

Mathematics:
Deepening Understanding:
SRCD Social Policy Report on Mathematics Education
for Young Children

Strands:	<i>Number Sense</i>	<i>Algebra and Functions</i>	<i>Measurement</i>	<i>Geometry</i>	<i>Mathematical Reasoning</i>
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AFTER COMPLETING THIS ACTIVITY

Students will demonstrate **knowledge** and **skills** that are consistent with an increased understanding and application of the concepts addressed in this activity.

Students will demonstrate an understanding of:

- Recent research and social policy, related to mathematics and young children (*Standards 1, 5, & 6*)*
- How to foster math learning through play (*Standards 4 & 5*)*

Students will be able to:

- Review a current Social Policy Report, focusing on mathematics (*Standard 6*)*
- Identify and describe concerns about early childhood math education (*Standards 1, 5, & 6*)*
- Identify ways to foster math learning through play (*Standards 1, 4, & 5*)*

* See Appendix A

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SRCD Social Policy Report on Mathematics Education for Young Children

Before you start

In late 2008, the Society for Research in Child Development (SRCD) published a Social Policy Report called *Mathematics Education for Young Children: What It Is and How to Promote It*.

This report is available online at www.SRCD.org. On the SRCD's home (welcome) page, click on publications. Next click on social policy report, and then click on current issues. The article is listed in 2008 publications and can be downloaded from the site.

Deepening understanding



Slides 2-3

Ask students to read this paper and respond to the following questions:

- What are four main concerns about early childhood math education?
- How does poverty affect children's math experiences?
- Identify five new things that surprised you or that you found particularly interesting.
- What are three things that teachers can do to become intentional teachers while fostering math learning through play?

Additional or different questions can be addressed, depending on the focus of a particular student, class, or program.