

# Mathematics

## For Elementary Teachers

10th EDITION

A CONTEMPORARY APPROACH



Gary L. Musser • Blake E. Peterson • William F. Burger

WILEY

# Mathematics Content For Elementary Teachers

**Therese M. Kuhs**



## **Mathematics Content For Elementary Teachers:**

**Mathematics Content for Elementary Teachers** Douglas K. Brumbaugh, Peggy L. Moch, Mary E. Wilkinson, 2004-09-15  
THE book for elementary education mathematics content courses Designed to help prospective teachers of elementary school mathematics learn content beyond the rote level this text stimulates readers to think beyond just getting the problem right and fosters their development into thoughtful reflective self motivated life long learners It stresses the what and why of elementary school mathematics content Hints are provided about how to teach the content but this is mostly left to courses and texts that are dedicated to that purpose The text is organized around the National Council for Teachers of Mathematics Principles and Standards for School Mathematics The Standards dictate the basic sections of the text Within each section appropriate specific topics are developed intertwined with technology problem solving assessment equity issues planning teaching skills use of manipulatives sequencing and much more In addition major focal points of the Standards are emphasized throughout effective teachers of mathematics should be able to motivate all students to learn should understand the developmental levels of how children learn should concentrate on what children need to become active participants in the learning environment and should be engaged in ongoing investigations of new mathematical concepts and teaching strategies Mathematics Content for Elementary Teachers is based on several fundamental premises The focus of mathematics education should be on the process not the answer Elementary teachers should know the mathematics content they are teaching know more than the content they are teaching and teach from the overflow of knowledge It is important for teachers to be flexible in allowing students to use different procedures teaching from the overflow of knowledge implies knowing how to do a given operation more than one way and being willing to examine many different ways Teachers need to learn to carefully cover the topics to be taught to reflect upon them and to be able to organize them To help prospective elementary teachers concentrate on the mathematics content they will be expected to teach and begin to build the foundation for the methods they will use this text includes only elementary mathematics content and does not address middle school concepts Pedagogical features The text is organized according to NCTM Standards An informal writing style speaks directly to readers and is geared to pre service teachers Focus is given to multiple methods of problem solving at four developmental levels Questions exercises and activities are interspersed throughout each section rather than gathered at the end of each chapter Complete solutions for exercises are provided

*The Mathematics Education of Elementary Teachers* Lynn C. Hart, Susan Oesterle, Susan Swars Auslander, Ann Kajander, 2016-07-01 This book is an edited volume addressing specific issues of significance for individuals involved with the undergraduate mathematics content preparation of prospective elementary teachers PSTs Teaching mathematics content courses to this group of students presents unique challenges While some PSTs enter their teacher preparation with weak mathematical skills and knowledge many also hold negative attitudes anxiety and misguided beliefs about mathematics This book is designed to support instructors who teach these students in

mathematics content for elementary teachers courses Elementary teachers need a richly developed understanding of the mathematics they are teaching in order to teach it effectively Providing them with the needed preparation is difficult but can be eased with a solid understanding of the mathematical concerns and limitations PSTs bring to the learning of mathematics and a familiarity with the standards and curricula topics PSTs will be expected to teach Chapter One makes the argument that elementary mathematics is not trivial This is followed by an analysis of four central issues related to the mathematical preparation of elementary teachers specifically 1 selecting creating modifying and implementing mathematical tasks 2 noticing understanding children s ways of thinking as a foundation for learning mathematics 3 developing mathematical habits of mind in PSTs and 4 understanding the role affect plays in the mathematical learning of PSTs The final chapter presents three international examples of programs that currently consider these factors in the implementation of their courses

**Diversifying Mathematics Teaching: Advanced Educational Content And Methods For Prospective Elementary Teachers**

Sergei Abramovich, 2017-02-24 What one takes away from this book is the notion that there s a lot of potential to do more with these students and the book stands as a resource for anyone who shares that opinion Books like Abramovich s are a welcome addition to our options as we try to do our best by these students and by extension their future students MAA Reviews The book is written to enhance the preparation of elementary teacher candidates by offering teaching ideas conducive to the development of deep understanding of concepts fundamental to the mathematics curriculum they are to teach It intends to show how the diversity of teaching methods stems from the knowledge of mathematics content and how the appreciation of this diversity opens a window to the teaching of extended content The book includes material that the author would have shared with teacher candidates should there have been more instructional time than a 3 credit hour master s level course Elementary Mathematics Content and Methods provides Thus the book can supplement a basic textbook for such a course by extending content and diversifying methods Also the book can support graduate level mathematics education programs which have problem solving seminars courses in their curriculum The book is well informed with available in English the mathematical standards and recommendations for teachers from Australia Canada Chile England Japan Korea Singapore and the United States

**Mathematics for Elementary Teachers: A Conceptual Approach**

Laurie Burton, Ted Nelson, Albert Bennett, Joseph Ediger, 2015-01-23 The tenth edition of Mathematics for Elementary Teachers A Conceptual Approach continues the innovative time tested approach of the previous editions an emphasis on learning via specific realistic examples and the extensive use of visual aids hands on activities problem solving strategies and active classroom participation Features of the text focus on ensuring that prospective teachers will gain not only a deeper understanding of the mathematical concepts but also a better sense of the connections between their college math courses and their future teaching experiences along with helpful ideas for presenting math to their students in a way that will generate interest and enthusiasm The text draws heavily on Common Core Standards and contains many

pedagogical elements designed to foster reasoning problem solving and communication skills Additionally this text can be packaged with an activity set that corresponds to each section of the companion text Mathematics for Elementary Teachers An Activity Approach also by the Bennett Burton and Nelson team Mathematics for Elementary Teachers An Activity Approach can be used independently or along with its companion Mathematics for Elementary Teachers A Conceptual Approach

**The Mathematics Education of Elementary Teachers** Lynn C. Hart, Susan Oesterle, Susan Swars Auslander, Ann Kajander, 2016-07-29 This book supports instructors teaching mathematics content to prospective elementary teachers PSTs It addresses challenges like weak skills anxiety and negative attitudes It covers key issues task selection understanding children s thinking developing mathematical habits and the role of affect in learning Mathematics for Elementary Teachers Via Problem Solving Joanna Osborne Masingila, Frank K. Lester, Anne Miller Raymond, 2002 Appropriate for courses in Mathematics for Elementary Teachers in departments of education or as a service course offered by the mathematics dept for education majors This is the math content not the methods course Mathematics for Elementary Teachers via Problem Solving is comprised of two components The Student Activities Manual which is the primary tool for classroom use and the Student Resource Handbook This two part learning system for prospective K 6 teachers uses activities to help students develop a deep and lasting understanding of the mathematical concepts procedures and skills that are essential for teaching mathematics to elementary school children

**Mathematics for Elementary School Teachers: A Process Approach** Mark A. Freitag, 2013-01-01 Freitag s MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS A PROCESS APPROACH was developed using the five Content Standards from the NCTM Principles and Standards for School Mathematics and the Common Core State Standards for Mathematics Traditionally books for pre service elementary teachers have focused on problem solving However problem solving is not the only process through which mathematics is learned It is also learned through mathematical reasoning communication representation and connections Recent trends in mathematics education now advocate implementing all five processes as a vital part of learning and doing mathematics Consequently you need to have concrete experiences with these processes that you will be required to teach The goal of this book is to treat each of the processes equitably by using an approach in which the five processes serve as the central pedagogical theme Most of the examples exercises and activities are designed to either model the processes or to directly engage you in working with them As a result you will not only come to understand the different processes but also appreciate them as an integral to learning and doing mathematics If this broader view can be instilled you are more likely to give your students a more well rounded and holistic view of mathematics once you enter the classroom The content of the book is directly related to the mathematics that is taught in grades K 8 The purpose is not to reteach elementary mathematics Rather the intent is to look at the content from a theoretical or generalized point of view so that you can better understand the concepts and processes behind the mathematics you will teach In short the book focuses on the why behind the mathematics in addition to the how

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**Developing Mathematical Proficiency for Elementary Instruction** Yeping Li, Roger E. Howe, W. James Lewis, James J. Madden, 2021-04-23 The need to improve the mathematical proficiency of elementary teachers is well recognized and it has long been of interest to educators and researchers in the U S and many other countries But the specific proficiencies that elementary teachers need and the process of developing and improving them remain only partially conceptualized and not well validated empirically To improve this situation national workshops were organized at Texas A M University to generate focused discussions about this important topic with participation of mathematicians mathematics educators and teachers Developing Mathematical Proficiency for Elementary Instruction is a collection of articles that grew out of those exciting cross disciplinary exchanges Developing Mathematical Proficiency for Elementary Instruction is organized to probe the specifics of mathematical proficiency that are important to elementary teachers during two separate but inter connected professional stages as pre service teachers in a preparation program and as in service teachers teaching mathematics in elementary classrooms From this rich and inspiring collection readers may better understand and possibly rethink their own practices and research in empowering elementary teachers mathematically and pedagogically as educators or researchers

**Understanding the Math You Teach** Anita C. Burris, 2005 Teaching strategies are grounded in the NCTM standards and illustrated with real student work In addition the author provides a full range of concrete developmental activities that encourage future teachers to make math make sense for themselves as well as for their students Believing that teachers who are comfortable with mathematics develop learners who are comfortable with mathematics this author empowers preservice preK 4 teachers to teach math confidently by laying a solid foundation of math concepts and building on that foundation with engaging meaningful standards based teaching methods Integrated in this unique combined approach to teaching mathematics is a thorough discussion of math manipulatives as well as the use of technology computer and otherwise to assist today s mathematics teacher For educators aids and parents responsible for teaching Pre K to fourth grade math

**Research Advances in the Mathematical Education of Pre-service Elementary Teachers** Gabriel J. Stylianides, Keiko Hino, 2017-11-16 This book examines new trends and developments in research related to the mathematical education of pre service elementary teachers and explores the implications of these research advances for theory and practice in teacher education The book is organized around the following four overarching themes pre service teachers mathematics content and mathematics specific pedagogical preparation professional growth through activities and assessment tools used in mathematics teacher preparation programs pre service mathematics teachers knowledge and beliefs and perspectives on noticing in the preparation of elementary mathematics teachers Including contributions from researchers working in 11 different countries the book offers a forum for discussing and debating the state of the art regarding the mathematical

preparation of pre service elementary teachers By presenting and discussing the findings of research conducted in different countries the book offers also opportunities to readers to learn about varying teacher education practices around the world such as innovative practices in advancing or assessing teachers knowledge and beliefs similarities and differences in the formal mathematics education of teachers types of and routes in teacher education and factors that can influence similarities or differences     **Teaching Elementary Mathematics to Struggling Learners** Bradley S. Witzel, Mary E.

Little, 2016-01-25 Packed with effective instructional strategies this book explores why certain K 5 students struggle with math and provides a framework for helping these learners succeed The authors present empirically validated practices for supporting students with disabilities and others experiencing difficulties in specific areas of math including problem solving early numeracy whole number operations fractions geometry and algebra Concrete examples easy to implement lesson planning ideas and connections to state standards in particular the Common Core standards enhance the book s utility Also provided is invaluable guidance on planning and delivering multi tiered instruction and intervention     Elementary Mathematics Pedagogical Content Knowledge James E. Schwartz, 2008 Schwartz Powerful Ideas in Elementary Mathematics Pedagogical Content Knowledge for Teachers 1 e ISBN 0205493750 This book would be a great tool for helping today s future elementary teachers acquire a gut level understanding of mathematics concepts Hester Lewellen Baldwin Wallace College OH The writing in this text is very clear and would easily be understood by the intended audience The real world examples put the various math concepts into a context that is easily understood The vignettes at the beginning of each chapter are interesting and they get the reader to begin thinking about the math concepts that will follow Each of the chapters seem to build on one another and the author often refers back to activities and concepts from previous chapters which is meaningful to the reader because it lets the reader know that the information they are learning builds their conceptual understanding of other mathematical concepts Melany L Rish University of South Carolina Aiken Organized around five key concepts or powerful ideas in mathematics this text presents elementary mathematics content in a concise and nonthreatening manner for teachers Designed to sharpen teachers mathematics pedagogical content knowledge the friendly writing style and vignettes relate math concepts to real life situations so that they may better present the content to their students The five powerful ideas composition decomposition relationships representation and context provide an organizing framework and highlight the interconnections between mathematics topics In addition the text thoroughly integrates discussion of the five NCTM process strands Features Icons highlighting the NCTM process standards appear throughout the book to indicate where the text relates to each of these Practice exercises and activities and their explanations reinforce math concepts presented in the text and provide an opportunity for reflection and practice Concise conversational chapters and opening vignettes present math contents simply enough for even the most math anxious pre service teachers     **Elementary Mathematics Curriculum Materials** Janine T. Remillard, Ok-Kyeong Kim, 2020-03-16 The

book presents comparative analyses of five elementary mathematics curriculum programs used in the U S from three different perspectives the mathematical emphasis the pedagogical approaches and how authors communicate with teachers These perspectives comprise a framework for examining what curriculum materials are comprised of what is involved in reading and interpreting them and how curriculum authors can and do support teachers in this process Although the focus of the analysis is 5 programs used at a particular point in time this framework extends beyond these specific programs and illuminates the complexity of curriculum materials and their role in teaching in general Our analysis of the mathematical emphasis considers how the mathematics content is presented in each program in terms of sequencing the nature of mathematical tasks cognitive demand and ongoing practice and the way representations are used Our analysis of the pedagogical approach examines explicit and implicit messages about how students should interact with mathematics one another the teacher and the textbook around these mathematical ideas as well as the role of the teacher In order to examine how curriculum authors support teachers we analyze how they communicate with teachers and what they communicate about including the underlying mathematics noticing student thinking and rationale for design elements The volume includes a chapter on curriculum design decisions based on interviews with curriculum authors Teaching by Design in Elementary Mathematics, Grades 2-3 Jennifer Stepanek, Melinda Leong, Linda Griffin, 2010-11-19 This professional learning programme for Key Stage 2 mathematics teaching is grounded in the latest research on the characteristics of effective professional development The materials help teachers deepen their content knowledge for important mathematical concepts in their grade increase their understanding of how students learn these mathematical ideas use their knowledge to develop effective lessons and improve instruction enhance their collaboration skills The mathematical content of Teaching by Design in Mathematics matches content topics in number and operations identified for each grade by the NCTM Curriculum Focal Points The culminating activity of the programme is the co creation of a prototype lesson which is taught to students by team members the team then investigates the impact of the lesson on student learning The cycle of investigating planning teaching observing debriefing and revising a lesson together contributes to a climate of continuous professional learning

Mathematics Content for Elementary and Middle School Teachers Barbara Ridener, Penelope Joan Fritzer, 2004 A short primer on each of the major math content areas that preservice and inservice elementary and middle school teachers are required to know This book is an invaluable resource for the classroom teacher who needs both an overview for planning and help in answering student questions Based broadly on the national standards it gives the teacher general scientific information to cover most state s standards and to help prepare them for teacher certification exams It also provides a strong overview of mathematical knowledge to allow the teacher to find information on important concepts to see where significant moments in mathematical history fit chronologically and to improve the teacher s understanding of mathematical ideas and concepts Moreover it saves professors from having to re teach mathematics content so they can remain focused on the



methods     Elementary School Teachers' Conceptions of Mathematics Content as a Potential Influence on Classroom Instruction Therese M. Kuhs,1980     **Mathematics for Elementary Teachers with Activities, Books a la Carte Edition** Sybilla Beckmann,2017-01-07 NOTE This edition features the same content as the traditional text in a convenient three hole punched loose leaf version Books a la Carte also offer a great value this format costs significantly less than a new textbook Before purchasing check with your instructor or review your course syllabus to ensure that you select the correct ISBN For Books a la Carte editions that include MyLab TM or Mastering TM several versions may exist for each title including customized versions for individual schools and registrations are not transferable In addition you may need a Course ID provided by your instructor to register for and use MyLab or Mastering products For courses in Math for Future Elementary Teachers Empowering Tomorrow s Math Teachers Mathematics for Future Elementary Teachers 5 th Edition connects the foundations of teaching elementary math and the why behind procedures formulas and reasoning so students gain a deeper understanding to bring into their own classrooms Through her text Beckmann teaches mathematical principles while addressing the realities of being a teacher With in class collaboration and activities she challenges students to be actively engaged An inquiry based approach to this course allows future teachers to learn through exploration and group work leading to a deeper understanding of mathematics Known for her contributions in math education Sybilla Beckmann writes the leading text for the inquiry approach in Mathematics for Elementary Teachers with Activities students engage explore discuss and ultimately reach a true understanding of mathematics Beckmann s text covers the Common Core State Standards for Mathematics CCSSM now implemented in most states However states not following Common Core will not find the information intrusive in the text Also available with MyLab Math MyLab TM Math is an online homework tutorial and assessment program designed to work with this text to engage students and improve results The Skills Review MyLab Math provides review and skill development that complements the text helping students brush up on skills needed to be successful in class The MyLab Math course doesn t mirror the problems from the text but instead covers basic skills needed prior to class eliminating the need to spend valuable class time re teaching basics that students should already know This enables students to have a richer experience in the classroom while working through the book activities and problems In addition to basic skills review the MyLab Math course includes a wealth of resources to help students visualize the concepts and understand how they come into play in an elementary classroom These includes IMAP videos Responding to Students Videos eManipulatives and brand new Common Core videos Demonstration videos and GeoGebra animations NOTE You are purchasing a standalone product MyLab TM Math does not come packaged with this content If you would like to purchase both the physical text and MyLab Math search for 0134429370 9780134429373 Mathematics for Elementary Teachers with Activities Books a la Carte Edition plus MyLab Math Access Code Card Package Package consists of 0134423313 9780134423319 Mathematics for Elementary Teachers with Activities Books a la Carte Edition 0321262522 9780321262523

MyLab Math Valuepack Access Card      **Mathematics Department Instructors' Conceptualizations of the Roles Mathematics Content Courses Play in Elementary Teacher Education Programs** Virginia L. Keen,1994      **Teachers' Professional Development and the Elementary Mathematics Classroom** Sophia Cohen,2004-07-13 This book illustrates the experiences of elementary school teachers across one year s time as they participated in a teacher development seminar focused on mathematics and as a result changed their beliefs their knowledge and their practices It explores these experiences as a means of understanding the learning that takes a teacher from a more traditional teaching practice to one that is focused on the ideas and understandings that students and teachers have of the subject matter The work emerges from and reports on a unique data set from a two year study of teacher learning that was funded by the Spencer and MacArthur foundations The teachers whose work is at the center of this study were participants in the Developing Mathematical Ideas seminar DMI a mathematics teacher development seminar for elementary school teachers This seminar is one example of intensive domain specific professional development In this seminar teachers study elementary mathematics content to deepen their own understanding of it they study the development among children of the ideas central to elementary mathematics and they experience a teaching and learning environment consistent with the pedagogy envisioned by the National Council for Teachers of Mathematics Principles and Standards for School Mathematics The seminar is a nationally available teacher development curriculum thus interested educators can gain access to the resources necessary to offer similar seminars in their own communities Teachers Professional Development and the Elementary Mathematics Classroom Bringing Understandings to Light will be widely interesting to a broad audience including mathematics teacher educators teacher education researchers policymakers and classroom teachers It will serve well as a text in a range of graduate courses dealing with teacher cognition knowledge for teaching mathematics methods psychology of learning and pedagogical theory      **Teaching by Design in Elementary Mathematics, Grades 4–5** Melinda Leong,Jennifer Stepanek,Linda Griffin,2010-12 This professional learning programme for Key Stage 3 mathematics teaching is grounded in the latest research on the characteristics of effective professional development The materials help teachers deepen their content knowledge for important mathematical concepts in their grade increase their understanding of how students learn these mathematical ideas use their knowledge to develop effective lessons and improve instruction enhance their collaboration skills The mathematical content of Teaching by Design in Mathematics matches content topics in number and operations identified for each grade by the NCTM Curriculum Focal Points The culminating activity of the programme is the co creation of a prototype lesson which is taught to students by team members the team then investigates the impact of the lesson on student learning The cycle of investigating planning teaching observing debriefing and revising a lesson together contributes to a climate of continuous professional learning

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