

ELEMENTARY SCHOOL MATHEMATICS



U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

New Directions In Elementary School Mathematics

Victor M. Corman



New Directions In Elementary School Mathematics:

New Directions for Elementary School Mathematics Paul R. Trafton, 1989 **New Directions in Elementary School Mathematics** Emma E. Holmes, 1995 A new book that focuses on interactive teaching a new more effective technique for helping elementary school children learn mathematics KEY TOPICS It has an interactive teaching approach with its focus on reasoning problem solving and communicating has been proven effective with children at all levels of mathematics competence Coverage examines the use of models and children s intuitive understanding to help young learners develop mathematics concepts and learn problem solving procedures Includes a chapter devoted to using interactive teaching with children with special needs For educators in the field of mathematics *New Directions for Elementary School Mathematics* ,1989 *New Directions in Elementary School Mathematics* Prentice Hall PTR, 1995-05-01 **Elementary School Mathematics: New Directions** Edwina Deans, 1963 **Elementary School Mathematics** Edwina Deans, 1963 New Directions for Elementary School Mathematics Paul R. Trafton, Albert P. Shulte, 1989 **New Directions in Elementary School Mathematics** Clyde A. Dilley, Walter E. Rucker, 1972 *New Directions for Elementary School Mathematics* , 1989 New Directions for Elementary School Mathematics , 1989 New Directions in Mathematics Association for Childhood Education International, 1965 **Elementary School Mathematics** United States. Education Office, 1963 *Elementary School Mathematics* Edwina Deans, 1963 **Standards-based School Mathematics Curricula** Sharon L. Senk, Denisse R. Thompson, 2020-07-24 The Curriculum and Evaluation Standards for School Mathematics published by the National Council of Teachers of Mathematics in 1989 set forth a broad vision of mathematical content and pedagogy for grades K 12 in the United States These Standards prompted the development of Standards based mathematics curricula What features characterize Standards based curricula How well do such curricula work To answer these questions the editors invited researchers who had investigated the implementation of 12 different Standards based mathematics curricula to describe the effects of these curricula on students learning and achievement and to provide evidence for any claims they made In particular authors were asked to identify content on which performance of students using Standards based materials differed from that of students using more traditional materials and content on which performance of these two groups of students was virtually identical Additionally four scholars not involved with the development of any of the materials were invited to write critical commentaries on the work reported in the other chapters Section I of Standards Based School Mathematics Curricula provides a historical background to place the current curriculum reform efforts in perspective a summary of recent recommendations to reform school mathematics and a discussion of issues that arise when conducting research on student outcomes Sections II III and IV are devoted to research on mathematics curriculum projects for elementary middle and high schools respectively The final section is a commentary by Jeremy Kilpatrick Regents Professor of Mathematics Education at the University of Georgia on the research reported in this book It provides a historical perspective on the use of research to

guide mathematics curriculum reform in schools and makes additional recommendations for further research In addition to the references provided at the end of each chapter other references about the Standards based curriculum projects are provided at the end of the book This volume is a valuable resource for all participants in discussions about school mathematics curricula including professors and graduate students interested in mathematics education curriculum development program evaluation or the history of education educational policy makers teachers parents principals and other school administrators The editors hope that the large body of empirical evidence and the thoughtful discussion of educational values found in this book will enable readers to engage in informed civil discourse about the goals and methods of school mathematics curricula and related research

New Directions for Elementary School Mathematics Paul R. Trafton, Albert P. Shulte, 1989

Elementary School Mathematics John A. Van de Walle, 1994 Elementary School Mathematics Teaching Developmentally Second Edition provides detailed comprehensive coverage of the teaching of mathematics in grades K 8 Firmly grounded in the NCTM Standards the text develops a constructivist developmental approach to learning mathematics that focuses on the nature of mathematical concepts and the manner in which children construct mathematical ideas It aims to help teachers reconceptualize mathematics as a problem solving endeavor not as a mastery of rules and procedures An accessible synthesis of viewpoints and current research this highly praised text includes topics ranging from the development of basic fact mastery to the important development of number sense All the while encouraging teachers to consider the construction of mathematics from the child s perspective In depth treatment of curriculum content teaching combined with hundreds of teaching activities aimed at conceptual development makes Elementary School Mathematics a practical teacher s resource as well as a college text Elementary School Mathematics Teaching Developmentally Second Edition features greater emphasis on the NCTM Curriculum Standards and the Professional Teaching Standards as the leading forces in mathematics education a new chapter on mathematics as a science of pattern and order a completely rewritten chapter on alternative assessment expanded and improved problem solving examples enhanced coverage of grades 7 and 8 even more black line masters with directions for making other useful materials and an Instructor s Manual with instructional suggestions activities for group homework practicum ideas and essay questions

Perspectives in Elementary School Mathematics M. Vere DeVault, Thomas E. Kriewall, 1969

Problems in the Teaching of Elementary School Mathematics Klaas Kramer, 1970

Elementary and Middle School Mathematics John A. Van de Walle, 1998 John A Van de Walle has written a book that helps readers make sense of mathematics and become confident in their ability to teach mathematics to children K to 8 Elementary and Middle School Mathematics consists of 16 chapters reflecting the view that all mathematics can be taught through a problem solving approach that motivates children and builds their confidence as they learn This book thoroughly discusses the new standards and clearly develops four key aspects of teaching mathematics the nature of mathematics as a science of pattern and order an understanding of how children learn mathematics a problem solving view

of teaching mathematics and specific methods for integrating assessment with instruction Simple yet effective classroom activities are woven throughout the chapters as well as suggestions for technology and literature *Teaching and Learning Elementary and Middle School Mathematics* Linda Jensen Sheffield, Douglas E. Cruikshank, 1996

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