



Send completed CEU homework to:
Carrie Stott
6510 Old Main Hill
Logan, UT 84322

CEU Homework Cover Sheet

Course Title School Readiness, Course 2: Math

Course Dates _____

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____

Please complete this form and submit it with your completed CEU homework assignments.

The cost of 1 CEU is \$15. Please make **check** or **money order** payable to UACCRRRA (no cash please). Payment for CEU credit **MUST** be submitted with completed homework assignments in order for CEU credit to be awarded.

Homework assignments must be complete in order to be considered for credit. Incomplete assignments will be returned. You can re-submit a homework assignment for credit, as long as it is still before the due date. You **MUST** include a CEU Homework Cover Sheet with all requests.

Homework due dates will be strictly enforced. Homework is due 3 weeks after the last session of class. In order for homework to be considered for credit it needs to be postmarked on or before that date. There are no exceptions to this policy. Classes you are earning CEU credit for must be completed in full. If you make up a session in order to complete the course, the CEU homework is due 3 weeks from the make-up session date.

Please allow 2 weeks for processing of your certificate. If you have any questions, please contact Carrie Stott at 435-232-2981 after 5:00 pm, Monday-Friday or email me at carrie.stott@usu.edu.

Completed CEU homework is due 3 weeks after the last session of class.



CEU Homework
Sponsored by
UACCRRA

Send Completed CEU Homework to:
Carrie Stott
6510 Old Main Hill
Logan, UT 84322

From Preschool to Kindergarten: School Readiness

Course 2 – Math

Instructions:

- Choose and complete four of the following assignments.
- Answer all parts of the assignments that you choose.
- Represent what you learned from your participation in School Readiness, Course 2.
- Please write in depth, but try to contain your answers to one page per question.

1. A quote by JV Copley used in the training emphasized that young children must “construct” mathematical knowledge based on real life experiences. Give an example of a “real life” experience that a young child could have in constructing math knowledge through each of the following mathematical processes: problem solving, reasoning, communicating, connecting, representing. See Session 1, Handout #1-2 and be specific.

2. Design four activities that you can incorporate into the routine of your day to give children practice with counting, i.e. songs, chants, snack, steps, friends. Write them down, try them with the children and write about the children’s reactions, which activity they liked, their skill level, etc. See Handouts from Session 1.

3. Design four activities that you can incorporate into the routine of your day to give children practice with geometry concepts, i.e. shapes, spatial relationships, proximity words, etc. Write them down, try them with the children and write about the children’s reactions, which activity they liked, their skill level, etc. See Handouts from Session 2.

4. Design four activities that you can incorporate into the routine of your day to give children practice with data analysis, i.e. sorting, patterning, graphing, etc. Write them down, try them with the children and write about the children’s reactions, which activity they liked, their skill level, etc. See Handouts from Session 3.

5. Design four activities that you can incorporate into the routine of your day to give children practice with measurement, i.e. length, weight, volume, mass, capacity, volume, seriation (putting objects in order), etc. Write them down, try them with the children and write about the children’s reactions, which activity they liked, their skill level, etc. See Handouts from Session 4.

6. Take pictures of the children in your care, make double prints of each picture, glue them on cards and make a memory game where the cards are mixed up and placed face down on the table. Have children take turns turning over two cards. If the cards match they take the cards out of play and get another turn. Continue until all the matches are made. Take a picture of your cards and turn it in for this assignment.

7. Do an inventory of your toys; find ten toys that teach a mathematical concept. Write down the name of the toy, the mathematical concept it teaches, and one way you can support children when using this toy to help them learn the math skill.

8. The concept of time is hard for young children to understand. Give an example of what you could do to help children learn: **personal time** – the children’s own past, present and future, **social time** – routines and schedules, **cultural time** – clocks and calendar.