

Supporting Mathematical Development in Young Children

Example of how the videos might be used for training

Pre-Work: Choose a Mathematics strand of focus. Provide links to the video(s) for that strand to view. Have them complete a video worksheet that they will bring to the session. If more than one video assigned, allow choice of which video to complete worksheet for. Also have them read the introductory section of the appropriate strand from the *Supporting All Children Using the CT ELDS: Guide to Domains and Strands* in the section on Mathematics.

- **Ice Breaker:** Use simple questionnaires or polls about: participants' roles, years in the field, ages of children they work with, or individual views of themselves as a mathematics learner, to quickly gather group data. Display the results graphically for discussion and point out the relevance of this activity for mathematics learning.

- **Adults' attitudes about the importance of early mathematics and their confidence in supporting that development have an impact on how they address this domain.**

One way to increase awareness of the relevance of mathematics is to prompt participants to think of the ways they use mathematics in their daily lives at work and home. Record their ideas. Based on what was generated, choose a few video segments (or clips from the *Video Clip Library* found in the resource list) to prompt discussion about the relationship between the ways adults use mathematics for problem-solving and the foundational understandings that lead to those abilities.

- In small groups, have participants review their completed video worksheets and share some strategies that they identified with each other.
- Pass out the "Strategies" and "Supporting All Children" pages of the appropriate strand from the *Supporting All Children Using the CT ELDS: Guide to Domains and Strands*. Have them use these resources to identify strategies related to the environment, materials, schedule and teaching behaviors that they believe would be most beneficial and meaningful for the children in their care.
- Provide time for each group to report out some of their ideas.
- **The videos each focus on specific skills to help adults think about these concepts more closely; however, children's learning and development is holistic. It is crucial that providers think about the big ideas in mathematics and integrate this domain into their curriculum in meaningful ways.**
Engage the group in a discussion and generate examples of what integrated learning experiences might look like.
- Provide time for each participant to make an action plan for how these ideas will be incorporated into their own settings.
- Share links to the *CT ELDS Guide to Domains & Strands: Mathematics* and additional mathematics videos from this series. Encourage participants to continue thinking about how they will address this area of development.

CT Core Knowledge and Competencies:

1. Promoting Child Development and Learning
2. Using Developmentally Effective Approaches for Facilitating Experiences
3. Building a Meaningful Planned Program of Learning and Development

