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Developing Mathematical Thinking: Fractions

Greenwood, Jay

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Developing Mathematical Thinking Fractions

Pamela Weber Harris



Developing Mathematical Thinking Fractions:

Developing Mathematical Thinking Jay Greenwood, 1991-09-01
Greenwood, 1986

Developing Mathematical Reasoning Pamela Weber Harris, 2025-02-13
Math is not rote memorizable Math is not random guessable Math is figure out able Author Pam Harris argues that teaching real math math that is free of distortions will reach more students more effectively and result in deeper understanding and longer retention This book is about teaching undistorted math using the kinds of mental reasoning that mathematicians do Memorization tricks and algorithms meant to make math easier are full of traps that sacrifice long term student growth for short lived gains Students and teachers alike have been led to believe that they've learned more and more math but in reality their brains never get any stronger Using these tricks may make facts easier to memorize in isolation but that very disconnect distorts the reality of math The mountain of trivia piles up until students hit a breaking point Humanity's most powerful system of understanding organizing and making an impact on the world becomes a soul draining exercise in confusion chaos and lost opportunities *Developing Mathematical Reasoning Avoiding the Trap of Algorithms* emphasizes the importance of teaching students increasingly sophisticated mathematical reasoning and understanding underlying concepts rather than relying on a set rule for solving problems This book illuminates a hierarchy of mathematical reasoning to help teachers guide students through various domains of math development from basic counting and adding to more complex proportional and functional reasoning Everyone is capable of understanding and doing real math This book Highlights the important mathematical relationships strategies and models for students to develop Offers personal stories reflection sections and extensive practical exercises for easy implementation Includes real math a lot of it to provide teachers with examples they can put to use in their classrooms immediately This book is a valuable resource for educators looking to reach more students by building a strong foundation of mathematical thinking in their students By addressing common misconceptions about math and providing practical strategies for teaching real math this book shows that everyone can use the mathematical relationships they already know to reason about new relationships In other words everyone can math

Unpacking Fractions Monica Neagoy, 2017-03-10
For years the teaching and learning of fractions has been associated with rote memorization But this mechanical approach to instruction which strips students of an ability to reason or make sense of math has resulted in a failure of understanding Author Monica Neagoy drawing on decades of research studies evidence from teacher practice and 25 years of experience working around the world with teachers students and parents addresses seven big ideas in the teaching and learning of fractions in grades 2-6 Each idea is supported by a vignette from a real classroom common misconceptions a thorough unpacking of productive mathematical thinking and several multistep and thought provoking problems for teachers to explore She offers three fundamental reasons why it's imperative for us to take a closer look at how we teach fractions 1 Fractions play a key role in students' feelings about mathematics 2 Fractions are fundamental to school

math and daily life 3 Fractions are foundational to success in algebra While a solid grounding in algebra is necessary for a STEM career the worthy goal of algebra for all will not be possible until fractions for all is a reality Unpacking Fractions provides teachers with concrete strategies for achieving that reality in short helping all students gain the knowledge they need to feel at ease with fractions

Mathematical Thinking Masami Isoda, Shigeo Katagiri, 2012 Developing mathematical thinking is one of major aims of mathematics education In mathematics education research there are a number of researches which describe what it is and how we can observe in experimental research However teachers have difficulties developing it in the classrooms This book is the result of lesson studies over the past 50 years It describes three perspectives of mathematical thinking Mathematical Attitude Minds set Mathematical Methods in General and Mathematical Ideas with Content and explains how to develop them in the classroom with illuminating examples

A Focus on Fractions Marjorie M. Petit, Robert E. Laird, Caroline B. Ebby, Edwin L. Marsden, 2022-07-29 The third edition of this book offers a unique approach to making mathematics education research on the teaching and learning of fraction concepts readily accessible and understandable to pre service and in service K 8 mathematics teachers Revealing students thought processes with extensive annotated samples of student work and vignettes characteristic of classroom teachers experience this book provides teachers a research based lens to interpret evidence of student thinking inform instruction and ultimately improve student learning Based on research gathered in the Ongoing Assessment Project OGAP and updated throughout this engaging and easy to use resource also features Two new chapters dedicated to understanding the OGAP Fraction Framework and Progression based on research conducted with hundreds of teachers to gather and interpret evidence of student learning along a learning progression referenced throughout the book so readers can apply the concepts to their instruction A close focus on student work including 180 annotated pieces of student work to help teachers improve their ability to recognize assess and monitor their students errors and misconceptions as well as their developing conceptual understanding A discussion of decimal fractions also new to the third edition In chapter sections on how Common Core State Standards for Math CCSSM are supported by math education research End of chapter Looking Back questions to allow teachers to analyze student thinking and consider instructional strategies for their own students Instructional links to help teachers relate concepts from each chapter to their own instructional materials and programs Accompanying online Support Material includes an answer key to Looking Back questions as well as a copy of the OGAP Fraction Framework and Progression A Focus on Fractions is part of the popular A Focus on collection designed to aid the professional development of pre service and in service mathematics teachers As with the other volumes on addition and subtraction ratios and proportions and multiplication and division this updated new edition bridges the gap between what math education researchers know and what teachers need to know in order to better understand evidence in student work and make effective instructional decisions

A Focus on Fractions Marjorie M. Petit, Robert E. Laird, Caroline B. Ebby, Edwin L. Marsden, 2015-07-24 A Focus on Fractions is a groundbreaking

effort to make the mathematics education research on how students develop their understanding of fraction concepts readily accessible and understandable to pre and in service K 8 mathematics educators Using extensive annotated samples of student work as well as vignettes characteristic of classroom teachers experiences this book equips educators with the knowledge and tools to reveal students thinking so that they can modify their teaching and improve student learning of fraction concepts A Focus on Fractions 2nd edition includes sections on the Common Core State Standards for Mathematics and the Ongoing Assessment Project OGAP Fraction Framework integrated into each chapter as well as a new chapter on the OGAP Fraction Progression and how it can be used for formative assessment purposes This updated edition assists teachers in translating research findings into their classroom practice by conveying detailed information about how students develop fraction understandings Additional images and examples serve to flesh out and supplement the newly introduced concepts in this updated and expanded edition Special Features Looking Back Questions at the end of each chapter provide teachers the opportunity to analyze student thinking and consider instructional strategies for their own students Instructional Links help teachers relate concepts from the chapter to their own instructional materials and programs Big Ideas frame the chapters and provide a platform for meaningful exploration of the teaching of fractions Answer Key posted online offers extensive explanations of in chapter questions New sections devoted to the CCSSM and OGAP Fraction Progression are woven throughout the book as well as a new stand alone chapter on the OGAP Fraction Progression The OGAP Fraction Framework is an all new eResource now available as a free download from the book s website www.routledge.com/9781138816442

Developing Mathematical Thinking Jay Greenwood,1995-02 **On the Development of Mathematical Thought During the Nineteenth Century** John Theodore Merz,1906 *The British National Film Catalogue* ,1983 **The Elementary Math Teacher's Book of Lists** Sonia M. Helton,Stephen J. Micklo,1997 This is a unique information source and timesaver packed with 155 ready to use lists content and materials covering the entire K 6 math curriculum All of the lists patterns and worksheets are printed in a big spiral bound format ready to be photocopied as many times as needed and organized into 14 convenient sections including Standards and Methodologies Beginning Mathematics Geometry Numeration Counting Basic Operations Number Theory Fractions Decimals Measurement Probability Statistics Pre Algebra Problem Solving Technology and Ten Reproducible Patterns *Impact of the Developing Mathematical Ideas Professional Development Program on Grade 4 Students' and Teachers' Understanding of Fractions. REL 2017-256* Madhavi Jayanthi,Russell Gersten,Mary Jo Taylor,Keith Smolkowski,Joseph Dimino,2017 Contemporary state math standards emphasize that students must demonstrate an understanding of the mathematical ideas underlying the computations that have typically been the core of the elementary school math curriculum The standards have put an increased emphasis on the study of fractions in upper elementary grades which are the years during which students build a strong foundation in fractions concepts At the same time the National Mathematics Advisory Panel 2008 cites limited understanding of fractions

as the key reason for the high failure rate in algebra courses Longitudinal data from both the United States and the United Kingdom have demonstrated that knowledge of fractions in the elementary grades plays a powerful role in subsequent success in algebra the gateway to math achievement in high school Members of the Regional Educational Laboratory REL Southeast Improving Mathematics Instruction Research Alliance saw teachers lack of in depth knowledge of fractions concepts as a major challenge in their teaching these concepts to their students Alliance members indicated that teachers would benefit from a professional development program that focused on building a deep understanding of the mathematical ideas underlying fractions and of how to apply those ideas in the classroom This large scale study investigates the effectiveness of such a program to help inform future district and state investments in professional development Members of the REL Southeast Improving Mathematics Instruction Research Alliance formed a work group and selected Developing Mathematical Ideas DMI as the professional development program that seemed best suited to develop in depth teacher knowledge of fractions and that could be scaled up in a large number of districts simultaneously Developed by the Education Development Corporation DMI is designed to help teachers think through major mathematical ideas and examine and reflect on how their students develop and understand the ideas Teachers examine vignettes of classroom teaching and examples of student work from their own classes and from the classes of other participating teachers Teachers also work on fractions problems designed to promote their own understanding of fractions concepts The primary goal of the study was to assess the impact of DMI on grade 4 students and teachers understanding of fractions The study was conducted during the 2014 15 school year using data from 84 schools in eight school districts in three states Florida Georgia and South Carolina Participants included 4 204 grade 4 students and 264 grade 4 teachers Nine trained facilitators provided the professional development The study used a randomized controlled trial randomly assigning schools to either the treatment condition or the control condition Teachers in schools in the treatment condition received 24 hours of DMI professional development on fractions during fall 2014 They attended eight three hour sessions conducted over four days two three hour sessions per day one day per month In most cases substitute teachers filled in for teachers during these days in some cases teachers preferred occasional Saturday sessions and were compensated for the additional workday Teachers in the control condition did not receive DMI professional development but were free to participate in any type of school or district provided professional development in math including fractions About a third of teachers in the control condition indicated that they had participated in some form of professional development in fractions The student outcome measure was the Test for Understanding of Fractions which was administered at the end of the school year to assess students understanding of fractions concepts and their ability to perform computations and word problems The teacher outcome measure was the Mathematical Knowledge for Teaching Fractions Scale Learning Mathematics for Teaching 2008 which was administered to all teachers at the end of the study to assess their understanding of the mathematical ideas involved in teaching fractions and

their knowledge of the typical errors and misconceptions that can develop as students learn this material Key findings include 1 DMI did not demonstrate any impact on student proficiency in fractions Students of teachers who participated in DMI performed at almost the same level as students of teachers who did not participate the difference was not statistically significant $p = 0.637$ and 2 The impact of DMI on teachers knowledge of fractions was inconclusive Teachers who participated in DMI performed 0.19 standard deviation better than teachers who did not participate but the difference was not statistically significant $p = 0.051$ Thus DMI had nonsignificant impacts on students proficiency in fractions and their teachers knowledge of fractions The finding of no impact on students math proficiency is common in the research literature on professional development in math The results suggest that professional development that attempts to build teachers knowledge of the mathematical ideas underlying the K-8 curriculum though theoretically compelling does not always lead to improvements in student learning The following are appended 1 Study design and study sample 2 Reliability of measures 3 Online surveys and 4 Data analysis

Developing Mathematical Thinking Jay Greenwood, 1991-11-01

Extending Children's Mathematics Susan B. Empson, Linda Levi, 2011 With the collaboration of a number of dedicated teachers and their students Susan Empson and Linda Levi have produced a volume that is faithful to the basic principles of CGI while at the same time covering new ground with insight and innovation Thomas P Carpenter This highly anticipated follow up volume to the landmark Children's Mathematics Cognitively Guided Instruction addresses the urgent need to help teachers understand and teach fraction concepts Fractions remain one of the key stumbling blocks in math education and here Empson and Levi lay a foundation for understanding fractions and decimals in ways that build conceptual learning They show how the same kinds of intuitive knowledge and sense making that provides the basis for children's learning of whole number arithmetic can be extended to fractions and decimals Just as they did in Children's Mathematics and Thinking Mathematically Empson and Levi provide important insights into children's thinking and alternative approaches to solving problems Three themes appear throughout the book building meaning for fractions and decimals through discussing and solving word problems the progression of children's strategies for solving fraction word problems and equations from direct modeling through relational thinking designing instruction that capitalizes on students relational thinking strategies to integrate algebra into teaching and learning fractions With illuminating examples of student work classroom vignettes Teacher Commentaries from the field sample problems and instructional guides provided in each chapter you'll have all the tools you need to teach fractions and decimals with understanding and confidence

Mathematics for Elementary Teachers Albert B. Bennett, Leonard T. Nelson, 2004 This book is designed for courses in mathematics for instructors who choose to focus on and or take an activities approach This book provides inductive activities for prospective elementary school teachers and incorporates the use of physical models manipulatives and visual images to develop concepts and encourage higher level thinking This text contains activity sets one corresponding to each section of the companion text Mathematics for Elementary

Teachers A Conceptual Approach also by Bennett Nelson The Activities Approach text can be used independently or along with its companion volume **Harcourt Math** ,2003-03 The Development of Children's Fraction Thinking in a First-grade Classroom Susan Carol Baker,1994 *Teaching Mathematics in Elementary and Middle School* Joseph G. R. Martinez,Nancy Conrad Martinez,2007 With an emphasis on inquiry and process Teaching Mathematics in Elementary and Middle School embraces active mathematics instruction and the development of mathematical thinking through problem solving The text challenges future teachers to prepare their K 8 students for a world that requires a higher level of mathematical literacy and enables them to compete in a global society Teachers will develop their own mathematical abilities allowing them to help students discover a rich combination of thinking processes and problem solving strategies raising the learning expectations for all Unique text features TIE Thought Investigation and Exploration features ask pre service teachers to develop their own thinking and learning abilities preparing them to better challenge their students Mathematics in the Real World Idea Files and Teacher Profiles model best practices and supply readers with concrete teaching tools and strategies Mathematical Thinking Mathematical Games and Mathematics and Technology features detail activities to engage and develop students mathematical thinking Accompanying student artifacts illustrate the progression of students conceptual understanding CD logo replaces bullet Math Activities CD ROM provides an outstanding text component containing more than 100 activities that use a three step process explore invent discover to foster the development of mathematical thinking through guided inquiry Aligned with the NCTM standards each activity is integrated within the text and designed to help develop students conceptual understanding of mathematics Mathematics in Literature offers thoroughly developed ideas for using children s literature to create meaningful contexts for mathematics learning An extensive bibliography that can be used for this purpose appears on the CD Rom I think the text is an excellent resource for elementary and middle school methods courses In particular I like how the textbook handles the bigger issues such as geometric reasoning rather than just geometry I also like the excellent foundation in educational research that the textbook provides as well as some very careful attention and consistent referencing to the NCTM standards and principles The incorporation of classroom vignettes teacher illustrations and samples of student work also all add to the excellent grounding of the text in real world classroom work Dr Neal Grandgenett University of Nebraska at Omaha **Normal Instructor and Teachers World** ,1920 *Mathematics for Kindergarten and Grades I-VI*. Saint Louis (Mo.). Board of Education,1926

Decoding **Developing Mathematical Thinking Fractions**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Developing Mathematical Thinking Fractions**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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