

Debbie Diller

Developing Number Concepts: Place value, multiplication, and division Kathy Richardson, 1999 Developing Math Work Stations Debbie Diller, 2023-10-10 If you ve ever guestioned how number concepts grades prep 2 DS21882 to make math stations work you ll find this photo filled idea packed resource invaluable This book extends Debbie Diller's best selling work on literacy work stations and classroom design to the field of mathematics In Math Work Stations you ll find ideas to help children develop conceptual understanding and skills use math vocabulary as they talk about their mathematical thinking and connect big ideas to meaningful independent exploration and practice This book details how to set up manage and keep math stations going throughout the year There's even a chapter devoted solely to organizing and using math manipulatives Each chapter includes key concepts based on NCTM and state math standards math vocabulary resources and literature links suggested materials to include at each station for the corresponding math content strand ideas for modeling troubleshooting differentiating and assessment and reflection questions for professional development Throughout the book Debbie has included hundreds of color photos showing math work stations in action from a variety of classrooms in which she has worked Charts reproducible forms and math work stations icons are included to provide everything you ll need to get started with stations in your classroom right away **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 **Exchanges** Kassia Omohundro Wedekind, 2011 Traditionally small group math instruction has been used as a format for reaching children who struggle to understand Math coach Kassia Omohundro Wedekind uses small group instruction as the centerpiece of her math workshop approach engaging all students in rigorous math exchanges The key characteristics of these mathematical conversations are that they are 1 short focused sessions that bring all mathematical minds together 2 responsive to the needs of the specific group of mathematicians and 3 designed for meaningful guided reflection As in reading and writing workshop students in math workshop become self directed and independent while participating in a classroom community of learners Through the math exchanges students focus on number sense and the big ideas of mathematics Teachers guide the conversations with small groups of students mediating talk and thinking as students share problem solving strategies discuss how math works and move toward more effective and efficient approaches and greater mathematical understanding Although grounded in theory and research Math Exchanges Guiding Young Mathematicians in Small Group Meetings is written for practicing teachers and answers such questions as the following How can I use a math workshop approach and follow a certain textbook or set of standards How should I form small groups How often should I

meet with small groups What should I focus on in small groups How can I tell if my groups are making progress What do small group math exchanges look like sound like and feel like **Learning Mathematics in Elementary and Middle** Schools W. George Cathcart, 2006 Brief Contents Chapter 1 Teaching Mathematics Influences and Directives Chapter 2 Learning and Teaching MathematicsChapter 3 Developing Mathematical Thinking and Problem Solving AbilityChapter 4 Assessing Mathematics UnderstandingChapter 5 Developing Number ConceptsChapter 6 Developing Understanding of Math & Science for Young Children Rosalind Charlesworth, Karen Lind, 2007 Math and Science for Young Children 5e is a unique reference that focuses on the integration of math and science with the other important areas of child development during the crucial birth through eight age range It also carefully addresses the ever changing and significant national standards of the following organizations The National Association for the Education of Young Children NAEYC National Council of Teachers of Math NCTM National Science Teachers Association NSTA American Association for the Advancement of Science AAAS and the National Research Council NRC A valuable resource for the student learner working professional as well as the involved parent Math and Science for Young Children 5e is the most current volume of information of its kind available on the market today **Assessing Math Concepts** Kathy Richardson, 2003 Assessing math concepts is a continuum of assessments that focus on important core concepts and related critical learning phases that must be in place for children to understand and be successful in mathematics. This series is based on the premise that teachers can provide more effective instruction when they are aware of the essential steps that children move through in developing an understanding of foundational mathematical ideas The assessment tools presented here provide teachers with the information they need to determine precisely what children need to learn Students progress confidently when teachers are able to provide appropriately challenging learning experiences Back cover Building the Primary Classroom Toni S. Bickart, Judy R. Jablon, Diane Trister Dodge, 1999 Building the Primary Classroom puts the best elements of classroom management and curriculum content together in one concise volume Changing Numbers Kathy Richardson, 2003 Assessing math concepts is a continuum of assessments that focus on important core concepts and related critical learning phases that must be in place for children to understand and be successful in mathematics. This series is based on the premise that teachers can provide more effective instruction when they are aware of the essential steps that children move through in developing an understanding of foundational mathematical ideas The assessment tools presented here provide teachers with the information they need to determine precisely what children need to learn Students progress confidently when teachers are able to provide appropriately challenging learning experiences Back cover More/less Trains Kathy Richardson, 2003 Assessing math concepts is a continuum of assessments that focus on important core concepts and related critical learning phases that must be in place for children to understand and be successful in mathematics. This series is based on the premise that teachers can provide more effective instruction when they are aware of the essential steps that children move through in

developing an understanding of foundational mathematical ideas The assessment tools presented here provide teachers with the information they need to determine precisely what children need to learn Students progress confidently when teachers are able to provide appropriately challenging learning experiences Back cover **Combination Trains** Kathy Richardson, 2003 Assessing math concepts is a continuum of assessments that focus on important core concepts and related critical learning phases that must be in place for children to understand and be successful in mathematics This series is based on the premise that teachers can provide more effective instruction when they are aware of the essential steps that children move through in developing an understanding of foundational mathematical ideas The assessment tools presented here provide teachers with the information they need to determine precisely what children need to learn Students progress confidently when teachers are able to provide appropriately challenging learning experiences Back cover Pact, Elementary Karen S. Karp, Barbara J. Dougherty, Sarah B. Bush, 2020-09-19 A school wide solution for students mathematics success Do you sometimes start to teach a mathematics concept and feel like you re staring at a sea of bewildered faces What happens when you discover students previously learned a calculation trick or a mnemonic that has muddied their long term understanding When rules seem to change from year to year teacher to teacher or school to school 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 Through this work you will identify streamline and become passionate about using clear and consistent mathematical language notations representations rules and generalizations within and across classrooms and grades Importantly 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 of this book include Abundant grade specific examples Effective working plans for sustainability Barrier busting tips to dos and try it outs Practical templates and checklists PLC prompts and discussion points When teachers unite across grades students hit the ground running every year Take the next step together as a team and help all your students build on existing understanding to find new success and most importantly love learning and doing mathematics Harcourt Developing Fractions Knowledge Amy J. Hackenberg, Anderson Norton, Robert J Wright, 2016-07-21 Math ,2003-03 Supporting and understanding your students fractional knowledge is crucial to their overall grasp of numbers and mathematics By centralizing around three key stages of development this effective guide will help you to assess your students understanding of fractions and modify your teaching accordingly These key stages are identified as Stage 1a Fair Sharing Stage 1b Part Whole Stage 2a Disembedding and IteratingStage 2b Measuring with Unit Fractions Stage 2c Reversing Fractions Stage 3a Fractions as Numbers Stage 3b Operating with Fractions As the newest addition to the bestselling Maths Recovery Series this book will be a useful guide for all primary classroom teachers and assistants including experienced Mathematics Recovery instructors Power Practice: Place Value, Gr. 3-4, eBook Pamela Klawitter, 2007-01-01

Your Mathematics Standards Companion, Grades 3-5 Linda M. Gojak, Ruth Harbin Miles, 2017-05-17 Transforming the standards into learning outcomes just got a lot easier In this resource you can see in an instant how teaching to your state standards should look and sound in the classroom Under the premise that math is math the authors provide a Cross Referencing Index for states implementing their own specific mathematics standards allowing you to see and understand which page number to turn to for standards based teaching ideas It s all here page by page The mathematics embedded in each standard for a deeper understanding of the content Examples of what effective teaching and learning look like in the classroom Connected standards within each domain so teachers can better appreciate how they relate Priorities within clusters so teachers know where to focus their time The three components of rigor conceptual understanding procedural skills and applications Vocabulary and suggested materials for each grade level band with explicit connections to the standards Common student misconceptions around key mathematical ideas with ways to address them Sample lesson plans and lesson planning templates Cross referenced index listing the standards in the following states explaining what is unique to the standards of each state Your Mathematics Standards Companion is your one stop guide for teaching planning assessing collaborating and designing powerful mathematics curriculum TX Te Vol 2 Gr 5 Span Math09 HSP,2006-09

The Common Core Mathematics Companion: The Standards Decoded, Grades 3-5 Linda M. Gojak, Ruth Harbin Miles, 2015-05-28 Your user's guide to the mathematics standards In the 12 short months since the ELA versions of The Common Core Companions Grades K 2 and 3 5 burst on the scene they ve already assisted tens of thousands of teachers with the day to day what you do Teachers one big criticism what about mathematics Luckily NCTM past president Linda Gojak and mathematics coach Ruth Harbin Miles stepped up to the task The result That version of the mathematics standards you wish you had Page by page The Common Core Mathematics Companions clearly lay out The mathematics embedded in each standard for a deeper understanding of the content Examples of what effective teaching and learning look like in the classroom Connected standards within each domain so teachers can better appreciate how they relate Priorities within clusters so teachers know where to focus their time The three components of rigor conceptual understanding procedural skills and applications Vocabulary and suggested materials for each grade level band with explicit connections to the standards Common student misconceptions around key mathematical ideas with ways to address them Don t spend another minute poring over the mathematics standards Gojak and Miles have already done the heavy lifting for you Focus instead on how to teach them using The Common Core Mathematics Companion as your one stop guide for teaching planning assessing collaborating and designing powerful mathematics curriculum Big Ideas in Primary Mathematics Robert Newell, 2016-11-26 Lightbulb moments for you and your pupils This book explores the big ideas in maths to help trainee teachers confidently teach the curriculum in a way that engages children and focuses on understanding rather than memory

for those lightbulb moments Covering the major concepts in simple terms whilst carefully linking to the National Curriculum it shows how they can be used to enable learning and support mathematical mastery A focus on explaining misconceptions and errors will strengthen trainees and teachers own mathematical subject knowledge while also giving them the confidence to deepen their understanding of the children they teach Key topics include Problem solving reasoning and developing fluency in maths Place value and counting systems Measuring money time and weight Geometry and understanding space and shape Fractions and statistics for the primary classroom This is essential reading for anyone studying primary mathematics on initial teacher education courses including undergraduate BEd BA with QTS and postgraduate PGCE PGDE School Direct SCITT routes and also NQTs Robert Newell is a tutor in primary education at the UCL Institute of Education London How to Multiply, Grades 3-4 Robert Smith,1999-11 Presents comprehensive overview of multiplication of whole numbers to be used in classrooms or at home

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