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Sybilla Beckmann earned her Ph.D. in Mathematics from the University of Pennsylvania and taught at Yale University as a J.W. Gibbs Instructor of Mathematics, before becoming a Josiah Meigs Distinguished Teaching Professor of Mathematics at the University of Georgia, where she currently teaches.

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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 fu.

This activities manul includes activities designed to be done in class or outside of class. These activities promote critical thinking and discussion and give students a depth of understanding and perspective on the concepts presented in the text.

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 this approach. In Mathematics for Elementary Teachers with Activities, students engage, explore, discuss, and ultimately reach a true understanding of mathematics. The Fourth Edition provides a new full-color design, making the math come alive. For the first time, the content and activities are combined into the same text, creating a self-contained resource for this course and beyond. Common Core State Standards are integrated to complement the National Council of Teachers of Mathematics (NCTM) Focal Points and Standards that appear where appropriate. New From the Field features highlight the latest research, Integrating Mathematics and Pedagogy (IMAP) videos (available separately), children's literature, views from the classroom, and lesson planning to prepare future teachers for their teaching careers.

Mathematics for Elementary Teachers, Third Edition offers an inquiry-based approach, which helps readers reach a deeper understanding of mathematics. Sybilla Beckmann, known for her contributions in math education, writes a text that encourages future teachers to find answers through exploration and group work. Fully integrated activities are found in her accompanying Activities Manual, which comes with every new copy of this text. As a result, readers engage, explore, discuss, and ultimately reach a true understanding of mathematics.

Mathematics for Elementary School Teachers is designed to give you a profound understanding of the mathematical content that you are expected to know and be able to teach. The chapters integrate the National Council of Teachers of Mathematics (NCTM) Standards and Expectations and the new Common Core State Standards, as well as research literature. The five NCTM Process Standards of problem solving, reasoning and proof, communication, connections, and representation highlight ways that teachers present content, the ways that students learn content, and various ways that students can demonstrate procedural and conceptual understanding. The worked examples and homework questions provide prospective elementary school teachers with opportunities to develop mathematical knowledge, understanding, and skills that they can apply in their own classrooms effectively. The learning path begins with the Where Are We Going? Chapter Openers, worked Examples with Yellow Markers that indicate the Process Standards throughout the text, to the Concept Maps, to the Section Question Sets with their refreshers of Process Standards, to the Chapter Organizers with Learning Outcomes and a list of the corresponding Review Questions, and finally, conclude at the Chapter Tests with their overarching Learning Outcomes. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Now is a time of great interest in mathematics education. Student performance, curriculum, and teacher education are the subjects of much scrutiny and debate. Studies on the mathematical knowledge of prospective and practicing U. S. teachers suggest ways to improve their mathematical educations. It is often assumed that because the topics covered in K-12 mathematics are so basic, they should be easy to teach. However, research in mathematics education has shown that to teach well, substantial mathematical understanding is necessary--even to teach whole-number arithmetic. Prospective teachers need a solid understanding of mathematics so that they can teach it as a coherent, reasoned activity and communicate its elegance and power. This volume gathers and reports current thinking on curriculum and policy issues affecting the mathematical education of teachers. It considers two general themes: (1) the intellectual substance in school mathematics; and (2) the special nature of the mathematical knowledge needed for teaching. The underlying study was funded by a grant from the U.S. Department of Education. The mathematical knowledge needed for teaching is quite different from that required by students pursuing other mathematics-related professions. Material here is geared toward stimulating efforts on individual campuses to improve programs for prospective teachers. This report contains general recommendations for all grades and extensive discussions of the specific mathematical knowledge required for teaching elementary, middle, and high-school grades, respectively. It is also designed to marshal efforts in the mathematical sciences community to back important national initiatives to improve mathematics education and to expand professional development opportunities. The book will be an important resource for mathematics faculty and other parties involved in the mathematical education of teachers.

This twenty-third ICMI Study addresses for the first time mathematics teaching and learning in the primary school (and pre-school) setting, while also taking international perspectives, socio-cultural diversity and institutional constraints into account. One of the main challenges of designing the first ICMI primary school study of this kind is the complex nature of mathematics at the early level. Accordingly, a focus area that is central to the discussion was chosen, together with a number of related questions. The broad area of Whole Number Arithmetic (WNA), including operations and relations and arithmetic word problems, forms the core content of all primary mathematics curricula. The study of this core content area is often regarded as foundational for later mathematics learning. However, the principles and main goals of instruction on the foundational concepts and skills in WNA are far from universally agreed upon, and practice varies substantially from country to country. As such, this study presents a meta-level analysis and synthesis of what is currently known about WNA, providing a useful base from which to gauge gaps and shortcomings, as well as an opportunity to learn from the practices of different countries and contexts.

Now in its Third Edition, this text provides the background knowledge primary teachers need to plan effective programmes of work and answer children's questions with confidence. The new edition links explanations of scientific concepts with children's everyday experiences to help teachers and trainees foresee how they will present the subject knowledge to their pupils. Shaped by the National Curriculum, this text explains key scientific theories and concepts which pupils at primary level, including very able children, need in order to understand the observations and investigations they undertake. A CD ROM of 200 science investigations for young students is included with the new edition, allowing teachers to explore the practical application of topics covered in the book. This is an essential book for teachers, student teachers and anyone interested in the roots and growth of science education.

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