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Counting Collections First Grade

**Megan L Franke, Elham Kazemi, Angela
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Counting Collections First Grade:

Choral Counting & Counting Collections Megan L Franke, Elham Kazemi, Angela Chan Turrou, 2023-10-10 In this influential book from collaborative authors Megan L Franke Elham Kazemi and Angela Chan Turrou Choral Counting Counting Collections Transforming the PreK 5 Math Classroom explores ways in which two routines Choral Counting and Counting Collections can transform your elementary math classroom your students math understanding and your partnerships with families It paints a vision for how deeply and creatively children can engage with ideas of number and operations and mathematical reasoning through counting Created with real educators needs in mind and organized by grade level band preschool K 2 and 3 5 inside this book you ll find Easy to use planning templates to guide teachers in implementing these powerful routines A variety of student recording sheets for Counting Collections that allow teachers to enact different variations of this activity across the grades Guides for selecting Choral Counts that support grade level standards and mathematical goals Goal charts that provide specific guidance on teacher language and moves Advice on supporting both students mathematical and social goals through Choral Counting and Counting Collections The authors have collected the wisdom of math teachers and researchers across the country who explore activities that are both playful and intentional simple and sophisticated If you re looking for ways to bring new energy into your math instruction Choral Counting Counting Collections Transforming the PreK 5 Math Classroom is the perfect book for you and your students

Piaget's Genetic Epistemology for Mathematics Education Research Paul Christian Dawkins, Amy J. Hackenberg, Anderson Norton, 2024-01-02 The book provides an entry point for graduate students and other scholars interested in using the constructs of Piaget s genetic epistemology in mathematics education research Constructs comprising genetic epistemology form the basis for some of the most well developed theoretical frameworks available for characterizing learning particularly in mathematics The depth and complexity of Piaget s work can make it challenging to find adequate entry points for learners not least because it requires a reorientation regarding the nature of mathematical knowledge itself This volume gathers leading scholars to help address that challenge The main section of the book presents key Piagetian constructs for mathematics education research such as schemes and operations figurative and operative thought images and meanings and decentering The chapters that discuss these constructs include examples from research and address how these constructs can be used in research There are two chapters on various types of reflective abstraction because this construct is Piaget s primary tool for characterizing the advancement of knowledge The later sections of the book contain commentaries reflecting on the contributions of the body of theory developed in the first section They connect genetic epistemology to current research domains such as equity and the latest in educational psychology Finally the book closes with short chapters portraying how scholars are using these tools in specific arenas of mathematics education research including in special education early childhood education and statistics education

Math Exchanges Kassia Omohundro Wedekind, 2011

Traditionally small group math instruction has been used as a format for reaching children who struggle to understand Math coach Kassia Omohundro Wedekind uses small group instruction as the centerpiece of her math workshop approach engaging all students in rigorous math exchanges The key characteristics of these mathematical conversations are that they are 1 short focused sessions that bring all mathematical minds together 2 responsive to the needs of the specific group of mathematicians and 3 designed for meaningful guided reflection As in reading and writing workshop students in math workshop become self directed and independent while participating in a classroom community of learners Through the math exchanges students focus on number sense and the big ideas of mathematics Teachers guide the conversations with small groups of students mediating talk and thinking as students share problem solving strategies discuss how math works and move toward more effective and efficient approaches and greater mathematical understanding Although grounded in theory and research Math Exchanges Guiding Young Mathematicians in Small Group Meetings is written for practicing teachers and answers such questions as the following How can I use a math workshop approach and follow a certain textbook or set of standards How should I form small groups How often should I meet with small groups What should I focus on in small groups How can I tell if my groups are making progress What do small group math exchanges look like sound like and feel like

Effective Teaching Strategies for Dyscalculia and Learning Difficulties in Mathematics Marie-Pascale Noël, Giannis Karagiannakis, 2022-03-28 Effective Teaching Strategies for Dyscalculia and Learning Difficulties in Mathematics provides an essential bridge between scientific research and practical interventions with children It unpacks what we know about the possible cognitive causation of mathematical difficulties in order to improve teaching and therefore learning Each chapter considers a specific domain of children's numerical development counting and the understanding of numbers understanding of the base 10 system arithmetic word problem solving and understanding rational numbers The accessible guidance includes a literature review on each topic surveying how each process develops in children the difficulties encountered at that level by some pupils and the intervention studies that have been published It guides the reader step by step through practical guidelines of how to assess these processes and how to build an intervention to help children master them Illustrated throughout with examples of materials used in the effective interventions described this essential guide offers deep understanding and effective strategies for developmental and educational psychologists special educational needs and or disabilities coordinators and teachers working with children experiencing mathematical difficulties

Becoming the Math Teacher You Wish You'd Had Tracy Johnston Zager, 2023-10-10 Ask mathematicians to describe mathematics and they'll use words like playful beautiful and creative Pose the same question to students and many will use words like boring useless and even humiliating Becoming the Math Teacher You Wish You'd Had author Tracy Zager helps teachers close this gap by making math class more like mathematics Zager has spent years working with highly skilled math teachers in a diverse range of settings and grades and has compiled those ideas from these vibrant classrooms into this game

changing book Inside you ll find How to Teach Student Centered Mathematics Zager outlines a problem solving approach to mathematics for elementary and middle school educators looking for new ways to inspire student learning Big Ideas Practical Application This math book contains dozens of practical and accessible teaching techniques that focus on fundamental math concepts including strategies that simulate connection of big ideas rich tasks that encourage students to wonder generalize hypothesize and persevere and routines to teach students how to collaborate Becoming the Math Teacher You Wish You d Had offers fresh perspectives on common challenges from formative assessment to classroom management for elementary and middle school teachers No matter what level of math class you teach Zager will coach you along chapter by chapter All teachers can move towards increasingly authentic and delightful mathematics teaching and learning This important book helps develop instructional techniques that will make the math classes we teach so much better than the math classes we took *Teaching Children Mathematics* ,2006 **The Culture of the Mathematics Classroom** Falk Seeger,Jörg Voigt,Ute Waschescio,1998-08-13 The culture of the mathematics classroom is becoming an increasingly salient topic of discussion in mathematics education Studying and changing what happens in the classroom allows researchers and educators to recognize the social character of mathematical pedagogy and the relationship between the classroom and culture at large This volume is divided into three sections reporting findings gained in both research and practice The first part presents several attempts to change classroom culture by focusing on the education of mathematics teachers and on teacher researcher collaboration The second section shifts to the interactive processes of the mathematics classroom and to the communal nature of learning The third section discusses the means of constructing filtering and establishing mathematical knowledge that are characteristic of classroom culture This internationally relevant volume will be of particular interest to educators and educational researchers [Mindset Mathematics: Visualizing and Investigating Big Ideas, Grade 1](#) Jo Boaler,Jen Munson,Cathy Williams,2021-01-27 Engage students in mathematics using growth mindset techniques The most challenging parts of teaching mathematics are engaging students and helping them understand the connections between mathematics concepts In this volume you ll find a collection of low floor high ceiling tasks that will help you do just that by looking at the big ideas at the first grade level through visualization play and investigation During their work with tens of thousands of teachers authors Jo Boaler Jen Munson and Cathy Williams heard the same message that they want to incorporate more brain science into their math instruction but they need guidance in the techniques that work best to get across the concepts they needed to teach So the authors designed Mindset Mathematics around the principle of active student engagement with tasks that reflect the latest brain science on learning Open creative and visual math tasks have been shown to improve student test scores and more importantly change their relationship with mathematics and start believing in their own potential The tasks in Mindset Mathematics reflect the lessons from brain science that There is no such thing as a math person anyone can learn mathematics to high levels Mistakes struggle and challenge are the most

important times for brain growth Speed is unimportant in mathematics Mathematics is a visual and beautiful subject and our brains want to think visually about mathematics With engaging questions open ended tasks and four color visuals that will help kids get excited about mathematics Mindset Mathematics is organized around nine big ideas which emphasize the connections within the Common Core State Standards CCSS and can be used with any current curriculum *Pathways To Number* Jacqueline Bideaud,Claire Meljac,Jean-Paul Fischer,2013-03-07 This volume celebrates the 50th anniversary of the famous and influential work of Jean Piaget and Alina Szeminska *The Child s Conception of Number* It is a tribute to those two authors as well as to the entire Geneva school that pioneered the genetic study of cognitive structures in children Dealing with the process of the child s construction of the notion of number a very important subject for the child as well as for the teacher the researcher and the practicing psychologist it summarizes the progress that has been made and outlines new research directions in this area The book is a compilation of the work of the foremost international researchers in this area and includes a wide spectrum of viewpoints and schools of thought It also introduces several new authors from Europe including students of Piaget to the American academic community **My Kids Can't Write, K-5** Paul Emerich France,2025-02-27 Practical and sustainable writing practice in every classroom Teachers consistently grapple with how to make writing fun and engaging While long form writing has its value research shows that balancing genre based units with frequent on demand writing tasks to help children communicate effectively and reflect on their learning might be the key to success My Kids Can t Write provides sustainable and scalable practices for writing across all content areas and shows teachers how to develop structures and rituals for sustaining a journal based approach to instruction and assessment in classrooms Inside you ll find Scaffolds and strategies that systematically support students in strengthening their skills while simultaneously writing to learn Ways to embed foundational skills like spelling and grammar to help students become stronger communicators The purpose of cognitive writing and how to properly set up journaling within the classroom Numerous student journal samples and informative vignettes Now is the time to embed writing into all subjects and emphasize accurately interpreting information effectively communicating needs and making learning visible to students and educators alike **Hands-On Mathematics, Grade 2** Jennifer Lawson,2006 This teacher resource offers a detailed introduction to the Hands On Mathematics program guiding principles implementation guidelines an overview of the processes that grade 2 students use and develop during mathematics inquiry and a classroom assessment plan complete with record keeping templates and connections to the Achievement Levels outlined in the Ontario Mathematics Curriculum It also provides strategies and visual resources for developing students mental math skills Each unit is divided into lessons that focus on specific curricular expectations Each lesson has materials lists activity descriptions questioning techniques problem solving examples activity centre and extension ideas assessment suggestions activity sheets and visuals Portage Main Press **Old Dogs, New Math** Mike Askew,Rob Eastaway,2010-09-14 Perfect for parents who want to understand the different

methods to do arithmetic their children are learning and why they are being taught that way Keith Devlin award winning Stanford University mathematician Can you help me with my math homework If this question fills you with fear or even panic then Old Dogs New Math is here to help Gone are the days when elementary school students simply memorized their times tables and struggled through long division Today students are expected not just to find the right answer but also to use the best method and to explain why it works If your attempts to help your child are met with That s not how the teacher does it then it s time to take the stress out of math homework Old Dogs New Math demystifies Common Core math for parents including Number lines place value and negative numbers Long multiplication and division Fractions percentages and decimals Shapes symmetry and angles Data analysis probability and chance Complete with sample questions examples of children s errors and over 25 games and activities Old Dogs New Math will not only help you and your child subtract on a number line or multiply on a grid but also help you discover math all around you and have fun doing it *Enabling Mathematics Learning of Struggling Students* Yan Ping Xin,Ron Tzur,Helen Thouless,2022-07-11 This book provides prospective and practicing teachers with research insights into the mathematical difficulties of students with learning disabilities and classroom practices that address these difficulties This linkage between research and practice celebrates teachers as learners of their own students mathematical thinking thus contributing an alternative view of mathematical progression in which students are taught conceptually The research based volume presents a unique collaboration among researchers in special education psychology and mathematics education from around the world It reflects an ongoing work by members of the International Group for the Psychology of Mathematics Education PME and the North American Chapter of the PME Working Groups The authors of chapters in this book who have been collaborating extensively over the past 7 years are from Australia Canada the United Kingdom and the United States *Teaching 4- to 8-year-olds* Carollee Howes,2003 This book helps education professionals tune in to how 4 to 8 year olds think and learn and provides sound research based information and developmentally appropriate teaching practices in four crucial areas literacy mathematics multiculturalism and c Early Elementary Mathematics Lessons to Explore, Understand, and Respond to Social Injustice Courtney Koestler,Jennifer Ward,Maria del Rosario Zavala,Tonya Gau Bartell,2022-07-20 This book is a must read for all elementary educators A call to action the guide for teachers offers incredible resources including powerful lesson plans to engage readers in the practice of teaching mathematics for social justice in early childhood settings An immense contribution to the conversation around social justice and mathematics in elementary education Ruchi Agarwal Rangnath Assistant Professor University of San Francisco San Francisco CA Empower children to be the change join the teaching mathematics for social justice movement We live in an era in which students of all ages have through media and their lived experiences a more visceral experience of social injustices However when people think of social justice mathematics rarely comes to mind With a teacher friendly design this book brings early elementary mathematics content to life by connecting it to the natural

curiosity and empathy young children bring with them and the issues they experience Tested in PK 2 classrooms the model lessons contributed in this book walk teachers through the process of applying critical frameworks to instruction using standards based mathematics to explore understand and respond to social justice issues Learn to plan instruction that engages children in mathematics explorations through age appropriate culturally relevant topics such as fairness valuing diversity and difference representation and inequality and environmental justice Features include Content cross referenced by mathematical concept and social issues Connection to Learning for Justice s social justice standards Downloadable instructional materials and lesson resources Guidance for lessons driven by children s unique passions and challenges Connections between research and practice Written for teachers committed to developing equitable and just practices through the lens of mathematics content and practice standards as well as social justice standards this book will help connect content to children s daily lives fortify their mathematical understanding and expose them to issues that will support them in becoming active citizens and leaders Mathematics and Transition to School Bob Perry,Amy MacDonald,Ann

Gervasoni,2015-01-09 This edited book brings together for the first time an international collection of work focused on two important aspects of any young child s life learning mathematics and starting primary or elementary school The chapters take a variety of perspectives and integrate these two components in sometimes explicit and sometimes more subtle ways The key issues and themes explored in this book are the mathematical and other strengths that all participants in the transition to school bring to this period of a child s life the opportunities provided by transition to school for young children s mathematics learning the importance of partnerships among adults and among adults and children for effective school transitions and mathematics learning and teaching the critical impact of expectations on their mathematics learning as children start school the importance of providing children with meaningful challenging and relevant mathematical experiences throughout transition to school the entitlement of children and educators to experience assessment and instructional pedagogies that match the strengths of the learners and the teachers the importance for the aspirations of children families communities educators and educational organisations to be recognised as legitimate and key determinants of actions experiences and successes in both transition to school and mathematics learning and the belief that young children are powerful mathematics learners who can demonstrate this power as they start school In each chapter authors reflect on their work in the area of mathematics and transition to school place that work within the overall context of research in these fields predict the trajectory of this work in the future and consider the implications of the work both theoretically and practically *Where is the Mathematics in Your Math Education Research?* Xiaoheng Kitty Yan,Ami Mamolo,Igor'

Kontorovich,2025-06-25 This book brings together leading researchers in mathematics education to share personal narratives of key mathematical moments or ideas that inspired surprised or helped direct their research While the fruits of research activities and products are shared at scholarly conference and journals the footprints of mathematics that ignited

the research processes is often behind the scenes and only acknowledged informally To make mathematics an essential component and a determining driving force of mathematics education research more visible chapters in this book highlight the indispensable and indisputable role of mathematics in mathematics education research The book is unique and timely in addressing the essential but increasingly side lined role of mathematics that permeates mathematics education research journals graduate programs and the personae of the next generation in the profession It renounces the shift away from mathematics and attempts to restore the place and value of mathematics by presenting elegant intriguing and substantial contributions to mathematics education that have come from keeping mathematics at the core of research pursuits Each chapter shares a journey in mathematics education research that was inspired by an affinity for mathematics and that helped shaped the field as we know it Each author shares insights and reflections on the status of mathematics in the mathematics education community how it has changed and what further changes might be expected This edited volume is of major interest to the mathematics education community including mathematics educators teacher educators researchers professional development providers and graduate students

Number Sense Routines Jessica Shumway, 2023-10-10

Following up her best selling book *Number Sense Routines Building Numerical Literacy Every Day in Grades K-3* Jessica Shumway turns her focus to upper elementary classrooms *Number Sense Routines Developing Mathematical Understanding Every Day in Grades 3-5* is about tapping into every child's innate number sense and providing daily connected experiences that are responsive to children's learning needs Consistent Daily Routines Work Adaptable to any curriculum Shumway's 5-10 or 15 minute warm up routines are an easy and effective way to build and solidify students number sense foundations as a supplement to any program Planning and Facilitating Your Classroom No matter how familiar the routine Shumway provides insight on how to keep daily warm ups fresh She reveals careful thinking and planning that goes into each routine and offers detailed vignettes and dialogues of how they unfold in real classrooms Assessment Strategies As students engage in the process each routine becomes an exciting opportunity to gain insight into where they are in their understanding and help students articulate their mathematical thinking Identify Big Ideas Not only will these math routines help develop students mathematical understanding as they move towards using standard algorithms but teachers will learn to better recognize the big ideas that emerge in discussions how to encourage important strategies based in number sense and how to facilitate conversations on key mathematical concepts These routines may appear in other places but I have never seen them written in such detail and with so many variations Although she makes what she does sound easy we all know that teaching math well is anything but easy It is challenging and complex Unpacking what students are saying helping them make connections not only to the math but to each other's ideas while simultaneously recording their ideas using mathematical models visuals or equations is no easy task Jessica provides wonderful visuals examples of student work and so much more to help educators develop the tools they need to improve their practice and in so doing improve student learning From the Foreword by math

coach and consultant Lucy West

Learning and Teaching Early Math Douglas H. Clements, Julie Sarama, 2020-12-29

The third edition of this significant and groundbreaking book summarizes current research into how young children learn mathematics and how best to develop foundational knowledge to realize more effective teaching. Using straightforward practical language, early math experts Douglas Clements and Julie Sarama show how learning trajectories help teachers understand children's level of mathematical understanding and lead to better teaching. By focusing on the inherent delight and curiosity behind young children's mathematical reasoning, learning trajectories ultimately make teaching more joyous, helping teachers understand the varying levels of knowledge exhibited by individual students, it allows them to better meet the learning needs of all children. This thoroughly revised and contemporary third edition of *Learning and Teaching Early Math* remains the definitive research-based resource to help teachers understand the learning trajectories of early mathematics and become confident, credible professionals. The new edition draws on numerous new research studies, offers expanded international examples, and includes updated illustrations throughout. This new edition is closely linked with *Learning and Teaching with Learning Trajectories LT 2*, an open access web-based tool for early childhood educators to learn about how children think and learn about mathematics. Head to [LearningTrajectories.org](https://learningtrajectories.org) for ongoing updates, interactive games, and practical tools that support classroom learning.

Intentional Talk and Listening Elham Kazemi, Allison

Hintz, 2025-12-09. Math teachers know the first step to meaningful mathematics discussions is to ask students to share how they solved a problem and make their thinking visible; however, knowing where to go next can be a daunting task. In *Intentional Talk and Listening: How to Structure and Lead Productive Mathematical Discussions*, Elham Kazemi and Allison Hintz provide teachers with a practical framework for planning and facilitating purposeful math talks that move group discussions to the next level while achieving mathematical and social goals. Each chapter focuses on a different type of conversation, including Open Strategy Sharing, Compare and Connect, Why Let's Justify What's Strategic, and Why Define and Clarify, Troubleshoot, and Revise. In this second edition of the book, Kazemi and Hintz provide new vignettes and classroom examples. They explore the role of children's and communities' funds of knowledge in mathematics problem solving and focus on supporting students' active participation as listeners and speakers. Written from the stance that all students are sense makers with valuable ideas, *Intentional Talk and Listening* supports teachers' decision making as they facilitate conversations that help students make meaning of and find joy in math.

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