

Oral Storytelling & Teaching Mathematics

Pedagogical and Multicultural Perspectives



MICHAEL STEPHEN SCHIRO
with Doris Benson

Oral Storytelling And Teaching Mathematics Pedagogical And Multicultural Perspectives

Michael Schiro,Doris Lawson

Oral Storytelling And Teaching Mathematics Pedagogical And Multicultural Perspectives:

Oral Storytelling and Teaching Mathematics Michael Schiro, 2004-03-19 Click Additional Materials for downloadable sample This book presents two stories created by Michael Schiro and told by Doris Lawson in her mathematics classroom. The authors lay a foundation for weaving together mathematics and an epic story. The purpose of telling an epic story one that takes several days to finish is to guide students through several stages of learning in order to help them develop mathematical skills. The story not only presents mathematical skills that students need to learn but also situates the mathematics in a context that is interesting, engaging, and relevant. Part 1 The Wizard's Tale discusses teaching addition and multidigit number. The full story with commentary is presented. This story is intended primarily for second, third, and fourth grade students. Part 2 The Egypt Story connects problem solving and the social studies curriculum by exploring ancient Egypt. This story has been used with sixth graders. An accompanying CD contains the complete text of each story and the worksheets used during the lesson. Various other materials needed are also described. If it is true that every teacher is an actor or actress at heart the challenge to develop one's oral story telling skills is intriguing. Equally important however is the rich discussion about such issues as the structural relationship among teachers, students, and mathematics, the pedagogical issues in teaching and learning mathematics, mathematics and culture, multicultural mathematics instruction and ideology. I would definitely recommend this book to all those who teach mathematics. Jean Morrow, Emporia State University.

MATHEMATICS TEACHING IN THE MIDDLE SCHOOL This book makes significant contributions to the field of mathematics education in many areas. Its use of oral storytelling as a means of teaching algorithms and problem solving, its presentation of a collaborative teaching model that can be generalized to all mathematics teaching, its presentation of a new perspective on problem solving, enhancing the currently popular approach, and its insights into multicultural mathematics all provide a wealth of knowledge for pre-service and in-service classroom teachers as well as mathematics education instructors. Dr. Rainy M. Cotti, Rhode Island College. It is very well written. It avoids math education jargon but at the same time discusses deep issues in the subject. References to the literature are useful and well chosen. The book flows very well, very well. I liked the way of starting with stories and the stories of the classroom lessons. This gives a good foundation for the more theoretical discussions later in the book. Susan Addington, California State University, San Bernardino. Epic oral storytelling is an exciting new instructional method that complements existing ways of teaching. *Oral Storytelling and Teaching Mathematics: Pedagogical and Multicultural Perspectives* provides the first serious exploration of the role that oral storytelling can play in helping children learn mathematics. *Oral Storytelling and Teaching Mathematics* contains two case studies of teachers telling epic oral stories to teach math to elementary and middle school students. The book also includes theoretical discussions of essential elements of oral storytelling, multicultural education, how oral storytelling can help children who have difficulty learning mathematics, and mathematical problem solving. This book significantly extends two pedagogical movements that

have recently influenced mathematics teaching the use of physical manipulatives and visual imagery and the use of children's literature. It takes a giant leap in leaving behind the written word for oral language and integrating serious mathematical explorations with fantasy. Author Michael Stephen Schiro presents the teaching of mathematics often a high anxiety subject in a non threatening innovative fashion via the use of epic storytelling. It is written in a conversational tone and includes numerous sample illustrations. The book's presentation of stories how a teacher actually used them in class along with students responses and a discussion of the educational value of such strategies make this a comprehensive work that recognizes teachers capabilities and concerns about employing the best available educational practices. The accompanying CD ROM contains the full text of two epic stories plus additional worksheets handouts and artwork. This book will be of immediate interest to both pre service and in service teachers and all educators devoted to providing children powerful mathematical and literary experiences.

Oral Storytelling & Teaching Mathematics Michael Schiro, Doris Lawson, 2004

Oral Storytelling and Teaching Mathematics contains two case studies of teachers telling epic oral stories to teach math to elementary and middle school students. The book also includes theoretical discussions of essential elements of oral storytelling, multicultural education, how oral storytelling can help children who have difficulty learning mathematics and mathematical problem solving. This book significantly extends two pedagogical movements that have recently influenced mathematics teaching the use of physical manipulatives and visual imagery and the use of children's literature. It takes a giant leap in leaving behind the written word for oral language and integrating serious mathematical explorations with fantasy.

Cases on Global Innovative Practices for Reforming Education Chakravarti, Sriya, Boukareva, Bistra, 2022-01-21

The contemporary education system is disrupted by the plethora of emerging technologies the aftermath of the COVID 19 pandemic global financial woes and the ever present shifting of higher education structuration and needs. There is a necessity for a marker to capture this transition in order to teach future generations how to recover educational losses in crisis situations. Cases on Global Innovative Practices for Reforming Education broadens the perspective of global educators on innovative methodologies for ensuring the resilience of teaching and learning in the 21st century. Discussing teaching and learning cases from Africa the Americas Asia Australia and Europe this research creates scholarship and documentation of various innovative practices in education covering crisis contexts green education and education technologies. This book provides a valuable resource for educators school administrators K university educational researchers educational software developers textbook publishers pre service teachers professors academicians organizations interested in funding educational initiatives and national education policymakers.

Developing 21st Century Competencies In The Mathematics

Classroom: Yearbook 2016, Association Of Mathematics Educators Pee Choon Toh, Berinderjeet Kaur, 2016-05-20 The aim of this book is to contribute towards literature in the field of mathematics education specifically the development of 21st century competencies amongst learners of mathematics. The book comprising fourteen chapters written by renowned

researchers in mathematics education provides readers with approaches and applicable classroom strategies to foster skills and dispositions that will enable learners to thrive in the fast changing and complex world that we live in today The chapters in the book can be classified into three broad themes The first is an examination of what is meant by 21st century competencies and how they can be developed within the context of the mathematics curriculum The second is an in depth discussion of evidence based practices aimed at fostering specific competencies like metacognition and reflective thinking critical thinking and communication skills The last and third theme is about teaching approaches that are likely to feature increasingly in the 21st century classroom for example flipped learning or the use of comics and storytelling [Literacy and Learning in the Content Areas](#) Sharon Kane,2018-09-19 The Fourth Edition of Literacy and Learning in the Content Areas Enhancing Knowledge in the Disciplines provides readers with the knowledge motivation tools and confidence for integrating literacy in their disciplinary classrooms Offering an original literature based approach to teaching disciplinary literacy the new edition shares important ways in which teachers of courses in the disciplines can enhance student learning of subject matter and skills while also fostering their growth in the many facets of literacy Throughout each chapter Kane provides engaging and creative strategies and activities to make literacy come alive in discipline specific courses and to encourage students to explore and learn in the classroom Embedded in each chapter are examples resources and strategies to help readers actively engage with and implement literacy practices These features include Teaching in Action examples by subject area Activating Prior Knowledge activities to stimulate critical thinking to prepare readers to learn complex theoretical and conceptual material about teaching learning and literacy and end of chapter Application Activities to apply field experiences to classroom use New to the Fourth Edition Every chapter of this new edition is updated to reflect the current approaches standards and benchmarks for discipline specific literacy Enhanced Companion Website with BookTalks to introduce relevant books in many genres and subjects encouraging readers to explore the books for themselves and providing a model for BookTalks in their own classrooms Expanded practical instructional strategies for teaching literacy in math science and social studies Updated to include newly published titles in children s literature young adult literature and nonfiction

Supporting Early Mathematical Development Caroline McGrath,2025-10-14 Supporting Early Mathematical Development is an essential text combining theory and practice to enable successful mathematical education for children from birth to 12 years This text considers how students academics parents and professionals can develop their mathematical thinking practice whilst acknowledging there will always be a road yet to travel we will always be practising the craft of teaching mathematics Charting the delivery of mathematical development in playgroups children s centres nurseries and primary schools the book promotes an effective pedagogy for mathematics This new edition provides a conceptualisation of mathematics and places a fresh emphasis on mathematical literacy to empower children New chapters include the following Mediators of Mathematical Thinking Understanding Pattern Pre Algebraic and Algebraic Thinking Naming Renaming and

Processing Numbers Statistics Statistical Diagrams and Probability Measure Geometry Throughout the book Caroline McGrath navigates the complexity of teaching and learning mathematics through careful thought and consideration of mediators of mathematical thinking This supportive book is designed for educators who want to know how to reconstruct mathematical ideas with children and respond in the moment Returning to the root of understanding using the adaptive pedagogical style recommended in this text you can create satisfying mathematical experiences for children

The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties Steve Chinn, 2014-11-20

Mathematics plays an important part in every person's life so why isn't everyone good at it The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties brings together commissioned pieces by a range of hand picked influential international authors from a variety of disciplines all of whom share a high public profile More than fifty experts write about mathematics learning difficulties and disabilities from a range of perspectives and answer questions such as What are mathematics learning difficulties and disabilities What are the key skills and concepts for learning mathematics How will IT help now and in the future What is the role of language and vocabulary How should we teach mathematics By posing notoriously difficult questions such as these and studying the answers The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties is the authoritative volume and is essential reading for academics in the field of mathematics It is an incredibly important contribution to the study of dyscalculia and mathematical difficulties in children and young adults

New Trends in Computational Collective Intelligence David Camacho, Sang-Wook Kim, Bogdan Trawiński, 2014-09-10 This book consists of 20 chapters in which the authors deal with different theoretical and practical aspects of new trends in Collective Computational Intelligence techniques Computational Collective Intelligence methods and algorithms are one the current trending research topics from areas related to Artificial Intelligence Soft Computing or Data Mining among others Computational Collective Intelligence is a rapidly growing field that is most often understood as an AI sub field dealing with soft computing methods which enable making group decisions and processing knowledge among autonomous units acting in distributed environments Web based Systems Social Networks and Multi Agent Systems very often need these tools for working out consistent knowledge states resolving conflicts and making decisions The chapters included in this volume cover a selection of topics and new trends in several domains related to Collective Computational Intelligence Language and Knowledge Processing Data Mining Methods and Applications Computer Vision and Intelligent Computational Methods This book will be useful for graduate and PhD students in computer science as well as for mature academics researchers and practitioners interested in the methods and applications of collective computational intelligence in order to create new intelligent systems

Teaching Children Mathematics, 2008-08 **Anthropology & Education Quarterly**, 2006 **Choice**, 2005 **NACADA Journal**, 2006 American Book Publishing Record, 2004 **The British National Bibliography** Arthur James Wells, 2006 American Doctoral Dissertations, 2001 **Current Index to**

Journals in Education ,2000 Resources in Education ,1993 **Oral storytelling as an effective form of teaching middle school math** James George Remm,2007 Oral History and Mathematics Education Antonio Vicente Marafioti Garnica,2019-09-23 This book presents an innovative method to investigate the history of mathematics education using oral narratives to study different aspects related to the teaching and learning of mathematics The application of oral history in mathematics education research was first developed as a method in Brazil in the early 2000s as a result of interdisciplinary dialogues between mathematics educators anthropologists sociologists historians psychologists artists and philosophers Since then this new methodology has attracted the attention of a growing number of researchers This contributed volume is the first book in English to bring together chapters written by different members of the research group who developed the methodology and to present a comprehensive overview of the theoretical and practical aspects of the use of oral narratives in the study of experiences in mathematics classrooms Oral History and Mathematics Education will be a useful tool to researchers and educators looking for new methods to study the dynamics of teaching and learning mathematics in the classroom and to develop innovative mathematics teacher education programs The volume will also be of interest to historians of education since it describes the foundations of both concepts and procedures related to the application of oral history in educational research always giving examples of studies already conducted and whenever possible suggesting possible research exercises **Teaching Mathematics as Storytelling** Rina Zazkis,Peter Liljedahl,2019-02-11 This book presents storytelling in mathematics as a medium for creating a classroom in which mathematics is appreciated understood and enjoyed The authors demonstrate how students mathematical activity can be engaged via storytelling Readers are introduced to many mathematical stories of different kinds such as stories that provide a frame or a background to mathematical problems stories that deeply intertwine with the content and stories that explain concepts or ideas Moreover the authors present a framework for creating new stories ideas for using and enriching existing stories as well as several techniques for storytelling that make telling more interactive and more appealing to the learner This book is of interest for those who teach mathematics or teach teachers to teach mathematics It may be of interest to those who like stories or like mathematics or those who dislike either mathematics or stories but are ready to reconsider their position

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