



Bibliografía

Adelman, H. S., & Taylor, L. (1983). Enhancing motivation for overcoming learning and behavior problems. *Journal of Learning Disabilities*, 16(7), 384–392.

Bower, C., Odean, R., Verdine, B. N., Medford, J. R., Marzouk, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). Associations of 3-year-olds' block-building complexity with later spatial and mathematical skills. *Journal of Cognition and Development*, 21(3), 383–405.

California Department of Education. (2022). *Creating equitable early learning environments for young boys of color. Disrupting disproportionate outcomes*. <https://www.cde.ca.gov/sp/cd/Re/documents/boysofcolor.pdf>

Carr, R. C., Mokrova, I. L., Vernon-Feagans, L., & Burchinal, M. R. (2019). Cumulative classroom quality during pre-kindergarten and kindergarten and children's language, literacy, and mathematics skills. *Early Childhood Research Quarterly*, 47, 218–228.

CAST. (2018). Universal Design for Learning Guidelines 3.0 version. <https://udlguidelines.cast.org>.

Fennel, F. (2006). Representation—Show me the math! *NCTM News Bulletin*. National Council of Teachers of Mathematics.

Frick, A., & Möhring, W. (2013). Mental object rotation and motor development in 8- and 10-month-old infants. *Journal of Experimental Child Psychology*, 115(4), 708–720.

Halle, T. G., Whittaker, J. V., Zepeda, M., Rothenberg, L., Anderson, R., Daneri, P., Wessel, J., & Buysse, V. (2014). The social-emotional development of dual language learners: Looking back at existing research and moving forward with purpose. *Early Childhood Research Quarterly*, 29(4), 734–749.

Klibanoff, R. S., Levine, S. C., Huttenlocher, J., Vasilyeva, M., & Hedges, L. V. (2006). Preschool children's mathematical knowledge: The effect of teacher "math talk." *Developmental Psychology*, 42(1), 59.

Lambert, R., & Sugita, T. (2016). Increasing engagement of students with learning disabilities in mathematical problem-solving and discussion. *Support for Learning*, 31(4), 347–366.



Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (2006). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In *Funds of knowledge* (pp. 71–87). Routledge.

National Academies of Sciences, Engineering, and Medicine. (2022). Science and engineering in preschool through elementary grades: *The brilliance of children and the strengths of educators*. The National Academies Press. <https://doi.org/10.17226/26215>

National Council of Teachers of Mathematics (NCTM). (2021). *Catalyzing change in early childhood and elementary mathematics: Initiating critical conversations*. NCTM.

National Research Council. (2001). *Adding it up: Helping children learn mathematics*. The National Academies Press.

National Research Council. (2009). *Mathematics learning in early childhood: Paths toward excellence and equity*. The National Academies Press.

National Research Council. (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. The National Academies Press.

Peng, P., & Lin, X. (2019). The relation between mathematics vocabulary and mathematics performance among fourth graders. *Learning and Individual Differences*, 69, 11–21.

Perkins, D. (2006). Constructivism and troublesome knowledge. In J. Meyer & R. Land (Eds.), *Overcoming barriers to student understanding: Threshold concepts and troublesome knowledge* (pp. 33–47). Routledge.

Raikes, H. H., White, L., Green, S., Burchinal, M., Kainz, K., Horm, D., Bingham, G., Cobo-Lewis, A., St. Clair, L., Greenfield, D., & Esteraich, J. (2019). Use of the home language in preschool classrooms and first- and second-language development among dual-language learners. *Early Childhood Research Quarterly*, 47, 145–158.

Ramani, G. B., Rowe, M. L., Eason, S. H., & Leech, K. A. (2015). Math talk during informal learning activities in Head Start families. *Cognitive Development*, 35, 15–33.

Schettino, C. (2016). A framework for problem-based learning: Teaching mathematics with a relational problem-based pedagogy. *Interdisciplinary Journal of Problem-Based Learning*. 10.10.7771/1541-5015.1602

Siegler, R. S., & Ramani, G. B. (2008). Playing linear numerical board games promotes low-income children's numerical development. *Developmental Science*, 11(5), 655–661.

Tamara G. Halle, Jessica Vick Whittaker, Marlene Zepeda, Laura Rothenberg, Rachel Anderson, Paula Daneri, Julia Wessel, Virginia Buysse,

U.S. Department of Education, Office of the English Language Acquisition. (2020). Integrating language into early childhood education.

