

Example of essay on supporting mathematical standards in preschool education

[Science](#), [Mathematics](#)



Understanding learning standards for preschool mathematical education entails processing a clear-cut decision-making system recording the young learners' performance relating to consistent demonstration of their knowledge and skills at their cognitive levels. Providing this as immediate information to the onset of learners' introduction into the k-12 public education system gives teachers the ability for differentiation of the mathematical learning experience of each student equipping him/her with learning opportunities using block, dramatic play, manipulative, and art areas supporting the learning standards' goals.

In the process of making these methods of instruction effectively in support of the standards proves these as opportunities for engaging the learners in meaningful experiences because of their interconnectivity rather than compartmentalizing the mathematical experience into narrow subject areas (Grolund 2007). Brenneman, Stevenson-Boyd and Frede advice building different towers out of the blocks and having the learner identify which is taller or shorter according to the number of blocks used (8). This tool serves as a starting point developing dramatic play with shapes and objects for learning number values, as well as how manipulating different amounts of objects by colors, size, shapes, and other identifiable characteristics engages young learners' building on cognitive abilities for grasping abstract mathematical concepts aligned to standard preparedness. Using the preschool mathematic standards for the development of these tools as a curriculum-based focus for these learners is both proactive and pragmatic best practices enhancing lifelong learning. The growing literature on preschool instruction as the beginning of the learning process substantiates

the ethical educational focus of instructors' commitment to quality in the efficacy of teaching the preschooler preparedness for their academic journey individually. Therefore, understanding the importance of effective application of such tools for learning mathematics at this level of cognitive ability underpins the role of the preschool instructor.

Works Cited

Brennerman, Stevenson-Boyd, and Frede. Mathematics and Science in Preschool: Policy and Practice. Web 2009

Grolund, Gaye. Make Early Learning Standards Come Alive: Connecting Your Practice and Curriculum to State Guidelines. Redleaf Press. 2007