

A photograph of four students in a classroom. In the center, a young man with dark hair, wearing a maroon shirt, is smiling and looking towards the camera. To his left, a young man in a red shirt is looking at a chalkboard. To his right, a young woman 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 10×8 , 2×2 , 3×2 , 4×2 , and 5×2 .

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

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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

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

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 to 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 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

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 Struggling Students in Math Bill Hanlon,2012-10-12 In Teaching Struggling Students in Mathematics Too Many Grades of D or F Bill Hanlon provides examples and recommends highly effective and practical instructional and assessment strategies that classroom teachers can immediately implement and that school administrators can readily observe These high yield strategies build on accepted practices and directly address the needs of struggling students His no nonsense common sense approach assists classroom teachers in organizing their instruction by connecting preparation and instruction to student notes homework test preparation and assessments so students study more effectively This results in increased student performance Bill also emphasizes the importance of student teacher relationships and the implementing a success on success model His emphasis on making students more comfortable in their knowledge understanding and application of math is demonstrated repeatedly with examples of how to introduce new concepts and skills by linking them to previously learned math and outside experiences These linkages allow teachers another opportunity to review and reinforce skills or address

student deficiencies Teaching Struggling Students in Mathematics will help your student succeed in 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

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

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

Teaching Elementary Mathematics to Struggling Learners Bradley S. Witzel, Mary E. Little, 2015-12-29 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

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

Handbook of Effective Inclusive Elementary Schools James McLeskey, Fred Spooner, Bob Algozzine, Nancy, L. Waldron, 2021-10-26 Now in its Second Edition this seminal handbook offers a comprehensive exploration of how students with disabilities might be provided classrooms and schools that are both inclusive and effective With an enhanced focus on the elementary level this new edition provides readers with a richer more holistic understanding of how inclusive settings operate in K 5 featuring expanded chapters on principal engagement teacher preparation district level support school based improvement practices and more Fully revised and updated to reflect changes in the field each chapter synthesizes the research explores if and how this knowledge is currently used in schools and addresses the implications for practice and directions for future research

Strengths-Based Teaching and Learning in Mathematics Beth McCord Kobett, Karen S. Karp, 2020-02-27 This book is a game changer Strengths Based Teaching and Learning in Mathematics 5 Teaching Turnarounds for Grades K 6 goes beyond simply providing information by sharing a pathway for changing practice Focusing on our students strengths should

be routine and can be lost in the day to day teaching demands A teacher using these approaches can change the trajectory of students lives forever All teachers need this resource Connie S Schrock Emporia State University National Council of Supervisors of Mathematics President 2017 2019 NEW COVID RESOURCES ADDED A Parent s Toolkit to Strengths Based Learning in Math is now available on the book s companion website to support families engaged in math learning at home This toolkit provides a variety of home based activities and games for families to engage in together Your game plan for unlocking mathematics by focusing on students strengths We often evaluate student thinking and their work from a deficit point of view particularly in mathematics where many teachers have been taught that their role is to diagnose and eradicate students misconceptions But what if instead of focusing on what students don t know or haven t mastered we identify their mathematical strengths and build next instructional steps on students points of power Beth McCord Kobett and Karen S Karp answer this question and others by highlighting five key teaching turnarounds for improving students mathematics learning identify teaching strengths discover and leverage students strengths design instruction from a strengths based perspective help students identify their points of power and promote strengths in the school community and at home Each chapter provides opportunities to stop and consider current practice reflect and transfer practice while also sharing Downloadable resources activities and tools Examples of student work within Grades K 6 Real teachers notes and reflections for discussion It s time to turn around our approach to mathematics instruction end deficit thinking and nurture each student s mathematical strengths by emphasizing what makes them each unique and powerful

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

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

Teacher Emotions Matter: Nature, Antecedents, and Effects Junjun Chen,Hongbiao Yin,Anne Christiane Frenzel,2021-01-05 *Transforming Mathematics Teacher Education* Tonya Gau Bartell,Corey Drake,Amy Roth McDuffie,Julia M. Aguirre,Erin E. Turner,Mary Q. Foote,2019-08-01 This book builds on the Teachers Empowered to Advance Change in Mathematics TEACH Math project which was an initiative that sought to develop a new generation of preK 8 mathematics teachers to connect mathematics children s mathematical thinking and community and family knowledge in mathematics instruction or what we have come to call children s multiple mathematical knowledge bases in mathematics instruction with an explicit focus on equity Much of the work involved in the TEACH Math project included the development of three instructional modules for preK 8 mathematics methods courses to support the project s goals These activities were used and refined over eight semesters and in Fall 2014 shared at a dissemination conference with other mathematics teacher educators from a variety of universities across the United States Chapter contributions represent diverse program and geographical contexts and teach prospective and practicing teachers from a variety of socioeconomic and ethnic backgrounds in particular providing accounts of supports challenges and tensions in implementing equity based mathematics teacher education The chapters supply rich evidence and illustrative examples of how other mathematics teacher educators and professional developers might make the modules work for their unique practices courses workshops and prospective teachers teachers It promises to be an important resource for offering guidance and examples to those working with prospective teachers of mathematics who want to create positive culturally responsive and equity based mathematics experiences for our nation s youth

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