

Elementary Mathematics For Teachers

Sybilla Beckmann



Elementary Mathematics For Teachers:

Elementary Mathematics for Teachers Thomas H. Parker, Scott Baldrige, 2004 Textbook on numbers arithmetic and prealgebra for elementary school mathematics teachers Designed to be used with five Primary Mathematics books textbooks 3A 4A 5A 6A and workbook 5A all U S ed part of an elementary mathematics curriculum designed by Singapore s Ministry of Education and adapted for use in the U S

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

Elementary Mathematics for Teachers Donald F. Devine, Jerome E. Kaufmann, 1983-01-01 An introduction to teaching elementary and junior high school mathematics it incorporates recommendations of the NCTM Focuses on the how and why of each mathematical topic with stress on good pedagogy and development of problem solving skills The Second Edition contains a new chapter on the Logo computer language References to NCTM standards now appear in every chapter and there are many new problems

Knowing and Teaching Elementary Mathematics Liping Ma, 2020-01-06 The 20th anniversary edition of this groundbreaking and bestselling volume offers powerful examples of the mathematics that can develop the thinking of elementary school children 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 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 Along with the original studies of U S and Chinese teachers mathematical understanding this 20th anniversary edition includes a new preface and a 2013 journal article by Ma A Critique of the Structure of U S Elementary School Mathematics that describe differences in U S and Chinese elementary mathematics These are augmented by a new series editor s introduction and two key journal articles that frame and contextualize this seminal work

Answers to Your

Biggest Questions About Teaching Elementary Math John J. SanGiovanni, Susie Katt, Latrenda D. Knighten, Georgina Rivera, 2021-08-31 This practical resource provides brief actionable answers to the most pressing questions about teaching elementary math Question and answer sections include how to build a positive math community how to structure organize and manage math classes how to engage students and help them talk about math and how to assess knowledge and move forward *Elementary Mathematics Specialists* Maggie B. McGatha, Nicole R. Rigelman, 2017-02-23 This book supports Elementary Mathematics Specialists EMSs in PK 6 instruction It covers EMS roles preparation professional development and field support The five sections include an overview program models field support research and future directions aiding EMS practitioners developers and researchers 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 Teaching by Design in Elementary Mathematics, Grades 4-5 Melinda Leong, Jennifer Stepanek, Linda Griffin, Lisa Lavelle, 2010-12-01 Strengthen your mathematics lessons through collaborative planning Teaching by Design in Elementary Mathematics is a series of comprehensive professional development guides that help teachers investigate how students learn Grounded in the latest research this book is one of three volumes focused on grade appropriate number and operations topics aligned with the Common Core State Standards The capstone activity of each book guides the group through the co creation and implementation of a prototype lesson The teacher teams then

evaluate the impact of the lesson on student learning and work together to revise it for maximum effectiveness Through the process teachers develop Deeper content knowledge of important mathematical concepts Improved understanding of how students learn these mathematical ideas A stronger foundation for developing effective lessons and improving instruction Enhanced collaboration skills Each volume includes a large assortment of reproducible handouts as well as built in facilitation notes Teachers will also find helpful resources that address the issue of finding time for school based professional development and teacher collaboration

The Elementary Math Teacher's Book of Lists Sonia M. Helton, Stephen J. Micklo, 1997-04-18 This unique time saving resource for teachers offers lists of concepts topics algorithms activities and methods of instruction for every aspect of K 6 mathematics

Winning the Math Wars Martin L. Abbott, Brian Ferriso, Karen Smith, 2011-07-01 Washington State is about to enter a new phase of the math wars Since the late 1980s the debate over how best to teach mathematics to schoolchildren has raged worldwide among educators politicians and parents The stakes are high To operate effectively in a global twenty first century economy and polity the United states must provide an education in mathematics that is both excellent and equitable In this volume four scholars at the Washington School Research Center WSRC at Seattle Pacific University present original research drawn from statistical studies of state educational data and from thousands of classroom observations carried out by The BERG Group They assess the current state of math education and review its history and development The authors also provide a dispassionate review of the extensive international national and state literature The in depth observational research in Winning the Math Wars confirms that the real issue is neither the approach to teaching traditional or reform nor the type of curriculum If America s goal of educational equity and excellence is to be achieved then math teachers everywhere must be fully supported in developing the specific skills that are ideal for educating all students The authors discussion focus on four principles for improving math teaching and learning fidelity to reform efforts by all involved an emphasis on instruction and instructional tools the critical nature of mathematical knowledge and the need for transformational change Winning the Math Wars is an important book for policy makers school leaders practitioners of mathematics education parents and anyone who wants to make sense of the math wars

Teaching by Design in Elementary Mathematics, Grades K-1 Jennifer Stepanek, Melinda Leong, Linda Griffin, Lisa Lavelle, 2010-11-16 Strengthen your mathematics lessons through collaborative planning Teaching by Design in Elementary Mathematics is a series of comprehensive professional development guides that help teachers investigate how students learn Grounded in the latest research this book is one of three volumes focused on grade appropriate number and operations topics aligned with the Common Core State Standards The capstone activity of each book guides the group through the creation and implementation of a prototype lesson The teacher teams then evaluate the impact of the lesson on student learning and work together to revise it for maximum effectiveness Through the process teachers develop Deeper content knowledge of important mathematical concepts Improved understanding of how students learn these mathematical ideas A

stronger foundation for developing effective lessons and improving instruction Enhanced collaboration skills Each volume includes a large assortment of reproducible handouts as well as built in facilitation notes Teachers will also find helpful resources that address the issue of finding time for school based professional development and teacher collaboration *The How and Why of Teaching Elementary Mathematics* Robert P. Hunting,2014-03-01 The first edition of *The How and Why of Teaching Elementary Mathematics* is a resource of over 280 questions and answers spanning a range of topics central to successful and effective mathematics teaching It represents all I know and some things I didn t know based in large part on decades of experience providing training courses workshops and lectures to elementary teachers and teachers to be in mathematics curriculum learning teaching and assessment both in Australia and the United States Content is grouped into 13 broad topics Manipulatives Aids and Concrete Materials Attitudes Beliefs and Culture Chance and Data Assessment and Learning Theory Early Number Leading to Place Value Geometry Measurement Number facts and Basic Operations Whole Number Computation Fractions Decimals Ratio and Proportion Number Systems Principles and Number Sense Pattern Problem Solving The core audience for this book includes practicing elementary teachers teachers in training and mathematics teacher educators Parents and carers interested in detailed explanations for methods of mathematics teaching used in modern elementary classrooms would also benefit from having access to this resource **Elementary Mathematics for Teachers** Thomas H. Parker,Scott Baldrige,2003 Elementary mathematics for teachers EMFT is oriented for pre service teachers in a semester or two quarter university course although it is appropriate for practicing K 8 teachers as well The textbook is designed to be used in conjunction with five volumes of the Primary Mathematics series The aim is to develop an understanding of elementary mathematics at the level of teacher knowledge and is organized around numbers and arithmetic with topics covered roughly in the order they are developed in an elementary school It utilizes the Concrete Pictorial Abstract approach of teaching arithmetic and focuses on the principle that mathematics is best learned by solving problems For that reason it incorporates almost no external information or discussions of non mathematical topics Further explorations in elementary mathematics centering on measurement and geometry are covered in the sequel *Elementary geometry for teachers* **Mathematics for Elementary Teachers with Activities**, Sybilla Beckmann,2017-01-10 For courses in Math for Future Elementary Teachers Empowering Tomorrow s Math Teachers Mathematics for Future Elementary Teachers with Activities 5 th Edition connects the foundations of teaching elementary math and the why behind procedures formulas and reasoning so students gain a deeper understanding to bring into their own classrooms Through her text Beckmann teaches mathematical principles while addressing the realities of being a teacher With in class collaboration and activities she challenges students to be actively engaged An inquiry based approach to this course allows future teachers to learn through exploration and group work leading to a deeper understanding of mathematics Known for her contributions in math education Beckmann writes the leading text for the inquiry approach in *Mathematics for Elementary Teachers with*

Activities students engage explore discuss and ultimately reach a true understanding of mathematics Beckmann's text covers the Common Core State Standards for Mathematics CCSSM now implemented in most states However states not following Common Core will not find the information intrusive in the text Also available with MyLab Math MyLab Math is an online homework tutorial and assessment program designed to work with this text to engage students and improve results The Skills Review MyLab Math provides review and skill development that complements the text helping students brush up on skills needed to be successful in class The MyLab Math course doesn't mirror the problems from the text but instead covers basic skills needed prior to class eliminating the need to spend valuable class time re-teaching basics that students should already know This enables students to have a richer experience in the classroom while working through the book activities and problems In addition to basic skills review the MyLab Math course includes a wealth of resources to help students visualize the concepts and understand how they come into play in an elementary classroom These includes IMAP videos Responding to Students Videos eManipulatives and brand new Common Core videos Demonstration videos and GeoGebra animations NOTE You are purchasing a standalone product MyLab Math does not come packaged with this content If you would like to purchase both the physical text and MyLab Math search for 0134754204 9780134754208 Mathematics for Elementary Teachers with Activities Plus MyLab Math Title Specific Access Card Package Package consists of 0134392795 9780134392790 Mathematics for Elementary Teachers with Activities 013475168X 9780134751689 MyLab Math with Pearson eText Standalone Access Card for Mathematics for Elementary Teachers with Activities

Mathematics as the Science of Patterns Patrick M. Jenlink, 2022-02-11 This book explores the role of patterns in teaching mathematics emphasizing their importance in helping students understand and enjoy math It highlights the need for teacher development to improve student learning and discusses how recognizing patterns aids in generalization and abstraction essential skills in mathematics education

Teachers' Professional Development and the Elementary Mathematics Classroom Sophia R. Cohen, 2004 Outlines strategies and techniques for teaching mathematical concepts and skills at the elementary level

Research Advances in the Mathematical Education of Pre-service Elementary Teachers Gabriel J. Stylianides, Keiko Hino, 2017-11-16 This book examines new trends and developments in research related to the mathematical education of pre-service elementary teachers and explores the implications of these research advances for theory and practice in teacher education The book is organized around the following four overarching themes pre-service teachers mathematics content and mathematics specific pedagogical preparation professional growth through activities and assessment tools used in mathematics teacher preparation programs pre-service mathematics teachers knowledge and beliefs and perspectives on noticing in the preparation of elementary mathematics teachers Including contributions from researchers working in 11 different countries the book offers a forum for discussing and debating the state of the art regarding the mathematical preparation of pre-service elementary teachers By presenting and discussing the findings of research conducted in different

countries the book offers also opportunities to readers to learn about varying teacher education practices around the world such as innovative practices in advancing or assessing teachers knowledge and beliefs similarities and differences in the formal mathematics education of teachers types of and routes in teacher education and factors that can influence similarities or differences

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 Chapter 5 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

Teaching by Design in Elementary Mathematics, Grades 2-3 Jennifer Stepanek, Melinda Leong, Linda Griffin, Lisa Lavelle, 2010-11-19 Strengthen your mathematics lessons through collaborative planning *Teaching by Design in Elementary Mathematics* is a series of comprehensive professional development guides that help teachers investigate how students learn Grounded in the latest research this book is one of three volumes focused on grade appropriate number and operations topics aligned with the Common Core State Standards The capstone activity of each book guides the group through the co creation and implementation of a prototype lesson The teacher teams

then evaluate the impact of the lesson on student learning and work together to revise it for maximum effectiveness Through the process teachers develop Deeper content knowledge of important mathematical concepts Improved understanding of how students learn these mathematical ideas A stronger foundation for developing effective lessons and improving instruction Enhanced collaboration skills Each volume includes a large assortment of reproducible handouts as well as built in facilitation notes Teachers will also find helpful resources that address the issue of finding time for school based professional development and teacher collaboration

Mathematics for Elementary School Teachers: A Process Approach Mark A. Freitag, 2013-01-01 Freitag's MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS A PROCESS APPROACH was developed using the five Content Standards from the NCTM Principles and Standards for School Mathematics and the Common Core State Standards for Mathematics Traditionally books for pre service elementary teachers have focused on problem solving However problem solving is not the only process through which mathematics is learned It is also learned through mathematical reasoning communication representation and connections Recent trends in mathematics education now advocate implementing all five processes as a vital part of learning and doing mathematics Consequently you need to have concrete experiences with these processes that you will be required to teach The goal of this book is to treat each of the processes equitably by using an approach in which the five processes serve as the central pedagogical theme Most of the examples exercises and activities are designed to either model the processes or to directly engage you in working with them As a result you will not only come to understand the different processes but also appreciate them as an integral to learning and doing mathematics If this broader view can be instilled you are more likely to give your students a more well rounded and holistic view of mathematics once you enter the classroom The content of the book is directly related to the mathematics that is taught in grades K 8 The purpose is not to reteach elementary mathematics Rather the intent is to look at the content from a theoretical or generalized point of view so that you can better understand the concepts and processes behind the mathematics you will teach In short the book focuses on the why behind the mathematics in addition to the how Available with InfoTrac Student Collections <http://goengage.com/infotrac> Important Notice Media content referenced within the product description or the product text may not be available in the ebook version

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