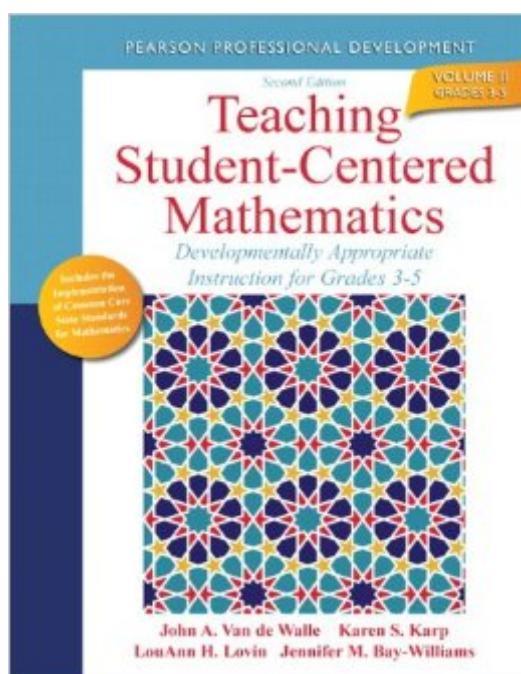


The book was found

Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction For Grades 3-5 (Volume II) (2nd Edition) (Teaching Student-Centered Mathematics Series)



Synopsis

Initially adapted from Van de Walle's™ market-leading textbook, Elementary and Middle School Mathematics, the Van de Walle Professional Mathematics Series are practical guides for developmentally appropriate, student-centered mathematics instruction from best selling mathematics methods authors John Van de Walle, Karen Karp, LouAnn Lovin, and Jennifer Bay-Williams. Specially designed for in-service teachers, each volume of the series focuses on the content relevant to a specific grade band and provides additional information on creating an effective classroom environment, engaging families, and aligning teaching to the Common Core State Standards. Additional activities and expanded lessons are also included. The series has three objectives:

- To illustrate what it means to teach student-centered, problem-based mathematics
- To serve as a reference for the mathematics content and research-based instructional strategies suggested for pre-kindergarten to grade two, grades three to five, and grades six to eight
- To present a large collection of high quality tasks and activities that can engage students in the mathematics that is important for them to learn

Volume II is tailored specifically to grades 3-5, allowing teachers to quickly and easily locate information to implement in their classes. The student-centered approach will result in students who are successful in learning mathematics, making these books indispensable for 3-5 classroom teachers!

Book Information

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Customer Reviews

This is the new edition of Math 3-5 and I had already purchased Gr. 5-8 in the 2011 (I think) edition. I teach 5th grade and my goal last fall and next year is to become a better, more effective math teacher. My district has expectations, but does not provide the professional development. Our students were not making the progress that I wanted. I have taught for 36 years, 25 in 5th grade, so I'm definitely a veteran teacher. This book, and Small Steps, Big Changes: Eight Essential Practices for Transforming Schools Through Mathematics helped me set up a better math classroom, use manipulatives more effectively, and start a guided math program. Students began to understand concepts beyond the procedures. Our MAP scores went up significantly, too, enough to be noticed by the board. I recommend it highly. I had bought the 5-8 last year, and the 3-5 about a month ago. My advice would be to start with the 3-5, because it provides the background to fifth grade, which so many students lack. There are chapters on basic facts and place value - the nemesis (nemises?) for students going on to more advanced math.

This is the "Bible" for math educators. It serves as a vital guide to explaining the mathematics that we teach and methods to convey that understanding across to students. Examples of activities that can be used are given and as well a helpful insights as to where and how children can be confused by mathematics so teachers can avoid them. This is being used as a text for a math methods course for teaching interns. It should be required reading for all teachers who teach math!!

I am enjoying this book. I don't have time to read it all at once but focus on a few pages a week before I teach the topic. I have a 3rd and 4th grade class. This book has helped me rediscover why I love teaching math. It is child centered and very developmental. Many useful problems and activities.

I am extremely cautious in purchasing materials that say they are aligned to Common Core State Standards. Many materials say they are aligned, but are not...this is! Not only will this help teachers understand the content shifts, it will most importantly support teachers with the rigorous instructional shifts required.

I am rating this 5 stars because the teachers in my school (I am an elementary school principal) found this book extremely helpful in implementing common core math. I have top notch teachers who all were very excited to use this book. It is theoretically strong and has many practical applications within.

This rich and teacher-friendly resource offers insights into the misunderstandings 3rd-5th graders often have when learning the big math concepts (for example, a feel for big numbers, decimals, and fractions and how they work). It's even greater value is in suggesting specific easy-to-prepare investigations and scaffolded student activities using a choice of models and manipulatives to build the reasoning and number sense this age group needs, and often misses out on, sadly. I used to often hear from upper grade colleagues, "They should have gotten the foundation in the primary grades and no longer need manipulatives by the upper grades." This book provides upper grade teachers with a rationale and tools to share with colleagues for implementing a constructivist concrete-pictorial-symbolic approach. It enables me to lead students to the generalizations they need to have in order to develop basic fact fluency and to understand and to be able to utilize, explain, and justify all the traditional algorithms listed within the Common Core. However, by selecting many of the strategically selected problems posed by the authors along the way, I can also help students search for patterns and come up with sense-making discoveries on their own as engaged problem solvers. The chapters on the Measurement, Geometry, and Data strands are equally useful. If this book could be 1) the required text in all elementary certification programs, 2) a desk-side companion for every first-year teacher, and 3) used by grade level teams (including veteran teachers) for Common Core math unit prep and planning, the difference for students would be immeasurable. Middle school teachers would be doing the happy dance.

Very easy, rich read. It's full of ideas and activities that support their reasoning for approaching math to students. A must have for any teacher.

I appreciate the way this book clearly explains the vital elements of teaching third through fifth grade students. It is simply laid out in an orderly fashion with a myriad of examples. The graphic features of this work are a great asset to the reader. It points out many misconceptions that students may have, and suggestions for helping them to come to a better understanding of mathematics. This book is one that I intend to keep for years to come. In addition, it stresses that students need to do mathematics in a way that makes sense to them.

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