

2nd Edition



Teaching Number

Advancing children's skills and strategies

Robert J. Wright
Jim Martland
Ann K. Stafford
Garry Stanger



Teaching Number Advancing Childrens Skills And Strategies

**Beth L. MacDonald,Jonathan N.
Thomas**



Teaching Number Advancing Childrens Skills And Strategies:

Teaching Number Robert J Wright, Garry Stanger, Ann K Stafford, James Martland, 2006-08-30 The book lets teachers identify where their students are in terms of number skills and sets out a strategy for developing their knowledge The authors show how to advance children s learning across five stages of early arithmetical learning emergent perceptual figurative initial number and facile number This provides for increasingly sophisticated number strategies across addition subtraction multiplication and division as well as developing children s number word and numeral knowledge and their ability to structure number and have grouping strategies The approach used nine guiding principles for teaching Each chapter has clearly defined teaching procedures which show how to take the children onto the next more sophisticated stage The teaching procedures are organized into key teaching topics and each includes a clearly defined purpose detailed instructions activities learning tasks and reinforcing games lists of responses which children may make application in whole class small group and individualised settings a link to the Learning Framework in Number see Early Numeracy second edition 2005 how the guiding principles for teaching can be used to allow teachers to evaluate and reflect upon their practice Primary practitioners in Australia the United States the United Kingdom and Canada have tested the teaching procedures which can be used in conjunction with each country s numeracy strategy Primary teachers especially of the early years mathematics co ordinators heads of school mathematics advisers special educationalists learning support personnel teacher assistants lecturers in initial teacher training and educational psychologists will all find this book invaluable

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training and educational psychologists will all find this book invaluable **Teaching Number** Robert J Wright, 2002-03-22 As a classroom teacher I found the stages and instructional strategies very helpful in identifying students progress along mathematical development levels Teaching Children Mathematics I have tried many of the suggestions and teaching procedures and seen short and long term success both with individuals and groups It will be a valuable resource for the primary school teacher especially with older children who need accurate and specialised development A sound approach to mathematics teaching could be developed from conscientious use of this resource Matthew Alcock Primary Practice This is a highly detailed and well structured text to support the teaching of number skills at the primary phase with particular emphasis given to the 4-8 years age range From the outset the authors take great care to set out their credentials and the scope of their writing It is clear that the guidance teaching approach and activities offered in the book have been thoroughly tried and tested throughout the 1990s during research and development work with teachers in Australia England and the USA in the Mathematics Recovery MR and Count Me In Too CMIT projects Mathematics in Schools This book provides a structured approach to the teaching of early numeracy which has been extensively developed through the Mathematics Recovery and Count Me In Too Projects in Australia the United Kingdom and the United States The book lets teachers identify where their students are in terms of number skills and sets out a strategy for developing their knowledge The authors show how to advance children's learning across five stages emergent perceptual figurative initial number and facile number This provides for increasingly sophisticated number strategies Teaching procedures are organised into key teaching topics and each includes a clearly defined purpose detailed teaching procedures and learning tasks application in whole class small group and individualised settings a link to the Learning Framework in Number The activities have been tested by practitioners in Australia the United Kingdom and the United States and can be used within each country's numeracy strategy This book will be useful to primary teachers especially in the early years mathematics co-ordinators heads of school mathematics advisers learning support personnel lecturers and educational psychologists This book builds on the assessment of children's strategies set out in the authors Early Numeracy Paul Chapman Publishing 2000 **Teaching Number**, 2002

Teaching Number in the Classroom with 4-8 Year Olds Ann K Stafford, 2006-01-05 This user friendly resource presents an inquiry based approach to classroom instruction and covers beginning number and early counting strategies as well as multi-digit addition subtraction multiplication and division **Teaching Number in the Classroom with 4-8 Year Olds** Robert J Wright, Garry Stanger, Ann K. Stafford, James Martland, 2014-10-17 Bring the principles and practice of the acclaimed Mathematics Recovery Programme to whole class teaching WHY INVEST IN THE NEW EDITION In full colour with a revised layout for clearer navigation More up to date tasks activities and real classroom examples Learning trajectories for guiding instruction and tracking progress on key topics Extra resources online on the companion website Part of the best selling Maths Recovery series this practical step by step guide to classroom instruction takes an inquiry based

approach to assess children's knowledge and build on this to develop a firm foundation of understanding and confidence in mathematics. Topics covered range from beginning number and early counting strategies to multi-digit addition and subtraction right through to multiplication and division. An invaluable resource for use on pre-service teacher training courses and for all primary classroom teachers and assistants including experienced Mathematics Recovery instructors as well as learning support personnel, primary mathematics advisors, numeracy consultants and educational psychologists.

WHAT EXTRAS ARE ON THE COMPANION WEBSITE Downloadable extra chapter resources like print out grids, worksheets, cards and much more. A Facilitator's Guide that can be used either individually or in group study to help you get the most out of the material. In-class video demonstrations to clearly show how the instructional activities in the book are used in the classroom. Webinar discussing the key points in the book and how it supports your teaching. Research informs practice in this easy-to-access resource. Each chapter gives educators practical bite-sized assessments linked to a host of activities that helps them target teaching and develop the firm foundations which are so vital for confident and competent mathematicians.

Jill Piotrowski, Numeracy Consultant, Wigan Local Authority, UK. The Classroom Instructional Framework in Early Number is research-based and provides a roadmap of not only the what but the when and the how to teach all aspects of early number.

Vicki Nally, Mathematics Consultant at Catholic Education Office Melbourne. The structured approach offers a wealth of rich and easily implemented classroom-based activities that work. Thousands of teachers in Ireland attest to this.

Noreen O'Loughlin, Director Maths Recovery and Maths Education, Lecturer, Mary Immaculate College, Limerick, Ireland.

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.

RTI in Math William N. Bender, Darlene N. Crane, 2010-08-01. This map of the RTI process offers an overview of research, detailed guidance through each stage of implementation, tools for teacher reflection and growth, and discussion of support strategies beyond the classroom. The authors analyze a variety of common student difficulties in elementary math and apply a

three tier RTI model to the general education classroom *Early Numeracy* Robert J Wright, James Martland, Ann K Stafford, 2006-01-05 Unlike many books based on research work this book doesn't just let teachers know what is going wrong with children's learning it actually gives some practical advice about what to do next The whole book is based upon extensive observation and recording of individual children and their difficulties with mathematics These children are the most difficult to plan for in a busy classroom and the authors appreciate the small steps and the different learning styles approaches needed for these children This approach fits well with the NNS wave and springboard materials but takes the analysis of the individual's difficulties to a more detailed level The book brings together research carried out across a range of countries and therefore shows the versatility of the approaches taken This will be a very useful book for trainee teachers as it exemplifies how to use assessment to feed into teaching It will be helpful for class teachers and mathematics co-ordinators as well as SENCOs to assist in improving the teaching and learning for specific children in our schools Mary Briggs Primary and Early Years PGCE Co-ordinator Institute of Education University of Warwick This is a highly practical resource that will be appreciated by classroom and specialist teachers alike It will provide teachers new to the Math Recovery program with practical help and support to diagnose errors and misconceptions in early numeracy Practicing Math Recovery Specialists will be thrilled with the addition of four new highly focused assessments and an elaboration of the Learning Framework in Number Early Numeracy is admirably grounded in international research and well established theory characteristics that are much sought after in the current data driven educational environment Like many others I was drawn to Math Recovery after reading the first edition of Early Numeracy This second edition is a treasure it is exciting to consider the impact it will have on children and teachers and to the growth of the Math Recovery program Audrey Murray Lead Teacher Midwest Math Recovery Training Center Minneapolis This text has been fully updated to include developments and refinements brought about by widespread international application of the assessment tools in the Mathematics Recovery Programme The book will help practitioners to identify and provide detailed analyses of all children but especially those who are able and those who underachieve in early numeracy It will enable teachers learning support personnel numeracy consultants and educational psychologists to advise colleagues and parents on children's number knowledge and strategies for early numeracy The Mathematics Recovery Programme has been successfully applied in Australia the United Kingdom and Ireland the United States and Canada both in specialist interventions and classroom settings The revised version shows how familiarisation with and understanding of the diagnostic assessment tools has allowed teachers to become more knowledgeable in understanding children's difficulties and misconceptions and more skilled and confident in planning programmes of intervention and monitoring the children's progress This new edition includes Integrated frameworks of useful tasks for assessing children's number knowledge and strategies Four separate and revised diagnostic assessment interviews Assessments for addition and subtraction strategies Base Ten Arithmetical strategies Early Grouping strategies and Advanced Grouping strategies in the

four operations How the assessment process has impacted significantly on teachers professional development and contributed to the raising of standards in early numeracy

Handy numbers: finger counting and numerical cognition

Frank Domahs, Liane Kaufmann, Martin H. Fischer, We are born with a number sense the ability to respond to numerosity which we share with other vertebrates This inherited numerosity representation is approximate and follows the Weber Fechner law that governs sensory perception As educated adults we can also use culturally developed abstract symbol systems to represent exact numerosities in particular number words and Arabic numbers This developmental stage is preceded by an apparently transient phase of finger counting and finger calculation In fact the use of fingers to represent number is ubiquitous across ages and cultures Children use finger counting even if they are discouraged to do so sometimes even before they are able to utter the number word sequence Furthermore finger counting strategies may also be used by adults diagnosed with dyscalculia to make up for a deficient or absent mental number representation The advantages of finger counting are evident Fingers are readily available and perceptually salient finger numerical representations support short term memory and they provide a transparent one to one relationship between to be counted objects and their representation Obviously however these advantages only hold for small numbers Fully transparent finger counting systems are limited to the number range between zero and ten Larger numbers can only be represented in perceptually less salient or symbolic ways In recent years a growing body of evidence has suggested that finger based representations of number do not form an arbitrary and transient stage of cognitive development Rather they seem to provide a good example of embodied cognition According to this influential viewpoint all of our knowledge is represented together with the sensory and motor activity that was present during its acquisition As a consequence even a supposedly abstract cognitive ability such as numerical cognition reuses the neural substrate and inherits functional properties of more basic perceptual and or motor processes Consistent with this assumption finger counting habits and numerical processing do interact even in educated adults casting doubts on purely abstract accounts of mental number representations The objective of this Research Topic is to document embodiment signatures in number processing and calculation a domain of cognition that was long considered to epitomize the abstract symbol manipulation approach to human cognition To this end we invite empirical contributions using different methodologies including behavioural developmental neuroscientific educational cross cultural and neuropsychological studies Moreover we also seek theoretical contributions review articles or opinion papers Questions to be tackled may include but are not restricted to the following Is finger counting only a useful or even a necessary step towards the acquisition of symbolic number representations What are the neural correlates of the finger number relationship Which features of finger counting influence adult number processing both approximate and exact How can finger counting systems be classified typologically and how do different finger counting systems influence numerical cognition across cultures and populations Should finger counting and finger calculation be promoted or discouraged in maths education How are

disturbances of finger gnosis and numerical abilities linked We hope that this Research Topic will bring together researchers from different backgrounds to fruitfully discuss a topic which has both scientific and every day relevance

Counseling Boys and Young Men Suzanne Degges-White, Bonnie R. Colon, 2012-06-05 Print CourseSmart [Developing Culturally and Developmentally Appropriate Early STEM Learning Experiences](#) Philip Hui Li, Anne Forbes, Weipeng Yang, 2023-12-11 This book informs best practice for enhancing young children's STEM learning experiences in formal settings such as preschool environments and less formal settings such as home environments It is the first collection of multidisciplinary and multinational studies on early STEM programs worldwide and presents diverse authentic and current STEM relevant scenarios that address two fundamental problems where are we in early STEM education and where shall we go The book explores factors that influence young learners abilities to make informed choices in authentic problem based STEM relevant scenarios and how those abilities have been identified documented and enhanced Chapters address topics related to curriculum and pedagogy teacher education and professional development family environment and inclusive education from a variety of international settings including Australia Germany Hong Kong Mainland China Singapore and the United States Each chapter is based around a research project and describes relevant background information from the research literature details of how the study was designed findings from the study and discussion as to what the findings mean for practical implementation [Developing Culturally and Developmentally Appropriate Early STEM Learning Experiences](#) will be a key resource for researchers and practitioners of early childhood education and care STEM education educational psychology educational research and educational technology This book was originally published as a special issue of the journal Early Education and Development

The Learning Framework in Number Robert J Wright, David Ellemor-Collins, 2018-03-12 This latest book in the bestselling Mathematics Recovery series gives mathematics educators a complete research based framework for assessment instruction and intervention in whole number arithmetic across grades K to 5 The integrated set of classroom tools includes Nine carefully designed schedules of assessment tasks Nine models of learning progressions Ten teaching maps that guide the instructional progressions across key topics The book offers guidance on innovative video based assessment and an overview of principles of intervention instruction giving you an integrated resource for supporting the children you teach The Learning Framework in Number will be a useful guide for all primary and elementary school classroom teachers and assistants and specialist teachers including experienced Mathematics Recovery instructors The book will also be of significant interest to teacher educators and researchers

A Practical Guide to Transforming Primary Mathematics Mike Askew, 2015-07-30 A Practical Guide to Transforming Primary Mathematics offers inspiration and ideas for all training and practising teachers committed to making mathematics enjoyable inclusive engaging and successful The companion to Mike Askew's bestselling book Transforming Primary Mathematics this practical guide focuses on showing you how to unlock the powerful potential of a small set of consistent principles and practices known as the teaching tripod to

develop a coherent approach to teaching mathematics Organised around the major strands of the curriculum number calculations shape and space measures and data handling it offers an accessible introduction to the teaching tripod a careful choice of tasks supported by a range of tools that extend our natural abilities and held together by careful attention to classroom talk A range of classroom tasks each including key learning outcomes clear links to the framework links to relevant research and suggestions for making the tasks easier or harder are offered for every topic helping you plan units of work for meaningful learning A Practical Guide to Transforming Primary Mathematics offers all teachers a vision rationale and ideas for how teaching can support better learning of mathematics but also encourage learners to see themselves as being capable of learning mathematics and wanting to learn it

Families With Power Mary Cowhey, 2022 What if the families of students most impacted by the opportunity gap somehow had the power to organize whatever activities they felt would best help their children succeed That s the question that began Families with Power Familias con Poder FWP a grassroots organization of low income students and caregivers in Northampton MA Through vignettes and interviews this premiere book in Sonia Nieto s Visions of Practice Series shares the stories and lessons FWP learned along the way Inspired by Paulo Freire s educational philosophy and the radical tradition of the Highlander Folk School a group of real families with few material resources and educators connected with each other found common ground and built their own programs to address the needs of their children Readers will get an inside look at the benefits successes and challenges of more than a dozen years of student and family engagement in the community and school as FWP tackled issues ranging from academics race and class to immigration and public health Book Features The story of how the author cofounded Families with Power in cooperation with immigrant and low income caregivers and fellow educators Insight into multiple racial and ethnic perspectives as seen through a myriad of family engagement programs A relatable collection of narratives that bring to life Freire s methods of problem posing culture circles and popular education as well as Highlander Folk School s methods of grassroots organizing Guidance to help today s teachers and school leaders connect with students families and community in meaningful ways The author s experience as a white teacher learning to bridge cultural racial linguistic and class differences and build authentic relationships to better serve diverse communities

Numeracy for All Learners Pamela D. Tabor, Dawn Dibley, Amy J. Hackenberg, Anderson Norton, 2020-09-30 Numeracy for All Learners is a wide ranging overview of how Math Recovery theory pedagogy and tools can be applied meaningfully to special education to support learners with a wide range of educational needs It builds on the first six books in the Math Recovery series and presents knowledge resources and examples for teachers working with students with special needs from Pre K through secondary school Key topics include dyscalculia what contemporary neuroscience tells us about mathematical learning and differentiating assessment and instruction effectively to meet the needs of all students in an equitable framework

Developing Fractions Knowledge Amy J. Hackenberg, Anderson Norton, Robert J Wright, 2016-07-21 Supporting and understanding your students fractional

knowledge is crucial to their overall grasp of numbers and mathematics By centralizing around three key stages of development this effective guide will help you to assess your students understanding of fractions and modify your teaching accordingly These key stages are identified as Stage 1a Fair Sharing Stage 1b Part Whole Stage 2a Disembedding and Iterating Stage 2b Measuring with Unit Fractions Stage 2c Reversing Fractions Stage 3a Fractions as Numbers Stage 3b Operating with Fractions As the newest addition to the bestselling Maths Recovery Series this book will be a useful guide for all primary classroom teachers and assistants including experienced Mathematics Recovery instructors **Merging**

Numeracy with Literacy Practices for Equity in Multilingual Early Year Settings Robyn Jorgensen, Mellony Graven, 2022-01-01 This book draws on both in and out of school literacy practices with teachers and families to enhance the numeracy of early learners It provides highly illustrative exemplars targeted for learners up to approximately eight years of age whose home language differs from the language of instruction It identifies the challenges faced by these learners and their families and shares ways of building both literacy and numeracy skills for some of the vulnerable learners nationally and internationally The book shares the outcomes and strategies for teaching mathematics to early years learners and highlights the importance of literacy practices for learners for whom the language of instruction is different from their home language Readers will gain a practical sense of how to create contexts classrooms and practices to scaffold these learners to build robust understandings of mathematics **Adding Parents to the Equation** Hilary Kreisberg, Matthew L.

Beyranevand, 2019-05-15 Are you frustrated or confused by the way math is taught to your child today Are you tired of trying to figure out what your child is doing when they draw visuals in math Do you want to feel smarter than a 5th grader again Well this book is for you We have taken the major parts of the 21st Century mathematics curriculum and rewritten it in an easy to read format This book breaks down all the educational jargon so you can finally communicate mathematically with your child again No matter whether your child is 3 months old or 10 years old this book will give you a stronger understanding of the how the why and the what behind the shifts in math education today **Dyslexia and Maths** Julie

Kay, Dorian Yeo, 2012-08-06 This concise text helps the reader to understand why dyslexics find maths difficult and offers practical ideas for supporting them most effectively It explains which areas of maths dyslexics tend to have particular difficulty with assesses current teaching philosophies and methods describes a framework of general learning principles that allow dyslexics to make progress in maths and outlines a number of specific and effective teaching recommendations The book helps teachers at primary and secondary levels to better understand the maths performance of dyslexics and gives them an overview of the ways in which dyslexics can best be supported in all aspects of maths learning

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