

YOUNG
MATHEMATICIANS
AT WORK

*Constructing Multiplication
and Division*



Catherine Twomey Fosnot & Maarten Dolk

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DEDICATED TO TEACHERS™

Young Mathematicians At Work Constructing Multiplication And Division

Leslie Laud



Young Mathematicians At Work Constructing Multiplication And Division:

Young Mathematicians at Work Catherine Twomey Fosnot, Maarten Ludovicus Antonius Marie Dolk, 2001 Explains how children between the ages of four and eight construct a deep understanding of numbers and the operations of addition and subtraction

Multiplication and Division Minilessons, Grades 3-5 (Resource Package) Antonia Cameron, Maarten Dolk, Catherine Twomey Fosnot, Sherrin B. Hersch, Carol Mosesson Teig, 2005 In their series of professional books for teachers *Young Mathematicians at Work* Catherine Twomey Fosnot and Maarten Dolk described Mathematics in the City an innovative project where teachers helped young children construct a deep understanding of number and operation in a math workshop environment Now they and two colleagues from the project have developed a flexible video based digital context for inquiry into the teaching and learning of mathematics that will change how professional development is conducted Designed for you the workshop leader or college instructor the *Multiplication and Division Minilessons Resource Package* enables your in or preservice teachers to not only watch but interact with video that depicts classroom teachers as they listen to question and interpret students thinking develop connections between mathematical ideas and strategies and ultimately develop vibrant mathematical communities in their classrooms The Resource Package includes three valuable components Two completely interactive CD ROMs one each for multiplication and division where your workshop participants can explore independently or under your guidance videos of instruction and assessment sample children's work over time to analyze development take and save notes on what they see capture specific frames or footage and then email their captured video clips and notes to other members of your professional development workshop The context of the classroom will be at the fingertips of your participants for exploration A Professional Development Overview Manual that provides general advice on how you can use the CD ROMs for staff development A Facilitator's Guide whose field tested content is specific to the CD ROMs and includes helpful suggestions for using video clips and student examples on the CDs to design rich professional development experiences sample dialogue to help you anticipate what your participants might say tips for facilitating discussions among teachers and descriptions of the mathematical ideas being explored In *Multiplication and Division Minilessons* clips of teachers conducting effective minilessons in real classrooms show you how these short focused sessions can build big mathematical thinking in young learners

Young Mathematicians at Work Catherine Twomey Fosnot, Maarten Ludovicus Antonius Marie Dolk, 2002 Explains how children between the ages of four and eight construct a deep understanding of numbers and the operations of addition and subtraction

Teaching by Design in Elementary Mathematics, Grades 2-3 Jennifer Stepanek, Melinda Leong, Linda Griffin, 2010-11-19 This professional learning programme for Key Stage 2 mathematics teaching is grounded in the latest research on the characteristics of effective professional development The materials help teachers deepen their content knowledge for important mathematical concepts in their grade increase their understanding of how students learn these mathematical ideas use their knowledge to develop

effective lessons and improve instruction enhance their collaboration skills The mathematical content of Teaching by Design in Mathematics matches content topics in number and operations identified for each grade by the NCTM Curriculum Focal Points The culminating activity of the programme is the co creation of a prototype lesson which is taught to students by team members the team then investigates the impact of the lesson on student learning The cycle of investigating planning teaching observing debriefing and revising a lesson together contributes to a climate of continuous professional learning A

Practical Guide to Transforming Primary Mathematics Mike Askew,2015-07-30 A Practical Guide to Transforming Primary Mathematics offers inspiration and ideas for all training and practising teachers committed to making mathematics enjoyable inclusive engaging and successful The companion to Mike Askew s bestselling book Transforming Primary Mathematics this practical guide focuses on showing you how to unlock the powerful potential of a small set of consistent principles and practices known as the teaching tripod to develop a coherent approach to teaching mathematics Organised around the major strands of the curriculum number calculations shape and space measures and data handling it offers an accessible introduction to the teaching tripod a careful choice of tasks supported by a range of tools that extend our natural abilities and held together by careful attention to classroom talk A range of classroom tasks each including key learning outcomes clear links to the framework links to relevant research and suggestions for making the tasks easier or harder are offered for every topic helping you plan units of work for meaningful learning A Practical Guide to Transforming Primary Mathematics offers all teachers a vision rationale and ideas for how teaching can support better learning of mathematics but also encourage learners to see themselves as being capable of learning mathematics and wanting to learn it **Transforming**

Primary Mathematics Mike Askew,2015-11-19 Fully updated to reflect the new curriculum the revised edition of Transforming Primary Mathematics sets out key theories and cutting edge research in the field to enable teachers to take a fresh look at how they teach mathematics The book encourages teachers to reflect on their own beliefs and values about mathematics and asks them to question whether their current methods meet the needs of all learners and the challenge of having high expectations for all It provides clear practical approaches to help implement fundamental change in classroom environments and offers motivational teaching styles to ensure meaningful mathematics learning Chapters take an inspiring sometimes controversial and often unconventional look at the subject of mathematics by endorsing the use of a new mathematics one based on problem solving modelling inquiry and reasoning not on abstract rules memorising and regurgitation arguing that there is more to maths teaching than death by a thousand worksheets challenging norms such as the practice of sorting children into sets based on their perceived mathematical ability asking whether mathematical ability is innate or a result of social practices examining what a mastery approach might entail highlighting the role of variation in supporting learning advocating an environment where teachers are encouraged to take risks Transforming Primary Mathematics is for all primary school teachers who want to make mathematics welcoming engaging inclusive and successful

Mathematize It! Sara Delano Moore, Kimberly Morrow-Leong, Linda M. Gojak, 2019-09-04 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

Cases in Mathematics Teacher Education Margaret S. Smith, Susan N. Friel, 2015-10-01 Originally published in 2008 The goal of AMTE Monograph 4 Cases in Mathematics Teacher Education Tools for Developing Knowledge Needed for Teaching is to provide detailed accounts of case use that will inform the mathematics teacher education community on the range of ways in which cases can be used to foster teacher learning and the capacity to reflect on and learn from teaching The chapters in this monograph describe the use of cases with preservice and practicing teachers at all levels K-12 in content and methods courses as well as professional development settings and focus on developing various aspects of teachers knowledge base i.e. content pedagogy and students as learners Hence Monograph 4 should prove to be a superb resource for mathematics teacher educators

Tasks in Primary Mathematics Teacher Education Barbara Clarke, Barbro Grevholm, Richard Millman, 2008-10-25 Tasks in Primary 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 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 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 several chapters offering analysis discussion of implementation and exemplars of a broader category of illustrative techniques for developing critical understanding

The Best of Corwin: Differentiated Instruction in Literacy, Math, and Science Leslie Laud, 2011-09-28 Content specific differentiated instruction (DI) guidance from the best minds in education In this collection current research on the most effective differentiation practices for differentiating instruction in literacy mathematics and science is brought alive through the many strategies and examples Topics covered include Reading and writing A comprehensive array of models for differentiating reading instruction gradual release of responsibility to accelerate progress and multi-tiered writing instruction Mathematics Support for both low and high achieving students including interventions and challenges and the implementation of RTI in math instruction Science Models and methods for increasing student achievement through differentiated science inquiry

Partnering With Parents

in Elementary School Math Hilary Kreisberg, Matthew L. Beyranevand, 2021-02-15 How to build productive relationships in math education I wasn't taught this way I can't help my child These are common refrains from today's parents and guardians who are often overwhelmed, confused, worried, and frustrated about how to best support their children with what they see as the new math. The problem has been compounded by the shift to more distance learning in response to a global pandemic. *Partnering With Parents in Elementary School Math* provides educators with long overdue guidance on how to productively partner and communicate with families about their children's mathematics learning. It includes reproducible surveys, letters, and planning documents that can be used to improve the home-school relationship, which in turn helps students, parents, teachers, and education leaders alike. Readers will find guidance on how to understand and empathize with what fuels parents' anxieties and concerns. Align as a school and set parents' expectations about what math instruction their children will experience and how it will help them. Communicate clearly and productively with parents about their students' progress, strengths, and needs in math. Run informative and fun family events to support homework. Coach parents to portray a productive disposition about math in front of their children. Educators, families, and students are best served when proactive, productive, and healthy relationships have been developed with each other and with the realities of today's math education. This guide shows how these relationships can be built.

Understanding the Math We Teach and How to Teach It, K-8 Marian Small, 2025-08-26 Dr. Marian Small has written a landmark book for a wide range of educational settings and audiences, from pre-service math methods courses to ongoing professional learning for experienced teachers. *Understanding the Math We Teach and How to Teach It, K-8* focuses on the big mathematical ideas in elementary and middle school grade levels and shows how to teach those concepts using a student-centered problem-solving approach. Comprehensive and readable, Dr. Small helps all teachers deepen their content knowledge by illustrating core mathematical themes with sample problems, clear visuals, and plain language. Big Focus on Student Thinking: The book's tools, models, and discussion questions are designed to understand student thinking and nudge it forward. Particularly popular features include charts listing common student misconceptions and ways to address them; a table of suggested manipulatives for each topic; and a list of related children's books. *Implementing Standards That Make Sense*: By focusing on key mathematics principles, *Understanding the Math We Teach and How to Teach It, K-8* helps to explain the whys of state standards and provides teachers with a deeper understanding of number sense, operations, algebraic thinking, geometry, and other critical topics. Dr. Small, a former dean with more than 40 years in the field, conceived the book as an essential guide for teachers throughout their career. Many teachers who teach at the K-8 level have not had the luxury of specialist training in mathematics, yet they are expected to teach an increasingly sophisticated curriculum to an increasingly diverse student population in a climate where there are heightened public expectations. They deserve help.

Becoming a Reflective Mathematics Teacher Alice F. Artzt, Eleanor Armour-Thomas, Frances R. Curcio, Theresa J. Gurl, 2015-06-05 Ideal for preservice mathematics teachers who are taking

methods courses or are student teaching this research based activity oriented guide offers a highly effective framework for teacher reflection and self assessment Highlighting inquiry based learner centered teaching and grounded in a cognitive perspective Becoming a Reflective Teacher of Mathematics Third Edition features Detailed observation instruments for observing other teachers Reflective activities that provide a structure for beginning teachers to think about their teaching Guidelines and instruments for supervisors to use when observing conferencing with and assessing beginning or student teachers The Third Edition of Becoming a Reflective Teacher of Mathematics is aligned with the latest standards for teaching mathematics including the Common Core State Standards Mathematics and the latest assessments for mathematics teacher certification which place a high priority on reflective practice Thoroughly revised and updated throughout the Third Edition continues to provide preservice and in service mathematics teachers with practical ideas for developing and honing reflective and self analytical skills needed to advance and improve instruction

Using Formative Assessment to Differentiate Mathematics Instruction, Grades 4-10 Leslie Laud, 2011-03-28 Seven easy steps to differentiating math instruction for busy teachers Staff development expert Leslie Laud provides a clear roadmap for using formative assessment to differentiate mathematics instruction for students in Grades 4 10 She presents a comprehensive framework of seven research based practices that show teachers how to Get started and establish norms Implement formative assessment Create tiered lessons Manage a multitasking classroom effectively Tested reviewed and enhanced by experienced math teachers the book includes practical examples reproducibles and student activities that are easy for busy teachers to implement immediately

Developing Mathematical Reasoning Pamela Weber Harris, 2025-02-13 Math is not rote memorizable Math is not random guessable Math is figure out able Author Pam Harris argues that teaching real math math that is free of distortions will reach more students more effectively and result in deeper understanding and longer retention This book is about teaching undistorted math using the kinds of mental reasoning that mathematicians do Memorization tricks and algorithms meant to make math easier are full of traps that sacrifice long term student growth for short lived gains Students and teachers alike have been led to believe that they ve learned more and more math but in reality their brains never get any stronger Using these tricks may make facts easier to memorize in isolation but that very disconnect distorts the reality of math The mountain of trivia piles up until students hit a breaking point Humanity s most powerful system of understanding organizing and making an impact on the world becomes a soul draining exercise in confusion chaos and lost opportunities Developing Mathematical Reasoning Avoiding the Trap of Algorithms emphasizes the importance of teaching students increasingly sophisticated mathematical reasoning and understanding underlying concepts rather than relying on a set rule for solving problems This book illuminates a hierarchy of mathematical reasoning to help teachers guide students through various domains of math development from basic counting and adding to more complex proportional and functional reasoning Everyone is capable of understanding and doing real math This book Highlights the important mathematical relationships

strategies and models for students to develop Offers personal stories reflection sections and extensive practical exercises for easy implementation Includes real math a lot of it to provide teachers with examples they can put to use in their classrooms immediately This book is a valuable resource for educators looking to reach more students by building a strong foundation of mathematical thinking in their students By addressing common misconceptions about math and providing practical strategies for teaching real math this book shows that everyone can use the mathematical relationships they already know to reason about new relationships In other words everyone can math Teaching and Learning Proof Across the Grades Despina A. Stylianou, Maria L. Blanton, Eric J. Knuth, 2010-09-23 A Co Publication of Routledge for the National Council of Teachers of Mathematics NCTM In recent years there has been increased interest in the nature and role of proof in mathematics education with many mathematics educators advocating that proof should be a central part of the mathematics education of students at all grade levels This important new collection provides that much needed forum for mathematics educators to articulate a connected K 16 story of proof Such a story includes understanding how the forms of proof including the nature of argumentation and justification as well as what counts as proof evolve chronologically and cognitively and how curricula and instruction can support the development of students understanding of proof Collectively these essays inform educators and researchers at different grade levels about the teaching and learning of proof at each level and thus help advance the design of further empirical and theoretical work in this area By building and extending on existing research and by allowing a variety of voices from the field to be heard Teaching and Learning Proof Across the Grades not only highlights the main ideas that have recently emerged on proof research but also defines an agenda for future study **Revolutionizing Education with Digital Ink** Tracy Hammond, Stephanie Valentine, Aaron Adler, 2016-05-19 Derived from contributions to the Workshop on Pen and Touch Technology on Education WIPTTE in 2015 this edited volume highlights recent developments for pen and tablet research within the education system with a particular focus on hardware and software developments comprising the perspectives of teachers school and university administrators and researchers for educators at every level Split into six distinct parts the book explores topics like how classrooms are increasingly using sketch based videos created by teachers and students alike and how the teaching of key skills such as literacy languages math and art via pen and touch technologies within the classroom are leading to improvements in engagement learning and retention levels amongst students Future perspectives of digital learning as envisioned by current high school students are also explored Revolutionizing Education with Digital Ink is a must read for those seeking to understand the direction of current and future pen and touch research its current use in classrooms and future research directions *Rethinking Disability and Mathematics* Rachel Lambert, 2024-04-15 Every child has a right to make sense of math and to use math to make sense of their worlds Despite their gifts students with disabilities are often viewed from a deficit standpoint in mathematics classrooms These students are often conceptualized as needing to be fixed or remediated Rethinking Disability and Mathematics argues that mathematics

should be a transformative space for these students a place where they can discover their power and potential and be appreciated for their many strengths Author Rachel Lambert introduces Universal Design for Learning for Math UDL Math a way to design math classrooms that empowers disabled and neurodiverse students to engage in mathematics in ways that lead to meaningful and joyful math learning The book showcases how UDL Math can open up mathematics classrooms so that they provide access to meaningful understanding and an identity as a math learner to a wider range of students Weaved throughout the book are the voices of neurodiverse learners telling their own stories of math learning Through stories of real teachers recognizing the barriers in their own math classrooms and redesigning to increase access the book Reframes students with disabilities from a deficit to an asset perspective paving the way for trusting their mathematical thinking Offers equitable math instruction for all learners including those with disabilities neurodiverse students and or multilingual learners Applies UDL to the math classroom providing practical tips and techniques to support students cognitive affective and strategic development Immerses readers in math classrooms where all students are engaged in meaningful mathematics from special education day classes to inclusive general education classrooms from grades K 8 Integrates research on mathematical learning including critical math content such as developing number sense and place value fluency with math facts and operations and understanding fractions and algebraic thinking Explores critical issues such as writing IEP goals in math This book is designed for all math educators both those trained as general education teachers and those trained as special education teachers The UDL Math approach is adapted to work for all learners because everyone varies in how they perceive the world and in how they approach mathematical problem solving When we rethink mathematics to include multiple ways of being a math learner we make math accessible and engaging for a wider group of learners **Daily**

Routines to Jump-Start Problem Solving, Grades K-8 John J. SanGiovanni, 2023-04-03 Finally A book that helps solve the problem of teaching problem solving Learning to be a problem solver is hard Teaching students how to be problem solvers themselves can be even harder Some students may learn to mimic procedures to come up with correct answers but are they really learning to solve problems To become independent problem solvers students need to practice exploring tinkering and most importantly thinking The bite size routines in this guide are perfect for teachers looking for the interesting engaging and doable practice students need to become problem solving masters These flexible modifiable bursts of quality practice are designed to get students to look at problems in different ways spark discussion make connections and boost mathematics achievement This collection addresses the common challenges students and teachers face when learning to problem solve by Developing students mathematical reasoning and conceptual understanding Building students skills with various problem solving strategies Nurturing mathematical confidence and improving identity and agency Fortified with standards for math practices and processes the ideas in this guide develop the reasoning and critical thinking skills for students to become independent problem solvers for life **This is Only a Test** Nancy Litton, Maryann Wickett, 2009 Guides teachers in

planning instruction that takes standardized testing into account while staying focused on a curriculum that encourages students to love and understand mathematics Provided by publisher

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