

Agenda

Webinar: Language, Discussion, and Questions in Early Math

Wednesday, April 18, 2018
1:30–3:00 p.m. MT

This REL Central webinar will present research-based strategies that support early childhood language development and mathematical thinking through posing rich mathematical questions. It will focus on strategies to implement Recommendation 4, “Teach children to view and describe their world mathematically,” from the IES practice guide *Teaching Math to Young Children* (Frye et al., 2013, p. 42).

Attend this webinar to learn about the

1. importance of language for developing early mathematics thinking and learning, and the contributions that high-quality early mathematical instruction and experiences can make to language development in general;
2. evidence-based recommendations from the practice guide; and
3. multiple strategies for implementing Recommendation 4 from the practice guide and the adjustments necessary to make them relevant to their classroom settings and populations.

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1:30–1:35 p.m. Introduction to the Webinar

Facilitator: Crystal Day-Hess (University of Denver, Marsico Institute for Early Learning and Literacy)

Participants will receive an overview of the webinar and become familiar with the webinar platform features and resources to be used in webinar.

1:35–1:50 p.m. Introduction to *Teaching Math to Young Children*

Presenter: Douglas H. Clements (University of Denver, Marsico Institute for Early Learning and Literacy)

Participants will become familiar with the recommendations of the practice guide *Teaching Math to Young Children* and other relevant research that supports the recommendations. Participants will skim the practice guide and look specifically at the *How to Carry Out This Recommendation* section for each recommendation. There will be a brief question and answer session.

1:50–2:20 p.m. Language, Discussion, and Questions in Early Math

Presenter: Douglas H. Clements

Participants will learn about the importance of language for early mathematics, about children’s use of language, and about the contributions that high-quality early mathematics can make to language



development in mathematics. In addition, they will become familiar with the strengths and needs of dual language learners. The presenter will prompt participants to give examples from their own experiences of children’s math talk and will answer questions.

2:20–2:55 p.m. Overview of Recommendation 4 – “Teach children to view and describe their world mathematically.”

Presenter: Douglas H. Clements

Participants will receive an overview of Recommendation 4 from *Teaching Math to Young Children*. The overview will include instructional strategies to implement the recommendation, such as encouraging children to use informal methods to represent math concepts, processes, and solutions; helping children link formal math vocabulary, gestures, and procedures to their informal knowledge or experiences; and using open-ended questions to prompt children to apply their math knowledge. At the end of this section, participants will reflect on the strategies and develop one concrete step for improving math talk in classrooms. The presenter will answer questions at the conclusion of the discussion.

2:55–3:00 p.m. Closing

Facilitator: Crystal Day-Hess

The facilitator will offer closing remarks and provide information on how to access the recorded webinar and other resources.

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