

Reconceptualizing Mathematics For Elementary School Teachers

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Mechanicsburg has a history of mathematical proficiency. Named after the 19th century settlement of mechanics working at the local gri ...

[Learning to love math in the elementary years](#)

The school committees in both towns, at a joint meeting April 26, unanimously approved a recommendation from Superintendent Michael Morris to adopt i-Ready Classroom Math K-5 as the elementary math ...

[New math program approved for elementary schools in Amherst, Pelham](#)

Griner coordinates Northwestern's after-school program, which launched in February. Reading and math — two subject areas children have fallen behind in due to the COVID-19 pandemic — are the focus at ...

[Northwestern sees reading, math improvement with after-school program](#)

The committee selected four highly rated curricula and narrowed them down i-Ready and Illustrative Math (IM) which were piloted in every elementary school. 15 teachers across K-5 taught lessons for ...

[Amherst and Pelham schools adopt new K-5 math curriculum](#)

School districts in Florida will now have two publishers to choose from when selecting math textbooks for elementary school.

[Florida adds another publisher to elementary math textbook list, pulling it from reject list](#)

University of Missouri professors are using a \$1.25 million National Institutes of Health grant to develop resources to help middle school teachers combine literacy, science and math for their ...

[How MU is developing middle school lesson resources combining science, math and literacy](#)

Bay District Schools approved the purchase of multiple math textbooks, not experiencing any conflicts with the state's list of 54 banned textbooks.

[Bay school board approves purchase of Florida-approved math textbooks. Why none were on reject list](#)

Damakant Jayshi School officials on Monday expressed concern about proposed changes to math curriculum for Wausau middle schools, agreeing that more ...

Reconceptualizing Mathematics, founded on research and studies of learning and mathematics teaching for many years, is designed for use in classrooms in which students take an active part in learning and experience doing math. The esteemed author team has written the only textbook of its kind to both incorporate aspects of student-centered learning into lessons and model the teaching that will be expected of their students. To this end, the authors provide worthwhile tasks, activities, and support for facilitating discussions. Quantitative reasoning and problem solving are recurring themes in Reconceptualizing Mathematics. The authors approach problem solving that teaches students to

understand the quantities embedded in the situation and how they relate to each other.

There is today a greater awareness that elementary mathematics is rich in important ideas and that its instruction requires far more than simply knowing the “ math facts ” and a handful of algorithms. Mathematics courses for teachers must reflect the intellectual depth and challenge of the elementary school curriculum. The Conference Board of Mathematical Sciences (CBMS) recommends that the preparation of mathematics teachers include courses that develop a “ deep understanding of the mathematics they teach, ” that are designed to “ develop careful reasoning and ‘ common sense ’ in analyzing conceptual relationships, . . . that develop the habits of mind of a mathematical thinker and that demonstrate flexible, interactive styles of teaching ” (CBMS, 2000, pp. 7-8). Judy Sowder, Larry Sowder, and Susan Nickerson recognize and accept the challenge of presenting mathematics to teachers in a manner that addresses these recommendations. In doing so they provide instruction that will lead teachers of mathematics to reconceptualize the mathematics they often think they already know, thus allowing them to develop a deeper understanding of the mathematics they will teach. The authors believe that teachers must know mathematics differently than most people do. Teachers need to know the mathematics they teach in a way that allows them to hold conversations about mathematical ideas and mathematical thinking with their students. A persistent pursuit of explanation is a hallmark of a classroom in which learning is taking place. A common axiom is that teachers teach the way they were taught. Prospective teachers are unlikely to demonstrate flexible, interactive styles of teaching unless they have experienced mathematics taught this way. Instructors of the Reconceptualizing Mathematics courses, however, may not have experienced such instruction themselves. Thus the authors provide many forms of instructional assistance to help instructors better understand the mathematics their prospective teachers need to know, to begin to model teaching strategies that these prospective teachers will be expected to use in their own classrooms, and to assist them in many ways throughout the course.

More and more, prospective elementary teachers are being asked to develop what the Conference Board of Mathematical Sciences (CBMS) calls “ the habits of a mathematical thinker. ” This breakthrough text became the new standard for training future elementary math teachers by doing just that, helping them absorb the ideas underlying essential math concepts, rather than just working problems and memorizing facts. Created from extensive math education research and class-testing, the book ’ s innovative pedagogy, convenient format (three-hole punched, perforated pages, wide margins), and supporting technology make it the ideal text for helping today ’ s students become tomorrow ’ s teachers.