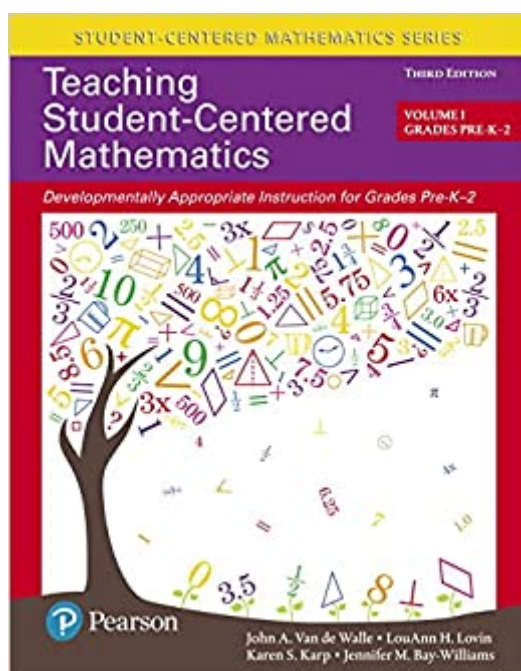


The book was found

Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction For Grades Pre-K-2 (Volume I) (3rd Edition)



Synopsis

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Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134090683.

A practical, comprehensive, student-centered approach to effective mathematical instruction for grades Pre-K-2. Helping students make connections between mathematics and their worlds—and helping them feel empowered to use math in their lives—is the focus of this widely popular guide. Designed for classroom teachers, the book focuses on specific grade bands and includes information on creating an effective classroom environment, aligning teaching to various standards and practices, such as the Common Core State Standards and NCTM's teaching practices, and engaging families. The first portion of the book addresses how to build a student-centered environment in which children can become mathematically proficient, while the second portion focuses on practical ways to teach important concepts in a student-centered fashion. The new edition features a corresponding Enhanced Pearson eText version with links to embedded videos, blackline masters, downloadable teacher resource and activity pages, lesson plans, activities correlated to the CCSS, and tables of common errors and misconceptions.

This book is part of the Student-Centered Mathematics Series, which is designed with three objectives: to illustrate what it means to teach student-centered, problem-based mathematics, to serve as a reference for the mathematics content and research-based instructional strategies suggested for the specific grade levels, and to present a large collection of high quality tasks and activities that can engage students in the mathematics that is important for them to learn.

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Customer Reviews

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suggested for the specific grade levels, and to

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- Downloadable Blackline Masters in Part 2 Chapters. Readers may download Blackline Masters that support the activities and Expanded Lessons by clicking on hyperlinks embedded in the Enhanced Pearson eText.

Appendix E includes a list of the Blackline Masters and a thumbnail version of each.

The late John A. Van de Walle was a professor emeritus at Virginia Commonwealth University. He was a mathematics education consultant who regularly gave professional development workshops for K–8 teachers in the United States and Canada. He visited and taught in elementary school classrooms and worked with teachers to implement student centered math lessons. He coauthored the Scott Foresman-Addison Wesley Mathematics K–6 series and contributed to the Pearson School mathematics program, enVisionMATH. In addition, he wrote numerous chapters and articles for the National Council of Teachers of Mathematics (NCTM) books and journals and was very active in NCTM, including serving on the Board of Directors, as the chair of the Educational Materials Committee, and as a frequent speaker at national and regional meetings.

LouAnn H. Lovin is a professor of mathematics education at James Madison University (Virginia). She coauthored the first edition of the Teaching Student-Centered Mathematics Professional Development Series with John A. Van de Walle as well as Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners (2nd ed.) with David Allsopp and Sarah Vaningen. LouAnn taught mathematics to middle and high school students before transitioning to PreK–grade 8. For almost twenty years, she has worked in PreK through grade 8 classrooms and engaged with teachers in professional development as they implement a student-centered approach to teaching mathematics. She has published articles in Teaching Children Mathematics, Mathematics Teaching in the Middle School, Teaching Exceptional Children, and Journal of Mathematics Teacher Education and has served on NCTM's Educational Materials Committee. LouAnn's research on teachers' mathematical

knowledge for teaching has focused— most recently on the developmental nature of prospective teachers’ fraction knowledge. — Karen S. Karp is at the School of Education at Johns Hopkins University in Baltimore (Maryland). Previously, she was a professor of mathematics education at the University of Louisville for more than twenty years. Prior to entering the field of teacher education she was an elementary school teacher in New York. She is also coauthor of *Elementary and Middle School Mathematics: Teaching Developmentally, Developing Essential Understanding of Addition and Subtraction for Teaching Mathematics in PreK-Grade 2*,— and numerous book chapters and articles. She is a former member of the Board of Directors of NCTM and a former president of the Association of Mathematics Teacher Educators (AMTE). She continues to work in classrooms to support teachers of students with disabilities in their mathematics instruction. — Jennifer M. Bay-Williams is a professor of mathematics education at the University of Louisville (Kentucky). Jennifer frequently offers professional development about effective mathematics teaching to K-12 teachers and leaders. She has coauthored numerous books, including *On the Money: Math Activities to Build Financial Literacy* ; *Mathematics Coaching: Resources and Tools for Coaches and Leaders, K-12*; *Developing Essential Understanding of Addition and Subtraction for Teaching Mathematics in PreK-Grade 2* ; *Math and Literature: Grades 6-8*;— and *Navigating through Connections in Grades 6-8* . Additionally, she has written dozens of articles on teaching and learning in NCTM journals. Jennifer serves on the NCTM Board of Directors, and has served on the TODOS: Equity for All Board, and president of the Association of Mathematics Teacher Educators (AMTE). Jennifer taught elementary, middle, and high school in Missouri and in Peru, and continues to work in classrooms at all levels with students and with teachers.

I am extremely cautious in purchasing materials that say they are aligned to Common Core State Standards. Many materials say they are aligned, but are not...this is! Not only will this help teachers understand the content shifts, it will most importantly support teachers with the rigorous instructional shifts required.

This resource for teaching elementary mathematics is research-based, thorough, readable, and includes examples of problems and lesson plans that bring to life the ideas the authors are presenting. It is designed to help teachers effectively implement the Common Core State Standards for mathematics and highlights activities that give students the opportunity to engage in the Standards for Mathematical Practice. Any teacher who takes to heart the ideas in this book will

improve his/her instruction through an improved knowledge of the mathematics itself and through an increased use of developmentally appropriate instruction. The version for grades 3-5 is an equally valuable resource.

Great book and lots of activities on math for early childhood and preschool and kindergarten children.

I would so highly recommend this text for anyone who teaches mathematics to young children! Very practical, readable and is so easily translated into changes you can make in your instruction.

I have found this book to be a great resource in teaching elementary mathematics and looking deeper at the patterns and layers of math that are missed in many of the teaching guidebooks.

This book has proved to be invaluable in the class I was taking, as well as my everyday teaching! I can't wait for school to begin to try more of them out!

This book is my most favorite book I've ever read on mathematics, and I have a Masters/plus and never found a book so foundational. It breaks it down so much my students really are able to follow what I am teaching. The very best thing is it breaks it down sooooo much for me on how to teach it, most teacher books miss aspect.

Not bad

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