

ABSTRACT

This qualitative action research study investigated the observed and reported experiences of early numeracy and number sense skills that were introduced to a group of 13 urban kindergarten students. The study participants attended an Extended Academic Program (EAP), whose focus was a literacy-based direct instruction reading program. The students were seen in a small group format two times a week during the tutorial portion of the school day. Students were monitored for skill development in the areas of counting, number recognition, and number and object-set correspondence. This study discusses the development and improvement of the monitored numeracy skills through the analysis of pre- and post achievement on a standardized academic measure. The text further discusses the subsequent development of a mathematical self-esteem, a mathematical language, and mathematical connections to areas outside of the small group environment.