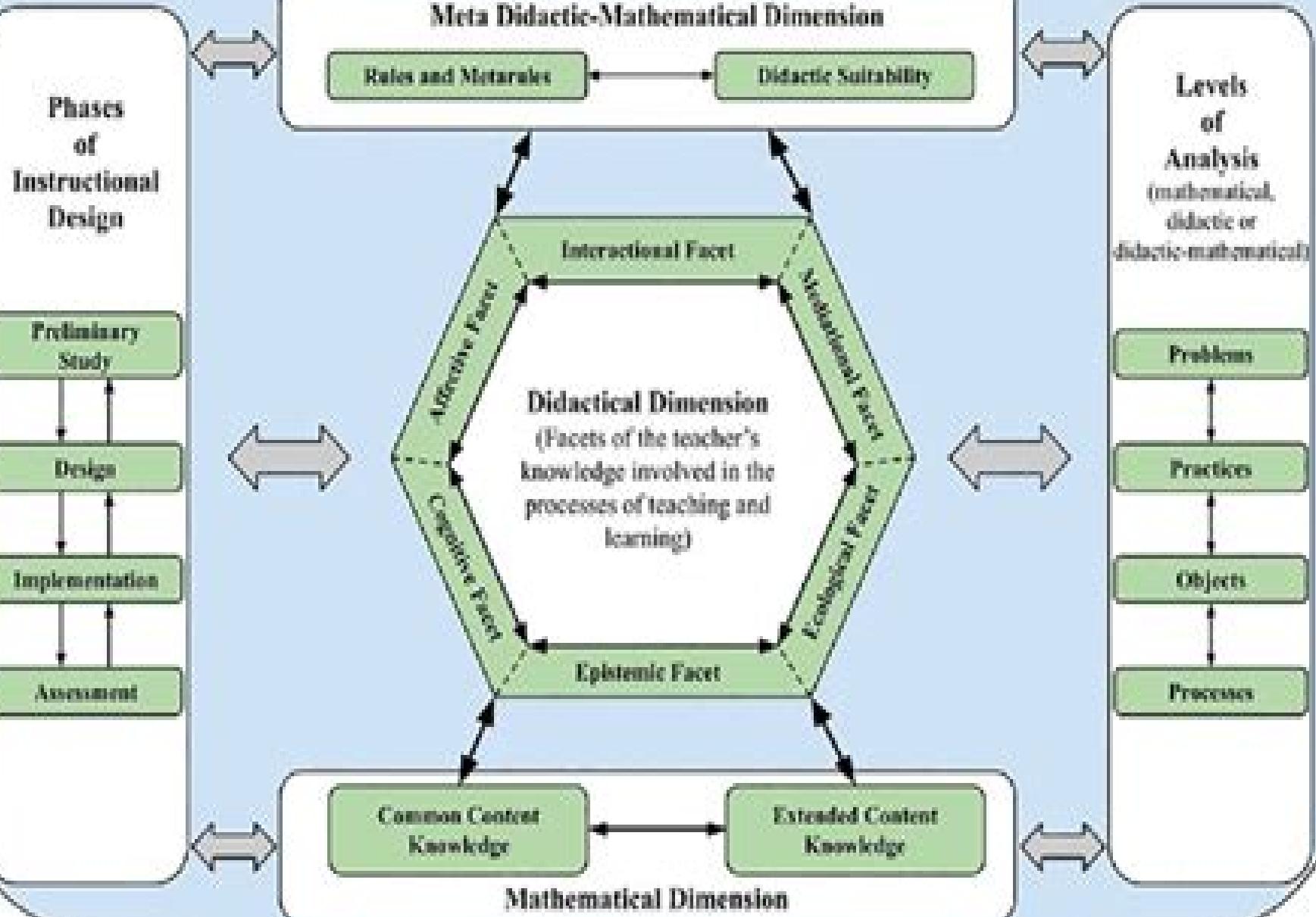


# Didactic-Mathematical Knowledge (DMK)



## Mathematical Developemen

**Linda Pound**

## **Mathematical Developemen:**

*Supporting Mathematical Development In The Early Years* Pound, Linda,2006-05-01 Review of the first edition All the major areas of early childhood maths teaching and learning are covered in this powerful book The book is also full of delightful stories It would be eminently suitable for beginning and trainee teachers but would also be helpful to all those concerned in early years settings All the relevant information is here based on a wealth of knowledge and experience TES Supporting Mathematical Development in the Early Yearsprovides practical guidance for parents teachers and other early years workers who want to give children a good start in mathematical development Showing how competent children are as mathematicians from an early age the book offers an overview of young children s mathematical behaviour at home and in early years settings The book de nes the content and the learning curriculum required to promote mathematical thinking including an examination of the relationship between mathematics and language learning and the role of other cross curricular aspects such as information and communications technology ICT It explores the role of staff in observing planning for and supporting children s learning by using a variety of strategies and makes suggestions for promoting effective partnerships between the parents or principal carers and early years staff The book also considers the importance of play and imagination to the development of abstract thought The second edition is comprehensively updated throughout and includes new material on Special Educational Needs the very early years the role of play the role of ICT and examples of outdoor play It is essential reading for early years teachers and students as well as parents who want to understand and develop their children s early mathematical learning

### **Mathematical Development in Young Children** Bárbara M.

Brizuela,2004 With profound implications for classroom practice this text uses a series of interviews with Kindergarten and elementary school children to examine the significance of children s understanding and learning of mathematical notations in their development as matehmatics learners

### Supporting Early Mathematical Development Caroline McGrath,2010-07-12

This highly topical resource offers an excellent blend of theory and practice that will enable you to deliver successful mathematical education to birth to eight year olds

### The Development of Mathematical Skills Chris Donlan,2022-02-16

Current research into the psychology of children s mathematics is extremely diverse The present volume reflects this diversity it is unique in its breadth bringing together accounts of cutting edge research from widely differing sometimes opposing viewpoints The reader with a grounding in developmental psychology but no knowledge of mathematical development will enjoy a wide ranging and challenging summary of current trends Those already familiar with some of the work may take the opportunity to broaden their knowledge and to evaluate new methodologies and the insights they offer The book is an invitation to explore a complex set of phenomena for which no unitary explanation can be offered It aims to show that apparently disparate research perspectives may be complementary to each other and to suggest that progress towards a comprehensive account of mathematical skills may require a broad based understanding of research from more

than one viewpoint Supporting Early Mathematical Development Caroline McGrath,2025-10-14 Supporting Early Mathematical Development is an essential text combining theory and practice to enable successful mathematical education for children from birth to 12 years This text considers how students academics parents and professionals can develop their mathematical thinking practice whilst acknowledging there will always be a road yet to travel we will always be practising the craft of teaching mathematics Charting the delivery of mathematical development in playgroups children s centres nurseries and primary schools the book promotes an effective pedagogy for mathematics This new edition provides a conceptualisation of mathematics and places a fresh emphasis on mathematical literacy to empower children New chapters include the following Mediators of Mathematical Thinking Understanding Pattern Pre Algebraic and Algebraic Thinking Naming Renaming and Processing Numbers Statistics Statistical Diagrams and Probability Measure Geometry Throughout the book Caroline McGrath navigates the complexity of teaching and learning mathematics through careful thought and consideration of mediators of mathematical thinking This supportive book is designed for educators who want to know how to reconstruct mathematical ideas with children and respond in the moment Returning to the root of understanding using the adaptive pedagogical style recommended in this text you can create satisfying mathematical experiences for children

**Children are Born Mathematicians** Eugene Geist,2009 This brand new book for Early Childhood Mathematics Methods classes takes a comprehensive and chronological view of mathematics development in children beginning at birth and going through the third grade It offers specific teaching suggestions for each grade level based on the newly released NCTM National Council of Teachers of Mathematics standards The new NCTM focal points for each grade are designed to help make mathematics teaching coherent and focused Knowing what the two or three most important concepts are in each grade help teachers focus their teaching and their mathematics program Using these standards can help teachers to use many different methods to reach their objectives rather than being tied to one specific method This book takes a constructivist approach meaning that children should be active learners and interact with other children in learning and constructing their knowledge The author stresses that this process is at least as important as correct answers as is comprehension of concepts Teachers should focus on questioning and promoting mathematical thinking rather than simply getting the correct answer Finally the author encourages teachers to see math as a developmental process that children engage in as they grow and develop The teacher s role is to promote concept understanding and development through active experiences and questioning techniques in combination with teaching skills in developmentally appropriate ways

*How to Develop Confident Mathematicians in the Early Years* Tony Cotton,2018-10-09 Showing how everyday experiences can be used to encourage early mathematical thinking this book will help you to support young children s mathematical development through play Developing Confident Mathematicians in the Early Years explains clearly the stages of mathematical development from birth to five years It considers how practitioners and parents can create a mathematically

rich environment and offers a wealth of practical activities and suggestions for adult child interactions to enhance children's mathematical learning. Features include 60 activities each covering a core area of mathematical experience measurement algebra data handling counting and calculation clear explanations of the mathematics taking place in each activity and how this forms the foundation for mathematical learning in the future practical suggestions for home learning and working in partnership with parents links to the EYFS and National Curriculum Offering a rich source of ideas using everyday resources this practical text will inspire practitioners and parents to nurture young children's innate confidence and ability in mathematics

*Early Childhood Mathematics Skill Development in the Home Environment* Belinda Blevins-Knabe, Ann M. Berghout Austin, 2016-10-17 This volume presents current research on the connections between the home and family environment on children's mathematics development. Focusing on infancy through first grade it details the role of parents and other caregivers in promoting numeracy and the ways their active participation can prepare young children for learning about formal mathematics. Research data answer key questions regarding the development of numeracy alongside cognitive and linguistic skills early acquisition of specific math skills and numeracy of children with atypical language skills. The book also provides practical recommendations for parents and other caregivers as well as implications for future research studies and curriculum design. Included in the coverage: Ways to optimize home numeracy environments Individual differences in numerical abilities Cross cultural comparisons and ways to scaffold young children's mathematical skills Mathematics and language in the home environment Center based and family based child care Games and home numeracy practice Early Childhood Mathematics Skill Development in the Home Environment is an essential resource for researchers, graduate students and professionals in infancy and early childhood development, child and school psychology, early childhood education, social work, mathematics education and educational psychology

*Fostering Children's Mathematical Development, Grades 5-8* Maarten Dolk, Catherine Twomey Fosnot, 2006 Fostering children's mathematical development focuses on short video clips from classroom situations providing opportunities to observe, analyze and discuss critical moments in children's development and then to build a landscape of the ideas, strategies and models of operations with fractions, decimals and percents

*Cognitive Foundations for Improving Mathematical Learning* David C. Geary, Daniel B. Berch, Kathleen Mann Koepke, 2019-01-03 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 Identifies the relative influence of school and family on math learning Discusses the efficacy of numerical play for improvement in math Features learning trajectories in math Examines the role of math language in numeracy skills Includes assessments of math skills Explores the role of cognition in treating math based learning difficulties Mathematical Development Jenni Tavener,2003 This series of books will provide practical activities to support the Early Learning Goals QCA Six of the books will focus on one of the Areas of Learning and a seventh provides a range of photocopiesheets The books will be organised to provide a chapter for each cluster of Early Learning Goals ie Dispositions and attitudes in PSED with activities supporting a range of the appropriate Stepping Stones This book provides a range of activities to cover the Early Learning Goals for Mathematical Development Divided into chapters one for each cluster of Early Learning Goals the activities provide comprehensive coverage of the Stepping Stones and Early Learning Goals Chapters cover Numbers as labels and for counting Calculating and Shape space and measures Ideas include a rhyme time floor game creating a counting display and working as a team to construct a giant model A total of 18 photocopies provide additional support YMAW Fostering Children's Mathematical Development, Grades 5-8 (Resource Package) Maarten Dolk, Sherrin B. Hersch, Antonia Cameron, Catherine Twomey Fosnot, 2006 Young Mathematicians At Work Fostering Children's Mathematical Development Grades 5-8 The Landscape of Learning Contains CD Box 4 40 Thinking and Learning About Mathematics in the Early Years Linda Pound, 2008-03-20 An exploration of children's mathematical development to show how you can encourage and enhance the numeracy skills of any child in the early years by linking maths to every day life and making it a playful and enjoyable cross curricular activity

Planning and Using Time in the Foundation Stage Jill Williams, Karen McInnes, 2014-04-04 Operating on two levels this book aims to help students and practitioners understand how to plan and use time effectively within the foundation stage setting The book examines how children learn and play at different times of day how they fiction when they might be tired or hungry and how best to organize the learning day with this in mind The authors discuss the issue of environment how children relate to different areas within their own room and what happens when routines of time and place are altered The book also discusses how to develop children's understanding of time and how to incorporate the theme of time into children's play The book includes practical activities and examples that will allow children to fully comprehend the concept of time advice on how to create time for children to learn through play inquiry and investigation sections on how time can be used to include parents colleagues and the local community This book provides in depth analysis of how effective use of time can be beneficial for parents children and staff in early years setting Children Are Born Mathematicians: Supporting Mathematical Development, Birth To Age 8 E. Geist, 2009 **The Origins of Mathematical Knowledge in Childhood** Catherine Sophian, 2017-09-25 This book examines the origins and development of children's mathematical knowledge It

contrasts the widely held view that counting is the starting point for mathematical development with an alternative comparison of quantities position According to the comparison of quantities position the concept of number builds upon more basic concepts of equality inequality and less than and greater than relations which derive from comparisons between unenumerated quantities such as lengths The concept of number combines these basic comparative concepts with the concept of a unit of measure which allows one quantity to be described as a multiple of another Sophian examines these alternative accounts of children s developing mathematical knowledge in the light of research on children s counting on their reasoning about continuous quantities such as length and area on the development of the concept of unit on additive and multiplicative reasoning and on knowledge about fractions In the closing chapters Sophian draws out the developmental and the educational implications of the research and theory presented Developmentally the comparison of quantities position undermines the idea that numerical knowledge develops through domain specific learning mechanisms in that it links numerical development both to physical knowledge about objects which is the starting point for the concept of unit and to the acquisition of linguistic number terms Instructionally the comparison of quantities perspective diverges from the counting first perspective in that it underscores the continuity between whole number arithmetic and fraction learning that stems from the importance of the concept of unit for both Building on this idea Sophian advances three instructional recommendations First instruction about numbers should always be grounded in thinking about quantities and how numbers represent the relations between them second instruction in the early years should always be guided by a long term perspective in which current objectives are shaped by an understanding of their role in the overall course of mathematics learning and third instruction should be directly toward promoting the acquisition of the most general mathematical knowledge possible The Origins of Mathematical Knowledge in Childhood is intended for researchers professionals and graduate students in developmental psychology educational psychology and mathematics education and as a supplementary text for advanced undergraduate courses in cognitive development educational psychology and mathematics education *Reconceptualizing Early Mathematics Learning* Lyn D. English, Joanne T. Mulligan, 2013-05-09 This book emanated primarily from concerns that the mathematical capabilities of young children continue to receive inadequate attention in both the research and instructional arenas Research over many years has revealed that young children have sophisticated mathematical minds and a natural eagerness to engage in a range of mathematical activities As the chapters in this book attest current research is showing that young children are developing complex mathematical knowledge and abstract reasoning a good deal earlier than previously thought A range of studies in prior to school and early school settings indicate that young learners do possess cognitive capacities which with appropriately designed and implemented learning experiences can enable forms of reasoning not typically seen in the early years Although there is a large and coherent body of research on individual content domains such as counting and arithmetic there have been remarkably few studies that have attempted to describe characteristics of

structural development in young students mathematics Collectively the chapters highlight the importance of providing more exciting relevant and challenging 21st century mathematics learning for our young students The chapters provide a broad scope in their topics and approaches to advancing young children s mathematical learning They incorporate studies that highlight the importance of pattern and structure across the curriculum studies that target particular content such as statistics early algebra and beginning number and studies that consider how technology and other tools can facilitate early mathematical development Reconceptualising the professional learning of teachers in promoting young children s mathematics including a consideration of the role of play is also addressed *A Study of Mathematical Education Including the Teaching of Arithmetic* Benchara Branford,1908 **Bulletin of the American Mathematical Society** American Mathematical Society,1909 **Children's Mathematical Development** David C. Geary,1994

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