

Teaching Reception Children Halving

There is a new and increasing emphasis on the importance of teaching arithmetical skills in primary schools. This text outlines what is meant by arithmetic and enables trainee teachers to build their own confidence in teaching arithmetic. It covers all aspects of arithmetic including recall of number facts and traditional pen and paper methods. Each arithmetical approach is illustrated with detailed examples and readers can access their own learning in each area. Guidance on when and where to use different approaches to enhance children's learning is included and interactive activities highlight essential links between theory and practice. About the Transforming Primary QTS series This series reflects the new creative way schools are beginning to teach, taking a fresh approach to supporting trainees as they work towards primary QTS. Titles provide fully up to date resources focused on teaching a more integrated and inclusive curriculum, and texts to draw out meaningful and explicit cross curricular links.

Argues that two incomes are necessary for most modern families, and describes ways in which spouses can share duties and stop perpetuating the inequalities of the workplace

The essential teaching theory and practice text for primary mathematics. Covering the skills of planning, monitoring and assessment and class management, it relates these specifically to primary mathematics. With full coverage of the theory and practice required for effective and creative mathematics teaching, this text is an essential guide for all trainees working towards QTS. Throughout, practical guidance and features support trainees to translate this learning to the classroom, embed ICT in their lessons and to understand the wider context of their teaching. This 7th edition has been updated in line with the new National Curriculum.

Teaching Literacy to Learners with Dyslexia

Teaching Early Years

The Way to Teach It

Multiple Research Perspectives

Mathematics Explained for Primary Teachers

A Handbook for Students and Teachers in the Primary School

Young Children Reading

This book explores mathematical learning and cognition in early childhood from interdisciplinary perspectives, including developmental psychology, neuroscience, cognitive psychology, and education. It examines how infants and young children develop numerical and mathematical skills, why some children struggle to acquire basic abilities, and how parents, caregivers, and early childhood educators can promote early mathematical development. The first section of the book focuses on infancy and toddlerhood with a particular emphasis on the home environment and how parents can foster early mathematical skills to prepare their children for formal schooling. The second section examines topics in preschool and kindergarten, such as the development of counting procedures and principles, the use of mathematics manipulatives in instruction, and the impacts of early intervention. The final part of the book focuses on particular instructional approaches in the elementary school years, such as different additive concepts, schema-based instruction, and methods of division. Chapters analyze the ways children learn to think about, work with, and master the language of mathematical concepts, as well as provide effective approaches to screening and intervention. Included among the topics: The relationship between early gender differences and future mathematical learning and participation. The connection between mathematical and computational thinking. Patterning abilities in young children. Supporting children with learning difficulties and intellectual disabilities. The effectiveness of tablets as elementary mathematics education tools. Mathematical Learning and Cognition in Early Childhood is an essential resource for researchers, graduate students, and professionals in infancy and early childhood development, child and school psychology, neuroscience, mathematics education, educational psychology, and social work.

Origami5 continues in the excellent tradition of its four previous incarnations, documenting work presented at an extraordinary series of meetings that explored the connections between origami, mathematics, science, technology, education, and other academic fields. The fifth such meeting, 5OSME (July 13–17, 2010, Singapore Management University) followed the precedent previous meetings to explore the interdisciplinary connections between origami and the real world. This book begins with a section on origami history, art, and design. It is followed by sections on origami in education and origami science, engineering, and technology, and culminates with a section on origami mathematics—the pairing that inspired the original meeting. Within this one volume, you will find a broad selection of historical information, artists' descriptions of their processes, various perspectives and approaches to the use of origami in education, mathematical tools for origami design, applications of folding in engineering and technology, as well as original and cutting-edge research on the mathematical underpinnings of origami.

"Organised into 21 independent modules covering number concepts and systems, the four number operations and pre-algebra, the book provides models for pupils' learning as well as seeking to develop the reader's own understanding of the subject"--Back cover.

Problem Solving, Reasoning and Numeracy

Equity in Discourse for Mathematics Education

At home and at school

Big Ideas in Primary Mathematics

Everything You Want to Know about Teaching Young Children

Teaching Children Mathematics

Integrating Interdisciplinary Research into Practice

How do you make mathematics relevant and exciting to young children? How can mathematics and literacy be combined in a meaningful way? How can stories inspire the teaching of mathematics? This book explores the exciting ways in which story can be used as a flexible resource to facilitate children's mathematical thinking. It looks at the potential relationships between language and mathematics and practically demonstrates how they can be combined to help children connect, understand and express mathematical ideas using story language. Written for a range of practitioners and students, the book offers a playful pedagogical approach to facilitating children's mathematical thinking which brings a creative satisfaction and confidence to teaching mathematics. Encouraging a creative approach to teaching mathematics that draws on picture books and oral mathematical stories, the book shows you how to: Move from reading to writing with mathematical themes Encourage children to pose and solve problems by playing with the plot of stories Enable children to translate abstract mathematical ideas to concrete situations using supporting story props and puppets Create original oral mathematical stories alongside children Capture children's mathematical thinking in an observational framework, supported by video recordings which can be shared with parents and colleagues There are free audio recordings of children and adults telling oral mathematical stories, which feature in the book. Downloaded from: www.routledge.com/9780415688154 This book draws on practical work with children, educators, parents, professional storytellers, and trainee practitioners, with ideas to life and offer insight into their mathematical story experiences. It is a 'must have' for all those who want to make mathematics relevant, accessible and imaginative for young children. This much-loved textbook has been fully revised and updated to take account of the new Primary Curriculum, which was made statutory in 2010 and will be taught in primary schools from September 2011. The new edition will be a valuable resource for new primary teachers as they prepare to teach this curriculum. Some of the changes in the new edition include the addition of new chapters on key ideas and key processes in primary mathematics Reordering of the chapters to give more prominence to using and applying mathematics Further material on graphing and on coordinates and linear relationships References throughout to the new Primary Curriculum Research focus in every chapter Updating of suggestions for further reading More detail on some of the self-assessment questions A companion website providing a comprehensive glossary and additional material to enable primary trainees to prepare with confidence for the Numeracy test A companion Student Workbook available for purchase, providing further self-assessment examples for checking understanding, for using and applying mathematics, for teaching and learning Extensively used on primary PGCE courses and undergraduate courses leading to QTS, this book is an essential resource for all new primary teachers. Considers the impacts of rapid social, economic, and cultural change on child-rearing and early education in Kenya.

How to Teach Fractions to Young Children

A Guide for Teachers of Children 3-7

Teaching Mathematics Through Story

Learning to Teach Number

Providing a Foundation for Teaching Mathematics in the Middle Grades

Origami 5

Birth-6 Years

This book explains 'big ideas' in mathematics in simple terms supported by classroom examples to show how they can be applied in primary schools to enable learning. Carefully linked to the National Curriculum, it covers all the major concepts so you can develop your own mathematical subject knowledge and to give you the confidence to deepen your understanding of the children you teach. This second edition includes: - A new 'links with mastery' feature showing how to teach with mastery in mind - A new glossary of key terms - New big ideas and activities throughout

'This new early childhood text provides a comprehensive overview of early childhood education in Australia for children from birth to eight years. It reports on a wide variety of significant early childhood topics and is written in a style directed towards early childhood professionals.' - Kim Walters, President, Early Childhood Teachers Association The early years of care and learning are recognised as crucial for ongoing educational success and future participation in society. Early childhood professionals need specialist preparation to understand and effectively support early years learners. Teaching Early Years offers a systematic, research-based introduction to educating children from birth to eight years. Leading educators identify the key priorities in early years education and cover developmental issues, curriculum, pedagogy and assessment. Each chapter concludes with questions that guide reflection of the concepts developed in the chapter. Written for early childhood education students, childcare workers and education leaders, Teaching Early Years is an essential resource for anyone involved in caring for and educating early years learners.

I found this a fascinating book to read, I could identify with my time at school when I would often write with my paper almost in at right angles to my body because I found this comfortable, and the teacher's insistence that the paper be "straight" in front of me. This then made me twist my body into a ridiculous shape, and would sometimes result in punishment for not "sitting on the chair correctly"....if only the teacher had understood the same principles as Rosemary Sassoon, who in this book emphasizes "flexibility and clear thinking about essential issues, rather than to impose solutions' - Spare-Chair Handwriting: The Way to Teach It should be required reading wherever Primary school teachers are trained, then perhaps there would be fewer young people still struggling to communicate in legible writing in Secondary school and later life' - Handwriting Today This is a comprehensive textbook, and an extremely accessible and practical guide which should be on the bookshelf of every practitioner. I recommend it highly' - Jeni Riley, Head of Early Childhood and Primary Education, Institute of Education, University of London This book is an essential classroom guide to the teaching of handwriting. It covers all aspects of the subject: from whole-school planning, to classroom management and the teaching of letters in a highly illustrated and practical sequence; and from initial letter forms through to joined writing. The author presents many examples and imaginative ideas to make learning to write more effective and interesting for children and for teachers. This Second Edition includes material on problems

which children can have with handwriting, and how to diagnose and remedy them. The author offers strategies for better teaching, and her aim throughout the book is to encourage flexibility and clear thinking about essential issues, rather than to impose solutions.

Understanding Mathematics for Young Children

A Creative Approach for the Early Years

A Monthly Magazine for Teachers and School Officers

Curriculum, pedagogy and assessment

Mathematical Learning and Cognition in Early Childhood

Fifth International Meeting of Origami Science, Mathematics, and Education

Federal Programs for Young Children: Review and Recommendations: Review of evaluation data for federally sponsored projects for children

This fully updated second edition provides a comprehensive and readable introduction to teaching young learners. It gives an accessible overview of the issues, including child development, L1 and L2 learning, L2 skills, vocabulary and grammar, learning to learn, materials design, and policy issues. Integrating theory and practice in an accessible way, it draws on up-to-date research and classroom practice that is internationally relevant. New for this edition: • Systematic incorporation of ideas related to technology across all chapters • Discussion of current trends in the field of teaching young learners, including CLIL, online learning, issues of assessment, 21st century skills, and ways of giving children more agency in their language learning • A new chapter on intercultural awareness for young learners • Updates to research and practical examples, and new tasks • An extended final chapter on classroom research, complete with innovative ideas for researching with children.

The Second Edition of this bestselling book provides a structured multi-sensory programme for teaching literacy to children and young people from 5-18 with dyslexia and other specific literacy difficulties. Supported by a wealth of resources available online and updated throughout, the new edition now includes a brand new section on Implementing the Accelerated Programme for learners who have already acquired some literacy skills. This includes: A placement test to indicate whether the programme is appropriate A diagnostic assessment procedure to determine where the learner should begin on the Accelerated Programme Examples of lesson plans, reading cards and spelling cards to help teachers prepare resources for their students With tried and tested strategies and activities this book continues to provide everything you need to help improve and develop the literacy skills of learners in your setting including; the rationale for a structured multi-sensory approach the development of phonological, reading, writing and spelling skills working with learners who have English as an Additional Language (EAL) lesson structure and lesson-planning alphabet and dictionary skills memory work and study skills teaching the programme to groups ideas for working with young children.

This book provides middle school teachers with a firm pedagogical foundation based on the manner in which students learn the mathematics being taught.

Lessons for the First Four Years

Federal Programs for Young Children: Review and Recommendations

A Multi-sensory Approach

How Equally Shared Parenting Works

Primary Mathematics: Teaching Theory and Practice

Teaching and Learning Computer Programming

2nd Edition

This book explores the connection between the ways people speak in mathematics classrooms and their opportunities to learn mathematics. The words spoken, heard, written and read in mathematics classrooms shape students' sense of what mathematics is and of what people can do with mathematics. The authors employ multiple perspectives to consider the means for transformative action with respect to increasing opportunities for traditionally marginalized students to form mathematical identities that resonate with their cultural, social, linguistic, and political beings.

Ma has made a dozen delicious cookies. It should be plenty for her two children. But then the doorbell rings -- and rings and rings. Each ring of the doorbell brings more friends to share the delicious cookies Ma has made. "Refreshing, enjoyable and unpredictable." -- School Library Journal. Also available in a Spanish-language edition, Llamam a la puerta.

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.

Splash, Anna Hibiscus!

Young Children Reinvent Arithmetic

Theories, Practices, and Policies

Introductory text-book to method and school management ... Sixth edition

Illinois School Journal

Audit and Test

Coordinating Mathematics Across the Primary School

The influx of computer technology into classrooms during the past decade raises the questions -- how can we teach children to use computers productively and what effect will learning to prog

During this same period, researchers have investigated novice learning of computer programming. Teaching and Learning Computer Programming unites papers and perspectives by respected researchers in the field of learning computer science while it summarizes and integrates major theoretical and empirical contributions. It gives a current and concise account of how instructional techniques affect student learning and how computer programming affects students' cognitive skills. This collection is an ideal supplementary text for students and a valuable reference for professionals and researchers of education, technology and communication, developmental psychology, and industrial organization.

This document summarizes presentations made at a national policy forum concerning children's transition from home and preschool to the first years of elementary school. Three presentations by (1) the strategic importance of linkages and the transition between early childhood programs and early elementary school; (2) program coordination and other issues in strengthening linkages; and (3) of a study on transitions to kindergarten in American schools. Three panel discussions considered the following topics: assessment issues related to transition; policy issues related to development of stronger linkages, parental involvement, and multiculturalism; and administrative issues and barriers to the development of stronger linkages and transition programs. Small group sessions discussed barriers to, strengths and implications of, the development of transition programs. These sessions also tried to incorporate the information presented in the forum into regional agendas for support of transition programs. The document includes a list of forum participants and a description of the early childhood program efforts of each of the 10 educational research laboratories. (BC)

Anna Hibiscus is at the beach and all she wants to do is SPLASH! In the second Anna Hibiscus picture book from Atinuke and Lauren Tobia, Anna has left her mango tree - and she's at the beach! Is there any other way to cool off than by playing in the jumpy, splashy waves? "Come and splash in the waves with me!" shouts Anna Hibiscus. But everyone, including Grandmother and Grandfather, Chocolate, Bertha, and Common Sense, is much too busy to wave-jump! So, it's just Anna Hibiscus and the white waves. "Oh! Oh! Oh!" Anna shouts happily, and soon her happy cheers bring everyone to the water. "Yippeee! I'm splashing the waves, "Why didn't you call us?"

Some Aspects of Hostility in Young Children

Good Health

Contemporary Motherhood

Halving it All

Handbook of Prejudice, Stereotyping, and Discrimination

The Churchman

This Handbook is a comprehensive and scholarly overview of the latest research on prejudice, stereotyping, and discrimination. The Second Edition provides a full update of its highly successful predecessor and features new material on key issues such as political activism, economic polarization, minority stress, same-sex marriage laws, dehumanization, and mental health stigma, in addition to a timely update on how victims respond to discrimination, and additional coverage of gender and race. All chapters are written by eminent researchers who explore topics by presenting an overview of current research and, where appropriate, developing new theory, models, or scales. The volume is clearly structured, with a broad section on cognitive, affective, and neurological processes, and there is inclusion of studies of prejudice based on race, sex, age, sexual orientation, and weight. A concluding section explores the issues involved in reducing prejudice. The Handbook is an essential resource for students, instructors, and researchers in social and personality psychology, and an invaluable reference for academics and professionals in sociology, communication studies, gerontology, nursing, medicine, as well as government and policymakers and social service agencies.

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 Specifically designed for busy teachers who have responsibility for co-ordinating a subject area within their primary school. Each volume in the series conforms to a concise style, while providing a wealth of tips, case studies and photocopiable material that teachers can use immediately. There are special volumes dedicated to dealing with OFSTED, creating whole school policy and the demands of co-ordinating several subjects within a small school. The entire set of 16 volumes is available.

Strengthening Linkages and the Transition Between Early Childhood Education and Early Elementary School : Summary of a National Policy Forum

Handwriting

Implications of Piaget's Theory

The Impact of Children on Adult Time

Resources in education

Teaching Young Language Learners, Second Edition

What Children Can Teach Adults About Mathematics

Ways adults think about mathematics and the ways children think about mathematics are not necessarily the same. Listening, observing, and talking with children is necessary so that teachers, parents, and carers can figure out where they are coming from mathematically. If children's mathematics encompasses their own meanings and understandings, and those meanings and understandings may be different to mine, then to provide effective assistance and support, I must make every effort to see mathematics from their perspective. In this book I highlight important aspects of children's beginning understandings of mathematics, illustrated with examples taken from observations of children. In Chapter 1 I discuss the origins of mathematics in infants with illustrations provided from three major strands of mathematics: number, space, and measurement. In Chapter 2 I give examples of different ways young children use fingers in their efforts to solve simple mathematical problems, looking in detail at one child's behavior. Chapter 3 focuses on a 4-year-old's views about numbers. There is a commonly held belief that before children start school they have not really thought about numbers; that young children's mathematical minds are a blank slate. Nothing could be further from the case. In Chapter 4 I discuss the topic of counting, focusing firstly on the spontaneous counting behavior of a 4-year-old, followed by interviews that further reveal how his knowledge of numbers and counting are related. Chapter 5 further discusses how children learn about numbers; in particular the various conceptions children have of the number 10. I explain the significance of part-whole knowledge in children's numerical thinking in Chapter 6, with examples taken from preschool, the 2nd grade, and 5th grade. Chapter 7 is about sharing, its origins, contexts when sharing arises, types of sharing, and the relationship between sharing and counting, sharing and division, and sharing as a platform for learning fractions. In Chapter 8 I begin by discussing early geometric ideas, including basic operations for moving items in two dimensions, followed by three-dimensional activities. I discuss the key notion of conservation of quantity and conclude with comments about scale and distance. Chapter 9 begins with the question "What is measurement?" I discuss the issue of measurement error, then sketch out a general development of measurement thinking. Types of conservation are described, as are unit systems. Finally, children's thinking in area situations, including common misconceptions, are discussed. In Chapter 10, after a story showing how fractions can be introduced naturally, I focus on the fraction knowledge of an 11-year-old, who responded to a range of tasks designed to tease out this child's conceptual understanding of fractions.

Developing and supporting literacy is an absolute priority for all early years settings and primary schools, and something of a national concern. By presenting extensive research evidence, Rachael Levy shows how some of our tried and tested approaches to teaching reading may be counter-productive, and are causing some young children to lose confidence in their abilities as readers. Through challenging accepted definitions and perspectives on reading, this book encourages the reader to reflect critically on the current reading curriculum, and to consider ways in which their own practice can be developed to match the changing literacy landscape of the 21st century. Placing the emphasis on the voices of the children themselves, the author looks at: - what it feels like to be a reader in the digital age - children's perceptions of reading - home and school reading - reading in multidimensional forms - the future teaching of reading Essential reading for all trainee and practising teachers, this critical examination of a vital topic will support all those who are interested in the way we can help future generations to become literate. This book will encourage researchers and practitioners alike to redefine their own views of literacy, and situate 'reading literacy' within the digital world in which young children now live.

Essential guide for teaching children aged 3-7, developing knowledge of key mathematical ideas and concepts in the nursery and primary classroom.

Does the Village Still Raise the Child?

The Doorbell Rang

Teaching Arithmetic in Primary Schools

Sticking Together

A Collaborative Study of Changing Child-Rearing and Early Education in Kenya

Research in Education

In this timely book Lyn Craig provides the first comprehensive account of how parents divide their time between caring for children, housework, paid work and leisure. Using large-scale quantitative time-use data, the book provides a detailed analysis of the impact of children upon adult time. This research reveals a unique picture of how parenthood affects daily life within households, and how people's (paid and unpaid) workload is affected by parenthood. By looking at how the costs and benefits of children are currently conceptualized and apportioned, Contemporary Motherhood shows what becoming a mother entails and why it is so challenging to raise children. Suggesting an explanation for why fertility rates are dramatically dropping, the book makes a significant contribution to the debate on contemporary motherhood and will interest scholars and students in sociology and social policy with an interest in the sociology of the family, gender and sexuality, and the sociology of youth.