

Elementary Mathematics Journal Articles

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Math Fact Fluency National Council of Teachers of Mathematics, Incorporated
Results from national and international assessments indicate that school children in the United States are not learning mathematics well enough. Many students cannot correctly apply computational algorithms to solve problems. Their understanding and use of decimals and fractions are especially weak. Indeed, helping all children succeed in mathematics is an imperative national goal. However, for our youth to succeed, we need to change how we’re teaching this discipline. Helping Children Learn Mathematics provides comprehensive and reliable information that will guide efforts to improve school mathematics from pre--kindergarten through eighth grade. The authors explain the five strands of mathematical proficiency and discuss the major changes that need to be made in mathematics instruction, instructional materials, assessments, teacher education, and the broader educational system and answers some of the frequently asked questions when it comes to mathematics instruction. The book concludes by providing recommended actions for parents and caregivers, teachers, administrators, and policy makers, stressing the importance that everyone work together to ensure a mathematically literate society.

Visible Learning for Mathematics, Grades K-12 Corwin Press
A schoolwide solution for mathematics success! When “rules” seem to change from year to year, mathematics can seem like a disconnected mystery for students. Clear up the confusion with a Mathematics Whole-School Agreement! Expanded from the highly popular “Rules that Expire” series of NCTM articles, this essential guide leads educators through the collaborative step-by-step process of establishing a coherent and consistent learner-centered and equitable approach to mathematics instruction. You’ll learn to avoid “rules that expire”—tricks that may seem to help students in one grade but hurt in the long run. Features include • Abundant grade-specific examples • Effective working plans for sustainability • Barrier-busting tips, to-dos, and try-it-outs • PLC prompts and discussion points

Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching Corwin Press
"Activating Math Talk, outlines and enumerates on the practice of high-quality discourse specific to the math classroom as both a guide for teachers who learned mathematics differently and a road map to opening constructive and productive dialogue between students and teachers"--

Proving in the Elementary Mathematics Classroom Oxford University Press
When the queen of her bugs demands that her army march in even lines, Private Joe divides the marchers into more and more lines so that he will not be left out of the parade.

Topics in Mathematics for Elementary Teachers National Academies Press
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.

Principles to Actions Corwin
Help students reveal the math behind the words Solving problems is about more than computation. Students must understand the mathematics of a situation to know what computation will lead to an appropriate solution. Mathematize It! shares a reasoning approach that helps students dig into the problem to uncover the underlying mathematics, deeply consider the problem's context, and employ strong operation sense to solve it. This user-friendly resource for Grades 3–5 • Offers a systematic mathematizing process for solving word problems • Provides specific examples for all four operations (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals • Demonstrates the use of concrete manipulatives to model problems with dozens of short videos

Systematic Intervention and Remediation National Academies Press
Confusing Textbooks? Missed Lectures? Not Enough Time? Fortunately for you, there's Schaum's Outlines. More than 40 million students have trusted Schaum's to help them succeed in the classroom and on exams. Schaum's is the key to faster learning and higher grades in every subject. Each Outline presents all the essential course information in an easy-to-follow, topic-by-topic format. You also get hundreds of examples, solved

problems, and practice exercises to test your skills. This Schaum's Outline gives you Practice problems with full explanations that reinforce knowledge Coverage of the most up-to-date developments in your course field In-depth review of practices and applications Fully compatible with your classroom text, Schaum's highlights all the important facts you need to know. Use Schaum's to shorten your study time-and get your best test scores! Schaum's Outlines-Problem Solved.

Ensuring Mathematical Success for All Houghton Mifflin Harcourt
Although proving is core to mathematics as a sense-making activity, it currently has a marginal place in elementary classrooms internationally. Blending research with practical perspectives, this book addresses what it would take to elevate the place of proving at elementary school. The book uses classroom episodes from two countries to examine different kinds of proving tasks and the proving activity they can generate in the elementary classroom. It examines further the role of teachers in mediating the relationship between proving tasks and proving activity, including major mathematical and pedagogical issues that arise for teachers as they implement each kind of proving task. In addition to its contribution to research knowledge, the book has important implications for teaching, curricular resources, and teacher education.

Handbook of Research on Learning and Instruction Guilford Publications
This book reflects on the continuing development of teacher noticing through an exploration of the latest research. The authors and editors seek to clarify the construct of teacher noticing and its related branches and respond to challenges brought forth in earlier research. The authors also investigate teacher noticing in multiple contexts and frameworks, including mathematics, science, international venues, and various age groups.

Schaum's Outline of Review of Elementary Mathematics McGraw Hill Professional
"Pearson professional development"--Cover.

Teaching Learners Who Struggle with Mathematics Taylor & Francis
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.

Teachers' Understanding of Fundamental Mathematics in China and the United States World Scientific
The need to improve the mathematical proficiency of elementary teachers is well recognized, and it has long been of interest to educators and researchers in the U.S. and many other countries. But the specific proficiencies that elementary teachers need and the process of developing and improving them remain only partially conceptualized and not well validated empirically. To improve this situation, national workshops were organized at Texas A&M University to generate focused discussions about this important topic, with participation of mathematicians, mathematics educators and teachers. Developing Mathematical Proficiency for Elementary Instruction is a collection of articles that grew out of those exciting cross-disciplinary exchanges. Developing Mathematical Proficiency for Elementary Instruction is organized to probe the specifics of mathematical proficiency that are important to elementary teachers during two separate but inter-connected professional stages: as pre-service teachers in a preparation program, and as in-service teachers teaching mathematics in elementary classrooms. From this rich and inspiring collection, readers may better understand, and possibly rethink, their own practices and research in empowering elementary teachers mathematically and pedagogically, as educators or researchers.

Teaching by Design in Elementary Mathematics, Grades 2–3 Teachers College Press
Mastering the basic facts for addition, subtraction, multiplication, and division is an essential goal for all students. Most educators also agree that success at higher levels of math hinges on this fundamental skill. But what's the best way to get there? Are flash cards, drills, and timed tests the answer? If so, then why do students go into the upper elementary grades (and beyond) still counting on their fingers or experiencing math anxiety? What does research say about teaching basic math facts so they will stick? In Math Fact Fluency, experts Jennifer Bay-Williams and Gina Kling provide the answers to these questions—and so much more. This book offers everything a teacher needs to teach, assess, and communicate with parents about basic math fact instruction, including The five fundamentals of fact fluency, which provide a research-based framework for effective instruction in the basic facts. Strategies students can use to find facts that are not yet committed to memory. More than 40 easy-to-make, easy-to-use games that provide engaging fact practice. More than 20 assessment tools that provide useful data on fact fluency and mastery. Suggestions and strategies for collaborating with families to help their children master the basic math facts. Math Fact Fluency is an indispensable guide for any educator who needs to teach basic facts. This approach to facts instruction, grounded in years of research, will transform students' learning of basic facts and help them become more confident, adept, and successful at math.

Children's Mathematical Thinking ASCD
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.

The Learning Trajectories Approach IAP

This book conceptualizes the nature of mathematical modeling in the early grades from both teaching and learning perspectives. Mathematical modeling provides a unique opportunity to engage elementary students in the creative process of mathematizing their world. A diverse community of internationally known researchers and practitioners share studies that advance the field with respect to the following themes: The Nature of Mathematical Modeling in the Early Grades Content Knowledge and Pedagogy for Mathematical Modeling Student Experiences as Modelers Teacher Education and Professional Development in Modeling Experts in the field provide commentaries that extend and connect ideas presented across chapters. This book is an invaluable resource in illustrating what all young children can achieve with mathematical modeling and how we can support teachers and families in this important work.

Elementary and Middle School Mathematics Knowing and Teaching Elementary MathematicsTeachers' Understanding of Fundamental Mathematics in China and the United States

Strengthen mathematics lessons through collaborative learning with this research-based professional development program. Included are grade-appropriate number and operations topics aligned with the Common Core State Standards.

Mathematics Education In Korea - Vol. 2: Contemporary Trends In Researches In Korea Routledge

Elementary mathematics specialists are teacher leaders who are responsible for supporting effective PK–6 mathematics instruction and student learning. The Association of Mathematics Teacher Educators (AMTE), the Association of State Supervisors of Mathematics, the National Council of Supervisors of Mathematics, and the National Council of Teachers of Mathematics, in a 2010 joint position paper on Elementary Mathematics Specialists (EMSs), all advocate for the use of EMSs to support the teaching and learning of mathematics. The specific roles and expectations of EMSs will vary according to the needs of each setting, “but their expertise and successful experience at the elementary level is critical” (p 1). Elementary Mathematics Specialists: Developing, Refining, and Examining Programs that Support Mathematics Teaching and Learning is AMTE’s latest resource supporting the important work of EMSs. It has five sections related to the preparation and professional development of EMSs: (a) Overview and Current State of Affairs; (b) Models of EMS Program Development & Delivery; (c) Supporting EMSs in the Field; (d) The Mathematics Specialist Research; and (e) Future Directions. The book provides support to EMS practitioners, program providers/developers, and researchers seeking to answer important questions about how to prepare Mathematics Specialists, support them in the field, and research their effectiveness.

A Problem Solving Approach to Mathematics for Elementary School Teachers Information Age Pub Incorporated

Strengthen mathematics lessons through collaborative learning with this research-based professional development program. Included are grade-appropriate number and operations topics aligned with the Common Core State Standards.

Developing Mathematical Proficiency for Elementary Instruction Wadsworth Publishing Company

The new edition of this best-selling text includes a new focus on active and collaborative learning, while maintaining its emphasis on developing skills and concepts. With a wealth of pedagogical tools, as well as relevant discussions of standard curricula and assessments, this book will be a valuable textbook and reference for future teachers. With this revision, two new chapters are included to address the needs of future middle school teachers, in accordance to the NCTM Focal Points document. This is a standalone book, if you want the book/access card order the ISBN listed below: 0321573307 / 9780321573308 Problem Solving Approach to Mathematics for Elementary School Teachers plus MyMathLab Student Access Kit, A Package consists of: 0321431308 / 9780321431301 MyMathLab/MyStatLab -- Glue-in Access 0321570553 / 9780321570550 Problem Solving Approach to Mathematics for Elementary School Teachers, A 0321654064 / 9780321654069 MyMathLab Inside Star Sticker

Going Beyond Key Words to Make Sense of Word Problems, Grades 6-8 Routledge

Through the medium of word problems, these books are designed to help teachers and students develop and employ operation sense, meaning to understand the meaning of multiplication and division, in the context of solving problems in a coherent way. The books support teachers in scaffolding the use of word problems and provides practical examples for introducing students to verbal, contextual, concrete, visual, and symbolic representations, helping students make sense of the operations (both conceptually and algorithmically) across elementary and middle grades mathematics.