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Making sense.

Clements, Douglas H. et al., Engaging young children in mathematics: Standards for early childhood mathematics education. Mahwah, NJ: Erlbaum (ISBN 978-0-8058-4210-4/hbk; 978-0-8058-4534-1/pbk). Studies in Mathematical Thinking and Learning Series, 321-324 (2004).

Undeveloped ideas and misconceptions are a normal part of the child's evolving understanding. We can't prevent these misconceptions by teaching children to say words or perform procedures they don't understand. If we want children to make sense of mathematics, we must provide a variety of experiences that ask the children to think about what they are doing and to focus on critical elements of the concept. The author discusses his practical experience on this topic and gives suggestions for teaching.

Classification: D30 C30 C50