

A photograph of four students in a classroom. In the center, a young boy with dark hair, wearing a maroon shirt, is smiling and looking towards the camera. To his left, a boy in a red shirt is looking at a chalkboard. To the right, a girl with long dark hair is also looking at the chalkboard. Another student is partially visible on the far left. The chalkboard in the background has several math problems written on it, including 10×2 , 2×2 , 2×2 , 2×2 , 2×2 , and 2×2 .

Teaching Learners Who Struggle with Mathematics

**Systematic Intervention
and Remediation**

Second Edition

Helene J. Sherman • Lloyd L. Richardson • George J. Yard

Teaching Children Who Struggle With Mathematics

Bradley S. Witzel, Mary E. Little



Teaching Children Who Struggle With Mathematics:

Teaching Learners who Struggle with Mathematics Helene J. Sherman, Lloyd I. Richardson, George J.

Yard, 2012-05-02 This is the eBook of the printed book and may not include any media website access codes or print supplements that may come packaged with the bound book This book is designed for aspiring and practicing K 6 teachers who will work or are working with students in need of remediation and intervention with common mathematical concepts students struggle with most including place value addition and subtraction of whole numbers multiplication division fractions and time and money This book analyzes the roots and causes of frequent error patterns in student work and offers implementable solutions for solving them and teaching lifelong math skills A Data Analysis Sheet is presented as an example for each problem area and followed by a Math Improvement Plan that offers guidance on how to instruct students in need of additional intervention and prepare them with lifelong mathematics skills *Teaching Children who Struggle with*

Mathematics Helene J. Sherman, Lloyd I. Richardson, George J. Yard, 2005 Until now no book has dedicated itself more fully to addressing the cognitive needs of children in grades 1 through 6 who underachieve in mathematics Teaching Children Who Struggle with Mathematics A Systematic Approach to Analysis and Correction is designed to help teachers assess these students individual abilities and characteristics as well as choose appropriate and effective instructional strategies The book is rich with case studies of underachieving math students and assorted examples of how teachers can assess and differentiate instruction for these students through the use of two key text features the Data Analysis Sheet DAs and the Math Improvement Plan MIP The DAS is used to record observed student behavior in a variety of relevant categories and to use such recordings to assess the student s math skills The MIP then provides an individualized plan for intervention and instruction upon completion of the DAs When used together the DAS and MIP give teachers two powerful tools for properly assessing and teaching students who struggle with mathematics **Teaching Learners Who Struggle with Mathematics**

Helene J. Sherman, Lloyd I. Richardson, George J. Yard, 2019-03-07 Highly regarded by instructors in past editions for its sequencing of topics and extensive set of exercises the latest edition of Abstract Algebra retains its concrete approach with its gentle introduction to basic background material and its gradual increase in the level of sophistication as the student progresses through the book Abstract concepts are introduced only after a careful study of important examples Beachy and Blair s clear narrative presentation responds to the needs of inexperienced students who stumble over proof writing who understand definitions and theorems but cannot do the problems and who want more examples that tie into their previous experience The authors introduce chapters by indicating why the material is important and at the same time relating the new material to things from the student s background and linking the subject matter of the chapter to the broader picture Building proficiency in learning mathematics by tailoring instruction to students specific misconceptions and learning needs is the backbone of this indispensable text written for K 8 pre and inservice teachers as well tutors An important theme is that

long term retention is based on a strong conceptual foundation of numeracy and on a well designed learning environment Each chapter deals with a different mathematics topic including whole numbers fractions decimals as well as time and money Chapters also include examples of error patterns and specific well defined strategies and activities for diagnosis prescription and remediation New to this edition is a chapter devoted to English language learners The complexities of language barriers are delineated along with reasons that students struggle with learning English and mathematics at the same time An audio file of common mathematics terms translated from English into most often spoken languages by ELLs can be accessed at www.youareamathperson.com Outstanding features Response to Intervention RTI model underpins discussions of differentiating instruction Mathematics content reflects components of the Common Core State Standards Initiative for Mathematics and the National Council of Teachers of Mathematics Principles and Standards for School Mathematics Case studies and student examples promote a sound understanding of learners varied cognitive behavioral and physical needs Discussion questions challenge readers to think more deeply about the application and utility of concepts related to the error patterns Step by step directions for interactive instructional classroom games and activities are provided to extend and enrich teaching and learning

Enabling Mathematics Learning of Struggling Students Yan Ping Xin,Ron Tzur,Helen Thouless,2022-07-11 This book provides prospective and practicing teachers with research insights into the mathematical difficulties of students with learning disabilities and classroom practices that address these difficulties This linkage between research and practice celebrates teachers as learners of their own students mathematical thinking thus contributing an alternative view of mathematical progression in which students are taught conceptually The research based volume presents a unique collaboration among researchers in special education psychology and mathematics education from around the world It reflects an ongoing work by members of the International Group for the Psychology of Mathematics Education PME and the North American Chapter of the PME Working Groups The authors of chapters in this book who have been collaborating extensively over the past 7 years are from Australia Canada the United Kingdom and the United States

Teaching Learners Who Struggle with Mathematics Helene J. Sherman,Lloyd I. Richardson,George J. Yard,2015-06-11 The authors provide pre and inservice K 6 mathematics teachers with a complete array of tools and strategies chief among which is Response To Instruction to help identify learners skill levels and target instruction to meet each learner s needs Foundational to this learner centered approach are the guidelines presented in the Common Core State Standards and the principles and standards developed by the National Council of Teachers of Mathematics Each chapter deals with a different mathematics topic from place value to problem solving The case study format and inclusion of student examples promote a sound understanding of learners varied cognitive behavioral and physical needs essential knowledge for designing appropriate teaching strategies Also included is a variety instructional activities that can easily be implemented in the classroom

Productive Math Struggle John J. SanGiovanni,Susie Katt,Kevin J. Dykema,2020-03-09 Seldom has a book been as

timely or as necessary as *Productive Math Struggle* is today. One of the remarkable accomplishments of SanGiovanni Katt and Dykema's work lies in how they seamlessly connect the research on high quality tasks, high expectations, identity, and equity to productive math struggle. This is perhaps their greatest contribution. The authors see productive math struggle as a critical feature of mathematics classrooms that support access, equity, and empowerment, specifically arguing that every student is worthy of struggle. From the Foreword by Matt Larson, Ph.D., Past President 2016-2018 National Council of Teachers of Mathematics, Associate Superintendent for Instruction, Lincoln Public Schools, Nebraska: Struggle is hard. Productive struggle is power. All students face struggle, and they should. It is how they learn and grow. The teacher's job is not to remove struggle, but rather to value and harness it, helping students develop good habits of productive struggle. But what's missing for many educators is an action plan for how to achieve this, especially when it comes to math. Persevering through difficult challenges to reach new learning is the core of *Productive Math Struggle*. When left unsupported, struggle can become unproductive and demoralizing, negatively influencing students' mathematical identities. The authors guide teachers through six specific actions, including valuing, fostering, building, planning, supporting, and reflecting on struggle, to create a game plan for overcoming obstacles by sharing actionable steps, activities, and tools for implementation. Instructional tasks and vignettes representative of each grade level, real-world examples, showcasing classroom photos, and student work samples. A book study guide is available under the Free Resources tab that helps math educators learn together on how to incorporate productive math struggle in their classrooms. Revolving around the idea that math is a way of thinking and understanding, and not just the pursuit of answers and procedures, this book empowers students to embrace productive struggle to build essential skills for learning and living both inside and outside the classroom.

Teaching Elementary Mathematics to Struggling

Learners Bradley S. Witzel, Mary E. Little, 2016-01-24. Packed with effective instructional strategies, this book explores why certain K-5 students struggle with math and provides a framework for helping these learners succeed. The authors present empirically validated practices for supporting students with disabilities and others experiencing difficulties in specific areas of math, including problem solving, early numeracy, whole number operations, fractions, geometry, and algebra. Concrete examples, easy-to-implement lesson planning ideas, and connections to state standards, in particular the Common Core standards, enhance the book's utility. Also provided is invaluable guidance on planning and delivering multi-tiered instruction and intervention.

Helping Students who Struggle with Math and Science Dennis Adams, Mary Hamm, 2008. This book provides teachers with research-based and standards-driven techniques that are especially useful for reaching all students in the classroom.

Math Class Redesigned Jane Molnar, 2018-10-12. Written in a highly engaging style, *Math Class Redesigned* explains how to develop a deep and abiding love of math in children and maximize the mathematical growth of every student in a classroom. Filled with practical tips and anecdotes, the book describes how to balance individualized learning using Khan Academy and high-quality workbooks with unusually effective, highly structured, and compelling group discovery. *Math Class*

Redesigned identifies twenty common math teaching practices which undermine and sabotage children's potential love of math and their mathematical development. The book explores why these practices are damaging and in each case offers a more effective teaching practice. The book is based on Jane Molnar's thirty-five years of teaching math in a wide variety of classrooms and settings including many inner city schools in the Bay Area, eleven Berkeley public schools, UC Berkeley's MESA program, a college in Canada, a First Nations Reservation, a residential psychiatric center for children in San Francisco, and her own home. The book also draws on her experiences training mathematicians, scientists, engineers, philosophers, and classroom teachers to teach algebra to young children using a Socratic approach. This book is for anyone who is interested in how children learn, for those who are perplexed by why so many children struggle painfully with math, and most of all for teachers who want a more powerful way to reach every child in their classes. It is also for parents who are their children's first teachers and greatest advocates.

Teaching Mathematics Conceptually Beth L. MacDonald, Jonathan N. Thomas, 2023-04-08. This book expands upon the guiding principles at the heart of Math Recovery instruction, exploring their connections with learning theory, practical application in the classroom, and their wider links to agreed concepts of high quality mathematics teaching. It provides a well-rounded overview of all major aspects of mathematics teaching, including inquiry-based and constructivist approaches, planning and assessment, and strategies that offer children opportunities for reflection, satisfaction, and increasing challenge. Particular focus is placed on equitable and inclusive practices in mathematics, and how we can develop teaching that connects with the abilities, cultures, and lived experiences of all children. This is essential reading for all teachers familiar with the Math Recovery approach and classroom mathematics teachers in elementary and primary schools everywhere seeking to enhance their own professional knowledge and understanding. Beth L. MacDonald is an associate professor in Early Childhood Mathematics Education in the School of Teaching and Learning at Illinois State University. Jonathan N. Thomas is an associate professor of mathematics education and the chairperson of the Department of STEM Education at the University of Kentucky.

Mathematics Teaching and Learning in K-12 M. Foote, 2010-07-19. The continuing gap in achievement between traditionally underserved students, students of color, English learners, and poor children, and their middle-class white peers, however, has provoked questions of the effectiveness of current mathematics teaching practices for meeting the needs of these students.

Dyscalculia Glynis Hannell, 2013-01-03. Based on expert observations of children who experience difficulties with maths, this book gives a comprehensive overview of dyscalculia, providing a wealth of information and useful guidance for any practitioner. With a wide range of appropriate and proven intervention strategies, it guides readers through the cognitive processes that underpin success in mathematics and gives fascinating insights into why individual students struggle with maths. Readers are taken step by step through each aspect of the maths curriculum, and each section includes Examples which illustrate why particular maths difficulties occur. Practical action plans which help teachers optimise children's progress in mathematics. This fully revised second edition will

bring the new research findings into the practical realm of the classroom Reflecting current knowledge Glynis Hannell gives increased emphasis to the importance of training number sense before teaching formalities the role of concentration difficulties and the importance of teaching children to use strategic thinking Recognising that mathematical learning has a neurological basis will continue to underpin the text as this has significant practical implications for the teacher

Intensifying Mathematics Interventions for Struggling Students Diane Pedrotty Bryant, 2021-07-05 This book Intensive Mathematics Interventions provides a thorough background knowledge about mathematics difficulties across the grade span Even more valuable to educators this book provides user friendly guidance on how to address all of the elements of mathematics difficulties from preschool to secondary grades Each topic provides clear guidance to support decision making about intensive instruction including examples ideas practices and suggestions You will learn about the characteristics of students with math difficulties how to use data to progress monitor them how to intensify interventions specific evidence based practices for addressing early numeracy time and money whole numbers rational numbers word problem solving strategies algebra and even technology **Elevating Clinical Practice in Mathematics Education** Drew Polly, Christie S. Martin, 2025-06-20 Elevating clinical practice in mathematics education has potential to greatly transform the preparation of effective mathematics teachers This book showcases examples of clinical practice in mathematics education with each chapter focused on one of the National Council for Teachers of Mathematics Effective Teaching Practices Teaching Children Mathematics, 2009-08 My Kids Can Judy Storeygard, Judith Storeygard, 2009 Teaching mathematics to a range of learners has always been challenging With the widespread use of inclusion and RTI having a variety of effective teaching options for students who struggle is more important than ever In My Kids Can you ll get instructional strategies that allow all struggling math learners to move along the path toward grade level competency In My Kids Can teachers share successful ways to work with struggling students Their instruction is aligned with the NCTM standards and guided by five powerful core principles Make mathematical thinking explicit Link assessment and teaching Build understanding through talk Expect students to take responsibility for their own learning and support them as they do Work collaboratively with special education staff to plan effective instruction These teachers describe how they use whole group small group and individual instruction as well as other strategies that hold kids to high expectations while scaffolding content and processes across the math curriculum In addition an accompanying DVD presents classroom footage of their teaching and includes the language dialogue and teaching moves you ll adapt for success with your students The DVD also contains teacher interviews that answer difficult questions of practice Best of all with professional learning questions and video analyses My Kids Can is great for individuals teacher study groups staff development and preservice courses Help every child grow as a mathematician Trust your fellow teachers for instruction that works Read My Kids Can and use its proven effective strategies and its professional supports to build on your students strengths and address their learning needs Primary Mathematics:

Teaching Theory and Practice Claire Mooney, Mary Briggs, Alice Hansen, Judith McCullouch, Mike Fletcher, 2021-02-10 An extensive knowledge of the primary Mathematics curriculum is not enough for you as a trainee teacher you need to know how to teach Mathematics in the primary classroom This is the essential teaching theory and practice text for primary Mathematics that takes a focused look at the practical aspects of teaching It covers the important skills of classroom management planning monitoring and assessment and relates these specifically to primary Maths Practical guidance features and resources help you translate your learning to the classroom and understand the wider context of teaching Online practical lesson ideas for the classroom The Primary National Curriculum for Mathematics in Key Stages one and two Tips for planning primary Maths Useful weblinks for primary Mathematics teaching The ninth edition of this popular book includes a new chapter on Mathematics in the primary classroom exploring primary mathematics teaching today It is also updated to include the new Ready to progress criteria

The Essentials of Mathematics, Grades 7-12 Kathy Checkley, 2006-09-15 Using national and state standards to guide your math program is just a start You still have to decide how to apply the standards in your curriculum determine when students should learn different content and decide which programs and textbooks will help you make math come alive in the classroom That's where this new ASCD resource comes in Priorities in Practice The Essentials of Mathematics Grades 7-12 explores how educators from classroom teachers to central office administrators are tackling these major challenges in math education Emphasizing algebraic thinking problem solving and communication Relying on research to guide the implementation of new teaching practices Connecting math activities to larger purposes and everyday experiences Differentiating instruction based on students learning styles interests and readiness levels Helping teachers use classroom assessment to guide instruction Improving math teaching practices through teacher professional development and analysis of student work Whether you're working with an established math curriculum or rethinking your whole approach here's an opportunity to see where your program stands in the context of current trends This is the second volume in a new series from ASCD that explores tested methods of teaching and administering curriculum in the major content areas Note This product listing is for the Adobe Acrobat PDF version of the book

Making Inclusion Work for Children with Dyspraxia Lois Addy, Gill Dixon, 2013-01-11 Drawing on their considerable experiences of the syndrome as well as current research findings the authors help teachers and other education professionals to better understand the needs of a dyspraxic child Through practical strategies they show how teachers can make all the difference to a child's ability to succeed in the classroom and case studies show how parents teachers and therapists can work together to facilitate learning Whilst providing a unique insight and approach to the complex condition of dyspraxia this lively informative text also examines specific cases and scenarios considering the perspectives of teachers and parents It handles a range of crucial topics such as issues surrounding diagnosis the developmental differences and characteristics of dyspraxia conventional and alternative intervention strategies an exploration of the pressure of families ways of improving home school

liaison Teachers SENCOs and other educational professionals will find this book provides a wealth of essential information and guidance whilst parents will also find much to support them in the daily care and welfare of their child **Teaching Mathematics Creatively** Linda Pound, Trisha Lee, 2015-04-24 This new and updated edition of Teaching Mathematics Creatively offers a range of strategies to enable trainee and practising teachers to take an innovative playful and creative approach to maths teaching It promotes creativity as a key element of practice and offers ideas to involve your students and develop knowledge understanding and enjoyment Exploring fresh approaches this text explains the role of play in bringing mathematics alive for children and teachers alike It identifies the power of story telling in supporting mathematical thinking examines cross curricular teaching and allows you to plan for teaching creatively Imaginative ideas underpinned by the latest research and theory include Learning maths outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Giant maths how much food do you include on a giant shopping list Stimulating and accessible with contemporary and cutting edge practice at the forefront Teaching Mathematics Creatively includes a wealth of innovative ideas to enthuse teachers and enrich maths teaching This book is an essential purchase for any professional who wishes to embed creative approaches to teaching in their classroom

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