



Teaching Elementary School Math

Charles H. D'Augustine



Teaching Elementary School Math:

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 **Common Mistakes in**

Teaching Elementary Math—And How to Avoid Them Fuchang Liu, 2017-03-27 Learn the most effective ways to teach elementary math no matter how much experience you have with the subject In this book Fuchang Liu takes you through many common mistakes in math instruction and explains the misunderstandings behind them He points out practices that should be avoided helping you to adjust your lessons so that all students can achieve success You ll discover how to Increase your confidence with core math principles and reasoning Set your students on the path toward eventually developing more complex math skills Improve student achievement by approaching problems in logical yet creative ways Overcome common challenges faced by students and teachers Teach problem solving for different learning styles Every chapter reconsiders well established ways of teaching all areas of elementary math from addition and subtraction to statistics and graphs Helpful examples and tips are scattered throughout the book offering revisions to the way these topics are often presented in the classroom Also included are group study ideas for principals and instructional coaches so your school or district can work on the book together With this practical guide you ll be ready to help students truly develop their math understanding

Knowing and Teaching Elementary Mathematics Liping Ma, 2010-03-26 Studies of teachers in the U S often document insufficient subject matter knowledge in mathematics Yet these studies give few examples of the knowledge teachers need to support teaching particularly the kind of teaching demanded by recent reforms in mathematics education *Knowing and Teaching Elementary Mathematics* describes the nature and development of the knowledge that elementary teachers need to become accomplished mathematics teachers and suggests why such knowledge seems more common in China than in the United States despite the fact that Chinese teachers have less formal education than their U S counterparts The anniversary edition of this bestselling volume includes the original studies that compare U S and Chinese elementary school teachers mathematical understanding and offers a powerful framework for grasping the mathematical content necessary to understand and develop the thinking of school children Highlighting notable changes in the field and the author s work this new edition includes an updated preface introduction and key journal articles that frame and contextualize this seminal work

Answers to Your Biggest Questions About Teaching Elementary Math John J. SanGiovanni, Susie Katt, Latrenda D.

Knigheten, Georgina Rivera, 2021-08-31 This practical resource provides brief actionable answers to the most pressing questions about teaching elementary math Question and answer sections include how to build a positive math community how to structure organize and manage math classes how to engage students and help them talk about math and how to assess knowledge and move forward Beyond Classical Pedagogy Terry Wood, Barbara Scott Nelson, Janet E.

Warfield, 2014-04-04 The emergence of the National Council of Teachers of Mathematics Standards in 1989 sparked a sea change in thinking about the nature and quality of mathematics instruction in U S schools Much is known about transmission forms of mathematics teaching and the influence of this teaching on students learning but there is still little knowledge about the alternative forms of instruction that have evolved from the recent widespread efforts to reform mathematics education Beyond Classical Pedagogy Teaching Elementary School Mathematics reports on the current state of knowledge about these new instructional practices which differ in significant ways from the traditional pedagogy that has permeated mathematics education in the past This book provides a research based view of the nature of facilitative teaching in its relatively mature form along with opposing views and critique of this form of pedagogy The focus is on elementary school mathematics classrooms where the majority of the reform based efforts have occurred and on the micro level of teaching classroom interaction as a source for revealing the complexity involved in teaching teachers learning and the impact of both on children s learning The work in elementary mathematics teaching is situated in the larger context of research on teaching Research and insights from three disciplinary perspectives are presented the psychological perspective centers on facilitative teaching as a process of teachers learning the mathematical perspective focuses on the nature of the mathematical knowledge teachers need in order to engage in this form of teaching the sociological perspective attends to the interactive process of meaning construction as teachers and students create intellectual communities in their classrooms The multidisciplinary perspectives presented provide the editors with the necessary triangulation to provide confirming evidence and rich detail about the nature of facilitative teaching Audiences for this book include scholars in mathematics education and teacher education teacher educators staff developers and classroom teachers It is also appropriate as a text for graduate courses in mathematics education teacher education elementary mathematics teaching methods and methods of research in mathematics education **Partnering With Parents in Elementary School Math** Hilary Kreisberg, Matthew L.

Beyranevand, 2021-02-03 How to build productive relationships in math education I wasn t taught this way I can t help my child These are common refrains from today s parents and guardians who are often overwhelmed confused worried and frustrated about how to best support their children with what they see as the new math The problem has been compounded by the shift to more distance learning in response to a global pandemic Partnering With Parents in Elementary School Math provides educators with long overdue guidance on how to productively partner and communicate with families about their children s mathematics learning It includes reproducible surveys letters and planning documents that can be used to improve

the home school relationship which in turn helps students parents teachers and education leaders alike Readers will find guidance on how to Understand and empathize with what fuels parents anxieties and concerns Align as a school and set parents expectations about what math instruction their children will experience and how it will help them Communicate clearly and productively with parents about their students progress strengths and needs in math Run informative and fun family events support homework Coach parents to portray a productive disposition about math in front of their children Educators families and students are best served when proactive productive and healthy relationships have been developed with each other and with the realities of today s math education This guide shows how these relationships can be built

Teaching Elementary School Mathematics C. Alan Riedesel,1985 *The Elementary Math Teacher's Handbook* Diane Thiessen,Margaret Wild,1982 *The Teaching of Elementary School Mathematics* Klaas Kramer,1966 **Teaching Elementary School Mathematics for Understanding** John L. Marks,Charles Richard Purdy,Lucien Blair Kinney,1970

Teaching Elementary and Middle School Mathematics Using the MSA Approach Shuhua An,Zhonghe Wu,2019-01-15 This book is designed for elementary and middle school mathematics methods courses and for K 8 mathematics teacher professional development programs It describes a new cognitive mathematics teaching and learning method Model Strategy Application MSA approach The aim of this book is to help pre service and in service teachers develop deep pedagogical content knowledge in a structured and systematic manner and supports them in teaching mathematics and assessing student thinking effectively The book focuses on developing students mathematics proficiency in the three components of conceptual understanding procedural fluency and competence in word problem solving through the MSA approach in every content area To help students learn a mathematics concept with deep understanding a variety of concrete or visual models are developed to address the mathematics concept to build fluency in procedure and computation corresponding to the concept various computational strategies including basic and specific techniques are developed to learn how to apply the conceptual understanding and strategies to word problem solving applications of different types and levels of word problems are introduced *Teaching Elementary and Middle School Mathematics Using the MSA Approach* Shuhua An,Zhonghe Wu,2017-08-01 This book is designed for elementary and middle school mathematics methods courses and for K 8 mathematics teacher professional development programs It describes a new cognitive mathematics teaching and learning method Model Strategy Application MSA approach The aim of this book is to help pre service and in service teachers develop deep pedagogical content knowledge in a structured and systematic manner and supports them in teaching mathematics and assessing student thinking effectively The book focuses on developing students mathematics proficiency in the three components of conceptual understanding procedural fluency and competence in word problem solving through the MSA approach in every content area To help students learn a mathematics concept with deep understanding a variety of concrete or visual models are developed to address the mathematics concept to build fluency in procedure and computation

corresponding to the concept various computational strategies including basic and specific techniques are developed to learn how to apply the conceptual understanding and strategies to word problem solving applications of different types and levels of word problems are introduced *Teaching Math in Elementary School* David J. Fuys, Rosamond Tischler, 1979

Teaching to the Math Common Core State Standards F. D. Rivera, 2014-02-05 This is a methods book for elementary majors and preservice beginning elementary teachers It takes a very practical approach to learning to teach elementary school mathematics in an emerging Age of the Common Core State Standards The Common Core State Standards in Mathematics CCSSM is not meant to be the official mathematics curriculum it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the kindergarten through grade 5 portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content practice learning teaching and assessment The CCSSM content standards which pertain to mathematical knowledge skills and applications have been carefully crafted so that they are teachable learnable coherent fewer clearer and higher The practice standards which refer to institutionally valued mathematical actions processes and habits have been conceptualized in ways that will hopefully encourage all elementary students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation Thus in the CCSSM proficiency in content alone is not sufficient and so does practice without content which is limited Content and practice are both equally important and thus must come together in teaching learning and assessment in order to support authentic mathematical understanding This blended multisourced text is a getting smart book It helps elementary majors and preservice beginning elementary teachers work within the realities of accountable pedagogy and develop a proactive disposition that is capable of supporting all elementary students in order for them to experience growth in mathematical understanding necessary for middle school and beyond including future careers

Mathematics Methods for Elementary and Middle School Teachers Mary M. Hatfield, Nancy Tanner Edwards, Gary G. Bitter, 2007-11-02 Always on the cutting edge of mathematics teaching the new Sixth Edition continues to integrate technology with hands on experience and the latest research and standards The CD packaged with this book features videos with guiding questions to analyze real teacher student interaction in the hard to teach math concepts It also includes colored patterns to download that will help readers practice hands on manipulations as they prepare for interactive test items

Math for Elementary Teachers: A Conceptual Approach with Manipulative Kit Mathematics for Elementary Teachers Albert Bennett, Laurie Burton, Ted Nelson, 2009-02-03 Overview Albert B Bennett Jr and L Ted Nelson have presented hundreds of workshops on how to give future teachers the conceptual understanding and procedural fluency they will need in

order to successfully teach elementary school mathematics The Eighth Edition of Mathematics for Elementary Teachers A Conceptual Approach continues their innovative time tested approach an emphasis on learning via specific realistic examples and the extensive use of visual aids hands on activities problem solving strategies and active classroom participation Special features in the text ensure that prospective teachers will gain not only a deeper understanding of the mathematical concepts but also a better sense of the connections between their college math courses and their future teaching experiences along with helpful ideas for presenting math to their students in a way that will generate interest and enthusiasm The text draws heavily on NCTM Standards and contains many pedagogical elements designed to foster reasoning problem solving and communication skills The text also incorporates references to the virtual manipulative kit and other online resources that enhance the authors explanations and examples

Multiple Methods of Teaching Mathematics in the Elementary School Charles H. D'Augustine,1968

Teaching Mathematics to All Children Benny F. Tucker,Ann H. Singleton,Terry L. Weaver,2002 With the composition of today s classroom in mind this book approaches teaching and planning elementary mathematics by using methods that accommodate the diverse learning needs of any student having difficulties with basic math concepts The authors use personal experience and research that supports a complete set of developmental concepts and skills to outline the effective development of mathematical concepts and skills It stresses lesson planning that will result in learning understanding and retaining important concepts and skills NCTM s Curriculum and Evaluation Standards for School Mathematics are integrated into every chapter Other topics include Diversity in the Classroom Lesson Design Creating Lessons That Meet the Needs of a Diverse Classroom Mathematics Learning in Early Childhood Whole Numbers and Numeration Fractions Decimals and Percents Measurement and Geometry

Mathematics for Elementary Teachers Albert B. Bennett,Laurie J. Burton,Leonard T. Nelson,2009 Overview Albert B Bennett Jr and L Ted Nelson have presented hundreds of workshops on how to give future teachers the conceptual understanding and procedural fluency they will need in order to successfully teach elementary school mathematics The Eighth Edition of Mathematics for Elementary Teachers A Conceptual Approach continues their innovative time tested approach an emphasis on learning via specific realistic examples and the extensive use of visual aids hands on activities problem solving strategies and active classroom participation Special features in the text ensure that prospective teachers will gain not only a deeper understanding of the mathematical concepts but also a better sense of the connections between their college math courses and their future teaching experiences along with helpful ideas for presenting math to their students in a way that will generate interest and enthusiasm The text draws heavily on NCTM Standards and contains many pedagogical elements designed to foster reasoning problem solving and communication skills The text also incorporates references to the virtual manipulative kit and other online resources that enhance the authors explanations and examples

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