***Preschool children's mathematical knowledge: The effect of teacher "math talk."***

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Abstract

This study examined the relation between the amount of mathematical input in the speech of preschool or day-care teachers and the growth of children's conventional mathematical knowledge over the school year. Three main findings emerged. First, there were marked individual differences in children's conventional mathematical knowledge by 4 years of age that were associated with socioeconomic status. Second, there were dramatic differences in the amount of math-related talk teachers provided. Third, and most important, the amount of teachers' math-related talk was significantly related to the growth of preschoolers' conventional mathematical knowledge over the school year but was unrelated to their math knowledge at the start of the school year. (PsycINFO Database Record (c) 2016 APA, all rights reserved)