

## Concept Rich Mathematics Instruction Building A Strong Foundation For Reasoning And Problem Solving Author Meir Ben Hur Published On September 2006

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Concept-Rich Mathematics Instruction is grounded in the belief that all students can learn to think mathematically and solve challenging problems. If you're looking for a powerful way to improve students' performance in mathematics and move closer to fulfilling the NCTM standards, look no further: this approach provides the building blocks for constructing a first-class mathematics program.

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Have you ever wondered why students too often have only a rudimentary understanding of mathematics, why even rich and exciting hands-on learning does not always result in "real" learning of new concepts? The answer lies in whether students have actually learned mathematical concepts, rather than merely memorizing facts and formulas.

Concept-Rich Mathematics Instruction is based on the constructivist view that concepts are not simply facts to be memorized and later recalled, but rather knowledge that learners develop through an active process of adapting to new experiences. The teacher's role is critical in this process. When teachers prompt students to reflect on their experiences and report and answer questions verbally, students must re-examine and even revise their concepts of reality. Meir Ben-Hur offers expert guidance on all aspects of Concept-Rich Mathematics Instruction, including \* Identifying the core concepts of the mathematics curriculum. \* Planning instructional sequences that build upon concepts that students already understand. \* Designing learning experiences that provoke thoughtful discussions about new concepts and prepare students to apply these concepts on their own. \* Identifying student errors, particularly those caused by preconceptions, as important sources of information and as key instructional tools. \* Conducting classroom dialogues that are rich in alternative representations. \* Using a variety of formative assessment methods to reveal the state of students' learning. \* Incorporating problem-solving activities that provoke cognitive dissonance and enhance students' cognitive competence. Concept-Rich Mathematics Instruction is grounded in the belief that all students can learn to think mathematically and solve challenging problems. If you're looking for a powerful way to improve students' performance in mathematics and move closer to fulfilling the NCTM standards, look no further: this approach provides the building blocks for constructing a first-class mathematics program.

This book shows K 12 STEM teachers how to maximize their effectiveness with students by shifting to an inquiry-based instructional approach and creating a rigorous, engaging learning environment.

"We decide, every day, whether we are going to turn students on or off to science and mathematics in our classrooms." Daily decisions about how to incorporate creativity, choice, and autonomy—integral components of engagement—can build students' self-efficacy, keep them motivated, and strengthen their identities as scientists and mathematicians. In this book, Eric Brunsell and Michelle A. Fleming show you how to apply the joyful learning framework introduced in Engaging Minds in the Classroom to instruction in science and mathematics. Acknowledging that many students—particularly girls and students of color—do not see themselves as mathematicians and scientists, the authors provide a series of suggested activities that are aligned with standards and high expectations to engage and motivate all learners. Given the current focus on encouraging students to pursue science, technology, engineering, and mathematics (STEM) studies, this book is a welcome addition to every teacher's reference collection. Eric Brunsell is a former high school science teacher and is now associate professor of science education at the University of Wisconsin Oshkosh. Michelle A. Fleming is a former elementary and middle school teacher and is now assistant professor of science and mathematics education at Wright State University in Dayton, Ohio.

For years, the teaching and learning of fractions has been associated with rote memorization. But this mechanical approach to instruction—which strips students of an ability to reason or make sense of math—has resulted in a failure of understanding. Author Monica Neagoy, drawing on decades of research studies, evidence from teacher practice, and 25 years of experience working around the world with teachers, students, and parents, addresses seven big ideas in the teaching and learning of fractions in grades 2 – 6. Each idea is supported by a vignette from a real classroom, common misconceptions, a thorough unpacking of productive mathematical thinking, and several multistep and thought-provoking problems for teachers to explore. She offers three fundamental reasons why it ' s imperative for us to take a closer look at how we teach fractions: 1. Fractions play a key role in students ' feelings about mathematics. 2. Fractions are fundamental to school math and daily life. 3. Fractions are foundational to success in algebra. While a solid grounding in algebra is necessary for a STEM career, the worthy goal of " algebra for all " will not be possible until " fractions for all " is a reality. Unpacking Fractions provides teachers with concrete strategies for achieving that reality—in short, helping all students gain the knowledge they need to feel at ease with fractions.

This book constitutes the refereed proceedings of the 9th International Conference on Informatics in Schools: Situation, Evolution, and Perspectives, ISSEP 2016, held in M ü nster, Germany, in October 2015. The 17 full papers presented together with 1 invited talk were carefully reviewed and selected from 50 submissions. The focus of the conference was on following topics: sustainable education in informatics for pupils of all ages; connecting informatics lessons to the students ' everyday lives; teacher education in informatics or computer science; and research on informatics or computer science in schools (empirical/qualitative/quantitative/theory building/research methods/comparative studies/transferrability of methods and results from other disciplines).

Math teachers will find the classroom-tested lessons and strategies in this book to be accessible and easily implemented in the classroom The Teacher ' s Toolbox series is an innovative, research-based resource providing teachers with instructional strategies for students of all levels and abilities. Each book in the collection focuses on a specific content area. Clear, concise guidance enables teachers to quickly integrate low-prep, high-value lessons and strategies in their middle school and high school classrooms. Every strategy follows a practical, how-to format established by the series editors. The Math Teacher's Toolbox contains hundreds of student-friendly classroom lessons and teaching strategies. Clear and concise chapters, fully aligned to Common Core math standards, cover the underlying research, required technology, practical classroom use, and modification of each high-value lesson and strategy. This book employs a hands-on approach to help educators quickly learn and apply proven methods and techniques in their mathematics courses. Topics range from the planning of units, lessons, tests, and homework to conducting formative assessments, differentiating instruction, motivating students, dealing with " math anxiety, " and culturally responsive teaching. Easy-to-read content shows how and why math should be taught as a language and how to make connections across mathematical units. Designed to reduce instructor preparation time and increase student engagement and comprehension, this book: Explains the usefulness, application, and potential drawbacks of each instructional strategy Provides fresh activities for all classrooms Helps math teachers work with ELLs, advanced students, and students with learning differences Offers real-world guidance for working with parents, guardians, and co-teachers The Math Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students is an invaluable source of real-world lessons, strategies, and techniques for general education teachers and math specialists, as well as resource specialists/special education teachers, elementary and secondary educators, and teacher educators.

This book sets out the theory and outlines a model for implementing the teaching of thinking at whole-school, group and individual levels in inclusive settings. The model uses a three-tier approach to ensure that all learners are included: teaching thinking for all, working with small groups, and addressing individualised learning needs.

Math Instruction for Students with Learning Problems, Second Edition provides a research-based approach to mathematics instruction designed to build confidence and competence in pre- and in-service PreK – 12 teachers. This core textbook addresses teacher and student attitudes toward mathematics, as well as language issues, specific mathematics disabilities, prior experiences, and cognitive and metacognitive factors. The material is rich with opportunities for class activities and field extensions, and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis.

Differentiation that shifts your instruction and boosts ALL student learning! Nationally recognized math differentiation expert Nanci Smith debunks the myths surrounding differentiated instruction, revealing a practical approach to real learning differences. Theory-lite and practice-heavy, this book provides a concrete and manageable framework for helping all students know, understand, and even enjoy doing mathematics. Busy K-5 mathematics educators learn to Provide practical structures for assessing how students learn and process mathematical concepts Design, implement, manage, and formatively assess and respond to learning in a standards-aligned differentiated classroom; and Adjust current instructional materials to better meet students' needs Includes classroom videos and a companion website.

Although much has changed in schools in recent years, the power of differentiated instruction remains the same—and the need for it has only increased. Today ' s classroom is more diverse, more inclusive, and more plugged into technology than ever before. And it ' s led by teachers under enormous pressure to help decidedly unstandardized students meet an expanding set of rigorous, standardized learning targets. In this updated second edition of her best-selling classic work, Carol Ann Tomlinson offers these teachers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how to divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests. With a perspective informed by advances in research and deepened by more than 15 years of implementation feedback in all types of schools, Tomlinson explains the theoretical basis of differentiated instruction, explores the variables of curriculum and learning environment, shares dozens of instructional strategies, and then goes inside elementary and secondary classrooms in nearly all subject areas to illustrate how real teachers are applying differentiation principles and strategies to respond to the needs of all learners. This book ' s insightful guidance on what to differentiate, how to differentiate, and why lays the groundwork for bringing differentiated instruction into your own classroom or refining the work you already do to help each of your wonderfully unique learners move toward greater knowledge, more advanced skills, and expanded understanding. Today more than ever, The Differentiated Classroom is a must-have staple for every teacher ' s shelf and every school ' s professional development collection.

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