

Number Power: A Cooperative Approach to Mathematics and Social Development

Robertson, Laurel

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Number Power A Cooperative Approach To Mathematics And Social Development

JL Elias



Number Power A Cooperative Approach To Mathematics And Social Development:

Number Power Laurel Robertson,1993 The activities in these books encourage cooperative learning on projects which develop students number sense mathematical reasoning and communications skills Number Power ,1999 Number Power Laurel Robertson,1993 Designed to support your students mathematical and social development As students collaboratively investigate problems they develop their number sense mathematical reasoning communication abilities decision making skills and ability to work together effectively *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 *The Caring Teacher's Guide to Discipline* Marilyn E. Gootman,2008-07-01 What a fresh approach to classroom management The problem solving approach makes so much sense

if you want a friendly caring and safe classroom Examples in the book illustrate ways to navigate the difficult behaviors that create barriers to learning Jennifer Lee Kumnick School Social Worker Clarke County School District Athens GA Help students deal with anger correct misbehavior and prevent misunderstandings Effective discipline goes hand in hand with both proficient teaching and a caring classroom community This third edition of Marilyn E Gootman s bestseller shows novice and veteran teachers how to guide student behavior by developing positive supportive relationships Gootman s approach to discipline focuses on two essentials teaching students the skills of appropriate behavior and showing them how to avoid inappropriate behavior Featuring summaries of key points at the end of each chapter this revised edition offers a new chapter on establishing a caring classroom community guidelines on how to handle cyberbullying and an updated and expanded resource list featuring literature and programs on classroom discipline Teachers can help children become good thinkers good learners and good classroom citizens by Setting realistic rules and expectations for conduct Developing students problem solving techniques Encouraging open communication to resolve disagreements Creating partnerships with parents By creating a nurturing environment in the classroom teachers can make a difference in children s lives and maintain their own enthusiasm and idealism

Number Power Laurel Robertson,1993 Number Power is designed to support your students mathematical and social development As students collaboratively investigate problems they develop their number sense mathematical reasoning communication skills and ability to work together effectively *Directory of Programs for Students at Risk* Thomas Williams,2014-05-22 This book summarizes over 40 programs which enhance the success of students at risk The emphases of these programs include individual students learning skills whole school improvement professional development and parent and family improvement Names and addresses of key people at each site are also included

Getting Your Math Message Out to Parents Nancy Litton,1998 Tackle the tricky issue of bridging the communication gap between teachers students and their parents This unique resource explore the various channels newsletters back to school night presentations homework and more through which teachers can communicate with parents about their children s math education *Handbook of Cooperative Learning Methods* Shlomo Sharan,1994-02-17 This professional reference overviews cooperative learning and includes sections on generic methods of instruction the application of cooperative learning to particular disciplines and the implementation of programs in schools [Books In Print](#) 2004-2005 Ed Bowker Staff,Staff Bowker, Ed,2004 [Teaching Children Mathematics](#) ,2002 [Mathematics and Science Curriculum Programs](#) ,2002 *Perspectives on Multiculturalism and Gender Equity* Walter G. Secada,2000 *Addison-Wesley Quest 2000* Brendan Kelly,1995 *Subject Guide to Books in Print* ,1996 *Instructor* ,1999 **The Arithmetic Teacher** ,1993 *Exemplary Promising Mathematics Programs* ,1999 [Fostering Children's Mathematical Power](#) Arthur Baroody,Arthur J. Baroody,Jesse L.M. Wilkins,Ronald T. Coslick,1998-09-01 Teachers have the responsibility of helping all of their students construct the disposition and knowledge needed to live successfully in a complex and rapidly

changing world To meet the challenges of the 21st century students will especially need mathematical power a positive disposition toward mathematics curiosity and self confidence facility with the processes of mathematical inquiry problem solving reasoning and communicating and well connected mathematical knowledge an understanding of mathematical concepts procedures and formulas This guide seeks to help teachers achieve the capability to foster children s mathematical power the ability to excite them about mathematics help them see that it makes sense and enable them to harness its might for solving everyday and extraordinary problems The investigative approach attempts to foster mathematical power by making mathematics instruction process based understandable or relevant to the everyday life of students Past efforts to reform mathematics instruction have focused on only one or two of these aims whereas the investigative approach accomplishes all three By teaching content in a purposeful context an inquiry based fashion and a meaningful manner this approach promotes children s mathematical learning in an interesting thought provoking and comprehensible way This teaching guide is designed to help teachers appreciate the need for the investigative approach and to provide practical advice on how to make this approach happen in the classroom It not only dispenses information but also serves as a catalyst for exploring conjecturing about discussing and contemplating the teaching and learning of mathematics

The Power of Picture Books in Teaching Math and Science Lynn Columbia, 2017-05-12 This book s 50 plus lessons each based on a different picture book or story will help classroom teachers build a foundation for teaching math science and social studies concepts to their students Each lesson uses children s literature to make challenging abstract concepts relevant to children s lives inviting them to learn these concepts while responding to a story s illustrations theme characters and plot The lessons also demonstrate how teachers can use children s literature to meet national standards in math science and social studies Chapters 1 through 5 set the stage for using picture books discussing the effective imaginative integration of literature into the classroom Teachers will learn to create an environment that ensures that when children and books come together the experience is enjoyable and thought provoking Chapters 6 through 9 provide individual lessons by grade level with detailed activities based on specific books

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