

# **MATHEMATICS FOR YOUNG CHILDREN**

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An Active Thinking Approach

Marion H. Bird

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EARLY YEARS



# Mathematics For Young Children An Active Thinking Approach

**Scott C. Dulebohn**



## **Mathematics For Young Children An Active Thinking Approach:**

**Mathematics for Young Children** Marion H. Bird, 2022-11-21 For many years increasing stress has been placed on the importance of giving the under sevens a good start in mathematics Originally published in 1991 Mathematics for Young Children shows how children as young as four and five and of all abilities can be encouraged to carry out their own mathematical explorations whilst covering the content of a prescribed curriculum A substantial part of the book is taken up with actual case studies of children working with Marion Bird in a reception classroom fully illustrated with examples of the children's work These case studies are then analysed to show how a prescribed syllabus can be effectively covered through an investigational approach a point which is of paramount importance to teachers concerned with the introduction of the National Curriculum The role of the teacher too is examined carefully in order to identify those parts of a teacher's repertoire which seems to be particularly fruitful in encouraging young children's active mathematical thinking Throughout readers are encouraged to apply and amend ideas to suit their own particular circumstances MiniMaths 2 Kim Connor, 2000 MiniMaths is packed with oodles of maths ideas inspired by everyday objects like shoes dough flowers and sand Each book contains over 72 engaging maths activities Playful Mathematics Helen J. Williams, 2022-03-10 Nursery World Professional Book of the Year 2022 Children are naturally mathematical in their play They play with mathematics Early years practitioners often struggle to make mathematics relevant and engaging for their young learners In their play children are naturally mathematical yet practitioners are often unsure about how to build on this or how this observed play fits in with the mathematics they teach This Nursery World Award Winning Book Empowers early years teachers to see the learning in this play and to remain committed to play based practice Outlines recent research on how children best learn mathematics Supports early years practitioners to know why preparation works better than planning and why thinking space matters more than you think Mathematics in Nursery Education, Second Edition Ann Montague-Smith, 2014-05-22 Written for those studying to work with the under 5s in mathematics teaching this guide is written to comply with the latest curriculum guidelines It will also serve as a course text for BA QTS and early childhood teaching qualifications Supporting Children's Learning in the Early Years Linda Miller, Jane Devereux, Carrie Cable, Gill Goodliff, 2014-12-05 Supporting Children's Learning in the Early Years is aimed at early years practitioners who are developing their knowledge and understanding of professional practice through studying at undergraduate level The book encourages readers to consider their professional development as reflective practitioners building on and supporting the government agenda to provide quality provision for young children and their families Combining theory and practice and bringing together current research and thinking in a broad range of areas the book covers Learning environments young children as learners assessment of learning well being and children's rights diversity and inclusion Learning and development children's development including social and emotional development literacy and mathematical development the potential of ICT fostering creativity musical development

and knowledge and understanding of the world Reflective practice the learning environment safeguarding and wellbeing the reflective practitioner Throughout the contributions in this book encourage the reader to consider the diverse range of experiences which young children bring to early years and early primary settings and suggest ways in which they can be supported The book will also be a valuable and unique resource for training providers of a range of courses at further and higher education level that prepare people to work with and lead in early years settings in the UK **Mathematics in the**

**Early Years** David Clemson,2006-11-22 The Clemsons clear and readable book takes the reader from debates about how children learn and what children know and can do when they start school through to a discussion of how mathematics can be managed assessed and evaluated in the school and classroom Linking these two parts of the book is a section on the subject of mathematics itself from which the non specialist reader can gain a view of what mathematics is what needs to be thought about in planning and offering a curriculum and the special dilemmas faced in teaching and learning mathematics as a subject A bank of case studies offers an opportunity to see mathematics in action in a variety of classrooms **Supporting**

**Early Mathematical Development** Caroline McGrath,2010-07-12 Supporting Early Mathematical Development is an essential text for current Early Years practitioners and students offering an excellent blend of theory and practice that will enable you to provide successful mathematical education for children from birth to eight years old Charting the delivery of mathematical development in Playgroups Children s Centres Nurseries and Primary Schools it forges links between current practice and fundamental Early Years principles and makes suggestions for creating effective pedagogies in maths teaching Promoting mathematical development through play based learning this book presents a wealth of practical multi sensory teaching strategies instructional methodologies activity ideas incorporating play books songs cookery and the outdoors examples of children s work advice on translating theory into practice questions for reflective practice Throughout the book Caroline McGrath breaks down the complexity of teaching and learning mathematics into simple steps and guides readers through possible gaps in their knowledge bringing fresh enthusiasm to teaching mathematics This is an invaluable resource for practitioners and trainee teachers wishing to strengthen their mathematical teaching and professional practice or for students on a wide range of Early Years courses Education in Early Childhood Sue Robson,2012-11-12 This work

designed to be used as a basic textbook for student teachers taking B Ed and PGCE initial training courses provides an accessible but rigorous treatment of early childhood education integrating ideas and practice acts as a springboard for students further study arose out of the concerns and needs expressed by students themselves and has been written from a well known centre for early childhood studies Practitioner examples are included throughout together with selected readings

**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 Mathematics 3-5 Susan Gifford, 2005-08. What do we know from research about how three to five year olds learn mathematics bearing in mind their social, emotional, physical and cognitive development? What are the most important aspects of mathematics for young children to learn and how might children learn them? How should adults teach mathematics to children so young? This book provides a research background for adults helping three to five year olds learn mathematics including social and emotional processes as well as key mathematical ideas and common difficulties. It includes implications for practice and proposes a playful and sensitive approach. It is illustrated with examples from the author's own research and work with practitioners.

*Problem Solving, Reasoning and Numeracy* Pat Beckley, Ashley Compton, Jane Johnston, Harriet Marland, 2010-11-11. This is a complete guide to supporting problem solving, reasoning and numeracy in the Early Years Foundation Stage (EYFS), promoting a holistic approach and exploring good practice. Awakening the Natural Genius of Black Children Amos N. Wilson, 1992. African children are naturally precocious and gifted. They begin life with a natural head start. However, their natural genius is too frequently underdeveloped and misdirected. In this volume, the author surveys the daily routines, child rearing practices, parent-child interactions, games and play materials, parent training and pre-school programs which have made demonstrably outstanding and lasting differences in the intellectual, academic and social performance of Black children.

**Education and Early Years T Level: Assisting Teaching** Penny Tassoni, Louise Burnham, Janet King, 2023-10-09. Begin your path to a career in Education and Early Years with this T Level textbook that covers both the core content and the assisting teaching specialism content you will need to understand to be successful in your qualification. For first teaching from September 2023. Develop your understanding of the key principles, concepts, theories and skills that will give you a solid foundation of knowledge to support you during your industry placement. Created in partnership with NCFE and written by highly respected authors Penny Tassoni, Louise Burnham and Janet King, you can feel confident relying on the insights and experience of these experts. Track and consolidate your learning using the learning outcomes at the beginning of every unit and Test Yourself questions throughout each unit. Ensure you don't miss any important terminology with key terms highlighted and defined in context. Contextualise your learning with case studies, reflection tasks and practice points. Prepare for your examinations with knowledge-based practice questions. Understand how to approach your assignments with practical

tasks and model answers

### **Child Development and the Use of Technology: Perspectives, Applications and Experiences**

Blake, Sally, Winsor, Denise L., Allen, Lee, 2011-11-30 Children experience technology in both formal and informal settings as they grow and develop. Despite research indicating the benefits of technology in early childhood education, the gap between parents, teachers, and children continues to grow as our new generation of children enters early childhood classrooms. *Child Development and the Use of Technology: Perspectives, Applications and Experiences* addresses major issues regarding technology for young children, providing a holistic portrait of technology and early childhood education from the views of practitioners in early childhood education, instructional design, technology, special education, and mathematics and science education. Consisting of fifteen chapters developed by multidisciplinary teams, this book includes information, advice, and resources from practitioners, professionals, and university faculty engaged in early childhood education and instructional design technology.

### **An Integrated Play-based Curriculum for Young Children**

Olivia N. Saracho, 2013-03-01 Play provides young children with the opportunity to express their ideas, symbolize, and test their knowledge of the world. It provides the basis for inquiry in literacy, science, social studies, mathematics, art, music, and movement. Through play, young children become active learners engaged in explorations about themselves, their community, and their personal social world. *An Integrated Play-based Curriculum for Young Children* offers the theoretical framework for understanding the origins of an early childhood play-based curriculum and how young children learn and understand concepts in a social and physical environment. Distinguished author Olivia N. Saracho then explores how play fits into various curriculum areas in order to help teachers develop their early childhood curriculum using developmentally and culturally appropriate practice. Through this integrated approach, young children are able to actively engage in meaningful and functional experiences in their natural context. Special Features Include Vignettes of children's conversations and actions in the classroom, Suggestions for activities and classroom materials, Practical examples and guidelines, End of chapter summaries to enhance and extend the reader's understanding of young children. By presenting appropriate theoretical practices for designing and implementing a play-based curriculum, *An Integrated Play-based Curriculum for Young Children* offers pre-service teachers the foundational knowledge about the field, about the work that practitioners do with young children, and how to best assume a teacher's role effectively.

### **Globalizing Approaches in Early Childhood Education**

Arufe Giráldez, Víctor, Sanmiguel-Rodríguez, Alberto, Alvarez, Oliver Ramos, Padín, Rocío Rodríguez, 2024-12-06 In early childhood education, it has opened doors to shared resources, innovative teaching methods, and a broader understanding of developmental practices that benefit young learners. However, it also presents challenges such as the risk of cultural homogenization and the difficulty of adapting global standards to fit diverse local needs. By balancing global influences with respect for local contexts, educators can harness the benefits of globalization to enrich early childhood education while preserving cultural uniqueness. *Globalizing Approaches in Early Childhood Education* presents theoretical concepts and

practical tasks linked to the main areas of knowledge established in the educational curriculum of early childhood education. It discusses global approaches that allow teachers to design multidisciplinary proposals to enrich the skills and aptitudes of children in the stage from 0 to 6 years. Covering topics such as children's rights, motor skills and work education, this book is an excellent resource for researchers, academicians, policymakers, international development organizations, educators and more.

*The Arithmetic Teacher*, 1992      **American Book Publishing Record**, 1995      **Boletín Internacional de Bibliografía Sobre Educación**, 1992      **Choice**, 1992

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