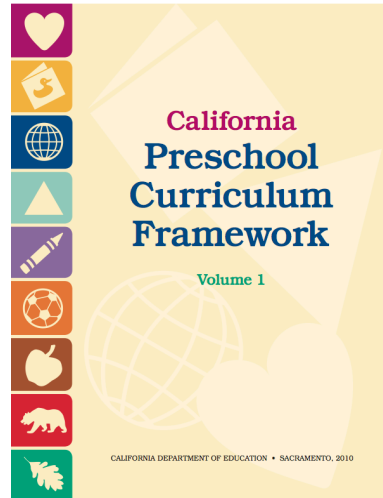


Getting to Know Interactions and Strategies That Support Mathematics

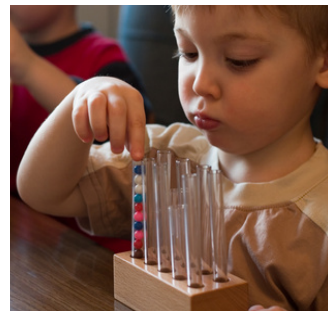


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1

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?



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2

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?

Interactions and Strategies That Support Mathematics

- 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?

Interactions and Strategies That Support Mathematics

- 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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9

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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10



- 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?