



Introduction

Why is it important for young children to learn about geometry and spatial sense?

List the five Contextual Learning Principles adults can use to help children learn math and other concepts.

Describe how adults can use each of these principles to enhance a child's understanding of geometry and spatial sense?

Part I: WHAT?

What is geometry?

How can teaching staff intentionally plan instruction that facilitates children's learning of geometry?

What do young children learn as they explore 2- and 3-dimensional shapes during play?
What is spatial sense?

How can teaching staff intentionally plan instruction that facilitates children's learning of spatial sense?

What should young children be doing and learning to help develop their spatial orientation?

What should children be doing and learning to help develop spatial visualization skills?



Part II: HOW?

How can teaching staff “mathematize” children’s block play and other experiences with 3-dimensional and 2-dimensional shapes?

How do the Head Start Child Outcomes Framework and the National Council of Teachers of Mathematics (NCTM) Prekindergarten Focal Points reflect the importance of teaching staff helping children to learn about geometry and spatial sense?

Part III: WHAT ELSE?

What are three strategies teaching staff can use to help children develop knowledge, skills, and understanding of geometry and spatial sense?

What kinds of experiences help children learn geometry and spatial sense?

How can staff intentionally plan for children’s learning geometry?

How can staff intentionally plan for children’s learning about spatial sense?

How should teachers introduce math vocabulary, such as the names of shapes, to children?

What else can teaching staff do to promote children’s conceptual knowledge of mathematics?

