Connections to the DVD

The classroom shown in the video clips in this book is an inclusive room. There are children with special needs and speech and languages challenges, and the majority of these students are learning English as a second language. The culture of the classroom is bilingual, and indicative of the Southwest. For example, the home center is called the *casita*. This is a child-centered classroom, inspired by the Reggio Emilia approach to preschool education.

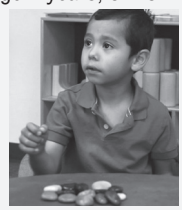
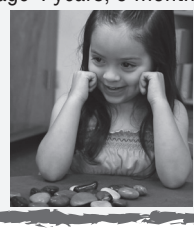
Demographics

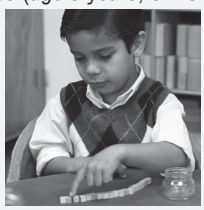
The students in PACE (Parent and Child Education) Preschool at Maldonado school in Tucson, Arizona, are 93 percent Hispanic; 45 percent are English language learners; 100 percent of the student qualify for free and reduced meals as established in the guidelines of the USDA Child Nutrition Program.

Chapter	Page	Topic	Title	Length
How to Use This Resource	xix	N/A	Introduction 	3:00–5:00

Chapter	Page	Topic	Title	Length
2	22	Small Group Time	2.1: Sorting Various Colored Buttons 	1:43 (approx.)
2	24	Small Group Time	2.2: Sorting White Buttons 	1:15
2	26	Small Group Time	2.3: Sorting Nuts and Bolts 	1:12
4	58	Circle Time	4.1: How Old Are You? 	:22
5	64	Assessment Opportunities	5.1: Mason Counts Rocks (age 3 years, 10 months) 	1:30

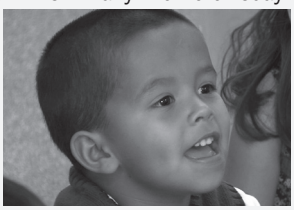
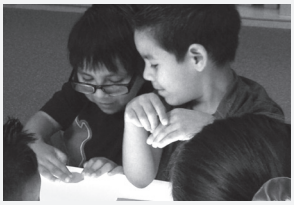
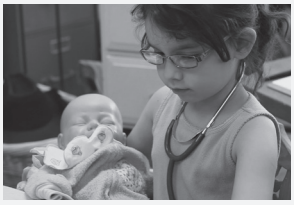
continued

Chapter	Page	Topic	Title	Length
5	67	Assessment Opportunities	5.2: Imanol Counts Rocks (age 4 years, 9 months) 	1:11
5	69	Assessment Opportunities	5.3: Danitza Counts Rocks (age 5 years, 5 months) 	1:57
5	71	Assessment Opportunities	5.4: Counting Practice During Snack Time 	:44
5	72	Assessment Opportunities	5.5: Isabella Counts Rocks (age 4 years, 10 months) 	2:00
5	75	Assessment Opportunities	5.6: Jenny Counts Rocks (age 4 years, 9 months) 	1:34

Chapter	Page	Topic	Title	Length
5	77	Assessment Opportunities	5.7: Michael Counts Rocks and Cubes (age 5 years, 6 months) 	2:05
5	81	Assessment Opportunities	5.8: Mia Counts Rocks and Cubes (age 5 years, 7 months) 	4:20
5	85	Assessment Opportunities	5.9: Sendes Counts Rocks in Spanish (age 5 years, 7 months) 	2:15
5	89	Assessment Opportunities	5.10: Abbie Counts Rocks (age 5 years, 8 months) 	2:10
5	91	Assessment Opportunities	5.11: Abbie Plays the Hiding Game (age 5 years, 8 months) 	1:26

continued

Chapter	Page	Topic	Title	Length
6	102	Circle Time	6.1: The Counting Song 	:54
7	116	Circle Time	7.1: Counting Beads on the Bead Board 	1:44
7	133	Small Group Time	7.2: Counting Snack Cups and Snacks 	1:48
7	138	Choice Time	7.3: Taking Surveys 	2:49
8	149	Circle Time	8.1: How Many Are *Not* Here Today? 	2:54

Chapter	Page	Topic	Title	Length
8	153	Circle Time	8.2: How Many Are Here Today? 	1:09
8	165	Circle Time	8.3: Do You Have an A in Your Name? 	3:03
9	211	Small Group Time	9.1: Exploring Shapes Using a Light Table 	3:53
9	243	Choice Time	9.2: Building with Blocks 	3:22
10	285	Choice Time	10.1: Dramatic Play in the Hospital 	1:56

Mathematics is a participant sport. Children must play it frequently to become good at it. They do need frequent modeling of correct performance, discussion about the concepts involved, and frequent feedback about their performance. Both modeling and feedback can come from other students as well as from adults, and feedback also sometimes comes from the situation. All children must have sustained and frequent times in which they themselves enact the core mathematical content and talk about what they are doing and why they are doing it. In mathematics learning, effort creates ability.

—National Research Council's Early Childhood Math Report