Interactions and Strategies That Support Mathematics

- Which interactions or strategies did the teacher in the vignette use? How were they used?
- Which interactions or strategies were not observed? How could they be included?
Interactions and Strategies That Support Mathematics

- What stands out for you from these lists?
- What similarities do you see among the different substrands?
- Do you see any general categories that the strategies could be grouped in? What are they?

Why do you think there are so many strategies that relate to teaching mathematics vocabulary and having conversations with children?

- How might you keep and organize these interactions and strategies so they could be a resource for you?
Interactions and Strategies That Support Mathematics

- Context of the activity
- Observations
- Examples of interactions and strategies observed
- Which examples seemed to be intentionally planned?
- Which examples seemed to be teachable moments?

What examples of mathematics interactions or strategies stood out for you?
- Which ones were easier to identify? Which ones were harder? Why?
- Did some strategies or interactions appear more frequently than others? Which ones?
- Did some strategies or interactions appear to be more effective than others? Which ones?
Interactions and Strategies That Support Mathematics

- Were there examples where an interaction or strategy was specifically designed for a child who is an English learner? Which ones?
- Did you see opportunities for strategies or interactions to be used where they were not used?
- What other strategies or interactions might have been used?

Interactions and Strategies That Support Mathematics

- What examples shared by the speaker caught your attention or stood out for you?
- Which ones were similar to those in the *Preschool Curriculum Framework, Volume 1*? Which ones were new to you?
- What did you learn about how the teacher(s) planned what interactions or strategies to use?
- What do you want to remember to use in your current or future work?
Interactions and Strategies That Support Mathematics

- What interactions and strategies stand out for you?
- Which interactions and strategies were the least familiar to you? Were they from primarily one substrand or across several substrands?

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Interactions and Strategies That Support Mathematics

- What other information do you need to help you better understand the interactions and strategies that were least familiar to you?
- Were there some mathematical-related vocabulary or concepts that were new to you?
- Where might you find resources or support?

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What ideas stood out most for you today?
Which ones reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
How might you apply a new perspective to your work now or in the future?
What further information or support do you need?
What first step do you need to take?

Interactions and Strategies That Support Mathematics

*The Intentional Teacher* (Epstein 2007)
“Mathematics and Scientific Inquiry”

What were some of the key strategies or kinds of strategies suggested?
How did they compare with the mathematics strategies in the *Preschool Curriculum Framework, Volume 1*? In what way were they similar or different?
Interactions and Strategies That Support Mathematics

- What were some new ideas or insights you gained about the kinds of interactions and strategies to support young children’s mathematical development?
- What could you use from this book/article in your current or future work?