

Towards Deep Understanding of

Elementary School Mathematics

A Brief Companion for Teacher Educators and Others

Sergei Abramovich

Teaching Elementary School Mathematics For Understanding

F. D. Rivera



Teaching Elementary School Mathematics For Understanding:

Teaching Elementary School Mathematics for Understanding John L. Marks, Charles Richard Purdy, Lucien Blair Kinney, 1970 **Teaching Elementary School Mathematics for Understanding** John L. Marks, 1975-01-01 **Teaching Elementary School Mathematics for Understanding** John L. Marks, Arthur A. Hiatt, Evelyn M. Neufeld, 1985-01-01

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

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. Teaching Elementary School Mathematics for Understanding John L. Marks, 1970

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 for Understanding John L. Marks, 19??

Teaching Elementary School Mathematics for Understanding John L. Marks, 1965

Teaching Elementary School Mathematics for Understanding John L. Marks, C. Richard Purdy, Lucien Blair Kinney, 1965

Teachers' Professional Development and the Elementary Mathematics Classroom Sophia Cohen, 2004-07-13

This book illustrates the experiences of elementary school teachers across one year's time as they participated in a teacher development seminar focused on mathematics and as a result changed their beliefs, their knowledge, and their practices. It explores these experiences as a means of understanding the learning that takes a teacher from a more traditional teaching practice to one that is focused on the ideas and understandings that students and teachers have of the subject matter. The work emerges from and reports on a unique data set from a two-year study of teacher learning that was funded by the Spencer and MacArthur foundations. The teachers whose work is at the center of this study were participants in the Developing Mathematical Ideas seminar (DMI), a mathematics teacher development seminar for elementary school teachers. This seminar is one example of intensive domain-specific professional development. In this seminar, teachers study elementary mathematics content to deepen their own

understanding of it they study the development among children of the ideas central to elementary mathematics and they experience a teaching and learning environment consistent with the pedagogy envisioned by the National Council for Teachers of Mathematics Principles and Standards for School Mathematics The seminar is a nationally available teacher development curriculum thus interested educators can gain access to the resources necessary to offer similar seminars in their own communities Teachers Professional Development and the Elementary Mathematics Classroom Bringing Understandings to Light will be widely interesting to a broad audience including mathematics teacher educators teacher education researchers policymakers and classroom teachers It will serve well as a text in a range of graduate courses dealing with teacher cognition knowledge for teaching mathematics methods psychology of learning and pedagogical theory

Study guide to accompany Teaching elementary school mathematics for understanding John L. Marks, 1965

Mathematical Understanding for Secondary Teaching M. Kathleen Heid, Patricia S. Wilson, Glendon W. Blume, 2015-12-01

A perennial discussion about teacher development is the optimal content background for teachers In recent years that discussion has taken center stage in the work of mathematics education researchers mathematicians mathematics professional developers and mathematics education policymakers Much of the existing and prior work in this area has been directed toward mathematical knowledge for teaching at the elementary level The work described in this volume takes a sometimes neglected approach focusing on the dynamic nature of mathematical understanding rather than on a stable description of mathematical knowledge and on mathematics for secondary teaching rather than mathematics for teaching at the elementary level The work reported in *Mathematical Understanding for Secondary Teaching A Framework and Classroom Based Situations* is a practice based response to the question of what mathematical understandings secondary teachers could productively use in their teaching For each of more than 50 events our team of almost 50 mathematics educators who were experienced mathematics teachers developed descriptions of the mathematics that teachers could use each of those descriptions consisting of the event and the mathematics related to the event is what we call a Situation We developed our Framework for Mathematical Understanding for Secondary Teaching MUST based on an analysis of our entire set of Situations We call the work practice based because the MUST framework is based on actual events that we witnessed in our observations of secondary mathematics practice Groups of mathematics teachers can use this volume to enhance their own understandings of secondary mathematics School leaders and professional developers in secondary mathematics will find our MUST Framework and Situations useful as they work with teachers in enhancing and deepening their understanding of secondary mathematics Mathematics teacher educators and mathematicians who teach mathematics to prospective and in service secondary teachers will be able to couch their mathematical discussions in the Situations examples that arise from secondary mathematics classrooms They will be able to use this volume as they design courses and programs that enhance mathematics from the perspectives identified in the MUST framework Policymakers and researchers can use our MUST

framework as they consider the mathematics background needed by teachers *Instructors manual to accompany Teaching elementary school mathematics for understanding* John L. Marks,1965 *Instructor's Manual to Accompany Teaching Elementary School Mathematics for Understanding* John L. Marks,1970 Teaching Elementary and Middle School Mathematics Using the MSA Approach Zhonghe Wu,Shuhua An,2014-01-01 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 elementary school mathematics for understanding ... [By] John L. Marks ... C. Richard Purdy ... Lucien B. Kinney. (Third edition.).** John L. MARKS,Lucien B. KINNEY,C. Richard PURDY,1970 **Elementary and Middle School Mathematics** John A. Van de Walle,1998 John A Van de Walle has written a book that helps readers make sense of mathematics and become confident in their ability to teach mathematics to children K to 8 Elementatry and Middle School Mathematics consists of 16 chapters reflecting the view that all mathematics can be taught through a problem solving approach that motivates children and builds their confidence as they learn This book thoroughly discusses the new standards and clearly develops four key aspects of teaching mathematics the nature of mathematics as a science of pattern and order an understanding of how children learn mathematics a problem solving view of teaching mathematics and specific methods for integrating assessment with instruction Simple yet effective classroom activities are woven throughout the chapters as well as suggestions for technology and literature *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

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

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