

K Today Teaching And Learning In The Kindergarten Year

K Today

Learning Centers in Kindergarten, Grade K

Kindergarten and the Common Core

Reaching Standards and Beyond in Kindergarten

The Most Important Year

Teaching Kindergarten

The All-Day Kindergarten and Pre-K Curriculum

Recent Researches in Education

Teaching Number in the Classroom with 4-8 year olds

Children's Reading and Mathematics Achievement in Kindergarten and First Grade

Handbook of Early Literacy Research, Volume 2

Teaching Young Children, Preschool-K

Hong Kong's Young Children

Handbook of Early Literacy Research, Volume 1

Learning to Write and Loving It! Preschool-Kindergarten

Getting It Right From the Start

Kindergarten Essentials, Grade K

The Big Book of Pre-K Learning Centers

Handbook of Early Literacy Research, Volume 3

Taking Science to School

Teach Smarter

More Everything for Early Learning, Grade K

Kindergarten Plus! Set

The Importance of Being Little

Engaging Young Children in Mathematics

The Promise of Pre-K

The Development of Early Childhood Mathematics Education

Making a Difference

Fanatically Formative

A Fabulous First Year and Beyond

K Today Teaching And Learning In The Kindergarten Year pdf

K Today Teaching And Learning In The Kindergarten Year pdf download

K Today Teaching And Learning In The Kindergarten Year pdf free

K Today Teaching And Learning In The Kindergarten Year References

K Today Teaching And Learning In The Kindergarten Year Descriptions

K Today Teaching And Learning In The Kindergarten Year Books

What is the K Today Teaching And Learning In The Kindergarten Year?

What is a K Today Teaching And Learning In The Kindergarten Year?

What are K Today Teaching And Learning In The Kindergarten Year?

What is K Today Teaching And Learning In The Kindergarten Year?

2018-07-27 Emin Atasoy The book brings together 49 chapters related to the field of education. The main topics explored here include teacher-student interactions; pre-service teachers; children and play; early childhood education; elements of education; children's rights; digital education; attitudes of students towards the environment; art education; and problem solving skills, among many others. It will attract the attention of researchers, but will also be of great interest to academics, teachers, students and staff in social sciences departments and related researchers.

2009-03-26 Marjorie J. Kostelnik From understanding how the youngest children learn to working with ECE agencies, this practical guide presents the information principals need to create effective early childhood education programs.

1996-09-01 Sylvia Opper Written for local students of early childhood education, kindergarten teachers and child care workers, this book presents a detailed picture of normal early child development in Hong Kong. The information will help the understanding of Chinese children aged between three and six years, and can be used to prepare developmentally appropriate learning activities.

2017-08-24 The Development of Early Childhood Mathematics Education, Volume 53 in the Advances in Child Development and Behavior series, includes chapters that highlight some of the most recent research in the field of developmental psychology. Users will find updated chapters on a variety of topics, including sections on The DREME Network: Research and Interventions in Early Childhood Mathematics, The Use of Concrete Experiences in Early Childhood Mathematics Instruction, Interventions in Early Mathematics: Avoiding Pollution and Dilution, Coaching in Early Mathematics, and Designing Studies to Test Causal Questions About Early Math: The Development of Making Pre-K Count. Each chapter provides in-depth discussions, with this volume serving as an invaluable resource for developmental or educational psychology researchers, scholars and students. Contains chapters that highlight some of the most recent research in the area of child development and behavior Presents a wide array of topics that are discussed in detail

2011-03-09 Susan B. Neuman Building crucial bridges between theory, research, and practice, this volume brings together leading authorities on the literacy development of young children. The Handbook examines the full range of factors that shape learning in and out of the classroom, from basic developmental processes to family and sociocultural contexts, pedagogical strategies, curricula, and policy issues. Highlights of Volume 3 include cutting-edge perspectives on English language learning; innovative ways to support print knowledge, phonological awareness, and other code-related skills; and exemplary approaches to early intervention and teacher professional development.

2008-05-30 Joni Bowman Kindergarten Plus! is an integrated program that includes engaging, exciting, and developmentally appropriate activities. Use as a core program or as a complement to an existing program. Both new and experienced kindergarten teachers will find this teacher-friendly resource invaluable. Kindergarten Plus! is broken down into 10 theme-based units. Each unit contains hands-on activities that integrate all the subject areas. Highlights of each monthly theme include: reproducible parent letter outlining the activities and expectations 16 step-by-step, engaging Math lesson plans 4 weekly poems with daily lesson plans (20 lesson plans in total) detailed Integrated Studies lesson plans classroom centre suggestions (e.g., Reading Centre, Writing/Language Centre, Mathematics Centre, Discovery Centre, Tactile Centre, Arts & Crafts Centre, and Dramatic Centre) additional poems and fingerplays comprehensive list of children's books assessment suggestions and blackline masters Monthly Themes Unit 1 - I Am Special!: The first unit focuses on helping your students orient themselves to the "Big School". Students learn classroom rules and routines and recognize that every classmate is special. Unit 2 - Apples and Pumpkins: With the beginning of the fall season, students engage in activities involving apples and pumpkins. Unit 3 - Colours and Shapes: Students learn about the colours and shapes of a variety of everyday objects. Unit 4 - Gingerbread Men: Students run, run, run as fast as they can to take part in exciting gingerbread-themed activities. Unit 5 - Winter Wonderland: Students investigate the magic of the winter season. Unit 6 - Friendship: Excitement and energy abound as students discover the importance of having friends and being a good friend. Unit 7 - Bears: During the final weeks of winter, students venture into an exciting unit on bears. Unit 8 - Spring Is Here!: Students explore and discover the changes spring brings to the outdoor world. Unit 9 - On the Farm: Students kick up their heels and "travel" to the farm. Unit 10 - Community Helpers: Students "travel" around the local community and celebrate those who contribute to it. Kindergarten Plus! kit includes: 11 books: one book for each monthly theme, plus a getting-started book blackline masters (activity sheets, charts and graphs, cutouts, poems, and much more) cards for words and pictures CD-ROM of songs and poetry

2015 Julie Diamond Today's kindergarten teachers face enormous challenges to reach district-mandated academic standards. This book presents a model for 21st-century kindergartens that is rooted in child-centered learning and also shaped by the needs and goals of the present day. Classroom teachers working with diverse populations of students and focusing on issues of social justice provide vivid descriptions of classroom life across urban and rural communities. Teacher reflections and commentary from the editors link teacher decisions to principles of good practice. Teaching Kindergarten illustrates how a progressive, learning-centered approach can not only meet the equity and accountability goals of the Common Core State Standards but go well beyond that to educate the whole child. Book Features: Rich examples of learner-

centered teaching in diverse public school settings. Depictions of integrated curricula in science, social studies, math, arts, and language arts that address Common Core and other standards. Connections to recent developmental research and pedagogy. Programs promoting social and cultural awareness. Photographs of children's projects and a list of children's books. "The teachers you are about to read tell stories no one has heard before, at a time when it is difficult to hear the individual voices in the classroom. No grade level needs this soul-searching examination more than kindergarten. This book maps a remarkable number of journeys toward this goal. I hope teachers will be inspired to add their own voices to the process of renewal." —Vivian Gussin Paley, internationally renowned educator, author, and classroom teacher "We need this book. It speaks eloquently to what good practice looks like in real schools, as well as what it means to be a good teacher. These are stories of amazing educators whose work addresses what equity is all about—starting with 5 year olds. It's too bad the next 12 years of school are not more like these kindergarten classrooms." —Deborah Meier, education activist, senior scholar at New York University's Steinhardt School of Education

2012-09-01 More Everything for Early Learning is the perfect sequel to our Everything for Early Learning workbook. Featuring MORE practice in essential skills for Kindergartners to achieve success in school! Featuring an additional 320 pages of new fun and engaging activities that provide skill-and-drill in important reading, language arts, and mathematical skills. Developed with bold, appealing illustrations that motivate young learners and special practice pages ensure that children master essential skills with easy-to-understand directions. Features: Problem-solving, Deductive and analytical thinking, Addition and subtraction, Same and different, Matching, and Sequencing

2002 Kristin Denton This report is the third in a series based on findings about young children's early experiences with school from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K). Sponsored by the U.S. Department of Education, National Center for Education Statistics, the ECLS-K study selected a nationally representative sample of kindergartners in the fall of 1998 and is following these children through the spring of their fifth-grade year. The study collects information directly from the children, their families, teachers, and schools. This report looks at children's school performance during first grade in terms of their reading and mathematical knowledge and skills by relating them to child, family, and school characteristics. The report finds that some of the differences in children's reading and mathematics knowledge and skills by child, family, and school characteristics that are present as they enter kindergarten persist into the spring of their kindergarten and spring of their first-grade year. For example, poor children consistently score below the national average in both reading and mathematics across the kindergarten year and into the

spring of first grade. These findings also suggest differences that are beginning to emerge by children's sex. By spring of first grade, females are more likely to be reading (understanding words in context), whereas, males are more likely to be proficient at advanced mathematics (multiplication and division). However, some differences do seem to wane. For example, in both reading and mathematics, Hispanic children's scores tend to move upward toward the national mean over these two school years. The longitudinal nature of the ECLS-K will enable researchers to track these differences in terms of children's third- and fifth-grade reading and mathematics performance. The report also notes that children who bring certain knowledge and skills with them to kindergarten are likely to be at an advantage in classroom learning compared to peers who do not possess such resources. The descriptive analyses of the report show that children who have specific cognitive knowledge and skills, are read to frequently, possess positive approaches to learning, and enjoy very good or excellent general health, perform better in reading and mathematics than those without these resources. (Includes data and standard error tables. Appended is a table of regression coefficients for the relationship between children's resources and skills to their spring kindergarten and spring first-grade reading performance. Contains 18 references.) (HTH)

2012-06-12 Robert Sornson Help children experience early learning successes and transform your K-3 classrooms into effective centers of learning through the use of formative assessment and responsive instruction.

2021-05-07 Vanessa J. Levin Discover new, practical methods for teaching literacy skills in your early childhood classroom. Has teaching early literacy skills become a stumbling block to getting your preschool students kindergarten ready? Break out of the tired "letter of the week" routine and learn how to transform your lessons with fun and effective techniques. Teach Smarter: Literacy Strategies for Early Childhood Teachers will equip teachers to infuse every aspect of their teaching with exciting hands-on literacy teaching methods that engage students and help them build authentic connections with books, so that 100% of their students will have a strong literacy foundation and will be fully prepared for success in kindergarten and beyond. Respected author Vanessa Levin, veteran early childhood educator and author of the "Pre-K Pages" blog, breaks down the research and translates it into realistic, actionable steps you can take to improve your teaching. Features specific examples of teaching techniques and activities that engage students in hands-on, experiential learning during circle time, centers, and small groups. Offers a simple, four-step system for teaching literacy skills, based on the foundational principles of early literacy teaching. Demonstrates how to build your confidence in your ability to get 100% of your students ready for kindergarten, long before the end of the school year. Understand the problems with traditional literacy teaching and identify gaps in your current teaching practice with this valuable resource.

2012-01-03 Carson-Dellosa Publishing Extend learning in the kindergarten classroom using Kindergarten Essentials. This 304-page book is perfect for morning work and for students who always finish their work early. It features fun and challenging activities with extension suggestions on almost every page. The book addresses essential math and language arts skills and presents them in a whimsical, innovative style that students love! This book includes reproducibles and more than 275 activities that utilize coloring, cutting, and gluing skills. It supports Reading First, NCTE standards, and NCTM standards and aligns with state, national, and Canadian provincial standards.

2006 Diane C. Ohanesian Stretch children's minds and imaginations - and help them meet the standards - with dozens and dozens of fresh activities for your classroom learning centers. Each of the five sections of this treasury is devoted to a different learning center - literacy, math, dramatic play, blocks, and art. Within each section, you'll find delightful ideas and projects that integrate math, literacy, science, and more. These flexible, cross-curricular activities are designed to engage children, foster independent learning, and develop essential skills. Create learning center magic in your classroom each and every day!--

2017-05-08 Susan B. Neuman Current research increasingly highlights the role of early literacy in young children's development--and facilitates the growth of practices and policies that promote success among diverse learners. The Handbook of Early Literacy Research presents cutting-edge knowledge on all aspects of literacy learning in the preschool years. Volume 1 covers such essential topics as major theories of early literacy; writing development; understanding learning disabilities, including early intervention approaches; cultural and socioeconomic contexts of literacy development; and tutoring programs and other special intervention efforts.

2017-09-05 Suzanne Bouffard An eye-opening look inside pre-K in America and what it will take to give all children the best start in school possible. At the heart of this groundbreaking book are two urgent questions: What do our young children need in the earliest years of school, and how do we ensure that they all get it? Cutting-edge research has proven that early childhood education is crucial for all children to gain the academic and emotional skills they need to succeed later in life. Children who attend quality pre-K programs have a host of positive outcomes including better language, literacy, problem-solving and math skills down the line, and they have a leg up on what appears to be the most essential skill to develop at age four: strong self-control. But even with this overwhelming evidence, early childhood education is at a crossroads in America. We know that children can and do benefit, but we also know that too many of our littlest learners don't get that chance—millions of parents can't find spots for their children, or their preschoolers end up in poor quality programs. With engrossing storytelling, journalist Suzanne Bouffard takes us inside some of the country's best pre-K classrooms to reveal the sometimes

surprising ingredients that make them work—and to understand why some programs are doing the opposite of what is best for children. It also chronicles the stories of families and teachers from many backgrounds as they struggle to give their children a good start in school. This book is a call to arms when we are at a crucial moment, and perhaps on the verge of a missed opportunity: We now have the means and the will to have universal pre-kindergarten, but we are also in grave danger of not getting it right.

2009 National Center for Research on Early Childhood Education. Leadership Symposium High quality pre-K that really improves children's outcomes; that's the goal early childhood professionals will work toward with this groundbreaking text, the first volume in the NEW National Center for Research on Early Childhood Education (NCRECE) series. Combining the most current knowledge of top researchers, policy makers, and federal and state officials, this book examines where pre-K is today and inspires decision-makers with concrete examples of successful programs. A depth examination of the latest research and practice readers will be better prepared to: make a compelling argument for supporting high-quality pre-K; address the complex challenges of expanding pre-K; understand the pros and cons of different types of pre-K programs; and make informed decisions about the most important issues in program development. To find out what's already working in pre-K program development, readers will get an inside look at five successful state-level programs in New York, Maryland, Louisiana, Georgia, and North Carolina. Through detailed analyses of each program's characteristics, these extended case examples give decision-makers a template for effective, child-centered early education. An essential resource for policy makers, researchers, and teach educators, this important volume will help early childhood professionals make progress toward their ultimate goal: pre-k that responds to children's changing needs, helps close the achievement gap, and ensures school readiness.

2004 Douglas H. Clements Engaging Young Children in Mathematics: Standards for Early Childhood Mathematics Education brings together the combined wisdom of a diverse group of experts involved with early childhood mathematics. The book originates from the landmark 2000 Conference on Standards for Pre-kindergarten and Kindergarten Mathematics Education, attended by representatives from almost every state developing standards for young children's mathematics; federal government officials; mathematicians; mathematics educators; researchers from mathematics education, early childhood education, and psychology; curriculum developers; teachers; policymakers; and professionals from organizations such as the National Conference of Teachers of Mathematics and the National Association for the Education of Young Children. The main goal of the Conference was to work collectively to help those responsible for framing and implementing early childhood mathematics standards. Although it has its roots in the

Conference, the expanded scope of the standards and recommendations covered in this book includes the full range of kindergarten to grade 2. The volume is organized into two main parts and an online appendix (<http://www.gse.buffalo.edu/org/conference/>). Part One, Major Themes and Recommendations, offers a framework for thinking about pre-kindergarten - grade 2 mathematics education and specific recommendations. Part Two, Elaboration of Major Themes and Recommendations, provides substantive detail regarding young students' understandings of mathematical ideas. Each Part includes five parallel subsections: "Standards in Early Childhood Education"; "Math Standards and Guidelines"; "Curriculum, Learning, Teaching, and Assessment"; "Professional Development"; and "Toward the Future: Implementation and Policy." As a whole the book: * presents comprehensive summaries of research that provide specific guidelines for standards, curriculum, and teaching; * takes the recent reports and recommendations for early childhood mathematics education to the next level; * integrates practical details and research throughout; and * provides a succinct, but thorough review of research on the topics, sequences, and learning trajectories that children can and should learn at each of their first years of life, with specific developmental guidelines that suggest appropriate content for each topic for each year from 2-year-olds to 7-year-olds. This is an indispensable volume for mathematics educators, researchers, curriculum developers, teachers and policymakers, including those who create standards, scope and sequences, and curricula for young children and professional teacher development materials, and students in mathematics education, early childhood trainers, teacher educators, and faculty in mathematics education.

2012-05-23 Vanessa J. Levin Are you a new pre-k or kindergarten teacher? Have you been re-assigned to one of these grade levels? This book will help you better understand the unique challenges teachers of the youngest grades face. Your first year in pre-k or kindergarten can be tough if you are not prepared in advance. Discover the secrets to a successful first year and beyond; learn how to prepare for the first day, establish routines and procedures, manage transitions and much, much more.

2007-04-16 National Research Council What is science for a child? How do children learn about science and how to do science? Drawing on a vast array of work from neuroscience to classroom observation, *Taking Science to School* provides a comprehensive picture of what we know about teaching and learning science from kindergarten through eighth grade. By looking at a broad range of questions, this book provides a basic foundation for guiding science teaching and supporting students in their learning. *Taking Science to School* answers such questions as: When do children begin to learn about science? Are there critical stages in a child's development of such scientific concepts as mass or animate objects? What role does nonschool learning play in children's knowledge of science? How can science education capitalize on children's

natural curiosity? What are the best tasks for books, lectures, and hands-on learning? How can teachers be taught to teach science? The book also provides a detailed examination of how we know what we know about children's learning of science about the role of research and evidence. This book will be an essential resource for everyone involved in K-8 science education teachers, principals, boards of education, teacher education providers and accreditors, education researchers, federal education agencies, and state and federal policy makers. It will also be a useful guide for parents and others interested in how children learn.

2016-02-09 Erika Christakis "Christakis . . . expertly weaves academic research, personal experience and anecdotal evidence into her book . . . a bracing and convincing case that early education has reached a point of crisis . . . her book is a rare thing: a serious work of research that also happens to be well-written and personal . . . engaging and important." -- Washington Post "What kids need from grown-ups (but aren't getting)...an impassioned plea for educators and parents to put down the worksheets and flash cards, ditch the tired craft projects (yes, you, Thanksgiving Handprint Turkey) and exotic vocabulary lessons, and double-down on one, simple word: play." --NPR The New York Times bestseller that provides a bold challenge to the conventional wisdom about early childhood, with a pragmatic program to encourage parents and teachers to rethink how and where young children learn best by taking the child's eye view of the learning environment To a four-year-old watching bulldozers at a construction site or chasing butterflies in flight, the world is awash with promise. Little children come into the world hardwired to learn in virtually any setting and about any matter. Yet in today's preschool and kindergarten classrooms, learning has been reduced to scripted lessons and suspect metrics that too often undervalue a child's intelligence while overtaxing the child's growing brain. These mismatched expectations wreak havoc on the family: parents fear that if they choose the "wrong" program, their child won't get into the "right" college. But Yale early childhood expert Erika Christakis says our fears are wildly misplaced. Our anxiety about preparing and safeguarding our children's future seems to have reached a fever pitch at a time when, ironically, science gives us more certainty than ever before that young children are exceptionally strong thinkers. In her pathbreaking book, Christakis explains what it's like to be a young child in America today, in a world designed by and for adults, where we have confused schooling with learning. She offers real-life solutions to real-life issues, with nuance and direction that takes us far beyond the usual prescriptions for fewer tests, more play. She looks at children's use of language, their artistic expressions, the way their imaginations grow, and how they build deep emotional bonds to stretch the boundaries of their small worlds. Rather than clutter their worlds with more and more stuff, sometimes the wisest course for us is to learn how to get out of their way. Christakis's message is energizing and reassuring: young children are inherently powerful, and they (and their

parents) will flourish when we learn new ways of restoring the vital early learning environment to one that is best suited to the littlest learners. This bold and pragmatic challenge to the conventional wisdom peels back the mystery of childhood, revealing a place that's rich with possibility.

2009-11-06 Gera Jacobs Focusing on research-based, developmentally appropriate practices, this book shows teachers how to help young children reach standards through creative play activities that ignite their enthusiasm to learn.

2008-08-26 Dorothy P. Hall Keep students engaged with Learning Centers in Kindergarten. This 176-page book includes suggestions for how to set up learning centers, arrange the room with appropriate furniture, determine the number of students at each center, move in and between centers, develop activities, and find materials. It supports the Four-Blocks(R) Literacy Model and includes ideas for center time and month-by-month activities for eight centers.

2014-02-10 Kathy Brown How do we teach with rigor to our youngest learners? How do we implement standards that spell out quite clearly what students must know, but do not give us either the methods or materials that help our students achieve such skills? This professional resource provides practical routines and developmentally appropriate activities that foster an environment where our youngest learners can thrive in mastering core kindergarten content along with the Common Core standards. The routines and activities in this book have been thoroughly classroom tested and aligned with best practices. The authors show you how to create a magical kindergarten environment that creates a community of confident learners full of excitement and enthusiasm!

2011-08-17 Miriam P. Trehearne "Learning to Write and Loving It! equips teachers of young children with practical strategies, assessment tools, and motivating writing activities that are based on current research and proven practice and are easily applicable to all kinds of learning environments. Included are many authentic writing samples and photos to illustrate effective, developmentally appropriate instructional methods, mini-lessons, and activities. Sought-after author and speaker Miriam P. Trehearne demonstrates how to scaffold play and literacy learning and how to easily link assessment to instruction. Key features: differentiate using effective instructional approaches for teaching writing and supporting inquiry and play; assess and document student writing seamlessly throughout the day; motivate and engage children in writing fiction (narrative), nonfiction, poetry, and song; enjoy learning with a powerful collection of vignettes from real classrooms, and use teacher-friendly guidelines for effectively integrating technology and selecting software for young children. A companion CD offers modifiable reproducibles, observation checklists, assessments, and projects for parents to do with their young children. Learn how to successfully scaffold writing, and, in the process, foster cross-

curricular skills in science, social studies, and math. Research shows that writing provides a strong foundation for literacy development. Further, writing helps children express themselves, clarify their thinking, communicate ideas, and integrate new information into their knowledge base."--Publisher.

2006-01-05 Robert J Wright `At last a book is written by teachers for teachers based on sound research that will generate enquiry based learning. It is essential for every classroom with lots of mathematical activities. These will purposefully engage children and allow for differentiation for those who require additional support to understand the number system and the more able children who require to be challenged. Mathematical standards in our schools will improve tremendously following these instructional activities' - Carole Cannon, Development Officer for Mathematics Recovery 'This book 'Teaching Number in the Classroom with 4-8 year olds' is an absolute "must have" for all educators involved in early number. Based on sound theoretical foundations, it offers a wealth of down-to-earth, tried and tested, effective approaches to teaching early number concepts and skills. It is a clearly a book written by teachers for teachers. Every single activity in the book is a nugget. Engaging with these activities will change your whole approach to teaching early number' - Noreen O'Loughlin, Associate Vice-President/Lecturer in Maths Education, Mary Immaculate College, University of Limerick, Ireland. 'The authors prove it is possible to write a teacher friendly/teacher useful mathematics book that connects theory and practice. This book may become the primary teacher's "Math Bible"' - Angela Giglio Andrews, Primary Intervention Specialist and Coordinator, and Assistant Professor of Mathematics Education, National Louis University 'Teaching Number in the Classroom translates years of research into a very understandable and comprehensive approach for teaching children how the number system is structured and how to think like a mathematician. For too many years there has been the perception that children who are struggling with mathematics don't know the basic facts. The reality is that these children lack number knowledge and skills. Teaching Number in the Classroom will guide the educational professional through the steps of understanding the development of "number sense", identifying the current levels of knowledge and providing instruction that helps children use the "framework of mathematics" to solve number problems. Teaching Number in the Classroom is a thinking skills approach to

mathematics. Children are taught a variety of strategies for solving mathematical problems. The teacher using this book will be able to help all children develop a strong foundation of mathematical understanding' - Carol Meland, K-3rd Grade Principal for the School District of Milton Wisconsin, USA Teaching Number in the Classroom with 4-8 year olds is an absolute "must-have" for all educators involved in early number. Based on sound theoretical foundations, it offers a wealth of down-to-earth, tried and tested, effective approaches to teaching early number concepts and skills. It is a clearly a book written by teachers for teachers. Every single activity in the book is a nugget. Engaging with these activities will change your whole approach to teaching early number' - Noreen O'Loughlin, Associate Vice-President/Lecturer in Maths Education, Mary Immaculate College, University of Limerick Following the success of their previous bestselling titles, Early Numeracy and Teaching Number, the authors of this brand-new text now bring the principles and practice of their acclaimed Mathematics Recovery Programme to whole-class teaching. Central to the book is the concept of an inquiry-based approach to classroom instruction, and topics covered range from beginning number and early counting strategies to multi-digit addition and subtraction right through to multiplication and division. As world leaders in the field of Mathematics Recovery, this book's authors have drawn on their vast experience to create a user-friendly, practical guide focusing on classroom teaching. With its step-by-step approach, the text can be used as a training manual and course reference by teachers everywhere. Key features which make the book such a valuable tool include: - Real-life examples from classroom work - Teaching activities - Assessment tasks - Guidance on classroom organization and teaching specific topics - Activities for parents to do with children An invaluable resource for experienced mathematics recovery teachers, as well as all primary classroom teachers, from kindergarten level to Year three, this text will also be of use to classroom assistants and learning support personnel. Primary mathematics advisors, numeracy consultants and educational psychologists will also find it helpful.

2006 Dominic F. Gullo K today: Teaching and learning in the Kindergarten Year is a compilation of 15 chapters by highly respected early childhood educators, each strived to paint a realistic picture of the challenges and roles of today's kindergarten educators, especially given state and district mandates, families expectations and the everyday world of

children.

2012-03-22 Doris Pronin Fromberg Grounded in theory and research, The All-Day Kindergarten and Pre-K Curriculum provides an activity-based and classroom-proven curriculum for educators to consider as they plan and interact with pre-k and kindergarten children. Allowing young children the opportunities to become independent, caring, critical thinkers who feel comfortable asking questions and exploring possible solutions, the Dynamic Themes Curriculum offers children the skills they need for responsible citizenship and academic progress. This book describes a culturally-sensitive pre-k and kindergarten curriculum in the context of literacy, technology, mathematics, social studies, science, the arts, and play, and also discusses: How to use the seven integrated conditions for learning to meet and exceed content learning standards How to organize for differentiated instruction and to integrate multiple forms of assessment How to teach literacy tools and skills in fresh ways How to work with families, colleagues, and community Building off of author Doris Fromberg's groundbreaking earlier work, The All-Day Kindergarten and Pre-K Curriculum presents a practical curriculum centering on how young children develop meanings. This is a fantastic resource for pre-and in-service early childhood teachers, administrators, and scholars.

2010-01-06 Linda Sullivan-Dudzic Focused on increasing achievement for all young learners, this 10-step guide helps educators develop a PreK-3 system that links early childhood education standards to a K-3 system.

2006-06-14 Dianne Miller Nielsen Discusses the basics of teaching three- to six-year-olds, covering such topics as lesson planning, creating daily schedules, arranging furniture, managing classroom activities, and using technology.

2013-10-15 David K. Dickinson Current research increasingly highlights the role of early literacy in young children's development--and informs practices and policies that promote success among diverse learners. The Handbook of Early Literacy Research presents cutting-edge knowledge on all aspects of literacy learning in the early years. Volume 2 provides additional perspectives on important topics covered in Volume 1 and addresses critical new topics: the transition to school, the teacher-child relationship, sociodramatic play, vocabulary development, neuroimaging work, Vygotskian theory, findings from international studies, and more.