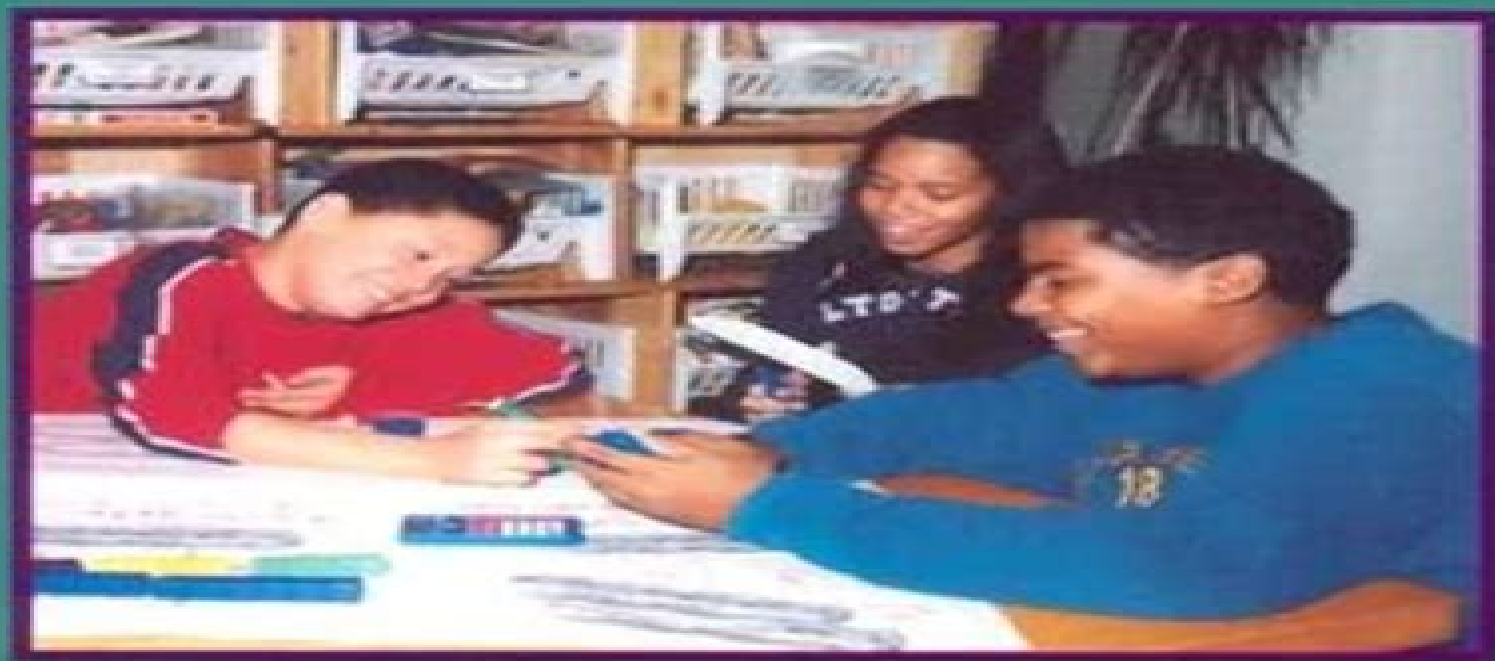


# YOUNG MATHEMATICIANS AT WORK

*Constructing Fractions,  
Decimals, and Percents*



**Catherine Twomey Fosnot  
Maarten Dolk**

# Young Mathematicians At Work Constructing Fractions Decimals And Percents

**Marjorie M. Petit, Robert E.  
Laird, Caroline B. Ebby, Edwin L.  
Marsden**

## **Young Mathematicians At Work Constructing Fractions Decimals And Percents:**

*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 4-5* Melinda Leong, Jennifer Stepanek, Linda Griffin, 2010-12 This professional learning programme for Key Stage 3 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

**Number Sense Routines** Jessica Shumway, 2023-10-10 In this groundbreaking and highly practical book *Number Sense Routines Building Numerical Literacy Every Day in Grades K-3* author Jessica Shumway proposes that all children have innate number sense which can be developed through daily exercise Shumway created a series of math routines designed to help young students strengthen and build their facility with numbers These quick 5 10 or 15 minute exercises are easy to implement as an add on to any elementary math curriculum

**Understanding Number Sense** Students with strong number sense understand numbers how to subitize relationships among numbers and number systems They make reasonable estimates compute fluently use reasoning strategies and use visual models to solve problems *Number Sense Routines* supports the early learner by instilling the importance of daily warm ups and explains how they benefit developing math minds for long term learning *Real Classroom Examples* Shumway compiled her classroom observations from around the country She includes conversations among students who practice number sense routines to illustrate them in action how children's number sense develops with daily use and math strategies students learn as they develop their numerical literacy through self paced practice *Assessment Strategies* *Number Sense Routines* demonstrates the importance of listening to your students and knowing what to look for Teachers will gain a deeper understanding of the underlying math skills and strategies students learn as they develop numerical literacy Shumway writes As you read you will step into various classrooms and listen in on students conversations which I hope will give you insight into the power of number sense routines and the impact they have on students number sense development My hope is that going into the classroom into students conversations and into their thought processes you will come away with new ideas and tools to use in your own classroom

**Constructivism** Catherine Twomey Fosnot, 2013-09-18 This enduring bestseller

remains the most comprehensive examination of constructivism and its relationship to teaching and learning Closing the gap between theory and practice well known scholars make constructivism accessible by showing its application in everyday classrooms Building on the success of the first edition the authors have completely updated this popular text and expanded its scope to include examples of constructivist teaching across all grade levels and disciplines An ambitious revision of a now classic text *Constructivism Theory Perspectives and Practice Second Edition* is an invaluable resource for practicing teachers teacher educators and curriculum specialists in mathematics science social studies and language arts New for the Second Edition An updated theory section that adds further contemporary biological evidence to go beyond the theories of Piaget and Vygotsky offering a more contemporary framework for a psychological theory of learning New chapters reflecting the school based reforms that have been initiated since the writing of the first edition specifically addressing the changes in mathematics social studies and teacher education A new chapter on the emerging field of disability studies including a critique that unmask current practices and assumptions that better serve schools rather than students and their families Contributors Paul Cobb Susan Cowey Rheta DeVries Eleanor Duckworth Dewey I Dykstra Jr George Forman Catherine Twomey Fosnot Catherine A Franklin June S Gould Maxine Greene Candace Julyan Randall Stewart Perry D Kim Reid Deborah Schifter Jan Weatherly Valle Ernst von Glasersfeld Betty Zan Praise for the First Edition Provides the reader with many ways of connecting to the central ideas of constructivism highly readable *Gifted Child Quarterly* Shows how constructivist theory can inform classroom practices and provides teachers with a deeper understanding that gives substance to the rhetoric of school reform *Journal of Curriculum Studies* *21st Century Geography: A Reference Handbook* Joseph P. Stoltman, 2011-10-20 Via approximately 80 entries or mini chapters the SAGE 21st Century Reference Series volumes on geography will highlight the most important topics issues questions and debates any student obtaining a degree in this field ought to have mastered for effectiveness in the 21st century The purpose is to provide undergraduate majors with an authoritative reference source that will serve their research needs with more detailed information than encyclopedia entries but not so much jargon detail or density as a journal article or a research handbook chapter Features Benefits Curricular driven to provide students with initial footholds on topics of interest in writing research term papers in preparing for GREs in consulting to determine directions to take in pursuing a senior thesis graduate degree etc Comprehensive to offer full coverage of major subthemes and subfields within the discipline of geography including regional geography physical geography global change human and cultural geography economic geography and locational analysis political geography geospatial technology cartography spatial thinking research methodology geographical education and more Uniform in chapter structure to make it easy for students to locate key information with a more or less common chapter format of Introduction Theory Methods Applications Comparison Future Directions Summary Bibliography Suggestions for Further Reading and Cross References Available in print and electronic formats to provide students with convenient easy access

**A Focus on Fractions** Marjorie M. Petit, Robert E. Laird, Caroline B. Ebby, Edwin L. Marsden, 2022-07-29 The third edition of this book offers a unique approach to making mathematics education research on the teaching and learning of fraction concepts readily accessible and understandable to pre service and in service K 8 mathematics teachers Revealing students thought processes with extensive annotated samples of student work and vignettes characteristic of classroom teachers experience this book provides teachers a research based lens to interpret evidence of student thinking inform instruction and ultimately improve student learning Based on research gathered in the Ongoing Assessment Project OGAP and updated throughout this engaging and easy to use resource also features Two new chapters dedicated to understanding the OGAP Fraction Framework and Progression based on research conducted with hundreds of teachers to gather and interpret evidence of student learning along a learning progression referenced throughout the book so readers can apply the concepts to their instruction A close focus on student work including 180 annotated pieces of student work to help teachers improve their ability to recognize assess and monitor their students errors and misconceptions as well as their developing conceptual understanding A discussion of decimal fractions also new to the third edition In chapter sections on how Common Core State Standards for Math CCSSM are supported by math education research End of chapter Looking Back questions to allow teachers to analyze student thinking and consider instructional strategies for their own students Instructional links to help teachers relate concepts from each chapter to their own instructional materials and programs Accompanying online Support Material includes an answer key to Looking Back questions as well as a copy of the OGAP Fraction Framework and Progression A Focus on Fractions is part of the popular A Focus on collection designed to aid the professional development of pre service and in service mathematics teachers As with the other volumes on addition and subtraction ratios and proportions and multiplication and division this updated new edition bridges the gap between what math education researchers know and what teachers need to know in order to better understand evidence in student work and make effective instructional decisions

*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 **A Leader's Guide to Mathematics**

**Curriculum Topic Study** Page Keeley,2012-05-30 The Curriculum Topic Study CTS process funded by the National Science Foundation helps teachers improve their practice by linking standards and research on how children learn mathematics to classroom practice Keyed to the core book Mathematics Curriculum Topic Study this resource helps maths professional development leaders Improving Primary Mathematics Teaching and Learning Mary McAteer,2013-01-16 This book stems

from the authors shared passion for primary mathematics teaching and offers an exploration of contemporary issues facing teachers Drawing on research and case studies from practice the book explores a wide range of concepts as starting points for professional reflection and personal development to improve teaching and learning in primary mathematics Topics covered include Using children s mathematical misconceptions to support teaching and learning The role of talk in developing mathematical understanding Evidence based teaching and learning Making mathematics real and purposeful beyond the classroom The role of games in teaching and learning mathematics ICT and mathematics The book illustrates the ways in which professional development that is rooted in practitioner inquiry and research enables teachers to advance their practice resulting in improved outcomes for their pupils Improving Primary Mathematics Teaching and Learning is appropriate for teachers undertaking professional development programmes e g MaST MA programmes trainee teachers and staff on those programmes both local authority and independent Contributors Mike Askew Sue Bailey Elizabeth Carruthers Victoria Grinyer Alice Hansen Lynne McClure Effie Maclellan Suzan Nelson Carol Rushworth Little Steve Sherer Ian Thompson Vivien Townsend Maulfry Worthington In this book Mary McAteer brings together contributors with a wealth of experience in research and practice The way in which practical and theoretical perspectives are brought to life with case studies and examples make it a highly readable text and every chapter adds new insights into children s mathematics learning Dr Julia Anghileri University of Cambridge retired Mine the Gap for Mathematical Understanding, Grades K-2

John SanGiovanni,2016-10-31 Being an effective math educator is one part based on the quality of the tasks we give one part

how we diagnose what we see and one part what we do with what we find Yet with so many students and big concepts to cover it can be hard to slow down enough to look for those moments when students responses tell us what we need to know about next best steps In this remarkable book John SanGiovanni helps us value our young learners misconceptions and incomplete understandings as much as their correct ones because it s the gap in their understanding today that holds the secrets to planning tomorrow s best teaching SanGiovanni lays out 160 high quality tasks aligned to the standards and big ideas of grades K 2 mathematics including counting and representing numbers number relationships and comparison addition and subtraction within 100 and 1000 money and time and multiplication and division The tasks are all downloadable so you can use or modify them for instruction and assessment Each big idea offers a starting task followed by what makes it a high quality task what you might anticipate before students work with the task 4 student examples of the completed task showcasing a distinct gap commentary on what precisely counts for mathematical understanding and the next instructional steps commentary on the misconception or incomplete understanding so you learn why the student veered off course three additional tasks aligned to the mathematics topic and ideas about what students might do with these additional tasks It s time to break our habit of rushing into re teaching for correctness and instead get curious about the space between right and wrong answers Mine the Gap for Mathematical Understanding is a book you will return to again and again to get better at selecting tasks that will uncover students reasoning better at discerning the quality and clarity of students understanding and better at planning teaching based on the gaps you see

## Unveiling the Power of Verbal Beauty: An Psychological Sojourn through **Young Mathematicians At Work Constructing Fractions Decimals And Percents**

In some sort of inundated with monitors and the cacophony of instantaneous communication, the profound energy and emotional resonance of verbal art usually fade in to obscurity, eclipsed by the constant onslaught of noise and distractions. Yet, nestled within the musical pages of **Young Mathematicians At Work Constructing Fractions Decimals And Percents**, a captivating work of literary brilliance that pulses with natural emotions, lies an unforgettable trip waiting to be embarked upon. Published by way of a virtuoso wordsmith, that interesting opus books visitors on a psychological odyssey, delicately revealing the latent potential and profound influence embedded within the delicate web of language. Within the heart-wrenching expanse with this evocative examination, we shall embark upon an introspective exploration of the book is main themes, dissect their captivating publishing model, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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