

Putting Research into Practice in the Elementary Grades



National Council of Teachers of Mathematics

Putting Research Into Practice In The Elementary Grades

Jann H. Leppien, Jeanne H. Purcell



Putting Research Into Practice In The Elementary Grades:

Putting Research Into Practice in the Elementary Grades Donald L. Chambers, 2002 The almost seventy articles in this book originally appeared as articles in NCTM journals Their purpose is to inform elementary school teachers about research related to teaching and learning mathematics in the elementary grades to help them examine and reflect on their own teaching and to assist them in putting research into practice in the classroom

Uncovering Student Thinking in Mathematics, Grades K-5 Cheryl Rose Tobey, Leslie Minton, 2010-10-04 Finally a book to help teachers differentiate math instruction using their own individualized current data The practical simple to use formative assessments allow teachers to identify areas of difficulty correct misconceptions and guide learning Renee Peoples Fourth Grade Teacher and K 5 District Math Facilitator Swain County Schools NC This book offers ways for teachers to gain more insight into what their students know and don't know Carol Amos Teacher Leader Mathematics Coordinator Twinfield Union School VT 25 targeted probes that gauge students mathematics comprehension in Grades K 5 Quickly identify each child's level of understanding with these easy to use assessment tools This sequel to the bestseller *Uncovering Student Thinking in Mathematics* answers teachers requests for more strategies to monitor classroom learning in real time The authors provide 25 field tested probes brief easily administered assessments that can pinpoint students areas of struggle in mathematics Aligned with NCTM standards these grade appropriate probes are easy to implement immediately and help teachers Build on children's current understandings while addressing their identified difficulties Quickly and objectively evaluate specific math skills Determine students common mistakes and obstacles to learning math Measure learners abilities and compare them to performance objectives Tobey and Minton include their proprietary QUEST cycle model which provides teachers with the necessary tools to make sound instructional choices and improve all students mathematical knowledge

Uncovering Student Thinking About Mathematics in the Common Core, Grades 3-5 Cheryl Rose Tobey, Emily R. Fagan, 2013-11-27 Take the guesswork out of grades 3 5 math assessment Quickly pinpoint and reverse your students common math difficulties with this detailed and easy to follow resource from best selling authors Cheryl Tobey and Carolyn Arline Twenty research based assessment probes help you ask the right questions to uncover just where your students get confused while learning is already underway These CCSM aligned probes eliminate all guesswork and will help you Systematically address conceptual and procedural mistakes Plan targeted instruction and remediation in multiplication and division problem solving the four operations factorization and beyond Master essential CCSM mathematical processes and proficiencies for Grades 3 5

Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4 Sharon Vaughn, Sylvia Linan-Thompson, 2007-08-15 What can we do to help ELL students understand English In *Research Based Methods of Reading Instruction for English Language Learners Grades K 4* Sylvia Linan Thompson and Sharon Vaughn provide over 60 field tested classroom lessons for ensuring English fluency among young nonnative speakers Each chapter focuses on research and activities in one of the

following areas Phonemic awareness Phonics and word study Fluency Vocabulary Comprehension In addition to the many step by step activities and lesson plans the book includes in depth explications of linguistic concepts a glossary of terms and lists of relevant online resources The sooner students grasp the principles of English language acquisition the better off they are In this book you will find everything you need to get elementary level ELLs reading and learning successfully in English

What If Your ABCs Were Your 123s? Leslie Minton,2007-06-01 Includes teaching scenarios modeling the crossover of literacy and math strategies and provides techniques to strengthen students grasp of foundational concepts and advance their skills in reasoning and problem solving **Parallel Curriculum Units for Mathematics, Grades 6–12** Jann H.

Leppien,Jeanne H. Purcell,2011-04-07 Maximize your mathematics curriculum with this powerful guidebook that shows how to create a high quality curriculum and differentiate lessons to benefit all students **Uncovering Student Thinking in**

Mathematics Cheryl M. Rose,Leslie Minton,Carolyn Arline,2006-12-20 Appropriate for all grade levels these 25 field tested easy to use mathematics assessment probes help teachers modify instruction by determining students understanding of core mathematical concepts **Oversight Hearing on the Office of Educational Research and Improvement (OERI)**

United States. Congress. House. Committee on Education and Labor. Subcommittee on Select Education,1990 [Handbook](#)

[of School-Family Partnerships](#) Sandra L. Christenson,Amy L. Reschly,2010-06-10 Family and community involvement are increasingly touted as a means of improving both student and school level achievement This has led to an increase in policies initiatives and goals designed to address family involvement in schools Once recognized and implemented such family school partnerships can lead to the following benefits enhanced communication and coordination between parents and educators continuity in developmental goals and approaches across family and school contexts shared ownership and commitment to educational goals increased understanding of the complexities of children s situations and the pooling of family and school resources to find and implement quality solutions to shared goals *Teaching Young Learners in a Superdiverse World*

Heather Lotherington,Cheryl Paige,2017-04-07 This book documents a collaborative action research project in one school where researchers and practitioners worked together to develop multimodal literacies and pedagogies for diverse multilingual elementary classrooms Following chronologically from Lotherington s *Pedagogy of Multiliteracies* 2011 this volume picks up after teachers and researchers have learned how to work efficiently as a learning community to offer project based learning approaches This edited collection relates how teachers and students of different grade levels language backgrounds and abilities developed a shared agenda and created a framework for effective and inclusive practices Contributors demonstrate that collaboration creative pedagogical solutions and innovative project based learning are all essential parts of learning and teaching socially appropriate and responsive literacies in a multimodal superdiverse world

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