

Young Children's Mathematics: A supporting document for the "Making Things Count" resource

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Abstract:

Making Things Count (Ministry of Education, 1999) is a teaching resource for early childhood educators. This paper expands on the ideas in Making Things Count and is intended as a resource for teachers, parents and caregivers who want to understand and enhance young children's mathematical thinking. It provides a framework for looking at children's mathematical thinking and explores why the development of a 'number sense' is so important. Annotated lists of books for children and further reading for adults are included, along with master copies of some games for young children. This is followed by a profile of a fictional early childhood centre where mathematical experiences occur as an integral and natural part of the daily programme. A summary of the early childhood teacher's role in providing mathematical experiences for children, and practical suggestions for mathematics in centres are presented at the end.

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Kindergarten mathematics [electronic resource] : support document for teachers. Includes bibliographical references ISBN: 978-0-7711-5907-7. 1. Mathematics—Study and teaching (Primary). Young children are naturally curious and develop a variety of mathematical ideas before they enter Kindergarten. Children make sense of their environment through observations and interactions at home, in daycares, preschools, and in the community. Mathematics learning is embedded in everyday activities, such as playing, reading, storytelling, and helping around the home. Activities can contribute to the development of number and spatial sense in children.