to children's development of numerical reasoning and uses extensive research and classroom-tested studies to illuminate the efficacy of the approach. This book is full of practical suggestions and developmentally appropriate activities that can be used to stimulate numerical thinking among students of varying abilities and learning styles both within and outside of the classroom. In this new edition of her important book, Connie Kamii demonstrates scholarship not just in what she has written but in her willingness to incorporate new ideas and findings. Many people update their books; few assiduously revise them confronting what they believe to be past errors or gaps in their thinking. Such intellectual honesty along with consistent connections between theory and practice make this book a solid contribution to mathematics education of young children. Douglas Clements, State University of New York at Buffalo

The development of young children's logico-mathematical knowledge is at the heart of this text. Similar to the first edition, this revision provides a rich theoretical foundation as well as child-centered activities and principles of teaching that support problem solving, communicating, reasoning, making connections, and representing mathematical ideas. In this great resource for preservice and in-service elementary teachers, Professor Kamii continues to help us understand the implications of Piagetian theory. Frances R. Curcio, New York 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, 2009-11-13

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 Engaging Young Children in Mathematics Douglas H. Clements, Julie Sarama, 2004 Engaging Young Children in Mathematics Standards for Early Childhood Mathematics Education brings together the combined wisdom of a diverse group of experts involved with early childhood mathematics The book originates from the landmark 2000 Conference on Standards for Pre kindergarten and Kindergarten Mathematics Education attended by representatives from almost every state developing standards for young children s mathematics federal government officials mathematicians mathematics educators researchers from mathematics education early childhood education and psychology curriculum developers teachers policymakers and professionals from organizations such as the National Conference of Teachers of Mathematics and the National Association for the Education of Young Children The main goal of the Conference was to work collectively to help those responsible for framing and implementing early childhood mathematics standards Although it has its roots in the Conference the expanded scope of the standards and recommendations covered in this book includes the full range of kindergarten to grade 2 The volume is organized into two main parts and an online appendix <http://www.gse.buffalo.edu/org/conference> Part One Major Themes and Recommendations offers a framework for thinking about pre kindergarten grade 2 mathematics education and specific recommendations Part Two Elaboration of Major Themes and Recommendations provides substantive detail regarding young students understandings of mathematical ideas Each Part includes five parallel subsections Standards in Early Childhood Education Math Standards and Guidelines Curriculum Learning Teaching and Assessment Professional Development and Toward the Future Implementation and Policy As a whole the book presents comprehensive summaries of research that provide specific guidelines for standards curriculum and teaching takes the recent reports and recommendations for early childhood mathematics education to the next level integrates practical details and research throughout and provides a succinct but thorough review of research on the topics sequences and learning trajectories that children can and should learn at each of their first years of life with specific developmental guidelines that suggest appropriate content for each topic for each year from 2 year olds to 7 year olds This is an indispensable volume for mathematics educators researchers curriculum developers teachers and policymakers including those who create standards scope and sequences and curricula for young children and professional teacher development materials and students in mathematics education early childhood trainers teacher educators and faculty in mathematics education **Math and Science for Young Children** Rosalind Charlesworth, Karen Lind, 1995 Math and Science for Young Children 5e is a unique reference that focuses on the integration of math and science with the other important areas of child development during the crucial birth through eight age range It also carefully addresses the ever changing and significant national standards of the following organizations The National Association for the Education of Young Children NAEYC National Council of Teachers of Math NCTM National Science Teachers Association NSTA American Association for the Advancement of Science AAAS and the National Research Council NRC A valuable resource for the student learner working professional as well as the involved

parent Math and Science for Young Children 5e is the most current volume of information of its kind available on the market today *Engaging Young Children in Mathematics* ,2004 Math and Science for Young Children Rosalind Charlesworth,Karen K. Lind,2012-01-17 MATH AND SCIENCE FOR YOUNG CHILDREN Seventh Edition is a unique reference that focuses on the integration of math and science in early childhood education programs while addressing other important areas of child development during the crucial birth through eight age range It also carefully addresses the ever changing and significant national standards of the following organizations The National Association for the Education of Young Children NAEYC National Council of Teachers of Math NCTM National Science Teachers Association NSTA American Association for the Advancement of Science AAAS and the National Research Council NRC A valuable resource for working professionals and involved parents MATH AND SCIENCE FOR YOUNG CHILDREN Seventh Edition is the most current volume of information of its kind available on the market today **Early Childhood Mathematics Education Research** Julie Sarama,Douglas H. Clements,2009-04-01 This important new book synthesizes relevant research on the learning of mathematics from birth into the primary grades from the full range of these complementary perspectives At the core of early math experts Julie Sarama and Douglas Clements s theoretical and empirical frameworks are learning trajectories detailed descriptions of children s thinking as they learn to achieve specific goals in a mathematical domain alongside a related set of instructional tasks designed to engender those mental processes and move children through a developmental progression of levels of thinking Rooted in basic issues of thinking learning and teaching this groundbreaking body of research illuminates foundational topics on the learning of mathematics with practical and theoretical implications for all ages Those implications are especially important in addressing equity concerns as understanding the level of thinking of the class and the individuals within it is key in serving the needs of all children **Mathematizing** Allen Rosales,2015-08-11 A new emergent math resource for every teacher even those who don t believe they have the know how to teach math **Mathematics for the Young Child** Joseph Neal Payne,

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