What should the algebra curriculum look like for preschool and primary-grade learners? I posed this lead-in question to a session in a mathematics methodology class for preservice early childhood and elementary teachers. Some of the teachers' answers indicated uncertainty. They gave vague, tentative answers about working with sequences and solving for unknowns. One participant's response resonated for others in the class: “I had a terrible time in high school algebra. I struggled to memorize the formulas for solving equations just as I had struggled to memorize my addition facts, multiplication tables, and long division in elementary school. What I remember of algebra, I would not wish on any child.” Other classmates murmured recognition of these feelings. Still another classmate added, “I got algebra. I even did well in trigonometry, but that doesn’t mean that I understand algebra well enough to help children get it.”

Footnotes
Portia Elliott is committed to creating classroom learning environments in which prospective teachers can improve their conceptual understanding of mathematics so they will be equipped to create similar environments for the early childhood and elementary-grade students they will teach.

Edited by Deborah W. Allen, dallen@kean.edu, and Jo Hoffman, hoffman@kean.edu, faculty members in the Department of Early Childhood and Family Studies at Kean University in Union, NJ 07083. This department addresses the early childhood teacher’s need to support young children’s emerging mathematics understandings and skills in a context that conforms with current knowledge about the way that children in prekindergarten and kindergarten learn mathematics. Send submissions to this department by accessing tcm.msubmit.net.

Contributor Notes
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Let us know what’s wrong with this preview of The Language of Early Childhood by M.A.K. Halliday.

1. Infancy and protolanguage
2. Editor’s Introduction
3. Representing the child as semiotic being: meaning and moving in the earliest months of life
4. Learning how to mean
5. Early language learning: a sociolinguistic approach
6. A sociosemiotic perspective on language development
7. One child’s protolanguage
8. Meaning and the construction of reality in early childhood
9. The ontogenesis of dialogue.

Start studying Early Childhood Education Ch.2. Learn vocabulary, terms and more with flashcards, games and other study tools.

Who are these programs designed for him what do they provide? (Pre-kindergarten)

3 to 4-year-olds in it provides a literary rich environment. How does this help children before they enter kindergarten? Stop in their children.

Why is nutrition a vital part of the Headstart program? Many children do not receive nutritious meals at home. We want our child to be intelligent, clever, and sharp, innit? Children are the Godsend gifts on the earth. Thus, their educational, ethical, and state. So, you can’t deny the benefits of childhood education, the most important early childhood education was somewhat informal. It was only evolving among family, households, and communities characterised as women started to join in outdoor works. Purpose of Early Childhood Education

Education inside him. Don’t let him ruin his life by regretting it.