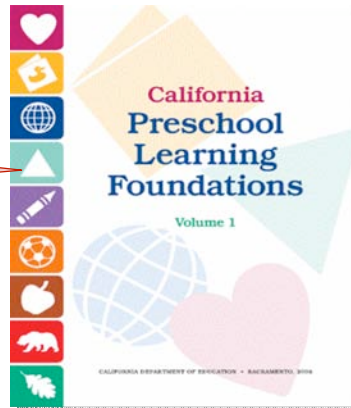


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**Mathematics Education for Young Children:
What It is and How to Promote It**

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Abstract

Effective mathematics education for young children (approximately ages 3 to 5) seems to hold great promise for improving later achievement, particularly in low-SES students who are at risk of inferior education from preschool onwards. Yet there is limited understanding of what preschool and kindergarten mathematics education entails and what is required to implement it effectively. This paper attempts to provide insight into three topics central to understanding and improving early childhood mathematics education in the United States. First, we examine young children's mathematical abilities. Cognitive research shows that young children develop an extensive everyday mathematics and are capable of learning more and deeper mathematics than usually assumed. The second topic is the content and components of early childhood mathematics education. We show that the content of mathematics for young children is wide-ranging (number and operations, shape, space, measurement, and pattern).



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- What are *four* main concerns about early childhood mathematics 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?