

# Teaching Mathematics to Able Children

Valsa Koshy

# Teaching Mathematics To Able Children

**Derek Haylock**



## **Teaching Mathematics To Able Children:**

**Teaching Mathematics to Able Children** Valsa Koshy, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company

**Teaching Mathematics to Able Children** Valsa Koshy, 2012-10-12 This book enables teachers to effectively meet the needs of their most able mathematicians Using a tried and tested set of principles developed and used by The Able Children s Education Unit at Brunel University the author demonstrates how to identify high mathematical ability in a pupil plan suitably challenging activities and teach them most effectively within the existing National Numeracy framework make the most of the classroom resources available including ICT and external agencies implement strategies for differentiation illustrated with real life classroom examples Accessible in style and featuring practical case studies throughout this book will give teachers and student teachers the confidence and knowledge to effectively challenge and develop the skills of the most able mathematician

Teaching Mathematically Able Children Roy Kennard, 2013-04-03 This work aims to help primary and secondary teachers to recognize and teach mathematically able pupils Roy Kennard reviews the characteristics of the very able pupils and shows how these characteristics are reflected in the National Curriculum for Mathematics He goes on to show how mathematically able children can be challenged through problem solving and interactive discussion and the use of in depth case studies and other examples of pupils work makes it possible for teachers to see the consequences of the approaches discussed This text also considers whole school organizational and leadership approaches and should be useful to school management teams or gifted and talented coordinators This revised and updated second edition should be of interest to teachers advisers lecturers and students with an interest in securing effective provision for mathematically able pupils

Teaching Gifted Children 4-7 Valsa Koshy, 2013-10-18 This book offers practical guidelines on how to identify gifted and talented young children and looks at ways to enhance their learning opportunities Provided are a wealth of practical tried and tested strategies that readers will be able to use in their classrooms with confidence It includes advice on how to create the right classroom environment guidance on how to assess and record children s talents a list of suggested appropriate resources and help with planning the curriculum The emphasis is on creating a classroom environment that encourages children to be engaged in higher order thinking skills exploration and creativity the importance of play and the role of questioning is highlighted Using case studies of young gifted children and rooted in theoretically sound principles this book makes a significant contribution to the learning and teaching of younger children Teachers teaching assistants advisers Gifted and Talented Coordinators and training teachers will find this book relevant to their needs

**Teaching Mathematics through Story** Caroline McGrath, 2014-06-27 How do you make mathematics relevant and exciting to young children How can mathematics and literacy be combined in a meaningful way How can stories inspire the teaching and learning of mathematics This book explores the exciting ways in which story can be used as a flexible resource to facilitate children s mathematical thinking It

looks at the potential relationship between story and mathematics and practically demonstrates how they can be combined to help children connect understand and express mathematical ideas using story language Written for all early years practitioners and students the book offers a playful pedagogical approach to facilitating children s mathematical thinking which brings a creative satisfaction and confidence to teaching mathematics Encouraging a creative approach to teaching mathematics that draws on picture books and oral mathematical stories the book shows you how to Move from reading to telling stories with mathematical themes Encourage children to pose and solve problems by playing with the plot of stories Enable children to translate abstract mathematical ideas to concrete representations with supporting story props and puppets Create original oral mathematical stories alongside children Capture children s mathematical thinking in an observational framework supported with audio or video recordings which can be shared with parents and colleagues There are free audio recordings of children and adults telling oral mathematical stories which feature in the book These can be downloaded from [www.routledge.com](http://www.routledge.com) 9780415688154 This book draws on practical work with children educators parents professional storytellers and trainee practitioners who bring theoretical ideas to life and offer insight into their mathematical story experiences It is a must have for all those who want to make mathematics relevant accessible and imaginative for young children

**Key Concepts in Teaching Primary Mathematics** Derek Haylock, 2007-09-17 Covering the key principles and concepts in the teaching and learning of mathematics in primary schools this text provides trainee and practising teachers with a quick and easy reference to what they need to know for their course and in the classroom The entries are arranged alphabetically and each contains a brief definition followed by an explanation and discussion practical examples and annotated suggestions for further reading Examples of the wide ranging material include Anxiety about mathematics Assessment for Learning Cognitive conflict Concept learning Creativity in mathematics Differentiation Equivalence Explanation Investigation Low attainment Making connections Meaningful context Mental calculation Numeracy Play as a context for learning mathematics Problem solving Questioning Talk

Supporting the Child of Exceptional Ability at Home and School Susan Leyden, 2013-07-04 Drawing on theories of child development and on research in the processes of learning this book examines the challenges that children parents and teachers may face at various stages of a child s development Children whose development is unusual in any way may experience particular challenges in forming relationships and in making good progress in school If we are to help children of exceptional ability to develop into confident and well adjusted young people we need to understand what lies behind many of the common frustrations and problems some of them may experience This book looks at ways in which supportive learning environments can be created in which children and young people s abilities can be nurtured and encouraged Ways in which the school curriculum can be extended and enriched to maintain children s interest and enthusiasm in their learning are also explored This will be of particular interest to parents teachers and educational psychologists to teachers in training and to other professionals who support the work of

families and schools      *Teaching Able, Gifted and Talented Children* Clive Tunncliffe,2010-04-19 Clive Tunncliffe offers a vision of provision for able gifted and talented AG he had a long career in the UK as a teacher Local Authority Advisor National Strategy Manager and Director of Publications for NACE      *Maths Spotlight: Year 5 Teacher's Book* Griffiths,Broadben,2002-11-27 Teacher s Notes Helps you get the most out of Maths Spotlight Includes planning grids with curriculum referencing to the objectives you want to cover      **Maths Spotlight: Year 4 Teacher's Book** Griffiths,Broadben,2002-10-08 Teacher s Notes Helps you get the most out of Maths Spotlight Includes planning grids with curriculum referencing to the objectives you want to cover      Teaching Mathematics in the Primary School Gill Bottle,2005-01-01 This title highlights aspects of progression and continuity in the teaching of Mathematics across the elementary years and encourages readers to develop an understanding of key principles and the confidence to apply these appropriately to their classroom practice It addresses the connections between teaching managing planning and assessment and presents ideas about how practitioners can enhance children s mathematical understanding and ability to use mathematics in a variety of contexts      **The Myth of Ability** John Mighton,2009-05-26 For decades teachers and parents have accepted the judgment that some students just aren t good at math John Mighton the founder of a revolutionary math program designed to help failing math students feels that not only is this wrong but that it has become a self fulfilling prophecy A pioneering educator Mighton realized several years ago that children were failing math because they had come to believe they were not good at it Once students lost confidence in their math skills and fell behind it was very difficult for them to catch up particularly in the classroom He knew this from experience because he had once failed math himself Using the premise that anyone can learn math and anyone can teach it Mighton s unique teaching method isolates and describes concepts so clearly that students of all skill levels can understand them Rather than fearing failure students learn from and build on their own successes and gain the confidence and self esteem they need to be inspired to learn Mighton s methods set forth in *The Myth of Ability* and implemented in hundreds of Canadian schools have had astonishing results Not only have they helped children overcome their fear of math but the resulting confidence has led to improved reading and motor skills as well *The Myth of Ability* will transform the way teachers and parents look at the teaching of mathematics and by extension the entire process of education      Maths Spotlight Griffiths,Broadben,2002-11-27 Teacher s Notes Helps you get the most out of Maths Spotlight Includes planning grids with curriculum referencing to the objectives you want to cover      **Teaching Mathematics Creatively** Linda Pound,Trisha Lee,2021-09-30 This revised and updated third edition offers a range of strategies activities and ideas to bring mathematics to life in the primary classroom Taking an innovative and playful approach to maths teaching this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge understanding and enjoyment of the subject In the creative classroom mathematics becomes a tool to build confidence develop problem solving skills and motivate children The fresh approaches explored in this book include a

range of activities such as storytelling music and construction elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way Key chapters of this book explore 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 Stimulating accessible and underpinned by the latest research and theory this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom

**Interactive Maths Teaching in the Primary School** Nick Pratt, 2006-10-12 Nick Pratt's book looks in detail at the real meaning of teaching mathematics interactively in primary schools Each section is set clearly within a context is linked by key ideas the important bits to think about and is summarised to give a succinct close to the chapter's content and thinking It is a book that the reader will definitely find useful and thought provoking It certainly made me consider how small changes and a wider variety of approaches in the classroom can make big changes in children's learning and understanding of mathematical concepts Mike Eatwell Primary Maths Advisor Bristol LEA Using a whole class interactive approach to teaching mathematics is a key feature of the National Numeracy Strategy NNS and this book looks at not only what works but also why things work Teachers will be able to understand why and how the various teaching strategies they are using in their classrooms have a positive effect on children's learning The book covers how to engage in meaningful reflective practice that will improve your lessons how to use whiteboards making mathematical meaning through talk getting the whole class interacting thinking talking and acting mathematically teaching number starting points teaching shape and space starting points developing your interactive teaching a glossary of terms It is aimed at both practising and trainee teachers and offers clear subject guidance as well as an explanation of a key part of the NNS It supports both individuals and mathematics subject leaders delivering INSET to their colleagues

**Ability-grouping in Primary Schools** Rachel Marks, 2025-02-28 The use of ability grouping is currently increasing in primary schools Teachers and teacher educators are placed in the unenviable position of having to marry research evidence suggesting that ability grouping is ineffectual with current policy advocating this approach This book links theory policy and practice in a critical examination of ability grouping practices and their implications in primary schools with particular reference to primary mathematics It provides an accessible text for teacher educators to support their students in engaging with the key debates and reflecting upon their practice Key changes in structural approaches such as the movement between streaming setting or mixed ability teaching arrangements are explored in the light of political trends bringing this up to date with a discussion of current policy and practice

**Teaching Mathematics with Insight** Anne D. Cockburn, 2005-08-11 The Initial Teacher Training National Curriculum says that student teachers should be trained to analyse pupil's errors in maths and act accordingly This is the only book that supports teachers' analysis of mathematical errors and helps them predict potential problems and propose solutions for themselves Written in an accessible style

Teaching Mathematics with Insight guides the primary and early years teacher and the student teacher through a series of processes that will enable them to become more effective and enlightened teachers of early mathematics. The processes include unravelling the complexities of a concept for example subtraction by considering its component parts and the knowledge required to acquire understanding watching children work to observe common mistakes and analyse the underlying misconceptions discussing the concepts with other adults. *Teaching Mathematics* Pamela Cowan, 2006-02-13 A practical introduction to Maths teaching designed specifically for beginning teachers in primary and secondary schools. It brings together the latest DfES and TTA guidelines and requirements with authoritative guidance ensuring that readers feel confident about how to approach their role as a teacher. This book explores key issues in maths teaching today including planning and classroom management assessment recording and reporting information and communication technology investigative mathematics equal opportunities special needs and differentiation key skills and alternative mathematics qualifications being an effective maths teacher personal and professional development in the early stages of a teaching career.

So You Have to Teach Math? Marilyn Burns, Robyn Silbey, 2000 Marilyn Burns and Robyn Silbey offer sensible and practical advice guaranteed to give all teachers support and direction for improving their mathematics teaching. The lively Q and A format addresses the concerns that most kindergarten through grade 6 teachers grapple with about teaching mathematics.

**Enhancing Primary Mathematics Teaching** Ian Thompson, 2003-09-16 This book is the third in an important trilogy of edited collections on the teaching and learning of primary mathematics. To each book the editor Ian Thompson has attracted a team of expert contributors and himself set the characteristically high standard of writing and clarity. When in 10 or 20 years time people want to know about the state of English primary mathematics at the turn of the 21st century they will turn to this volume. You would do well to read it now.

*Mathematics in Schools* This is the third book in the popular series edited by Ian Thompson that brings together an impressive array of contributing authors. Current issues are discussed in an informed but concise way that makes research accessible to the wider community of mathematics educators. Julia Anghileri University of Cambridge. This book explores the effect that the National Numeracy Strategy and its successor the Primary Strategy have had on the way in which mathematics is taught in primary schools. Prominent contributors examine the Strategies recommendations from the perspective of their own research areas or interests and discuss the issues involved including Ideas for extending current practice Suggestions of important aspects of mathematics teaching that are being given little or no emphasis Alternative approaches that could be integrated into current practice Aspects of current practice that need to take account of recent research findings or emerging issues. Each chapter discusses implications for teaching and learning primary mathematics. The book will be particularly useful for trainees practising teachers mathematics coordinators and numeracy consultants. Contributors Mundher Adhami Mike Askew Carol Aubrey Margaret Brown Ann Dowker Rosemary Hafeez Steve Higgins Keith Jones Lesley Jones Valsa Koshy Alison Millett Claire

Mooney Laurie Rousham Malcolm Swan Ian Thompson Helen J Williams



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