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Although proving is core to mathematics as a sense-making activity, it currently has a marginal place in elementary

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classrooms  
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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

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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

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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. Studies of teachers in

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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

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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

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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

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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.



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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.

One of the boys in the group responded, "That's so smart!"

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That's so smart!

That's what we should  
do! Complex

Instruction (CI) is a  
response to the  
paradox that group  
work offers much  
potential but often  
creates circumstances  
where few students  
seem to learn. CI is a  
set of ideas and  
strategies that address

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the problems that confound group work, but that create powerful learning for children. This book offers guidance to readers on how to use these strategies and ideas. The authors describe the lessons they learned using group work, explain how complex

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instruction helps  
unsuccessful students  
and analyse how to  
design assignments  
that support group  
learning - using group-  
worthy tasks - giving  
readers examples of  
good tasks and help in  
adapting math  
problems from their  
own curricula.

Tasks in Primary

*Page 12/190*

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Mathematics Teacher Education is intended to advance relevant research and innovative international practices in the preparation and professional development of mathematics teachers. Emerging from discussion at the ICMI study on teacher

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professional development, this volume, focused on primary and elementary teachers, culls a richness that can only be found by gathering wisdom from varied experiences around the world. The choice of tasks, and the associated pedagogies,

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is a key aspect of teaching and learning mathematics. Arguing that what students learn is largely defined by the tasks they are given, several major themes are presented. One such major strand, the form, function and focus of tasks, is discussed throughout

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several chapters,  
offering analysis,  
discussion of  
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This book highlights how students learn math and the pedagogy behind it. Using vignettes based on real classroom discussions, the authors illustrate effective teaching practices to support math learning. Success

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from the Start: Your  
First Years Teaching  
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Mathematics acts as a  
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reassuring companion  
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as an elementary  
mathematics teacher. As  
a beginning elementary  
mathematics teacher  
you might already be  
asking yourself these

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questions: How can I differentiate my teaching to meet the diverse needs of my students? What assessments best advance student learning? How can students understand math if I do not show them different strategies and tell them about the underlying mathematical structures

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and properties? What advice do I give parents about how to support their children's math learning?

The book presents comparative analyses of five elementary mathematics curriculum programs used in the U.S. from three different perspectives: the mathematical emphasis, the pedagogical

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approaches, and how authors communicate with teachers. These perspectives comprise a framework for examining what curriculum materials are comprised of, what is involved in reading and interpreting them, and how curriculum authors can and do support teachers in this process. Although the focus of

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the analysis is 5 programs used at a particular point in time, this framework extends beyond these specific programs and illuminates the complexity of curriculum materials and their role in teaching in general. Our analysis of the mathematical emphasis considers how the

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mathematics content is presented in each program, in terms of sequencing, the nature of mathematical tasks (cognitive demand and ongoing practice), and the way representations are used. Our analysis of the pedagogical approach examines explicit and implicit messages about how students should interact



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with mathematics, one another, the teacher, and the textbook around these mathematical ideas, as well as the role of the teacher. In order to examine how curriculum authors support teachers, we analyze how they communicate with teachers and what they communicate about, including the underlying

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mathematics, noticing student thinking, and rationale for design elements. The volume includes a chapter on curriculum design decisions based on interviews with curriculum authors. The emergence of the National Council of Teachers of Mathematics Standards in 1989 sparked a sea

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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

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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

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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-

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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.

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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

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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



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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

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in mathematics education, teacher education, elementary mathematics teaching methods, and methods of research in mathematics education. These materials were developed, in part, by a grant from the federally-funded Mathematics and Science Partnership through the Center for STEM Education. Some

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of the activities were adapted from the National Council of Teachers of Mathematics Illuminations, the National Library of Virtual Manipulatives, Hands-On Math Projects with Real Applications by Judith A. Muschla and Gary R. Muschla, Learning Math with Calculators:

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*book uses  
classroom  
vignettes and  
student work to  
illustrate how  
the eight  
effective  
mathematics  
teaching  
practices form a  
framework for  
equitable*

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*instruction and  
to discuss the  
teaching of  
important  
mathematics  
topics in number  
and operations,  
early algebra,  
geometry, and  
data" --*

*This  
developmentally*

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*sound, research-  
based, practical  
text speaks  
directly to  
preservice  
elementary  
mathematics  
students about  
the multitude of  
ways they can  
help their future  
students learn*

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*to see the power, beauty, necessity, and usefulness of mathematics in the world. Part 1 deals with guiding principles that permeate the text, while Parts 2-11 deal with*



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*the specific  
NCTM Standards  
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Mathematics: \*is  
aligned with the  
current NCTM  
Curriculum and  
Evaluation  
Standards for  
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*in mathematics  
education;*

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identification of  
error patterns  
and analysis;*

*\*uses a down-to-  
earth, friendly  
writing style  
that engages  
the student  
rather than*

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*prescribing what  
to do; and  
\*includes many  
activities and  
exercises,  
including  
games, tricks,  
and  
amusements  
that can be used  
in the classroom  
to increase*

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*\*Manipulatives are considered*

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*essential for  
students to  
learn  
elementary  
mathematics  
concepts.*

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base 10- blocks,  
chips, number  
lines, and  
geoboards are  
all part of the*

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*manipulative  
landscape that  
is created in this  
text. \*Careful  
attention is  
given to  
blending rote  
work,  
developmental  
activities, fun,  
application,  
technology,*



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assessment, and  
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prospective  
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using varied  
approaches and  
decision making  
as a curriculum  
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mathematics.  
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productive  
relationships in  
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this way. I can't  
help my child!  
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common  
refrains from  
today's parents  
and guardians,  
who are often  
overwhelmed,  
confused,  
worried, and*

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*frustrated about  
how to best  
support their  
children with  
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as the "new  
math." The  
problem has  
been  
compounded by  
the shift to more  
distance*

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*anxieties and  
concerns · Align  
as a school and  
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math instruction  
their children  
will experience  
and how it will  
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clearly and  
productively  
with parents  
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strengths, and  
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and fun family  
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to portray a  
productive  
disposition  
about math in*

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children  
Educators,  
families, and  
students are  
best served  
when proactive,  
productive, and  
healthy  
relationships  
have been  
developed with*

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*each other and with the realities of today's math education. This guide shows how these relationships can be built. Packed with effective instructional strategies, this*

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*book explores why certain K-5 students struggle with math and provides a framework for helping these learners succeed. The authors present empirically*

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*validated  
practices for  
supporting  
students with  
disabilities and  
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experiencing  
difficulties in  
specific areas of  
math, including  
problem solving,  
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ideas, and  
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Common Core  
standards,  
enhance the  
book's utility.  
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invaluable  
guidance on  
planning and  
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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

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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

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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

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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

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central to  
elementary  
mathematics, and  
they experience a  
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learning  
environment  
consistent with the  
pedagogy  
envisioned by the  
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critical thinking skills, the program offers an integrated solution to different learning needs in the classroom.

This book compiles and synthesizes existing research on teachers' use of mathematics curriculum materials and the impact of

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curriculum materials  
on teaching and  
teachers, with a  
particular emphasis  
on – but not  
restricted to – those  
materials developed  
in the 1990s in  
response to the  
NCTM's Principles  
and Standards for  
School  
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Despite the substantial amount of curriculum development activity over the last 15 years and growing scholarly interest in their use, the book represents the first compilation of research on teachers and mathematics

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and the first volume  
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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

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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

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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

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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

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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



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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

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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

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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

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elementary  
mathematics content  
and does not address  
middle school  
concepts.

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**examples put the**  
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better present the  
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students. The five  
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***school. It utilizes the  
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> Abstract approach  
of teaching  
arithmetic and  
focuses on the  
principle that  
mathematics is best  
learned by solving  
problems. For that  
reason it  
incorporates almost  
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