Abstract

This qualitative research study examined the observed and reported experiences of teaching mathematics to kindergarten children using guided group instruction. The focus of the study was early numeracy and number sense skills. The 13 participants were taught mathematics in small guided group format. I met with each group of students between one and two times a week. The students were monitored for skill development in the areas of counting, number identification, and comparing quantities. This study discusses the development of the monitored skills through the analysis of student achievement on weekly assessments. The findings further discuss the successive development of student achievement in mathematics. The small group instruction focused on engagement, connections, and communication.