

# Mathematics Classrooms That Promote Understanding

Edited by  
Elizabeth Fennema and  
Thomas A. Romberg

Research in Mathematics Teaching and Learning Series

# Mathematics Classrooms That Promote Understanding

**Jacqueline Leonard**



## **Mathematics Classrooms That Promote Understanding:**

Mathematics Classrooms That Promote Understanding Elizabeth Fennema, Thomas A. Romberg, 1999-04-01 Mathematics Classrooms That Promote Understanding synthesizes the implications of research done by the National Center for Research in Mathematical Sciences on integrating two somewhat diverse bodies of scholarly inquiry the study of teaching and the study of learning mathematics This research was organized around content domains and or continuing issues of education such as equity and assessment of learning and was guided by two common goals defining the mathematics content of the K 12 curriculum in light of the changing mathematical needs of citizens for the 21st century and identifying common components of classrooms that enable students to learn the redefined mathematics with understanding To accomplish these goals classrooms in which instruction facilitated the growth of understanding were established and or studied This volume reports and discusses the findings which grew out of this research and subsequent papers and discussions among the scholars engaged in the endeavor Section I Setting the Stage focuses on three major threads What mathematics should be taught how we should define and increase students understanding of that mathematics and how learning with understanding can be facilitated for all students Section II Classrooms That Promote Understanding includes vignettes from diverse classrooms that illustrate classroom discourse student work and student engagement in the mathematics described in Chapter 1 as well as the mental activities described in Chapter 2 These chapters also illustrate how teachers deal with the equity concerns described in Chapter 3 Section III addresses Developing Classrooms That Promote Understanding The knowledge of the teaching learning process gained from the research reported in this volume is a necessary prerequisite for implementing the revisions called for in the current reform movement The classrooms described show that innovative reform in teaching and learning mathematics is possible Unlike many volumes reporting research this book is written at a level appropriate for master s degree students Very few references are included in the chapters themselves instead each chapter includes a short annotated list of articles for expanded reading which provides the scholarly basis and research

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**Teaching Mathematics in Diverse Classrooms** Benny F. Tucker,Ann H. Singleton,Terry L. Weaver,2013 Through a variety of straight forward easy to use lesson plans and learning activities that illustrate specific mathematical concepts and skills this title emphasizes the premise that effective mathematics teaching promotes understanding and understanding provides sound bases for skill development and better retention of material

**Teaching Mathematics in Diverse Classrooms for Grades K-4** Benny F. Tucker,Ann H. Singleton,Terry L. Weaver,2013 The book emphasizes that effective mathematics teachers plan lessons that include a more complete development of mathematical ideas use visuals supporting mental imagery present opportunities for kinesthetic learning activities provide chances for children to communicate their understanding of mathematics and allow for continual monitoring of student learning Lessons include straightforward easy to use learning activities illustrating specific mathematical concepts and skills visuals to help develop mental imagery and opportunities for active student learning publisher website

[Teaching Mathematics in Diverse Classrooms for Grades 5-8](#) Benny F. Tucker,2013 With this guide teaching mathematics is made more effective through straightforward easy to use lesson plans and learning activities that illustrate specific mathematical concepts and skills ideas for using visuals to develop mental imagery and ways to promote active student learning using movement and student discussion The development of the content is user friendly and based on a small number of easy to understand and easy to teach big ideas and the many activities help to emphasize and reinforce the development of the mathematical content Publisher website

**Understanding Mathematics and Science Matters** Thomas A. Romberg,Thomas P. Carpenter,Fae Dremock,2005-03-23 The research reported in this book provides reliable evidence on and knowledge about mathematics and science instruction that emphasizes student understanding instruction consistent with the needs of students who will be citizens in an increasingly demanding technological world The National

Center for Improving Student Learning in Mathematics and Science established in 1996 as a research center and funded by the U S Department of Education was instrumental in developing instructional practices supportive of high student achievement in and understanding of mathematics and science concepts NCISLA researchers worked with teachers students and administrators to construct learning environments that exemplify current research and theory about effective learning of mathematics and science The careful programs of research conducted examined how instructional content and design assessment professional development and organizational support can be designed implemented and orchestrated to support the learning of all students This book presents a summary of the concepts findings and conclusions of the Center s research from 1996 2001 In the Introduction the chapters in Understanding Mathematics and Science Matters are situated in terms of the reform movement in school mathematics and school science Three thematically structured sections focus on respectively research directed toward what is involved when students learn mathematics and science with understanding research on the role of teachers and the problems they face when attempting to teach their students mathematics and science with understanding and a collaboration among some of the contributors to this volume to gather information about classroom assessment practices and organizational support for reform The goal of this book is to help educational practitioners policymakers and the general public to see the validity of the reform recommendations understand the recommended guidelines and to use these to transform teaching and learning of mathematics and science in U S classrooms

*Strategies for Teaching Mathematics* Deborah V. Mink, Janis Drab Fackler, Linda H., 2009-07-15 Enhance mathematics instruction and build students understanding of mathematical concepts with this practical research based resource Choose from a wide range of easy to implement strategies that enhance mathematics instruction including developing students mathematical vocabulary and problem solving abilities assessing students mathematics thinking and using manipulatives Highlights include tips on planning instruction and managing the mathematics classroom plus differentiation strategies for each lesson This resource is correlated to College and Career Readiness and other state standards

**What We Know About Mathematics Teaching and Learning** McREL, 2011-09-20 This book supports mathematics education reform and brings the rich world of education research and practice to pre K 12 educators Designed for accessibility each chapter is broken down into important questions For each question the authors provide background information from a research perspective offer implications for improving classroom instruction and list resources for further reading

**Knowing and Teaching Elementary Mathematics** Liping Ma, 2020-01-06 The 20th anniversary edition of this groundbreaking and bestselling volume offers powerful examples of the mathematics that can develop the thinking of elementary school children Studies of teachers in the U S often document insufficient subject matter knowledge in mathematics Yet these studies give few examples of the knowledge teachers need to support teaching particularly the kind of teaching demanded by reforms in mathematics education Knowing and Teaching Elementary Mathematics describes the nature and development of the knowledge that

elementary teachers need to become accomplished mathematics teachers and suggests why such knowledge seems more common in China than in the United States despite the fact that Chinese teachers have less formal education than their U S counterparts Along with the original studies of U S and Chinese teachers mathematical understanding this 20th anniversary edition includes a new preface and a 2013 journal article by Ma A Critique of the Structure of U S Elementary School Mathematics that describe differences in U S and Chinese elementary mathematics These are augmented by a new series editor s introduction and two key journal articles that frame and contextualize this seminal work

**Second Handbook of Research on Mathematics Teaching and Learning** Frank K. Lester, 2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community s willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community

**Culturally Specific Pedagogy in the Mathematics Classroom** Jacqueline Leonard, 2017-10-03 Culturally Specific Pedagogy in the Mathematics Classroom offers a wide variety of conceptual and curricular resources for teachers interested in teaching mathematics in a way that challenges stratification based upon race class gender and other forms of oppression that students face in today s world With the publication of this book all teachers will have available to them instructional strategies in mathematics for meeting the academic needs of culturally diverse students They will have an explanation of the linkage between culture and students mathematical cognition and problem solving The ease in which Leonard brings the reader along and the caring way she tells a story about making mathematics a fun and social justice experience makes for an exciting learning opportunity for all students and teachers Carl A Grant University Wisconsin Madison United States From the Foreword Mathematics educators are in a period of deep concern about our ability to educate all students in mathematics Most students of color do not have the opportunities to fully learn mathematics Nothing more important can be done for these students and their teachers than to publish this book addressing the miseducation of these students and offering a way to change what we are doing Carol E Malloy University of North Carolina Chapel Hill United States This compelling text advocates the use of culturally specific pedagogy to enhance the mathematics instruction of diverse students It accomplishes this by making clear

the link between research and practice and offering lesson templates that teachers can use with ethnically and culturally diverse students and with females Specifically the text draws on sociocultural theory and research on culture and mathematics cognition to focus on three goals using qualitative research to extend the literature on culturally based education to African American and Latina o c Mathematics Teaching, Learning, and Liberation in the Lives of Black Children Danny Bernard Martin,2010-06-21 With issues of equity at the forefront of mathematics education research and policy Mathematics Teaching Learning and Liberation in the Lives of Black Children fills the need for authoritative rigorous scholarship that sheds light on the ways that young black learners experience mathematics in schools and their communities This timely collection significantly extends the knowledge base on mathematics teaching learning participation and policy for black children and it provides new framings of relevant issues that researchers can use in future work More importantly this book helps move the field beyond analyses that continue to focus on and normalize failure by giving primacy to the stories that black learners tell about themselves and to the voices of mathematics educators whose work has demonstrated a commitment to the success of these children **ENC Focus** ,2001 **How Chinese Teach Mathematics and Improve Teaching** Yeping Li,Rongjin Huang,2013 How Chinese Teach Mathematics and Improve Teaching builds upon existing studies to examine mathematics classroom instruction in China It combines contributions from Chinese scholars with commentary from key Western scholars to offer a truly systematic examination of some important and distinctive features of mathematics classroom instruction Viewing classroom instruction as part of teachers instructional practices this book goes beyond teachers in classroom instructional practice by also examining Chinese teachers approaches and practices in developing and improving teaching Through this unique approach How Chinese Teach Mathematics and Improve Teaching expands and unpacks the otherwise fragmented knowledge about Chinese practices in developing and carrying out mathematics classroom instruction **Mathematics Teaching In Singapore - Volume 1: Theory-informed Practices** Ngan Hoe Lee,Cynthia Seto,Ridzuan Abdul Rahim,Liang Soon Tan,2020-04-30 This book series will provide readers with the landscape of mathematics teaching practices in Singapore classroom In this first book of the series Theory Informed Practices the book will have a collection of teachers classroom practices that are informed by theory It will provide classroom exemplars of how teachers make use of theories to inform their practices to better cater to the needs of the learners This book which targets at the practitioners is written in a way that help the practitioners to be better in consuming and applying such efforts in the own classrooms It provides the interested readers not only the landscape but also the spectrum of pedagogical approaches and strategies that are theoretically informed and adopted by the Singapore mathematics teachers This book is written by expert teachers for teachers It will also be of interest to graduate students mathematics educators and the international mathematics education community who are looking for greater insights to the Singapore mathematics classrooms *Mathematical and Analogical Reasoning of Young Learners* Lyn D. English,2004-07-19 Mathematical and

Analogical Reasoning of Young Learners provides foundational knowledge of the nature development and assessment of mathematical and analogical reasoning in young children Reasoning is fundamental to understanding mathematics and is identified as one of the 10 key standards for school mathematics for the new millennium The book draws on longitudinal and cross cultural studies conducted in the United States and Australia of children s reasoning development as they progressed from preschool through the end of second grade The multifaceted analysis of young children s development of mathematical and analogical reasoning focuses on individual learners their learning environments and the interaction between the two The multidisciplinary team of authors present multiple perspectives and multiple methodologies and provide valuable information on organizing and sustaining interdisciplinary and cross cultural inquiry Key issues addressed include the relationship between mathematical and analogical reasoning how changes in children s reasoning relate to the implicit instruction they receive in their classrooms analyses of the participating teachers knowledge beliefs and practices with respect to mathematical and analogical reasoning of young learners and ways in which we might promote development of mathematical and analogical reasoning in young children This volume is highly relevant for mathematics educators researchers in mathematics education educational psychologists early childhood teachers and others interested in mathematical development of young children in particular the development of their reasoning processes

**Using Assessment To Reshape Mathematics Teaching** Sandra K. Wilcox,Perry E. Lanier,2000-04 Casebook video on the use of assessment as an ongoing activity in the classroom to help teachers reshape their instructional practice

**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 for ongoing updates interactive games and practical tools that support classroom learning

**Knowing and Teaching Elementary Mathematics** Liping Ma,2010-03-26 Studies of teachers in the U S often



document insufficient subject matter knowledge in mathematics Yet these studies give few examples of the knowledge teachers need to support teaching particularly the kind of teaching demanded by recent reforms in mathematics education Knowing and Teaching Elementary Mathematics describes the nature and development of the knowledge that elementary teachers need to become accomplished mathematics teachers and suggests why such knowledge seems more common in China than in the United States despite the fact that Chinese teachers have less formal education than their U S counterparts The anniversary edition of this bestselling volume includes the original studies that compare U S and Chinese elementary school teachers mathematical understanding and offers a powerful framework for grasping the mathematical content necessary to understand and develop the thinking of school children Highlighting notable changes in the field and the author's work this new edition includes an updated preface introduction and key journal articles that frame and contextualize this seminal work

Mathematical Tasks in Classrooms Around the World, 2010-01-01 Mathematical tasks have long been recognized as crucial mediators between mathematical content and the mathematics learner For many people the mathematics classroom is defined by the type of tasks one finds there and this is appropriate Mathematical tasks are the embodiment of the curricular pretext that brings each particular set of individuals together in every mathematics classroom In other contexts individuals come together to engage in musical performances or dramatic performances The performances of the mathematics classroom are largely the performance of mathematical tasks and if we are to understand and facilitate the learning that is the purpose of such settings then we must understand the nature of the performances that we find there The classroom performance of a task is ultimately a unique synthesis of task teacher students and situation Of particular interest are differences in the function of mathematically similar tasks when employed by different teachers in different classrooms for different instructional purposes with different students By making comparison possible between the classroom use of mathematical tasks in different classrooms around the world the analyses reported in this book reveal the profound differences in how each teacher utilises mathematical tasks in partnership with their students to create a distinctive form of mathematical activity The Learner's Perspective Study aims to juxtapose the observable practices of the classroom and the meanings attributed to those practices by classroom participants The LPS research design documents sequences of at least ten lessons using three video cameras supplemented by the reconstructive accounts of classroom participants obtained in post lesson video stimulated interviews and by test and questionnaire data and copies of student written material In each participating country data generation focuses on the classrooms of three teachers identified by the local mathematics education community as competent and situated in demographically different school communities within the one major city The large body of complex data supports both the characterisation of practice in the classrooms of competent teachers and the development of theory

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