

# Primary And Middle Years Mathematics Teaching Developmentally

**Robyn Jorgensen**

**Primary and Middle Years Mathematics** ,2019

**Teaching Mathematics in Primary Schools** Robyn Jorgensen,2020-08-12 'This is an outstanding book: it should be high on the list of any primary school teacher's set of references and a required text for pre-service teachers.' Australian Primary Mathematics Classroom In our technology-rich world, numeracy is just as important as the smartphone in your pocket. Students need to develop mathematical ways of seeing the world and strong problem-solving skills, and those foundations are taught in the primary school classroom. Teaching Mathematics in Primary Schools covers the mathematical content taught in primary and middle years, always emphasising how students can connect what they learn in mathematics with other curriculum areas and with the world beyond the classroom. The authors draw on the latest international research to show how teachers can develop a rich repertoire of classroom teaching techniques, and effective planning, assessment and reporting methods. They outline approaches to creating supportive learning environments for all students, and to building their knowledge and confidence in using mathematics. This third edition has been updated throughout and includes a new chapter on numeracy. Evidence-based uses of digital technologies to support learning and teaching are included in every chapter. With practical strategies that can be implemented in the classroom, this book is an invaluable resource for pre-service and early career primary and middle years mathematics teachers.

**Elementary and Middle School Mathematics: Pearson New International Edition** John A. Van de Walle,Karen Karp,Jennifer M. Bay-Williams,2013-07-29 For Elementary Mathematics Methods or Middle School Mathematics Methods Covers preK-8 Written by leaders in the field, this best-selling book will guide teachers as they help all PreK-8 learners make sense of math by supporting their own mathematical understanding and cultivating effective planning and instruction. Elementary and Middle School Mathematics: Teaching Developmentally provides an unparalleled depth of ideas and discussion to help teachers develop a real understanding of the mathematics they will teach and the most effective methods of teaching the various mathematics topics. This text reflects the NCTM and Common Core State Standards and the benefits of problem-based mathematics instruction.

**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. Elementary 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.

*Mathematics Content for Elementary Teachers* Douglas K. Brumbaugh, 2004-09-22 THE book for elementary education mathematics content courses! Designed to help prospective teachers of elementary school mathematics learn content beyond the rote level, this text stimulates readers to think beyond just getting the problem right and fosters their development into thoughtful, reflective, self-motivated, life-long learners. It stresses the what and why of elementary school mathematics content. Hints are provided about how to teach the content but this is mostly left to courses and texts that are dedicated to that purpose. The text is organized around the National Council for Teachers of Mathematics' Principles and Standards for School Mathematics. The Standards dictate the basic sections of the text. Within each section, appropriate specific topics are developed, intertwined with technology, problem solving, assessment, equity issues, planning, teaching skills, use of manipulatives, sequencing, and much more. In addition, major focal points of the Standards are emphasized throughout: effective teachers of mathematics should be able to motivate all students to learn, should understand the developmental levels of how children learn, should concentrate on what children need to become active participants in the learning environment, and should be engaged in ongoing investigations of new mathematical concepts and teaching strategies. *Mathematics Content for Elementary Teachers* is based on several fundamental premises: \*The focus of mathematics education should be on the process, not the answer. \*Elementary teachers should know the mathematics content they are teaching, know more than the content they are teaching, and teach from the overflow of knowledge. \*It is important for teachers to be flexible in allowing students to use different procedures--teaching from the overflow of knowledge implies knowing how to do a given operation more than one way and being willing to examine many different ways. \*Teachers need to learn to carefully cover the topics to be taught, to reflect upon them, and to be able to organize them. To help prospective elementary teachers concentrate on the mathematics content they will be expected to teach and begin to build the foundation for the methods they will use, this text includes only elementary mathematics content and does not address middle school concepts. Pedagogical features: \*The text is organized according to NCTM Standards. \*An informal writing style speaks directly to readers and is geared to pre-service teachers. \*Focus is given to multiple methods of problem solving at four

developmental levels. \*Questions, exercises, and activities are interspersed throughout each section rather than gathered at the end of each chapter. \*Complete solutions for exercises are provided.

*Teaching Student-Centered Mathematics* John A. Van de Walle, Jennifer M. Bay-Williams, Lou Ann H. Lovin, Karen S. Karp, 2017-01-20 NOTE: Used books, rentals, and purchases made outside of Pearson If purchasing or renting from companies other than Pearson, the access codes for the Enhanced Pearson eText may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. For courses in Elementary Mathematics Methods and for classroom teachers. This package includes the Enhanced Pearson eText and the print bound version. A practical, comprehensive, student-centered approach to effective mathematical instruction for grades Pre-K-2. Helping students make connections between mathematics and their worlds--and helping them feel empowered to use math in their lives--is the focus of this widely popular guide. Designed for classroom teachers, the book focuses on specific grade bands and includes information on creating an effective classroom environment, aligning teaching to various standards and practices, such as the Common Core State Standards and NCTM's teaching practices, and engaging families. The first portion of the book addresses how to build a student-centered environment in which children can become mathematically proficient, while the second portion focuses on practical ways to teach important concepts in a student-centered fashion. The new edition features a corresponding Enhanced Pearson eText version with links to embedded videos, blackline masters, downloadable teacher resource and activity pages, lesson plans, activities correlated to the CCSS, and tables of common errors and misconceptions. This book is part of the Student-Centered Mathematics Series, which is designed with three objectives: to illustrate what it means to teach student-centered, problem-based mathematics, to serve as a reference for the mathematics content and research-based instructional strategies suggested for the specific grade levels, and to present a large collection of high quality tasks and activities that can engage students in the mathematics that is important for them to learn. Improve mastery and retention with the Enhanced Pearson eText\* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablet.\* Affordable. Experience the advantages of the Enhanced Pearson eText along with all the benefits of print for 40% to 50% less than a print bound book. \*The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. \*The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7 or 10 tablet, or iPad iOS 5.0 or later. 0134090683 / 9780134090689 Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2 (Volume I), with Enhanced Pearson eText Package consists of: 0134556437 / 9780134556437 Teaching Student-

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Primary and Middle Years Mathematics: Teaching Developmentally John Van de Walle, Karen Karp, Jennifer Bay-Williams, Amy Brass, Brendan Bentley, Sue Ferguson, Wendy Goff, Sharyn Livy, Margaret Marshman, David Martin, Cath Pearn, Theodosia Prodromou, Duncan Symons, Karina Wilkie, 2019-06-25 This text is targeted towards teaching primary and middle years mathematics units in the Bachelor of Education degree. Illustrates how children learn mathematics, and then shows pre-service teachers the most effective methods of teaching mathematics through hands-on, problem-based activities. Serves as a go-to reference for the mathematics content suggested for Foundation to Year 9 as recommended in the Australian Curriculum: Mathematics (ACARA, 2016), and for the research-based strategies that illustrate how students best learn this content. Presents a practical resource of robust, problem-based activities and tasks that can engage students in the use of significant mathematical concepts and skills. Reports on technology that makes teaching mathematics in a problem-based approach more visible, including access to ready-to-use activity pages and references to quality websites.

**Strategies for Teaching Whole Number Computation** David B. Spangler, 2010-06-02 Through error analysis and targeted instruction, you can uncover students' misconceptions in addition, subtraction, multiplication, and division and help students understand and correct their own mistakes!

**Mathematics Education: The Singapore Journey** Khoon Yoong Wong, Peng Yee Lee, Berinderjeet Kaur, Pui Yee Foong, Swee Fong Ng, 2009-02-19 This comprehensive book is a state-of-the-art review of research and practices of mathematics education in Singapore. It traces the fascinating journey from the original development of the Singapore mathematics curriculum in the 1950s to the present day, and reports on diverse findings about the Singapore experience that are not readily available in print. All of the authors are active mathematics educators or senior mathematics teachers in Singapore, thus adding authenticity and distinctiveness to the stories covered in this book. The issues they so earnestly explore in this book will undoubtedly be of interest to graduate students, mathematics educators, and the international mathematics education community.

**Teaching Primary Mathematics**, 2020 Drawing connections between all aspects of mathematics in primary and middle school, including direct links to the Australian Curriculum and the NAPLAN assessment for numeracy, this new edition is a valuable resource for pre-service and practising teachers.

Teaching with Tasks for Effective Mathematics Learning Peter Sullivan, Doug Clarke, Barbara Clarke, 2012-09-12 This book is about how teachers can use classroom mathematics tasks to support student learning, and presents data on the ways in which teachers used those tasks in a particular research project. It is the product of research findings focusing on teacher

practice, teacher learning and knowledge, and student learning. It demonstrates how teachers can use mathematics tasks to promote effective student learning.

**Mathematics Education in the Early Years** Tamsin Meaney, Ola Helenius, Maria L. Johansson, Troels Lange, Anna Wernberg, 2016-01-22 This book presents chapters based on papers presented at the second POEM conference on early mathematics learning. These chapters broaden the discussion about mathematics education in early childhood, by exploring the debate about construction versus instruction. Specific sections investigate the teaching and learning of mathematical processes and mathematical content, early childhood teacher development, transitions for young children between home and preschool, between home and school and between preschool and school. The chapters use a range of innovative theoretical and methodological approaches which will form an interesting basis for future research in this area.

Teaching Student-Centered Mathematics Pearson Etext Access Code John a. Van De Walle, Jennifer M. Bay-Williams, LouAnn H. Lovin, Karen S Karp, 2017-01-28 NOTE: Used books, rentals, and purchases made outside of Pearson If purchasing or renting from companies other than Pearson, the access codes for the Enhanced Pearson eText may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. This access code card provides access to the Enhanced Pearson eText. Helping students make connections between mathematics and their worlds-and helping them feel empowered to use math in their lives-is the focus of this widely popular guide. Designed for classroom teachers, the book focuses on specific grade bands and includes information on creating an effective classroom environment, aligning teaching to various standards and practices, such as the Common Core State Standards and NCTM's teaching practices, and engaging families. The first portion of the book addresses how to build a student-centered environment in which children can become mathematically proficient, while the second portion focuses on practical ways to teach important concepts in a student-centered fashion. The new edition features a corresponding Enhanced Pearson eText version with links to embedded videos, blackline masters, downloadable teacher resource and activity pages, lesson plans, activities correlated to the CCSS, and tables of common errors and misconceptions. Invigorate learning with the Enhanced Pearson eText This access code card provides access to the new Enhanced Pearson eText, a rich, interactive learning environment designed to improve student mastery of content with the following multimedia features: NEW! Embedded videos. The Enhanced Pearson eText now includes links to videos throughout the text that provide examples of students' misconceptions, expand on key concepts, and demonstrate how to implement strategies and techniques in real classrooms. NEW! Downloadable Teacher Resource and Activity Pages that support teaching activities such as formative assessment and team-building are now available in the Enhanced Pearson eText at the point of use. NEW! Downloadable Blackline Masters in Part 2 Chapters. Readers may download Blackline Masters that support the activities and Expanded Lessons by clicking on hyperlinks embedded in the Enhanced Pearson eText. Appendix E includes a list of the Blackline Masters and a thumbnail

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**Mathematical Reasoning of Children and Adults** Alina Galvão Spinillo, Síntria Labres Lautert, Rute Elizabete de Souza Rosa Borba, 2022-05-26 This book adopts an interdisciplinary approach to investigate the development of mathematical reasoning in both children and adults and to show how understanding the learner's cognitive processes can help teachers develop better strategies to teach mathematics. This contributed volume departs from the interdisciplinary field of psychology of mathematics education and brings together contributions by researchers from different fields and disciplines, such as cognitive psychology, neuroscience and mathematics education. The chapters are presented in the light of the three instances that permeate the entire book: the learner, the teacher, and the teaching and learning process. Some of the chapters analyse the didactic challenges that teachers face in the classroom, such as how to interpret students' reasoning, the use of digital technologies, and their knowledge about mathematics. Other chapters examine students' opinions about mathematics, and others analyse the ways in which students solve situations that involve basic and complex mathematical concepts. The approaches adopted in the description and interpretation of the data obtained in the studies documented in this book point out the limits, the development, and the possibilities of students' thinking, and present didactic and cognitive perspectives to the learning scenarios in different school settings. *Mathematical Reasoning of Children and Adults: Teaching and Learning from an Interdisciplinary Perspective* will be a valuable resource for both mathematics teachers and researchers studying the development of mathematical reasoning in different fields, such as mathematics education, educational psychology, cognitive psychology, and developmental psychology.

Teaching Primary Years Donna Lee Pendergast, Katherine Main, 2020 The primary years are recognised as a distinct period in a child's development with significant consequences for ongoing educational success. During this critical time, formal schooling and the associated activities introduce children to new and extended social roles where they learn to cooperate and collaborate with their peers and adults. Children also begin to develop a sense of themselves and their competence in a range of domains including social, academic, sport and music. This edited collection provides specialist guidance in developing curriculum, pedagogy and assessment to meet the needs of primary years children. The text begins by exploring the unique characteristics of this age group including cognitive, social, emotional and physical development. It considers the expectations of teachers, including ethical and legal issues and guidance on how to develop positive learning spaces and collaborative approaches. There is an exploration of the needs of the child including facilitating transition from the early years and into secondary school. The text then considers the curriculum in depth including language and literacy, mathematics and numeracy, science and technology, health and physical education and the humanities. A focus on some of

the key challenges in primary education bring the book to its conclusion, including effectively harnessing digital technology, developing age appropriate pedagogies, practising differentiated learning and effective assessment. Rich with insights from experts in the field and featuring case studies and practical examples throughout, this is a key resource for both pre-service and in-service primary teachers. Other professionals working with primary years students and parents will also benefit from engaging with this book.

**Teaching Mathematics** Peter Sullivan, 2011

The Learning and Development of Mathematics Teacher Educators Merrilyn Goos, Kim Beswick, 2022-04-08 Research in mathematics teacher education as a distinctive field of inquiry has grown substantially over the past 10-15 years. Within this field there is emerging interest in how mathematics teacher educators (MTEs) themselves learn and develop. Until recently there were few published studies on this topic, and the processes by which mathematics teacher educators learn, and the forms of knowledge they require for effective practice, had not been systematically investigated. However, researchers in mathematics education are now beginning to investigate the development of MTE expertise and associated issues. This volume draws on the latest research and thinking in this area is therefore timely to stimulate future development and directions. It will survey the emerging field of inquiry in mathematics education, combining the work of established scholars with perspectives of newcomers to the field, with the aim of influencing development of the field, invite cross-cultural comparisons in becoming a mathematics teacher educator by highlighting issues in the development of MTEs in different countries, and examine the roles of both mathematics educators and mathematicians in preparing future teachers of mathematics. The primary audience will be university-based mathematics teacher educators and MTE researchers, and postgraduate research students who are seeking academic careers as MTEs. Additional interest may come from teacher educators in disciplines other than mathematics, and education policy makers responsible for accreditation and quality control of initial teacher education programs.

*GAIMME — Guidelines for Assessment and Instruction in Mathematical Modeling Education*, 2019

*Children's Mathematical Thinking* Arthur J. Baroody, 1987 This book provides a framework for understanding children's mathematical development and the ways in which it can go wrong. The author first summarizes the major theoretical and practical research on the development of numeration, arithmetic, and problem solving, and then details strategies and activities for encouraging specific mathematical skills, concepts, and beliefs. Particular emphasis is placed on using the children's informal knowledge of mathematics as a basis for building up to a formal understanding.

*Big Data in Education: Pedagogy and Research* Theodosia Prodromou, 2021-10-04 This book discusses how Big Data could be implemented in educational settings and research, using empirical data and suggesting both best practices and areas in which to invest future research and development. It also explores: 1) the use of learning analytics to improve learning and

teaching; 2) the opportunities and challenges of learning analytics in education. As Big Data becomes a common part of the fabric of our world, education and research are challenged to use this data to improve educational and research systems, and also are tasked with teaching coming generations to deal with Big Data both effectively and ethically. The Big Data era is changing the data landscape for statistical analysis, the ways in which data is captured and presented, and the necessary level of statistical literacy to analyse and interpret data for future decision making. The advent of Big Data accentuates the need to enable citizens to develop statistical skills, thinking and reasoning needed for representing, integrating and exploring complex information. This book offers guidance to researchers who are seeking suitable topics to explore. It presents research into the skills needed by data practitioners (data analysts, data managers, statisticians, and data consumers, academics), and provides insights into the statistical skills, thinking and reasoning needed by educators and researchers in the future to work with Big Data. This book serves as a concise reference for policymakers, who must make critical decisions regarding funding and applications.

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