

Mathematics

For Elementary Teachers

10th EDITION

A CONTEMPORARY APPROACH

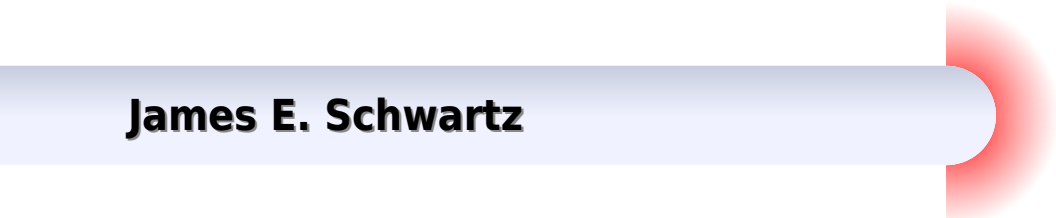


Gary L. Musser • Blake E. Peterson • William F. Burger

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Mathematics Content For Elementary Teachers

James E. Schwartz



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

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

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.

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.

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

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

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

Knowing and Learning Mathematics for Teaching National Research Council,Mathematical Sciences Education Board,Center for Education,Mathematics Teacher Preparation Content Workshop Program Steering Committee,2001-02-25 There are many questions about the mathematical preparation teachers need Recent recommendations from a variety of sources state that reforming teacher preparation in postsecondary institutions is central in providing quality mathematics education to all students The Mathematics Teacher Preparation Content Workshop examined this problem by considering two central questions What is the mathematical knowledge teachers need to know in order to teach well How can teachers develop the mathematical knowledge they need to teach well The Workshop activities focused on using actual acts of teaching such as examining student work designing tasks or posing questions as a medium for teacher learning The Workshop proceedings *Knowing and Learning Mathematics for Teaching* is a collection of the papers presented the activities and plenary sessions that took place

Elementary Teachers' Mathematics Instructional Content Decision Making

Heather A. Martin, 2006

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