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Titolo	Mathematics learning in early childhood : paths toward excellence and equity / / Christopher T. Cross, Taniesha A. Woods, and Heidi Schweingruber, editors ; Committee on Early Childhood Mathematics, Center for Education, Division of Behavioral and Social Sciences and Education
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- Foundational mathematics content -- Cognitive foundations for early mathematics learning -- Developmental variation, sociocultural influences, and difficulties in mathematics -- The teaching-learning paths for number, relations, and operations -- The teaching-learning paths for geometry, spatial thinking, and measurement -- Standards, curriculum, instruction, and assessment -- The early childhood workforce and its professional development -- Conclusions and recommendations.
Sommario/riassunto	"Early childhood mathematics is vitally important for young children's present and future educational success. Research has demonstrated

that virtually all young children have the capability to learn and become competent in mathematics. Furthermore, young children enjoy their early informal experiences with mathematics. Unfortunately, many children's potential in mathematics is not fully realized, especially those children who are economically disadvantaged. This is due, in part, to a lack of opportunities to learn mathematics in early childhood settings or through everyday experiences in the home and in their communities. Improvements in early childhood mathematics education can provide young children with the foundation for school success. Relying on a comprehensive review of the research, *Mathematics Learning in Early Childhood* lays out the critical areas that should be the focus of young children's early mathematics education, explores the extent to which they are currently being incorporated in early childhood settings, and identifies the changes needed to improve the quality of mathematics experiences for young children. This book serves as a call to action to improve the state of early childhood mathematics. It will be especially useful for policy makers and practitioners-those who work directly with children and their families in shaping the policies that affect the education of young children."--Publisher's description.

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