

Basic Computation Series

Working with DECIMALS

734:10

Loretta and Harold Taylor

Basic Computation Series 2000 Working With Whole Numbers

Kent Johnson, Elizabeth M. Street

Basic Computation Series 2000 Working With Whole Numbers:

Strategies for Teaching Whole Number Computation David B. Spangler, 2010-06-02 This book is a must have for anyone working to remediate students struggling with math It gets into the types of misconceptions students have and gives multiple ways to correct them Donna Adkins First Grade Teacher Perritt Primary School Arkadelphia AR The nuts and bolts approach to assessment and error analysis make this book a real tool for everyday use Judith A Filkins K 8 Math Curriculum Coordinator Lebanon School District NH A proven approach to mathematics teaching that adds up to student success When students make computational errors in mathematics often the prescribed solution is more drilling However by combining error analysis with timely and specific intervention based on conceptual understanding teachers can get to the cause of students errors uncover underlying misconceptions and help students understand and correct their mistakes The targeted interventions for each error pattern promote teaching for conceptual understanding and are supported by documented academic research David B Spangler a school math consultant with more than 35 years of experience provides a model that focuses on student error patterns in addition subtraction multiplication and division This book offers targeted instructional strategies based on the five NCTM process standards and includes four units each containing A diagnostic test in a multiple choice format An item analysis table that correlates incorrect test responses with student error patterns A detailed section of supporting intervention activities to address specific types of errors Practice exercises for students with answer keys Reflection questions for teachers to use in a professional development setting workshop or methods course With supporting research a section on big ideas in computation and problem solving and student reproducibles for games and activities Strategies for Teaching Whole Number Computation promotes a proactive and scaffolded approach to teaching mathematics in a meaningful way Handbook of Special Education Research, Volume I Thomas W. Farmer, Elizabeth Talbott, Kristen McMaster, David Lee, Terese C. Aceves, 2022-05-10 Divided into two volumes Handbook of Special Education Research provides a comprehensive overview of critical issues in special education research This first volume addresses key topics in theory methods and development exploring how these three domains interconnect to build effective special education research Each chapter features considerations for future research and implications for fostering continuous improvement and innovation Essential reading for researchers and students of special education this handbook brings together diverse and complementary perspectives to help move the field forward Uncovering Student Thinking in Mathematics, Grades K-5 Cheryl Rose Tobey, Leslie Minton, 2010-10-04 Finally a book to help teachers differentiate math instruction using their own individualized current data The practical simple to use formative assessments allow teachers to identify areas of difficulty correct misconceptions and guide learning Renee Peoples Fourth Grade Teacher and K 5 District Math FacilitatorSwain County Schools NC This book offers ways for teachers to gain more insight into what their students know and don t know Carol Amos Teacher Leader Mathematics CoordinatorTwinfield Union School VT 25 targeted probes

that gauge students mathematics comprehension in Grades K 5 Quickly identify each child's level of understanding with these easy to use assessment tools This sequel to the bestseller Uncovering Student Thinking in Mathematics answers teachers requests for more strategies to monitor classroom learning in real time. The authors provide 25 field tested probes brief easily administered assessments that can pinpoint students areas of struggle in mathematics Aligned with NCTM standards these grade appropriate probes are easy to implement immediately and help teachers Build on children's current understandings while addressing their identified difficulties Quickly and objectively evaluate specific math skills Determine students common mistakes and obstacles to learning math Measure learners abilities and compare them to performance objectives Tobey and Minton include their proprietary QUEST cycle model which provides teachers with the necessary tools to make sound instructional choices and improve all students mathematical knowledge Teaching and Learning About Whole Numbers in Primary School Terezinha Nunes, Beatriz Vargas Dorneles, Pi-Jen Lin, Elisabeth Rathgeb-Schnierer, 2016-08-29 This book offers a theory for the analysis of how children learn and are taught about whole numbers Two meanings of numbers are distinguished the analytical meaning defined by the number system and the representational meaning identified by the use of numbers as conventional signs that stand for quantities This framework makes it possible to compare different approaches to making numbers meaningful in the classroom and contrast the outcomes of these diverse aspects of teaching The book identifies themes and trends in empirical research on the teaching and learning of whole numbers since the launch of the major journals in mathematics education research in the 1970s It documents a shift in focus in the teaching of arithmetic from research about teaching written algorithms to teaching arithmetic in ways that result in flexible approaches to calculation The analysis of studies on quantitative reasoning reveals classifications of problem types that are related to different cognitive demands and rates of success in both additive and multiplicative reasoning Three different approaches to quantitative reasoning education illustrate current thinking on teaching problem solving teaching reasoning before arithmetic schema based instruction and the use of pre designed diagrams The book also includes a summary of contemporary approaches to the description of the knowledge of numbers and arithmetic that teachers need to be effective teachers of these aspects of mathematics in primary school The concluding section includes a brief summary of the major themes addressed and the challenges for the future The new theoretical framework presented offers researchers in mathematics education novel insights into the differences between empirical studies in this domain At the same time the description of the two meanings of numbers helps teachers distinguish between the different aims of teaching about numbers supported by diverse methods used in primary school The framework is a valuable tool for comparing the different methods and identifying the various assumptions about teaching and learning

<u>Teaching in Inclusive Classrooms</u> Diane P. Bryant, Deborah D. Smith, Brian R. Bryant, 2024-02-20 Teaching in Inclusive Classrooms guides educators through inclusive education using the ADAPT framework Packed with practical examples

evidence based practices and hands on strategies the Third Edition empowers educators to effectively teach students with disabilities in inclusive environments Heinemann Maths Key Stage 2 Numeracy Support Book Year 6 Pearson Education, 2000-06-22 The Heinemann Mathematics scheme has been developed by the authors of the primary course SPMG with the aim of building on established strengths to provide a structured development of children's mathematical knowledge and skills within the revised curricula The Simple Complexity of Number Nine Said Hany, 2015-09-04 Since man was created he realised that his fingers were his best tools He built his counting system on those fingers with which he learned to develop writing writing the numbers and the alphabet Our concept of numbers is born with us before that of speech and writing The brain is conscious of numbers from the very early stages of development This concept progresses with education practice and applications i e through life experiences Our life journeys from beginning to end go through a path totally surrounded by numbers We adapt ourselves through this journey to make some sense of it Hence numbers are a major and essential part of our existence This book highlights the history and development of numbers and delves into the mystery of number 9 in a wide variety of mathematical excursions The famous Fibonacci numbers as well as other numbers and sequences fall under the mystique of number 9 Bulletin (United States. Bureau of Mines). no. 115, 1916, 1916

Response to Intervention and Precision Teaching Kent Johnson, Elizabeth M. Street, 2012-11-29 Successful implementation of response to intervention RTI for academic skills problems requires rigorous progress monitoring This book shows how the proven instructional technology known as precision teaching PT can facilitate progress monitoring while building K 12 students fluency in reading writing math and the content areas Detailed instructions help general and special education teachers use PT to target specific skills at all three tiers of RTI and incorporate it into project based learning Of crucial importance for RTI implementers the book provides explicit procedures for measuring and charting learning outcomes during each PT session and using the data to fine tune instruction Reproducible charts and other useful tools can be downloaded and printed in a convenient 8 1 2 x 11 size Numerical Development - From cognitive functions to **neural underpinnings** Korbinian Moeller, Elise Klein, Klaus F Willmes - von Hinckeldey, Karin Kucian, 2015-02-24 Living at the beginning of the 21st century requires being numerate because numerical abilities are not only essential for life prospects of individuals but also for economic interests of post industrial knowledge societies. Thus numerical development is at the core of both individual as well as societal interests There is the notion that we are already born with a very basic ability to deal with small numerosities Yet this often called number sense seems to be very restricted approximate and driven by perceptual constraints During our numerical development in formal e g school but also informal contexts e g family street we acquire culturally developed abstract symbol systems to represent exact numerosities in particular number words and Arabic digits refining our numerical capabilities In recent years numerical development has gained increasing research interest documented in a growing number of behavioural neuro scientific educational cross cultural and neuropsychological

studies addressing this issue Additionally our understanding of how numerical competencies develop has also benefitted considerably from the advent of different neuro imaging techniques allowing for an evaluation of developmental changes in the human brain In sum we are now starting to put together a more and more coherent picture of how numerical competencies develop and how this development is associated with neural changes as well In the end this knowledge might also lead to a better understanding of the reasons for atypical numerical development which often has grieve consequences for those who suffer from developmental dyscalculia or mathematics learning disabilities Therefore this Research Topic deals with all aspects of numerical development findings from behavioural performance to underlying neural substrates from cross sectional to longitudinal evaluations from healthy to clinical populations To this end we included empirical contributions using different experimental methodologies but also theoretical contributions review articles or opinion papers

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