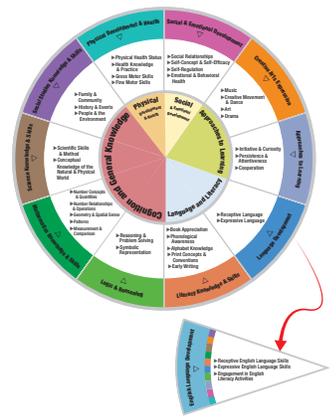


THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

LOGIC AND REASONING: SYMBOLIC REPRESENTATION



RESOURCES: HIGHLIGHTS FROM ECLKC

TITLE OF RESOURCE	TYPE OF RESOURCE	DESCRIPTION
Script for Webcast #3: Language and Literacy through Science	Script for Webcast	Teachers can view examples of children’s concept representation (p. 8, slide #11).
The Flowers that Bloom in the Spring Guided Practice	A guided practice from the <i>Learning from Assessment Toolkit</i>	Teaching teams can review this example of a child’s series of drawings of a flower and what it reveals about understanding of science and nature, evidence of symbolic representation, fine motor skills, and creative expression.

REFERENCES FOR EVIDENCE-BASED PRACTICES

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- Dijk, E. F., van Oers, B., & Terwel, J. (2004). Schematising in early childhood mathematics education: Why, when and how? *European Early Childhood Education Research Journal*, 12(1), 71-83.
- Poland, M. (2007). Effects of schematizing on mathematical development. *European Early Childhood Education Research Journal*, 15(2), 269-293.
- Rogers, J. P. (2008). Cardinal number and its representation: Skills, concepts and contexts. *Early Child Development and Care*, 178(2), 211-225.
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